

# IMPLEMENTATION REPORT

## CONTRACT TITLE: EUTF ECONOMIC PROJECT IMPACT EVALUATION RESEARCH

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EVALUATION AND  
DEVELOPMENT  
(C4ED)

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ZENTRUM FÜR  
EVALUATION UND  
ENTWICKLUNGS-  
FORSCHUNG

CENTRE POUR  
L'ÉVALUATION ET  
LE  
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MARCH 2025

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## ABBREVIATIONS

BD	Business Development
C4ED	Center for Evaluation and Development
CACE	Complier Average Causal Effect
CBA	Competency-Based Approach
CEA	Cost-Effectiveness Analysis
CfW	Cash for Work
CIE	Counterfactual Impact Evaluation
COMPIE	Counterfactual Methods for Policy Impact Evaluation
CRRF	Comprehensive Refugee Response Framework
DAC	Development Assistance Committee
EDD	European Development Days
ELMA	Employment and Labour Market Analysis
EQ	Evaluation Question
EU	European Union
EUD	European Delegate
EUTF	EU Emergency Trust Fund for Africa
FLES	Financial Literacy and Entrepreneurial Skills
FSP	Financial Service Provider
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GrEEn	Green Employment and Enterprise Opportunities Project
HoA	Horn of Africa
IDP	Internally Displaced Person
IGA	Income-Generating Activities
ILO	International Labour Organization
INTEGRA	Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée
IOM	International Organization for Migration
IP	Implementing Partner
IPWRA	Inverse Probability Weighted Regression Adjustment
ITC	International Trade Centre
ITT	Intention to Treat
KII	Key Informant Interviews
MSMEM	Micro, Small and Medium-sized Enterprise

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NAQAA	National Accreditation and Quality Assurance Authority
NGO	Non-Governmental Organisation
NoA	North of Africa
O1	Opportunity 1
O2	Opportunity 2
O3	Opportunity 3
OECD	Organisation for Economic Co-operation and Development
OH	Outcome Harvesting
OYE	Opportunities for Youth Employment
PARERBA	Project d'appui à la Réduction de l'Emigration Rurale dans le Bassin Arachidier
PECOBAT	Projet d'Eco Construction Bâtiment
PM	Project Manager
PMS	Project Manager Survey
PO	Production Operator
Promopêche	Création d'emplois décents et consolidation de l'emploi existant pour les jeunes et potentiels migrants dans le secteur de la pêche artisanale
SME	Small and Medium-sized Enterprise
R1	Result Area 1
R2	Result Area 2
R3	Result Area 3
R4	Result Area 4
RCT	Randomised Controlled Trial
RDD	Regression Discontinuity Design
RISE	Response to Increased Demand on Government Service and Creation of Economic Opportunities in Uganda
SGBV	Sexual and gender-based violence
SLC	Sahel and Lake Chad
SNV	Netherlands Development Organisation
SO	Specific Objective
SoC	Story of Change
SoPE	State of Public Emergency
SSA	Sub-Saharan Africa
STEDE	Strengthened Socio-Economic Development and Better Employment Opportunities for Refugees and Host Communities
TEIAC	Team Europe Initiative Agropole Centre
TOR	Terms of Reference
TSTT	Technical Short-term Training

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TVET	Technical Vocational Education and Training
UNCDF	United Nations Capital Development Fund
VSLA	Village Savings and Loan Association
VTI	Vocational Training Institutions

## SUMMARY

The Center for Evaluation and Development (C4ED) was commissioned by the European Emergency Trust Fund (EUTF) to conduct the evaluation of selected EUTF supported projects in Sub-Saharan Africa (SSA). The evaluation focused on activities under EUTF Strategic Objective (SO) 1 on improving the economic and employment opportunities in the Sahel and Lake Chad (SLC) and Horn of Africa (HoA) windows. The contract began in 01.01.2021 and will end on 31.03.2025, due to an extension of three months.

The purpose of this report is to provide an overview on the activities undertaken throughout the contract and especially in 2024, the fourth and last year of the contract. The report summarises the four result areas of the contract:

**Result Area 1 (R1):** Counterfactual Impact Evaluations (CIEs) on shortlisted projects for micro-project level research

**Result Area 2 (R2):** Portfolio Evaluation across the SLC and HoA regions for macro level research

**Result Area 3 (R3):** Activities undertaken for communication and visibility aimed at improving awareness of EUTF-funded impact evaluations

**Result Area 4 (R4):** Activities undertaken toward capacity building and increasing the availability of quality, easy to process and compliant data on developing countries

This progress report is the last one to be delivered for the contract period. It provides an overview of the different activities, evaluations and results.

Further details on each of the evaluations for R1 and R2 can be found in Annexes 1 to 9 and in the portfolio evaluation report, respectively. Note that portfolio evaluation also provides lessons learned on conducting CIEs.

## 1 EVALUATION OVERVIEW

### 1.1 BACKGROUND

Africa suffers from high underemployment rates, particularly among youths. The International Labour Organization (ILO) estimates the labour force to be underutilised by 25% due to unemployment or time-related underemployment. Among those in employment, a third lives below the poverty line of \$3.65 a day suggesting that a considerable share of the working population does not have access to decent jobs.<sup>1</sup> With similar figures throughout the last decade, international migration from Africa to Europe has unsurprisingly grown significantly, driven by a surge in people fleeing from complex humanitarian emergencies in the SLC region, as well as in the HoA. Both regions are characterised by ongoing conflicts, instability, poverty and thwarted economic growth, in addition to demographic pressure and limited resilience to climate change, among other factors. The interlinkage of these issues makes the situation even

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<sup>1</sup> <https://ilostat.ilo.org/data/africa/>

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more complex. Countries in the SLC and HoA experience increasing emigration and serve as key transit routes among migrants and refugees. The conditions in these countries may represent key push factors but pull factors such as better education and economic opportunities prevailing in Europe and elsewhere also contribute to the migration patterns observed.

Most migration flows in Africa occur within the continent but there is an increased movement of migrants and refugees crossing the African continent to reach Europe. In response, the European Union (EU) and its African partners established the EUTF at the Valletta Summit for Migration in November 2015. The EUTF aims to foster stability and contribute to better migration management in the three targeted geographical areas, that is, the SLC and the HoA regions, as well as the Northern African (NoA) countries.

The EUTF's overall objective consisted of addressing the root causes of destabilisation, forced displacement and irregular migration by promoting economic opportunities, security, and development, including the prevention of human trafficking, the strengthening of protection mechanisms and the advancement of legal migration opportunities. All projects shortlisted to participate in this evaluation exercise in the SLC and the HoA regions focused on greater economic and employment opportunities, covering activities such as training and support for employers and jobseekers, as well as assisting local authorities in the creation of economic strategies, among others. Many of the EUTF projects seek to improve economic and employment opportunities, particularly for the youth and for women.

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## 1.2 OBJECTIVE

The objective of this four-year evaluation project was to provide rigorous evidence on the impact of selected EUTF-supported projects in SSA and assess the effectiveness of these EUTF interventions toward the achievement of **EUTF Strategic Objective 1: greater economic and employment opportunities**. This component of the EUTF intervention is one of four strategic objectives aimed at addressing the root causes of irregular migration and displacement in the SLC and HoA.

The EUTF-funded projects under evaluation in these regions focus on creating employment opportunities and contributing to social and economic stability, with particular focus on women, youth, returning migrants, refugees and host communities. The overarching assumption is that improvement of economic opportunities, local economies, and the dynamism of enterprise sectors will in turn benefit local groups through more and better employment outcomes. This would lead to improved economic situations and prospects for vulnerable groups, thereby contributing to reducing irregular migration.

Through a comprehensive mixed methods approach, C4ED assessed the impact and effectiveness of these projects. Learnings from this evaluation and capacity building activities aimed to equip the EUTF and key stakeholders<sup>2</sup> with tools and data to generate evidence-based policy and programming in the region.

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<sup>2</sup> Refer to Inception Report (2021) Figure 4 for elaboration of the evaluation's Stakeholder Map.

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### 1.3 INTERVENTION AND SCOPE

As described above, the evaluation focused on both accountability and learning. This objective aligns with the Specific Objectives (SO) and expected Result Areas (R1, R2, R3 and R4), outlined in the Terms of Reference (ToR). As such, the scope of the evaluation can be described as follows:

**SO1:** The research conducted regarding this SO comprises micro-level, i. e. project-level research and impact evaluation, using quantitative (experimental and quasi-experimental) approaches to assess the effectiveness of interventions to support economic opportunity and job creation.

**R1:** In response to SO1, seven project-specific CIEs and two purely qualitative studies were conducted in seven African countries. Initially, all studies were planned to be CIEs. However, due to feasibility challenges, the two projects in Mauritania (Promopêche and PECOBAT) did not fulfill the criteria to undertake CIEs. These studies respond to the specified evaluation questions (see section 2.1, and Annex 1 – 9).

**SO2:** The research conducted regarding this SO comprises macro-level research using a mixed-methods approach on the overall portfolio of EUTF SO1 interventions in the SLC and HoA. The portfolio is composed of 85 projects in 20 countries – across selected thematic clusters (e.g., Micro, Small and Medium-size Enterprise (MSME) support to boost decent job creation, dual Technical Vocational Education and Training (TVET) approach to support decent jobs, access to finance to support income-generating activities, and financial literacy)

**R2:** In response to SO2, a portfolio evaluation was conducted based on a mixed-methods evaluation design. The portfolio evaluation covers a representative sample of the 48 decisions as well as primary data collected from all 85 portfolio contracts and was triangulated with learnings from R1 (see section 2.2, and Annex 10).

**SO3:** This SO focuses aims to achieve policy influence through improved awareness of EUTF-funded impact evaluations among relevant national and international audiences, including increased availability and take-up of findings for future programming.

**R3:** In response to SO3, the evaluation facilitates general awareness and knowledge sharing of the impact evaluations (process and results) through communication and visibility outputs (see section 2.3).

**SO4:** This SO focuses on capacity development by improving the availability of quality, easy to process, and compliant data on developing countries (including fragile states) in the public domain. This is also aimed at improving understanding of (quasi-) experimental research methods as well as mixed-methods approaches among EUTF partners including implementing partners, local partners and the broader development community.

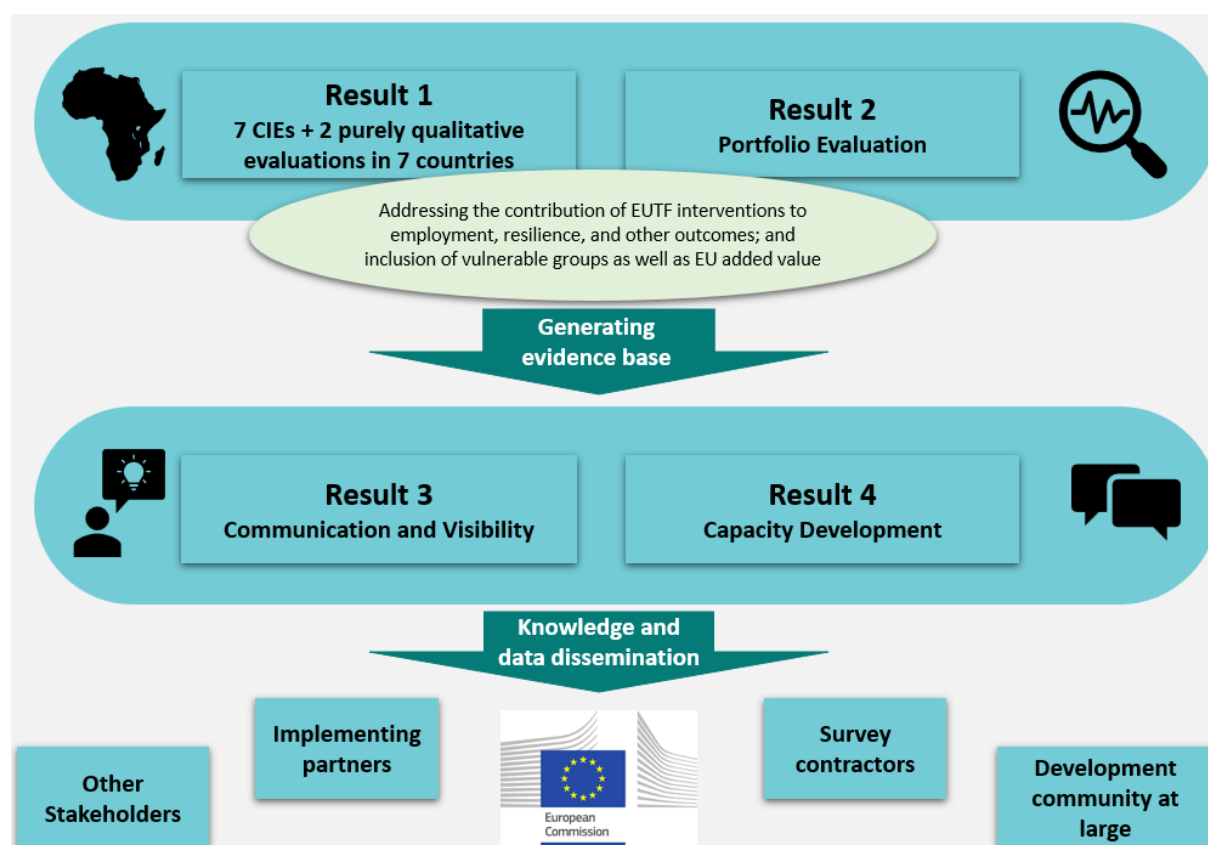
**R4:** In response to specific objective 4, capacity building activities aimed at increasing awareness of impact evaluations, and in particular CIEs among European and local stakeholders are undertaken. These activities are seen as a foundation for the future of evidenced-based programming (see section 2.4).

Together, these Result Areas contribute to both evidence generation and capacity building for programmes, projects and policy makers focusing on the root causes of irregular migration and

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displacement in the SLC and HoA. As depicted in Figure 1, evidence and data gathered in R1 and R2 is shared with policymakers and programme designers as part of R3 and R4. This knowledge and data dissemination aims to increase awareness and build the capacity of stakeholders to use impact evaluation learnings in the design of evidenced-based programming.

Figure 1: Evaluation Organisation



Source: C4ED elaboration

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#### **1.4 TIMELINE**

Each of the Result Areas outlined in the ToR are listed in Table 1. Grey cells are completed activities; green cells indicate those yet to be realised; cells filled with diagonal shading characterise activities that been delayed according to the inception report. Cells with red diagonal shading have been cancelled.

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Table 1: Overview timeline of activities and deliverables

	2021				2022				2023				2024				2025	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
<b>R1: PROGRAMME-SPECIFIC EVALUATION</b>																		
R1. 9. Research reports				R1.1				R1.2				R1.3			R1.4			
<b>R2: PORTFOLIO EVALUATION</b>																		
R2. Portfolio research report				R2.1				R2.2				R2.3				R2.4		
Outcome Harvesting (OH) training and workshop																		
Outcome Harvesting (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)																		
<b>R3: COMMUNICATION and VISIBILITY</b>																		
R.3.1.1. 9 Leaflets				R3.1.1														
R.3.1.2. Methodology leaflet				R3.1.2														
R3.2.1. Four-minutes minifilm (R1)																		
Active participation to the European Development Days (EDD)																		
Participation in EUTF technical meetings (replacement for EDD)																		
Participation in COMPIE conference (replacement for EDD)																		
R3.2.1. Four-minutes minifilm (R1)																		
R3.3.1. Update of 10 leaflets, Policy brief																		
R3.3.2. Short video, 2 regional dissemination seminars																		

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[illegible]

Source: C4ED elaboration

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## 1.5 OVERVIEW OF DELIVERABLES

The following provides an overview of the planned and delivered outputs from Year 1 to Year 4.

### 1.5.1. R1 Project-specific evaluations:

Deliverable	Output planned (as per ToR)	Challenges/discussions	Output delivered
<b>R1.1</b>	One single report composed of nine research reports based on the nine individual projects with common executive summary	No major challenge.	As planned.
<b>R1.2</b>	The 9 individual research reports with a common executive summary will be presented as one single deliverable. This report will present the individual research field work in terms of advancement and both methodological and logistics challenges; the reports will cover the tasks as described from the list above i) to n). The information should be based on both desk and field work and be incremental to what has been achieved in year 1.	Delays in the reviewing process due to a misalignment with expected deliverable.	As planned.
<b>R1.3</b>	The 9 individual research reports with a common executive summary will be presented as one single deliverable. In year 3, the report will capture all challenges raised during the mid –term report and both regional conferences with all key stakeholders. All changes in the research protocols and field work due to health, ethical and/or security issues will be also addressed. Clear conclusions and recommendations should be stated.	Delays in implementations implied delays in the data collections.	Recommendations were mentioned only in reports for which endline data was available.
<b>R1.4</b>	The one single report composed of 9 individual research reports with a common executive summary will be presented as one single OUTPUT. The final report will be the main research document. Therefore, the impact to intended and non-intended beneficiaries will be described, based on a thorough analysis done on the robust data collected. This should be done per project. It will be expected that the final report includes a comparative	Delays in the reviewing process due to a misalignment with expected deliverable and lengthy quality assurance process.	The comparative analysis of the findings across the 9 projects was included in R2.4.

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	analysis of the findings across the 9 projects that presents an evidence-based picture of some of the longer-term results of EUTF interventions addressing Strategic EUTF Objective 1.		
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**1.5.2. R2: Portfolio evaluation**

<b>Deliverable</b>	<b>Output planned (as per ToR)</b>	<b>Challenges/discussions</b>	<b>Output delivered</b>
<b>R2.1</b>	Portfolio research report with an executive summary will be presented as one single deliverable. This report will present the portfolio research protocol including the key research questions (as described in the inception report annexes) and initial sampling process, baselines surveys, existing material available and cover the initial tasks required in year 1.	Delays in the reviewing process due to a misalignment with expected deliverable.	As planned.
<b>R2.2</b>	Portfolio research report with an executive summary will be presented as one single deliverable. This report will present the portfolio research field work in terms of advancement and both methodological and logistics challenges; the report will cover the initial findings from the first field work. The information should be based on both desk and field work and be incremental to what has been achieved in year 1.	No major challenge.	As planned.
<b>R2.3</b>	Portfolio research report with a common executive summary will be presented as one single deliverable. In year 3 the report will capture all challenges raised in the contract mid-term progress report and both regional conferences <sup>30</sup> with all key stakeholders. All changes in the research protocols and field work due to health, ethical and/or security issues will be also addressed. Clear conclusions and recommendations should be stated.	No major challenge.	As planned.
<b>R2.4</b>	Portfolio research final report with a common executive summary will be presented as one single deliverable. In year 4, the final report will be the main research report. The report will clearly state: the protocol used any deviation if they occurred, the research questions and the answer provided (based on robust data gathered through mixed methods approach and analysed); policy briefings deriving from the results. This assessment will also include the	Delays in the submissions of R1 reports and reviewing process.	As planned and included the comparative analysis of the findings across the 9 projects (See R1.4).

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	comparison and learning lessons from the analysis generated by the single projects' evaluations.		
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### 1.5.3. R3: Communication and visibility

Deliverable	Output planned (as per ToR)	Challenges/discussions	Output delivered
R3.1.1	A total of 9 leaflets Publication in French and English (one per project relating to R1 research project outline and methods). To be foreseen main local language translations for each country. No paper copy foreseen; only electronic copies.	No major challenge.	As planned.
R3.1.2	One portfolio methodology leaflet (based on R2) Publication in French and English- maximum 5 pages within annex the list of countries/projects shortlisted from the 21 countries. To be foreseen local language translations.	No major challenge.	As planned.
R3.2.1	At least 1 global video/or 7 mini films for each project countries (max 4 minutes – either in EN or FR language depending on the country) produced during the R1 research exercise in the course of the second year of implementation. At least the 7 countries should be showcased and case studies developed to be publicise on the EUTF website and other visibility material	Agreed with EUTF to produce a four-minutes minifilm presenting EUTF's actions on the African continent and the methodological approach for CIEs. Released delayed early 2023.	One four minutes mini film in EN and FR language.
R3.2.2	Yearly active participation to the European Development Days. The research project will be contributing to enhance the debate on Impact evaluations in difficult hard to reach areas and will be hosting a stand, animate a technical panel debate, or display the films and publications printed. Ex. hosting a stand; participating in a panel discussion etc. The contractor shall ensure that at least one of the lead experts is involved in preparing and taking part in the EDDS in 2022-23-24.	Agreed with EUTF to not participate because the event focused on the Global Gateway and therefore the content of the evaluation did not fit the agenda of the event.	N/A
R3.3.1	Update of the total of 10 leaflets produced during the Inception phase based on R1 and R2	No major challenge.	As planned.

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R3.3.2	Additional 2 short videos (R2) contents as follows: summary of 4 minutes and max 15 minutes lengths (e.g. case studies and interviews) in both FR and EN languages with subtitles. Other graphic visualization showing produced based on results to date - visibility material shall be prepared to be disseminated at the mid-term conferences held in Dakar and Addis Abeba;	As agreed with EUTF, a four-minutes minifilm based on R2 was produced.	One minifilm on R2 in both FR and EN languages with subtitles, disseminated at the mid-term conferences.
R3.3.3	Yearly active participation to the European Development Days. The research project will be contributing to enhance the debate on Impact evaluations in difficult hard to reach areas and will be hosting a stand, animate a technical panel debate, or display the films and publications printed. Ex. hosting a stand; participating in a panel discussion etc. The contractor shall insure that at least one of the lead experts is involved in preparing and taking part in the EDDS in 2022-2023-2024;	This event was cancelled. It was agreed with EUTF that C4ED participated in EUTF technical meetings instead.	<ol style="list-style-type: none"> <li>1. Participation in Rabat Process on April 25th and 26th 2023 in Yaoundé, Cameroon.</li> <li>2. Participation in the EUTF HoA Monitoring, Evaluation and Learning (MEL) technical meeting in Addis Ababa (Ethiopia) on November 15<sup>th</sup> and 16<sup>th</sup>, 2023.</li> </ol>
R3.3.4	Organise 2 regional dissemination seminars on research implementation progress and outputs/challenges to inform the mid-term evaluation process. The seminars will be organised respectively in Dakar for the Francophone countries and in Addis Abeba for the English-speaking countries. Both events will be host maximum 100 participants each in a four-star hotel. The location will be easily accessible, allowing networking and breakout rooms equipped with high quality audio /visual tools (no interpretation will be provided). The seminar will last for 2 full days (welcoming cocktail, 2 lunches and one dinner plus all coffee breaks) and host at least 50 speakers/panellists/guest to the conference (accommodation, international transport, per diem, visa, airport pick-up etc.) all panel members shall be briefed and the contractor is responsible for sending out the invitations. The contractor shall plan both the contents (agenda, presentations, panels) and the logistics of these 2 events.	<p>During the course of year 3, the following changes were agreed upon with EUTF:</p> <ol style="list-style-type: none"> <li>1. The dissemination seminar in Dakar was relocated to Nouakchott. (due to political circumstances)</li> <li>2. The workshop were postponed to March 2024.</li> <li>3. Both workshops will host a maximum of 50 participants each.</li> </ol>	<p>Seminar in Nouakchott (Mauritania):</p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> and 6<sup>th</sup> of March 2024 in the Mauricenter Hotel.</li> </ul> <p>38 participants: 33 in person and 5 online</p> <p>Seminar in Addis Ababa (Ethiopia):</p> <ul style="list-style-type: none"> <li>• 12<sup>th</sup> and 13<sup>th</sup> March, 2024 in the Inter Luxury Hotel</li> <li>• 56 participants: 36 in person and 18 online</li> </ul>
R3.3.5	Policy brief based on initial findings of the research at individual project and/or at portfolio level will be drafted and presented at the steering committee for prior validation.	As timeframe between this deliverable and R3.4.2 was particularly short, it was agreed with EUTF to merge both deliverables.	See R3.4.2.

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R3.4.1	Organise a technical seminar in Brussels with all key stakeholders to discuss the research findings, key messages and draft final recommendation.	It was decided together with the EU that this deliverable would be combined with R3.4.4.	See R3.4.4.
R3.4.2	Policy brief based on findings of the research at individual project (R1) and/or at portfolio level (R2) will be drafted and presented at the steering committee for prior validation.	It was agreed with EUTF be merged with the OUTPUT 3.3.5 (policy brief on initial findings).	As planned.
R3.4.3	A global video on methodology (4minutes max) and other graphic visualization showing produced results (R1 and R2) - all visibility material/leaflets/case studies etc. shall be prepared to be disseminated at the final high-level conference held in Brussels;	Together with the EU it was decided to produce two minifilms instead of one, containing a maximum of 400 words and focussing on key evaluation findings about employment and migration. Each minifilm was realised in an English and a French version.	Two videos each in English and in French.  Disseminated during the conference in Brussels (R3.4.4).
R3.4.4	Final Dissemination Closure Event at the end of the project in Brussels. A High level conference will be organised in Brussels in year 4 to present and disseminate to a wider audience the research findings and conclusions of the research (R1 and R2). The final conference will be organised in Brussels for a maximum of 150 participants. The venue will be in a four star hotel easily accessible, allowing networking and breakout rooms equipped with high quality audio /visual tools / interpretation will be provided. The seminar will last for 2 full days (welcoming cocktail, 2 lunches and one dinner plus all coffee breaks) and host at least 50 speakers/panellists/guest to the conference (accommodation, international transport, perdiem, visa, airport pick-up etc.) all panel members shall be briefed and the contractor is responsible for sending out the invitations. The contractor shall plan both the contents (agenda, presentations, panels) and the logistics of the final high level conference. All research material already available should be disseminated via USB sticks. A press conference shall be organised at the margin of the high level seminar.	To ensure high participation rate and high level of interest, it was agreed with EUTF that the event would host a maximum of 50 participants and will be a one-day event. The welcome cocktail was replaced by a get together breakfast.	One-day conference on March 11 <sup>th</sup> , 2025 in Brussels.  Available material was disseminated via QR codes. The Press conference was replaced by an article after the event.
R3.4.5	A single document; policy paper outlying recommendations and a practical guide with initial steps to support the introduction of impact evaluation using	In Q3 2024 it was agreed that the policy paper to be produced by C4ED should	Policy paper: “Setting up CIEs for EU development cooperation: a

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	‘CIE methods, RCTs or control groups identification’ during the formulation phase (at DEVCO- delegation levels);	function as a short, practical guide for EU evaluation unit colleagues for future impact evaluations.	practical guide for evaluation managers” published as planned.
R3.4.6	Yearly active participation to the European Development Days. The research project will be contributing to enhance the debate on Impact evaluations in difficult hard to reach areas and will be hosting a stand, animate a technical panel debate, or display the films and publications printed. Ex. hosting a stand; participating in a panel discussion etc. The contractor shall insure that at least one of the lead experts is involved in preparing and taking part in the EDDS in 2022-2023-2024;	This event was cancelled. It was agreed with EUTF that C4ED would participate in other dissemination events instead.	<ol style="list-style-type: none"> <li>1. Participation in COMPIE conference in Amsterdam on June 24<sup>th</sup> 2024</li> <li>2. Participation in EUTF Legacy Workshop in Brussels on December 10<sup>th</sup>.</li> <li>3. Participation in “Dynamig Workshop 3: What do policy actors think about the drivers of migration and why does it matter?” online on March 20<sup>th</sup>, 2025.</li> <li>4. Future participation in GIZ internal seminar online on May 19<sup>th</sup>, 2025.</li> </ol>

#### 1.5.4. R4: Capacity building

Deliverable	Output planned (as per ToR)	Challenges/discussions	Output delivered
<b>R4.1.1</b>	Annual national information/training seminar is organised by the contractor in all 7 countries selected for R1 (see list above) for a minimum /maximum of 50 participants over 2 days. The contractor is responsible for the logistics and the contents of the training course and no participation fees will be applied. Participants will be responsible to cover their participation cost.	Due to the COVID-19 pandemic, the trainings were conducted online.	<ul style="list-style-type: none"> <li>• 2-day remote training for all 7 countries</li> <li>• 160 participants</li> </ul>
<b>R4.1.2</b>	Training material shall be made available in EN/FR through a webinar targeting all potentially interested stakeholders (in particular: DEVCO, IPs, local partners etc...)	No major challenge.	As planned.

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<b>R4.1.3</b>	A baseline survey (e.g. monkey survey online tools) should be launched in both regions to assess the level of knowledge and implementation capacity to run impact evaluation with the main local research institutes, academic stakeholders' in the 7 countries targeted under R1.	No major challenge.	As planned.
<b>R4.2.1</b>	Annual national information/training seminar is organised by the contractor in all 7 countries selected for R1 for a minimum/maximum of 50 participants over 2 days. The contractor is responsible for the logistics and the contents of the training course. Participants will be responsible to cover their participation cost.	Due to the COVID-19 pandemic, the trainings were conducted online.	<ul style="list-style-type: none"> <li>• 2-day remote training for all 7 countries</li> <li>• 86 participants</li> </ul>
<b>R4.2.2</b>	Training material shall be updated in EN/FR through a webinar targeting all potentially interested stakeholders (in particular: DEVCO, IPs, local partners etc...)	No major challenge.	As planned.
<b>R4.3.1</b>	One day training seminar is organised by the contractor in both countries where the midterm evaluation seminars will take place (Dakar for the francophone countries and Addis-Abeba for the English-speaking countries). The venue could be the same as for the seminar and the maximum number of guest participants invited by the contractor will be 50. The contractor will be responsible for both the logistics and the contents of the training session (see R3.3.4).	It was agreed with EUTF that these trainings would not be relevant during the mid-term regional dissemination seminars (R3.3.4). The content was integrated into the other days.	N/A
<b>R4.3.2</b>	Annual national information/training seminar is organised by the contractor in all 7 countries selected for R1 (see list above) for a minimum of 50 participants over 2 days. The contractor is responsible for the logistics and the contents of the training course and no participation fees will be applied. Participants will be responsible to cover their participation cost.	The trainings were conducted online for consistency with previous trainings. The French trainings were initially scheduled to take place in September but had to be postponed to October due to unexpected unavailability of relevant C4ED staff.	<ul style="list-style-type: none"> <li>• 2-day remote training for all 7 countries</li> <li>• 70 participants</li> </ul>
<b>R4.4.1</b>	Training material shall be updated and illustrated with case studies taken from the lessons learnt in R1 and R 2. Language of the course is EN/FR – delivered through a webinar and handed-over to all potentially interested stakeholders (in particular: DEVCO, IPs etc...)	No major challenge.	As planned.

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<b>R4.4.2</b>	All micro data collected through the research implemented under R1 and R2 should be made available on an open source platform to a larger public of researchers, scientists, universities, national statistical agencies etc. based on the decision of the Contracting Authority (for e.g. the creation of a database possibly linked to DEVCO ‘capacity 4dev’ website allowing for a search on raw data).	C4ED prepared all microdata from R1 and R2 and made it available on the Cap4Dev page. The datasets are online for download.	As planned.
<b>R4.4.3</b>	A survey to be run amongst the local research institutes in the 7 countries and possibly extended to all countries targeted under R& and R2, to assess their empowerment levels from initial baseline survey run at the beginning of the project in year 1. Conclusions and recommendations should be provided.	A survey was run at the start of the training for year 4 to assess empowerment levels. However, only six participants in year 4 participated in the survey in year 1.	Qualitative interviews with recurrent participants
<b>R4.4.4</b>	Annual national information/training seminar is organised by the contractor in all 7 countries selected for R1 (see list above) for a minimum of 50 participants over 2 days. The contractor is responsible for the logistics and the contents of the training course and no participation fees will be applied. Participants will be responsible to cover their participation cost.	The trainings were conducted online for consistency with previous trainings.  Low participation rate from online registrations.	<ul style="list-style-type: none"> <li>• 2-day remote training for all 7 countries</li> <li>• 125 participants</li> </ul>

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## 1.6 EVALUATION QUESTIONS

R1 and R2 evaluate the **EUTF interventions** from related perspectives but apply different methodologies and approaches. Furthermore, in R1, the nine interventions also differ between countries. For these reasons, C4ED developed an evaluation matrix addressing the Development Assistance Committee (DAC) criteria impact, effectiveness, relevance, efficiency, sustainability and coherence, as well as the EU added value, and adjusted it to the country and portfolio context. The project-specific and portfolio evaluation matrices are available in the annexes. The overarching evaluation questions (EQs) are summarised in Table 2.<sup>3</sup>

Table 2: Overarching Evaluation Questions for R1 and R2

Evaluation Question	Sub-Questions	DAC criterion	R1/R2	Evaluation method	Source of information
EQ 1: To what extent did EUTF interventions contribute to employment, job creation, and skills?	1.1 What impact does EUTF support have on employability?	<b>Impact</b>	R1/R2	CIE+qual	R1: surveys, R2: OH, SoC, KII PM, PMS
	1.2 What impact does EUTF support have on access to (decent) employment?	<b>Impact</b>	R1/R2	CIE+qual	R1: surveys, R2: OH, SoC, KII PM, PMS
	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?	<b>Relevance</b>	R1/R2	qualitative	R1: surveys, R2: OH, SoC, KII PM, PMS
	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?	<b>Relevance</b>	R1/R2	qualitative	R1: surveys, R2: OH, SoC, KII EUD
	1.5 To what extent are training facilities ‘fit-for-purpose’ in delivering skills training to final beneficiaries?	<b>Relevance</b>	R1/R2	qualitative	R1: surveys, R2: OH, SoC, KII PM
EQ 2: To what extent did EUTF interventions change resilience and	2.1 What effects do trainings have on livelihoods and resilience?	<b>Impact</b>	R1/R2	CIE+qual	R1: surveys, R2: OH, SoC, KII PM, PMS

<sup>3</sup> It should be noted that not all EQs can be addressed in each of the nine R1 projects since their scope and focus of activities differ substantially.

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livelihoods for beneficiaries?	2.2 What effects does MSMEs support have on livelihoods and resilience?	<b>Impact</b>	R1/R2	CIE+qual	R1: surveys, R2: OH, SoC, KII PM, PMS
EQ 3: Which were the most cost-effective EUTF support options to enhance employability?	3.1 Did the project implement efficient practices?	<b>Efficiency</b>	R1	qualitative	R1: project documentation and other R1 findings
EQ 4: 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?	<b>Impact</b>	R1/R2	CIE+qual	R1: surveys, R2: OH, SoC, KII PM, KII EUD, PMS
	4.2 How did EUTF interventions change the intentions to move in search of employment (regionally/nationally/internationally) for beneficiaries?	<b>Impact</b>	R1/R2	CIE+qual	R1: surveys, R2: OH, SoC, KII PM, PMS
	4.3 Which outcomes are likely to be long-lasting? Why or why not?	<b>Impact &amp; Sustainability</b>	R2	qualitative	R2: OH, SOC, KII PM, KII EUD, PMS
	4.4 To what extent do EUTF interventions and projects contribute to policy change, particularly relating to labour market systems, employment policies, and reforms?	<b>Impact</b>	R2	qualitative	R2: OH, KII EUD, KII PM
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?	<b>Impact</b>	R1/R2	CIE effect heterogeneity analysis + qualitative	R1: surveys, R2: OH, SoC, KII PM, PMS
	5.2 To what extent did EUTF interventions follow a gender-sensitive approach?	<b>Relevance</b>	R1/R2	qualitative	R1: surveys, R2: OH, SoC, KII PM, PMS
	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?	<b>Relevance</b>	R1/R2	qualitative	R1: surveys, R2: OH, SoC, KII PM, PMS
EQ 6: What were the likely contributions of EUTF interventions when compared to member states’	6.1 Did IP’s who implemented similar bilateral programmes find an advantage of working with the EUTF instrument? If yes, in which aspects?	<b>EU added value</b>	R2	Mixed	R2: PMS, KII EUD, KII PM

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independent and separate bilateral interventions and to what extent were EUTF interventions coherent with other local interventions?	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?	<b>EU added value</b>			R2: PMS, KII EUD, KII PM
	6.3 To what extent are the EUTF interventions complementary and coordinated with other interventions in the concerned countries?	<b>Coherence</b>			R2: OH, KII EUD, KII PM, PMS

Source: C4ED elaboration

It should be noted that EQ5.1 explores heterogeneous treatment effects among key subgroups such as youth, women, refugees, returning migrants and host communities through disaggregated analysis of data collected for EQ 1, 2, & 4. Topics covered are listed in EQ 5.1 and include skills development, employment, and income; job creation and business performance; resilience, aspirations, and self-efficacy, where applicable.

