

# Interventions to Increase Youth Employment

An Evidence and Gap Map

Short title: Youth Employment Evidence and Gap Map

## Technical Report

Robert Apuyno, Thomas Katairo, Caroline Otike, Mary Bekoreire Wasike, Alison Annet Kinengyere, Martha Kyaterekera, Varsha Nair, Sujata Shirodkar, and Howard White

August 2024

 <p>Funded by the European Union</p>	
 <p>theAfricaCentre MAKERERE UNIVERSITY COLLEGE of HEALTH SCIENCES</p>	

## **FUNDER**

The Youth Employment Evidence and Gap Map was funded by the European Union. Earlier editions of the map were funded by the Mastercard Foundation and Youth Futures Foundation.

## **DISCLAIMER**

Disclaimer: “This document has been prepared for the European Commission, Directorate-General for International Partnerships (INTPA). However, it reflects the views only of the authors, and the European Commission is not liable for any consequence stemming from the reuse of this publication. More information on the European Union is available on the Internet (<http://www.europa.eu>).

## EXECUTIVE SUMMARY

---

**Identifying what works:** The Youth Employment Evidence and Gap Map (EGM) is a resource that shows the evidence base on what works to improve youth skills, employment and job quality. To be included in this map a study must contain evidence related to the target population for this EGM which is any young person (aged 15-35) from any country.

In total, the map contains 1,023 studies that evaluate the effectiveness of youth employment and skills interventions. Of these 31 are systematic reviews, 594 are impact evaluations, 407 are process evaluations. These numbers include nine mixed method studies combining both impact and process evaluation. They are included in the totals for both. The map is accompanied by this technical report which provides a descriptive overview of selected characteristics of the studies contained in the map.

The map is a useful tool for researchers, policy analysts, academicians, and NGOs supporting youth employment, in that it can help users find where evidence exists and where there are gaps. The map is being produced as a building block for an evidence-based toolkit for youth employment. The map contains study-level summaries, but does not synthesize the evidence across studies. A synthesis has been produced on the basis of the studies of interventions in countries in sub-Saharan Africa included in the map as part of this project.

**How was the Youth Employment Evidence and Gap Map developed?** A rigorous, replicable methodology similar to that used in the conduct of systematic reviews was used, following a published protocol which is online available as: [PROTOCOL: Interventions to increase youth employment: An evidence and gap map](#). This version of the map (funded by the European Commission) is an update of earlier versions funded by Mastercard Foundation and Youth Futures Foundation (YFF). The original study protocol was updated with additional input from the European Commission (EC). The [earlier version](#) of the map was published in *Campbell Systematic Reviews*.

**Why do we need this Evidence and Gap Map on youth employment interventions?** To help young people into meaningful work, we need to make sure they are getting the best possible

support. To do this, we need to know which approaches are most effective. This map is the first stage in producing evidence tools for decision-makers. The map is the largest repository of studies of youth employment interventions.

It helps in the identification of where there are gaps in evidence, so we can focus research on areas that build our understanding of what works to help young people into employment. The map provides a visual representation of the evidence available, gives access to studies, and is a foundation for developing evidence-based products and services.

**How to use this map:** The map is organized by intervention categories (as row headings) and indicators (as column headings). The intervention categories are: Training, up-skilling & re-training/skilling, Support to employment, Decent work policies, Labour market information systems, Private sector development, Finance and financial incentives, and Cross cutting issues.

The contents of each cell are bubbles which represent primary studies (impact evaluations and process evaluations) and reviews, and the confidence we have in the study findings based on a critical appraisal of the study. The size of the bubble is proportional to the number of studies in that cell.

The colour of the bubble identifies the confidence in the study findings, where the **red bubble** represents a 'Medium and high confidence primary study'; the **blue bubble** indicates a 'Low confidence primary study', the **green bubble** a 'Medium and high-confidence systematic review' and the **orange bubble** a 'Low confidence systematic review'.

Study confidence was assessed using the following study appraisal tools: A 'Confidence assessment of Impact Evaluations tool' (Annex 4) and the [AMSTAR2 Tool for critical appraisal of Systematic Reviews](#). Process evaluations were assessed using a simple tool, described below, which assessed the reporting and adequacy of data, methods and the evidence-base for findings.

The map is interactive. Clicking on 'Filter' at the top of the left of the map gives a list of characteristics, such as country and study design. Select one or more of these filters and then 'Update' to see only the studies with the selected characteristics. The sub-categories in

the map can be collapsed by clicking on the horizontal or vertical “<<” next to the relevant category name.

Clicking on a row or column headings gives the list of studies in that row or column. Clicking on a cell gives the list of studies in that cell.

‘View Records’ gives a list of studies in the current view. These studies can be searched by typing a search term (e.g., author name) in the filter field. The list of studies in the ‘View Records’ view can be sorted by title, author or date, or grouped by study confidence. Listed studies can be downloaded to a (.ris) file by clicking ‘Download Listed References’. In this view the user may select or de-select filters, with the list of studies updating automatically as per the selected filters.

Clicking on a study gives its bibliographic information, summary, and a link to the original source.

## ABBREVIATIONS

---

3ie	International Initiative for Impact Evaluation
ADB	Asian Development Bank
AMSTAR	A Measurement Tool to Assess systematic Reviews
BCR	Benefit cost ratio
CAPLA	Canadian Association for Prior Learning Assessment
CBA	Cost benefit analysis
CEA	Cost effectiveness analysis
CER	Cost effectiveness ratio
COSATU	Confederation of South African Trade Unions
DAC	Development Assistance Committee
DFID	Department for International Development
DIME	Development Impact Evaluation
EC	European Commission
EGM	Evidence and Gap Map
EPPI	Evidence for Policy & Practice Information
ERR	Economic rate of return
ESF	European Social Fund
EU	European Union
FCV	Fragility, conflict and violence
IDB	Inter-American Development Bank
ILO	International Labour Office
IZA	IZA - Institute of Labor Economics
INTPA	Department for International Partnerships
IV	Instrumental variables
MSME	Micro, small and medium sized Enterprise

NBER	National Bureau for Economic Research
OECD	Organization for Economic Cooperation and Development
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analysis
PSM	Propensity score matching
RCT	Randomized Controlled Trials
RDD	Regression discontinuity design
SALDRU	Southern Africa Labour and Development Research Unit
SSA	Sub-Saharan Africa
T&A	Title and abstract
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
YFF	Youth Futures Foundation

TABLE OF CONTENTS

---

Executive Summary ..... 4

ABBREVIATIONS..... 7

Table of contents..... 9

List of tables and figures ..... 11

1 Youth wages and employment..... 14

    Introduction..... 14

1.1 European Union unemployment trends for youth ..... 14

1.2 Why youth unemployment is a concern ..... 15

1.3

2 About the Youth Employment Evidence and Gap Map ..... 16

2.1 What is an evidence and gap map? ..... 16

2.2 Why is this evidence and gap map on youth employment interventions needed? 16

2.3

2.4 Methodology ..... 17

    2.4.1 The Youth Employment Evidence and Gap Map ..... 17

2.5 Study type definitions: ..... 19

    2.5.1

2.6 Youth Employment Evidence and Gap Map Framework ..... 20

    2.6.1 Stakeholder consultation in the development of the framework ..... 26

    2.6.2 Identification of studies included in the map ..... 27

    2.6.3

        Search Strategy..... 27

        Agency websites ..... 28

        Citation searching..... 28

8 Interventions to Increase Youth Employment: An Evidence and Gap



	How were studies in the EGM selected? .....	30
	Critical appraisal of studies .....	32
	Systematic reviews .....	32
2.7	Impact evaluations .....	32
2.8	Process evaluation studies .....	33
2.8.1	Search results .....	33
2.8.2	Search results .....	33
2.8.3	How to navigate the Youth Employment Evidence and Gap Map.....	34
2.9	3 What's in the Youth Employment Evidence and Gap Map? .....	37
	An overview.....	37
3.1	Intervention categories .....	39
3.2	Intervention categories for youth employment .....	39
3.2.1	Multicomponent interventions .....	42
3.2.2	Labour market orientation .....	45
3.2.3	Indicator domains for youth employment interventions .....	47
3.2.4	Indicator domains for youth employment interventions .....	47
3.3	Other Characteristics of Evaluations in the map .....	49
3.3.1	Types of studies in the evidence base.....	49
3.3.2	Risk of bias of included studies (confidence in study findings).....	49
3.3.3	Risk of bias of included studies (confidence in study findings).....	49
3.3.4	Distribution of studies by sub-groups (gender analysis and youth demographics).....	50
	Regional categories .....	53
3.3.4.1	Regional distribution of studies.....	55
3.3.4.2	Top 12 countries studied.....	57
3.3.4.3	Variation in intervention by region.....	58
9	Interventions to Increase Youth Employment: An Evidence and Gap	

	Year of publication .....	60
4	Discussion and Conclusion .....	61
	General .....	61
3.3.5	Implications for research.....	62
4.1	Implications for policy and practice .....	63
4.2	References.....	64
4.3	Annex 1: Search Strategy for Evaluations .....	70
	References for Annex 1 .....	81
	Annex 2: Definitions of interventions .....	79
	Annex 3: Definitions of Indicators .....	89
	Education and skills outcomes .....	89
	Employment outcomes .....	90
	Welfare outcomes.....	92
	Entrepreneurship outcomes .....	93
	Design and implementation .....	94
	References for Annex 2 and Annex 3 .....	95
	Annex 4 Critical appraisal tool for effectiveness studies .....	101
	Reference for Annex 4.....	106
	Annex 5 List of websites searched .....	104
	Annex 6 Screening tool.....	107
	Annex 7 Prisma flowchart .....	108

## TABLES

---

Table 1: Intervention categories and sub-categories.....	21
Table 2: Indicator categories and sub-categories .....	24
Table 3: Selected agency websites for evaluations.....	29
Table 4: Criteria for selection of evaluations included in the Youth Employment EGM .....	31
Table 5: Aggregate map of interventions against outcomes .....	40
Table 6: Intervention categories for youth employment.....	39
Table 7: Intervention sub-categories for training and up-skilling, number of studies .....	40
Table 8: Support to employment intervention sub-categories .....	41
Table 9: Interventions codes under more than one intervention category (number and as percent of interventions coded in that category by row heading).....	43
Table 10: Interventions codes under more than one intervention sub-category for training interventions (number and as percent) .....	44
Table 11: Classification of interventions by labour market orientation: .....	46
Table 12: Indicator domains, number of studies .....	47
Table 13: Employment Outcomes.....	50
Table 14: Types of studies in the evidence base.....	49
Table 15: Confidence in study findings of included studies (number and percentage by study type) .....	50
Table 16: Gender analysis .....	51
Table 17: Distribution of studies by sex of intervention participants.....	51

Table 18: Distribution of studies by sub-group - Age.....	52
Table 19: Distribution of studies by sub-group - Social Status .....	53
Table 20: Regional categorization of countries.....	54
Table 21: Top 12 countries studied .....	56
Table 22: Interventions by region .....	57
Table 23: Number of studies per time period .....	60
Table 24: Number of studies by publisher .....	60

# FIGURES

---

Figure 1: Trends in youth unemployment rate in 27 EU countries from 2002 to 2022 ..... 15

Figure 2: Snapshot of a section of the Youth Employment Evidence and Gap Map ..... 34

Figure 3: Hovering over a cell to get a list of studies ..... 35

Figure 4: Clicking on a cell gives a list of studies ..... 36

# 1 YOUTH WAGES AND EMPLOYMENT

---

## INTRODUCTION

1.1 Youth unemployment and low pay are persistent problems. Young people are more likely to be unemployed, and they have been hit harder by the Covid-19 shock than others (e.g. Wilson and Papoutsaki, 2021). Young people from disadvantaged backgrounds are more likely to be unemployed than those from better off backgrounds, and be paid lower wages in adulthood, especially among ethnic minority groups (Li and Heath, 2020).

