Testing what works in Youth Employability—
An Impact Evaluation in Kenya

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School-to-School International (STS)

Road Map

- Introduction
- Design
- Sampling
- Findings
- Evaluation Challenges and Responses

INTRODUCTION

- The Ninaweza program is coordinated by the International Youth Foundation (IYF) with funding from the World Bank and Microsoft

- Ninaweza provides young women with:
  - Technical training in Information Communication Technology (ICT)
  - Life Skills training
  - Work experience through internships
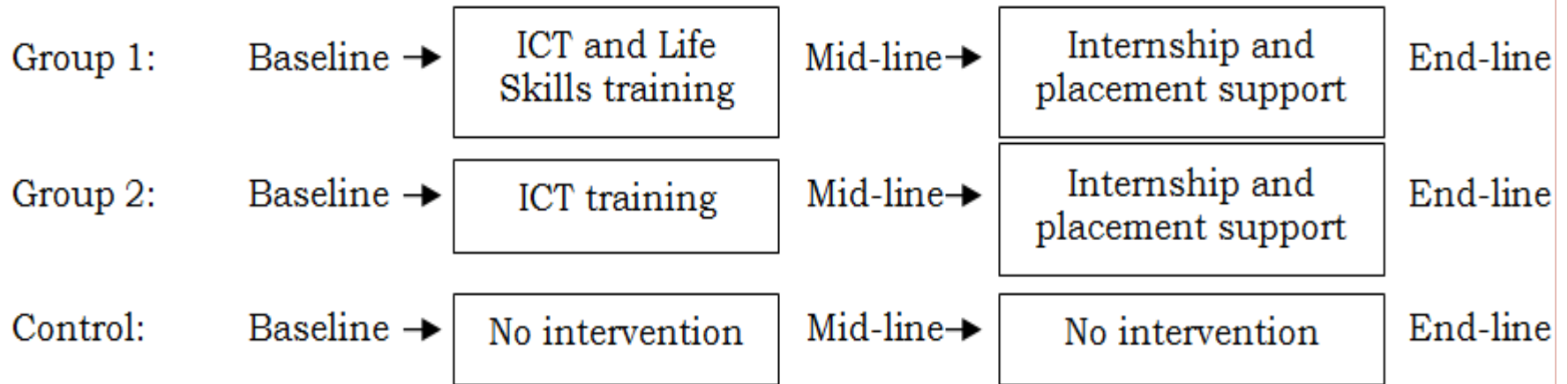 - Job placement support

INTRODUCTION: RESEARCH QUESTIONS

1. Does the Ninaweza training succeed in increasing participants' knowledge of ICT and life skills?

2. Does the program (training + internships + job placement support) result in higher quality employment for the participants?

DESIGN: IMPLEMENTATION

Group 1:	Baseline →	ICT and Life Skills training	Mid-line→	Internship and placement support	End-line
Group 2:	Baseline →	ICT training	Mid-line→	Internship and placement support	End-line
Control:	Baseline →	No intervention	Mid-line→	No intervention	End-line