## 1.7 APPLICATION OF THE DAC CRITERIA IN EUTF EVALUATION

The EQs and the conclusions of the evaluation of the EUTF funded projects can be categorised in the six conventional DAC evaluation criteria. They are a de facto standard in evaluation worldwide, capturing key aspects of a strategy, policy, instrument, modality, intervention or group of interventions. Within the EU, these evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability – are joined by a seventh EU-specific evaluation criterion: EU added value. Despite being widely used, some criteria can be understood differently by the evaluation stakeholders and create confusions. C4ED describes below what each DAC criteria encompasses as per INTPA Evaluation Handbook ([DG INTPA, 2024](#)) and how it was analysed throughout this evaluation.

- **Relevance: *Is the evaluand<sup>4</sup> doing the right things?***

Relevance is defined as “*the extent to which the objectives and design of an evaluand respond to beneficiaries, global, country and partner/institution needs, policies and priorities, and continue to do so if circumstances change*” ([OECD DAC, 2023](#)).

This criterion was mainly assessed using qualitative methods and aimed at investigating:

- The alignment between skills promoted and the demand in the local job market (EQ1.3)
- The support provided is the best option to promote employment (EQ1.4)
- The facilities are adapted for the support provided and the specificities of the beneficiaries (EQ1.5)
- The alignment of the services provided to the specific needs of youths, women, refugees, IDPs, returning migrants and host communities in terms of job creation, employability, and skills attainment (EQ5.2)

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<sup>4</sup> The subject of an evaluation. In this case it refers to the intervention or group of interventions assessed by C4ED.

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- **Coherence: *How well does the evaluand fit with other interventions?***

Coherence is defined as “*the compatibility of an evaluand with other interventions in a country, sector or institution*” (OECD DAC, 2023).

This evaluation does not investigate in depth this criterion because the interest of the EUTF and the IPs lied in other DAC criteria, especially impact as illustrated by the EQs listed in Table 2. It was assessed using qualitative tools and together with the EU added value (see below).

- **Effectiveness: *Is the evaluand achieving its outputs?***

Effectiveness is defined as “*the extent to which an evaluand achieved, or is expected to achieve, its objectives and results, including any differential results across groups*” (OECD DAC, 2023).

By definition, this criterion is dependent on the objectives set. The project objectives usually refer to the number of beneficiaries selected and supported but some projects can also have objectives referring to outcomes or higher-level goals such as the increase of income or the reduction of irregular migration among the beneficiaries. This evaluation assesses *effectiveness* as the achievement of the outputs whereas the changes in the outcomes, in line with EQs, require a counterfactual approach and therefore fall under the DAC criterion of *impact* (see below). Specifically, C4ED investigated *effectiveness* through EQs in most R1 reports by assessing, with quantitative data (project monitoring data or survey data), whether the respective project selected and supported the intended number of individuals. At the portfolio level (R2), the effectiveness was not explicitly investigated through an EQ. Nevertheless, in line with the definition of the criterion and the outputs identified in the intervention logic, the evaluation concludes whether the programme achieved the output of funding projects aiming to promote employability, employment and reduce irregular migration.

- **Efficiency: *How well are resources being used?***

Efficiency is defined as “*the extent to which an evaluand delivers, or is likely to deliver, results in an economic and timely way*” (OECD DAC, 2023).

For this evaluation, 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. Despite several attempts to gather this data, it was finally deemed impossible to conduct the CEA as initially planned. Alternatively, C4ED used implementation reports as well as qualitative and quantitative primary data to assess whether the EUTF projects implemented efficient practices (EQ3.1).

- **Impact: *What difference does the evaluand make?***

Impact is defined as “*the extent to which an evaluand has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects*” (OECD DAC, 2023).

While in DG INTPA, *impact* usually refers to long-term changes on beneficiaries due to the project, this evaluation also investigates short-term changes (outcomes and goals

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in the Theory of Change/intervention logic). The assessment of the impact is probably the strongest added-value of this evaluation since the methods used allow to attribute the changes in the population to the EUTF-funded projects by using experimental and quasi-experimental methods. The R1 evaluations report on the project's impact on the following indicators for all beneficiaries but also specifically for women, men, refugees, and host community members:

- Skills and perception on employability (EQ1.1, EQ5.1)
- (Decent) Employment (EQ1.2, EQ5.1)
- Income (EQ2.1, EQ5.1)
- Resilience (EQ2.2, EQ5.1)
- Other intended and unintended outcomes (EQ4.1, EQ5.1)
- Intentions to migrate (EQ4.2, EQ5.1)

In addition to the (quasi-)experimental methods used in R1, C4ED used qualitative data to better understand how the impacts materialised and identify the main barriers faced by the project and the beneficiaries at both R1 and R2 level.

- **Sustainability: *Will the benefits last?***

Sustainability is defined as “*the extent to which the net benefits of an evaluand continue or are likely to continue*” (OECD DAC, 2023).

This evaluation had a limited focus on sustainability mainly because of the limited timeframe of the evaluation, though it was longer than many other CIEs on employment projects. It investigates this criterion in EQ4.3 using qualitative tools to assess whether the project outcomes are expected to be long-lasting.

- **EU added value: *To what extent does the intervention bring additional benefits compared to what would have resulted from Member States' interventions only in the partner country?***

EU added value is defined as the “*additional benefits created by the EU's (versus Member States) having carried out an action in a partner country. It directly stems from the principle of subsidiarity as defined in Article 5(3) of the Treaty on European Union*” (DG INTPA, 2024).

In this evaluation, this criterion was assessed only at the R2 level with quantitative and qualitative tools to identify in what aspects project managers preferred the EUTF support or the support from EU country member (EQ6.1, EQ6.2) and the coordination with other projects (EQ6.3).

## 2 RESULT AREAS

This section elaborates on the activities undertaken in 2024 for the four Result Areas.

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### 2.1 R1: PROJECT-SPECIFIC EVALUATIONS

This section summarises implementation challenges, changes to the evaluation design for each of the nine projects and key findings. Table 3 summarises the challenges faced and the changes they implied for the evaluation. All projects evaluated have been completed and all evaluation reports have been approved. Note that the conclusions of the EUTF funded projects were structured alongside the DAC criteria as described above.

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Table 3: Evaluation strategies and challenges

Project	Implementing partner	Initial strategy	Challenges	Mitigation strategy	Report status
VSLA intervention of the STEDE project	Mercy Corps	Cluster randomised encouragement design. + Qualitative component	Self-selection into the VSLA intervention in the refugee camps and Kebribeyah host community.  Relevant cost data not available for the Cost-Effectiveness Analysis (CEA)	Quasi-experimental weighting design in the full sample (refugee camps and host communities).	Report approved
Tekki Fii project implemented by GIZ	GIZ <sup>5</sup>	Weighting approach. Investigation of heterogeneous effects across gender and returnee status.	Returnees represent only 12% of the final sample.  Relevant cost data not available for the CEA.	Impacts on returnees are explored by triangulating impacts on the complete sample and impacts on non-returnees + Exploration of challenges in enrolling returnees with qualitative component.  Assessed economic and operational efficiency using findings on other EQs and implementation report.	Report approved
GrEEn	UNCDF/SNV <sup>6</sup>	i) RCT or weighting. ii) RDD or weighting. iii) Panel data analysis Investigation of heterogeneous effects across gender and returnee status. + Qualitative component	Returnees were excluded from the RCT due to non-random selection into treatment.  OYE component also open for individuals who did not participate in CfW component.  Relevant cost data not available for the CEA	i) RCT for CfW component ii) Weighting approach for OYE component iii) Panel data analysis for MSME beneficiaries  The qualitative component delved deeper into issues and challenges related to returnees.	Report approved
PVP activities in INTEGRA	GIZ	DiD + weighting + qualitative component.	Some outcomes of interest (such as extraversion and agreeableness) were deemed ill-adapted for the respondents due to their young age.	Same design. Outcomes of interest not collected at baseline or that did not converge using the DiD + weighting are investigated using a weighting approach.	Report approved

<sup>5</sup> Deutsche Gesellschaft für Internationale Zusammenarbeit.

<sup>6</sup> United Nations Capital Development Fund / Netherlands Development Organisation.

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			<p>The regressions of specific outcomes did not converge using the selected specification.</p> <p>Relevant cost data not available for the CEA.</p>	<p>Assessed economic and operational efficiency using findings on other EQs and implementation report.</p>	
Parcours INTEGRA	ITC <sup>7</sup>	<p>RCT + qualitative component.</p> <p>Investigation of heterogeneous effects across gender and returnee status.</p>	<p>Returnees represent only 6% of the sample because the programme struggled to enrol them.</p> <p>Assumed low take-up + Monitoring data does not allow to identify individuals supported by the project</p> <p>Relevant cost data not available for the CEA.</p>	<p>Same overall design.</p> <p>Impact on returnees were investigated by comparing beneficiary returnees to the overall control group.</p> <p>Exploration of challenges in enrolling returnees with the qualitative component.</p> <p>Estimation of Intention to Treat (ITT) effect.</p> <p>Assessed economic and operational efficiency using findings on other EQs and implementation report.</p>	Report approved
PECOBAT	ILO <sup>8</sup>	<p>DiD + propensity score matching + qualitative component.</p>	<p>More emphasis on continuous training resulting in smaller sample sizes for the initial training that is being evaluated</p> <p>Relevant cost data not available for the CEA</p>	<p>Change to a completely qualitative design.</p> <p>Beneficiaries of the continuous training also included in the qualitative sample in order to understand the advantages of this training path.</p>	Report approved
Promopêche	ILO	<p>Reverse Difference-in-differences for Opportunity 1 (O1) and Opportunity 2 (O2) + qualitative study for O1, O2 and Opportunity 3 (O3).</p>	<p>Too few “new” beneficiaries recruited in 2021 and 2022 for O1 and O2.</p> <p>Too few beneficiaries for O2 overall.</p>	<p>Matching/Propensity score weighting approach for O1.</p> <p>Descriptive statistics for O2 and O3.</p> <p>Qualitative study for O1, O2 and O3.</p>	Report approved

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<sup>7</sup> International Trade Centre.

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			Relevant cost data not available for the CEA		
PARERBA	ENABEL <sup>9</sup>	RCT + qualitative component. Investigation of heterogeneous effects across gender and refugee status.	Lack of capacity to train all trainees in one cohort.  High levels of attrition  Limited take-up of the training Relevant cost data not available for the CEA	Same overall design but division of beneficiaries into cohort 3.  Sampling of cohort 3 at endline to compensate for high attrition rates Estimation of ITT effect and Complier Average Causal Effect (CACE). Assessed economic and operational efficiency using findings on other EQs and implementation report.	Report approved

Source: C4ED elaboration

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<sup>9</sup> Belgian Development Agency.

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**2.1.1 Ethiopia – Mercy Corps – Strengthened Socio-Economic Development and Better Employment Opportunities for Refugees and host Communities (STEDE) in Fafan Zone of the Somali Region of Ethiopia**

**Challenges and mitigation strategies of the evaluation**

One considerable challenge was the variation in the Village Savings and Loan Association (VSLA) intervention's implementation across different communities, particularly in the refugee camps and Kebribeyah host community. The VSLA formation was realised in both control and treatment areas, thus deviating from the original plan. This implementation variability compromised the random assignment of participants, leading to biased comparisons between treatment and control groups, which weakened the internal validity of the study and made it difficult to attribute outcomes directly to the intervention. To address this challenge, the evaluation team adapted the evaluation design, transitioning from a cluster-randomised control trial to a quasi-experimental matching approach using Inverse Probability Weighted Regression Adjustment (IPWRA). This method adjusts for selection bias, ensuring that the estimated impact of the intervention is more robust and less susceptible to biases introduced by the deviations. The data collection method was also adjusted to accurately identify respondents in the treatment or control group. This adjustment involved using a random walk procedure when the original randomisation procedure was not respected, or the list of respondents was unavailable.

During the qualitative data collection process, difficulties in securing participation from certain participants occurred. Some of the selected project beneficiaries were unavailable at the time of data collection, and some key informants rescheduled the interview multiple times due to work-related commitments. When selected project beneficiaries were unavailable on the scheduled data collection days, the qualitative researchers conducted interviews in other data collection sites and revisited the area on the following days. To secure interviews with key informants, C4ED deployed two of the four qualitative researchers for an additional two data collection days a few weeks after the originally planned completion date.

The evaluation initially aimed to include an assessment of efficiency, specifically focusing on the cost-effectiveness of the interventions in terms of implementation costs per beneficiary, employment outcomes, and income gains. This component was designed to provide insights into the cost-efficiency of the VSLA intervention and measure resource use relative to the benefits achieved. As specific costs incurred for implementing the activities under evaluation were unavailable to C4ED, it could not undertake the analysis following the planned methodology. Despite the efforts made to request further implementation documentation, the necessary data to calculate the intervention's cost per beneficiary or assess cost-effectiveness for employment and income outcomes were unavailable.

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**Main conclusions**

*Relevance*

- 1. The VSLA intervention within the STEDE project demonstrated high relevance by addressing financial exclusion.**

The VSLA intervention within the STEDE project demonstrated high relevance by addressing the financial exclusion of vulnerable groups and promoting economic resilience through entrepreneurship. The intervention was designed to respond directly to the beneficiaries' needs, ensuring cultural appropriateness of financial services. This included the use of Sharia-compliant services and alternative collateral types such as group loans, which increased accessibility for the target populations. By targeting vulnerable groups, including women and refugees, the VSLA component ensured that the benefits reached those most in need.

*Coherence*

- 2. Ethiopia has advanced progressive refugee policies through initiatives such as the Comprehensive Refugee Response Framework (CRRF) and the revised Refugees' Proclamation.**

These efforts demonstrate a commitment to enhancing the socio-economic integration of refugees, granting them rights to work, access to services, and residence outside of camps. The STEDE project was strongly aligned with these initiatives, providing opportunities for establishing VSLAs and job opportunities for both refugee and host community beneficiaries, and contributing to broader economic development and financial inclusion goals. Despite some challenges in coordination and policy implementation, the intervention's collaborative approach with various stakeholders ensured that it complemented other efforts and avoided duplication.

*Impact*

- 3. VSLAs enabled beneficiaries to invest in their livelihoods**

VSLAs enabled beneficiaries to invest in their livelihoods by facilitating access to savings and credit, primarily for expanding existing family businesses rather than starting new ones. The inclusion of financial literacy and management training equipped beneficiaries with essential skills to manage their finances more effectively. However, the insufficient loan sizes limited the intervention's ability to spur new business creation. Nonetheless, the intervention remained relevant and impactful by addressing the community's financial needs and helping stabilise ongoing family ventures.

- 4. The VSLA intervention had a generally positive impact on beneficiaries.**

The VSLA intervention had a generally positive impact on beneficiaries, particularly by increasing stable employment. Many beneficiaries joined family businesses and became family workers. This was likely due to insufficient capital to start their own businesses and a lack of necessary skills. While the intervention improved income levels for some, it was not sufficient to enable beneficiaries to open their own income-generating activities (IGAs).

**5. The VSLA intervention had a generally positive impact on women and refugees specifically.**

The intervention had a significant positive impact on women by increasing their likelihood of stable employment and self-employment. Women and refugees experienced notable improvements in monthly income, revenue, and profits. VSLA membership also significantly enhanced coping strategies and food security among female members, highlighting the intervention's role in promoting economic resilience and stability. However, trust within the broader community declined, particularly among female VSLA members, due to perceived competition for resources.

Refugees experienced notable improvements in stable employment and self-employment. The intervention significantly increased monthly income, revenue, and business profits among refugees. However, the project did not significantly alter migration aspirations, as economic improvements did not outweigh deeper motivations for migration, such as safety and better living conditions.

**6. The intervention introduced new social dynamics.**

While VSLA members reported feeling closer to community members and exhibited improved attitudes towards out-groups, the overall social capital score decreased due to a significant decline in trust. This decline was attributed to perceived competition for resources and jealousy, leading to conflicts and diminished trust within both the VSLA and the broader community. These issues were more pronounced in host communities. Qualitative data revealed that the intervention provided financial stability but did not address the deeper aspirations for migration, indicating that ongoing instability and the desire for better opportunities elsewhere continued to influence migration decisions.

**2.1.2 The Gambia – GIZ – Tekki fii – Make It in The Gambia**

**Challenges and mitigation strategies of the evaluation**

The main challenge in the evaluation was that the returnees only represented 12% of the final sample. Given the strong interest in understanding the challenges in enrolling the returnees and exploring potential differentiated effects, C4ED has integrated a light qualitative component including ten Key Informant Interviews (KIIs) to investigate the challenges in enrolling the returnees. C4ED also explored impacts on returnees by triangulating results from the entire sample and non-returnees.

**Main conclusions**

***Relevance***

**1. Beneficiaries perceived the project as fit-for-purpose.**

Beneficiaries perceived the project positively, indicating that it was adequate for delivering training and aligned with its intended purpose. The positive ratings on various dimensions,

including teaching quality, training centre facilities, skill development, and industrial placement suggest that the project was conducive to boosting employment.

**2. The curricula was well designed to promote employment in traditional trades.**

Probably the in-depth assessment to identify the trades in high market demand and their respective training needs (industrial practices, subject-specific support, soft skills, counselling...) by key experts ensured that the trainings reached the intended goal of promoting employment overall. This has led to the provision of hybrid learning formats including technical training, career guidance and counselling, motivational speakers, industrial placement with partner firms, and the National Accreditation and Quality Assurance Authority (NAQAA) certifications. Similarly, the Business Development (BD) component seems to engage with beneficiaries to overcome the well-known barriers to entrepreneurship in the sub-Saharan context.

However, either the identification of the modern trades or the conception of the modern trades' trainings does not seem to have benefitted its beneficiaries suggesting that concrete needs for these trades require further investigation.

### *Effectiveness*

**3. The project almost reached its intended number of beneficiaries, though failed in enrolling returnees.**

The project almost reached its target of 1,300 beneficiaries, with 1,277 individuals participating in the TVET training, of whom approximately 356 have received the BD component, according to the implementation report. The adherence to the selection criteria contributed to the project's outputs and even contributed to overachieving the share of targeted females in the trainings (42% against a target of 30%). However, the share of returnees remained significantly below the target (6.6% against a target of 30%). Based on qualitative findings, the target was missed primarily because of returnees' lack of interest in the project, which did not address immediate income generation needs but was designed to match longer-term training needs.

### *Impacts*

**4. The project had large and positive impacts on stable employment.**

The Tekki Fii project increased the likelihood of beneficiaries having a stable job 18 months after the training by 20%. As for most outcomes investigated in this study, the impacts are larger for the beneficiaries of the TVET+BD component, demonstrating the importance of the BD component and their complementarity with technical skills in the Gambian context. With an average impact on employment of 12 percentage points 18 months after the training, the overall impacts on employment are larger than the average effects measured in meta-studies on similar projects. This conclusion confirms that the project reached its objective of improving the employability of Gambians (SO.1.1).

## **5. Employment often materialised by opening an IGA in traditional trades.**

In most cases, beneficiaries who found employment, did so by opening an IGA in traditional trades, though females also found jobs as apprentices. As explained in other studies on vocational trainings, this may be attributed to the lack of opportunities in existing firms (i.e. weak private sector), because there is demand for goods and services that remain unmet, even in traditional trades, and the social value of self-employment. From this perspective, C4ED assumes that the BD component was particularly useful by providing financial support to set up an IGA, as it directly addressed the most common barrier to entrepreneurship (entrepreneurship skills and access to capital). This confirms that the project improved the business environment for its beneficiaries by removing obstacles to MSME creation and growth (SO.1.2).

The impacts of the modern trades' training appear to be more limited. C4ED assumes that this is because starting a business in these trades requires larger amounts of capital and the private sector is still too weak to absorb the newly available labour force. This stresses the limitations regarding the project's objective of promoting employment in the sector of renewable energies (SO.1.1 and SO.1.2).

## **6. The impacts of the project on decent employment are more nuanced and depend on the gender.**

The concept of decent employment is multifaced and the impacts of the project on the different dimensions depend on the gender:

- The project contributed to females' employment, but they still have relatively vulnerable jobs even 18 months after the training. Females found low-paid jobs principally as own-account workers or apprentices thanks to the project. Ultimately, despite promoting female employment, it did not improve their income, on average.
- The project contributed to male beneficiaries securing positions at the head of well-anchored and profitable businesses and therefore, to increasing the gender pay gap. It is important to mention that the impacts on males' income is due to them finding employment and not because beneficiaries already in employment before the project improved their income. However, as they found jobs in manufacturing trades, they are significantly more exposed to occupational hazards.
- For both genders the project has contributed to the registration of the newly created IGAs. By promoting the formalisation of IGAs, it might improve access to financial and public services.

## **7. The project improved the perception of employability.**

For those who did not find a stable job, the Tekki Fii project increased the beneficiaries' feeling of being more employable 18 months after the training, a positive impact driven by the improvement of the perception among females. Nevertheless, it does not seem to increase proactiveness in searching for a job.

## *Efficiency*

### **8. The project faced few dropouts.**

The project faced few dropouts, according to Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) staff, which is unusual for a vocational training in a low- or middle-income country. Though there is no concrete data to quantify dropouts in Tekki Fii, the project team confirmed that the selection process was designed to anticipate the risk of beneficiaries leaving the training. For the few that dropped out, the project team also mentioned that candidates from the waiting list were contacted. Hence, classes worked at (almost) full capacity.

### **9. Efficient use of resources only when invested in traditional trades.**

Resources invested in traditional trades training contributed to promote employment. However, they have not contributed for trainees' employment in modern trades and the large impacts on beneficiaries probably came at large costs due to the provision of start-up capital and the individualised support.

### **10. The project demonstrated willingness to overcome shortcomings and adaptability.**

The tools rolled out in the early stages of the project gave the possibility to adapt the project if needed, though C4ED cannot confirm whether steps were taken to improve the implementation. This said, the project team did adapt the training activities to ensure that training could take place despite the restrictions during the state of public emergency (SoPE) during the COVID-19 outbreak.

## **2.1.3 Ghana – UNCDF / SNV – Boosting Green Employment and Enterprise Opportunities in Ghana (GrEEn)**

### **Challenges and mitigation strategies of the evaluation**

As specific costs incurred for implementing the activities under evaluation were unavailable to C4ED, it could not undertake the analysis following the planned methodology, as suggested by J-PAL (Dhaliwal et al., 2013). Instead, C4ED qualitatively analysed project outputs and higher-level results concerning its inputs by reviewing implementation reports and analysing primary qualitative data. As efficiency was not considered during the design of the qualitative data collection, and as not all project documentation was available (see also limitation below) the findings are not comprehensive but provide insights and tentative conclusions that may be further explored.

Randomisation is a robust method for eliminating bias. To ensure the robustness of the approach, community facilitators and returnees were excluded from the evaluation of the Cash for Work (CfW) component due to their non-random selection into the intervention component. Thus, the evaluation results cannot provide any insights into these specific groups. For the Opportunities for Youth Employment (OYE) component, a matching approach was used. The results can be sensitive to the variables chosen to assess the similarity between the observations. C4ED automated and optimised the selection of the matching variables to reduce the

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subjectivity of this task. In addition, C4ED tested numerous combinations of matching variables, and the results confirm that the findings are robust to the specification of the propensity scores. However, it is important to note that matching can only be conducted based on observable characteristics. There may be other unobservable factors that exist and cannot be measured or included as variables, which could also influence the results.

The evaluation faced issues with sample size and attrition, particularly for the MSME component. Some MSMEs were untraceable or refused to participate in follow-up surveys, leading to a smaller sample size that may limit the generalizability of the findings. To keep sample attrition at a minimum, the evaluation team employed tracking mechanisms and engaged with local partners to reach out to untraceable participants. This helped to some extent in minimising the loss of sample members.

Some variables, such as informal support systems or local market conditions, were not measured but could have influenced the outcomes. It is also important to mention the inherent complexities of measuring the project's attribution to changes in migration behaviour when the evaluated project components tackle only one of several root causes that contribute to irregular migration. Accordingly, while the evaluation did not find that the different project components negatively affected migration, it is still possible that the intervention contributed or will contribute to attitudinal and behavioural changes towards migration. Further research is needed on the potentially convergent, long-term effects of the actions taken by the diverse range of EU member states to provide comprehensive evidence for future policymaking in migration management.

Quantitative indicators from the survey are self-reported and may be prone to measurement errors, especially for income-related indicators and the number of hours worked, as respondents might find it difficult to provide accurate counts during the interview setting. Enumerators were trained to stress the importance of truthful responses and to minimize biases. Additionally, cross-verification methods and multiple data points were used to validate self-reported data wherever possible.

The evaluation faced limitations in assessing the impact where no CIE method was used. Without a control group or a quasi-experimental design, it is challenging to attribute observed changes directly to the project interventions. As a result, the outcomes from the MSME component, which relied on before-and-after comparisons, cannot establish causal relationships. Instead, these findings only reflect changes over time, and external factors influencing these outcomes cannot be ruled out.

## **Main conclusions**

### ***Relevance***

#### **1. Skills acquired from training matched the demands from the local job market for self-employment but not for wage employment tracks.**

Qualitative findings for OYE and MSME show overall satisfaction among (mostly self-employed) beneficiaries, as technical TVET and business development support matched their needs and could be applied successfully despite rural challenges. Financial literacy and green

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technology were particularly valued. Conversely, the wage-employment track was ineffective due to scarce local job opportunities and difficulties in linking job seekers to employers or matching training to sector-specific needs. This led to a shift from wage-employment to strengthening business development, which proved relevant and effective, albeit more for the MSME than the OYE component. Comprehensive market assessments could have identified these challenges earlier, improving project design.

**2. The project can be considered good practice for implementing a gender-sensitive approach and has the potential to embrace a more gender-transformative approach.**

Qualitative findings show that the OYE and MSME component were designed and implemented in a highly gender-sensitive way, with Netherlands Development Organisation (SNV) following many of the internationally established steps for interventions to become gender-sensitive. Findings also show that some barriers towards employment of female beneficiaries could not be fully addressed by the project and would require a more gender-transformative approach. The fact that the project seemed to have led to some gender-transformative changes (without even trying to systematically apply this approach) shows that the project and its implementer have the capacity to further contribute to social behaviour change if a more gender-transformative approach was applied.

**3. Project planning and implementation can be tailored more to match differentiated needs and interests of youth and returnees.**

Qualitative findings show that – compared to the measures undertaken to include women – much less effort went into tailoring the OYE and MSME components to the differentiated needs and interests of youth and returnees. While some implementers found that it was not necessary to target younger beneficiaries in a different way to older “youths” findings did indicate that younger people may have different interests and employment opportunities which could be considered more in the project design. Similarly, implementers acknowledged that the needs of returnees were not addressed comprehensively. Considering the high level of expertise of the implementer to apply gender-sensitive approaches, we consider it a missed opportunity that the project did not apply similar methods to ensure it responds to the needs and interests of other vulnerable groups such as returnees and young people.

### *Effectiveness*

**4. OYE and MSME have reached key targets as planned.**

The project's effectiveness in achieving its intended objectives was commendable for SNV implemented components while it remains unverified for United Nations Capital Development Fund (UNCDF) implemented components. Reported monitoring data showed that key OYE and MSME targets were:

- Overreached for the number of OYE trainings, mentorship, and coaching support and number of MSMEs incubated/accelerated)
- (almost) achieved for the number of job placements provided and number of regional business hubs established.

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Effective project implementation was also evidenced by the low absenteeism rate of approximately 12%, and the fact that the project components were implemented within the overall timeframe of the project.

### *Efficiency*

**5. Better use of synergies and intensifying collaboration between UNCDF and SNV may have increased the effectiveness of the project without increasing resources for implementation.**

Qualitative and quantitative findings indicate some potential and missed opportunities to strengthen project outcomes by better linking the project components of different implementing partners. The study found some delays in project implementation occurred because of difficulties in coordination between UNCDF and SNV. It also found that existing monitoring frameworks made it impossible to track pathways of individual CfW beneficiaries towards OYE and MSME, which could have provided insights into combined and convergent effects. SVN's reported struggles to facilitate third-party funding for MSMEs, and their acknowledgement that it could have been beneficial to link SNV activities to UNCDF in that regard shows that synergies between the different project components and implementing partners could have been utilized better, potentially leading to more pronounced effects while keeping the project costs the same.

### *Impact*

**6. Some project components increased employability and access to employment more than others.**

The project shows mixed results in employability and employment. OYE and MSME training increased technical, financial, and soft skills, and self-efficacy among beneficiaries, boosting self-employment. However, quantitative findings show no significant change in perceived employability for CfW and OYE beneficiaries. OYE beneficiaries reported fewer jobs, while MSMEs descriptively increased employment. Surprisingly, CfW beneficiaries worked more jobs and were more likely to be self-employed than non-beneficiaries. Limited OYE success may be due to many reasons such as scarce local job opportunities, funding shortages, and macroeconomic issues. Different implementation modalities between OYE and MSME need further exploration to explain varying success rates.

**7. The project had mixed impacts on income, access to finance and resilience.**

Quantitative findings show that the project increased income variability among CfW and OYE participants without significantly increasing income, while the MSME component significantly increased monthly revenues and profits. CfW beneficiaries saw decreased self-employment profits, mainly among men, while female wage-employed profits remained unaffected. The MSME component's success suggests well-tailored business development projects can overcome barriers to self-employment. The project increased bank account ownership, saving behaviour, and mobile money usage among CfW and OYE beneficiaries, but had a mixed track-record for increasing loan applications. Despite showing an increase in loan applications,

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MSME beneficiaries still perceived financing as a major obstacle. To some extent, the project positively impacted resilience to shocks, with OYE and CfW beneficiaries feeling more capable of recovering from shocks.

**8. The evaluated project components did not have significant negative effects on migration intentions, which may be explained by their limited focus on economic empowerment and because drivers for migration are interlinked and multifaceted.**

The evaluation found no strong link between the GrEEEn project and changes in migration attitudes or behaviour. Quantitative findings show a tentative decrease in OYE beneficiaries' immediate migration plans, while the CfW component, overall, had no significant effect on migration intentions. Qualitative findings show that migration decisions are influenced by various factors, with economic considerations being key but not sole determinants.

**9. Different barriers could be detected for women, returnees and young people, which can only partially explain the differentiated project outcomes by age and gender.**

The evaluation highlighted differentiated effects of the GrEEEn project based on gender and age. OYE's wage-employment track was less effective due to scarce local job opportunities. Gender-specific findings reveal that both male and female beneficiaries saw significant improvements in financial inclusion, with women showing increased regular saving behaviour, and male beneficiaries experiencing greater increases in self-employment, though with decreased profits. Age-specific findings indicate that the project had varying impacts on employment, financial behaviour, and resilience based on the age of the beneficiaries. While qualitative findings indicate that barriers were different among women and men, returnees and host community, older and younger people, they can only provide explanations for some of the differentiated effects.

2.1.4 Guinea – GIZ – Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée (INTEGRA)

**Challenges and mitigation strategies of the evaluation**

Given the weakness of some of the qualitative interviews conducted by the local partner and the heavy workload of the individuals sampled due to the end of the school year (especially school directors and teachers), C4ED decided to postpone the first qualitative data collection and finalise it between 31<sup>st</sup> and 15<sup>th</sup> December, 2022 to ensure data quality. Before going back to the field, C4ED retrained the field researchers with a focus on behaviour rules when conducting interviews and provided detailed guidance on interview transcription. Also, as it was challenging to organise focus group discussions with the entrepreneurs in charge of presenting their job to the pupils, C4ED replaced them with individual in-depth interviews using adapted interview grids.

The nature of the project made it particularly difficult to identify beneficiaries as it is based on which teacher pupils were assigned during the two last years of primary school. This led to issues including a change of teacher, change of class, and absenteeism. Although C4ED collected data on the pupils' teacher through school directors, treatment information was missing for 27% of the baseline sample.

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Furthermore, since pupils do not necessarily remain in the same group between the fourth and fifth grade, C4ED identified risks of contamination which could lead to underestimating the impacts of the PVP modules.

## **Main conclusions**

### *Relevance*

**1. The choice of professions introduced by the project is based on the dynamics of growing sectors and does not take into account the aspirations of the students.**

By presenting jobs from dynamic sectors, the project aimed to guide students towards professions where they have a high chance of finding employment. However, these professions rarely aligned with the aspirations of students aiming for careers requiring a high level of skills and qualifications, such as engineers, teachers, or doctors. Instead, the presented professions were perceived by parents as useful for studies and were considered by students as roles they might hold alongside their studies, thus serving as a means to achieve the career they aspire to. Consequently, the professions presented were relevant in that they tend to promote continued education but risk failing to stimulate the students' career aspirations, particularly for girls. The choice of professions seems to have faced a dilemma between selecting according to the sectors in demand (a pragmatic and economic approach) or according to student aspirations to foster their interest (a more psychosocial approach that might confront students with discouraging realities).

**2. The project offered initial training of teachers and appropriate follow-up but lacked logistical support for organising educational visits.**

The training was structured around the well-known Competency-Based Approach (CBA) among teachers and existing subjects in the school curriculum. The training week was considered very satisfactory according to qualitative data from teachers. Furthermore, the project facilitated the implementation of career modules by equipping teachers with additional educational resources and materials. However, teachers and trainers perceived a lack of resources and support to organise educational outings, present professions in class, and involve various stakeholders (teachers, school principals, supervisors, professionals introducing their jobs). Several studies in different contexts (Babalola et al., 2020; Said et al., 2014) identify the same difficulties in school interventions, demonstrating that it is not a specific weakness of implementing career guidance in Guinea.

**3. The educational tools used are relevant, but the lack of materials risks exacerbating inequalities.**

According to qualitative data, the various tools and methods used, including educational sheets, job presentations, educational outings, and group activities, were useful in sparking students' curiosity. However, some students did not have access to educational materials due to the lack of means from parents and schools to acquire textbooks, thus limiting their participation in class. In this sense, the project risked reinforcing certain inequalities since these materials were a key element for better understanding the course content and grasping the importance of new knowledge learned for future professional life.

**4. The project's gender sensitivity is reflected only by the monitoring and evaluation objectives aimed at parity and achieving these goals.**

The project set gender parity objectives (in the number of teachers trained and students exposed to career modules) and succeeded in achieving them. Beyond that, the study identified a lack of strategy regarding establishing inclusive communication and considering girls in the planning and implementation of the project, especially to combat early school dropout and career choices. This choice was indeed solely driven by the economic dynamics of growing sectors without considering the aspirations often still based on gender stereotypes or the specific social barriers faced by women.

### *Coherence*

**5. The project was based on the national educational approach and complements the existing school curriculum.**

The study confirms the coherence of the project with primary education in Guinea since 2003, particularly by basing the career guidance modules on the CBA to promote more meaningful and functional learning, including critical thinking, problem-solving, effective communication, and collaboration. For teachers and students, the career guidance modules complement and enrich the existing curriculum, despite the implications for the ability to integrate them within the available teaching time.