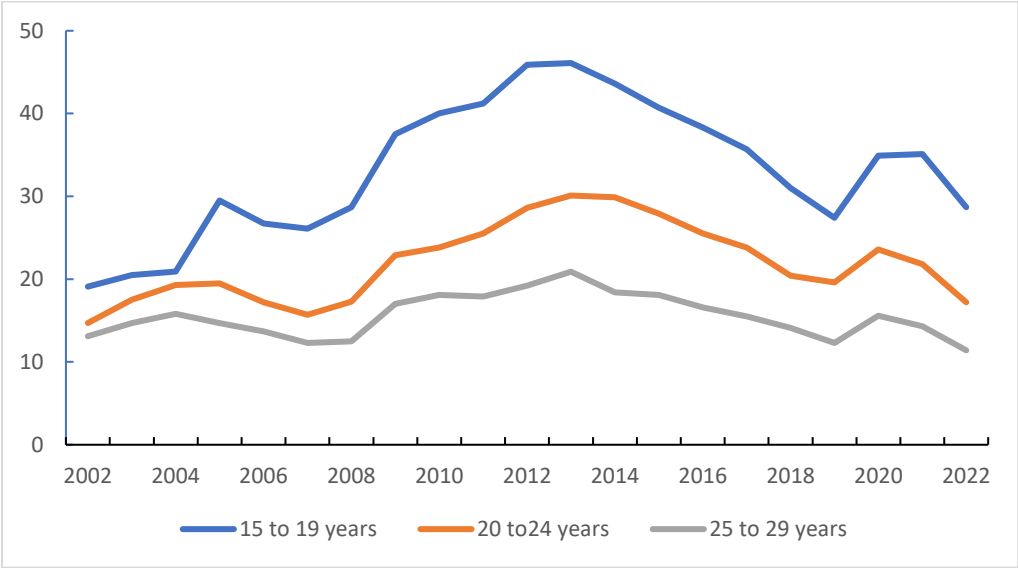
Persons in unemployment are defined as all those of working age who are not in employment (either formal or informal), who made an effort to seek employment and were currently available to accept employment given a job opportunity (ILO, 2019).

## 1.2 EUROPEAN UNION UNEMPLOYMENT TRENDS FOR YOUTH

In late 2023, the unemployment rate across the European Union (EU) was 6.5%, whereas that for young people (aged under 25) was more than double that at 14.5% (Eurostat, 2024a). Figure 1 shows that the trends in unemployment among young Europeans remain high, especially for the youngest age group. In the 15-19-year age group, the average unemployment rate over the five-year period 2018-2022 was 31.4%, which was over two times that for those aged 25-29 years at 13.5% (Eurostat 2024a).

Although the EU's youth unemployment rate at 13.0% was lower than the global rate of 15.6% (ILO, 2022), sharp disparities exist within the 27 EU countries. For example, the EU youth unemployment in late 2023 was highest in Greece and Spain at 27.3% and 27.9% respectively in contrast to only 5.6% in Germany and 5.9% in Iceland (Eurostat, 2024). There are similar disparities in the proportion of young people who are Not in Employment, Education, or Training (NEET) ranging from 5.8 and 6.4% in Norway and Iceland respectively, to 19.3% in Romania (Eurostat, 2024b).

**Figure 1: Trends in youth unemployment rate in 27 EU countries from 2002 to 2022**



Source: Eurostat Databrowser: Youth unemployment rate by sex, age and country of birth.

**WHY YOUTH UNEMPLOYMENT IS A CONCERN**

**1.3**

Youth unemployment matters for many reasons. It is an immediate loss to the economy not to benefit from the productive potential of these young people (White et al., 2021). Adverse long-run effects accumulate, as young people with protracted periods of unemployment may come to be seen as unemployable as they have not had the opportunity to gain experience and on-the-job skills (White et al., 2021).

In addition, unemployment increases the likelihood of increased criminal activity like theft or robbery and vandalism of businesses thereby increasing the cost of doing business or risk of closing down (e.g. Gaitán-Rossi et al., 2021). This may cause spikes in unemployment. Additionally, people may avoid spending and investing money in crime endemic areas, which can negatively impact the local economy (e.g. Lacoé et al., 2018).

## 2 ABOUT THE YOUTH EMPLOYMENT EVIDENCE AND GAP MAP

---

### WHAT IS AN EVIDENCE AND GAP MAP?

**2.1** Evidence mapping is an evidence synthesis approach that describes what research evidence is available on a particular policy domain or topic, in this case evaluations of interventions to increase youth employment (White et al., 2021). Evidence and gap maps have grown rapidly in popularity since their introduction in their current form in 2012 by the International Initiative for Impact Evaluation ([3ie](#)).

The production of an evidence and gap map follows the same systematic principles as a systematic review. These principles require a clearly stated research question, followed by systematic search, screening, coding, analysis and reporting. The findings in the case of a map are the number of studies, their distribution according to various characteristics such as study design, geography and sub-populations. An evidence and gap map does not summarize what the body of evidence in the map says, instead it shows what evidence is available and where evidence is still missing.<sup>1</sup>

**2.2**

### WHY IS THIS EVIDENCE AND GAP MAP ON YOUTH EMPLOYMENT INTERVENTIONS NEEDED?

To help young people into meaningful work, we need to make sure they get the best possible support. To do this, we need to know which approaches are most effective. The evidence and gap map (EGM) is the first step in creating evidence-based projects to inform such decisions. The next step is to summarize what the evidence says, which the map does not do.

---

<sup>1</sup> Maps from some organizations do convey the findings of the studies, which may be deemed appropriate if the map only contains systematic reviews; e.g. the [Sightsavers maps](#).



This map helps in the identification of where there are gaps in evidence, so we can focus research on areas that build our understanding of what works to help young people into employment. The map provides a visual representation of the evidence available, gives access to studies to support decision-making, and is a foundation for developing evidence-based products and services, which have been produced as other deliverables in this project.

## METHODOLOGY

**2.3** A rigorous replicable methodology similar to that used in the conduct of systematic reviews was used, following a published protocol which is available online as [‘PROTOCOL: Interventions to increase youth employment: An evidence and gap map’](#) (Apunyo et. al, 2021). This (European Commission - EC) version of the Map is an update of earlier versions funded by Mastercard Foundation and Youth Futures Foundation (YFF). The above-mentioned study protocol was updated with additional input from the EC.

### **2.4 THE YOUTH EMPLOYMENT EVIDENCE AND GAP MAP**

This EGM displays the evidence in an online matrix which facilitates navigation of, and access to, the evidence. The map is a matrix (or table) in which the row headings are intervention categories (such as ‘training and skills development’ and ‘support to employment’), and the column headings are the various indicator categories (such as ‘education and skills’, and ‘employment’). These categories are described in more detail in Table 1 and defined in Annex 2.

Eligible studies for this map have to provide evidence related to the target population which is young women and men aged 15 to 35 years from all countries. However, there is diversity in national definitions of ‘youth’. For instance, while the United Nations defines youth as young women and young men aged 15 to 24 years (UNDESA, no date), in South Africa the definition is 14 to 35 years (Ministry for Women, Youth and Persons with Disabilities 2020: Section 2, p.2), in Zimbabwe the range is from 15 to 35 years of age (Ministry of Youth Development, Indigenization and Empowerment, 2013: Section 2.4, p.5), and in Uganda it is 12 to 30 years (Ministry of Gender, Labour and Social Development, 2001: Section 3, p.9).

We adopt a wide range – that is 15 to 35 – so as to encompass the definitions used in most countries.

The map includes all evaluations of youth employment interventions located by our search. These evaluations are classified as: (i) impact evaluations of interventions to increase youth employment; (ii) systematic reviews of such studies; and (iii) process evaluations describing the design and implementation issues of these programmes. These are defined below.

Studies of youth or youth employment which were not evaluations of an intervention are not included. Studies could be published either in a journal, as a research paper or a report since January 2000. For this update a comprehensive search of databases was carried out in October 2023 using machine learning with the OpenAlex database (<https://openalex.org/>) within the EPPI Reviewer software. The search for grey literature on organization websites was carried onto into early 2024.

The map includes all eligible studies no matter what type of publication they are in.

Publication types are classified as: Journals – academic journals; Reports – reports published by or produced for governments, official agencies and non-profits; Research papers – papers reporting research findings published by academic and research organizations, including working and research papers and conference papers; Dissertations – dissertations and theses produced by graduate students; and Books – including monographs.

The map considers all countries regardless of their level of development or geographical location.

