



PROGRAM D'APPUI À L'INTÉGRATION SOCIO-ÉCONOMIQUE DES JEUNES EN RÉPUBLIQUE DE GUINÉE COUNTERFACTUAL IMPACT EVALUATION



Funded by
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EVALUATION CONTEXT

Guinea presents high levels of underemployment, precarious working conditions, and low levels of productivity partly due to a shortage of soft and technical skills within its labor force. A keystone to reduce the mismatch between the skills available and those required in the labor market is education.

Action is therefore needed to develop relevant skills, aspirations, and support pupils in the transition into the labor market. In this context, the INTEGRA-GIZ project trained primary school teachers on how to integrate “preparation for professional life” (PVP) modules in grades 4 and 5. These modules aim at **developing valuable skills to help pupils integrate into society and prepare them for future educational and professional choices**. In practice, this consists of in-class modules to stimulate social practices (debate, problem solving, group working, etc.) as well as presenting professional occupation options to the pupils.

UNDERSTANDING THE IMPACT

The programme is evaluated by using a Counterfactual Impact Evaluation (CIE) which combines a method Difference in Difference (DiD) and a matching approach to measure the impact of the program on soft skills, education, and life aspirations. This is done by comparing the pupils who had teachers trained to implement “preparation to professional life” modules

QUICK FACTS

IMPLEMENTING PARTNER

GIZ – Deutsche Gesellschaft für
Internationale Zusammenarbeit

LOCATION

Guinea

METHODS

Difference-in-Difference (DiD) and
weighting

TARGET GROUPS

Pupils in grade 4 and 5 (primary
school) including girls

FINANCING AMOUNT

10 000 000 EUR

to pupils who did not have trained teachers. The approach requires collecting data before and after the pupils are exposed to the PVP modules (beginning of grade 4) and end of grade 5). C4ED collected baseline data on 1,616 pupils from 67 different schools in Guinea, among which 50% are girls to allow the investigation of differentiated impacts across gender.

Then, C4ED collected endline data on the same pupils at the end of grade 5. In addition, C4ED is employing qualitative methods to explore the relevance of the modules and to assess the extent to which they accommodate the employers' and future job candidates' needs. To do so, C4ED collected qualitative data on 42 respondents through 2 Focus Group Discussions (FGD), 14 In-Depth Interviews (IDI) and 19 Key Informant Interviews (KII) with relevant stakeholders such as pupils and their parents, trainers, teachers, school directors and GIZ staff. 40 additional interviews are planned in July and August 2023. This

data will help C4ED to assess the quality of the implementation and to understand why and how the changes (or lack thereof) observed in the CIE materialized. C4ED faced several challenges. First, pupils have been exposed to trained teachers with different levels of intensity due to absenteeism and replacements. Therefore, C4ED has collected information on the number of months each pupil has been exposed to a trained teacher. Also, despite simplifying the questionnaires and the interview grids, it was challenging to collect quantitative and qualitative data on young children.

BUILDING ON SOLID FOUNDATIONS

Counterfactual impact evaluations (CIEs) are used to identify the attributable effect of a project on beneficiaries. The "counterfactual" is what life would have looked like in the absence of the intervention. Unlike in simple before-and-after comparisons, CIEs provide a way to separate program impacts from other effects. Since we cannot directly observe a counterfactual, we construct a control group using experimental and quasi-experimental econometric methods to estimate program impacts.

A Difference-in-Difference (DiD) approach is a method in which individuals receiving the intervention are compared to individuals not receiving the intervention. To estimate the impact, the method accounts for initial differences between the treatment and the comparison group that are constant over time. To further reduce initial differences, individuals receiving the treatment are matched with comparison individuals based on observable characteristics.

HOW WILL A CIE INFORM POLICY?

The CIE intends to provide context-specific insights on whether training teachers on PVP modules has an impact on key outcomes (soft skills, enrolment in secondary school, professional aspirations) and the underpinning mechanisms that enabled such changes. Findings regarding effects by key subgroups will also inform on

specific effects (on girls and pupils in rural areas) and implementation strategies.

From an academic standpoint, the CIE will also contribute to the literature and fill knowledge gaps regarding the impacts of programs implemented in primary schools.

TIPS FOR FUTURE PROJECT IMPLEMENTATION AND EVALUATION

To embed the most robust impact evaluation in the future, C4ED recommends having regular meetings between the evaluation team and the project team, if possible, before the start of the project.

The experience has also demonstrated the need for support from the project team and the Ministry of Education to facilitate the collection of data on primary school pupils.