### *Effectiveness*

**6. Limitations in the quality of implementation of the planned activities**

The objective of the pilot phase of this project was to train 40 actors from decentralised structures on career guidance modules, 160 teachers (including 50% women), and to expose 6,000 students to teachers trained in career guidance (including 50% girls). The project largely exceeded the predefined objectives and managed to maintain gender parity among trained teachers and exposed students. In fact, according to GIZ, the project trained 97 actors from decentralised structures, 204 teachers (of whom 52% were women), and 11,995 students (of whom 48% were girls). However, the achievement of these objectives must be qualified because:

- On average, the treated students were exposed to trained teachers for 66% of school days over the past two years, contrasting with the initial idea that students would be exposed during 4<sup>th</sup> and 5<sup>th</sup> grade. This can be explained by the fact that some trained teachers were transferred and some teachers in selected schools were not trained, although the project aimed to train all of them.
- It is uncertain to what extent the teachers undertook career guidance activities, notably due to logistical difficulties in implementing them. Only a third of students who had a teacher trained in career guidance took part in an educational outing (Observation 20), likely due to a lack of logistical support.

## *Impact*

### **7. The project had no impact on educational guidance and the transition to professional life.**

The project did not have significant impacts on aspirations (professional and educational), academic grades, comprehension of French, reading ability in French, or absenteeism. These disappointing results could be explained by the following (non-mutually exclusive) mechanisms:

- the low intensity of student exposure to career guidance activities (see conclusions 4 and 7)
- Students, although interested in the activities offered, did not aspire to the professions presented. The jobs proposed by the career guidance modules represented temporary employment that students wish to undertake during their studies or a fallback solution in case of academic failure.
- the teaching of certain courses in local languages (instead of French)
- the already low (high) levels of aspirations (and absenteeism)

Thus, it is important to question the role of primary education in guiding students and the need to explore other levers to delay exit from the educational system.

### **8. Limited impacts of the project on students' life skills**

Quantitative analyses suggest that the project only modestly improved personal efficacy among girls who reported feeling more confident in their ability to overcome challenges. The results are consistent with literature that presents the family as the main factor in developing life skills during early childhood, while it is only from adolescence that peers, school, and community become significant (OECD, 2015; Soares et al., 2017). That said, the absence of impacts in other dimensions can be explained by several factors:

- the low intensity of student exposure to career guidance activities.
- the low variability over time of life skills indicators.
- psychometric indicators, which were difficult to capture in quantitative indicators despite the use of modules previously tested by psychologists.

#### 2.1.5 Guinea – ITC – INTEGRA

##### **Challenges and mitigation strategies of the evaluation**

As the registration process has taken longer than planned, C4ED divided the sample into four cohorts. C4ED collected comprehensive baseline data on the sampled individuals from cohorts 1, 2 and 3 just after their assignment to either the treatment or the control group. The division of the baseline into four cohorts has raised the data collection costs. Therefore, with the authorisation of EUTF, the baseline was not conducted on cohort 4 to allow keeping the three follow-up surveys on all four cohorts and limiting the loss of power of the future impact estimations.

Regarding the qualitative component, data collection started in June 2022 but C4ED identified weaknesses in the interviews performed by the local partner. C4ED decided to postpone the data collection to October/December 2022. The last interview was conducted on 15<sup>th</sup> December

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2022. Before going back to the field, C4ED retrained the field researchers with a focus on behaviour rules when conducting interviews and provided detailed guidance on interview transcription. Also, as it was challenging to organise focus groups discussions with the few beneficiary returnees, C4ED replaced them with in-depth interviews in regions which had not been initially sampled. Also, despite mobilising the International Organization for Migration (IOM), International Trade Centre (ITC) coordination staff, field focal points and other beneficiary returnees, C4ED was unable to find returnees who decided not to apply to the programme.

Finally, despite the collaborations between C4ED and ITC, the monitoring data does not inform on what support the selected beneficiaries received. Hence, C4ED can only measure the Intention to Treat (ITT) and cannot estimate the CACE.

### Main conclusions

#### *Relevance*

**1. The design of the “*parcours INTEGRA*” aimed to adapt to specific needs of its beneficiaries, but with mixed results.**

The design of the “*parcours INTEGRA*” shows substantial efforts to provide relevant support to beneficiaries, based on a detailed analysis of the constraints and opportunities in the Guinean labour market, as well as the key intervention sectors of ITC, while seeking to capitalise on previous interventions. The “*parcours INTEGRA*” sought to address the distinct needs of two categories of beneficiaries – job seekers and project holders – with a particular focus on returning migrants within these two categories. However, while project holders appreciated the support for professionalisation, they expressed the need for more systematic financial and material support. Job seekers emphasised the necessity for improving technical skills training and a better matchmaking initiative with firms from the formal private sector. As for the returning migrants, the trainings proved inadequate to their specific needs in terms of access to information, location, and duration of the trainings.

**2. The support provided by the focal points was well-designed but faced operational constraints.**

The “*parcours INTEGRA*” distinguished itself from conventional vocational training projects through its individualised support approach. The support system, robustly constructed with in-depth training for the focal points in entrepreneurship and financial management, represented a distinctive asset. Beneficiaries particularly appreciated the practical and comprehensive aspect of the support provided, which combined training, equipment, internships, and coaching sessions. However, the effectiveness of the support varied by case, influenced by the proactivity of beneficiaries and the availability of the focal point; the latter limited by the high number of beneficiaries to follow by each focal point.

**3. The lack of a specific gender approach limited the project's impact on women's inclusion.**

The absence of a dedicated gender strategy and structural adaptations to address the specific constraints faced by women significantly affected their participation in the “*parcours INTEGRA*”. Social barriers, family constraints, and the lack of flexibility in long-term trainings particularly impacted their participation and led to dropouts. Nonetheless, women who were

able to undertake the trainings, particularly project holders, reported a positive experience and equitable treatment.

**4. The structural constraints of the Guinean labour market and a mismatch between the trainings provided and market needs limited the professional integration of beneficiaries.**

The professional integration challenges faced by beneficiaries stems from a partial mismatch between the skills developed during training and the actual needs of the job market. This situation was exacerbated by the structural limitations of the Guinean labour market, particularly in non-industrialised areas, and the lack of technical skills developed during training. The matchmaking between supply and demand through subsidised internships was, however, particularly appreciated by job seekers and employers. Nevertheless, the sustainability of jobs remained problematic, as companies struggled to retain interns in paid employment after their training.

### *Effectiveness*

**5. The project has overall achieved its quantitative objectives, but with significant gaps concerning certain target groups.**

The project reached its overall objective of enrolling 7,756 individuals, demonstrating the project's ability to attract young people, particularly men, who were very receptive to recruitment campaigns. Despite meeting the minimum quota of 30% female participation, the project did not succeed in reaching the initially defined ambition of 50% female participation. What's more, the significant failure to integrate returning migrants (5.6% against the targeted 30%) reveals major weaknesses in the project's design. These difficulties can be attributed to structural obstacles such as geographical distance, a lack of financial support for transportation, and the mismatch of educational prerequisites with the profile of returning migrants.

**6. Centralised management and organisational challenges have impacted the project's operational efficiency.**

Administrative management issues, particularly related to centralised decision-making processes in Geneva, have caused delays in procurement and payments to national partners. This situation has been exacerbated by staff turnover and political changes in Guinea since September 2021, creating challenges in personnel training and coordination between international and national experts. Furthermore, despite efforts to adapt to the constraints of COVID-19 through the digitalisation of enrolment process, the project had to be extended until the end of 2023.

**7. Failures in the monitoring and evaluation system have impacted the project's operational efficiency and compromised the measurement of its impact.**

The absence of an effective monitoring and evaluation system constituted a major weakness of the project, affecting the ability to assess the results of the INTEGRA pathway. Although efforts at digitalisation have been undertaken, including collaboration with C4ED, the lack of complete and up-to-date data and the inability to track the types of support received by beneficiaries significantly limited the capacity to characterise the INTEGRA pathway and measure its

effectiveness. This situation highlights the importance of integrating monitoring systems from the outset of project design.

### *Impact*

**8. The positive impact of the “*parcours INTEGRA*” on employment is limited to men and short-lived.**

The observed positive effects (+7.6% increase in the probability of employment) are entirely driven by male beneficiaries (+9.3%) and do not persist beyond six months. This improvement primarily stems from self-employment, with a 13.8% increase in the probability of being self-employed. The qualitative component confirms that few young people found wage employment at the end of the “*parcours INTEGRA*”, mainly due to the low absorption capacity of the labour market. This result contrasts with existing literature on active labour market policies, which typically show more positive medium-term effects, a divergence that can be explained by the precarious nature of the jobs created and the difficulties faced by project holders in obtaining funding.

**9. The “*parcours INTEGRA*” did not improve women's position in the labour market.**

Not only has the “*parcours INTEGRA*” had no impact on women's employment rates, but it has contributed to a precarisation of their situation by steering them from training towards casual work. This transition resulted in a persistent 34% reduction in training and doubled the number of women with casual jobs compared to the control group on average over 18 months. Although this evolution is associated with a 104% increase in the probability of earning an hourly wage above the minimum wage, it has not led to an improvement in total earnings. The qualitative analysis suggests that this lack of impact may be related to the approach of the “*parcours INTEGRA*”, which directs beneficiaries based on their interests rather than towards promising sectors.

**10. The “*parcours INTEGRA*” has not succeeded in generating stable jobs or in improving the quality of work.**

No significant effects were detected on stable or formal employment, and working conditions even deteriorated with a 9.6% decline in the working conditions score over eighteen months. In the short term, the “*parcours INTEGRA*” also increased the probability of reporting an injury or work-related illness by 18.4%. This situation can be explained by several factors identified in the qualitative analysis: the failure of the approach based on creating “start-up businesses”, difficulties in accessing funding, and the low absorption capacity of the formal labour market, particularly in rural areas. These results are even more concerning in light of the qualitative analysis revealing a strong aspiration among beneficiaries to find “decent work”.

**11. The “*parcours INTEGRA*” did not have a significant impact on income and economic resilience.**

Despite the positive short-term effect on men's employment, no significant impact on beneficiaries' income was observed. The “*parcours INTEGRA*” also failed to improve beneficiaries' economic resilience, measured through several indicators: income variability, hourly wage relative to the minimum wage, perception of financial situation, and score on a

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simplified resilience scale. While methodological constraints related to data collection via telephone and the inherent difficulty in precisely measuring income may partially explain the lack of significant effects on income, the overall results suggest that the “*parcours INTEGRA*” did not succeed in substantially enhancing the economic stability of beneficiaries.

**12. The “*parcours INTEGRA*” had unexpected negative psychological effects on women.**

The “*parcours INTEGRA*” led to a slight deterioration in women’s perceptions of employability (-1.3% on average over eighteen months), a slight decline in their optimism (-1.6% on average over eighteen months), and a 24% increase in their intention to migrate compared to the control group. The disaggregated analysis reveals that this deterioration is primarily due to a more negative assessment of the job opportunities available in their field and geographic area. These effects appear to stem from a heightened awareness of structural obstacles, including the saturation of traditionally female dominated sectors and the competitive disadvantages faced by women in terms of domestic responsibilities and levels of education. Paradoxically, by encouraging women to actively seek employment without being able to address these barriers, the “*parcours INTEGRA*” seems to have increased their awareness of the obstacles to employment. In light of this situation, female beneficiaries were more likely to consider migration as an alternative, though they had not gone so far as to make concrete preparations for departure.

**2.1.6 Mauritania – ILO – Projet d’Eco Construction Bâtiment (PECOBAT)**

**Challenges and mitigation strategies of the evaluation**

The changes in the project implementation and successive reduced sample size did not enable the estimation of impact with sufficient statistical power to infer causal attribution. Furthermore, in the process of data collection, C4ED did not receive project documentation such as training manuals or progress reports from ILO. In response to these challenges, C4ED proposed a shift from the quantitative descriptive design to a purely qualitative design, which was approved by EUTF. Under this design, the evaluation sought to explore whether trainings improve employability, income, resilience, and change aspirations of beneficiaries, as well as their access to decent employment. Moreover, the qualitative design also included continued education to determine how this training system changes beneficiaries’ ability to gain access to decent employment.

**Main conclusions**

**1. A mixed offer of training in terms of relevance**

The difficulties beneficiaries faced in securing stable and decent jobs, even after participating in the “Chantier École” training, highlights a mismatch between the skills acquired and the actual demand in the construction sector. However, the “Chantier École” method enabled beneficiaries to develop practical skills sought after in specific fields, such as Nubian Vault construction. This specialization increased the employability of beneficiaries who chose this option. Their professional experience is more substantial compared to those trained in other fields after their training.

**2. Gender quota approach insufficient to encourage women’s participation in the “chantier école” modality**

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The PECOBAT project incorporated a 25% quota for women in each cohort and showed some flexibility in selection criteria to encourage female representation. However, these measures were insufficient to overcome the deep structural barriers and socio-cultural prejudices that continue to hinder the acceptance and full integration of women in the building sector. Quotas alone do not address systemic problems such as gender stereotypes and legal restrictions that limit women's professional opportunities.

### **3. Insufficient post-training support**

The individualized support framework of the PECOBAT project was generally well-received during the training, with notable appreciation for specialized coaching and technical assistance. However, beneficiaries expressed an increased need for post-training support, particularly regarding job searches and internships. Although the ILO strengthened its complementary support strategy in 2022, the presence of the deployed coordinator seems insufficient.

### **4. Challenges in reaching target group**

The balance between efficiency and direct spending on beneficiaries could be improved. The high ratio of youth to follow-up officers limited the effectiveness of support. Additionally, the project failed to reach certain target groups, particularly women and repatriated migrants, and the lack of adjustments restricted its overall impact and efficiency.

### **5. Improved employability of beneficiaries but limited access to decent jobs due to informality in the building sector**

The "Chantier École" modality of PECOBAT contributed to acquiring specific technical skills, notably in Nubian Vault construction, thus increasing the beneficiaries' employability. While beneficiaries expressed general satisfaction with the skills acquired, these often translated into temporary and undeclared jobs. The sector's informality remains a major obstacle to accessing stable and decent employment, with frequent challenges reported in formal job searches. Moreover, although beneficiaries used their skills for unpaid tasks within their communities, these community activities did not fully offset the challenges in accessing formal employment opportunities.

### **6. Rare improvement in beneficiaries' living standards**

The "Chantier École" modality improved the living standards of beneficiaries during the training through the scholarship system. However, for the overwhelming majority of graduates still unemployed, living conditions returned to their pre-training state. That said, the acquired skills enabled a minority in this study to secure jobs with salaries sometimes twice the Mauritanian minimum wage, though often precarious and unstable. Some entrepreneurs generated substantial income by forming economic interest groups.

### **7. Nuanced effects on beneficiaries' socio-economic resilience**

Data analysis revealed highly mixed results regarding the beneficiaries' resilience. Most participants did not secure stable employment after their training, perpetuating socio-economic vulnerability due to the absence of savings, the existence of precarious contracts, and limited contributions to family expenses. Despite this precarity, beneficiaries showed strong motivation to improve their employability and generate income, reflecting a degree of social resilience. Their engagement in community projects and ongoing training, as well as the significant role of religious beliefs, supported their perseverance. However, the absence of post-training support

for most highlights the need for integrated social and economic resilience approaches to sustainably improve their living conditions.

## **8. Changes in beneficiaries' aspirations but contrasting effects on migration intention**

The "Chantier École" modality of PECOBAT significantly influenced the aspirations of beneficiaries. Initially attracted to administrative jobs, their aspirations shifted, leading them to aim for ambitious careers in the building sector. The training also had mixed effects on migration intentions. For some, it strengthened confidence in local opportunities, reducing the desire to migrate. For others, the lack of stable employment opportunities after the training intensified their desire to seek better economic prospects abroad.

## **9. Positive effects on women's empowerment but persistent structural challenge**

The impact of the "Chantier École" modality on women's empowerment is notable, though limited by persistent socio-cultural constraints. Participants in this evaluation managed to balance family responsibilities and training, thanks to family support and flexible training schedules adapted to their responsibilities. They acquired managerial skills and developed an autonomy-oriented mindset. However, gender stereotypes and resistance to accepting women in traditionally male roles, especially in the building sector, remain significant obstacles. Despite individual progress, these structural challenges limit the initiative's overall impact on women's empowerment and largely hinder their participation.

### **2.1.7 Mauritania – ILO – Création d'emplois décents et consolidation de l'emploi existant pour les jeunes et potentiels migrants dans le secteur de la pêche artisanale (Promopêche)**

#### **Challenges and mitigation strategies of the evaluation**

The changes in the project implementation and successive reduced sample size did not enable the estimation of impact with sufficient statistical power to infer causal attribution. Furthermore, in the process of data collection, C4ED has not received project documentation such as training manuals or progress reports from ILO. In response to these challenges, C4ED proposed a shift from the quantitative descriptive design to a purely qualitative design for Promopêche, which was approved by EUTF. Under this design, the evaluation sought to explore whether trainings improved employability, income, resilience, and change aspirations of beneficiaries, as well as their access to decent employment. Moreover, the qualitative design included continued education to determine how this training system changes beneficiaries' ability to gain access to decent employment.

#### **Main conclusions**

### **1. A training offer aligned with market needs but without guaranteed decent employment**

The analysis of collected data and project documents confirms the relevance of Promopêche's "Chantier École" approach, particularly in the selection of training subsectors. The inclusion of programmes in metalwork, masonry, earthmoving, surveying, and fish processing aligns with identified needs in the artisanal fishing and construction sectors during the 2019 pre-conception

phase. Training in fish processing appears especially pertinent, addressing the urgent demand from factories in Nouadhibou and Nouakchott and supporting the professionalization of female beneficiaries. Moreover, entrepreneurial support provided to beneficiaries included essential skills, such as preparing estimates, proving useful for those pursuing self-employment. However, the alignment between the skills acquired and market demands does not guarantee access to employment — particularly decent employment — leaving the question of job stability and quality unresolved.

## **2. A gender approach insufficient to address structural barriers**

Promopêche's "Chantier École" incorporated gender considerations through a minimum 25% quota for women in each cohort and affirmative selection criteria for beneficiaries. While these measures improved initial access for women, they were insufficient to ensure sustained and equitable participation due to persistent structural barriers. Gender stereotypes, cultural expectations, and legal restrictions continue to limit women's active participation, especially in the construction sector, where they are often confined to secondary roles, such as preparing tea on sites.

## **3. Relevant training support but limited personalization and post-training follow-up**

The support framework of the "Chantier École" modality shows mixed relevance in addressing the aspirations and needs of beneficiaries. While many beneficiaries were channeled into available training programmes at the time of their application, limiting personalized career orientation and resulting in low motivation for some, the in-training support was well-received. Practical advice and personalized guidance from trainers enhanced technical skills and facilitated learning. However, the framework's overall effectiveness was weakened by the lack of robust post-training follow-up. Many beneficiaries lost contact with support teams after certification, making it difficult for them to navigate employment challenges.

## **4. Deficiencies in stakeholder coordination and engagement**

The evaluation highlights insufficient coordination with the Ministry of Fisheries and Maritime Economy and the IOM, which hindered project ownership by key partners and limited the "Chantier École" modality's ability to fully reach target groups such as women and returning migrants. Furthermore, the lack of commitment from key stakeholders impeded the implementation of activities and the achievement of employment-related objectives for targeted populations.

## **5. Skill development but persistent employability challenges**

The "Chantier École" modality enabled beneficiaries — initially lacking sector-specific knowledge — to develop technical skills and build confidence through practical training. This contributed to improved fisher safety and better product quality in trained beneficiaries' businesses. However, employability remains a challenge. While beneficiaries expressed satisfaction with the training, they cited insufficient post-training employment support as a significant barrier. Stakeholders interviewed by C4ED identified an increased need for support in job searching and digital applications. Initiatives like the ILO's integration of former beneficiaries into projects funded by the organization were recognized as good practices, albeit rare, in improving employability.

## **6. Limited access to decent working conditions, hindering medium-term income growth**

The analysis of the "Chantier École" results reveals a complex situation regarding access to decent employment and income improvement. While the training helped some participants increase their daily earnings in the construction and artisanal fishing sectors, most continued to work under precarious conditions. Jobs obtained were often short-term and informal. Although daily incomes slightly increased compared to pre-training levels, this did not translate into stable monthly earnings due to irregular work opportunities and structural challenges within the sectors.

## **7. Shifting beneficiaries' aspirations but contrasting effects on migration intentions**

The "Chantier École" significantly influenced the life aspirations of beneficiaries, fostering professional ambition, community engagement, and aspirations to build careers in fishing and construction sectors or establish cooperatives. However, Mauritania's challenging labour market led some beneficiaries to adjust their priorities and reconsider their expectations, particularly regarding migration intentions.

## **8. Significant advances in women's empowerment but persistent challenges**

The "Chantier École" modality significantly impacted women's empowerment by increasing their ambition and proactivity, encouraging them to actively seek jobs and consider entrepreneurship, particularly in the fish processing sector, which is perceived as more accessible. However, women continued to face major structural obstacles such as gender stereotypes, employer resistance, and a lack of financial resources and equipment for those wishing to launch their businesses. These barriers limited their ability to fully benefit from the training and achieve sustainable autonomy. Among beneficiaries contacted, only one — a fishmonger — managed to establish a business, indicating a need for continued support to secure their economic future.

### **2.1.8 Senegal – Enabel – Project d'appui à la Réduction de l'Emigration Rurale dans le Bassin Arachidier (PARERBA)**

#### **Challenges and mitigation strategies of the evaluation**

The chosen CIE design only covered Opportunity 1 (O1), while Opportunity 2 (O2) and Opportunity 3 (O3) were only covered by a descriptive analysis of project monitoring data that were limited and incomplete – they did not cover the last year of the project (2022). The extensive qualitative study complemented the results and compensated some limitations of the quantitative component of the study.

In addition, the nature of the O1 intervention constrained the causal analysis at household level, meaning that many impact indicators were not exactly defined for specific sub-groups of interest – e.g. young beneficiaries. When possible, C4ED defined household-level indicators that represent a sub-population (e.g. the share of household youths who were in employment).

Finally, some challenges arose from the choice of methodology. The chosen IPWRA approach relies on recall data to estimate the propensity scores and reduce bias, which greatly limits the choice of variables available to estimate propensity scores and hence limits the potential for bias reduction. In order to improve bias reduction, C4ED stratified the estimation of propensity score by geography (communes or "super-communes"). The proposed stratification helped

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reduce bias under the hypothesis that there are no specific shocks or events that affect the treatment and comparison groups differently *within* a stratum.

## Main conclusions

### *Relevance*

**1. Overall, the PARERBA offers interventions tailored to the needs of the target populations.**

The support provided by O1 met the needs of farmers in the targeted geographical areas, who were looking for knowledge and support to maximize their production and increase their income. The micro-entrepreneurs supported by O2 were very satisfied with the support they received, whether in terms of skills enhancement through training, or the provision of equipment enabling them to put their business plans into practice. Finally, the contracts offered by O3 responded to the pressure faced by young people to get a job, earn a steady income and support their families. The employment opportunities created by O3 were appreciated by the beneficiaries, who were secured by a stable monthly income.

**2. The PARERBA successfully included women, particularly via O1, despite the lack of an explicit gender approach.**

The project undeniably ensured the participation of women. For O1, women represented 66% of beneficiaries who were allocated a plot on an irrigated perimeter. Access to water and protected plots helped to improve their working conditions and their resilience, and their strong presence in cooperatives' executive committees confirmed their involvement in the decision-making processes inherent in the management and operation of PARERBA plots. Female PARERBA beneficiaries explained that they had access to the same support as their male counterparts and had encountered no major difficulties in gaining access to a plot or becoming a member of a cooperative under O1, or in developing an IGA or setting up a business under O2. However, without a gender-specific approach, the PARERBA was unable to support female O1 beneficiaries in the face of certain challenges, such as the arduous nature of manual labour or, in some cases, the financial precariousness of some female operators.

**3. The opportunities offered by the PARERBA seemed to influence the perceptions and life projects of beneficiaries, including young people.**

The PARERBA enabled beneficiaries to project themselves and establish life projects with concrete short-term professional prospects. For many beneficiaries, the opportunities created by the project seemed to hold out the promise of a future for young people tempted by emigration, with the renewed attractiveness of the agricultural sector, for example, convincing some young people to stay and work in the groundnut basin during the dry season.

## *Effectiveness*

### **4. The project succeeded in achieving its predefined objectives for O1, with mixed results for O2 and O3.**

Overall, the PARERBA met its objective by supporting more than 7,000 workers cumulatively over its five years of activity (the target was 6,000 workers supported), with more than 4,300 farmers supported through O1. Enabel reports that it supported over 2,500 working people via O2, although it encountered difficulty attracting young people and project leaders and also highlighted problems of access to suitable financing solutions for O2 beneficiaries. Only 313 young people were hired in partner Small and Medium-Sized Enterprises (SMEs) under O3, below the project's target of 672. The lack of success of O3's innovative approach is largely due to the economic difficulties encountered by partner SMEs from 2020 onwards in the context of the global COVID-19 pandemic (leading to a downward revision of the initial target of 1,000 young people hired via O3).

### **5. The allocation of irrigated plots under O1 was efficient.**

The plot allocation process was efficient and socially well accepted, as it was transparent (lottery) and highly flexible: If the allocated plot was not used, the production operator (PO, e.g. a cooperative) recovered it and reallocated it to another beneficiary. This flexibility in the allocation process was designed to ensure maximum use of the areas rehabilitated by the project, and to avoid leaving any plots unused. The plot allocation process proved inclusive of women and young people. The plots allocated were of uneven quality: Some were more prone to flooding, others were too far from the irrigation pipes. In some localities, not all of the 15-hectare plot could be farmed.

### **6. Plot management was effective, but optimal use still faced challenges.**

Plot management by POs proved effective, with clear rules for management, upkeep and maintenance established through a participatory process, enabling producers to pool their efforts and farming techniques. In addition, training courses (electromechanics, photovoltaics, natural exploitation) enabled farmers to take care of their plots and maintain the irrigation equipment themselves, thus avoiding heavy expenditure. However, while the allocated plots were of uneven quality, optimal use of the plots remained a challenge, for which the commitment of the cooperatives, access to water and the mechanization of farming techniques were major issues.

## *Impact*

### **7. Farmers benefiting from O1 were more inclined to cultivate in the off-season.**

The primary objective of the development of irrigated plots was to encourage farmers to cultivate throughout the year, including during the most difficult seasons, i.e. the off-seasons. Quantitative analysis confirms that households benefiting from O1 did indeed cultivate more regularly throughout the agricultural season, particularly in the off-seasons. This result confirms that the project succeeded in getting farmers to cultivate during all agricultural seasons, a key objective of the PARERBA to help them stabilize their production (and thus their food and income) throughout the year.

**8. The study measured positive impacts of O1 on off-season agricultural income, food consumption and household resilience, but no visible effect on household expenditure.**

The CIE results indicate that O1 enabled beneficiaries to significantly increase their off-season agricultural income, an effect that persisted into the agricultural season following the end of the PARERBA (this result is a direct consequence of the finding set out in Conclusion 7 above). In addition, thanks to the PARERBA, beneficiary households were able to improve their food consumption, as well as their resilience through better diversification of income sources and crops. However, the study did not capture any visible effect on beneficiary household expenditure, nor any significant effect on income from the farming season as a whole. Finally, the project's strategy to support the proper valuation and marketing of the agricultural production from PARERBA plots was often perceived as insufficient by beneficiaries.

**9. Effects of the PARERBA on employment are mixed.**

The effects of O1 on the employment of members of beneficiary households are uncertain. Despite the lower propensity of household members to work on the family farm, the positive impacts in terms of off-season agricultural income persisted in 2023, which could indicate an increase in productivity, and thus explain the reallocation of part of the labour force of household members towards complementary IGAs (increase in casual employment in the household). The study reveals no significant effect on job creation via the hiring of agricultural employees by farmers supported by the project.

Project monitoring data for O2 reveal that the majority of employees in O2 beneficiary enterprises were in precarious jobs, paid by task or by the day. Similarly, the AGR profiles supported by O2 sometimes found it difficult to make a living from their jobs. Although the PARERBA supported more than 2,500 workers via O2, a large proportion of the jobs supported remained fairly precarious.

The job opportunities created by O3 were much appreciated by the beneficiaries, who felt secured by a stable monthly income. However, the stability and sustainability of these jobs may be questioned, as the mandate for O3 incentive scheme did not plan any transition measures once the subsidized work contracts end, i.e. at the end of the PARERBA.

### *Sustainability*

**10. The sustainability of the PARERBA's beneficial effects is uncertain.**

Although sustainability is not formally part of the scope of this evaluation, the body of evidence gathered in this assessment highlights several points relevant to this topic, compiled in the paragraphs below.

For O1, water shortages, sometimes difficult access to plots, and input supply problems for rice farmers can hamper the optimal use of irrigated perimeters and thus compromise the continuity of long-term benefits. In addition, the lack of opportunities for processing and marketing products can reduce producers' motivation, while the challenges associated with mechanization limit the productivity of agricultural plots. It is also important to stress that dependence on certain crops that are sensitive to climatic variations accentuates these risks of unsustainability.

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For O2, the jobs created were marked by instability due to the cyclical nature of the work and task-based remuneration, with the scarcity of raw materials threatening the sustainability of jobs in the agri-food sector. The lack of a robust value chain and stable markets for products accentuates this precariousness. The lack of integration between O1 and O2 also meant a lack of opportunity to improve job stability and the availability of resources, limiting the potential synergies between the agricultural production and its processing.

For O3, although it provides financial security through stable salaries, fixed-term contracts raise concerns about the long-term sustainability of these jobs. Fluctuating orders and international competition are factors that could jeopardize the sustainability of the positions created.

Finally, while challenges remained to ensure an effective transition to more sustainable economic systems, it is crucial to note that Enabel carefully and concretely thought about the challenge of sustainability while exploring local capacity-building mechanisms for greater autonomy and resilience among beneficiaries. Since 2022, Enabel worked with various partners to ensure the sustainability of the project beyond the PARERBA, including: the Team Europe Initiative Agropole Centre (TEIAC) project with the EU in the Regions of Fatick, Kaffrine, Kaolack; a project implemented by Eclosio in the Region of Thiès with the support of the Belgian Cooperation; and the action of the Italian Cooperation in the Region of Diourbel.

#### **2.1.9. Uganda – GIZ – Response to Increased Demand on Government Service and Creation of Economic Opportunities in Uganda (RISE)**

##### **Challenges and mitigation strategies of the evaluation**

C4ED encountered challenges to find the sampled applicants due to the difficulties in tracking those who moved from their previous residence or changed telephone numbers. Overall, the survey reached and completed 64% of the intended interviews. The attrition did not affect the similarity of the treatment and control groups and therefore, did not jeopardise the CIE. To compensate for the attrition, the endline analysis also integrated youth from the third cohort to ensure having a sufficiently large sample size for precisely estimating the impact of the project.

The qualitative data collection, originally planned for September/October 2022, was postponed to March 2023 due to the Ebola outbreak, and focused on cohort 2 instead of cohort 1 with no implications for the evaluation.

##### **Main conclusions**

###### ***Relevance***

#### **1. The second component of the RISE project offered a multifaced gender approach.**

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

**2. Beneficiaries perceived the training as relevant to promote their employment.**

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

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

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

### *Effectiveness*

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

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

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

Although dropouts are standard in TVET projects, the attendance rate of the selected candidates in the RISE component was relatively low in comparison to other interventions. The dropouts were attributed mainly to personal obligations, social constructs and gender roles, costs related to the training, competition with other TVET and entrepreneurial support providers, stigma on gendered trades and inadequate learning resources.

## *Impact*

### **5. Despite the component improving technical and soft skills relevant to find new jobs, females and refugees faced specific barriers to employment.**

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

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

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

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

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

### **7. The second component of the RISE project improved working conditions by promoting formal wage-employment.**

The RISE component induced changes in the beneficiaries' occupational composition, as they were more likely to be casual workers with formal contracts than non-selected candidates. This shift was mainly driven by the combined TSTT+FLES training. Casual workers tended to have larger, though irregular, incomes, and their new formal jobs provided access to paid maternity and paternity leave, paid sick leave, transportation compensation, end-of-contract compensation, overtime compensation, training compensation, and childcare support. However, these new positions did not improve hourly income and even increased exposure to job hazards. These impacts were strongly gendered, dependent on refugee status, and concentrated among individuals who applied for construction-related trades.

Surprisingly, the component did not promote self-employment. Two possible reasons accounted for this outcome. First, the RISE component did not provide start-up kits or facilitate access to capital. Second, it primarily enabled beneficiaries to signal their improved technical and soft skills to employers. However, due to the inability of employers to fully absorb the newly trained individuals, they could only commit to mobilizing their workforce on a casual basis.

**8. The second component of the RISE project had nuanced impacts on beneficiaries' livelihoods.**

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

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

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

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

### *Efficiency*

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

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

- It was not able of identifying available, capable and motivated candidates.
- Data collected from candidates was sometimes incorrect.
- It did not allow to communicate the content and goals of the different trades, leading to higher dropouts.

**11. The second component of the RISE project demonstrated reactivity and adaption to challenges.**

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

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

**12. Trainees had limited access to tools and relevant infrastructures which likely affected the intended impacts.**

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

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## 2.2 R2: PORTFOLIO EVALUATION

The portfolio evaluation analyses 85 projects including those under R1 (results presented above). The evaluation uses a mixed-methods approach, which involves combining both qualitative and quantitative data collection and analysis methods. This evaluation is heavily dependent on qualitative tools, primarily OH, case studies, interviews with project managers (PMs) and EU Delegates (EUDs). The only quantitative tool in R2 is the Project Manager Survey (PMS) which captures PMs' perceptions on relevant themes. The evaluation triangulates the findings from these tools with the R1 findings.

### **Challenges and mitigation strategies of the evaluation**

**Access to documentation:** A major challenge was that key project documents were not systematically stored in the EUTF Wiki. To the extent possible, C4ED contacted the Implementation Partners (IPs) to gather the relevant documentations.

**Reporting of key outcomes:** Key concepts of the research (employment, decent work, employability, resilience) were defined differently across different stakeholders and project documentation. Standardised tools such as the PMS and Desk Review attempted to mitigate these inconsistencies by extracting information on well-defined indicators. In addition, the different projects did not systematically report on these outcomes.

**Access to PMs:** C4ED contacted all 85 projects in the sample to get the respective PMs to respond to the PMS. Despite the support from EUDs and several reminders to the PMs at the individual and institutional level, C4ED received responses (filled-out surveys) from only 48 projects (56% response rate). The reasons for the slow or non-response are multifaceted, including difficulties reaching projects that had closed before the survey could be launched. Given the difficulties of reaching PMs, C4ED's mitigation measure was to retrieve the missing

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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 (OECD, 2010). 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.

### **Main conclusions**

#### ***Relevance***

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

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.

**2. EUTF projects mainly targeted unemployed youth and women**

EUTF projects primarily targeted unemployed youth 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.

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

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. Particularly here is the adjustment to reach returning migrants by reducing the training timeline to meet their needs. However, weaknesses arose in not including foundational skills and in addressing the needs of Internally Displaced Persons (IDPs) and disabled persons, as well as a lack of sufficient technical materials and safety equipment.

**4. Inconsistent gender sensitivity across project design and implementation**

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The gender sensitivity of EUTF projects varied significantly, showing a disconnect between project objectives related to gender issues and the actual actionable measures taken.

