



Partnership for Economic Inclusion

IE Collaborative

Technical Workshop

October 11-12, 2022



Training and Job Placement for Youth at Risk

Country: Dominican Republic

Name of Project: Training and Job Placement for Youth at Risk

Research Team:

- Alejandro de la Fuente
- Xavier Giné
- Meritxell Martínez

Operational Team: SUPERATE Program (Main umbrella social protection program)

Government agencies involved:

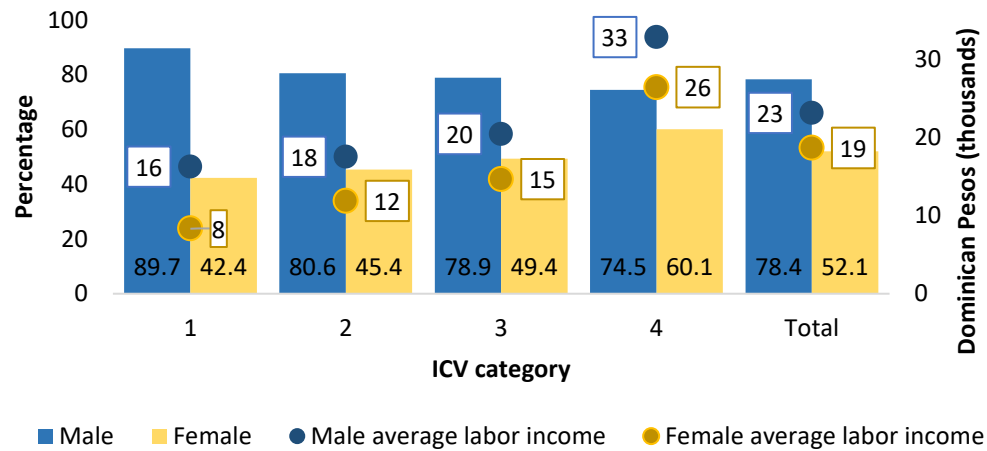
- INFOTEP credited centers for providing technical education (COS)
- SIUBEN (Unique System of Social Program Beneficiaries)

Project status:

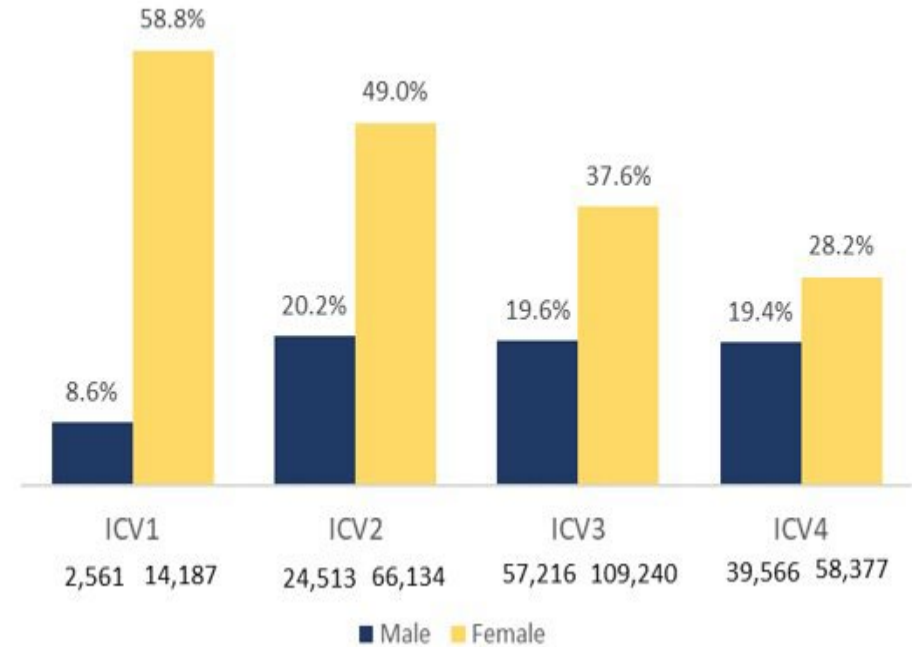
- Completed evaluation; focus now on improvements for next phase of program implementation and scaling in urban areas