## Study type definitions:

- 2.4.1
- **Impact evaluation:** An impact evaluation is defined as ‘an assessment of how the intervention being evaluated affects outcomes, whether these effects are intended or unintended. The proper analysis of impact requires a counterfactual of what those outcomes would have been in the absence of the intervention’ (OECD, no date: 1). The impact evaluation programme of the World Bank - Development Impact Evaluation (DIME) – supports impact evaluations which make “use of a rigorous causal identification strategy” (World Bank, no date). The methodologies include experimental methods, such as randomized controlled trials (RCT), non- or quasi-experimental methods such as regression discontinuity designs, difference-in-differences estimations, propensity score matching, as well as qualifying utilization of instrumental variables. (World Bank, no date).
  - **Process evaluation:** A process evaluation is a study to assess the design and implementation of an intervention. As stated in Scriven’s Evaluation Thesaurus, process evaluation refers to an “evaluation of the treatment (or evaluand) by looking at it *instead of the outcome*” (Scriven, 1981, p. 121; our emphasis). Process evaluations may combine both quantitative factual data and qualitative data. A process evaluation will typically provide an overview of intervention activities and outputs. Some evaluations will include qualitative data reporting perspectives on project staff and beneficiaries and other key stakeholders. Process evaluations may address the OECD Development Assistance Committee (DAC) criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability (DAC, 2021). However, effectiveness and impact should be assessed using impact evaluation methods.
  - **Systematic review:** A systematic review is defined by Cochrane as a report which “attempts to identify, appraise and synthesize all the empirical evidence that meets pre-specified eligibility criteria to answer a specific research question. Researchers conducting systematic reviews use explicit, systematic methods that are selected with a view aimed at minimizing bias, to produce more reliable findings to inform decision making” (Cochrane, no date). The definition of the Campbell Collaboration is similar:

“The purpose of a systematic review is to sum up the best available research on that specific question. This is done by synthesizing the results of several studies. A systematic review uses transparent procedures to find, evaluate and synthesize the results of relevant research. Procedures are explicitly defined in advance, to ensure that the exercise is transparent and can be replicated. This practice is also designed to minimize bias” (Campbell Collaboration, no date).

Studies which combine designs –i.e. they are both an impact evaluation and a process evaluation – are called mixed methods evaluations. They are not coded as a separate study design or included as a filter. They can be viewed in the map by selecting both study designs, and changing the Boolean operator to ‘AND’ at the top of the list of filters.

## **YOUTH EMPLOYMENT EVIDENCE AND GAP MAP FRAMEWORK**

### **2.5**

The EGM framework means the row and column headings and the various filters used. At the level of interventions (row headings), there are seven categories in the EGM:

1. Training, up-skilling and retraining/ re-skilling
2. Support to employment
3. Decent work policies
4. Labour market information systems
5. Private sector development
6. Finance and financial incentives
7. Cross cutting

Each of the categories is divided into sub-categories as shown in Table 1. Definitions of the intervention subcategories are provided in Annex 2.

**Table 1: Intervention categories and sub-categories**

Intervention	Sub-category/example
Training, up-skilling and retraining/ re-skilling	<ul style="list-style-type: none"><li>• Education, technical and vocational training (TVET)</li><li>• Internship and apprenticeship</li><li>• Training centre accreditation and certification</li><li>• Training of trainers and teachers</li><li>• Business skills training</li><li>• Life skills training</li><li>• Prior Learning Assessment and Recognition (PLAR)</li></ul>
Support to employment	<ul style="list-style-type: none"><li>• Employee Mentoring (Work integrated learning, On-the-job mentoring (OTJ))</li><li>• Programme for overseas employment</li><li>• Support to employee job search (incl. matching, placements and transport subsidies)</li><li>• Public work programmes</li><li>• Regional economic development</li></ul>
Decent work policies	<ul style="list-style-type: none"><li>• Social protection and social security</li><li>• Institutions and accountability</li><li>• Policy and labour standards</li></ul>

Intervention	Sub-category/example
Labour market information systems	<ul style="list-style-type: none"> <li>• Labour market trends analysis</li> <li>• Digital services and SMS coaching</li> <li>• Social media campaigns and awareness campaigns</li> <li>• Career offices/advisory services/career days/job fairs</li> </ul>
Private sector development	<ul style="list-style-type: none"> <li>• Business mentoring</li> <li>• Formalisation</li> <li>• Access to services and markets (value chains)</li> <li>• Green and circular economy</li> <li>• Value chain development</li> </ul>
Finance and financial incentives	<ul style="list-style-type: none"> <li>• Micro, small and medium sized Enterprise credit (MSME)</li> <li>• Social impact bonds</li> <li>• Crowdfunding</li> <li>• Loan guarantees</li> <li>• Grants and in-kind</li> <li>• Savings groups</li> <li>• Micro-franchising</li> <li>• Wage subsidies</li> <li>• Tax, trade and investment climate</li> </ul>
Cross cutting issues	<ul style="list-style-type: none"> <li>• Youth outreach</li> <li>• Gender</li> </ul>

Table 2 lists indicator categories and sub-categories (which constitute the column headings):

- The first four indicator categories are the outcomes affected by youth employment interventions: education and skills, employment, welfare, and entrepreneurship. These outcomes are only coded for impact evaluations and systematic reviews as these studies provide credible evidence of effects, whereas this is not the purpose of process evaluations which look at interventions not outcomes. We do not code outcomes against the intended effects of the intervention, but against the effects reported in the included studies. Adverse and unintended outcomes were included in the map, for example youth offending. This was important to avoid one-sided summaries of the evidence.
- The next indicator is economic measures, which captures if the study reports economic measures of a programme such as a cost-benefit analysis or cost-effectiveness.
- The final set of indicators – under design and implementation – capture the data more commonly found in process evaluations. The codes are design (meaning intervention design), theory of change, barriers and facilitators to participation, design issues, implementation issues, causal processes, barriers and facilitators to outcomes, and sustainability. These are the codes used to code process evaluations in the map, though they are also coded for impact evaluations if the studies provide this information.

Definitions of all indicator categories are provided in Annex 3.

**Table 2: Indicator categories and sub-categories**

Indicator	Sub-category
Education and skills	<ul style="list-style-type: none"><li>• Education completion and qualification</li><li>• Access to/ in education</li><li>• Education quality</li><li>• Technical &amp; vocational skills</li><li>• Digital skills</li><li>• Transferable skills (plus life skills)</li></ul>
Employment	<ul style="list-style-type: none"><li>• Employment status (&amp; duration)</li><li>• Hours worked</li><li>• Earnings</li><li>• Actively seeking employment</li><li>• Employment expectation</li><li>• Appropriate employment</li><li>• Job quality</li><li>• Vacancies</li></ul>
Welfare	<ul style="list-style-type: none"><li>• Economic outcomes (minus earnings)</li><li>• Anti-social and offending behaviour</li><li>• Citizenship and values</li><li>• Family health &amp; education</li><li>• Inclusion &amp; empowerment</li></ul>
Entrepreneurship	<ul style="list-style-type: none"><li>• Financial services access</li></ul>



Indicator	Sub-category
	<ul style="list-style-type: none"> <li>• Business creation</li> <li>• Business performance</li> <li>• Job creation</li> </ul>
Economic measures	<ul style="list-style-type: none"> <li>• Costs</li> <li>• Cost-benefit</li> <li>• Cost-effectiveness</li> <li>• Multiplier &amp; spillover effects</li> </ul>
Design and implementation	<ul style="list-style-type: none"> <li>• Design</li> <li>• Theory of change</li> <li>• Barriers and Facilitators to Participation</li> <li>• Design issues</li> <li>• Implementation issues</li> <li>• Causal processes</li> <li>• Barriers and Facilitators for Outcomes</li> <li>• Sustainability</li> </ul>

## Stakeholder consultation in the development of the framework

The original version of the map was developed for the Mastercard Foundation, who were consulted on the framework. The current version has been produced for the EC with several amendments to the framework in responses to their comments which have been provided through Reference Group meetings and in written format.

2.5.1

In addition, an online consultation was held in April 2022. Subsequent discussions were held with representatives from ILO Decent Jobs for Youth and World Bank Solutions for Youth Employment. In South Africa discussions were held with representatives from the Presidency, Harambee Youth Employment Accelerator, the labour research group Southern Africa Labour and Development Research Unit (SALDRU), and a former member of the trade union association Confederation of South African Trade Unions (COSATU). In addition, the work was presented at Evidence 2023 conference in Uganda in September 2023 to an audience of approximately 60 researchers and practitioners.

Points arising from these discussions were:

1. General interest in this work, especially in seeing the toolkit.
2. An interest in digital interventions, for which we have created a filter with a set of codes for different ways in which digital approaches are used.
3. Comments on topics which are excluded from the map but clearly matter for employment, notably growth and education.
4. An interest in soft interventions, which includes life skills and psychologically-informed interventions. Life skills are included. Whilst psychologically-informed interventions, which are not yet common, are not included; however, we have coded psychological and social outcomes for the quantitative review being conducted as a part of this project.
5. Interest in inclusive employment, that is employment which can reach the more disadvantaged. This is captured in the population sub-group coding.

6. A suggestion to ensure informal employment and informal arrangements such as informal apprenticeships are captured <sup>2</sup> Whether employment is formal or informal has been coded under employment status in the map. The quantitative review being prepared for this project has a more granular coding of outcomes.
7. Suggestions for the technical report titles from consultations included education (general and TVET), internships and apprentices, business skills training, life ("soft") skills training, advisory services (esp. digital platforms), public works programmes, digital services, value chain development, wage subsidies.

## IDENTIFICATION OF STUDIES INCLUDED IN THE MAP

**2.6** The search for evaluations included in the map involved the following process: using a 'Search Strategy' to search academic databases, manual search in agency websites, citation searching in systematic reviews and the ten most recent impact evaluations, and online screening of the ten most recent volumes of relevant journals in English language. All identified studies were uploaded into EPPI Reviewer software, and screened for eligibility before coding.

### 2.6.1 Search Strategy

A search strategy is an organized structure of key terms used to accurately retrieve studies or records from online databases. This EGM was first published in 2022 with support of the Mastercard Foundation. There have been several subsequent updates, of which this is the most recent. The initial search strategy was developed and standardized by two information science specialists in 2020. The most recent manual search of was databases conducted in October 2022 as part of this project. A further update was undertaken on behalf of Youth Futures Foundation (YFF), which was conducted in October 2023 using the machine-learning

---

<sup>2</sup> The importance of informal apprenticeships is emphasised in the Apprenticeships and Internships Technical Report prepared as part of this project.

powered search of Open Alex (<https://openalex.org/>) within the EPPI Reviewer software. The already included studies were used as the training data set for that purpose. In addition to searching academic databases, we searched organization websites and publication repositories for reports and working papers. Updates for the grey literature search were undertaken up to April 2024, so some grey literature is included after the October 2023 database search.