6 Cohorts of Participants (staggered implementation)
  Group 1: Treatment in Cohorts 1, 3, 5
  Group 2: Treatment in Cohorts 2, 4, 6
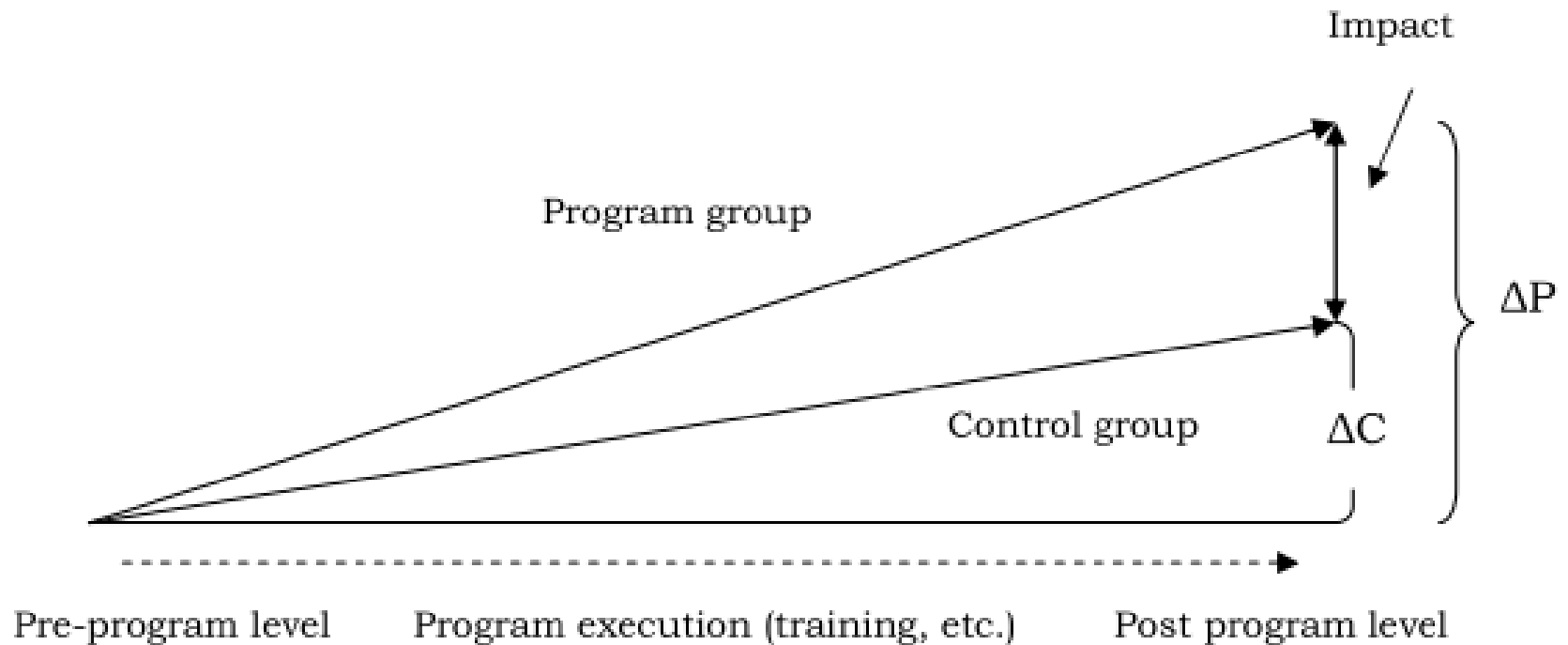 Control: In all Cohorts (1 to 6)

DESIGN: TARGET

Group	Phases and Cohorts						
	Phase 1		Phase 2		Phase 3		
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Total
Group 1	120		120		110		350
Group 2		120		120		110	350
Control	135	135	135	135	135	135	810
Total	510		510		490		1,510

DESIGN: MODEL

Impact

Program group

ΔP

Control group ΔC

Pre-program level   Program execution (training, etc.)   Post program level

ΔP =   Change in level of program group
ΔC =   Change in level of control group
$\Delta P - \Delta C$ =   Impact of program (DD)