Background - Poor youth (ages 18-29 years) earn less and are at higher social risk than other groups

Employment rate and average labor income (18-64-year-olds), by poverty status (ICV) and sex, Q4 2021

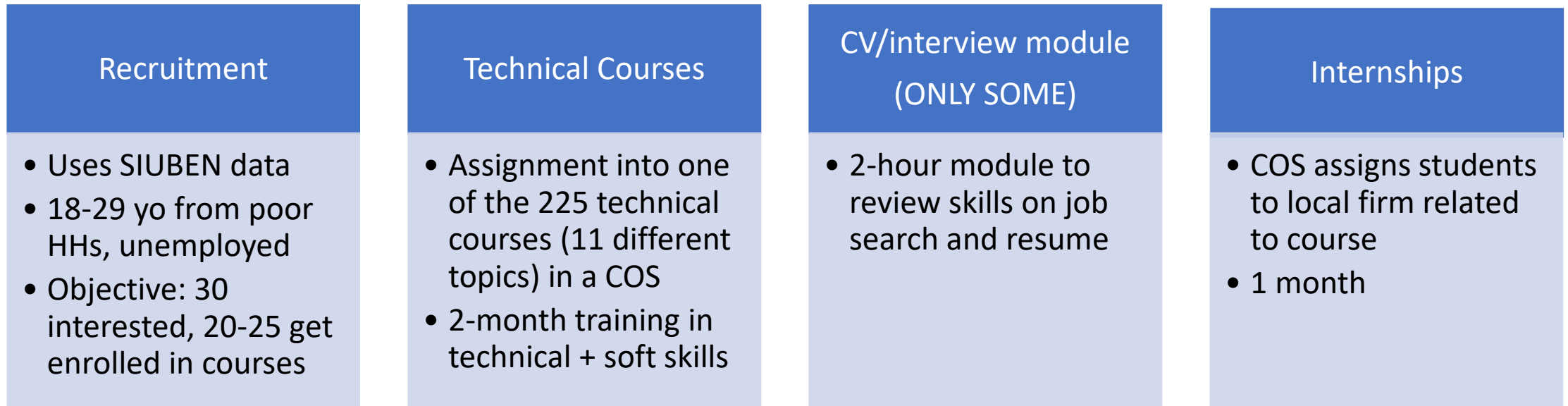


NEETs (18-29-year-olds), by poverty status (ICV) and sex, Q4 2021



DR OBJECTIVE: INCREASE YOUTH EMPLOYMENT

Intervention timeline and process - Training



Timeline for 3a:

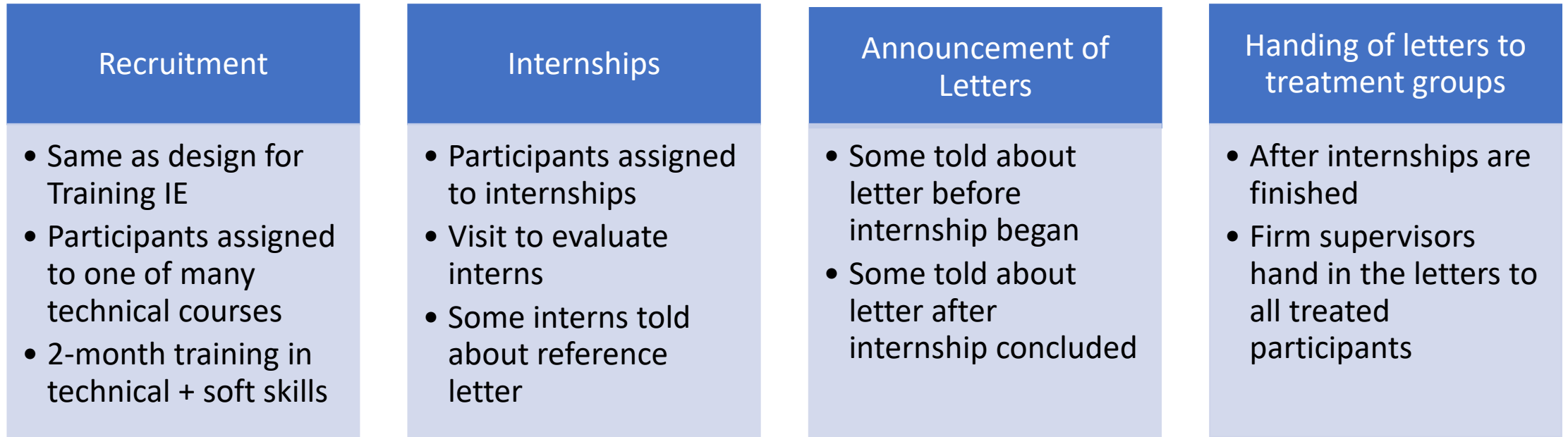
Sep 2019

1st quarter 2020

1st quarter 2020

2nd quarter 2020

Intervention timeline and process - Letter



Timeline for 4a: Data collections

1st quarter 2021

2n quarter 2021

Baseline 2n quarter 2021

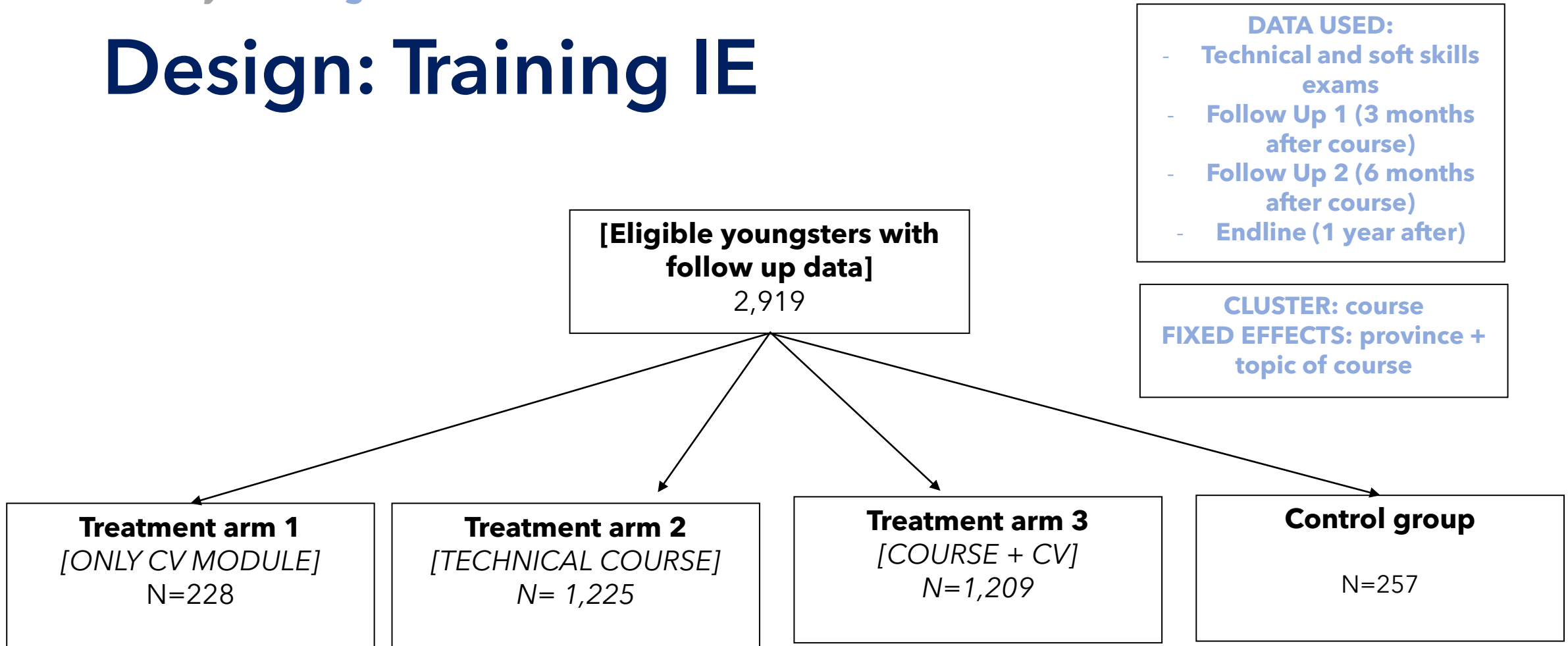
4th quarter 2021

Evaluations 4th quarter 2021

4th quarter 2021

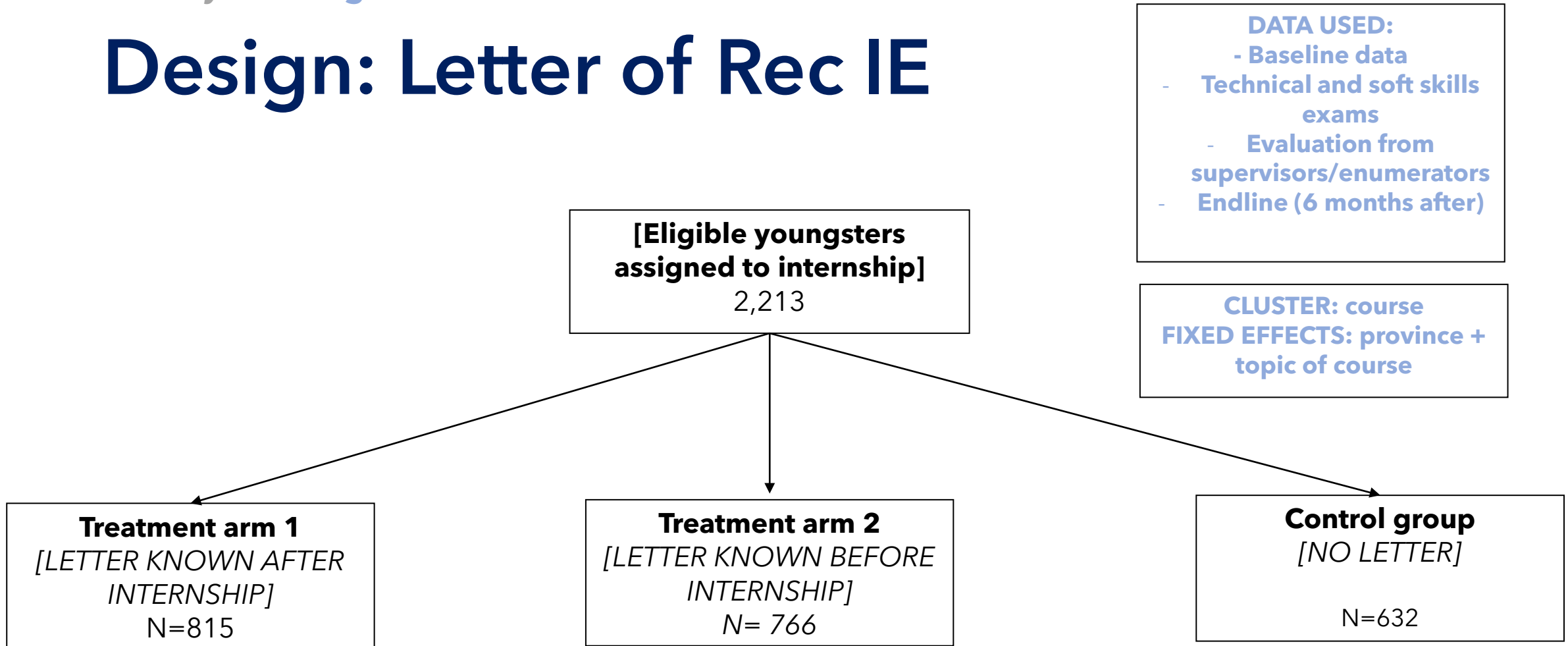
Endline 2n quarter 2022

Design: Training IE



Country: Training and Job Placement for Youth at Risk

Design: Letter of Rec IE



Key Outcomes and Results - Training IE (Letter IE ongoing)

Employment

No effect (6-12 months after)

No differentiated effect by gender

Wages

Increase between 7 and 10 pp 6 months after the course training

No effect from CV training only

Increase among high-income earners one year after the course training

Formality

No effect 6 months after

Increase over 10pp in paying income taxes one year after, all treatments

Job search

Better resume, more job search (6-12 months) after course training

Country: Training and Youth Placement for Youth at Risk

Literature on similar programs

ACTIVE LABOR MARKET PROGRAMS									Effects on		
Authors and Year	Country	Rural/Urban	Gender	Age	Poverty focus	Sample size	Internship?	Course duration	Employment	Wages	Formality