The map has also benefitted from the new systematic review led by a team at ILO (ILO, 2022), which is an update of a review by Kluge et al. (2017). We provided our list of included studies to the ILO team. In turn, the ILO team provided us their list of included studies which we screened for studies not already included in the map.

## Agency websites

### 2.6.2

Table 3 shows a selection of the websites which were searched manually to identify grey literature in the form of evaluation reports. The complete list is given in Annex 5, which provides the links to each site.

### 2.6.3

## Citation searching

Citation searching is an approach used to find articles that have been cited by other publications; this was applied to 21 of the included systematic reviews and the 10 most recent impact evaluations included in the map.

**Table 3: Selected agency websites searched for evaluations**

Source
African Development Bank
Asian Development Bank (ADB) Evaluations
Decent Jobs for Youth (Youth Foresight)
DFID Research for Development
European Commission: Employment, Social Affairs & Inclusion: Evaluation and impact assessment
EU Emergency Trust Fund for Africa Research and Evidence Facility
European Union Home Publications Office
ILO i-eval discovery
OECD DAC Evaluation Resource Centre (DEReC)
Solutions for Youth Employment (Resources)
UK Government Publications (Research and Statistics)
UNDP Evaluation Resource Centre
UNICEF Evaluation Reports
USAID: Development Experience Clearing House
World Bank: Documents and Reports

## HOW WERE STUDIES IN THE EGM SELECTED?

The eligibility criteria used to identify evaluations to be included in this EGM are provided in Table 4. The criteria were developed based on the scope of this map. The screening tool was **2.7** piloted against youth intervention policy and programme studies and published systematic reviews on youth employment interventions. Studies were screened using a screening tool developed on the basis of these criteria. The screening tool is shown in Annex 6.

All studies identified from the various sources were uploaded and screened for eligibility in EPPI-Reviewer web-based software program for managing and analysing data for systematic reviews and evidence maps.

There were two levels of screening studies: (i) on the basis of titles and abstracts and, (ii) on full texts. At first level, titles and abstracts were screened independently by each of the two reviewers using the screening tool. A reconciliation report comparing the results of the two reviewers was generated from EPPI Reviewer for identification of disagreements which were resolved through discussion by the reviewers. To add rigor, where the two reviewers did not reach consensus, the matter was forwarded to a third reviewer.

At second level, full text papers were again screened by two reviewers independently and disagreements reconciled through discussion as in the first level of screening.

The screening tool was piloted through a number of sessions with each of the sessions using about 100 studies. The members of the screening team were involved in the piloting which served also as training in the use of the screening tool.

**Table 4: Criteria for selection of evaluations included in the Youth Employment EGM**

Inclusion criteria	Examples of documents excluded
The document describes or includes an employment intervention for youth or young people aged 15-35 years and which are published in English.	Guidelines, policy document, annual reports and project monitoring reports, concept papers.
Evaluation report or article should have been published or made available in the public domain since January 1, 2000.	Documents published or made available before 2000.
Evaluation reports and articles with a clear focus on youth or young people aged 15-35 years. For large programmes covering multiple sectors, there should be a clear intervention component for youth employment.	Document that does not report outcomes for young people or include substantive discussion of evaluative evidence related to young people.
Evaluation report and article has primary quantitative data (effectiveness study with quantitative data), and a qualitative study (process evaluation).	Studies of the status of youth and youth employment (these are not evaluations). Evaluations of intervention for youth whose purpose is not youth employment.
A systematic review that included primary studies on youth employment interventions.	Scoping reviews and meta-analysis not undertaken as part of a systematic review.

## CRITICAL APPRAISAL OF STUDIES

Critical appraisal is the approach used in evidence synthesis to assess the confidence we can have in study findings. It is usually rated as high, medium and low.

- 2.8** Critical appraisal of each study (impact evaluation, systematic review and process evaluation) was conducted independently by a pair of reviewers against the critical appraisal checklists. A reconciliation report comparing the results of the two reviewers was generated from EPPI Reviewer for identification of disagreements which were resolved through discussion by the reviewers. Where the two reviewers did not reach consensus, the matter was forwarded to a third reviewer.

### Systematic reviews

- 2.8.1** A Measurement Tool to Assess Systematic Reviews (AMSTAR 2) was used to conduct critical appraisal of systematic reviews. AMSTAR 2 has been developed to facilitate the development of high confidence reviews by guiding the conduct and evaluation of reviews. The [AMSTAR 2 checklist](#) (Shea et. al., 2017) contains 16 items, each with concise sentence questions having supplementary guidance on selecting response options (expressed as: 'yes', partial yes and 'no'). Overall, the AMSTAR 2 tool rates confidence in components of a systematic review as:

- High confidence: no or one non-critical weakness;
- Moderate confidence: more than one non-critical weakness;
- Low confidence: one critical flaw with or without noncritical weaknesses; and,

- 2.8.2** ○ Critically low: more than one critical flaw with or without noncritical weaknesses - (Shea et al., 2017).

### Impact evaluations

These were assessed using the Confidence Assessment of Impact Evaluations' tool developed by Howard White and Ashrita Saran, and given in Annex 4. The tool is a checklist



of seven items with additional guidance on rating items, expressed as: high confidence, medium confidence or low confidence. However, of the seven items only four - (i) study design (potential confounders taken into account); (ii) level of sample attrition or losses to follow up; (iii) definition of outcomes; and (iv) baseline balance reports - are labelled as critical items and thus affect the overall confidence rating. The non-critical items are intervention description, blinding, and power calculation.

## Process evaluation studies

Assessment of confidence was conducted using a simple three-item checklist comprising:

### 2.8.3

- Methodology (Is the methodology clearly described?). Yes, No, Unclear.
- Data Collection (Is the data collection clearly described?). Yes, No, Unclear.
- Findings (Are the findings clearly presented and follow from the data?). Yes, No, Unclear.

The scale for the confidence rating for process evaluations is:

- High confidence = "Yes" score to all the above three criteria.
- Medium confidence = one of the three criteria has of a score of "Unclear" but none are rated as "No"
- Low confidence = at least one of the three criteria has "No".

### 2.9

## SEARCH RESULTS

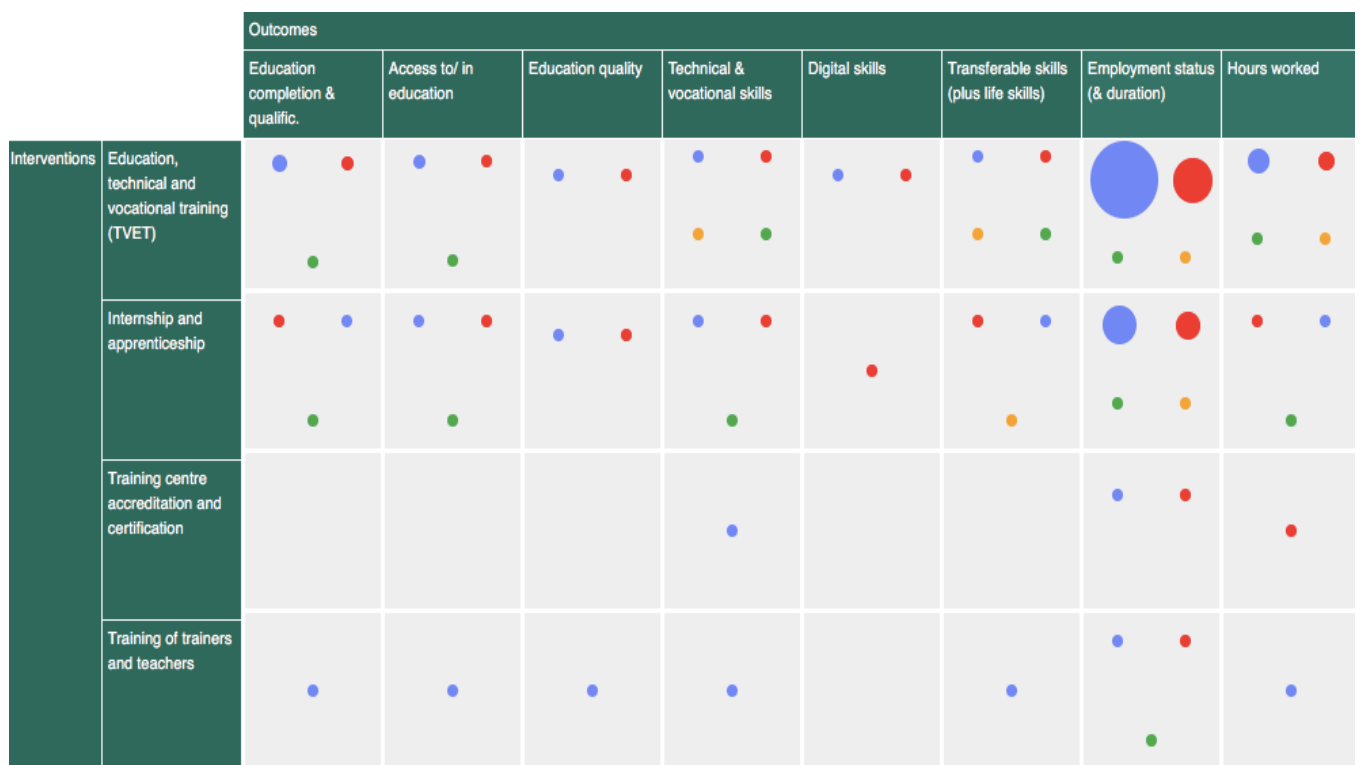
The database and website searches combined yielded over 19,000 records which were uploaded into EPPI Reviewer. A total of 3,761 studies were screened at full text, of which 1,023 were included in the map (see Annex 7 for further details in the PRISMA flow chart).

## 2.10 HOW TO NAVIGATE THE YOUTH EMPLOYMENT EVIDENCE AND GAP MAP

### MAP

Figure 2 shows a segment of the Youth Employment EGM. Each cell in the matrix contains bubbles to represent studies. There are separate bubbles for primary studies and reviews, which are further divided according to the critical appraisal of the studies.