**5. Varied approaches to promote female enrolment and provide female-relevant support**

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

**6. EUTF projects mainly focused on promoting technical/managerial skills and access to finance**

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. 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 training and male-dominated trades.

**7. EUTF projects generally integrated hands-on trainings**

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.

### *Coherence*

**8. EUTF projects enhanced coordination mechanisms for improved project integration**

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 noted consortium-based coordination, 32% reported no consortium coordination, and 24% were unaware of such mechanisms. These findings highlight potential gaps in communication and awareness of coordination efforts.

### *Efficiency*

**9. Willingness to use resources to overcome inefficiencies**

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.

#### **10. Readiness to adapt to external challenges**

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 SoPE. In contrast, other projects opted for no-cost extensions, potentially compromising resource efficiency

#### **11. Challenges in digitalising the monitoring systems led to inefficient coordination**

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 have significantly enhanced coordination and responsiveness. Establishing such a system before project implementation is crucial for improving resource management and project impact.

### *Effectiveness*

#### **12. Most selected projects aimed at promoting employment, but few aimed at reducing irregular migration.**

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, this finding also suggests that EUTF's goal of reducing irregular migration by promoting employment might have been overly ambitious as it is not the only factor influencing migration outcomes.

### *EU-Added value*

#### **13. Large volume of funding facilitated holistic approaches.**

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.

## *Impacts*

### **14. EUTF projects improved skills and employability of beneficiaries.**

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

### **15. Overall, EUTF projects had positive but limited impacts on employment.**

The CIEs indicate that EUTF projects have improved stable employment, with overall impact sizes similar to other comparable studies. 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.

### **16. Employment often materialised by opening an IGA, when possible.**

Due to the limited hiring capacity of the private sector and low wages in SSA, many beneficiaries turned to self-employment. This underscores the need for targeted support in entrepreneurial development and increased access to financial resources to help address these employment challenges.

### **17. Impacts of EUTF projects on employment are more nuanced, depending on gender and status.**

Employment impacts were 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. Women faced socio-cultural barriers, while refugees dealt with mobility restrictions and discrimination, and returnees encountered urgent economic needs and psychological challenges.

### **18. Widespread community benefits beyond project goals**

EUTF projects generated positive unintended outcomes, including social, psychological, and economic impacts within communities. Initiatives like VSLAs and cooperatives fostered social bonding and well-being, while projects in Niger also inspired broader community development beyond the targeted beneficiaries.

### **19. Mixed results on migration intentions**

The evaluation reveals no clear evidence that EUTF interventions reduced beneficiaries' intentions to migrate. 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.

## *Sustainability*

### **20. Willingness to use resources to overcome inefficiencies**

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 emphasized their ability to utilize 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 introduced by the projects.

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## 2.3 R3: COMMUNICATION AND VISIBILITY

Policy influence, dissemination and policy guidance are crucial ingredients of C4ED's vision and mission to improve the lives of the poor and vulnerable by making development interventions more effective. The policy influence activities are built on several pillars, including the awareness and promotion of the EUTF's strategy to support evidence-based policy making, the dissemination of the results and findings from the impact evaluations, and supporting the take-up of findings for future programming exercises.

The section below provides a description of the different types of outputs produced for EUTF.

### 2.3.1. Digital outputs

#### *Leaflets*

In 2021, nine leaflets were produced, each corresponding to one of the nine R1 projects. Additionally, a separate leaflet was developed to summarize R2 activities within the framework of the portfolio evaluation. All materials were made available in English and French, with further translations into Amharic and Arabic for dissemination in Ethiopia and Mauritania, respectively.

The leaflets provided a concise summary of the evaluation objectives, methodologies applied, and the intended use of research findings to support evidence-based policy development.

In 2023, C4ED revised and updated all the leaflets originally produced in 2021. No difficulties were encountered during this process. The updated versions were printed in all relevant languages and included in an information folder that was distributed to all participants during the 2024 Mid-Term Conferences. The leaflets were also made available online and shared with all individuals invited to the R4 trainings and the final dissemination event in Brussels. Since March 2025, the leaflets have been accessible for download via the [Cap4Dev website](#).

#### *Policy brief*

In Q2 2024 it was agreed that C4ED would produce of a four- to five-page policy brief which should concentrate on actionable evaluation findings and lessons learned that are rooted in the research conducted by C4ED and that can inform the actions of the target audience (EU staff from different departments). After further inquiry among colleagues EUTF further asked for the policy brief to cover results concerning employment outcomes, transition to employment, support to entrepreneurship and methods of identifying labour demand. C4ED was able to integrate the first three topics into the policy brief, but not able to cover the fourth, as it was not a focus of the evaluations. The first draft of the policy brief was submitted to the EU at the end of November 2024. After thoroughly following the guidance from EUTF and its reviewers, C4ED adjusted the policy brief which was approved and printed shortly before the final dissemination event. The policy brief will be used for further dissemination activities on LinkedIn to promote the main findings of the study. A digital version has been made available at on the [Cap4Dev website](#).

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### *Policy paper*

In Q3 2024 it was agreed that the policy paper to be produced by C4ED should function as a short, practical guide for EU evaluation unit colleagues for future impact evaluations with a focus on providing guidance for CIEs. The paper includes topics such as why and when to choose (quasi-)experimental evaluation designs, the initial steps to set up an evaluation and provide guidance and tips for managing the donor-evaluator-implementer triangle. The paper also integrates lessons learned from the EUTF evaluations (including risks/challenges and recommendations and tips on how to prevent or mitigate them as well as successes/good practices). The first draft of the policy paper was submitted to the EU in mid-September. After several rounds of feedback the document was approved and printed shortly before the final dissemination event. As for the policy brief, the policy paper will be used to promote the study undertaken through social media channels. A digital version has been made available at on the [Cap4Dev website](#).

### *Videos*

In 2022, production commenced on a four-minute minifilm highlighting EUTF's actions on the African continent and presenting the methodological approach for CIEs. The work on this film continued throughout 2023. Upon completion, the video was published in both English and French on the Cap4dev YouTube channel and the C4ED LinkedIn page.

In 2023, a second film was initiated to present the overall approach and preliminary findings of Result 2 (R2). Following discussions with the EUTF, it was agreed to consolidate the originally planned two minifilms into one longer film. This second film was released in January 2024 in both English and French.

In 2024 the EU and C4ED also redefined the original scope of the global video on methodology, agreeing that two minifilms in English and French with no more than 400 words (excluding text from outro, amounting to approximately 2.45 – 3 minutes per film). The outline was approved defining that minifilms would start by a rudimentary introduction of EUTF supported programmes and the evaluation (to catch up secondary target audience). This is followed by a selection of key evaluation findings that are robust, and representative of the EUTF portfolio and usable for the minifilm audience. The minifilm 3a focuses on programme effects on employability and employment and the minifilm 3b focuses on programme impacts on migration. It showcases the two regions (SLC and HoA) through showing differentiated results where feasible. Moreover, the minifilms integrate the branding and marketing of EUTF as an important player for improving economic opportunities and migration management.

Starting in Q3, 2024, the video scripts were developed by C4ED and underwent two review rounds before being approved by the EU in November 2024. For the development of the videos, C4ED sub-contracted the same graphic designer contracted for the two first minifilms, to utilize his knowledge and experience in the subject matter and with EU processes. Subsequently, the storyboards were developed, reviewed by C4ED and revised before being sent to the EU for feedback at the end of November. After revision, finalization and approval of the storyboards, the first video drafts was submitted beginning of January 2025.

All videos include subtitles and have been uploaded in the [Capacity4Dev](#) platform. They were also shared with participants in the dissemination events (see below) and promoted through the C4ED LinkedIn page.

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### 2.3.2. (Dissemination) events

#### *Mid-term regional dissemination seminars*

In Q1, 2024 C4ED organised two **mid-term regional dissemination seminars** originally planned to be held in Senegal and Ethiopia. During year 3, it was agreed with the EU that the dissemination seminar in Dakar would be relocated to Nouakchott, Mauritania and that both workshops would host a maximum of 50 participants each. Both seminars lasted two days. The one in Ethiopia took place at the Inter Luxury Hotel in Addis Ababa from 12<sup>th</sup> to 13<sup>th</sup> March, 2024. The one in Mauritania took place on 5<sup>th</sup> and 6<sup>th</sup> March, 2024 in the Mauricenter Hotel, Nouakchott. In total, 56 participants attended the conference in Addis Ababa, of which 18 participated online (of the 33 registered, or 28%) and 36 participated face-to-face (or 100% of those registered). A total of 38 participants attended the conference in Nouakchott, including five online (of the 18 registered, i.e. 28%) and 33 face-to-face (i.e. 100% of registrants) participants. Further details can be found in the respective final conference reports. A more detailed report on the mid-term seminars are available in Appendix D and E.

#### *Final dissemination seminar*

The project culminated in a final dissemination seminar in Brussels, which took place on March 11th, 2025. The event brought together implementing partners, EUDs, governments, non-governmental organizations (NGOs), EUTF representatives, and evaluators from C4ED. During the seminar, the findings, lessons learned, and recommendations from the R1 and R2 impact evaluations were presented. The main objective was to share scientific evidence on the relevance, effectiveness, and broader impacts of the interventions, and to discuss their implications for future evidence-based programming and policymaking.

The seminar was a one-day, interactive in-person event, though also open to virtual attendance for the plenary sessions, with chat interaction. The sessions included keynotes, a presentation of study findings and recommendations, two parallel panel discussions on employment and migration, an outlook session, and closing remarks.

The event was attended by 30 participants in person and 15 participants online. The planning for the conference had been underway since January 2024, with the draft agendas approved, participant lists finalized, and invitations sent, along with a registration link. Preparations were also made for the external agenda, panel discussion questions, speaker invitations, and the development of presentations and visibility materials.

Due to changes of the conference date, the THON Hotel was no longer available, as it had already been fully booked for the new date. As a result, the venue was moved to the Renaissance Hotel, where a large seminar room could accommodate up to 40 participants. In the afternoon, a separate room allowed for undisturbed discussions. A Get-Together breakfast and shared lunch were provided for networking and further engagement.

C4ED made a concerted effort to present the event attractively to the public and on social media. A corporate design was created to ensure strong brand recognition, and both the 'Save the Date' and invitation materials featured a banner, which was also visible at the conference and on other event materials. This banner can be seen in Figure 2. Further details can be found in Appendix F.

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Figure 2: Banner final dissemination seminar



Source: C4ED elaboration

### *Replacement of EDDs*

C4ED did not participate to the yearly EDDs for different reasons including misalignment of the main themes but participated to other dissemination events instead.

**In 2023**, C4ED participated in two events:

i) Rabat Process:

Between April 25<sup>th</sup> and 26<sup>th</sup> 2023, C4ED took part in the Rabat Process Thematic Meeting on Voluntary Return and Reintegration at the Ministry of Foreign Affairs in Yaoundé, Cameroon.

In a panel that focused on “Lessons learned for successful voluntary return and reintegration programmes”, C4ED represented by Dr. Frederic Kamta, made a presentation on “Methodology, challenges and preliminary results of project evaluation under the EUTF”.

C4ED’s presentation focussed on the overall design of the evaluation, the share of returning migrants targeted by various R1 projects, the actual state of the integration of returning migrants in all R1 projects, some effects observed so far on returning migrants, and preliminary lessons learned.

The panel discussion also included issues related to the limitations on the integration of returning migrants in programmes that also target beneficiaries at a larger scale, challenges encountered in the evaluation of EUTF programmes, and the potential sustainability of development programmes on returning migrants.

ii) EUTF HoA Monitoring, Evaluation and Learning (MEL) technical meeting:

C4ED participated in the EUTF HoA MEL technical meeting in Addis Ababa (Ethiopia) between the 15<sup>th</sup> and 16<sup>th</sup> of November, 2023. The meeting, which consisted of EU Delegations in the HoA and the Trust Fund Team from Brussels, aimed to discuss and identify major achievements and lessons learned under the Trust Fund since 2015. The meeting combined a “classroom-like” workshop with a field visit, which introduced more practical sessions to the participants. C4ED prepared a session on innovative ways for project monitoring and evaluation and took OH methodology to demonstrate alternative, effective, and practical ways to monitor and evaluate development projects and programmes. As a case study, C4ED used the Leather Initiative for Sustainable

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Employment Creation (LISEC) project, implemented by UNIDO and funded by the EUTF. LISEC supports the leather production value chain, including, tanneries, and Micro, Small, and Medium-sized Enterprises (MSMEs). The field visit included engagements with managers and employees of two tanneries (Elico and Batu) in Addis Ababa and a group of youth beneficiaries from Modjo that recently formed into an MSME Cluster with the shared objective of manufacturing leather goods.

iii) Counterfactual Methods for Policy Impact Evaluation (COMPIE) Conference

C4ED participated in the COMPIE Conference 2024 in Amsterdam which took place on 24<sup>th</sup> and 26<sup>th</sup> of June. Specifically, C4ED presented the preliminary results of the study on the second component of the RISE project in Session 4 (“Skills & training”) in the Auditorium of the Vrije Universiteit. The presentation lasted 20 minutes but it raised significant interest, mainly due to the context in which the project took place, how the RCT was set up and the magnitude of the impacts (most of the papers presented were using secondary data from European countries and impact sizes were much lower). The feedback received from the technical audience confirm the validity of the results and suggest that the study has a high potential for being published in a peer-reviewed journal.

iv) Participation in workshops

A C4ED representative (Dr. Thomas Eekhout) participated in the “EUTF Legacy Workshop: Analysing Effects and Shaping Future Actions in the Horn of Africa” in Brussels, on December 10<sup>th</sup>, 2024. In this Commission staff, international organizations, and academia, discussed on lessons learned from their work with EUTF. Participants shared insights on effective approaches, challenges, and emphasized the need for clearer objectives and targeted strategies in future programming. Recommendations included integrating migrant needs into broader policy frameworks and conducting long-term studies on migration outcomes.

Dr. Thomas Eekhout also participated remotely to the “DYNAMIG Workshop 3: What do policy actors think about the drivers of migration and why does it matter?” on March 20<sup>th</sup>, 2025. In this workshop, DYNAMIG researchers, EC officials and other participants shared their preliminary results from their research their implications for policy-making and potential avenues for further research.

v) Future participation in GIZ internal seminar

Finally, a C4ED representative will participate on May 19<sup>th</sup>, 2025 in an internal seminar for GIZ to show-case how CIEs can adapt to the project to produce rigorous evidence on their impact. The provisional title of the presentation is “Two ways of Measuring Impacts: Practical recommendations and Lessons Learned from a Randomized Control Trial and a Quasi-Experimental Approach. Specifically, C4ED will use two similar training interventions, the Tekki project (The Gambia) and the Second component of the RISE project (Uganda) to illustrate two CIE approaches, provide practical recommendations and key requirements for project managers and M&E officers.

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## 2.4 R4: CAPACITY DEVELOPMENT

Capacity building and knowledge sharing on CIE remains essential to improving and equipping partners and policymakers with the tools and skills to improve the effectiveness of development interventions. As part of plans for the capacity development in SSA, C4ED has organised annual training sessions for EUTF partners and other stakeholders. Scheduled to run for four years, four sessions of these cross-country events have been completed. C4ED has organised tailored training sessions for the seven partner countries in SSA over the past four years. The trainings were initially planned for up to 50 participants across the partner countries. In total, C4ED planned to hold eight days of training and information seminars over the four years.

C4ED designed the capacity building component to achieve the overall objective by basing the training on the following pillars:

- Tailored training sessions in the partner countries (seven)
- Cross-country learning across African countries within each language region
- Capacity development among European stakeholders and
- Availability of open-access materials to all participants

The topics covered by each year's training are listed below:

- Year 1: Introduction to Counterfactual Impact Evaluation
- Year 2: Data Collection of Microdata in Difficult and Hard to Reach Areas
- Year 3: Data Analysis for Monitoring and Counterfactual Impact Evaluation
- Year 4: Evidence Synthesis and using Evidence for Future Programming

By the end of 2024, C4ED held eight days of training and information seminars over the four years and invited participants from the seven partner countries. The participation to the training sessions were free of charge. However, some challenges implied adapting the delivery of the trainings.

### 2.4.1. Challenges and mitigation strategies

All training sessions were held online. The decision to hold the sessions online was agreed with EUTF as it was considered safer during the Covid-19 pandemic in the first two years and more efficient than repeating the trainings in different locations. For years 3 and 4, the online format was retained for consistency, and it was considered a relevant strategy to facilitate a larger number of participants to join the capacity building sessions. Additionally, the trainings were also opened up for participants outside the scope of the seven countries selected for the R1 component as stipulated in the ToR. The final year's training was further opened up to a broader audience to allow for diversity of participants and improve the reach of the contents of the trainings as well as results from R1 evaluations. To allow all potential participant to take part of the training, the latter were provided in English and in French. All training sessions and related material are available in the Capacity4Dev platform. All training sessions and related material are available in the Capacity4Dev platform.

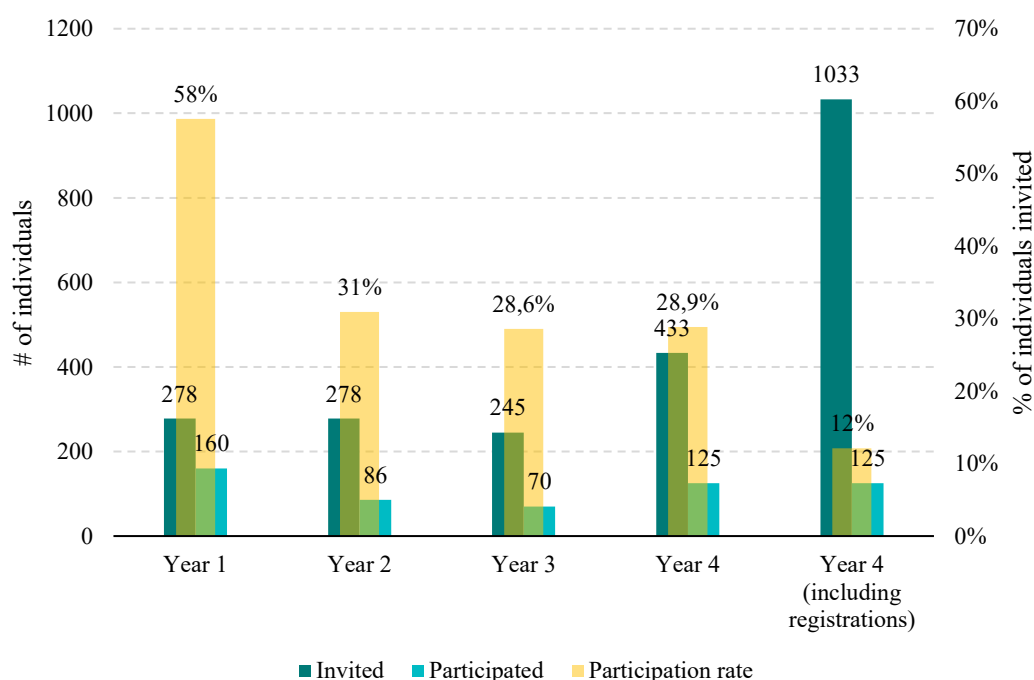
A major challenge faced by the trainings was the unexpected no-shows. The initial list provided by EUTF in 2021 comprised 278 individuals, including programme managers, monitoring and evaluation officers, and programme implementation officers. However, over the years, the

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training faced significant challenges in maintaining participant attendance mainly due to staff turnover. C4ED compensated to the extent possible by inviting other relevant profiles identified throughout their work in R1 and R2. C4ED also requested to EUTF for an updated participant list in June 2023, but in vain. In the final year, C4ED updated the list of potential participants, opened the invitations to a wider range of profiles involved in the development field and posted a link for registration on LinkedIn which significantly contributed to the number of potential participants (Figure 3). Nevertheless, the number of yearly participants was systematically smaller than expected.

Despite reaching out to potential participants, actual attendance systematically felt short in comparison to the initial expectations, as in many training projects. As depicted in Figure 3, Year 1 benefit from a particularly high attendance rate (58%) but in the remaining years, the attendance rate was below 31%. The results also suggest that while social media is useful in increase outreach, it does seem to suffice to identify committed profiles. The key strategy to increase the number of participations relied on reaching out to more potential participants (as in year 4) and ensuring a high-quality training. After each training, C4ED collected feedback from the participants in order to adapt, to the extent possible, the upcoming trainings. The data collected helped identifying the most relevant topics to cover, identify strategies to participation and interactivity (see section below).

Figure 3: Invitations and participation to annual national information/training seminars



Source: C4ED elaboration

Finally, as outlined in the ToR and implementation plan, C4ED was expected to conduct surveys at the start and end of the R4 component to assess participants' empowerment level in the area of CIEs. However, as the trainings were delivered over a four-year period, only six participants were followed all the trainings. One key reason for this was staff turnover as some participants left the organisations they were working in at the start of the training. As a result, C4ED was not able to conduct a before and after assessment of empowerment levels of participants. To mitigate this, C4ED carried out qualitative interviews with participant who had

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attended the trainings consistently over the four years. These interviews aimed at capturing insights of the levels of empowerment of participants. The results of these interviews are further discussed in evaluation of the capacity building sessions below.

#### 2.4.2. Summary of annual national information/training seminars

Table 4 provides a summary of each annual national information/training seminar. Figures in parenthesis and italic represent the planned output. As already mentioned, the number of participants was below the initially planned. Also, as the trainings took place remotely, the outreach and engagement with local institutions was limited.<sup>10</sup> Only the last year surpassed the coverage target by covering participants from 26 countries versus the seven initially planned. However, given the low number of participants per country, the capacity building in local institutions could only be limited.

Table 4: Key characteristics of the annual national information/training seminars

	Year 1	Year 2	Year 3	Year 4
Topic	Introduction to CIEs	Data Collection of Microdata in Difficult and Hard to Reach Areas	Data Analysis for Monitoring and CIE	Evidence Synthesis and using Evidence for Future Programming
Format	Online <i>(face-to-face)</i>	Online <i>(face-to-face)</i>	Online <i>(face-to-face)</i>	Online <i>(face-to-face)</i>
# of training days	2 (14)	2 (14)	2 (14)	2 (14)
Language	French & English	French & English	French & English	French & English
Dates	21-22/09/2021 28-29/09/2021	6-7/09/2022 13-14/09/2022	10-11/10/2023 17-18/10/2023	1-2/10/2024 15-16/10/2024
# of countries covered	7 (7)	7 (7)	7 (7)	26 (7)
# of persons invited	278 (350)	278 (350)	245 (350)	433 (350)
# of participants*	160 (350)	86 (350)	70 (350)	125 (350)

Note: Items in parenthesis and italic represent the planned output. \*It was assumed that all invited participants would attend the training.

Source: C4ED elaboration

**Year 1:** The key activities undertaken included a two-day online training in English and a two-day online training in French. The trainings took place on 21<sup>st</sup> and 22<sup>nd</sup> September, 2021 in English and on 28<sup>th</sup> and 29<sup>th</sup> of September, 2021 in French. The training targeted staff and stakeholders from all EUTF-funded projects, who wanted to build their capacity in CIEs. The participants were selected from a list shared by the EUDs with C4ED. C4ED extended invitations to the selected potential participants and provided them with the agenda and literature material for the training. 160 participants took part in the first year of the training; 90 participants were recorded for the English sessions while 70 participants were recorded for the French sessions.

<sup>10</sup>Note that it is unclear how it would have unfolded if the trainings would have taken place face-to-face.

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The main objective of the training in year 1 was to introduce participants to the concepts of CIE. The training highlighted basic concepts of CIE, how different CIE designs work, experimental and quasi experimental methods and how CIE is linked to monitoring. Prior to the start of the training, a baseline survey was conducted to assess the level of knowledge and implementation capacity to run impact evaluations among the targeted staff and stakeholders.

**Year 2:** The key activities undertaken included a two-day online training in English and a two-day training in French. The training in English took place on 6<sup>th</sup> and 7<sup>th</sup> September, 2022 and the French training was held on the 13<sup>th</sup> and 14<sup>th</sup> September, 2022. The target group included the participants of the training in year 1. The list provided by the EUDs was therefore used once again. In addition to the literature materials for year 2 training, past training materials for year 1 were also shared with the invited participants prior to the commencement of the training. C4ED also proposed some additions to the participant list. 86 participants – representing a decrease in the number of participants compared to year 1 – participated in the year 2 training.

The year 2 training focused on building capacity in the collection of high-quality data for CIE and for monitoring systems. The contents of the training focused on the stages of preparation for the collection of high-quality data, sampling in data collections, collection of monitoring data, leveraging technology for high quality data collections, as well as research ethics and data protection.

A feedback evaluation was carried out to help in the development of the training in year 2 in terms of relevance, participation, interactivity and application of knowledge they have acquired during the training. The previous knowledge of participants on CIE based on the feedback from participants on year 1 trainings was integrated into the planning and development of content for year 2 to improve the relevance of the content and ensure improved participation. Interactivity was improved through the introduction of the use of Mentimeter for active participation of participants, as well as the use of a breakout session to provide the opportunity for participants to apply knowledge they had just acquired from the training.

**Year 3:** C4ED undertook two sessions of online training in English and French. While the English trainings took place on 10<sup>th</sup> and 11<sup>th</sup> October, 2023, the French trainings took place on 17<sup>th</sup> and 18<sup>th</sup> October, 2023. As in previous years, the participants were selected from the list provided by EUDs and all participants from previous years trainings not included in the EUDs list were invited. In total, 70 participants took part in the training.

The training in year 3 focused on the analysis of data for CIE. Participants were taken through exploring how statistical testing can be used in CIE to arrive at conclusions as well understanding using outputs from the analysis of CIE data. Prior to the training, C4ED conducted a needs assessment to explore themes that were of most importance to the invited participants. Feedback from participants was critical in improving the contents and the execution of the training for year 3. As in the previous year, Mentimeter was used to engage participants during the training sessions. Participants also participated in breakout sessions in the second day of the training, where an exercise on how to read outputs of a CIE data analysis was conducted.

**Year 4:** C4ED conducted the final session of the component of the R4. The trainings were conducted online on 1<sup>st</sup> and 2<sup>nd</sup> October, 2024 (English session) and 15<sup>th</sup> and 16<sup>th</sup> October, 2024 (French session). As a response to the decreasing numbers of participants from 2021 to 2023, the list of participants was updated for year 4. Additionally, C4ED opened registration three months before the start of the training to allow for enough time for participants to become aware

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of the training date and time. Invitations were opened to all potential participants who had interest in the topics y. In total, 125 participants participated in the year 4 training.

Year 4's sessions focused on evidence synthesis and using evidence synthesis for future programming. The participants were taken through basic concepts and methodologies in evidence synthesis, using evidence for future programming and integrating the use of artificial intelligence in evidence synthesis and evaluation. The trainings in year 4 were interactive and participants had the opportunity to share their experiences during the trainings as well as in the breakout sessions. Participants in the year 4 training had participated in the other workshops and were therefore conversant with issues and experienced in the themes.

The links to each training session performed across the four years is available in Appendix D.

### 2.4.3. Evaluation of R4 Component

As part of the overall evaluation of the R4 component, C4ED conducted a survey among participants of the training across the different years. In total, 32 respondents completed the evaluation survey. Attendance of participants from previous years in the last round of training was low with only six participants having attended all the previous trainings. C4ED conducted an interview with the six participants to understand how the trainings have been relevant for them in their line of work. C4ED combined the results from the interviews as well as the surveys to evaluate the trainings over the past four years. The trainings were evaluated based on relevance, effectiveness, timing of the training, attendance, format of the training as well as satisfaction.

#### *Relevance*

Participants of the trainings were sent survey questionnaires on their experience during the trainings. In terms of relevance, participants were asked if they found the topics covered relevant for their interest and/or job. In total, 36 participants responded. As displayed in Figure 4, more than 90% of participants perceived the topics covered in the trainings over the past years as relevant. Informal interviews carried out during the trainings also indicated that participants of training sessions from year 1 through to year 4 found the topics relevant for their work.

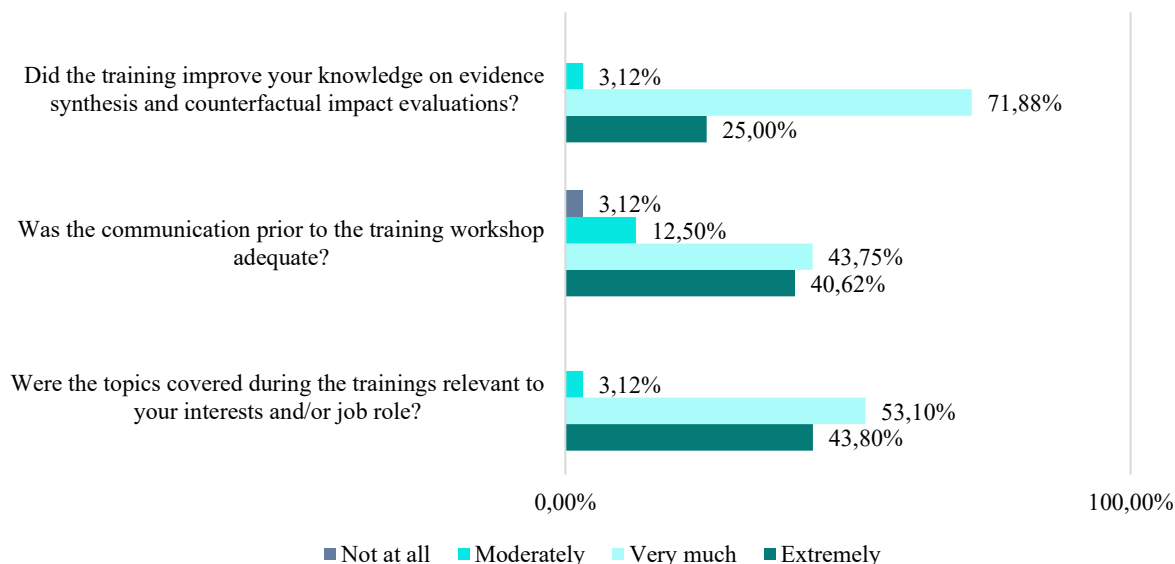
Some participants reported that the training had deepened their knowledge of CIE methodologies such as RCTs, difference-in-difference, and regression discontinuity. One participant indicated that prior to the training, they had knowledge only on what quasi-experimental methods were, but the training provided them with the opportunity to understand how to design such evaluations. Some participants expressed how the training had enhanced what used to be vague knowledge into knowledge they could leverage on into practice. Some particularly indicated that understanding sampling and calculating sampling sizes had become useful in their line of work.

Even though most of the participants interviewed indicated that they found the training to be relevant and had gained better understanding of CIE, some expressed difficulties in being able to apply the methodologies due to project and financial constraints. One participant indicated that despite having learned how to be systematic in the collection of data, the bigger picture of CIE will require investments by institutions before the knowledge can become beneficial for the institution. However, one interviewee indicated that they used the knowledge gained in the planning of an evaluation project. Additionally, they indicated that the training had helped them

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develop evaluation guidelines, which were shared among colleagues, and now being used by other monitoring and evaluation staff.

Figure 4: Participant feedback on training



Source: C4ED elaboration

### *Effectiveness*

Concerning the effectiveness of the training, C4ED scheduled a quiz after the recap session at the start of the year 4 training. The quiz was to assess whether the R4 trainings had built capacity among participants over the past three years. As shown in Figure 4 participants demonstrated general knowledge of basic concepts of CIE as well as data collection, and the analysis of CIE data. Even though most of the participants in the training were attending the training for the first time, the results showed that most of the participants could identify the goal of CIE, and demonstrated understanding regarding the expected outcomes and what represents a good counterfactual.

Participants of the year 4 training were mostly students, researcher, and academia. There was therefore general interest and foundational knowledge about CIE. Additionally, the combination of sharing training materials from previous years training as well as a recap of the previous contents of the training from year 1 to year 3 might have influenced the performance of participants in the assessment.

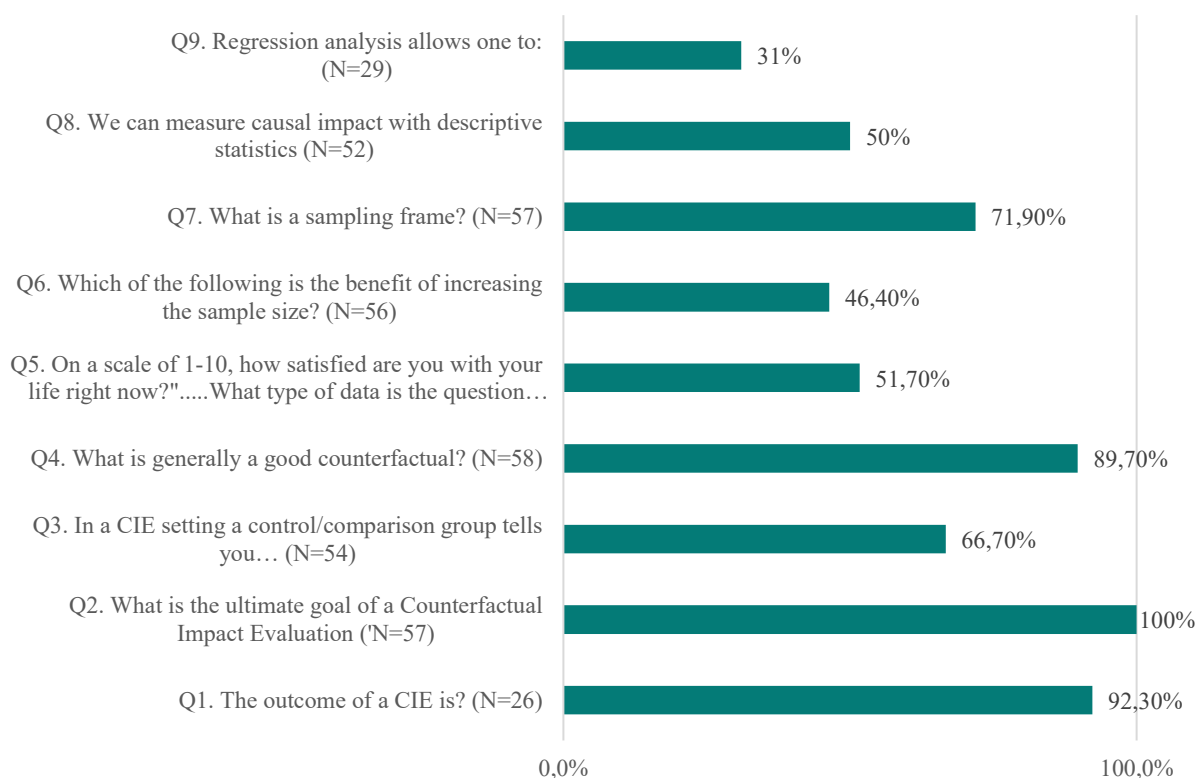
While the general performance was satisfactory, results showed some knowledge gaps specifically in data analysis and data collection. Considering the technical nature of these topics, it was not surprising that gaps were identified. As the quiz used Mentimeter, the facilitator was able to provide further details and correct the answers of participants. Participants also sought clarifications for some answers in some cases. The evaluation thus also served as a learning exercise for the participants.

As a general assessment of the effectiveness of the trainings, about 96.9% of 32 respondents reported that the training had improved on their knowledge on CIE very much or extremely. All 32 participants who responded to the survey indicated that they would recommend the

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training to their colleagues. This confirms the effectiveness of the of the training on participants understanding of CIE in general. In addition to this, participants were asked if they will recommend the training on CIEs to their colleagues.