DESIGN: RANDOM ASSIGNMENT

- Treatment and control should be similar in all relevant characteristics
  - Education?
  - Family income?
  - Motivation?
  - Random assignment allows assumption that groups are similar <u>even on unobservable characteristics</u>
- Difference-in-Difference + Random Assigment =
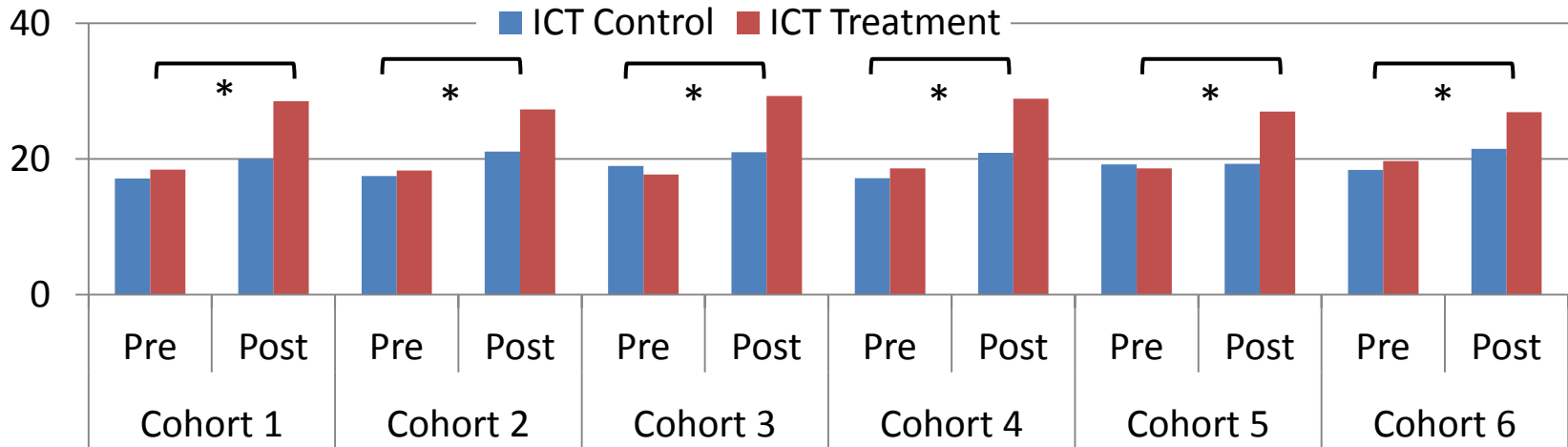
RCT→implies causality

SAMPLE

- Criteria:
  1. Residing in any of the six informal settlements (slum areas) in and around Nairobi
  2. Female
  3. Age 18-35 years
  4. Completed high school
  5. Out of school for at least one year
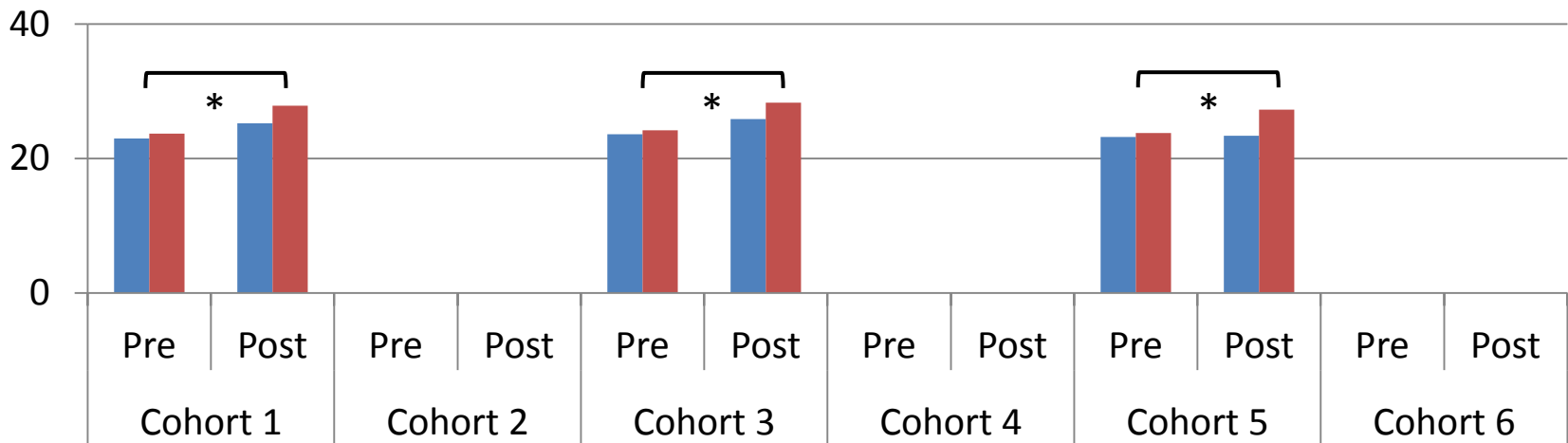 6. Not employed at the time of application