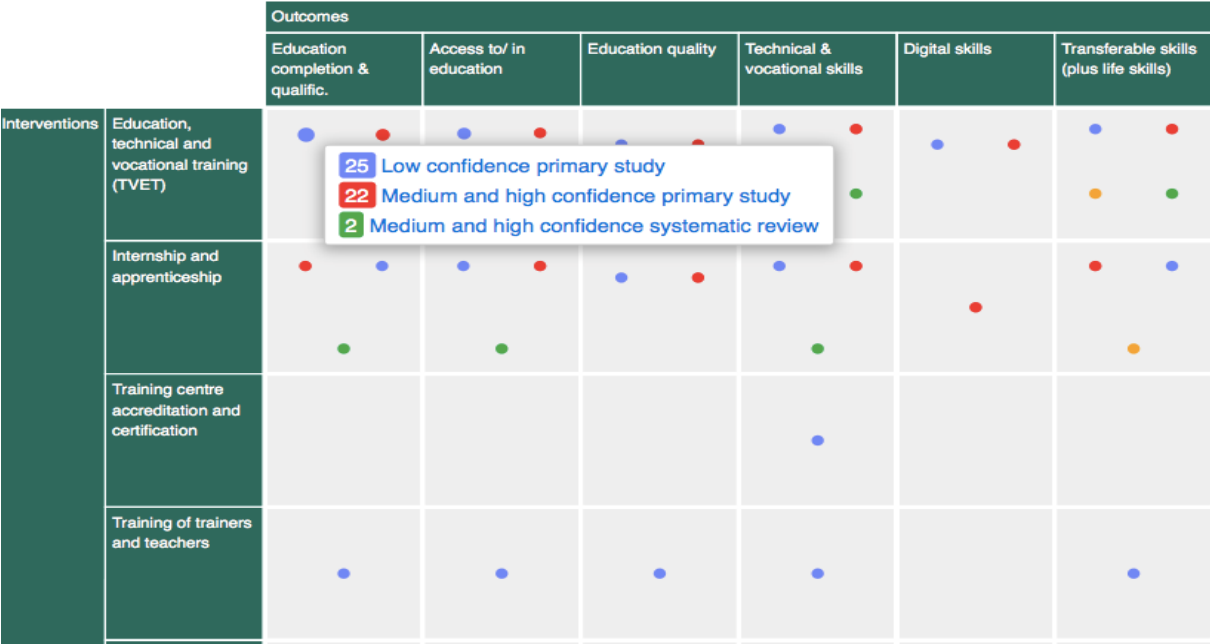
**Figure 2: Snapshot of a section of the Youth Employment Evidence and Gap Map**



The map is interactive. By hovering over a cell, the user can see how many studies there are in that cell (Figure 3).

By clicking on a cell, the user sees a list of the studies in that cell. Clicking on a study in the list (left hand panel) gives a summary of that study (right hand panel), as well as the URL for the source for each study, linking to a pdf, journal or research paper page (Figure 4). Clicking on a row or column heading gives the list of studies in that row or column.

**Figure 3: Hovering over a cell to get a list of studies**



The map also has filters. Clicking on the filters tab at the top of the map lists these filters, so only studies meeting those criteria are shown. The filters include study design, country and population sub-groups. The population sub-groups included are females and males; youth with disabilities; youth in fragility, conflict and violence (FCV) contexts; youth from disadvantaged background (low-income families or low education); criminal background; ethnic minorities and; humanitarian settings. Filters may be accessed via either the Filter panel on the left of the map, or when pressing View Records.

Figure 4 Clicking on a cell gives a list of studies

The screenshot shows a database interface with a blue header bar. On the left, there is a sidebar with a search filter menu. The main area displays a list of 13 records, with the first record selected. The selected record is titled "Minimum wage effects on youth employment in the European Union" and includes a detailed abstract and a DOI link.

Filter	Record Title	Authors	Date
<input type="checkbox"/> Outcomes	First results of the implementation o...	Resa K ;	June, 2016
<input type="checkbox"/> Vacancies	Individual placement and support pr...	Latimer E A ;	2008
<input type="checkbox"/> Actively seeking empl...	Minimum wage effects on youth emp...	Laporšek Suzana ;	2013
<input type="checkbox"/> Employment expectat...	The European Youth Guarantee: A s...	Escudero V ; Mourelo E L ;	August, 2017
<input checked="" type="checkbox"/> Employment status (&...	The European Youth Guarantee: Eva...	La-Spina A ; Barbetti D ;	2015
<input type="checkbox"/> Appropriate employm...	The evaluation of the Youth Employ...	Duarte N ; Geraci A ; Granato S ; Mazz...	2020
<input type="checkbox"/> Hours worked	Vocational Training for Unemployed ...	Bratti Massimiliano ; Ghirelli Corinna ; ...	
<input type="checkbox"/> Job quality			
<input type="checkbox"/> Earnings & salary			
<input type="checkbox"/> Costs			
<input type="checkbox"/> Cost-benefit			
<input type="checkbox"/> Cost-effectiveness			
<input type="checkbox"/> Multiplier & spill over ...			
<input type="checkbox"/> Education completion...			
<input type="checkbox"/> Access to/ in education			

**Minimum wage effects on youth employment in the European Union**

Statutory minimum wage reduces youth employment in the EU. Intervention: The study analyzes the impact of the statutory minimum wage on youth employment in the European Union Context. Implementing agency: EU countries Context/population: The study focuses on determining the policy's effect among youths aged 15 to 24 (i.e., teenage and young workers). Study design: The study employs a panel fixed effect regression where the treatment variable takes the value of 1 if the EU country has lower minimum wage for young workers and 0 if not. Study findings/ results: The results confirm most findings in the literature that statutory minimum wage leads to lower youth employment. The study also finds that stronger adverse effects are felt among teenage workers.

1. <https://www.tandfonline.com/doi/abs/10.1080/13504851.2013.799752>

### 3 WHAT'S IN THE YOUTH EMPLOYMENT EVIDENCE AND GAP MAP?

---

#### AN OVERVIEW

The EGM contains 1,023 evaluations of youth employment interventions.

**3.1** Table 5 shows what we call the aggregate maps, which shows the map at the category level rather than the sub-category.<sup>3</sup> So, for example, Table 5 shows that there are 154 studies reporting the effects of training intervention on education and skills, and 376 showing the effects of training on employment. A single study may appear in more than one category. The table is colour coded by the arbitrary thresholds in green ( $n \geq 70$ ), yellow ( $70 > n \geq 30$ ) and orange ( $n < 30$ ) showing areas which are well evidenced or less well evidenced. The threshold is chosen taking into account the total number of studies in the map, so statements regarding the level of evidence and relative statements. Training interventions are well-evidenced against all indicators. And the employment indicator is well-evidenced for all interventions other than private sector development.

---

<sup>3</sup> To generate the aggregate map using the online map, collapse each row and column by clicking on the ">>". Then click on a cell to see the number of studies in the aggregated cell.

**Table 5: Aggregate map of interventions against outcomes**

	Education & skills	Employment	Welfare	Entrepreneurship	Economic measures	Design and implementation
Training, up-skilling and retraining/re-skilling	154	376	166	79	126	335
Support to employment	66	185	75	30	60	144
Decent work policies	9	81	13	6	39	134
Labour market information systems	27	78	29	10	31	87
Private sector development	2	9	8	10	14	104
Finance and financial incentives	22	125	43	36	47	140
Cross cutting	63	207	81	36	47	73

This aggregate map can be generated in the online map by collapsing all the intervention and outcome categories.

There are several areas which are less well evidenced, notably private sector development, labour market information systems and decent work policies. This may not mean that there

is a lack of evaluations for these interventions per se, but that either these interventions are not targeted at youth or that the studies do not report youth-specific effects.

**INTERVENTION CATEGORIES**

**Intervention categories for youth employment**

3.2 Table 6 shows the seven intervention categories for youth employment. A single study may appear in more than one category. Training, up-skilling and retraining or reskilling was by far the most researched area (n=774). This is followed by support into employment (n=342) and finance and financial incentives (n=283). There are fewer studies about labour market information systems, and private sector development.

**Table 6: Intervention categories for youth employment**

Intervention categories	Number of Studies	Share of total studies
Training, up-skilling and retraining/ re-skilling	774	75.7
Support to employment	342	33.4
Decent work policies	219	21.4
Labour market information systems	174	17.0
Private sector development	118	11.5
Finance and financial incentives	283	27.7
Cross cutting (youth outreach and, gender)	301	29.4
Total studies in the EGM	1023	100.0
Note: Number of studies adds to more than 1023 as a study may appear in more than one cell.		

Within the training and skilling category (shown in Table 7), most of the evidence was about education, technical and vocational training (TVET, n=547), followed by internship and apprenticeship (n=236) and business skills training (n=236). There are few studies evaluating training of trainers and teachers (n=92), and training centre accreditation and certification

(n=35). This distribution has changed over time. The share of studies concerned with TVET has fallen from over 80% in the first decade (2000-2009) to two-thirds (66%) in the most recent (2015-2024). In contrast, business skills training has risen from less than one quarter to over a half, and life skills risen from two-fifths to nearly one-third.

**Table 7: Intervention sub-categories for training and up-skilling, number of studies**

<b>Intervention sub-category for Training, up-skilling &amp; re-training/skilling</b>	<b>Number of Studies</b>	<b>Share of training studies</b>
Education, technical and vocational training (TVET)	547	70.7
Internship and apprenticeship	236	30.5
Training centre accreditation and certification	35	4.5
Training of trainers and teachers	92	11.9
Business skills training	236	30.5
Life skills training	212	27.4
Prior Learning Assessment and Recognition (PLAR)	7	0.9
Total studies	774	100.0
Note: Number of studies adds to more than 774 as a study may appear in more than one cell.		



Under the support to employment category (Table 8), support to employee job search (including matching, placements and transport subsidies) (n=225) and employee mentoring (n=153), were the leading intervention sub-categories. There are fewer studies of the effects of public works programmes on youth employment (n=43), and very few (n=5) on regional economic development. There are no studies on support to overseas employment programmes targeted at youth.

**Table 8: Support to employment intervention sub-categories**

Support to employment	Number of studies	Share of support to employment
Employee mentoring (at work)	153	44.7
Programme for overseas employment	0	0.0
Support to employee job search (incl. matching, placements and transport subsidies)	225	65.8
Public work programs	43	12.6
Regional economic development	5	1.5
Total studies	342	100.0
Note: Number of studies adds to more than 342 as a study may appear in more than one cell.		

## Multicomponent interventions

Multicomponent interventions are very common in youth employment interventions. Only one quarter of the interventions in the studies in the map (264 = 25.8%) are single component interventions. The majority (661=65.6%) combine intervention components from more than one intervention category, with a minority (106=10.4%) having more than one intervention component within the same intervention category.<sup>4</sup>

Table 9 shows the number of interventions coded under two intervention categories. The percentages are calculated row-wise by the category total. Since studies are coded under more than one category, row totals exceed the category total. So, for example, 76% of interventions which have a component providing support to employment also have a component with a training component, but only one-third (34%) of interventions with a training component are combined with a component for support to employment.