OURS	DR	Urban	Both	18 to 29	Yes	2,900	Yes	2 months	0	+	+
David Card et al (2011)	DR	Urban	Both	18 to 29	No	1,300	Yes	2 to 3 months	0	+	+
Pablo Ibarra et al (2012)	DR	Urban	Both	18 to 29	No	5,000	Yes	2 to 3 months	0	+	+
Orazio Attanasio et al (2011)	Colombia	Urban	Both	18 to 25	Yes	4,200	Yes	3 months	+ (women) 0 (men)	++ on women, 0 men	+ for both
Orazio Attanasio et al (2017)	Colombia	Urban	Both	18 to 25	Yes	31,054	Yes	3 months	+	++	++
Marianne Bertrand et al (2021)	Cote d'Ivoire	Urban and semi urban	Both	18 to 30	No	Around 4,150, 70% treated	Yes, public road work for 7 months	Single 1 day course for entrepreneurship or technical skills	0	++	++
Hirshleifer et al. (2016)	Turkey	Both	Both	All ages	No	6,000	Yes	3 months	0	0	0
Honorati (2015)	Kenya	Urban	Both	18 to 29	No	2,100	Yes	3 months	+	0	0
Field et al (2019)	Mongolia	Urban	Both	All ages	No	2,100	Yes	2 years	+	++	0

Notes: + refers to a positive effect of less than 10 percentage points, ++ to more than 10. 0 refers to no significant difference between treatment and controls. All these studies were of experimental nature (RCTs). Most struggled with high attrition and some degree of self selection

Project innovations and scale

Innovations that the project currently has:

- *Soft and technical skills assessments*
- *Cost-effectiveness of technical training vis a vis resume and interview training*
- *Giving recommendation letters from supervisors (only 4th round - not shown in this presentation)*

New innovations under discussion:

- *The DR government intends to improve the effects of youth training programs at scale (urban)*
- *Analyze effects of differentiated lengths of intervention, with or without internship*
- *Job search support*

Motivation for the proposed new impact evaluation

Key CURRENT policy issues:

- Can a two-month course increase employment among the youth poor? Are more skilled youngsters able to perceive a higher salary?

Knowledge gaps on economic inclusion already addressed:

- How does a technical course fares relative to improving skills on resume making for job creation?
- How do impacts vary over time and are they sustained?
- Are interventions facilitating referrals to service providers effectively?

Key FUTURE policy issues:

- Can job search support after training courses generate higher employment? What type of job search support is most cost-effective?
- Does the length of the internship/training matter?