Figure 5: Share (%) of correct answers in anonymous quiz



Source: C4ED elaboration

### *Timing*

The trainings were realised in the months of September and October of each year. The French trainings were always preceded by the English trainings. Eight days of training spread evenly across four years were envisaged in the inception of the project. Each training over a day consisted of six hours of training with a one-hour break in between. The feedback from interviews suggests that annual intervals between training sessions was a challenge to continuity and knowledge retention. Participants believed that having to wait an entire year between sessions was too long to effectively build on the skills required. Thus, some participants expressed a preference for a more frequent training schedule or alternative structures to reinforce learning throughout the year. These responses suggest that the two days annual training was not sufficient for grasping complex methodologies involved in CIE design and implementation.

Additionally, the timing of the training influenced participation over the period of the four years. The dwindling numbers of participants were partly attributed to invitations bouncing back due to invalid email addresses. These email addresses were invalid because previous owners had either changed jobs or were no longer in the role they used to be and which had

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made the training relevant to them. Thus, the low numbers of participants in year 4 who had also participated in year 3 could be understood in this perspective.

### *Training format*

The R4 training component was originally planned as a face-to-face in-country training. However, due to the unique challenge posed by COVID-19 in 2021, the online format of the training was used for year 1. Based on the discussions with EUTF, the trainings were organised using the online format. While the online format was important to increase the reach and reduced the time needed to organise logistics compared to an in-person training, it also presented some challenges for participants and their participation.

Some participants indicated that considering the complex nature of the topics on CIE, a face-to-face training would have been a better option. Some of the reasons expressed by participants included participants having difficulties maintaining attention throughout the trainings due to workplace interruptions and competing priorities. Another reason was reduced interaction which would have been more effective in a typical classroom setting. Additionally, some participants considered exercises and participatory quizzes online as voluntary thus, they chose to participate or not.

These challenges expressed by participants could also be understood within the broader context of participant motivation. Attendance of the training sessions was not a requirement linked to the job roles of participants. This means participation was based primarily on the personal interest and motivation of potential participants. This voluntary nature could have influenced the level of commitment and interactions observed during the training. Thus, while the online format provided logistical advantage and increased reach, it also highlighted the limitation of maintaining engagement of participants for technical topics such as CIE using an online format.

### *Satisfaction*

In a survey after the year 4 training, participants who participated in any of the trainings were asked for their specific feedback on wishes for future trainings. Below is a summary of suggestions from participants:

- ***Preference for in-person training:*** Some respondents recommended consideration of in-person training to improve networking and hands-on learning. Some other respondents suggested to consider hybrid methods to be able to leverage on the benefits of each of the training formats.
- ***Shorter daily sessions:*** Some respondents suggested limiting daily sessions to two to three hours and spreading them over multiple days as an alternative to prevent fatigue and allow for time to engage the training material. On the other hand, some other respondents also suggested to increase the duration of the training.
- ***Use of inclusive online platforms:*** Some respondents suggested the use of platforms that are easy to access and do not require signing in.
- ***Focus on tools and software for CIE:*** Some respondents recommended incorporating more sessions on how to use the different tools such as Python. This would improve their skill levels in conducting impact evaluations.
- ***Networking opportunities:*** Some respondents recommended creating structured opportunities for participants to interact, share experience, and exchange best practices to be included in future trainings.

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- ***Inclusion of qualitative methods:*** Some respondents requested the integration of more sessions on the use of qualitative methods in CIE, as more evaluations are including qualitative methods.
- ***Further training:*** Some respondents recommended the provision of more similar trainings in the future.

Participants generally acknowledged the opportunity to be a part of the training and its value.

### *Lessons learned*

Based on the overall experience of the R4 training component, participant feedback, attendance data and overall training outcomes, the lessons learned are listed below:

- **Balancing reach and effectiveness in training delivery:** Online training can widen access for diverse groups of interested participants. However, for highly technical content like some aspects of CIE, online training with less interaction, networking and hands on learning can be a challenge. Future trainings can explore hybrid training formats that combine in-person sessions and online sessions dependent on the complexity of the contents. This way, future trainings can leverage on the benefits of accessibility of the online trainings while offering opportunities for a more interactive and hands-on learning experience for participants.
- **Addressing participation decline:** Participation rates declined over the period of the trainings primarily due to participants leaving their positions in their organisations. Since participation was solely based on the interest of participants, follow-ups were challenging. Regularly updating participants lists as well as sharing the invitation for the trainings with a broader audience resulted in increasing participation, especially in the year 4 training. It is recommended that future trainings engage organizations of participants to update participant lists and highlight the benefits for career development for the organizations and the participants. Additionally, it is recommended to proactively advertise these trainings and keep the opportunities open to other profiles who might have a greater interest in participating.
- **Enhanced interactivity for improved engagement:** While the online training format resulted in reduced interactivity of the trainings, using Mentimeter helped improve significantly interactivity over the years. Additionally, using other practical interactive strategies like a live question and answer in the chat helped improve engagements. It is recommended that future trainings make use of similar interactivity tools to improve engagement, especially when the trainings are conducted online.
- **Aligning training timing with participant needs:** The annual two-day training sessions posed a challenge for continuity as participants could not maintain consistent participation over the yearly intervals. A more frequent training schedule with shorter sessions spread over time could improve continuity of training in terms of participation rates and knowledge retention. Alternatively, block training sessions that do not target necessarily the same participants over a long period of time should be considered. This will reduce the potential of high dropout rates between the years.
- **Institutional constraints to application:** Participants highlighted that while they gained knowledge from the trainings, the application of the knowledge on CIE was highly dependent on institutional capacity to support the execution of CIEs. Thus, it is recommended that future capacity building programmes address this challenge. This includes engaging organisations as well as leaders and funding agencies to secure the necessary support and resources for implementing CIEs. Such engagement could help

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bridge the gap between knowledge acquisition and practical application which is critical for the motivation of future participants and more importantly improving the effectiveness of development interventions.

**2.4.4. Availability of micro data collected on R1 and R2**

Finally, as part of deliverables for R4 in year 4, C4ED prepared the microdata sets from R1 and R2 studies have been made available in the [Capacity4Dev](#) platform for researchers and all who have interest in working with them.

### 3 LESSONS LEARNED

The management of this large portfolio evaluation, including the initial plan of conducting nine CIEs was complex. C4ED lists below the key lessons learned for future similar contracts.

#### 1. Clarity and adaptability in deliverables

- Anticipate and manage change: Initial assumptions often needed adjustment during implementation. However, the lack of a clear and well-documented change process led to confusion.
- Establish a clear change management process: Set up a formal mechanism for identifying, evaluating, approving, and implementing changes.
- Document changes transparently: Ensure all modifications to scope, timeline, or assumptions are recorded and shared with relevant stakeholders.

#### 2. Flexible and adaptive project management

- Adapt deliverables to contextual realities: Adjustments to study scopes or training formats were necessary to maintain relevance and feasibility.
- Link payments to deliverables: Tying payments to deliverables supported accountability and structured progress.
- Hold regular coordination meetings: Monthly check-ins across all result areas helped maintain alignment and address emerging challenges promptly.

#### 3. Importance of staff retention

- Retain technical expertise: Staff turnover resulted in reduced efficiency and technical quality.
- Preserve institutional memory: Continuity supports smoother coordination and the retention of contextual knowledge.
- Foster team cohesion: Time is needed for teams to build trust, understand working styles, and align expectations, all of which improve collaboration.

#### 4. Realistic time allocation for coordination and oversight

- Recognize the time demands of complex evaluations: Effective coordination requires dedicated time for detailed oversight and decision-making.
- Engage consistently with stakeholders: Time is needed to understand the challenges faced by implementing partners and evaluators, provide timely support (e.g., documentation or contact lists), and ensure smooth collaboration.
- Plan and adjust timelines proactively:
  - Set realistic timelines, including buffers for unforeseen delays.
  - Communicate progress regularly to manage expectations.
  - Revise timelines early when needed, and align with all stakeholders.
  - Establish clear deadlines for feedback and review rounds.

## **5. Maintain open and structured communication**

- Strengthen communication across all actors: Ensure clear channels between C4ED, technical reviewers, and implementing partners.
- Define focal points and responsibilities: A clear distribution of roles improves coordination and accountability.
- Foster transparent, collaborative dialogue with IPs: Position the evaluation as a joint learning effort. Emphasize that the goal is not to assess performance punitively, but to identify challenges and co-create solutions.
- Reinforce commitment to the evaluation process: Build shared ownership and consistent engagement across all parties.

## APPENDIX A: YEAR 4 ANNUAL NATIONAL INFORMATION/TRAINING SEMINAR

In 2024, C4ED undertook two sessions of online training in English and French. While the English trainings took place on the 1<sup>st</sup> and 2<sup>nd</sup> of October 2024, the French trainings took place on 15<sup>th</sup> and 16<sup>th</sup> October, 2024. In total, 433 participants were invited to the year 4 workshops. As in previous years, invitees were mainly selected using the list provided by the EU Delegation and Operational Managers in the previous years. Participants who participated in the previous year's trainings who were not on the delegates list were also invited to participate in the trainings. However, a registration link was provided and shared via the LinkedIn platform. As a result, 450 people registered for the English training sessions and 150 for the French ones. Despite these registrations, several emails used in the registration process could not be recontacted to confirm their participation as they were flagged as invalid addresses.

Out of the invited participants, 125 attended the year 4 trainings in English and French, constituting a 28.9% participation rate. While this might be well below the number of registered participants, it represents an improvement in attendance in comparison to year 2 and year 3. Only six participants who attended year 4's training had attended all previous sessions of the training. A special certificate recognising the commitment of these six participants was presented to them.

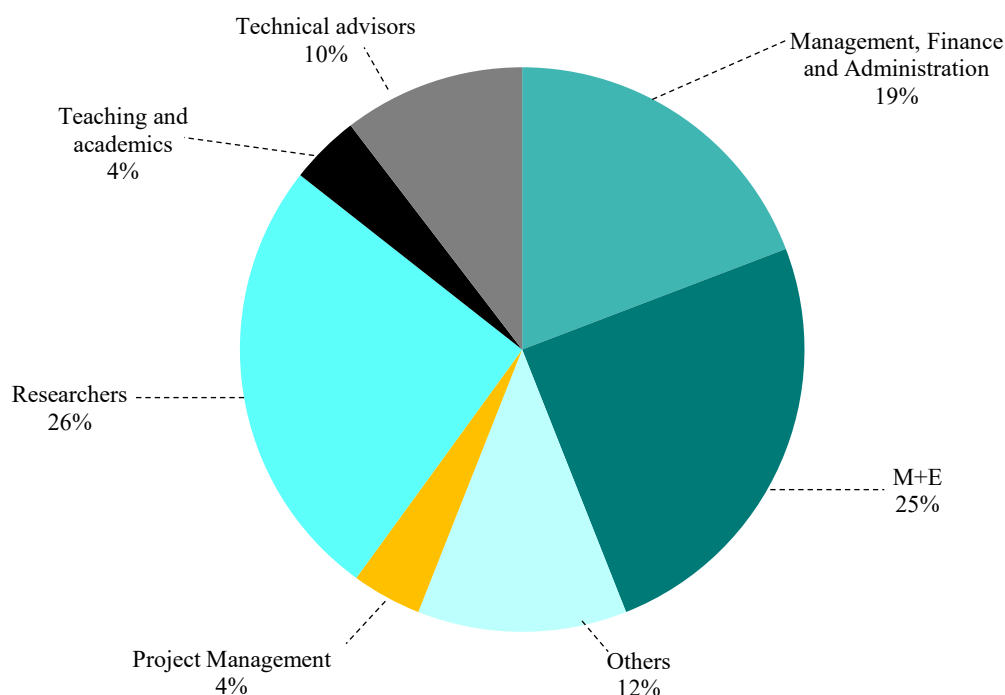
Figure 6 shows the breakdown of participants according to the type of job they held.<sup>11</sup> A total of 26% of participants were researchers involved while 25% were monitoring and evaluation officers. These two represented a little over half of the total number of participants. The remaining participants held management positions (19%), were technical advisors (10%) and PMs (4%). Year 4 also saw participants who were involved in teaching and academics (4%). While the profiles were similar to those of participants in previous years' trainings, year 4's less technical focus attracted a more diverse range of professional backgrounds.

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<sup>11</sup> Based on participants for which C4ED have job title information on.

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Figure 6: Training participants by job type (in %)



Source: C4ED elaboration

Similar to year 1, 2 and 3, the trainings for year 4 also targeted staff and stakeholders from EUTF-funded projects who were interested in CIEs. The focus of the training in year 4 was on evidence synthesis and using evidence for future programming. An overview of the training contents is presented in Table 5.

Table 5: Learning objectives by year 3 Capacity Development Workshop Session

Session	Description
<b>Session 1: Recap of Year 1 (CIE methods), Year 2 (Collection of high-quality data in hard-to-reach areas) and Year 3 (Analysis of CIE Data)</b>	<ul style="list-style-type: none"> <li>Participants will be able to describe what is meant by the term CIE</li> <li>Participants will be able to differentiate between the different methods for CIE</li> <li>Participants can identify when a particular CIE method will be useful</li> <li>Participants can explain why high-quality data is necessary for an impact evaluation</li> <li>Participants will be able to explain the process of designing data collections for CIE</li> <li>Participants can describe concepts related to sampling in data collections for CIE</li> <li>Participants can identify, describe and provide solutions for data quality challenges in data collections for CIE</li> </ul>
<b>Session 2: Understanding Evidence synthesis: Introduction to basic concepts of evidence synthesis</b>	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Define evidence synthesis and its significance in informing decision - making process in project planning</li> <li>Identify the key components of evidence synthesis, including literature review, data synthesis and meta-analysis</li> <li>Explain the principles of evidence hierarchy and its relevance in evidence-based practice</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explore the common terms and concepts associated with evidence synthesis, such as effect size, heterogeneity, and publication bias</li> <li>• Discuss the role of evidence synthesis in generating actionable insights for policy development and program planning</li> </ul>
<b>Session 2a: Evidence Synthesis Methodology Part I – searching &amp; screening</b>	<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the process systematic literature searching and its importance in evidence synthesis</li> <li>• Apply search strategies and techniques to effectively retrieve relevant literature from academic databases and other sources</li> <li>• Assess the quality and relevance of retrieved studies through systematic screening and eligibility criteria</li> <li>• Identify common challenges and pitfalls in the searching and screening process and strategies to overcome them</li> <li>• Practice conducting literature searches and screening exercises using case studies or real-world examples</li> </ul>
<b>Session 2b: Evidence Synthesis Methodology Part II – data extraction &amp; types of analysis</b>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the purpose and methods of data extraction in evidence synthesis</li> <li>• Develop data extraction forms and protocols to systematically extract relevant information from included studies</li> <li>• Differentiate between qualitative and quantitative data extraction methods and their applications in evidence synthesis</li> <li>• Explore various types of data analysis techniques used in evidence synthesis such as descriptive, thematic, and meta-analytic approaches</li> <li>• Critically evaluate the strengths and limitations of different data extraction and analysis methods in synthesizing evidence</li> </ul>
<b>Session 3: How to understand the results of evidence syntheses &amp; meta-analysis (Integrating EUTF results into project implementation planning)</b>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret the findings and results of evidence synthesis and meta-analysis</li> <li>• Assess the credibility and reliability of synthesized evidence based on established criteria and guidelines</li> <li>• Analyse the implications of meta-analytic results for decision making and policy formulation</li> <li>• Discuss the strategies for effectively communicating and disseminating synthesized evidence to diverse stakeholders</li> <li>• Identify areas for further research and exploration based on gaps or uncertainties revealed by evidence synthesis</li> </ul>
<b>Session 4: Using evidence in project planning and policy (Integrating EUTF results into policy implementation planning)</b>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the role of evidence-based decision making in project planning and policy formulation</li> <li>• Identify opportunities and challenges in integrating synthesized evidence into project design and implementation</li> <li>• Explore strategies for translating evidence into actionable recommendations and policy interventions</li> <li>• Collaborate with stakeholders to develop evidence-informed project plans and policy frameworks</li> <li>• Evaluate the impact of evidence utilization on project outcomes and policy effectiveness, using case studies and practical examples</li> </ul>
<b>Session 5: Evidence from EUTF interventions for future programming</b>	<ul style="list-style-type: none"> <li>• C4ED will share conclusions, lessons learnt and recommendations from the R1 and R2</li> <li>• Participants will react on the conclusions, lessons learnt and recommendations using interactive tools</li> </ul>

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<b>Session 6: Integrating AI into evidence synthesis and evaluation</b>	<ul style="list-style-type: none"><li>• Overview of AI in evidence synthesis: current state of the art and examples of recent evidence synthesis using AI</li><li>• Key AI tools and platforms: comparison of features, advantages and limitations of tools</li><li>• Challenges and future direction: addressing challenges and ensuring effective use of AI tools in evaluation practice</li></ul>
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Source: C4ED elaboration

The training agenda and objectives as well as the slides were developed in consultation with EUTF. A training concept was first submitted to EUTF which formed the basis of the training agenda and the contents of the slides. Several rounds of feedback were provided by EUTF which were addressed by C4ED. The main recommendation from EUTF was the contextualisation of the content to suit the profiles of participants that were expected to take part in the training. This feedback was incorporated into the final slides which formed the main training material.

In total, about 70 participants participated in the English session across the two days trainings and 55 in the French session across the two days training. The English training workshop began with opening remarks from Pablo Molina Del Pozo from EUTF and Prof. Dr. Markus Frölich from C4ED. The French training started with opening remarks from Dominka Socha from EUTF side and Dr. Thomas Eekhout from C4ED side. The main speaker for the English session was. Dr Atika Pasha supported by Elikplim Atsiatorme and Dr. Vivina Uruena. The French session was mainly led by Dr. Thomas Eekhout and Mathilda Featherston-Lardeux supported by Mohamed Barro.

Prior to the start of the sessions for year 4, a recap of the main points from the previous three years trainings was presented. Participants in the training were allowed to ask questions while also participating in live question and answers using Mentimeter. This was to engage participants and increase interactivity. Participants also had the opportunity to try out some practical exercises in the breakout session, as well as a guided walkthrough of an example on how to conduct an evidence synthesis. The guided walkthrough involved the development of an Evidence Gap Map (EGM) using a tool called EPPI-Mapper. This allowed for participants to generate a simple EGM focused on interventions like training and upskilling and its impact on outcomes such as employment, welfare and entrepreneurship. Through this exercise, participants were able to identify the most important considerations in conducting evidence synthesis and the nature of the outputs they could generate using tools for evidence synthesis.

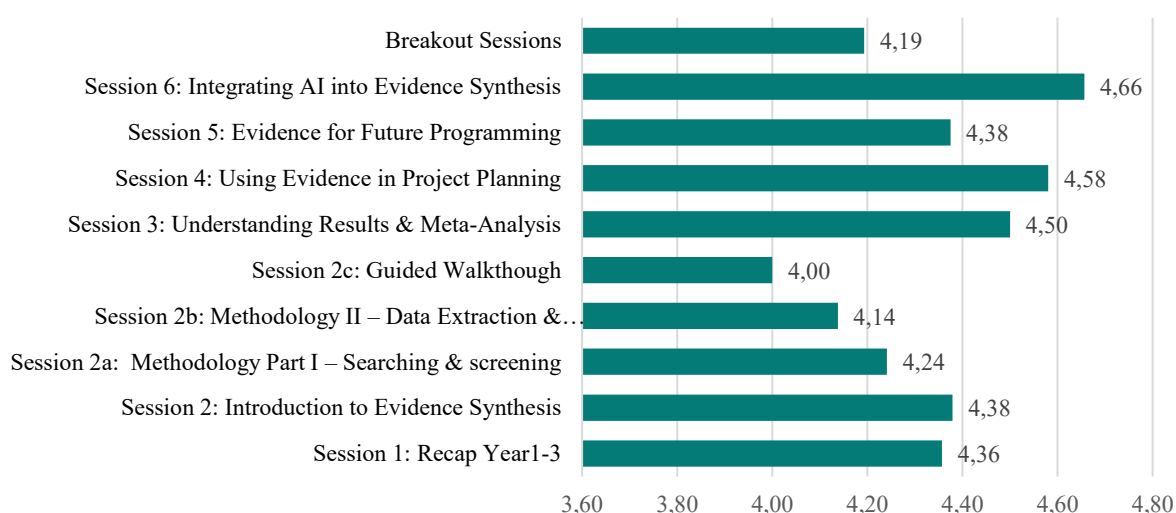
The presentations were interspersed with questions and answer sessions, where participants had the opportunity to put across questions for the speakers to respond to. In year 4, participants were very interactive during the training sessions and also asked questions in the chat. One resource person from C4ED provided responses to answers in the chat section in real time. This turned out to be a very positive way to increase interactivity during the training. At the end of each day, participants participated in interactive tests to assess their understanding of the contents of the training. These tests were conducted using the interactive quiz tool Mentimeter which allowed for the facilitator to provide immediate feedback on the performance of the participants in the quiz and to also explain the correct answers to the quiz.

At the end of each day's session, C4ED conducted a poll to measure participants' perception of how informative the sessions were. As illustrated in Figure 7 participants found all the sessions informative with average scores ranging between 4.0 to 4.66. On average, participants

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considered sessions from day 2 as being more informative. This was more likely due to the more practical focus, which included the application of the theories, concepts and methods presented to the participants during the first day’s training. The results from these polls reflect the perceptions of participants who stayed in the training till the very end as the feedback sessions were scheduled at the end of the day’s session.

Figure 7: Average satisfaction score\* by session

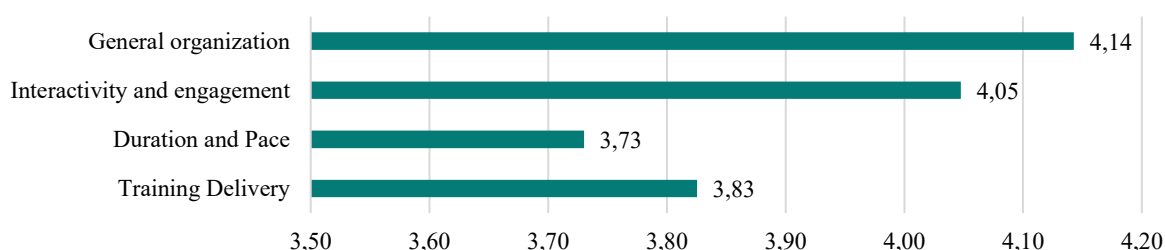


Note: \*1 corresponds to “not informative at all” and 5 to “very informative”

Source: C4ED elaboration

Figure 8 shows participants’ average satisfaction level regarding the quality of the whole training for year 4. On average, most participants were satisfied with the general organization of the training as well as the level of interactivity and the engagement. On the other hand, satisfaction levels with respect to duration and pace and training delivery scored lower. This was likely due to the extensive training materials that were delivered in a condensed two-day timeframe.

Figure 8: Average satisfaction score\* by training quality criteria



Note: \*1 corresponds to “unsatisfied” and 5 to “very satisfied”

Source: C4ED elaboration

Prior to the start of the training, C4ED shared with all potential participants training materials from year 1, 2 and 3 trainings including slides, reading lists and recorded videos. To encourage

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participation, C4ED shared notes with participants reminding them reflect on their experiences with generation of evidence which they could share during the training sessions as way of encouraging the level of interactivity. This resulted in an increased level of interactivity in this year's training. C4ED has shared with participants all training slides, reading lists, and videos from year 4 trainings for both English and French sessions. The recordings for both English<sup>12</sup> and French<sup>13</sup> sessions of the trainings for year 4 can be found on the YouTube channel for [Capacity4Dev](#).

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<sup>12</sup> English Day 1 & 2: <https://youtu.be/qj8x5vMYhKo> & [https://youtu.be/Nq\\_nd49E5PY](https://youtu.be/Nq_nd49E5PY)

<sup>13</sup> French Day 1 & 2: <https://youtu.be/HQpRIaXZud4> & <https://youtu.be/cl8859uZse4>




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**APPENDIX B: FEEDBACK ON THE PROGRESS AND OUTCOME OF THE COMMUNICATION & VISIBILITY PLAN**


Figure 9: Feedback on the progress and outcome of the communication & visibility plan

Activity	Objectives	SMART Objectives	Indicators	Outcome
<p>Leaflets</p> 	To summarise EUTF programmes' objectives, activities, and results in an accessible language	All stakeholders receive annual leaflets.	Number of stakeholders who receive leaflets each year (disaggregated by stakeholder profile).	The second set up of the leaflets was published online and the link was shared with all in person and online participants of the Midterm Conferences as well as their colleagues <b>(100 people)</b> . Furthermore, all participants of the Midterm Conference in Addis Ababa and Nouakchott received them as a print version <b>(70 people)</b> ; C4ED also posted the download link on their website and social media channels; the link to the leaflets was also shared with the invitation for the end event in Brussels <b>(150 people)</b> . All versions are also available on the Capacity4Dev platform.
	To explain the context and intervention logic behind EUTF's action	The minifilms are accessible on websites,	1. Number of views for each video online	<ol style="list-style-type: none"> <li>Minifilm 1: 250 (11/24) Minifilm 2: 100 (11/24) Minifilm 3a and 3b: 50 (03/25)</li> <li>Not available</li> </ol>

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<p>Minifilms</p> 	<p>in an educational manner</p>	<p>social media, and other platforms.</p> <p>They are presented at physical events.</p> <p>Stimulate global positive media coverage of the EUTF at national and international levels presented</p>	<ol style="list-style-type: none"> <li>Engagement of the videos online (presence of comments/ reactions/shared)</li> <li>Number of attendees to projection of the minifilms during the events</li> <li>Number and type of platforms where the minifilm is available</li> </ol>	<ol style="list-style-type: none"> <li>56 Participants in Ethiopia, 38 in Mauritania</li> <li>4 (C4ED website, Capacity4dev website, LinkedIn, Facebook)</li> </ol>
<p>Policy Brief and Policy Paper</p> 	<p>To provide evidence basis for policy making</p>	<p>To produce a policy brief about findings of the evaluations carried out by C4ED</p> <p>To produce a policy paper outlying recommendations and a practical guide</p>	<p>Number of citations in other EU documents</p>	<p>Policy brief and policy paper</p>
<p>Technical Seminar and Dis-semination events</p> 	<p>Increase knowledge and share expertise about EUTF's actions and the R1/R2 evaluations</p>	<p>70% of attendance at each event</p> <p>The events are engaging, and attendees will speak positively of it.</p>	<ol style="list-style-type: none"> <li>Number of attendees at each event</li> <li>Attendee appreciation of the events (as measured by survey conducted at the end of the event)</li> </ol>	<ol style="list-style-type: none"> <li>The event in Addis took place from 12<sup>th</sup> to 13<sup>th</sup> of March, 2024 (56 attendees). The event in Nouakchott was held between 5<sup>th</sup> and 6<sup>th</sup> of March, 2024 (attendees 38).</li> <li>Participants rating of event based on dimensions: <ol style="list-style-type: none"> <li>Relevance of topic: 4.15 out of 5</li> <li>Knowledge improvement: 3.65 out of 5</li> </ol> </li> </ol>

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				<ul style="list-style-type: none"> <li>c. Added value of CIE: 3.89 out of 5</li> <li>d. Clarity of explanations: 3.97 out of 5</li> <li>e. Real world impact: 3.53 out of 5</li> <li>f. Meeting expectation: 3.53 out of 5</li> </ul> <p>3. The final closure event took place on the 11<sup>th</sup> of March in Brussels. (in person attendees 30, online attendees 15)</p>
<p>EDD</p> 	<p>Increase awareness of EUTF, the R1/R2 evaluations and their results</p> <p>Increase awareness about impact evaluation in International Development</p>	<p>Panel discussions organised with experts in fields such as Evaluation of Labor Market and the work done by C4ED for EUTF</p> <p>A stand is hosted, with leaflets</p> <p>The minifilms are screened</p>	<ul style="list-style-type: none"> <li>1. Number of attendees at the panel discussion</li> <li>2. Number of leaflets distributed</li> <li>3. Number of attendees at the minifilm screening</li> </ul>	<ul style="list-style-type: none"> <li>1. The European Development Days did not take place in 2024</li> <li>2. Not applicable</li> <li>3. Not applicable</li> </ul>

Source: C4ED elaboration

## APPENDIX C: R3 AND R4 DELIVERABLES AVAILABLE ONLINE

### Leaflets:

Factsheets | Emergency Trust Fund for Africa (europa.eu)

### Training Recordings Year 1:

Formation en evaluation: visionnez les enregistrements de l'atelier « Concept des évaluations d'impact utilisant la pensée contrefactuelle et compréhension de base des évaluations d'impact rigoureuses ». | Capacity4dev (europa.eu)

### Training Recordings Year 2:

Data Collection of microdata in difficult and hard to reach areas Day 1 - YouTube

Data Collection of microdata in difficult and hard to reach areas Day 2 (youtube.com)

La collecte de données microéconomiques dans les zones difficiles et isolées Jour 1 (youtube.com)

La collecte de données microéconomiques dans les zones difficiles et isolées Jour 2 (youtube.com)

### Training Recordings Year 3:

C4ED EUTF Workshop on „Data Analysis for monitoring and CIE“ Day 1 (youtube.com)

C4ed Eutf Workshop On „Data Analysis For Monitoring And Cie“ Day 2 (youtube.com)

C4ED EUTF Atelier sur L'analyse de données pour le suivi des projets et les EIC Jour 1 (youtube.com)

C4ED EUTF Atelier sur L'analyse de données pour le suivi des projets et les EIC Jour 2a (youtube.com)

C4ED EUTF Atelier sur L'analyse de données pour le suivi des projets et les EIC Jour 2b (youtube.com)

### Training Recordings Year 4:

C4ED EUTF Workshop on Evidence synthesis and using evidence for future programming Day 1

C4ED EUTF Workshop on Evidence synthesis and using evidence for future programming Day 2

C4ED EUTF L'atelier en ligne: Synthèse des preuves et utilisation de preuves pour la prog (Jour 1)

C4ED EUTF L'atelier en ligne: Synthèse des preuves et utilisation de preuves pour la prog (Jour 2)

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**Minifilm 1 and 2 in EN and FR:**

**(3) C4ED - YouTube**

- [European Union Trust Fund for Africa as a response to the migration crisis \(youtube.com\)](#)
- [Overview of the European Union's Trust Fund for Africa and its evaluation \(youtube.com\)](#)
- [Fonds fiduciaire de l'Union européenne pour l'Afrique en réponse à la crise migratoire \(youtube.com\)](#)
- [Aperçu du Fonds fiduciaire de l'Union européenne pour l'Afrique et de son évaluation \(youtube.com\)](#)

**Minifilm 3a and 3b in EN and FR:**

- EUTF Africa - Employment: <https://youtu.be/WLRJliF68WY>
- EUTF Africa - Migration: [https://youtu.be/SQPEGFA7\\_eE](https://youtu.be/SQPEGFA7_eE)
- FFUE - Emploi: <https://youtu.be/Mmrwvj5xscE>
- FFUE - Migration: <https://youtu.be/K2sbiy58RU8>

All available data, reports, and materials have been uploaded to the project's Cap4Dev page and made publicly accessible. [EUTF Economic Project Impact Evaluation Research | Capacity4dev](#)

## APPENDIX D: SEMINAR REPORT MID TERM CONFERENCE ADDIS ABABA

### *Before the conference*

As part of C4ED's mandate under Result 3 (R3), C4ED organized a seminar to disseminate the preliminary results of the evaluations carried out up to the end of 2023. This seminar was an opportunity for C4ED to report on lessons learned not only on the results of the (counterfactual) evaluations but also on the exercise of evaluating a project itself. For the EUTF, the seminar was an opportunity to inform and remind participants of the strategies followed under strategic objective 1 (SO1) and the consistency with the other strategic objectives to combat the irregular migration crisis. Finally, the seminar aimed to pass on knowledge to the participants, in particular the implementing partners whose projects were evaluated and, more broadly, those in the portfolio of projects funded by the EUTF.

More than 30 participants on site in Addis Ababa in the Inter Luxury Hotel and a couple more online participated over two days.

The speakers came from different organizations. The following is an overview of all the speakers:

- *Dr. Stefan Lock (European Union Delegation to Ethiopia - Head of Cooperation)*
- *Mahlet Seifu (Mercy Corps)*
- *Roselyn Davina Vusia (former Project Manager of GIZ)*
- *Inès Balança (EUTF)*
- *Pablo Molina del Pozo (EUTF)*
- *Dr. Markus Frölich (C4ED)*
- *Dr. Thomas Eekhout (C4ED)*
- *Dr. Innocent Mwaka (C4ED)*

The seminar lasted two days. It took place at the Inter Luxury Hotel in Addis Ababa. All participants from abroad arrived on Monday 11 of March.

The following modules were discussed on the first day of the seminar:

1. Setting the scene
2. EUTF SO1: Greater economic and employment opportunities in the context of the refugee crisis in Horn of Africa (HoA)
3. Lessons learned from the evaluation process: recommendations and expected use of results
4. Overview of the SO1 Projects Portfolio and preliminary results

The content of the second day focused on the sessions described below:

5. Presentation of STEDE impact and preliminary results
6. Presentation of RISE impact and preliminary results
7. Panel Discussions on Policy Implications

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## 8. Next Steps and Closing Remarks

Overall, the travel and accommodation arrangements for the participants went smoothly and according to plan. The seminar room was equipped with a video projector with screen, speakers to improve sound quality. Registered participants were able to participate either electronically (via MS Teams) or face-to-face, and online participation did not suffer from any major logistical challenges. In total, 56 participants attended the conference, of which 18 were online (of the 33 registered, or 28%) and 36 were face-to-face (or 100% of those registered). However, it must be noted not all participants attended all sessions with a particularly low attendance level among online participants. The profiles were diverse and included stakeholders from project managers from the projects evaluated (GIZ and Mercy Corps), NGOs other development agencies (such as Hiwot Integrated Development Organization, Danish Refugee Council, People in Need, Save the Children, UNIDO, United Nations World Food Programme, Refugees and Returnees Service) and the Office of the Prime Minister Department of Refugees from Uganda, wishing to learn more about impact evaluation approaches and the results of the evaluations conducted.

External communication about the seminar was carried out electronically in advance: C4ED shared a logistics guide and the programme by e-mail. Clear signs had been put up at the hotel to make it easier to find the conference room, where a name tag and folder awaited each participant as suggested by EUTF during the previous conference in Nouakchott (Mauritania).

### ***Day 1, Tuesday 12 March 2024***

Day 1 started at 10 minutes after scheduled (9:10am) and the last presentation on that day ended at 5:30pm. Some participants joined also a dinner planned at 6.30pm at the hotel.

The day was divided into a morning and an afternoon session. In the morning all participants registered, signed an authorization form, and received name badges. In the room there were 6 room tables with a free choice of seating. Throughout the day, participants had two coffee breaks and a lunch break.

To ensure visibility, four roll-ups were set up in the room and posters and the agenda were displayed.

#### **Session 1: Setting the Scene**

The seminar began with the opening remarks from Dr. Stefan Lock, Head of Cooperation of the European Union Delegation to Ethiopia. The Representative of the Ethiopian Government, Abraham Yirgalem, could finally not attend the seminar. Therefore, the seminar continued with the presentation of the two projects evaluated with counterfactual methods in the Horn of Africa window.

First, the Strengthened Socio-Economic Development and Better Employment Opportunities for Refugees and host Communities in the Fafan Zone (STEDE) project, was presented by the director of Inclusive Economic Growth, Mahlet Seifu from Mercy Corps. Then, the Response to Increased Demand on Government Service and Creation of Economic Opportunities in Uganda (RISE) project was presented by its former Project Manager from GIZ, Roselyn Davina Vusia.