Findings: Post-test (I)

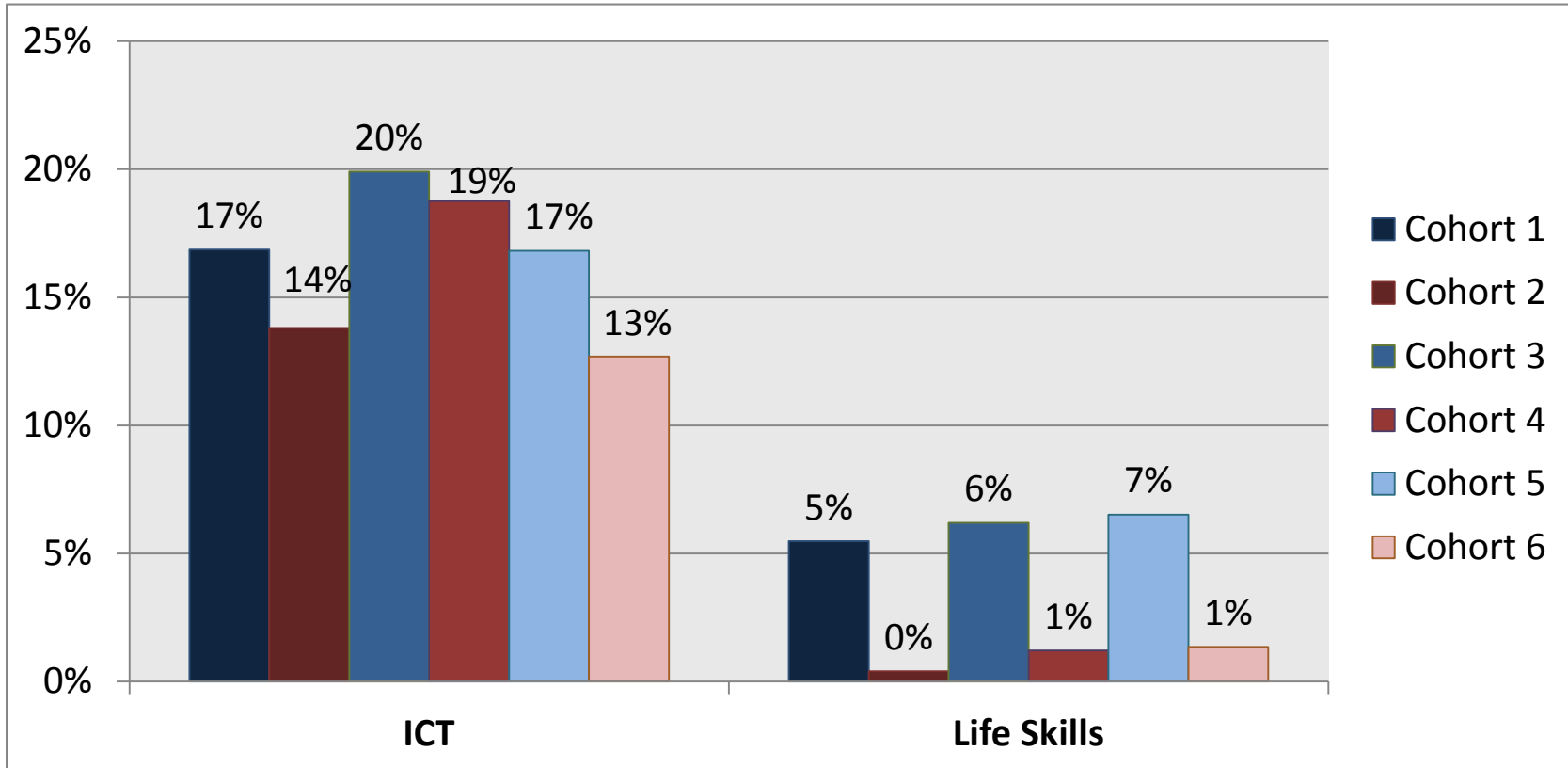**ICT test scores higher in T than C for _all_ cohorts that received ICT training**