Knowledge gaps in economic inclusion we would like to address in the FUTURE:

- What is the role of external support and motivation on job search and matching?
- Are there imperfections in urban labor markets that a matching system could tackle?

Literature to inform possible new designs

SUPPORT IN JOB PLACEMENT									Effects on					
Authors and Year	Country	Rural/Urban	Gender	Age	Poverty focus?	Sample size	Main Support Method	Support duration	Employment	Wages	Formality	Incentive to move	Skilled job	
Beam (2014)	Philippines	Both, mainly rural	Both	20-35	No	865	Job Fair incentive	NA	0	0	++	+	NA	
Beam et al (2021)	Philippines	Both (in school)	Both	15-25	Yes	3,281	Minimum wage job during school breaks	20 to 52 days	+	0	+	+	0	
Bassi et al (2022)	Uganda	Urban	Both	18-25	No	1,400	Vocational training, + matching interviews or matching alone for some	6m training, 1 year match	++ (for training), - for matching	++ (for training), - for matching	+	(for training)	NA	++ (for training)
Bassi, Nasamba (2017)	Uganda	Urban	Both	20 yo	No	1,200	Interviews with employers with certificate of skills	NA	+, for lower skill workers	+, for lower skill workers	NA	NA	+, for lower skill workers	
Groh et al (2015)	Jordan	Urban, graduates	Both	22-25	No	1,354	Matching to firms	NA	0	0	0	0	0	
Banerje (2020)	South Africa	Urban	Both	18-32	No	1,082	Subsidies to city centre motivated by information bias	NA	0	0	Treatment improves knowledge about job market		0	
Abebe et al (2019)	Ethiopia	Urban, HG grads	Both	18-29	No	3,000	Transport subsidy (T1) and job application workshop (T2) with certification of skills	16 weeks subsidy, 2 days workshop	+(ST)	++ (ST for both), ++ (LT only workshop)	NA	NA	++ (ST for both), ++ (LT only workshop)	

Candidate interventions for an impact evaluation design

Intervention 1:
LOCAL INTERNSHIP
(cheaper, skills maybe learnt equally)

Intervention 2:
AWAY INTERNSHIP
(Provide internship in high job province)

Intervention 3:
LENGTH OF COURSE
(longer trainings are associated with better results in literature)

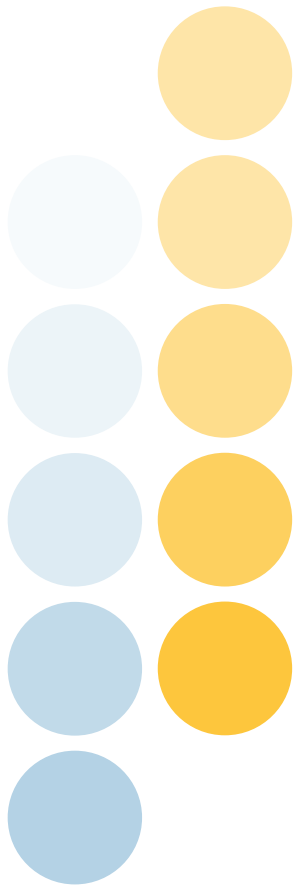
Intervention 4:
JOB MATCHING
(Job platform to help students find job)

Intervention 5: LENGTH OF INTERNSHIP
(lengthen it to 6 months for some)

Intervention 7:
CERTIFICATION
(2x2 skills certificate and letter of recommendation from internship)

Implementation challenges

- *Communication with the COS (educational centers) + teamwork to assign students to internships and develop technical skills tests*
- *Effectiveness of formal means of employment linked to very informal market (most employment linked by contacts)*
- *Government focus on urban areas; entrepreneurship also being considered*
- *Need for close coordination between implementing program and the main agencies (notably the Ministry of Labor and INFOTEP)*



Thank you!

Alejandro de la Fuente

Contact: adelafuente@worldbank.org



PEI FUNDING PARTNERS



Implemented by