These presentations provided an overview of the different projects' activities, the outputs and the challenges faced. They were useful to point out that the counterfactual impact evaluations

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(CIEs) focus in specific components of the projects. Regarding the challenges mentioned by the presenters, they echoed with the findings from the CIEs.

**Session 2: EUTF SO1: Greater economic and employment opportunities in the context of the refugee crisis in Horn of Africa**

The EUTF coordination team, represented by Inès Balança and Pablo Molina del Pozo, presented the EUTF's activities, specific objectives (SO) and expected results (R). This was deemed essential to stress the following points:

- The seminar would focus on the results on SO1 (Greater economic and employment opportunities) in the HoA window.
- Set the goals and expectations: Promote interactions without taboos on successes and failures, avoid politisation of the topic of migration and ensure the dissemination of quality evidence on human mobility to improve public policies and cooperation.
- Remind that the evaluation approach is a particularly innovative approach and that the evaluation exercise itself also should be discussed to improve the next similar initiatives.

The presentation also represented the opportunity to present the EUTF team and the C4ED team.

Prof. Dr. Markus Frölich from C4ED then introduced C4ED's organization, the approach used to conduct rigorous impact evaluations and its mission in the context of its contract with the EUTF. During the presentation, Dr. Markus Frölich emphasized that C4ED while C4ED can demonstrate causal links and explain the mechanisms, it is not in the best place to make recommendations because they depend on the priorities and agendas of policymakers. Hence, C4ED can support policy recommendations when concrete goals are clearly defined.

Finally, Dr. Thomas Eekhout from C4ED presented the preliminary key findings on how EUTF interventions responded to the refugee crisis in HoA. It is important to insist that results were still preliminary as not all data was collected at the time of the seminar. Based on the analysis performed so far, C4ED concluded the following:

- Most projects targeted populations exposed to the impact of the presence of refugees and most projects adapted to the needs/profiles of the targeted populations (context based)
- Projects had positive impacts on employment and income of the populations supported.
- However, vulnerable populations (refugees and females) require additional support to reach decent working conditions.
- Mixed results on social integration as the projects do not tackle the challenges of language and legal barriers faced by refugees.
- Beneficiaries do not show clear willingness to migrate outside the country.
- Not all projects intend explicitly to reduce the intention to migrate.
- Employment & income-related outcomes seem disconnected to the intentions to migrate.

**Discussion:**

The first reactions from the Climate Resilient Borderlands Horn of Africa (CRBHA) confirmed the ambiguous link between employment and migration in the HoA. Other studies performed by CRBHA in Ethiopia demonstrate that the promotion of employment can increase the likelihood of migration suggesting that SO1 is probably not the most efficient tool to limit

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migration. While the discussion demonstrated that results echo in other studies, it was an opportunity to remind that the goal was to reduce irregular migration among vulnerable populations.

Then, the Office of the Prime Minister Department of Refugees (OPMDR), questioned the effectiveness of aid in general and more specifically the effectiveness of VSLAs in improving people's lives (i.e. STEDE project). The intervention aimed at promoting the need to re-design development interventions by involving governments to ensure their effectiveness. However, the discussion Mercy Corps and OPMDR was useful to remind that impacts are marginal but significant on savings and the project is working on additional activities to provide beneficiaries with a better access to financial services through formal institutions.

Finally, different delegations coming from Ethiopia and Uganda questioned the challenges faced by refugees, namely language barriers and legal barriers, and its transferability to different contexts. To this, C4ED answered that the lessons learned mentioned here must be interpreted as factors to consider when designing a programme aiming to promote employment of refugees. Indeed, legal barrier were identified in Kenya but not in Ethiopia or Uganda. However, language barriers were identified in Uganda.

### **Session 3: Lessons learned from the evaluation process: recommendations and expected use of results**

The third session of the seminar began with the presentation of the two mini-films produced by C4ED on R1 and R2. These films were used to introduce the forthcoming presentations and give an overview of the approach used by C4ED.

The last part of the session focused on the main lessons learned from the evaluation of EUTF interventions, presented by Dr. Thomas Eekhout from C4ED. The introductory notes stressed the importance of looking back at the experience of the evaluations themselves, beyond the results, and invited participants to share their impressions and feedback throughout the presentation. The presenter recalled the main objectives and needs of a counterfactual impact evaluation (CIE), highlighting the importance of meeting these needs for an effective assessment. The session then highlighted these key points to consider ensuring an effective CIE:

1. It is essential that the evaluator and the implementation partner communicate, agree and commit on how beneficiaries are selected.
2. A CIE requires a large enough sample, with at least 700 observations (including beneficiaries and non-beneficiaries), to be able to detect impacts.
3. As far as possible, support should be given to selected candidates and support for non-selected candidates should be avoided in order to preserve the integrity of the CIE and avoid underestimating the impact of the programme.
4. To complete a CIE, project monitoring data is essential to understand who is receiving what type of support. The absence of monitoring data can lead to erroneous conclusions when impacts are not visible.
5. In terms of resources, a CIE implies specific know-how and often a considerable amount of time, sometimes even beyond the project cycle, since the impacts do not always materialise immediately after the end of the project. This is particularly true in the case

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of employment, where the impact is generally only visible six months after training or later.

6. Finally, these additional needs imply an additional financial investment. However, this investment is crucial in answering the essential questions about what works, what doesn't, and why to ensure the allocation of resources to the most effective development projects.

These points underline the importance of planning and conducting a rigorous CIE to ensure meaningful results and relevant lessons learned for improving future development projects.

**Breakout session:**

For this session, participants were divided into three groups. In order to foster useful and constructive interaction, C4ED created a group made up of members of the Ugandan delegation, a group made up of the Ethiopian delegation and finally an online group made up of more heterogeneous actors.

Based on the key points highlighted by the presenter, the working groups were asked to discuss five different topics. The summary of the outputs is displayed below:

**I. Agreeing and committing to (a random) selection process**

Challenges :

- Reluctance from political sphere as « creating » a control group could hinder popularity.
- Context of the intervention does not always allow the creation of a control group, despite the commitment of the implementing partner.

Mitigation strategies :

- Phased-in designs enabling to randomly select who will benefit from the project first and who will be benefit from the project at a later stage.
- Randomly select who will be encouraged to enroll into the project.
- Engage with community leaders.

**II. Reaching a sufficiently large sample size**

Challenges:

- Limited funding.
- Time constraint.
- Political context.
- Not enough beneficiaries.
- Compromised quality.

Mitigation strategies:

- Need for flexible budgets.
- Early planning.
- Focused programming.
- Cost-effective data collection approaches (remote data collections).

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- Use of experimental approaches which are less greedy in terms of data and sample size.

Lessons and recommendations:

- Use digital (and remote) survey tools.
- Mobilise experienced data enumerators.
- Use of secondary data.
- More focused projects.

### **III. Supporting only the selected individuals/areas**

Challenges:

- Lack of interest from the control group to participate in the study.
- Dropouts of beneficiaries (reduction of sample size).
- Political interference.
- Conflicts among communities.

Mitigations strategies:

- Raise awareness among the stakeholders (including project staff) on the importance of supporting the selected individuals/areas.
- Proactively communicate with the evaluation team in case of any deviation from the initial plan.

### **IV. Project monitoring**

Challenges:

- Limited familiarization with indicators and understanding of the usefulness of having comprehensive data of project activities and its beneficiaries.
- Unwillingness to share data by programme participants.
- Limited focus of the technical team on data quality.
- Limited data available at baseline.

Lessons and recommendations:

- Build technical team and MEL team from the offset of the project.
- Use inception phase to co-create processes to integrate data collection activities and quality assurance.
- Flexibility and adaptation of indicators: possibility to report quarterly and not have to wait for annual reviews.

### **V. Time required for conducting a CIE**

Challenges:

- Difficulties collecting data before the end of the project.
- Projects might need to adapt across time implying that targets (target groups) change and consequently leading to challenges in sampling at baseline and defining key indicators.
- Endline data collection is usually done without the institutional support of the project team.

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- Final results are often provided after the end of the project. Interpretations can be wrong without the quality assurance from the project staff.
- Project staff turnover makes it difficult to pursue and align project activities and evaluation activities efficiently.

Lessons and recommendations:

- Embed the evaluation strategy at the inception phase of the project.
- Need for external support to undertake the evaluation.

#### **Session 4: Overview of the SO1 Projects Portfolio and preliminary results**

Dr. Innocent Mwaka from C4ED presented an overview of the EUTF's project portfolio and preliminary results. The presentation covered the following points:

- Overall description of EUTF's project portfolio.
- Description of the evaluation methodology.
- Presentation of the preliminary results.
- Preliminary conclusions and lessons learned based on the available results:
  - To improve employability, financial and entrepreneurial skills, and planning and business management trainings are encouraged.
  - To encourage graduates to start their own businesses, provision of start-up capital on top of technical skills training is effective.
  - To encourage women to attend and complete training courses of their choice, gender transformative actions should be implemented. Projects with gender transformative activities were able to partly mitigate the barrier of patriarchy and improve women's chances of starting and completing training in the trade of their choice.

The presentation also provided a context for future work and a framework for understanding the results that will be discussed later. It should be noted that the results are based on a report that remains preliminary as deeper analysis was planned for 2024. The overall analysis for this report is dependent on the final analysis of the country reports planned for summer 2024. The conclusions and lessons learned will be refined after final analysis.

#### **Discussion:**

The main reactions were on the methodology, especially on the sample. The government official from the OPMDR, Uganda contended that the government of Uganda as a main partner was not involved in the evaluation. He argued that for similar future evaluations, government officials should be involved because they have deep insights regarding the activities of implementing partners in the country. Dr. Mwaka discussed the sample, mentioning that government officials are involved (one at the national level, and two at the sub-national level). This sample (a limited number of government officials) was intentional because most of the evaluation questions required knowledge of beneficiaries and the IP on the ground. The sample at the national level would be used to triangulate information to assess the extent to which results from a project evaluated could be generalized. Dr. Mwaka, concurred, however, that the number of respondents at the national level should have been higher because some national stakeholders might have varying perspectives. Moreover, increasing the number at the national level might create more ownership of the results of the valuation and use of the recommendations. Given that the participant was not aware of the evaluation, the representative of OPMDR doubted the response and declared not being convinced that C4ED had involved

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three people from the government. He also indicated that even if C4ED had interviewed the three people, these were still few. He encouraged C4ED to interview more government officials from different ministries at the national level. A lesson for the future could be to include more officials from the central government for similar evaluations.

### ***Day 2, Wednesday 13 March 2024***

The first session of day two started again 10 minutes after planned at 9.10 am. The last session with the closing remarks ended at 5:00 pm.

#### **Session 5: Presentation of STEDE impact and preliminary results**

The second day began with the presentations of the two projects from the R1 portfolio. Session 5 was dedicated to the STEDE project implemented in Ethiopia by Mercy Corps. The results of the evaluation were presented by Prof. Dr. Markus Frölich from C4ED. The presentation concluded with the following points:

- **Importance of Financial Access:** The VSLA intervention demonstrated the significance of improving financial access for both refugees and host communities. By facilitating savings and providing social loans, the intervention enhanced economic resilience and well-being, particularly for vulnerable groups like females and refugees.
- **Need for Linkages with Formal Financial Service providers (FSPs):** While VSLAs positively impacted saving behavior, employment and resilience, their full potential could have been improved if there were direct linkages with FSPs. Establishing connections between VSLAs and FSPs can unlock access to larger loans, fostering business growth and economic development.
- **Gender-Sensitive Approaches Yield Results:** Gender-sensitive planning and implementation, including targeted encouragement for female participation and leadership roles, proved effective in empowering women within the communities. Activities such as gender dialogues contributed to changing attitudes towards gender roles, highlighting the importance of integrating such approaches into development programs.
- **Social Capital and Cohesion Enhancement:** VSLAs played a vital role in strengthening social ties and providing support during challenging times. While the intervention positively influenced network connections and relationships, it also revealed the importance of addressing trust issues within beneficiary groups to enhance overall social capital and cohesion.
- **Implement trust-building initiatives within VSLAs,** such as team-building exercises, conflict resolution workshops, and community bonding activities, to strengthen social ties and foster mutual support.
- **Develop programmes aimed at promoting social cohesion and integration** between refugee and host communities, fostering understanding, empathy, and collaboration through joint economic activities, cultural exchanges, and community-building initiatives.

#### **Discussion:**

The discussion began with technical questions from the representative of Ethiopian Economics Association (EEA) on the sampling strategy and the potential biases due to fewer observations in the control group. Other questions by OPMDR also raised concerns on how the VSLA

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activities were monitored, demonstrating, once again, the interest and importance of monitoring the project activities. GIZ Uganda also sought to understand the goals the FAs when supporting the VSLAs. The discussion enabled Mercy Corps to emphasize that the first goal of the project was to promote savings and that the next phase of the project aims to link the VSLA with financial institutions (which is not part of the impact evaluation). It was made clear that the CIE only covers the VSLA component of the STEDE project.

The discussions also concerned the results from the CIE. Specifically, the interventions aimed to get clarifications on how the project is promoting employment, while the VSLAs alone are not leading to new or growing firms. Instead, employment is increased mainly through self-employment in family firms. Another major element of discussion was the finding about reductions in trust and the definition of trust as elicited via the questionnaire. While the overall findings of the CIE were positive, the reduction in trust initiated a discussion about how future projects could foster trust-building initiatives between refugees and host-communities.

A major concern raised by the participants from the Ugandan delegations (GIZ and OPMDR) was whether the small effects found from the impact evaluation on savings can be considered as large enough to consider that the VSLA component is really helping the poor. Here, C4ED argued that "value for money" considerations are a political question and have to be judged by the funding organisation. The impact evaluation has shown positive effects on savings and jobs, and it is to be expected that more money would eventually also support additional VSLAs which could also be promoted to SACCOs and finally also be linked to the formal financial sector (via the new opportunities that mobile money services can provide).

Finally, given the ongoing conflicts in numerous parts of Ethiopia, different members of the Ethiopian delegation considered the project to be very timely and that projects supporting peace and conflict will be very important in the future.

### **Session 6: Presentation of RISE impact and preliminary results**

The second session on the results of R1 projects was Dr. Thomas Eekhout from C4ED. The presentation stressed three types of lessons learned listed below:

- **Programme evaluation:**
  - Planning the impact evaluation of the programme before activities start improves the quality of the results.
  - Regular coordination meetings between C4ED, GIZ and NRC contributed to creating synergies.
  - Adopting a centralised digital monitoring system is essential to monitor programme activities and training attendance.
- **Enrolment and training of candidates:**
  - Adapt the communication strategy to attract more females.
  - Assist and communicate with applicants during the application process.
  - Provide services to facilitate training attendance.
  - Adapt timing of training to facilitate attendance.
  - Adapt the training to other programmes implemented in the same catchment area.
  - Build a waiting list of eligible candidates to deal with no-shows and dropouts.

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- **Programme impacts:**

- Better working conditions are reached by opening IGAs.
- To promote decent employment of males, need to develop technical & entrepreneurial skills.
- To promote employment of vulnerable populations (females and refugees), the development of technical skills suffices to find a job.
- However, to promote decent employment of vulnerable populations:
  - Need of follow-up initiatives and ongoing support (up skilling?)...
  - Or/and financial and technical assistance...... to reduce the “decent employment gap” or break the “glass ceiling”.
- To prevent potential health risks, need to include health promotion modules in TVET programmes.
- To promote social integration of refugees, long-term trainings that promote interaction between groups are effective on the short term.

**Discussion:**

A first discussion took place after the presentation of the lessons learned on the programme evaluation. A first critical comment from OPMDR raised that the funds that reach the final implementation activities and their final beneficiaries are limited compared to overall budget, stressing the issue of particularly high overheads. However, as this comment was not directly related to the lessons from the evaluation experience the discussion continued by confirming the effective communication and mutual support between C4ED and GIZ throughout the three last years.

Then, questions regarding the specific challenges faced by refugees to find employment by the Ethiopian delegations given the different legal frameworks for this population in Ethiopia and Uganda. This topic represented an opportunity for C4ED to emphasize that it was not an issue for the training as the project hired translators but that it could represent an obstacle depending on the trade and position in a firm. Specifically, not knowing the language can limit the likelihood of finding wage employment as it inherently implies interacting with the employer.

Regarding the issue of limited job search proactivity by women because of social norms that restrict their mobility, there was a suggestion to explore online-based jobs as an option. The suggestion was also enveloped as a criticism of whether C4ED investigated online-based job search and not simply job search, which involves mobility. To this comment, C4ED approved the relevance of the comment and suggested to investigate this more detail in the next phase of analysis.

Finally, another round of exchanges led by GIZ Uganda concerned the challenges faced by the project as it did not provide start-up kits to its beneficiaries leading them to drop out. The discussions and the results of the study point out to the importance of these start up kits to limit dropouts and to maximise the impacts of the technical trainings, specifically in a context in where several implementing agencies offer similar trainings.

**Session 7: Panel Discussions on Policy Implications**

The presentation of the Policy Influence Plan (PIP) for the entire portfolio was again given by Prof. Dr. Makus Frölich. For this session, participants were divided into three groups. In order to foster useful and constructive interaction, C4ED created a group made up of members of the Ugandan delegation, a group made up of the Ethiopian delegation and finally an online group made up of more heterogeneous actors.

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The groups were asked to discuss around three topics: Dissemination of Results (I), Policy influence strategy (II) and promotion of leaning culture based on evidence (III). For each topic the participants were invited to suggest (when relevant) what can be done, by whom, how and when and whether they foresee any challenges, mitigation strategies and recommendations. Only one group briefly discussed the last topic given the constraints.

**I. Dissemination of results:**

- Content of the results disseminated must be tailored to the audience. Potentially relevant audience include donors (EU, USAID and others), public stakeholders (local, regional and federal governments, Ministry of Labour and Skills, Women and Social Affairs, Refugees and Returnees Services, Ministry of Planning), implementing partners (UN agencies national development agencies, NGOs), financial services providers (Banks, microfinance institutions), civil society organisations (CSOs of women and youth).  
For example:
  - Strategies to reduce dropouts: implementing partners and donors.
  - Need for coordination between development actors and promote specialization to avoid competition: implementing partners, donors and public stakeholders.
  - Findings on employment: all audiences expect financial services providers.
  - Findings on savings and access to loans: Donners and financial services providers.
  - Findings on intention to migrate: Donors, governments, UN agencies.
- Need for “packaging conclusions and recommendations” and must be context specific. For example, the concept of decent work can vary from Uganda to Ethiopia.
- Recommendations must be realistic.
- Recommendations must be brief and “to the point” (i.e. 2-pagers briefs).
- How to disseminate:
  - Share reports with responsables of implementing partners during the appraisal mission.
  - Face to face workshops and meetings
  - Participate in the inter-agency coordination meetings.
  - Talk shows to reach beneficiaries, vocational training centres and the private sector.
  - Have an active and dynamic presence online: EU website, EU Facebook page, EU LinkedIn.
  - Policy briefs (in paper and local language).
  - Radio.
  - Advocacy.
- Challenges:
  - Complex findings: they are not always straightforward and need nuances.
  - Limited funds for dissemination. Often underestimated.
  - Access to ministries.
  - Limited feedback from the studied population.
  - Limited time for dissemination activities.
  - Limited mobility of the studies population (i.e. difficult to reach through physical means).

## II. Policy influence plan

What:

- Weak private sector incapable of recruiting skilled labour. Need to promote the development of existing businesses.
- Attention should be given to the relevance of the skills promoted to avoid saturation of trades (regular labour market assessments).
- Importance of technical skills and associated upskilling and identify trades with long value chains.
- Tackle the challenges of access to finance: interest rates, lack of collateral, increase geographical outreach. Implies designing adapted financial products to vulnerable populations in rural settings.
- Limited access of women to labour market.
- Migration and Employment: Reduction of migration and unemployment through establishing industrial parks in refugees settlements.
- Involve local governments in implementation at the inception phase of the project (not only as consultants).

Who:

- Ethiopia:
  - House of representatives.
  - Parliament standing committee: expert sub-committees.
  - Ministries: steering committee.
- Uganda:
  - EUD.
  - Local governments.
  - Development partners.
  - Private (financial) sector.

When:

Good recommendations must be suggested in a timely manner so that they can integrate policies.

- December 2024 for EU as special moment for EUTF and UN agencies.
- Ethiopia: April/June 2024 for Ethiopian government as start of fiscal year planning:
  - Thematic planning.
  - Midterm review of national strategies.
- Uganda: April/May to integrate the National Development Plan 4 (NDP4) and annual budgeting strategy.

Challenges:

- Lack of opportunities to meet influential officials.
- Priorities given by the government.
- Geopolitical instability.
- Timing.
- Conclusions are not well-defined.
- Lack of flexibility of funding.

Mitigations strategies:

- Advocacy on VSLAs and RuSACCOs.

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- Identify links between findings and governments priorities and strategically align recommendations.
- Peace building and conflict prevention.
- Demonstrate complementarity between recommendations and peace-building activities.

### **III. Promotion of leaning culture based on evidence**

What:

- More research is needed to confirm the best methods to limit the number of dropouts from vocational trainings.
- Need to raise the importance of resources to conduct a (counterfactual impact) evaluation.
- Tendency to “finish & go”. Promote the relevance of monitoring activities and conducting CIEs for ethical reasons (identify interventions that work and allocate resources in the latter) and marketing reasons (provide tools to implementing partners to promote the projects that had the intended impacts). This also implies considering the budget for monitoring and evaluation.

How:

- Advocacy: proper budgeting.
- Benchmark M&E practices.

Challenge:

- Issues of overheads and costs related to evaluation activities.

### **Session 8: Next Steps and Closing Remarks**

After a brief wake up activity (energizer), Dr. Innocent Mwaka presented the way forward for three main groups of stakeholders as follows:

- For programme managers:
  - Get involved in appraisal missions and build on the lessons learned from previous projects.
  - Provide beneficiaries with all information to support adequate sampling.
  - Engage and support CIEs and any other evaluations.
  - Engage with local governments not only as consultants but as co-implementors.
  - Continuously provide feedback on evaluations.
  - Provide a large budget for monitoring.
- For researchers:
  - Engage actively in information dissemination.
  - Package the information in a consumable way for the audience.
  - Interact with IPs, and other stakeholders during the evaluation.
  - Ensure context results reporting.
- For policymakers:
  - Clearly share areas of interest. Which policies do you want to change? Which areas do you need evidence to change or improve a policy parameter.
  - Understand the limitations of some recommendations before taking them up as policies. Do we have the finance and human resources to implement a policy?

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- Be flexible with finances.

Pablo Molina del Pozo from EUTF continued the session with the conclusions and the Recap of Day 1 and Day 2. At the EUTF level, the presenter reminded that this evaluation approach using (quasi-) experimental approaches represent a new way of working and consequently requires strong coordination to pursue the efforts, ensure that the findings, lessons learnt, and recommendation reach the audience that can use them and improve future actions (i.e. EUTF legacy). For the future of the EU-funded interventions, the conclusions emphasized the importance of developing monitoring systems and of thinking in terms of impacts (not only in terms of outputs) using CIEs. It was also highlighted the need to continue narrowing the gap between implementation and monitoring, evaluation and learning (MEL), involving to larger extent partner governments and further investigate mobility/migration and its association dimensions.

### *After the conference*

After the conference, a thank you email was sent to all participants. This email also included all presentations and the link to the leaflets.

All participants also have the chance to receive a certificate of participation.

Figure 10: Example of the certificate Conference Addis Ababa



C4ED CENTER FOR EVALUATION AND DEVELOPMENT  
*Improving lives through effective development solutions*



## Certificate of Participation

This is to certify that **xxx of xxx** has participated in the Counterfactual Impact Evaluation  
Dissemination Seminar on the topic "Impact Evaluation of EUTF-funded projects"

on March 12/13, 2024, in Addis Ababa, Ethiopia.

\_\_\_\_\_  
Prof. Dr. Markus Frölich  
Founder and Managing Director, C4ED

\_\_\_\_\_  
Dr. Markus Olapade  
Managing Director, C4ED

Source: C4ED elaboration

Participants were also asked to take part in a survey. The results will be used to plan further conferences and will be included in the Overall Progress Report 2024.

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### Social Media

During and after the conference, various posts and articles were published on the C4ED homepage and on LinkedIn to improve public relations.

#### Linked in Post 1: Tuesday 12.03.2024 1:30 pm:

🌐 Exciting News Alert! European Union, Trust Fund and C4ED | 2024 Counterfactual Impact Evaluation Dissemination Seminar | 12-13 March 2024

Today the Counterfactual Impact Evaluation Dissemination Seminar in Addis Ababa has started. More than 30 participants on site and a couple more online are discussing the first results of the impact evaluations carried out on behalf of the European Union Emergency Trust Fund for Africa (EUTF) focusing on the refugee crisis and irregular migration in the Horn of Africa.

The conference is focusing on the preliminary results of these evaluations focusing on projects implemented in two African countries: Ethiopia and Uganda, as well as the results collected in the evaluation of the global portfolio (84 projects supported by EUTF).

The main objective of the event is to strengthen scientific knowledge about the activities of the EUTF and to share the lessons learned resulting from these projects and their evaluations.

Interaction with the participants is particularly important. Different ideas, experiences and approaches come together to jointly develop added value.

[#IrregularMigrationManagement](#) [#ImpactEvaluation](#) [#EUTrustFund](#) [#C4EDImpact](#)

Figure 11: LinkedIn in Post 1 Conference Addis Ababa



Source: C4ED elaboration

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Linked in Post 2: Wednesday 13.03.2024 10:00am:

🌐 Day 2 European Union, Trust Fund and C4ED | 2024 Counterfactual Impact Evaluation Dissemination Seminar | 12-13 March 2024

The first day, full of presentations, interactions, and discussions, ended well. All participants were able to get involved and take new input home with them. The 2nd day of the seminar will now build on this. Further knowledge exchange on specific projects in Ethiopia and Uganda are planned as well as more Breakout (working) sessions on the topic Policy Implications. We are looking forward to this further seminar day and are excited about the results.

[#IrregularMigrationManagement](#) [#ImpactEvaluation](#) [#EUTrustFund](#) [#C4EDImpact](#)

Figure 12: LinkedIn Post 2 Conference Addis Ababa



Source: C4ED elaboration

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***Pictures***

Picture 1: Break out working Group 1 Conference Addis Ababa



Source: C4ED elaboration

Picture 2: Group Picture Day 1



Source: C4ED elaboration

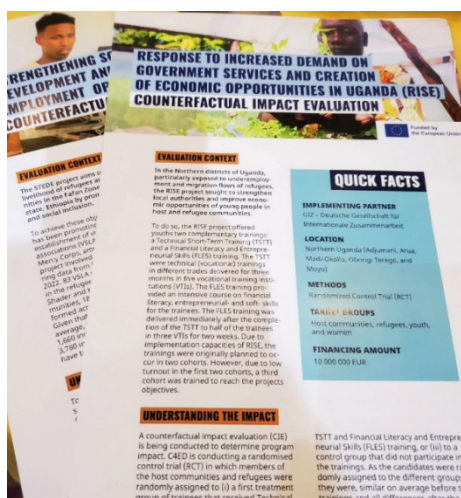
Picture 3: Breakout Working Group 2 Conference Addis Ababa



Source: C4ED elaboration

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Picture 4: Example of the leaflets Conference Addis Ababa



Source: C4ED elaboration

Picture 5: Presentations Conference Addis Ababa



Source: C4ED elaboration

Picture 6: EUTF and part of C4ED Team Conference Addis Ababa



Source: C4ED elaboration

## APPENDIX E: SEMINAR REPORT MID TERM CONFERENCE NOUAKCHOTT

### *Introduction*

Dans le cadre du mandat du C4ED au sein du résultat 3 (R3), C4ED a organisé un séminaire de dissémination des résultats préliminaires des évaluations d'impact en cours. Les résultats présentés reflètent l'impact des interventions financées par le FFU détecté (ou non) jusqu'à la fin de l'année 2023. Ce séminaire a représenté une opportunité pour le C4ED de rendre compte des leçons apprises non seulement sur les résultats des évaluations contrefactuelles mais aussi sur l'exercice général d'évaluation d'un projet de développement. Ce séminaire a représenté une opportunité unique pour informer sur et rappeler les stratégies suivies dans le cadre du premier objectif stratégique (OS1) du FFU : le renforcement des opportunités économiques et d'emploi. Enfin, le séminaire visait à transmettre aux participants des connaissances pratiques relatives à la mise en œuvre d'évaluations, notamment aux partenaires de mise en œuvre des projets évalués et plus largement aux partenaires impliqués dans le portefeuille de projets financés par le FFU.

Le séminaire a duré deux jours. Il s'est déroulé à l'hôtel Mauricenter de Nouakchott (Avenue Moctar Ould Daddah, Cité Smar) et a été ponctué par un dîner officiel le mardi 5 mars. Tous les participants venant de l'étranger sont arrivés le lundi 4 mars ou dans la nuit du 5 mars au plus tard (ce qui explique certains retards lors de la séance d'introduction). Un dispositif de « navettes » a été mis en place pour venir chercher les participants à l'aéroport et les y ramener le 6 au soir ou 7 au matin.

Les modules suivants ont fait l'objet du premier jour du séminaire :

1. Introduction et discours d'ouverture
2. Présentation du portefeuille, résultats préliminaires et développement économique dans un contexte de migration dans la région Sahel et Lac Tchad (SLT)
3. Principaux enseignements tirés des évaluations
4. Utilisation des résultats des évaluations d'impact

Le contenu du deuxième jour s'est focalisé sur les séances décrites ci-dessous :

5. Présentation des projets R1 et résultats préliminaires (1)
6. Présentation des projets R1 et résultats préliminaires (2)
7. Présentation des projets R1 et des résultats préliminaires (3) et plan d'influence des politiques (PIP)
8. Prochaines étapes et mot de la fin

Dans l'ensemble, la prise en charge des participants au niveau de l'organisation de leur voyage et de leur hébergement s'est déroulée comme prévu et sans encombre. En ce qui concerne la salle de séminaire, celle-ci était équipée d'un vidéo projecteur avec écran, des enceintes pour améliorer la qualité du son, de kits de traduction et de traducteurs (vers le français ou anglais) pour faciliter la compréhension des participants anglophones (en l'espèce venant de Gambie). Les traductions en direct se sont passées de manière fluide, et ont contribué à une participation élevée de la part du public du séminaire. Les participants inscrits ont soit pu participer électroniquement (via MS Teams) ou en présentiel et la participation en ligne n'a pas souffert de défi logistique important. Au total, 38 participants ont suivi la conférence dont cinq en ligne

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(sur les 18 enregistrés, soit 28%) et 33 en présentiel (soit 100% des enregistrés)<sup>14</sup>. Les profils étaient divers et comprenaient des acteurs du secteur de la pêche en Mauritanie, des représentants des projets évalués (Mauritanie PECOBAT & Promopêche, Guinée ITC, Gambie Tekki Fii) ou encore des chargés de projets auprès d'ONG ou agences de développement (telles que Terre des hommes ou encore la GIZ) désirant en apprendre davantage sur les techniques d'évaluations d'impact.

La communication externe autour du séminaire s'était réalisée en amont de manière électronique : C4ED a partagé un guide logistique ainsi que le programme dans des courriers électroniques. Une signalétique avait été mise en place à l'hôtel pour faciliter la localisation de la salle de conférence, dans laquelle un porte-nom et un dossier attendait chaque participant. En revanche, le FFU a attiré l'attention du C4ED sur la nécessité de renforcer la présence d'outils de communication visuelle (telles que des affiches et bannières) afin de mieux mettre en valeur l'évènement et le partenariat entre C4ED et le FFU. Cette recommandation a été prise en considération pour la conférence jumelle à Addis Abeba (Ethiopie) une semaine plus tard, les 12 et 13 mars 2024.

### ***Jour 1, Mardi 05 mars 2024***

#### **Session 1 : Introduction et discours d'ouverture**

Les activités ont débuté avec un discours d'introduction 1) du représentant de la délégation de l'Union européenne, Jean-Marc Dewerpe et du représentant du gouvernement mauritanien, Salem Mohamed Boukhreiss. L'équipe de coordination de l'Union européenne, représentée par Dominika Socha du FFU, a ensuite présenté les activités du fonds fiduciaire, les objectifs spécifiques (OS) ainsi que les résultats attendus (R). Pour conclure cette séance d'introduction, le directeur du C4ED, Dr. Markus Olapade, a présenté le centre de recherche et son mandat dans le cadre de son contrat avec le FFU.

Il est à noter que la session a démarré avec plusieurs heures de retard étant donné l'absence de personnalités clés pour ouvrir le séminaire. Malgré le retard, la session a été caractérisée par un esprit de collaboration et de partage de connaissances, avec l'espoir que ces échanges aboutissent à des résultats fructueux pour toutes les parties impliquées.

#### **Session 2 : Présentation du portefeuille, résultats préliminaires et développement économique dans un contexte de migration dans la région SLT**

La deuxième session du séminaire a débuté par la présentation des deux mini-films produits par le C4ED sur R1 et R2. Ces films ont été utilisés pour introduire les présentations à venir et donner une meilleure vue d'ensemble des projets en question.

Ensuite, Dr. Frederic Kamta (C4ED) a présenté une vue d'ensemble du portefeuille de projets du FFU ainsi que des résultats préliminaires. Cette présentation a porté sur les points suivants :

- Vue d'ensemble du portefeuille du FFU
- Méthodologie d'évaluation du portefeuille, avec un passage en revue de l'approche utilisée pour l'évaluation du portefeuille du FFU
- Un aperçu des résultats préliminaires de l'ensemble du portefeuille,

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<sup>14</sup> Notez que certains participants n'ont pas pu participer à toutes les séances.

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- Des conclusions préliminaires ou les premières conclusions sur la base des résultats disponibles.

Cette présentation a également permis de contextualiser les interventions à venir et de fournir un cadre pour comprendre les résultats qui ont été discutés par la suite. Il est à noter que les résultats sont issus d'un rapport en cours de validation et qui demeurent préliminaires étant donné qu'il dépend d'autres rapports également en cours de validation et que des données restent encore à collecter.

La séance de discussion de cette séance a plus précisément porté sur l'importance de la distinction entre l'emploi décent et l'emploi, surtout dans le contexte de la région du SLT. Ces réactions ont ainsi confirmé l'alignement des ambitions des différentes parties prenantes pour promouvoir des emplois attractifs, stables, rémunérateurs, et formels permettant de répondre aux besoins des individus.

Agathe Rivière (C4ED) a ensuite partagé les principales conclusions sur la manière dont les interventions du FFU ont répondu à la crise migratoire dans les pays de la région SLT. Cette présentation s'est attardée plus particulièrement sur le cadre logique des interventions du FFU dans le cadre de l'OS 1 (renforcer les opportunités économiques et d'emploi) et sur l'efficacité de la réponse du FFU en termes de 1) ciblage des interventions, 2) adaptation aux besoins des populations ciblées (en l'occurrence vulnérables) pour *in fine* prévenir l'immigration illégale. Des difficultés relevées pour enregistrer et former des femmes et migrants de retour ont ainsi été discutées, ainsi que les mesures d'atténuation mises en place (ou non) par les projets pour pallier ces défis. Une attention particulière a été portée sur le fait que les théories du changement de la majorité des projets évalués n'intègrent pas l'aspect migratoire. En outre, les conclusions de cette présentation ont mis en avant l'absence de confirmation du cadre logique des interventions financées par le FFU sur la base des résultats préliminaires.