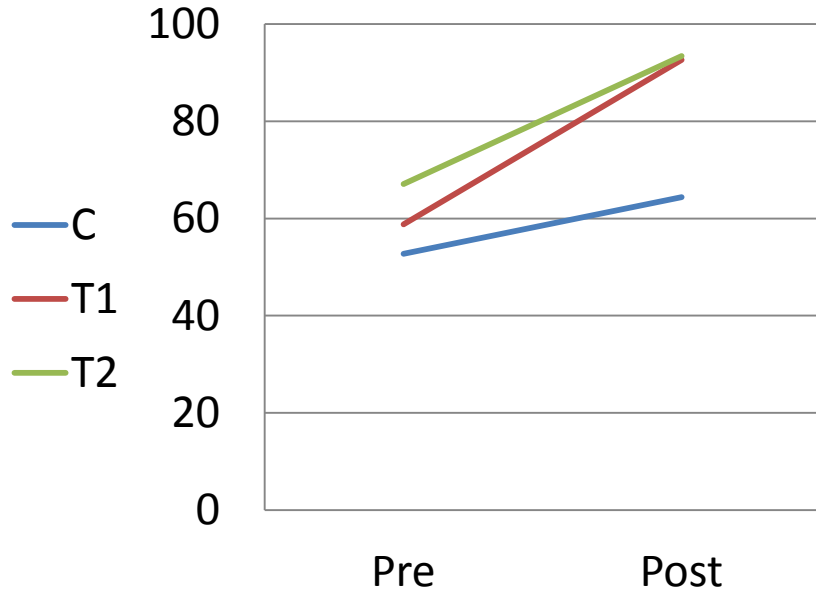**Life Skills test scores higher in T than C for _all_ cohorts that received Life Skills training**
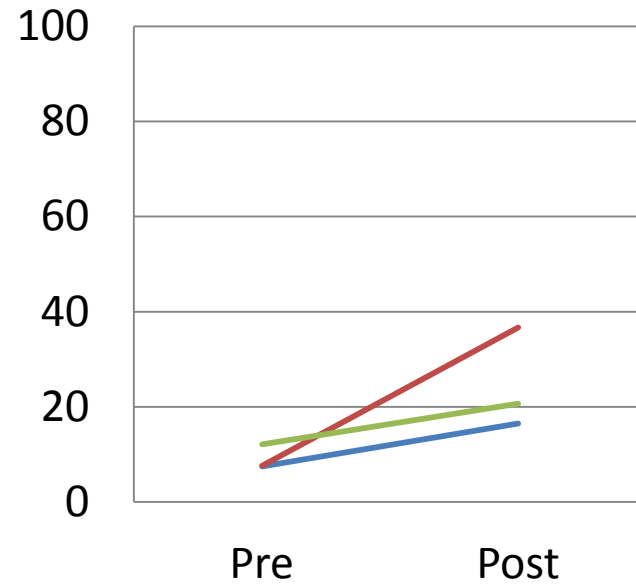
Findings: Post-test (II)

Findings: Exit Survey (I)

Findings: Exit Survey (II)

