

Gender Innovation Lab Youth Employment Projects

1. **Benin Youth Skills Training (2.0)**, World Bank and Government of Benin

As part of the Benin Youth Employment Project, technical, business and life skills trainings and grants for small business start-up will be offered to vulnerable male and female youth.

Traditionally, strong gender norms limit the occupational choice of girls and women to two or three relatively less productive occupations. In order to encourage women to cross over to more lucrative non-traditional trades, this evaluation study will test the impact of information campaigns, sensitization activities or short-term technical re-training in productive trades. The study will also examine whether and how trainings and start-up grants facilitate business start-up, raise profit and investment, and foster women's participation in relatively more productive activities.

2. **Liberia Adolescent Girls Initiative (AGI) (1.0)**, World Bank and Government of Liberia

The Economic Empowerment of Adolescent Girls and Young Women (EPAG) project in Liberia is part of a World Bank-led Adolescent Girls Initiative (AGI) to promote the economic empowerment of adolescent girls and young women in eight low-income and post-conflict countries. The Liberia project completed its pilot phase from 2010-2012. Training consisted of classroom-based life and technical skills training, as well as follow-up and job placement support. Results from the randomized-controlled trial show an increase in employment of 50% for the treatment group versus control group and increases in savings. The analysis of impact relies on difference-in-difference comparisons of treatment and control groups between baseline (before training) and midline (after the first round of training).

3. **Liberia Sisters of Success (SOS) (2.0)**, International Rescue Committee (IRC), Educare and PPAL

This impact evaluation will investigate whether being part of a mentorship program during early adolescence (ages 12-15) improves outcomes for girls in Liberia's capital city, Monrovia. As girls pass through adolescence, a number of factors influence whether they complete secondary school, avoid teenage pregnancy, and develop the life skills, attitudes, behaviors and relationships that will set them on a path to a healthy and productive adulthood. SOS matches volunteer mentors to groups of 10 girls, who they meet twice a month over the course of a year and a half. This part of the program – having a mentor and being part of a mentee group – is the girl-focused intervention. It is different from other, somewhat similar programs, in its pure life skills focus – neither vocational training, nor cash transfers, are a part of this program.

Additionally, there will be a guardian-focused intervention, aimed at addressing household-level factors that may affect the same outcomes the girl-focused intervention is trying to influence.

The impact evaluation will answer whether the girl-focused and guardian-focused interventions, individually and jointly, (i) Reduce girls' likelihood of dropping out of school prematurely? (ii) Reduce girls risky sexual behavior and likelihood of becoming pregnant as a minor? (iii)

Increase girls' voice and influence? (iv) Change girls' occupational choice, earnings, and savings? Complementary qualitative research will examine how the interventions affect participating girls. This study involves 2,880 girls, and will follow them for four years. This study is being carried out in collaboration with the International Rescue Committee's internal research team, and Innovations for Poverty Action. The SOS program girl-focused intervention is being funded by the Nike Foundation.

4. Nigeria Business Process Outsourcing (BPO) Youth Employment Project (1.0), World Bank

This evaluation will analyze the impact of ICT training on employment and non-employment outcomes for women and men in the BPO industry. Treatment group received training for employment in BPO/IT industry jobs as well as general office skills training. Baseline data was collected in FY11 both through a socio-economic questionnaire and through the conduction of implicit association tests (IATs) to measure any gender bias of applicants.

5. Republic of Congo Skills Development for Employability (2.0), Government of the Republic of Congo and World Bank

In partnership with the Ministry of Technical and Professional Education, Qualifying Training and Employment, this project will provide business and technical skills training to vulnerable youth, and follow-up visits tailored to female entrepreneurs. The evaluation will examine the impacts of business skills training only versus additional technical training on business profit, investment, survival and growth. It will also compare the effects of reducing the length of training versus increasing the frequency of follow-up visits in the participation and retention of women on training activities, as well as on the impacts of training on their business outcomes.

6. Rwanda Adolescent Girls Initiative (1.0), Government of Rwanda and the World Bank

In Rwanda, the AGI project is implemented jointly by the Ministry of Gender and Family Promotion (MIGEPROF) and the Workforce Development Authority (WDA). A randomized impact evaluation was originally designed, but due to delays was redesigned in June 2013. The evaluation will examine the second cohort of training under the project, scheduled to begin in late 2013

7. Sierra Leone Empowerment and Livelihoods for Adolescent Girls (ELA) (2.0), BRAC

This initiative seeks adolescent girls' social and economic empowerment by providing adolescent development centers (ELA clubs), life skills training, livelihood training, and credit support to start income-generating activities. The impact evaluation will disentangle the effects of the different program components to identify the most binding constraints. To this end, 200 target villages will be randomly assigned to either a control group or one of three treatment groups: the first will offer the ELA club and life skills training; the second will offer all the previous plus livelihood training; and the third will offer the entire package including microcredit support. A wide range of outcome indicators related to economic and health behaviors of adolescent girls will be examined.

8. South Sudan Adolescent Girls Initiative (AGI) (1.0), World Bank and BRAC

The Empowerment and Livelihoods of Adolescents (ELA) project in South Sudan is part of a World Bank-led Adolescent Girls Initiative (AGI) to promote the economic empowerment of adolescent girls and young women in eight low-income and post-conflict countries. All the projects in the AGI offer skills training and complementary services to facilitate young women's transition to productive work. The intervention is based around village-level girls' clubs established in four states of South Sudan.

9. Tanzania Empowerment and Livelihoods for Adolescents (ELA) (1.0), BRAC

This study will evaluate an intervention that aims to increase the economic empowerment of adolescent girls in rural Tanzania through life-skills training, income-generation skills training, and access to microfinance.

10. Togo Youth Employment Program (1.0), Government of Togo and World Bank

This research study focuses on evaluating the effects of a set of alternative labor market interventions in Togo: twelve months internship program, internship program plus a voucher for training in an area of firms' need, and a soft-skills training. The evaluation will compare these different types of interventions in order to learn about their impact on employment, income, living standards, financial independence, savings and investment behavior, and social status. This study will also focus on the gender disaggregated effects of the soft-skills training and internship programs, and special efforts will be made to ensure women's participation in the program. We will also analyze the effects on firms' perceptions of youth and women employees and hiring.

11. Uganda Empowerment and Livelihoods of Adolescents (ELA) (1.0), BRAC

The ELA project in Uganda aims to increase the economic empowerment of adolescent girls in rural areas by providing life skills training, income-generation skills training, and access to microfinance. After tracking 4,888 girls over a period of two years, the GIL found that the program had strong positive impacts on economic, health and agency outcomes for the girls. Another finding from the evaluation was an increase in the adolescents' engagement in self-employment activities, as well as an increase in self-assessed entrepreneurial ability. To gather further evidence on the effectiveness of the intervention in promoting entrepreneurship, the GIL is using an experimental setting to investigate the ELA participants' willingness to compete compared to their peers in control locations, as well as to selected males with similar socio-economic background characteristics.