### **Discussion :**

La présentation a suscité d'importantes réactions notamment autour la relation entre développement de compétences, emploi, génération de revenu et migration. Les participants ont relevé l'importance des facteurs structurels dont l'accès aux systèmes de soins, la stabilité socio-politique et la capacité d'absorption du marché du travail montrant ainsi un intérêt pour comprendre les résultats des différents OS du FFU. De vives réactions ont aussi précisé les potentiels amalgames avec les différents types de migrations (régulière versus irrégulière). Ces réactions ont été une opportunité pour la délégation européenne de Mauritanie et C4ED de rappeler que les évaluations se concentrent exclusivement sur la réduction des migrations irrégulières. Celles-ci touchent une population spécifique, les populations plus vulnérables étant plus à même de s'engager dans des initiatives migratoires dangereuses. Au niveau des conclusions relatives au cadre logique des interventions, la délégation a également rappelé que les efforts réalisés dans le cadre de l'OS1 font partie d'une approche holistique comprenant plusieurs objectifs stratégiques sensés se compléter. De manière générale, cette discussion a cherché à recentrer le débat vers des sujets moins politiques et plus directement liés aux présentations du C4ED.

### **Session 3 : Principaux enseignements tirés de l'évaluation**

La troisième séance du séminaire s'est concentrée sur les principaux enseignements tirés de l'évaluation des interventions du FFU, présentés par Dr. Thomas Eekhout (C4ED). Les notes introductives ont souligné l'importance de revenir sur l'expérience des évaluations, au-delà des résultats, et ont invité les participants à partager leurs impressions et leurs retours tout au long

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de la présentation. Cette séance avait initialement prévu 45 minutes de discussion ouverte autour de ce sujet mais les retards matinaux ont obligé à écourter cette partie de la session. Toutefois, le conférencier a pu rappeler les principaux objectifs et besoins d'une évaluation d'impact contrefactuelle (EIC), mettant en évidence l'importance de répondre à ces besoins pour une évaluation efficace. Ensuite, la session a permis de mettre en lumière ces points essentiels pour mener une EIC :

7. Il est essentiel que l'évaluateur et le partenaire d'implémentation communiquent, s'accordent et s'engagent sur la manière dont les bénéficiaires sont sélectionnés.
8. Une EIC nécessite un échantillon assez grand, avec au moins 700 observations, pour pouvoir détecter des impacts.
9. Dans la mesure du possible, il convient de soutenir les candidats sélectionnés et d'éviter de soutenir les candidats non-sélectionnés, afin de préserver l'intégrité de l'évaluation et de sous-estimer les impacts du programme.
10. Pour compléter une EIC, les données de suivi du projet sont primordiales pour comprendre qui reçoit quel type de soutien.
11. En termes de ressources, cela implique un savoir-faire spécifique et souvent un temps conséquent, parfois même au-delà du cycle du projet puisque les impacts ne se matérialisent pas toujours juste après la fin du projet. C'est notamment le cas pour l'emploi, pour lequel les impacts sont généralement visibles au minimum six mois après avoir participé à une formation.
12. Une EIC requiert un investissement financier supplémentaire. Cet investissement est crucial pour répondre aux questions essentielles sur ce qui fonctionne, ce qui ne fonctionne pas et pourquoi. Les apprentissages qui découlent d'une EIC permettent ainsi d'optimiser les investissements futurs dans les projets de développement.

Ces points soulignent l'importance de planifier et de conduire une EIC de manière rigoureuse et réfléchie pour garantir des résultats significatifs et des leçons apprises pertinentes pour l'amélioration des futurs projets de développement.

### **Discussion :**

Les participants se sont intéressés à la faisabilité de mobiliser un groupe témoin pour obtenir des informations sur le contrefactuel alors que ce dernier ne reçoit pas de soutien. A ces questions, le C4ED a répondu que malgré l'absence de soutien et de compensation financière, le taux de réponse parmi bénéficiaires et non bénéficiaires varie peu finalement. En effet, ceci est le cas dans la grande majorité des études menées par le C4ED. Ensuite d'autres interventions ont porté sur la possibilité d'avoir plusieurs groupes de traitement qui impliquent des échantillons plus grands. Finalement, le sujet de la migration est revenu démontrant l'importance et la sensibilité de ce sujet notamment pour la délégation mauritanienne.

### **Session 4 : Utilisation des résultats de l'évaluation d'impact**

Il était initialement prévu qu'un membre du BIT partage ces intentions de mobiliser les résultats des évaluations pour de futures interventions. Cependant, le BIT a souhaité saisir l'opportunité pour présenter le concept du chantier école et les modalités de mise en œuvre pour un ancrage durable. La présentation était divisée en quatre sections dont le concept du chantier école (i), les expériences de mise en œuvre des chantiers écoles par le BIT en Mauritanie (ii), le bilan des

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chantiers écoles BIT en Mauritanie (iii) et les pistes de réflexions sur l'implantation de la méthodologie chantier école par le dispositif FTP (iv). La présentation s'est finalisée avec la mise en avant des points clés pour pérenniser les chantiers école. L'institutionnalisation implique, tout d'abord, une forte volonté politique d'innovation dans la formation professionnelle. Cela nécessite également l'adhésion et la formation des services publics impliqués, ainsi que l'adaptation et la révision du cadre juridique, notamment en ce qui concerne les clauses de passation des commandes publiques. La mobilisation de divers partenaires tels que les entreprises, les structures de formation, d'emploi et d'insertion, ainsi que les organismes étatiques et les partenaires techniques et financiers, est également cruciale. Un dialogue continu avec les entreprises permet de répondre efficacement à leurs besoins et de garantir la pertinence des formations proposées. Enfin, un accompagnement soutenu des personnes formées dans leurs parcours d'insertion professionnelle contribue à assurer le succès et la durabilité des chantiers école.

### ***Jour 2, Mercredi 06 mars 2024***

#### **Session 5 : Présentation des projets R1 et résultats préliminaires (1)**

La deuxième journée a débuté avec la présentation de quatre projets du portefeuille R1. La session 5 était dédiée aux projet Green Employment and Enterprise Opportunities (GrEEn), mis en œuvre au Ghana et la composante du projet Tekki Fii mis en œuvre par la GIZ. Etant donné que le public spécifiquement visé était anglophone, les présentations se sont déroulées en anglais avec traduction simultanée en français grâce à la présence des traducteurs et kits de traduction.

#### **Résultats préliminaires de l'EIC sur le projet GrEEn**

Les résultats préliminaires sur le projet GrEEn ont été présentés en ligne par Dr. Johanna Gather (C4ED). La présentation s'est terminée sur quatre points principaux :

1. Changements dans les compétences : les composantes MSME et OYE provoquent un changement positif significatif dans les compétences techniques, financières et non techniques des bénéficiaires. Elles améliorent ainsi leur confiance en soi, notamment une volonté de surpasser des défis. Ces conclusions suggèrent donc l'importance d'un développement holistique des compétences pour motiver les jeunes dans la recherche d'emploi. Ensuite, les modules de formation personnalisés, de programmes de mentorat et d'initiatives de soutien à l'esprit d'entreprise semble améliorer l'employabilité et la confiance en soi parmi les bénéficiaires. Toutefois, il est important de noter que l'évaluation de ces éléments ne peut pas se prononcer sur les impacts mais seulement sur des changements dans le temps.
2. Effets sur l'emploi : Alors que le volet *Cash for Work* (CfW) a permis aux bénéficiaires d'occuper davantage d'emplois, les bénéficiaires du programme OYE ont vu leur nombre d'emplois diminuer entre 2022 et 2023. Les facteurs économiques externes et la disponibilité des emplois au niveau local ont grandement influencé ces résultats, soulignant la nécessité d'adapter les interventions aux différents contextes. Compte tenu de l'influence des facteurs économiques externes sur les résultats en matière d'emploi, les futurs projets devraient adopter des stratégies d'emploi dynamiques capables de s'adapter à l'évolution des conditions du marché. Il peut s'agir de mettre en place des services de placement flexibles, de promouvoir diverses activités

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génératrices de revenus et d'encourager l'esprit d'entreprise pour atténuer l'impact des ralentissements économiques.

3. Sensibilité à l'égalité entre les hommes et les femmes et inclusivité : Le projet a fait preuve de sensibilité à la question de l'égalité de genre, certaines activités pouvant avoir des effets transformateurs à petite échelle. Toutefois, il reste nécessaire d'adapter davantage la conception des projets pour répondre aux besoins, aux capacités et aux intérêts spécifiques des jeunes et des migrants de retour, afin de garantir l'inclusion et un développement inclusif.
4. Adaptabilité au contexte économique : les résultats démontrent que les projets doivent pouvoir s'adapter aux facteurs économiques externes et aux conditions du marché du travail local pour relever efficacement les défis de l'emploi. La flexibilité dans la conception et la mise en œuvre des programmes est essentielle pour atténuer l'impact des ralentissements économiques et garantir des résultats positifs durables. En s'appuyant sur les enseignements tirés, les projets futurs devraient donner la priorité à la conception d'interventions contextualisées qui prennent en compte les contextes socio-économiques uniques des communautés cibles. Cela peut impliquer des évaluations approfondies des besoins, des consultations avec les parties prenantes et des processus de planification participative pour s'assurer que les interventions répondent aux réalités et aux priorités locales. Enfin, il est essentiel d'adapter les interventions aux besoins spécifiques des différents groupes de bénéficiaires, tels que les jeunes, les rapatriés et les femmes, afin de maximiser l'impact. Il est essentiel de comprendre les normes socioculturelles et les conditions économiques qui déterminent les obstacles à l'emploi pour concevoir des interventions ciblées et efficaces. Le succès des initiatives axées sur l'emploi passe par l'établissement de partenariats et la collaboration avec les acteurs locaux, les agences gouvernementales et les organisations de la société civile. En forgeant des alliances stratégiques et en mettant en commun les ressources, les projets peuvent maximiser leur impact, atteindre un plus grand nombre de bénéficiaires et promouvoir la durabilité grâce à l'appropriation partagée et à l'action collective.

### **Discussion :**

La discussion a principalement porté sur différents éléments liés à la migration. Tout d'abord, il était question de préciser la mesure de l'intention de migrer mobilisée dans le cadre des différentes EIC. Sur ce point le C4ED a précisé que les indicateurs utilisés sont importés de modules développés par l'OIM qui mesurent l'intention, la préparation et la destination. En revanche, il était important de mentionner que la dimension de « (ir)régularité » de la migration n'a pas été mesurée pour éviter les biais de réponse.

Ensuite, les échanges ont remis l'accent sur la valeur de la jeunesse dans l'économie africaine suggérant que certains participants n'avaient pas clairement identifié l'objectif du SO1. Ce débat a ainsi permis, avec le soutien de la Délégation de l'Union européenne en Mauritanie, de préciser que les projets financés par le FFU visent à réduire la migration irrégulière des populations vulnérables par la promotion de l'emploi décent dans les pays d'origine.

### **Les résultats préliminaires de l'EIC sur le projet Tekki-Fii (GIZ)**

Les résultats préliminaires de l'EIC du projet Tekki Fii mis en œuvre par GIZ, ont été présentés par Dr. Thomas Eekhout (C4ED) sur place. La présentation a d'abord insisté sur le fait que l'EIC se focalise sur un contrat spécifique (*"Make it in The Gambia: employment and employability through new technologies and renewable energies"*) afin d'éviter des confusions

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avec d'autres projets également portant le label « Tekki Fii » mais mis en œuvre par Enabel ou ITC. En ce sens les échanges informels lors du premier jour ont permis d'identifier certaines imprécisions dans la dénomination des projets. La présentation a conclu sur quatre points principaux :

1. Pour favoriser l'accès à de nouveaux emplois, la formation technique dispensée par Tekki Fii est suffisante pour les hommes grâce à l'ensemble des services fournis (acquisition de compétences techniques, orientation professionnelle, conférenciers motivants, stages dans des entreprises partenaires et certifications NAQAA). Cependant, la formation additionnelle dans le développement d'activités génératrices de revenu (AGR - *Business Development*, soit BD) est essentielle pour que les femmes puissent ouvrir leur propre activité alors que pour les hommes, elle ne l'est pas.
2. Pour promouvoir l'emploi décent (et non seulement l'emploi) parmi les hommes qui ont déjà un emploi, l'EFTP ne suffit pas et doit être combinée avec la formation en BD. Ceci s'explique par des opportunités limitées d'emploi dans les micro, petites et moyennes entreprises (MPME), qui correspondent à la plupart des entreprises en Gambie. Des compétences entrepreneuriales et un soutien sont donc nécessaires pour lancer et développer de nouvelles AGR et y trouver de meilleures conditions de travail.
3. Le programme n'a pas fourni un soutien suffisant pour promouvoir l'emploi décent parmi les femmes. Malgré des effets positifs sur l'emploi et marginalement sur les revenus, des disparités entre les hommes et les femmes persistent dans la qualité de l'emploi. Pour éviter d'accroître les disparités entre les sexes, les futures interventions doivent lever les barrières financières (accès au financement) et sociales (rôles au sein du foyer) spécifiques aux femmes qui limitent leur progression sur le marché du travail. Aussi, des initiatives de suivi et un soutien continu, y compris une assistance financière et technique, pourraient aider les femmes à briser le plafond de verre.
4. La promotion de l'emploi des hommes dans le secteur manufacturier a augmenté leur exposition aux accidents du travail et aux maladies, ce qui souligne l'importance des considérations de santé et de sécurité dans la formation professionnelle notamment dans les secteurs manufacturiers. Les futurs programmes de formation devraient inclure des modules de promotion de la santé afin de garantir le bien-être des participants et de prévenir les risques pour la santé.

### Discussion :

Les participants ont réagi principalement sur les difficultés du projet à attirer et former les migrants de retour. Les échanges ont porté sur la matérialisation de certaines recommandations (en gras) proposée par le C4ED :

- Accroître la sensibilisation et la participation de la communauté
- **Recruter des migrants de retour comme personnel de projet**
- **Renforcer la collaboration avec l'OIM**
- Fournir un soutien supplémentaire aux migrants de retour
- Réduire les coûts d'opportunité de la participation
- **Adapter les critères d'éligibilité aux groupes vulnérables**

## Session 6 : Présentation des projets R1 et résultats préliminaires (2)

La deuxième session sur les résultats des projets R1 ont été réalisés en français. Cette session a débuté avec la présentation de l'EIC du Programme d'Appui à l'Intégration Socio-économique des Jeunes en République de Guinée (INTEGRA) mis en œuvre en Guinée par ITC. Ensuite, le C4ED a présenté les résultats des évaluations des projets Eco-construction Bâtiment (PECOBAT) et Création d'Emplois Décents et Consolidation de l'Emploi Existant pour les Jeunes et Potentiels Migrants dans le Secteur de la Pêche Artisanale (PROMOPÊCHE) en Mauritanie.

Comme avec le projet précédemment présenté, il était important de noter par le présentateur, Dr. Thomas Eekhout du C4ED, que l'évaluation se concentre sur une approche modulaire au sein du projet : le « parcours INTEGRA », offre un accompagnement personnalisé à chaque bénéficiaire. Bien que les moyens déployés par le projet soient relativement petits par rapport aux restes des activités menées par ITC, l'intérêt pour cette approche est dû à son caractère innovant. La présentation a conclu sur les éléments suivants :

1. Concernant l'EIC elle-même, la randomisation a permis de créer deux groupes similaires en moyenne ; une condition idéale pour une évaluation rigoureuse des impacts du programme. Toutefois, le processus de sélection a créé des difficultés pour que le programme parvienne à ses objectifs (assignement de certains individus au groupe de contrôle). Ceci démontre que l'évaluation du programme devrait être conçue avec l'équipe de conception du programme afin de créer des synergies entre les différentes activités et d'aligner les objectifs.
2. L'absence d'une base de données de suivi centralisée et actualisée a rendu difficile la compréhension du soutien reçu par chaque candidat enregistré ainsi que la confirmation de ce qui (ne) marche (pas). Comme souligné lors de la session 3, le développement d'une base de données de suivi centralisée et actualisée est essentiel pour suivre le contenu et l'évolution des activités et permettre de comprendre les activités avec le plus d'impact.
3. Les résultats de court terme présentent un bilan mitigé qui peut s'expliquer par deux principaux facteurs potentiels. D'abord le faible nombre d'individus ayant reçu le soutien. Mais cette hypothèse reste à confirmer et implique la combinaison des données de suivi et des données d'enquête pour le confirmer. Ensuite, les impacts limités peuvent s'expliquer par le temps limité (12 mois) entre l'enregistrement et la collecte de données d'enquête. Les données de parcours (18 mois après l'enregistrement) et finales (30 mois après l'enregistrement), permettront de confirmer cette hypothèse.
4. Les impacts de court terme sont spécifiques selon le genre. Pour les hommes, on observe une transition de l'apprentissage vers l'entrepreneuriat. Cependant, il n'y a pas d'impact clair sur la décence de l'emploi, la perception d'employabilité, le revenu, la résilience, l'optimisme et l'intention de migrer. Pour les femmes le parcours INTEGRA les encouragerait à rechercher un emploi, à évoluer de leur statut d'apprenties vers des employées occasionnelles. Toutefois, il n'y a pas d'augmentation de la part de femmes dans l'emploi, amenant les femmes à se percevoir moins valorisées dans le marché du travail, notamment lorsqu'elles sont en compétition avec les hommes. Par conséquent, l'absence d'impact sur l'emploi amène les femmes à considérer la migration. Ces résultats démontrent ainsi les risques liés à l'incapacité d'un programme à avoir les effets escomptés et met en avant le besoin d'identifier de meilleurs leviers pour promouvoir l'emploi.

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5. Le besoin de compléter l'accompagnement selon le projet des bénéficiaires. Pour les chercheurs d'emploi, les formations techniques sont essentielles mais les politiques de soutien aux entrepreneurs sont également nécessaires afin qu'ils puissent embaucher des jeunes et proposer des conditions de travail décentes. Pour les porteurs de projets, il est nécessaire de compléter l'accompagnement avec un soutien financier et matériel.

**Discussion :**

La discussion a débuté avec des questions de précision sur la nature des activités proposés par ITC dont les formations proposées via la plateforme en ligne « NIMBA » et l'approche modulaire du « parcours INTEGRA ». Celle-ci est en effet similaire à certaines activités proposées par des ONG en Mauritanie. Ceci illustre l'utilité de l'EIC conduite en Guinée pour des projets similaires mis en œuvre dans des contextes différents.

Les participants ont ensuite réagi sur les résultats plus décevants du projet : la difficulté à attirer les femmes et les migrants de retour, l'absence d'effet sur l'emploi parmi les femmes et ses conséquences.

Concernant la difficulté à attirer les femmes, la discussion a permis de mettre en avant le manque d'approche genre permettant de surmonter les défis auxquels les femmes sont confrontées, faisant ainsi écho aux recommandations proposées par le C4ED. Ensuite, les participants ont cherché à comprendre le lien entre absence d'impact sur l'emploi, réduction de la perception d'employabilité et augmentation des intentions de migrer parmi les femmes. Ce point a permis au C4ED de rappeler les mécanismes sous-jacents entre ces trois dimensions.

La question de l'attraction des migrants de retour a occupé une place importante dans la phase de discussion. Cet échange a été utile pour mettre en exergue un résultat important de l'étude : l'absence de coopération entre l'OIM et les projets visant les migrants de retour. Ainsi la discussion a invité l'UE à réfléchir sur les modalités pour assurer une collaboration plus effective et à la soutenir dans la pratique.

Enfin, certains participants ont cherché à savoir dans quelle mesure les EIC ont été possibles à mettre en œuvre dans le cadre du contrat entre C4ED et le FFU.

**Les résultats préliminaires des évaluations des projets PECOBAT et PROMOPÊCHE**

Les résultats des évaluations des projets PECOBAT et PROMOPÊCHE ont été présentés par Dr. Frederic Kamta du C4ED. Il est à noter qu'en prélude à cette présentation, le BIT, par l'intermédiaire de Mr Cheikh Mohammed, a présenté la méthodologie « Chantier-Ecole » lors de la session 4. Le « Chantier-Ecole » est le mode de formation utilisée par les deux projets. Cette présentation basée sur les résultats de l'analyse qualitative (particularité des deux évaluations Mauritanie) a porté notamment sur :

- Une introduction des deux projets y compris les options de spécialisation, l'approche de formation et les cibles.
- La méthodologie d'évaluation y compris l'échantillon ciblée par l'évaluation, les l'organisation du travail de terrain et la collecte des données, ainsi que l'analyse des données.
- Les résultats de l'analyse pour l'ensemble des questions d'évaluation.

Cette évaluation est la seule à avoir utilisée une approche purement qualitative, étant donné les difficultés à atteindre un échantillon suffisamment grand pour une approche quantitative. De fait, l'évaluation n'était pas en mesure d'extraire des résultats systématiques et généralisables,

mais d'identifier des effets et les raisons pour lesquels sur la base d'un plus petit échantillon, reconnaître des observées au moyen des entretiens qualitatifs.

### **Discussion :**

La discussion a débuté par des éléments de contextualisation ; d'abord par une mise en contexte de l'investissement financier du FFU dans les projets Promopêche et PECOBAT. Ensuite, la délégation Mauritanienne a précisé que l'évaluation se focalise sur la composante BIT et non les trois composantes. Sur ce point, le C4ED a pu justifier la concentration sur l'une des composantes des projets.

Les participants ont réagi sur la portée et la pertinence des résultats de cette évaluation puisqu'elle contraste avec ceux évoqués par les EIC sur les autres projets présentés. Ils ont également interrogé C4ED sur la possibilité de mener une EIC ex-post. Bien que ces questions aient révélé une certaine frustration, elles témoignent d'un réel intérêt envers les impacts des projets démontrant ainsi la pertinence des EIC pour adapter les projets de développement futurs. Toutefois, le C4ED a rappelé que l'approche qualitative permet de couvrir d'autres dimensions de l'évaluation et de repérer certaines faiblesses.

### **Session 7 : Plan d'influence des politiques (PIP)**

Dans le cadre de cette session, les participants ont été divisé en trois groupes. Afin de faciliter la communication et d'encourager des interactions constructives, le C4ED a constitué trois groupes de travail : le premier avec la délégation gambienne (1) ; un deuxième groupe composé de la délégation guinéenne (2) ; et enfin un dernier groupe composé d'acteurs plus hétéroclites pour discuter des stratégies régionales liées aux migrants de retour. La session visait principalement à identifier des stratégies pour influencer les politiques publiques à partir des résultats des EIC. Ensuite, selon le temps disponible, la session cherchait à identifier des voies pour promouvoir une culture d'apprentissage basée sur des évidences rigoureuses et identifier de nouvelles voies de recherche non couvertes par les EIC financés par le FFU dans le cadre du contrat avec C4ED.

### **Stratégies d'influence des politiques publiques**

- Mobiliser les connaissances locales pour identifier les besoins des profils ciblés
- Adapter les formations et les accompagnements selon les profils :
  - Pour les migrant(e)s de retour :
    - Mener des campagnes de sensibilisation préalables à la formation pour réduire la pression sociale sur les migrants de retour.
    - Systématiser le soutien psychologique (et prise en charge des traumatismes) par l'OIM et les partenaires d'implémentation et promouvoir les stratégies professionnelles de long terme parmi les migrants de retour.
    - Trouver des formations courtes permettant de générer des revenus rapidement.
    - Proposer des formations ou accompagnement à temps partiel permettant aux bénéficiaires de pouvoir suivre la formation et générer un revenu simultanément.
    - Proposer des financements pour surpasser l'accès plus limité au capital.
    - Couvrir les frais direct et indirects des bénéficiaires (transport, logement, alimentation...)

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- Pour les femmes :
  - Mener des campagnes de sensibilisation préalables à la formation pour encourager l'inscription des femmes même dans les secteurs dominés par les hommes.
  - Proposer des formations courtes afin de permettre aux femmes répondre à leurs obligations non professionnelles mais offrir des accompagnements plus longs pour soutenir le développement de nouvelles AGR.
  - Proposer des financements pour surpasser l'accès plus limité au capital
  - Couvrir les frais direct et indirects des bénéficiaires (transport, logement, alimentation...) et proposer des services permettant d'allier formation et responsabilités familiales (garde d'enfants).
- Développer des pôles de formation afin de rendre les différentes filières plus visibles et favoriser la possibilité aux bénéficiaires de combiner des formations complémentaires, notamment les formations techniques et en entrepreneuriat.
- Systématiquement associer une composante entrepreneuriale dans les formations techniques.
- Inclure des modules de promotion de la santé dans les formations afin de garantir le bien-être des participants et de prévenir les risques pour la santé.
- Promouvoir la production de bases de données centralisées et fiables :
  - Pour contacter les migrants de retour, notamment avec une étroite collaboration avec l'OIM.
  - Mieux suivre la mise en œuvre des activités et comprendre le fonctionnement des projets.
- Partager les résultats avec les décideurs politiques et les directeurs nationaux des partenaires d'implémentation afin d'allouer les ressources vers les initiatives qui marchent le mieux.

Ces recommandations devraient parvenir aux profils suivants en 2024, soit avant la fin du contrat entre C4ED et le FFU pour que l'équipe soit disponible pour d'éventuelles questions des acteurs intéressés :

- Élus locaux
- Gouvernement central
- Institutions habilitées à fournir un soutien psycho-social aux migrants de retour
- Associations de migrants de retour/ associations de la société civile et organisations humanitaires / diaspora (qui peut influencer à son tour la politique nationale en mode lobby)

**Promouvoir une culture d'apprentissage basée sur des évidences rigoureuse**

- Ancrer des EIC dans les projets afin d'assurer des évaluations robustes, des synergies et l'allocation optimales des ressources.
- Prévoir les ressources nécessaires pour financer l'EIC.
- Assurer une connexion entre les équipes de projet (et le M&E du projet) et l'équipe d'évaluation en amont pour assurer le suivi-évaluation ensemble.
- Partager les résultats et les leçons apprises avec les parties prenantes (organisations de mise en œuvre, bailleurs de fonds) pendant et après le cycle du projet.

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- Au-delà du partage des résultats, développement d'un système d'apprentissage systématique auprès des bailleurs de fonds (ici UE) pour informer la programmation future et éviter de répéter les mêmes erreurs.

**Futures voies de recherche d'intérêt :**

- Besoin de confirmer les bienfaits d'un soutien pour démarrer une activité. Plus particulièrement, il serait pertinent d'identifier les montants requis pour obtenir les impacts désirés et comparer les soutiens financiers avec les soutiens matériel (« kits de démarrage »).
- Besoin de mieux connaître les différents profils des migrants de retour pour mieux cibler les soutiens à ces formations. Un projet de recherche en partenariat avec l'OIM permettrait d'identifier les différentes typologies selon différents critères, notamment :
  - Caractéristiques sociodémographiques : âge, genre, niveau d'éducation,
  - Conditions de départ : motivation, pression sociale/familiale
  - Type de migration depuis le pays d'origine : type de migration réalisée (régulière ou irrégulière), atteinte du pays de destination, vécu d'expériences traumatisantes, temps pour réaliser le trajet.
  - Conditions dans le pays hôte : obtention d'emploi (décent), développement d'un réseau familiale/amical/professionnel
  - Type de migration depuis le pays hôte : type de migration réalisée (régulière ou irrégulière), atteinte du pays de destination, vécu d'expériences traumatisantes, temps pour réaliser le trajet.
- Besoin de confirmer dans quelle mesure les centres de formation fonctionnent dans les contextes ruraux.
- Besoin d'évaluer les collaborations entre l'OIM et les projets de soutien des migrants de retour.

**Session 8 : Prochaines étapes et mot de la fin**

À la fin du séminaire, un bref résumé a permis de partager les actions concrètes proposés dans lors de la séance précédente. Le mot de clôture et la conclusion du séminaire ont été prononcés avec solennité et conviction, réaffirmant l'importance des discussions tenues et l'engagement envers le changement et l'amélioration continue. Dominika Socha a rappelé les moments clés du séminaire, mettant en évidence les idées les plus marquantes. Elle a exprimé sa gratitude envers tous les participants pour leur contribution précieuse et leur engagement envers la cause commune. En conclusion, elle a souligné l'importance de maintenir l'élan et l'enthousiasme générés par le séminaire, en appelant à une action collective et à une collaboration continue pour transformer les idées en actions tangibles et durables.

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## **Réseaux sociaux**

Pendant le séminaire, C4ED a publié un “post” dans sa page LinkedIn afin d’offrir plus de visibilité à l’évènement. Le post est présenté ci-dessous:

🌐 Exciting News Alert! Union Européenne, Fonds Fiduciaire et C4ED

Union Européenne, Fonds Fiduciaire et C4ED  
Séminaire de dissémination de l'évaluation d'impact contrefactuelle  
05-06 mars 2024 | Nouakchott.

We're proud to announce our collaboration with the European Union Emergency Trust Fund for Africa (EUTF) in addressing irregular migration flows across the region.

In response to the pressing need for coordinated action amidst rising migratory challenges, the EUTF has been at the forefront of fostering stability and effective irregular migration management strategies.

At [Center for Evaluation and Development \(C4ED\)](#), we've had the privilege of spearheading impact evaluations for EUTF programs in the Sahel, Lake Chad, and Horn of Africa regions over the past three years. As we enter the fourth and final year of this partnership, 2024 signifies a pivotal moment in assessing the outcomes and efficacy of these initiatives.

Our commitment to rigorous evaluation methodologies has enabled us to provide invaluable insights into the effectiveness of EUTF projects. By collaborating with governments, NGOs, and local communities, we're collectively working towards sustainable solutions that address the complexities of migration.

We're thrilled to share that the findings from our evaluations are being showcased at conferences in Ethiopia and Mauritania. These insights serve as crucial tools for informed decision-making and policy formulation, ultimately shaping the future of irregular migration management in the region.

Together with the EUTF and our partners, we're making strides towards a more stable and prosperous future for all. Join us in our mission to create lasting impact and meaningful change.

[#ImpactEvaluation](#) [#EUTrustFund](#) [#C4EDImpact](#)

Figure 13: LinkedIn in Post 1 Mauritania



Source : Élaboration du C4ED

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## *Photos du séminaires*

Photo 1: Discours d'ouverture



Source : Élaboration du C4ED

Photo 2: Présentation des conclusions sur la manière dont les interventions du FFU ont répondu à la crise migratoire dans les pays de la région SLC



Source : Élaboration du C4ED

Photo 3: Discussion sur les différents types de migrations et leurs conséquences



Source: Élaboration du C4E

## APPENDIX F: SEMINAR REPORT FINAL DISSIMINATION EVENT BRUSSELS

### *Before the conference*

As part of C4ED's mandate under Result 3 (R3), C4ED organized a final seminar to disseminate the results of the evaluations carried out. This seminar had several objectives:

- Share the key findings on the research done on Strategic Objective 1 (SO1), especially on its impact on employment and irregular migration.
- Share recommendations on how future initiatives such as the EUTF can be more effective in addressing the root causes of migration.
- Advertise on the communication material produced (policy briefs, policy paper, mini-films).
- Engage with development actors, particularly with the European Commission (EC), the International Organisation Office (IOM), implementing partners (such as Mercy Corps and Enabel) and other research institutions (Deval, European Centre for Development Policy Management)

To ensure a successful seminar, C4ED and EUTF coordination teams held weekly meetings specifically dedicated to this event from October 2024 to March 2025.

C4ED invited 130 individuals to participate either in-person or remotely. 80 registered and 45 participated. Among the participants, 66% participated in-person.

Table 6: Number of persons invited, registered and participants (conference Brussels)

	In-person	Remotely	Total
Invited	N/A	N/A	130
Registered	35	45	80
Participated	30	15	45

Source: C4ED elaboration

Overall, the logistic arrangements for the conference went smoothly and according to plan. The main seminar room was equipped with a video projector, screen, speakers and 4 microphones to improve sound quality. A second room for the panel discussion in the afternoon was also equipped with a projector and screen. Both seminar rooms were set up with classroom seating. Before the conference rooms, signs, screens, and roll-ups drew attention to the event. Additionally, high tables and a coffee station provided space for conversations and networking before the event and during breaks. Each participant also found a folder at their seat with the agenda, the policy brief, the policy paper, and a postcard with relevant QR codes.

Registered participants were able to participate either electronically (via MS Teams) or face-to-face, and online participation did not suffer from any major logistical challenges. In total, 45 participants attended the conference, of which 15 were online and 30 were face-to-face. The online participation rate was significantly lower than in-person attendance. All online participants were given the option to follow the seminar in English or French. Two live interpreters provided French interpretation for Sessions 1, 2, 4, and 5 online.

External communication about the seminar was carried out electronically in advance: C4ED shared a logistics guide and the programme by e-mail. Additionally, C4ED took care of the

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travel bookings and catering for the event day. C4ED also assisted with visa applications by providing an invitation letter.

The following institutions were represented in the conference:

- Center for Evaluation and Development (C4ED)
- Enabel, Belgian Development Agency
- EU Delegation to Ethiopia
- European Centre for Development Policy Management (ECDPM)
- European Commission - DG INTPA
- European Free Trade Association (EFTA)
- German Institute for Development Evaluation (Deval)
- GIZ
- International Organization for Migration (IOM)
- International Trade Centre (ITC)
- Mercy Corps
- UNCDF
- Université catholique de Louvain
- University of Cologne

### ***The conference***

The conference took place in Brussels, in the Renaissance Hotel. The detailed agenda is available in section 0.

#### **Setting the Scene: Welcome message and Keynote address**

The seminar began with the opening remarks from Elisa Hadman, Deputy Head of Unit, Western Africa at DG International Partnerships, European Commission. In her intervention she stressed the urge to collect insights on the EUTF and its impacts on employment and irregular migration. She also mentioned the importance to learn on innovative evaluation methods to such as CIEs.

Then, Davide Bruscoli, Regional Information Management Officer for East and Horn of Africa, introduced the seminar with a specific focus on its link to migration. During his allocution, he revealed insights from the CIE of the “EU-IOM Joint Initiative for Migrant Protection and Reintegration in the Horn of Africa”, showing how relevant studies can be, and therefore, the need for more research. Mr Bruscoli ended his welcome message inviting the participants to reflect on the semantics used around irregular migration (“*combatting* irregular migration”) and the focus on tackling its “root causes”.

#### **Achievements and Lessons in Employment Creation and Migration Management: Findings from EUTF counterfactual impact evaluations**

The session started with a presentation from professor Markus Frölich, founder of C4ED, which introduced the C4ED, its mission, vision and approach to guide policy makers and practitioners towards cost-effective and innovative development solutions. Then, he explained C4ED’s assignment in the framework of the contract with EUTF:

- Deep dive into nine EUTF funded projects among which seven were subject to CIEs in combination with qualitative evaluation methods (Result Area 1 – R1)

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- Portfolio evaluation on 85 EUTF-funded projects using primarily qualitative methods (R2)
- Raise awareness and share knowledge on the evaluation (R3)
- Build capacity on CIEs (R4)

His presentation ended by listing the main outputs for each result area:

- R1: 9 Project-specific reports (yearly)
- R2: 1 Portfolio report (yearly)
- R3:
  - o 10 project leaflets
  - o 2 mid-term dissemination seminars
  - o Participation in workshops and conferences
  - o 1 Policy brief
  - o 1 Policy paper
  - o 4 mini films
  - o 1 Final dissemination event
- R4: 4 Capacity building trainings

Dr. Thomas Eekhout, Monitoring and evaluation Specialist at C4ED took over the second part of the session to share the finding and recommendations from the evaluation. To begin Dr. Eekhout took the opportunity draw some key lessons learned on key requirements to consider when conducting a CIE which included:

- An appropriate timeline: ideally the CIE should be designed together with the project itself and must end after the project since impact tend to take time before materialising
- Many beneficiaries and non-beneficiaries: For statistical reasons, CIE require large sample sizes (usually more than 700 observations) but also require a comparison group as it represents the benchmark that allows to simulate the counterfactual (i.e. what would the situation be for the selected individuals in the absence of the project).
- Survey and monitoring data: CIE rely primarily on survey data collected independently by the evaluators but data on who received what support is key to understand how well the project was implemented, and therefore, understand the (absence of) impacts.
- Coordination and commitment from the evaluation stakeholders: the best CIEs are the fruit of transparent communication between the implementing partner, the evaluator and the donor.
- A dedicated budget: the answers provided by a CIE and its added value in comparison to more “traditional” evaluations imply additional investments. Generally, CIEs cost at least 100,000€.