Currently employed
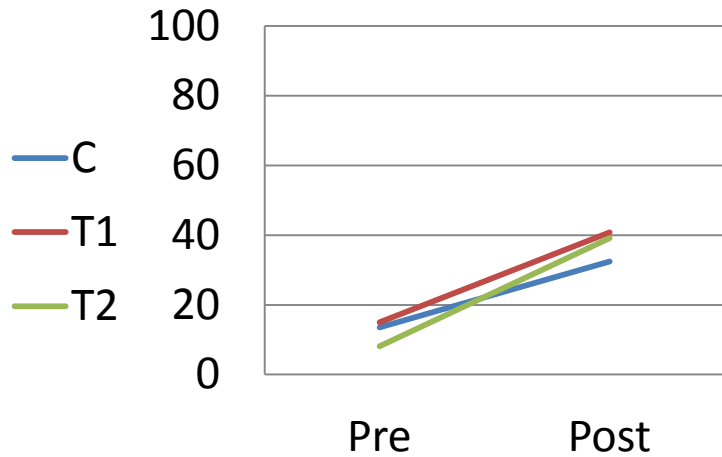
Full-time employment

Weekly income

Legend: C, T1, T2
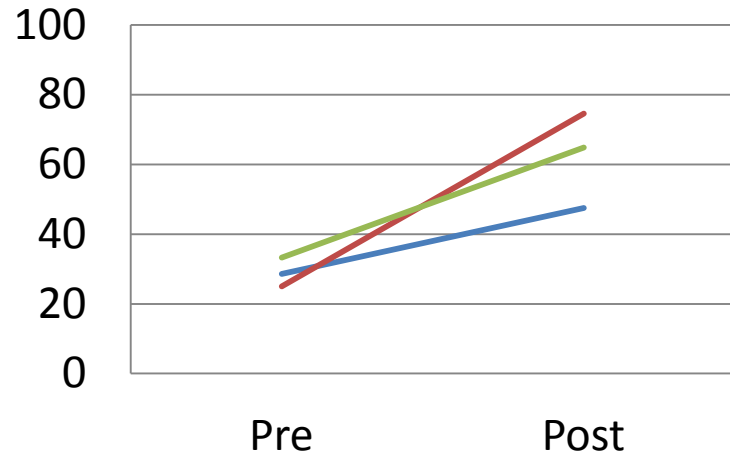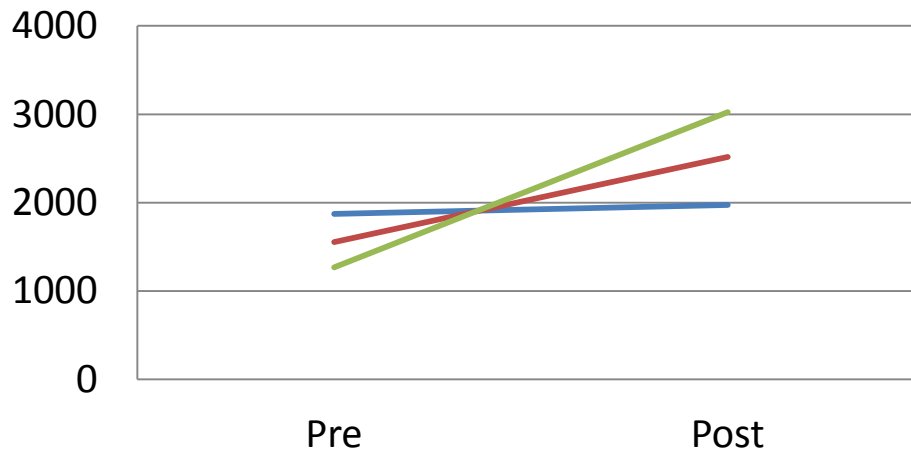
Findings: Cautionary Remarks

Have looked for employment
- Cohort1: 15.2%
- Cohort2: 8.5%
- Cohort3: 6.4%
- Cohort4: 13.8%
- Cohort5: 14.0%

Currently employed
- Cohort1: 11.2%
- Cohort2: 22.9%
- Cohort3: 11.3%
- Cohort4: 11.8%
- Cohort5:

Full-time employment
- Cohort1: 48.6%
- Cohort2: 19.5%
- Cohort3: 25.2%
- Cohort4: 3.7%
- Cohort5: 4.2%
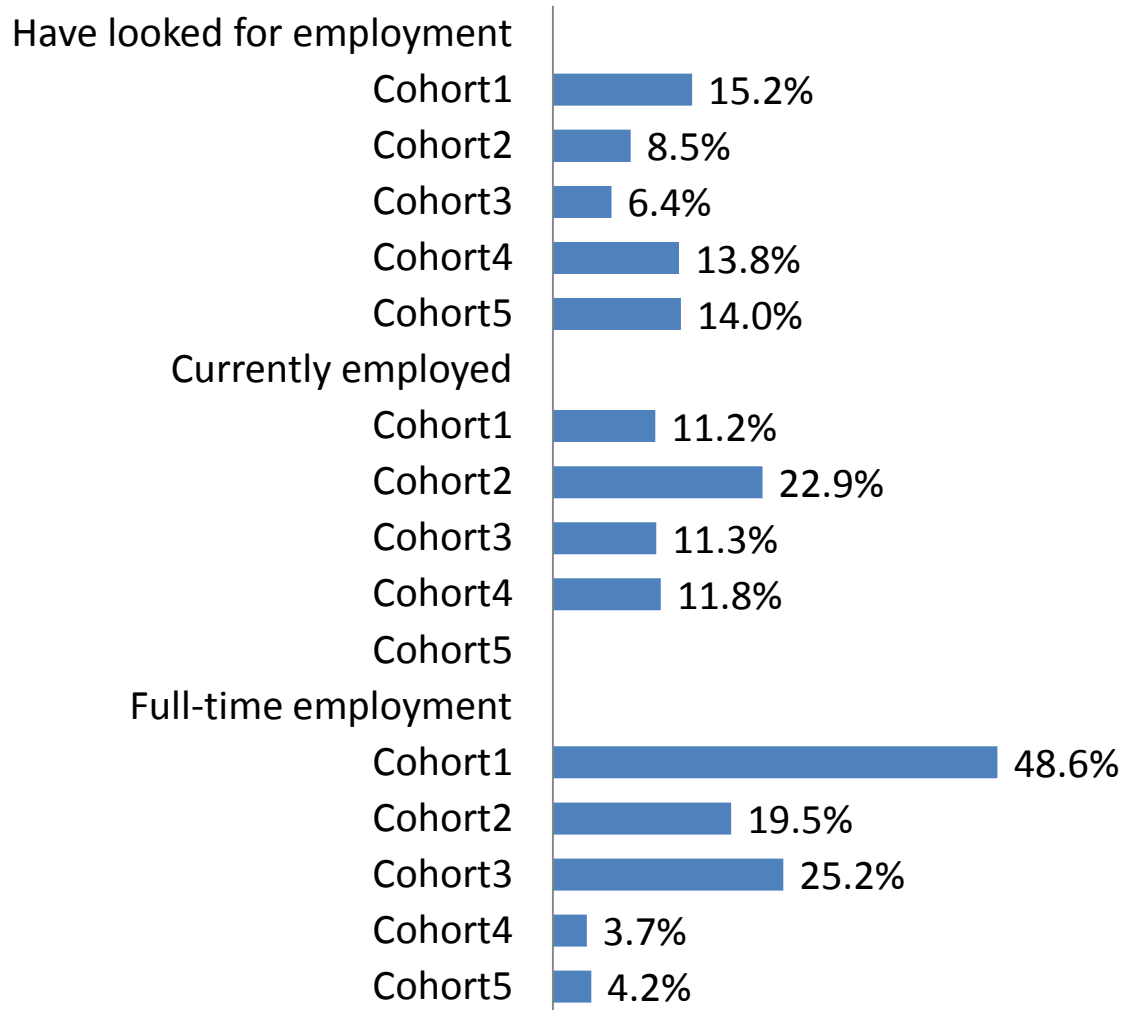
Summary

- RCT established that Ninaweza training in ICT and Life Skills succeeded in increasing test scores 2 months later

- End-line interview suggests that treatment participants are more confident in their skill set, more optimistic in getting a job and more likely to obtain a full-time salaried position