Other intervention categories are most commonly combined with training: a large percentage of private sector development interventions also include training (92%), as do nearly three-quarters of financial interventions (74%) and labour market information systems (73%). The least common intervention categories are the least commonly combined with components from other categories (read column wise by category). For example, labour market interventions range from less than one-eighth (finance) to just over a quarter (27% for support to employment) of cases.

---

<sup>4</sup> An intervention may be coded as having components both across and within categories, so the numbers add to more than 100.

**Table 9: Interventions codes under more than one intervention category (number and as percent of interventions coded in that category by row heading)**

	Training, up-skilling and retraining/re-skilling	Support to employment	Decent work policies	Labour market information systems	Private sector development	Finance and financial incentives
Training, up-skilling and retraining/re-skilling	774	261	131	127	108	209
	100%	34%	17%	16%	14%	27%
Support to employment	261	342	67	91	45	99
	76%	100%	20%	27%	13%	29%
Decent work policies	131	67	219	43	28	44
	60%	31%	100%	20%	13%	20%
Labour market information systems	127	91	43	174	19	38
	73%	52%	25%	100%	11%	22%
Private sector development	108	45	28	19	118	78
	92%	38%	24%	16%	100%	66%
Finance and financial incentives	209	99	44	38	78	283
	74%	35%	16%	13%	28%	100%

An intervention can also be multicomponent by having multiple intervention components at the sub-category level. Table 10 shows this for the most common category - training. Again, percentages are calculated row-wise by the sub-category total. Since studies are coded under more than one sub-category, row totals exceed the sub-category total.

The most common sub--category, TVET, is the most commonly combined, being delivered as a component jointly with a component for intern or apprenticeships and business skills training in about 70% of cases (67% and 66% respectively). Unsurprisingly, TVET is also very common with interventions which provide training centre accreditation (74%) and training of trainers (82%).

**Table 10: Interventions codes under more than one intervention sub-category for training interventions (number and as percent)**

	Education, technical and vocational training	Internship and apprenticeship	Training centre accreditation and certification	Training of trainers and teachers	Business skills training	Life skills training	Prior Learning Assessment and Recognition (PLAR)
Education, technical and vocational training	547	159	26	75	155	126	4
	100%	29%	5%	14%	28%	23%	1%
Internship and apprenticeship	159	236	12	28	56	50	2
	67%	100%	5%	12%	24%	21%	1%
Training centre accreditation and certification	26	12	35	15	11	7	0
	74%	34%	100%	43%	31%	20%	0%
Training of trainers and teachers	75	28	15	92	46	18	4
	82%	30%	16%	100%	50%	20%	4%

	Education, technical and vocational training	Internship and apprenticeship	Training centre accreditation and certification	Training of trainers and teachers	Business skills training	Life skills training	Prior Learning Assessment and Recognition (PLAR)
Business skills training	155	56	11	46	236	61	2
	66%	24%	5%	19%	100%	26%	1%
Life skills training	126	50	7	18	61	212	1
	59%	24%	3%	8%	29%	100%	0%
Prior Learning Assessment and Recognition (PLAR)	4	2	0	4	2	1	7
	57%	29%	0%	57%	29%	14%	100%

### 3.2.3 Labour market orientation

Labour market interventions may address either the supply side (increasing employability of youth through training and mentoring), or the demand side (increasing demand for youth employees from both public and private sector). There are also matching interventions to bring employer and employees together, such as career advisory services and job fairs. Matching also includes labour market information systems (LMIS) which guide youth as to career choices and employers as to training needs. Finally, there is a category of interventions related to labour standards, such as health and safety, sexual harassment, and work hours. The classification of categories, or where necessary sub-categories, is shown in Table 11. Labour market orientation is included in the map as a filter.

**Table 11: Classification of interventions by labour market orientation:**

Orientation	Map category or sub-category	Number of studies*
Supply	<ul style="list-style-type: none"> <li>• Training</li> <li>• Employee mentoring</li> </ul>	816
Demand	<ul style="list-style-type: none"> <li>• Public work programmes</li> <li>• Regional economic development</li> <li>• Private sector development</li> <li>• Finance and financial incentives</li> </ul>	353
Matching	<ul style="list-style-type: none"> <li>• Labour market information systems</li> <li>• Programmes for overseas employment</li> <li>• Support to employee job search (incl. matching, placements and transport subsidies)</li> </ul>	329
Labour standards	<ul style="list-style-type: none"> <li>• Decent work policies</li> </ul>	196

\*Sums to more than 1,023 as some studies fall under more than one heading.

Table 11 shows the number of studies for each type of orientation. The largest number are supply side interventions (n=816), on account of the large share of studies concerned with training interventions.

Since many labour market interventions are multicomponent interventions (see above), many combine supply and demand. A total of 265 studies are of interventions with both supply and demand, 261 combine supply with matching and 157 combine demand with matching. Interventions for labour standards are also often combined with supply side (n=117), demand side (n=62) and matching (n=75) interventions.

## Indicator domains for youth employment interventions

There are six indicator domains reported in the map: education and skills, employment, welfare, entrepreneurship, economic measures and design and implementation (Table 12).

3.2.4 Employment is the most commonly reported outcome (n=547), followed by welfare (n=210), and education and skills (n=184). A relatively smaller share of studies reports economic measures such as costs, cost-effectiveness and cost-benefit analysis (n=146).

The design and implementation domain was coded mainly for process evaluations, which was recorded for a total of 399 studies.

**Table 12: Indicator domains, number of studies**

Indicators	Number of studies	Share of studies
Education and skills	180	17.6
Employment	547	53.5
Welfare	210	20.5
Entrepreneurship	96	9.4
Economic measures	146	14.3
Design and implementation	399	39.0
Total number of studies in EGM	1,023	100.0
Note: Number of studies adds to more than 1,023 as a study may appear in more than one cell.		

Among the outcome sub-categories for employment (Table 13), evidence is concentrated on employment status (including employment duration) (n=492), earnings (n=302), and hours worked (n=137).

**Table 13: Employment outcomes**

Employment outcomes	Number of studies	Share of employment studies
Employment status (incl. duration)	492	89.9
Hours worked	137	25.0
Earnings	302	55.2
Actively seeking employment	34	6.2
Employment expectation	20	3.7
Appropriate employment	25	4.6
Job quality	78	14.3
Vacancies	4	0.7
Total number of studies in EGM	547	100.0
Note: Number of studies adds to more than 547 as a study may appear in more than one cell.		

For welfare outcome domains, the five most reported outcomes are inclusion and empowerment (n=106), citizenship and values (n=87), economic outcomes (not including earnings) (n=87), family health and education (n=71), and under anti-social and offending behaviour (n=48).

The most reported economic measure is providing information costs (n=81), followed by presenting the result of cost-benefit analysis (n=52), cost-effectiveness (n=27), and multiplier and spillover effects (n=12).



## OTHER CHARACTERISTICS OF EVALUATIONS IN THE MAP

### Types of studies in the evidence base

- 3.3** A small share of the studies in the map are systematic reviews (n=31, 3.0%), with two-fifths (40%, n=407) being process evaluations and the majority being impact evaluations
- 3.3.1** accounting for 58%, (n=594) as shown in Table 14.

**Table 14: Types of studies in the evidence base**

Type of study	Number of studies	Share (%)
Impact evaluation	594	58.0
Process evaluation	407	39.8
Systematic review	31	3.0
Total	1,023	100.0
<i>Memo item: Mixed method</i>	9	0.9

**3.3.2** **Risk of bias of included studies (confidence in study findings)**

Studies were appraised for confidence in study findings using a critical appraisal (or risk of bias assessment) tool: high risk of bias means low confidence in study findings. The critical appraisal tools were described above. Over three quarters of process evaluations and one half of systematic reviews are of medium and high confidence. About one third of impact evaluations are of medium and high confidence (Table 15).

**Table 15: Confidence in study findings of included studies (number and percentage by study type)**

Codes	Low	Medium and high	Number of studies
Impact evaluation	396	198	594
	66.6%	33.4%	100.0%
Process evaluation	114	293	407
	28.0%	72.0%	100.0%
Systematic review	15	16	31
	48.4%	51.6%	100.0%

**3.3.3 Distribution of studies by sub-groups (gender analysis and youth demographics)**

Table 16 shows that there was generally little gender analysis in the included studies, being absent in close to 70% (n=712) studies contained in this EGM (gender analysis, and other study characteristics discussed here are available as filters in the map). For impact evaluations, studies were considered to have had gender analysis when outcomes for young women and young men were disaggregated. In the case of process evaluations, the report should provide substantive discussion or consideration of gender, making a reference to both men and women. The same criteria are applied to systematic reviews, depending on whether they report findings from effectiveness studies or from process evaluations.

For instance, the RCT by Kurtz et. al. (2018) on the impacts of vocational training and cash transfers on youth support for political violence in Afghanistan disaggregated outcomes for young women and young men on pp. 45-52. Similarly, the RCT evaluating the Akazi Kanoze (AK) project in Rwanda found that the employment effect of the project was less for females than for males (Alcid, 2014: Appendix 1). More examples include: Acevedo et al., 2017, pp. 7-8; Attanasio et al. 2017, p. 7; and Blanco & Flores, 2019.

**Table 16: Gender analysis**

Gender analysis	Number of studies	Share of studies in map (%)
Reports gender analysis	311	30.4
No gender analysis	712	69.6
Total	1,023	100.0

A second gender indicator included in the map is sex of the target population for the intervention being evaluated. Where this figure is reported, over 89% of the studies included both males and females (n=805), Table 17.

**Table 17: Distribution of studies by sex of intervention participants**

Sex	Studies	Share of all studies in map (%)
Male only	8	0.8
Female only	38	3.7
Both male and female	906	88.6
Sex not reported	71	6.9
Total	1,023	100.0

With regards to age, there are substantially fewer studies for 'older youth' groups, specifically for ages 30-35 years compared (n= 288) to those below 25 years (n= 725 for 15-19 and n=711 for 20-24) as shown in Table 18. For most studies the age range cuts across these categories. Studies are coded against all relevant categories, so the number of sums to more than 1,023.