After this short reminder, Dr. Eekhout briefly presented the sample of projects that were used for the evaluation: 85 projects with a total budget of almost 800 million euros, focusing in SO1 (promoting greater economic and employment opportunities) in SLC and HoA.

The key findings concerned three main topics: the impacts on employment (i), the impacts on migration (ii) and the gender sensitivity of the projects (iii).

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### Impact on employment:

“On average, beneficiaries are almost 3 percentage points (pp) more likely to have a stable job than individuals that did not benefit from a EUTF-funded project” meaning for example that, if 50% of the population has a stable job, then the rate of employment would be of 53% if it would have an EUTF-funded project. However, this average impact should be considered carefully because there is a high variation between the projects and components evaluated. In some cases, the impact can go up to 20pp but the effect can also be insignificant and even negative for some particular cases.

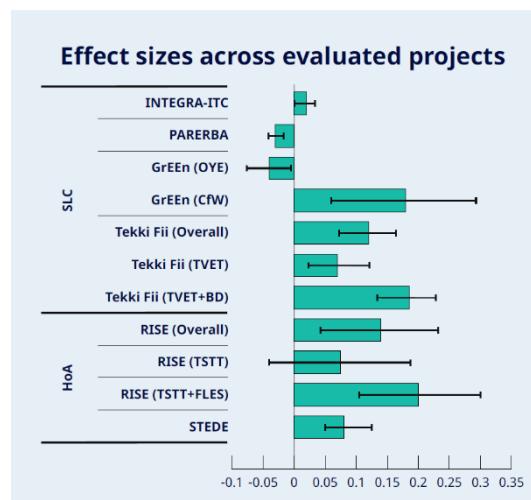
*Is 3pp a large impact?*

Taken on its own, it might not sound like a huge effect. One would need to multiply this effect by the number of beneficiaries to estimate the number of additional people who would have a stable job thanks to the EUTF. One would also need to consider the costs to have this impact and assess whether it was an efficient allocation of funds. However, the evaluation did not manage to get this information together and conduct a thorough cost-effectiveness analysis. To comment on the impact size, C4ED compared it to the literature, and it appears that the impact size is in the same ballpark: the latest meta-studies on active labour market programme (ALMPS) report average impacts varying between 2pp to 6pp depending on different factors (geographical scope, types of interventions considered, timing data collection after the intervention, etc.).

Ultimately, one could say that the EUTF funded projects performed similarly in comparison to other employment projects evaluated. What's more, the evaluations show that the EUTF approaches, opportunities and challenges faced by the projects were similar to those found in the literature suggesting that the EUTF strategy to promote employment was not really disruptive and rather a continuation of what was carried out prior 2020.

#### *Key features of the impacts on employment*

- Impacts often take more than one year to materialize (>1-2 years). 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.
- Youth tend to open their business instead of finding a job in an existing firm: 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.



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- Impacts are larger when the support combines technical training and (financial) support to develop a business. This showcases the benefits of a dual approach, even if beneficiaries do not end up opening their own business.
- Impacts on employment quality are limited. 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.

*Principal barriers to employment*

- The limited hiring capacity of the private sector. 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. Consequently, jobs offered by existing firms are often low-paid and do not offer decent working conditions. Hence many beneficiaries attempt to start their own business.
- Limited capital to open a business: considering beneficiaries' tendency for self-employment, access to capital is key. 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.
- Social constructs and gender roles: this barrier is particularly important for women since social norms lead them to spend more time performing domestic tasks than men, consequently limiting their availabilities for job search. They also have more geographical restrictions, allowing them to only seek economic opportunities within the same community. Finally, the labour market is heavily gendered limiting the employment opportunities of an individual to the trades traditionally dominated by the same gender.
- Language & educational barriers: Refugees often do not speak the local language and tend to have lower educational levels limiting the capacity to perform specific tasks or to overcome the administrative procedures to set up a business.
- Legal barriers: Depending on the country, the status of refugee can limit their mobility and their right to work.

**Impact on migration:**

The main take-away is that **there is no solid proof that EUTF-funded projects reduced migration intentions of its beneficiaries.**

*Why?*

- Limited migration focus; outcomes rarely measured: According to the desk review, 28% of the EUTF projects aimed to address migration-related issues, and only 7% measured outcomes related to migration, showing that addressing migration was not the key goal of the EUTF-funded projects. This is likely due to the large definition of the objectives were relatively large and IPs did not align their activities to EUTF's goal of reducing irregular migration. IPs did not reflect much on the link between promotion of employment and reduction of the intentions to migrate. In fact, as already mentioned, the projects funded by EUTF were not really disruptive with what was done until 2020 in terms of their activities but also in terms of their objectives. And therefore, the EUTF was even perceived in some cases as an alternative source of funding to the traditional ones. Consequently, this broad approach diluted the potentials impacts that one could have seen on addressing urgent migration-related needs

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- The targeted populations by the different projects had varying levels of intent to migrate but in most cases, individuals declared wanting to migrate, wanted to migrate within the country. Few wanted to migrate outside the country and even fewer wanted to migrate to Europe showcasing the projects' challenges in targeting the potential irregular migrants, which is not specific to the EUTF-funded projects. Analytically, it is not surprising that no large impacts on migration were found since people did not really express willingness/intentions to migrate before the existence of the projects.
- Finally, the link between the EUTF-funded projects, employment and migration intentions is complex:
  - o The EUTF opted for an indirect strategy that depends on the success of the project to improve employment outcomes. Since impacts on employment were not systematic and not always particularly high. Therefore, it is not surprising not to see impacts on migration.
  - o The initial rationale is that by helping individuals getting a decent job, they will be less tempted to migrate irregularly because they are able to answer their basic needs and provide for their family. But the evaluation has also proven that providing jobs can also have the opposite effect because they empower individuals with experience, confidence that one can find a job in the destination country and the financial means to engage in the migration process.
  - o Other factors also matter and not only the country of origin, but also in the destination country. The most salient factor from the study is security and the socio-political context. Other factors also were raised multiple times such as the proximity with relatives and friends and the social integration in the community.

### Gender sensitivity:

The evaluation investigated gender considerations, that is, whether projects considered that women might be facing specific barriers to benefit from an intervention, get the required support and can actually capitalise on the support received to find a job. The results show that the gender considerations were rather limited, especially in the implementation phase. According to project documentation and project managers, 59% of the projects considered gender-related aspects but only 36% reported having implemented measures to support women specifically in any way. The shares are a bit higher in HoA than in SLC, but the pattern remains the same: projects tend to consider gender-related issues to some extent but in the end few actually put things in place to overcome them.

#### *What were these gender-sensitive approaches?*

In most cases, projects set quotas meaning that established target of having 30, 50 or 70% women. Few actively did efforts to facilitate the attendance to the trainings with for example childcare services, sanitary services, hiring female staff, including teachers, reaching out to role models to inspire and facilitate interactions with beneficiaries. Also very few found projects providing specific support for women to overcome barriers after the intervention.

Dr. Eekhout ended his intervention with six recommendations:

**1. Design financial instruments that ensure project-specific goals are aligned with the programme goals.** This implies that when setting up a financial instrument such as the EUTF, it is important clearly define SOs and the types of activities that are eligible to the funding. To identify the relevant interventions to the goals of the programme and the most effective

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approaches, one must interact directly and set up partnerships with researchers that know about the topic, other institutions following similar objectives (such as IOM, for example). Then, the selection must be based solely on the quality of the intervention & its alignment with the clearly defined goals of the financial instrument.

**2. Build on existing knowledge and previous initiatives in similar contexts.**

Before designing a project, one must understand what works, what doesn't and why from previous experiences. One can gather this knowledge through context-specific studies, evidence gap maps and meta-analyses. If scientific literature is not accessible, one can also explore vulgarised versions of the studies. Alternatively, engage specialised researchers to produce and share the required knowledge. However, it is essential that research institutions engage with policy makers to share the findings and give operational recommendations through blogs, workshops and conferences. One should also consider that the best recommendations are built collaboratively since project managers know better what can be implemented and what can be prioritised.

**3. Conduct and use thorough assessments for the different targeted populations, especially for the most vulnerable ones.** To ensure impacts among the most vulnerable it is important to systematically conduct thorough labour market assessments but also use them in a constructive manner (several projects show a disconnect between the market assessments and its design. The project must have clear strategy to build on these assessments and the donor must the use of assessments for the adaptation of the intervention.

**4. Promote more coordinated interventions between Member States, IOM and service providers.** Given the technical expertise of Member States but their limited financial capacity, and in some cases, overlapping projects in same catchment areas, it is recommended to have more coordinated interventions (such as Team Europe initiatives) with MOUs, shared dashboards, integrated project teams with representatives from Member States, EU institutions, and other key players to jointly plan, implement, and monitor projects.

**5. Beyond promoting skills, connect and support the private sector.** Project managers and service providers to work with local employers to facilitate their hiring through financial hiring incentives, microloans, grants, and coaching of entrepreneurs. This often implies partnering with microfinance institutions. The connexion between employers and potential employees with mentors or by setting up partnership with the local private sector. This could take place by having enterprises taking in apprentices, hosting regular networking events or “entrepreneurial fairs” where trainees can showcase their business ideas and connect with mentors and investors.

**6. Promote/implement a holistic gender-sensitive approach.** One can consider different ways to work on this strategy to not only have mentions on paper that the project will have a gender-dimension but actually takes concrete steps to help bridging the gender gap. This can include regular training and workshops for project staff to ensure that they understand and can implement gender, provide support services such as childcare, hygiene supplies, adapt timing of activities and adapted duties for women. Donors can ensure that proposals include gender-sensitive strategies that go beyond setting up targets on the number of female beneficiaries as well as monitor their implementation.

**Thematic Panel Discussions**

C4ED organized two panel discussions to explore employment and migration in Africa in depth. These discussions gathered insights from experts and the audience, linking the insights to

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evaluation findings while also extending beyond the findings to foster a more comprehensive dialogue on each topic.

Each panel featured a local researcher with subject-matter expertise, an implementing partner who had worked on an EUTF project, and an expert from INTPA to provide the EU perspective. This diverse composition ensured a well-rounded exchange of knowledge, bridging research, policy, and practical implementation.

### **Boosting employment**

#### **The panelists included:**

1. Siphokazi Sibahle Sinalo Magadla – A development economist from South Africa. She has worked as a research consultant for organizations such as the IFC, ILO, RIIS, and the Southern Africa Labour Development Research Unit. She has also served as a Senior Gender Specialist for the UNDP and as a Senior Associate for the Berkeley Research Group.
2. Marta Fernández-Pena – An international development professional currently serving as the Partnerships and New Initiatives Manager at Mercy Corps Ethiopia. She was actively involved in the implementation of the EUTF-funded STEDE project in Ethiopia.
3. Alexis Hoyaux – A TVET expert at the European Commission, formerly part of the EU Delegation in Djibouti. He has extensive expertise in technical and vocational education and training (TVET), having worked with LuxDev, the European Commission, and the ILO.

#### **Main outcomes of the discussions**

##### **Challenges of and navigating structural barriers on long-term outcomes of skills development projects - 01**

Panelists highlighted the critical role of macroeconomic factors—such as GDP growth, inflation, market expansion, and natural influences like prolonged droughts or floods—that can impact the effectiveness of skills development and employment programs. However, while these macro-level challenges persist, micro-level interventions can play a significant role in maximizing the impact of skills training. In particular, fostering genuine partnerships with the private sector is crucial to ensuring long-term investments and sustainability. A key recommendation was the importance of co-funding within Public-Private Partnerships (PPPs) to enhance the long-term impact and financial viability of employment initiatives.

Another central point of discussion was access to finance for entrepreneurs, which panelists identified as a critical factor for job creation. Facilitating financial support enables small businesses to grow and develop sustainable income-generating activities.

Additionally, the discussions underscored the need for direct support to TVET institutions. This includes curriculum development, provision of materials, and the implementation of long-term strategies to ensure their sustainability and relevance in the labor market.

At the macro level, panelists stressed the importance of reforming labor regulations to better support local markets and protect workers from exploitation. They also emphasized the need for employment interventions to align with the long-term policies of the host country, ensuring coherence and continuity beyond individual projects.

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Lastly, the discussion called for a shift from supply-driven formal vocational education and training (VET) to a demand-driven, more holistic approach. By identifying concrete job opportunities and aligning skills training with labor market needs, employment programs can achieve higher and more sustainable impacts.

**Effectively targeting vulnerable groups (women, refugees, returning migrants) – Q2**

The challenges affecting skills training and employment outcomes in Africa disproportionately impact vulnerable groups, including women, returning migrants, and refugees. Discussions emphasized the need for targeted interventions to ensure these groups can fully benefit from employment programs. Key recommendations included:

- Adopting a capabilities-based approach to reskilling, ensuring that training programs are tailored to the diverse needs and potential of participants.
- Implementing flexible training models to accommodate the specific circumstances of women and returning migrants. Women often shoulder additional household responsibilities, making it difficult to participate in rigid training schedules. Similarly, returning migrants tend to prefer shorter, more intensive training programs that allow for quicker labor market integration.
- Enhancing women's access to finance by promoting women-to-women financial support mechanisms such as Village Savings and Loan Associations (VSLAs), women extension workers, and female loan officers. These structures can foster trust, increase financial literacy, and improve access to capital for female entrepreneurs.
- Advocating for the reduction of legal barriers for refugees, enabling them to access employment or establish income-generating activities (IGAs).

An example highlighted during the discussion was STEDE's initiative in Ethiopia, where the project successfully advocated for reducing legal restrictions that hindered refugee access to jobs and entrepreneurship opportunities. Additionally, the project emphasized co-creation and co-financing models to facilitate refugee and women's access to finance from the private sector. By requiring participants to make financial contributions, these models reduced dependency while enhancing long-term sustainability.

**Future of EU building on the lessons learned - Q3**

The discussions reached several important conclusions:

1. Alignment with the EU Global Gateway strategy – The lessons learned from the evaluation reports align closely with the EU's Global Gateway strategy, particularly in advancing Team Europe. Strengthening this approach is essential to reducing duplication and enhancing the efficiency of employment and skills development programs.
2. Integration of EU initiatives with national strategies – For long-term impact, EU initiatives should be aligned with national strategies, policies, and investments. This

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requires mainstreaming EU efforts within local economic frameworks and actively engaging the private sector to ensure sustainability.

3. Demand-driven labor market governance – Labor market policies must be demand-driven rather than supply-driven, ensuring that employment programs are directly aligned with market needs. This principle is already embedded within the EU's VET strategy and should be reinforced across all employment initiatives.
4. Promoting equity and inclusion – Addressing barriers to employment for vulnerable groups is essential for ensuring equal opportunities and maximizing program outcomes. Employment and training initiatives should proactively integrate equity perspectives to remove systemic obstacles for women, youth, migrants, and refugees.
5. Ensuring labor rights and decent employment – Safeguarding labor rights is critical for fostering decent employment opportunities. However, it is equally important to contextualize the definition of “decent employment” to reflect the specific economic and social conditions of each country and region.

### **Combating irregular migration**

#### **The participants:**

1. Dr. Jonathan Ngeh (University of Cologne, Global South Studies Center/Department of Social and Cultural Anthropology, University of Cologne, Germany) Social Anthropologist and migration expert.
2. Raffaella Greco Tonegutti (Lead expert Migration and Development at Enabel)
3. Samuel Simón Pulido (Head of sector - Migration, at DG INTPA G.6, European Commission)

#### **Main outcomes of the discussions**

##### **Importance of a shared vision in tackling migration challenges – 01**

The different panellists agreed that a shared vision between stakeholders in countries of origin and destination is valuable but often challenging to achieve due to their differing priorities. Destination countries primarily focus on reducing irregular migration, while stakeholders in origin countries prioritize economic development, job creation, and the protection of migrants' rights. Despite these differences, collaboration is both possible and necessary to address the root causes of irregular migration effectively. When stakeholders align on common objectives, projects are more likely to be sustainable and impactful. A shared vision facilitates coordinated efforts that integrate both migration management and development goals.

One key challenge, for example, is the varying interpretations of concepts such as "irregular migration," "migration control," and "migration management." These terms carry different meanings for border communities, local businesses, young people, migrants, government agencies, and international organizations. Establishing a shared understanding of these definitions is a crucial first step toward developing a common vision. Ensuring that all stakeholders participate in discussions about irregular migration and migration management fosters a more inclusive and effective approach to addressing migration-related challenges.

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**Key factors that determine success or failure in addressing these complex challenges – Q2**

Employment actions have been a central strategy in efforts to combat irregular migration to Europe. However, employment alone is not sufficient to address the multiple, interconnected root causes effectively as demonstrated by C4ED's studies. To make employment actions more effective, they must be integrated into a comprehensive strategy that addresses the structural drivers of migration, including governance reforms, access to social services, and legal migration pathways. To effectively reduce irregular migration, it is recommended to work at different levels:

- At the programme level:
  - o Programmes should focus not only on job creation but also on improving job quality, ensuring decent wages, and supporting entrepreneurship in sectors that align with local economic conditions.
  - o Skills development initiatives must be linked to real labour market needs and provide pathways to both local and international employment opportunities.
- At the policy level:
  - o donor and partner governments in countries of origin must go beyond employment initiatives and address governance challenges, economic inequalities, and rights-based approaches. This includes investments in public services, infrastructure, and education are crucial to creating an environment where people feel they have viable alternatives to migration.
  - o Policies should also consider the role of remittances and diaspora engagement in development, recognizing that migration is often a strategy for economic mobility rather than simply a response to poverty.

In addition, there is a strong need for:

- Further coordination between stakeholders to create a more comprehensive approach that includes legal migration pathways, improved labour rights, and stronger social protections.
- Better data collection and analysis to design evidence-based interventions, more flexible funding mechanisms that allow for long-term investments, and stronger mechanisms for monitoring and evaluating the impact of employment programs.

Finally, to tackle irregular migration, it must be better understood. It is essential to move away from the assumption that all citizens in origin countries want to leave and that there is a mass migration to Europe. In Africa, migration is usually within the continent and the root causes of migration vary across regions, meaning one-size-fits-all solutions are ineffective. To create meaningful and effective programs and policies, a genuine collaboration with affected communities is needed.

**What changes are needed to address the multiple root causes of irregular migration – Q3**

The panellists confirmed that for policies and programs to effectively address the root causes of irregular migration, they must be comprehensive, inclusive, and have a long-term strategy. Economic opportunities, governance reforms, and rights-based migration pathways must be combined with policies that reflect the realities of migration aspirations and local conditions. Without this balance, efforts to curb irregular migration will continue to yield limited or short-term success.

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The panellists acknowledged that the strategies are already shifting with:

- A more appropriate definition of the issue: individuals undertaking dangerous migration pathways instead of the “illegal” characteristic of migration.
- Working on a more accurate profiling of (potential) migrants.
- Considerations of context in the countries of origin and in the transit countries.
- Funding must rely on the identification of a project’s strong and explicit focus on migration.
- Strengthening collaborations with local partners as solutions are endogenous to the context and fundings must capitalise on what already exists on the ground (i.e. empowering the local populations to provide the most relevant solutions)
- Support Needs to be more targeted and needs to be measures (needs to be targeting the right people)

### **Moving Forward: Experience on employment creation and migration management**

Enrique de Loma-Ossorio Friend, EUTF Manager for HoA, began the session by presenting the lessons learned for future actions in the region. He first reminded the specificities of the interventions in the region on skills development, support to MSMEs and agricultural development and populations exposed to force **displacements**.

MR Loma-Ossorio Friend highlighted three lessons from the evaluation and other sources such as the JRC validation workshop in November 2024 and the studies conducted by the Research & Evidence Facility:

- Technical training helps refugees find jobs, but business support improves long-term employment prospects. However, the support provided by the EUTF-funded projects was not enough to promote decent employment among refugees and that more comprehensive approaches are needed.
- To promote decent jobs among refugees:
  - o The need equal rights as host communities.
  - o Access to documentation is crucial.
- Employment projects can also promote social cohesion as illustrated by the Second component of the RISE project in Uganda by training refugees alongside host communities and through fostering employment.

He finally listed the main take-aways:

1. Focus on Employment to Address Migration/Forced displacement
2. Embrace a Broader Perspective on Mobility
3. Enhance TVET with Life Skills and Empowerment
4. Strengthen TVET Institutions and Incorporate Private Sector Involvement
5. Link Skills Development with Job Creation
6. System Strengthening Beyond TVET and Business Support
7. Employment host communities and refugees imply economic inclusion, alleviation of conflicts, stimulate local economies and represent durable solutions.

Nathalie Vernhes, EUTF Manager for SLC, pursued the session to evoke how the lessons are - and will be - adopted for future actions in the region. After mentioning the particular context in SLC, she highlighted the priority recommendations:

- Beyond promoting skills, connect and support the private sector

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- Promote more coordinated interventions between Member States and other development institutions

She then illustrated how other EUTF-funded projects responded to these recommendations Archipelago, IPAS (two completed projects) and one future regional project under NDICI: the Individual measure Migration in West Africa.

The presentation was conclusion by three main statements:

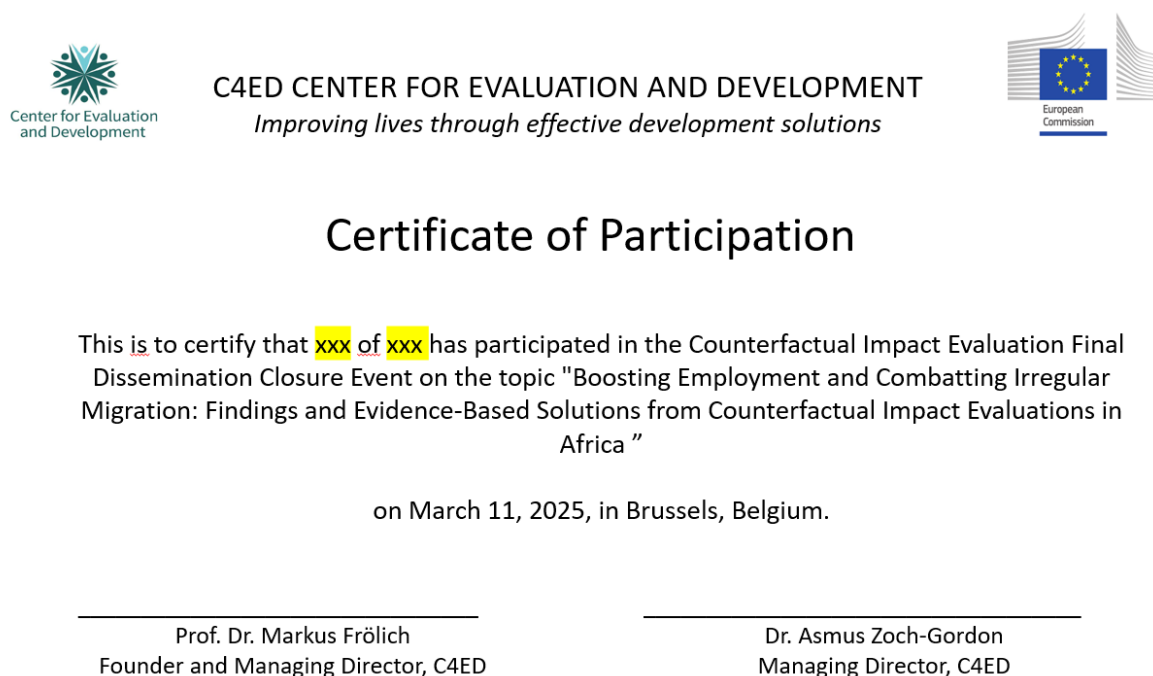
- The intertwined challenges of unemployment and irregular migration in Western Africa demand a multifaceted, evidence-based response.
- This evaluation has demonstrated that well-designed employment creation initiatives can significantly mitigate the drivers of irregular migration.
- Global Gateway strategy will play its full role in reducing the global investment gap in the areas of transport, energy and digitalisation, as well as health and education. The private sector has an important role to play as a key partner.

## *After the conference*

After the conference C4ED demonstrated its appreciation towards all the participants, especially to the panelists. A thank you email was sent to all participants and a separate one to all panellists. The email to all invited participants included all presentations and some pictures of the event. Another e-mail with the link to the project side at the Cap4Dev portal is planned at the beginning of April 2025.

All participants also have the chance to receive a certificate of participation.

Figure 14: Example of the certificate (Conference Brussels)



Source: C4ED elaboration

Participants were also asked to take part in a survey.

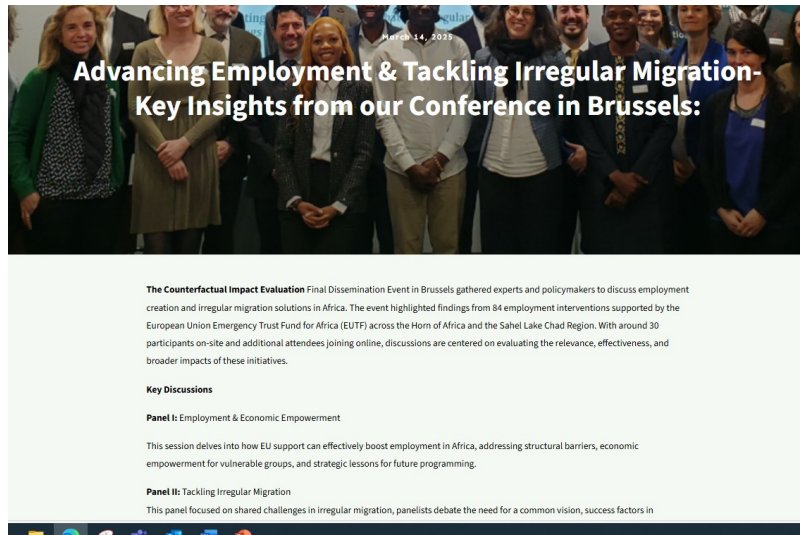
C4ED received particularly good feedback on the feedback including the dynamism of the discussion it generated, the quality of the presentations which was adapted to the public, the professionalism of the team, the incorporation of feedback from previous events, the use of communication material such as postcards and roll-ups, the relevance of the questions during the panel discussions, and the time management.

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## Social media

During and after the conference, various posts and articles were published on the C4ED homepage and on LinkedIn to improve public relations.

Figure 15: Post on the C4ED homepage Brussels Event



Source: C4ED elaboration

## [Advancing Employment & Tackling Irregular Migration- Key Insights from our Conference in Brussels: – C4ED](#)

Figure 16: First LinkedIn Post Brussels Event

🌐 Exciting News! 🎉

The Counterfactual Impact Evaluation Final Dissemination Closure Event has officially kicked off in Brussels! The event focuses on the topic of "Boosting Employment and Combatting Irregular Migration: Findings and Evidence-Based Solutions from Counterfactual Impact Evaluations in Africa" and summarizes the findings of our work with the European Union Emergency Trust Fund for Africa (EUTF).

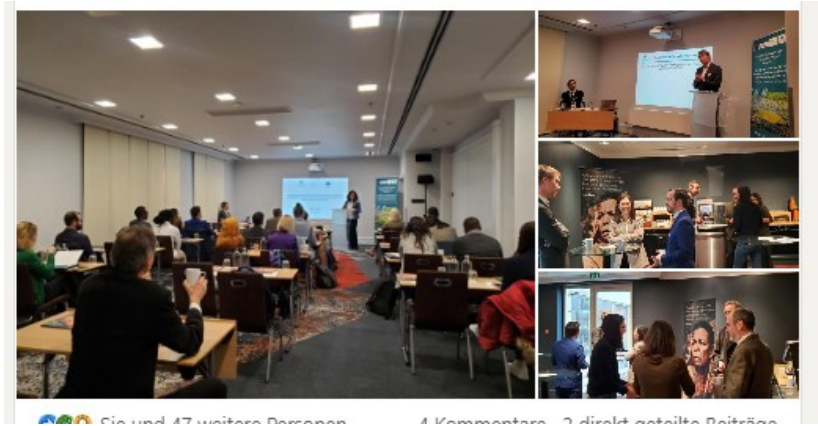
Around 30 participants on-site and more joining online are diving into the results of 84 employment interventions in the Horn of Africa and the Sahel Lake Chad Region, supported by the European Union Emergency Trust Fund for Africa (EUTF). This evaluation provides key insights, policy recommendations, and lessons learned to enhance future interventions in the field to assess the impact of projects aimed at creating economic and employment opportunities in the Sahel, Lake Chad, and Horn of Africa regions.

The main goal is sharing scientific evidence on the relevance, effectiveness, and broader impacts of these interventions, while discussing their implications for future programming and policymaking, with the best part being collaboration- as diverse ideas, experiences, and approaches are coming together to create meaningful solutions. Let's keep the conversation

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going! 💡

[Hashtag#EU](#) [Hashtag#ImpactEvaluation](#) [Hashtag#EmploymentInAfrica](#) [Hashtag#EUTF](#)  
[Hashtag#PolicyMaking](#) [Hashtag#Africa](#) [Hashtag#Collaboration](#) [Hashtag#BrusselsEven](#)



Source: C4ED elaboration

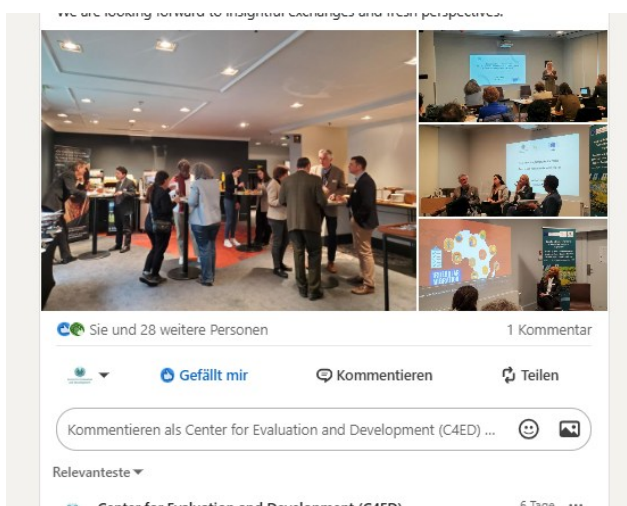
Figure 17: Second LinkedIn Post Brussels Event

After a rich lunch and stimulating discussions at our current workshop meeting in Brussels, we continue with two parallel panel sessions:

Panel I explores how EU support can make a real difference in boosting employment in Africa, tackling questions about structural barriers, economic empowerment for vulnerable groups, and lessons for future strategies.

Panel II addresses the shared challenges of irregular migration, debating the importance of a common vision, key success factors in tackling root causes, and the role of employment as a long-term solution.

We are looking forward to insightful exchanges and fresh perspectives!



Source: C4ED elaboration

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Figure 18: Third LinkedIn Post Brussels Event

Last week, the conference "Boosting Employment and Combatting Irregular Migration: Findings and Evidence-Based Solutions from Counterfactual Impact Evaluations in Africa" took place in Brussels. With 30 participants on-site and another 20 joining remotely, the day was filled with insightful discussions, collaborative contributions, and learning, making it truly special!

We would like to express our sincere gratitude to the [European Commission](#) for their collaboration over the past 4 years.

A special thank you also goes to the team at C4ED, who, through weeks of hard work, prepared the event and executed it with the utmost professionalism on-site. [Thomas Eekhout](#)[Innocent Mwaka](#)[Johanna Kern](#)[Carolyn Hoffmann](#)

Looking forward to continuing our work together!

[Hashtag#Conference](#) [Hashtag#Employment](#) [Hashtag#Migration](#) [Hashtag#Africa](#) [Hashtag#EU](#)  
[Hashtag#Collaboration](#) [Hashtag#ImpactEvaluation](#) [Hashtag#Teamwork](#)



Source: C4ED elaboration

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## Agenda

Figure 19: Agenda Final Dissemination Seminar Brussels





**European Union Trust Fund for Africa (EUTF) and Center for Evaluation and Development (C4ED)**

**Boosting Employment and Combatting Irregular Migration:  
Findings and Evidence-Based Solutions from Counterfactual Impact Evaluations in Africa**

**11 March 2025 | Brussels**

<b>08:30 – 10:00</b>	<b>Get Together Breakfast and Registration</b>
<b>10:00 – 10:20</b>	<b>Setting the Scene: Welcome message and Keynote address</b> <ul style="list-style-type: none"> <li>• Welcome message European Commission, DG International Partnership <i>Maria Pilar Palmero Vaquero, Head of Unit for Western Africa at DG INTPA</i></li> <li>• Keynote International Organization for Migration representative <i>Davide Bruscoli, Regional Information Management Officer for East and Horn of Africa</i></li> </ul>
<b>Session 1</b>	
<b>10:20 – 12:00</b>	<b>Achievements and Lessons in Employment Creation and Migration Management: Findings from EUTF counterfactual impact evaluations</b> <ul style="list-style-type: none"> <li>• Introduction C4ED and evaluation methodology <i>Prof. Dr. Markus Frölich (C4ED)</i></li> <li>• Presentation of evaluation findings, recommendations and lessons learned <i>Dr. Thomas Eekhout (C4ED)</i></li> <li>• Q&amp;A session <i>Moderated by Johanna Kern (C4ED)</i></li> </ul>
<b>Session 2</b>	
<b>12:00 – 13:15</b>	<b>Lunch Break</b>
<b>13:15 – 14:45</b>	<b>Thematic Panel Discussions</b> <ul style="list-style-type: none"> <li>• Boosting employment in Africa – (How) can EU support make a difference? <i>Panelists: Alexis Hoyaux (DG INTPA), Marta Fernández Pena (Mercy Corps), Siphokazi Sibahle Magadla (International Finance Corporation) - moderated by Dr. Innocent Muvaka (C4ED)</i></li> <li>• Shared challenges, shared solutions: How do we tackle Irregular migration together? <i>Panelists: Samuel Simón Pulido (DG INTPA), Raffaella Greco Tonegutti (ENABEL), Kiya Gezahegne (Addis Ababa University) - moderated by Johanna Kern (C4ED)</i></li> </ul>
<b>Session 3</b>	
<b>14:45 – 15:15</b>	<b>Afternoon Coffee Break</b>
<b>15:15 – 16:15</b>	<b>Moving Forward: Experience on employment creation and migration management</b> <ul style="list-style-type: none"> <li>• Lessons learned for future actions <i>Nathalie Vernhes, EUTF Manager for Sahel Lake Chad</i> <i>Enrique de Loma-Ossorio Friend, EUTF Manager for Horn of Africa</i></li> </ul>
<b>Session 4</b>	
<b>16:15 – 16:30</b>	<b>Closing Remarks</b> <ul style="list-style-type: none"> <li>• Closing remarks and conclusions of the seminar <i>Johanna Kern (C4ED)</i></li> </ul>
<b>Session 5</b>	



**Venue:** Renaissance Hotel Brussels  
Rue du Parnasse 19, 1050 Bruxelles



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(c.hoffmann@c4ed.org)

Source: C4ED elaboration

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and Development