**Table 18: Distribution of studies by sub-group - Age**

Age	Studies	Share of all studies in map (%)
Youth aged 15-19	725	70.9
Youth aged 20-24	711	69.5
Youth aged 25-29	488	47.7
Youth aged 30-35	288	28.2
Age not reported	220	21.5

A substantial number of studies are about youth from disadvantaged backgrounds (n=535). In this EGM youth from disadvantaged backgrounds refers to youth from low-income families or with low educational attainment. The other social status added as filters into the EGM are: youth in fragile, conflict and violence context (n=94); youth with disabilities (n=165); youth with criminal background (n=21); youth in humanitarian settings (n=34); majority of youths ethnic minority i.e. the majority of the study sample were from an ethnic minority (n=15) and includes ethnic minority (n=53), see Table 19.

**Table 19: Distribution of studies by sub-group - Social Status**

Social Status	Studies	Share of all studies in map (%) (n=1,023)
Youth in fragility, conflict and violence (FCV) context	94	9.2
Youth with disabilities	165	16.1
Youth from disadvantaged background (low-income families or low education)	535	52.3
Criminal background	21	2.1
Humanitarian Settings	34	3.3
Majority Ethnic minority	15	1.5
Includes ethnic minority	53	5.2

### 3.3.4 Regional categories

#### 3.3.4.1 Regional Distribution of Studies

Table 20 shows the regional distribution of studies.<sup>5</sup> The capitalised row headings refer to regional categories, and the lower case to sub-regions. A single study may include evidence from countries in more than one sub-region, so the sub-regional totals do not sum to the regional total. The sub-regions are listed under their respective regions. At the regional level, most evaluations were conducted in Europe (n=306) with the European Union accounting for 180 studies more than three times the contribution of the next represented sub-region, European Union (EU) Neighbourhood with 51 studies. Although the Africa region was the

---

<sup>5</sup> The regional classification is that used by INTPA (regional and sub-regional taxonomy). Multi-country reports create a potential problem where filtering by country and region may make it appear that a study is incorrectly coded. Thus, multi-country reports are coded at the smallest region which is common to all countries included in the study, as well as being coded as 'global and regional'.

second most represented region having 251 studies, sub-Saharan Africa with 212 studies was by far the most studied sub-region.

**Table 20: Regional categorization of countries**

<b>Region</b>	<b>Number of studies</b>
<b>AFRICA</b>	251
Central Africa	5
East Africa	105
North Africa	39
Southern Africa	50
Sub-Saharan Africa	212
West Africa	44
<b>AFRICAN, CARIBBEAN AND PACIFIC</b>	273
<b>AMERICAS</b>	231
Caribbean Region	14
Central America	11
INTPA South America	41
North America	158
<b>EUROPE</b>	306
EU-Enlargement	47
European Union	180
EU Neighbourhood	51
EU Neighbourhood East	8

Region	Number of studies
EU Neighbourhood South	47
EU Outermost Regions	0
<b>MIDDLE EAST, ASIA AND PACIFIC</b>	152
Central Asia	16
East Asia	12
INTPA Middle East	24
Pacific	8
South East Asia	36
South Asia	62
<b>OVERSEAS COUNTRIES AND TERRITORIES (OCT)</b>	0
<b>REST OF THE WORLD</b>	13

NB\*: Total sums to more than 1,023 (number of studies included in the map), as some studies covered multiple countries, and systematic reviews contain studies from multiple countries. The same applies to totals by region.

#### 3.3.4.2 Top 12 countries studied

Table 21 shows the top 12 countries that accounted for the largest number of studies per country. The United States have the most with 143 studies which is nearly double the number of studies for the second ranked country, United Kingdom (n=78). Uganda, India and Colombia were the countries with most studies in Africa, Asia and Latin America respectively. Among the top 10 countries, countries in sub-Saharan Africa features prominently with over 100 studies identified from Uganda (n=29), Kenya (n=25), South Africa (n=27) and Ethiopia (n=21).

**Table 21: Top 12 countries studied**

Country	Number of studies
USA	143
UK	78
Germany	41
Uganda	29
France	28
South Africa	27
Kenya	25
Italy	24
Sweden	21
Ireland	21
Ethiopia	21
Denmark	21

**3.3.4.3 Variations in intervention by region**

Table 22 shows the share of studies analysing different types of intervention by region. Training interventions dominate in all regions. The striking difference is the greater share of private sector development and finance in developing countries, especially Africa. This reflects a difference between developed countries, where the focus of youth employment interventions is to increase employability so youth get a job, whereas in developing countries the focus is more on encouraging youth to start their own business.



**Table 22: Interventions by region**

	Training, up- skilling and retraining/ re-skilling	Support to employe ment	Decent work policies	Labour market information systems	Private sector develo pment	Finance and financial incentiv es	Cross cutting
AFRICA	204	72	56	31	63	104	77
Central Africa	3	1	1	2	0	0	1
East Africa	89	29	19	13	35	50	37
North Africa	31	18	16	9	12	15	13
Southern Africa	31	7	12	4	7	17	12
Sub-Saharan Africa	171	55	41	23	50	88	62
West Africa	38	15	8	6	7	16	17
AFRICA, CARIBBEAN AND PACIFIC	226	79	62	36	65	106	86
AMERICAS	184	91	29	37	3	30	88
Caribbean Region	14	5	1	3	2	2	8
Central America	11	6	3	5	0	4	4
South America	35	15	1	2	1	8	27
North America	119	63	22	28	2	16	45
EUROPE	200	117	68	58	14	92	82
EU Enlargement	32	22	19	10	11	19	10
European Union	114	55	41	27	1	48	54
EU Neighbourhood	44	22	18	12	13	24	11

	Training, up- skilling and retraining/ re-skilling	Support to employe nt	Decent work policies	Labour market information systems	Private sector develo pment	Finance and financial incentiv es	Cross cutting
EU Neighbourhood East	8	3	5	2	2	6	0
EU Neighbourhood South	38	22	16	14	12	20	12
EU Outermost Regions	0	0	0	0	0	0	0
MIDDLE EAST, ASIA AND PACIFIC	122	36	35	24	23	37	41
Central Asia	12	2	4	0	2	9	2
East Asia	10	0	1	0	0	0	8
Middle East	19	7	7	3	8	14	6
Pacific	8	2	5	2	0	0	2
South East Asia	27	9	10	5	5	6	8
South Asia	51	17	9	14	9	13	17
OVERSEAS COUNTRIES AND TERRITORIES (OCT)	0	0	0	0	0	0	0
REST OF THE WORLD	8	4	3	1	0	1	4

NB: Total sums to more than 1,023 (number of studies included in the map), as some studies

3.3.5 covered multiple countries, and systematic reviews contain studies from multiple countries.

The same applies to totals by region.

## Year of publication

Table 23 shows the time of publication by five-year time periods from 2000 until 2024. There has been a clear steady increase in the number of publications.



**Table 23: Number of studies per time period**

Time period	Number of studies
2000-2004	71
2005-2009	114
2010-2014	243
2015-2019	335
2020-2024	256

Note: Sums to 1,019 as four studies with no date.

Table 24 shows the main publishers of the included studies (accounting for more than 60% of studies). Agencies are the most common publishers, with UNDP and ILO topping the list.

**Table 24: Number of studies by publisher**

Publisher	No. of studies	Publisher	No. of studies
<i>Agency</i>		<i>Academic publisher</i>	
UNDP	100	Elsevier	55
ILO	99	John Wiley & Sons Ltd	49
World Bank	58	Springer	42
USAID	53	Taylor & Francis	23
EU (European Union)	22	SAGE Journals	20
ADB (Asian Development Bank)	18	Oxford University Press	12
Inter-American Development Bank (IDB)	15	Emerald Group Publishing Limited	11
CARE International	3	University of Chicago Press	9
<i>Research organization</i>			
IZA – Institute of Labor Economics	34		
NBER (National Bureau of Economic Research)	25		

## 4 DISCUSSION AND CONCLUSION

---

### GENERAL

4.1 This report presents an evidence and gap of evaluations of youth employment interventions published in English. With over 1,000 entries, the EGM is overall well populated (i.e. has many studies), showing a sizeable evidence-base of studies on youth employment. Close to half of the impact evaluations are RCTs (285 RCTs out of 594 impact evaluations). This shows that a large range of youth employment interventions are amenable to randomized designs.

There is most evidence for training interventions, and, unsurprisingly, employment as an outcome. There are some areas with fewer studies. These are largely areas for which the interventions are not youth-specific, such as regional development programmes.

Nonetheless, effectiveness studies of such interventions could in principle report age-disaggregated results (though this would require greater statistical power in the studies), or process evaluations could have a discussion of youth-specific issues. Such an approach is recommended for evaluations in which youth have been an important group of participants.

And there are some areas for which impact evaluations are not available, such as labour standards – though in principle some labour standards interventions could be subject to such evaluation designs.

One of the largest evidence gaps is the lack of systematic reviews. There are only 31 systematic reviews, that is not much more than 3% of all included studies. Other evidence maps on other topics have more systematic reviews. For examples, a map of studies of interventions for people with disabilities in developing countries has 166 studies of which 59 (36%) are reviews (Saran et. al., 2020); and a map of studies of interventions to prevent youth offending has 2,191 studies of which 182 (8%) are systematic reviews (White et al., 2021). In the youth employment space, there are very few intervention-specific reviews of the sort generally needed to inform policy and practice in the area of youth employment. This project is intended to contribute to changing that situation by producing both quantitative and qualitative reviews focused on sub-Saharan Africa. As mentioned above,

Africa is well represented in the map. However, the studies are concentrated in a few countries. This is especially so for impact evaluations. Several countries, including Botswana, Mozambique, Senegal and Zambia have no included impact evaluations.

There are also many more impact evaluations than process evaluations in this EGM. This is good news in that this is a sector with a wealth of evidence of effectiveness. But it is also important to learn lessons about the implementation of the interventions.

The geographical coverage shows a bias toward English speaking countries. This is partly because the map only includes English language studies, which is a shortcoming of the current map. But it is also the case that academics in all countries are more likely to publish in leading English language journals, but this does not hold for grey literature outside of Anglophone countries.

The map contains relatively few studies (n=22) published by the EC, who commissioned this map. This partly reflects the fact many evaluations of EU-funded programmes, such as YEI, are published by the Member State rather than the Commission. As noted above, many of these national evaluations are not in English and so not included in the map. The EC does not undertake many impact evaluations, which it calls ‘counterfactual impact evaluations’ (European Commission, no date). However, there has been substantial progress on this front in evaluations of European Social Fund (ESF) projects where Member States have been encouraged to undertake such studies which are collected in a common database.<sup>6</sup>

4.2

## IMPLICATIONS FOR RESEARCH

There are areas where additional primary studies would be useful. Examples of where studies would be useful are soft skills development through life skills training, and labour standards. There are also few studies around information interventions such as social media – but there are likely scant interventions in these areas also.

---

<sup>6</sup> [Inforegio - Evaluations by the Member States \(europa.eu\)](https://europa.eu/inforegio/)

Primary studies for interventions which are not specifically targeted at youth could report age-specific effects, but in the case of impact evaluations they need to be sufficiently powered to do so.

A major need is for more systematic reviews – preferably mixed methods reviews - which focus on specific interventions. As part of this project such a review is being undertaken for included studies for countries in sub-Saharan Africa.

## **IMPLICATIONS FOR POLICY AND PRACTICE**

**4.3** The map is the largest global repository of studies in English language, presenting evidence on interventions to increase youth employment. However, as far as decision-makers go, evidence and gap maps are of limited use as they are not intended to summarize the evidence. Agencies with knowledge brokers may use these maps to identify relevant studies to make evidence-based products such as policy briefs. But mainly, evidence and gap maps are an instrumental product to further develop the evidence architecture, as is being done in this project.

An earlier version of this map was used by a team commissioned by the Youth Futures Foundation to develop an evidence portal for developed countries.<sup>7</sup> This map has been used to identify the studies for a mixed method review of youth employment interventions in sub-Saharan Africa, and so develop a SSA Youth Employment Toolkit.

---

<sup>7</sup> <https://youthfuturesfoundation.org/toolkit/>

## REFERENCES

---

- Acevedo, P., Cruces, G., Gertler, P., and Martinez, S. (2017). '[Living up to expectations: How job training made women better off and men worse off](#)', NBER Working Paper No. 23265, National Bureau of Economic Research (NBER), Cambridge, MA, 2017.
- Apunyo, R., et al. (2012). 'PROTOCOL: Interventions to increase youth employment: An evidence and gap map', *Campbell Systematic Reviews*, 2021, Vol. 17, No. 4, e1196.
- Attanasio, O., Guarín, A., Medina, C. and Meghir, C. (2017). '[Vocational Training for Disadvantaged Youth in Colombia: A Long-Term Follow-Up](#)', *American Economic Review*, 2017, Vol. 9, No. 2, pp. 131 -143.
- Campbell Collaboration (no date) What is a systematic review? URL: <https://www.campbellcollaboration.org/what-is-a-systematic-review.html>.
- Cochrane (no date) What is a Cochrane Review? URL: <https://www.cochranelibrary.com/about/about-cochrane-reviews>
- Blanco, G., and Flores-Lagunes, A. (2019). [Does Youth Training Lead to Better Job Quality? Evidence from Job Corps](#), draft, 2019.
- European Commission (2022). [Young people in Europe: A statistical summary](#), 2022 edition, Publications Office of the European Union, Luxembourg, 2022.
- European Commission (no date) Counterfactual Impact Evaluation. URL: [https://joint-research-centre.ec.europa.eu/scientific-activities-z/counterfactual-impact-evaluation\\_en#:~:text=CIE%20%2D%20Counterfactual%20impact%20evaluation%20%2D%20is,group%E2%80%9D\)%2C%20the%20only%20difference](https://joint-research-centre.ec.europa.eu/scientific-activities-z/counterfactual-impact-evaluation_en#:~:text=CIE%20%2D%20Counterfactual%20impact%20evaluation%20%2D%20is,group%E2%80%9D)%2C%20the%20only%20difference)
- Eurostat (2024a). 'Euro area unemployment at 6.4%', January 2024. <https://ec.europa.eu/eurostat/documents/2995521/18278350/3-09012024-AP-EN.pdf/616998cd-5675-cd0d-8fb2-180a16c9af53#:~:text=The%20EU%20unemployment%20rate%20was,from%206.1%25%20in%20November%202022>.



Eurostat (2024b). Statistics on young people neither in employment nor in education or training. URL: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics on young people neither in employment nor in education or training](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_young_people_neither_in_employment_nor_in_education_or_training)

Gaitán-Rossi, P. and Velázquez Guadarrama, C. (2021). A systematic literature review of the mechanisms linking crime and poverty. *Convergencia*, 28, e14685. Epub 06 de mayo de 2021 <https://doi.org/10.29101/crcs.v28i0.14685>

Institute of Education (no date). *WWC Standards Brief: Attrition Standards*, Institute of Education (IES), Washington DC.

International Labour Office (ILO) (2019). *Quick Guide on Interpreting the Unemployment Rate*, ILO, Geneva, 2019.

International Labour Office (ILO) (2022). [\*Global employment trends for youth 2022: investing in transforming futures for young people\*](#), ILO, Geneva, 2022 -

International Labour Organization (ILO) (no date, n.d.), [\*Youth Employment in the European Union\*](#), ILO, Geneva.

Kluve, J. et al. (2014). '[\*Protocol: Interventions to improve labour market outcomes of youth: A systematic review of active labour market programmes.\*](#)', *Campbell Systematic Reviews*, Vol. 10, No. 1, 2014, pp. 1-109.

Kurtz J., Tesfaye B., Wolfe R. J. (2018). [\*Can economic interventions reduce violence? Impacts of vocational training and cash transfers on youth support for political violence in Afghanistan\*](#), Mercy Corps, Washington, DC, 2018.

Lacoe, J., Bostic, R. W. and Acolin, A, (2018). Crime and private investment in urban neighborhoods. *Journal of Urban Economics*, Volume 108, pp. 154-16. URL:

<https://doi.org/10.1016/j.jue.2018.11.001>.

Li, Y. and Heath, A. (2020). 'Persisting disadvantages: a study of labour market dynamics of ethnic unemployment and earnings in the UK (2009–2015)', *Journal of Ethnic and Migration Studies*, 2020, Vol. 46, No. 5, pp. 857-878.

Ministry for Women, Youth and Persons with Disabilities (2020). [National Youth Policy 2020-2030](#), Pretoria, 2020.

Ministry of Gender, Labour and Social Development (2001). [National Youth Policy 2001, A Vision for Youth In The 21st Century](#), Kampala, 2001.

Ministry of Youth Development, Indigenization and Empowerment (2013). [National Youth Policy](#). Harare, 2013.

OECD (2021). *Applying Evaluation Criteria Thoughtfully*, OECD Publishing, Paris, <https://doi.org/10.1787/543e84ed-en>

OECD (no date) *Outline of Principles of Impact Evaluation*. URL: 37671602.`pdf (oecd.org)

Saran, A., White, H., and Kuper, H. (2020). '[Evidence and gap map of studies assessing the effectiveness of interventions for people with disabilities in low-and middle-income countries](#)', *Campbell Systematic Reviews*, 2020, Vol 16, No. 1, e1070.

Scriven, M. (1991). *Evaluation thesaurus*, Sage, 3<sup>rd</sup> ed.,1991.

Shea B. J., Reeves B. C., Wells G., Thuku M., Hamel C., Moran J., Moher D., Tugwell P., Welch V., Kristjansson E., and Henry D. A. (2017). [AMSTAR 2: a critical appraisal tool for systematic reviews that include randomised or non-randomised studies of healthcare interventions, or both](#), *BMJ*, 2017, Vol. 358, j4008.

UNDESA (no date) *Definition of Youth*. URL: <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

UNDP (no date) *Quality Education* URL: <https://www.undp.org/sustainable-development-goals/quality-education>

White, H. (2010). '[A Contribution to Current Debates in Impact Evaluation](#)', *Evaluation*, 2010, Vol. 16, No. 2, pp. 153-164.

White, H., and Phillips, D. (2012). *Addressing attribution of cause and effect in small n impact evaluations: towards an integrated framework*, International Initiative for Impact Evaluation, New Delhi, 2012.

White, H., Katairo, T. and Apunyo, R. (2021). [\*The Effectiveness of Interventions to Increase Youth Employment: An Evidence and Gap Map\*](#), youth future foundation, 2021.

White, H. Saran, A., Verma, A., Oprea, E. and Babudu, P. (2021). *Evidence and Gap Map of Interventions to Prevent Children Getting Involved in Violence*, Technical Report on the First Edition, Youth Endowment Fund, London, 2021.

Wilson, T., and Papoutsaki, D. (2021). An Unequal Crisis: The impact of the pandemic on the youth labour market. Institute for Employment Studies Report. [URL:](https://www.employment-studies.co.uk/resource/unequal-crisis-impact-pandemic-youth-labour-market)  
<https://www.employment-studies.co.uk/resource/unequal-crisis-impact-pandemic-youth-labour-market>

World Bank (no date) Impact Evaluation Research. [URL:](https://www.worldbank.org/en/research/dime/research)  
<https://www.worldbank.org/en/research/dime/research>

# ANNEX 1: SEARCH STRATEGY FOR EVALUATIONS

This Annex lists the search strategy for academic databases, which was last performed in October 2022. Subsequent updates since 2023 are performed using machine learning, so there are no manual searches of these databases. The grey literature is searched separately, with the most recent searches in early 2024.

## 1. [ERIC DATABASE](#)

With filters: Publication date: January 2000-October 2022 Boolean/phrase/English (Selected Boolean phrase)

Results	Type
1	Train* or retrain* or re-train* or retool* or re-tool* or skill* or educat* or formal or on-the-job or vocational or TVET or OTJ or apprenticeship* or mentor* or internship or upskilling or career or financ* or microfinance or guarantees or policies or policy or micro-franchising or “international labour standard*” or “international labor standard*” or employ*” or ALMPs or “active labour market program*” or “active labor market program*” or “value chain “ or entrepreneur* or cost-effectiveness or "cost per job" or “social protection” or “social security” or “accountability systems” or scholarship* or earn*
2	Youth* or Teen* or “young people” or “young adult*” or “young person*” or adolescent* or “early adult*” or 'young women' or 'young men' or “aged from 15” or 'over 15 years' or 'under 35 years'
3	1 AND 2
4	eval* or assess* or analy* or estimate or effect or intervention* or measure*
5	“random* controlled trial” or “controlled clinical trial” or RCT or “control* trial” or “random allocat*” or “difference in difference*” or “difference-in-difference*” or “double difference*” or “regression discontinuity” or “instrumental variable*” or

	“propensity score” or quasi-experiment* or “quasi experiment*” or QED or QES or matching or “IV estimation” or “instrumental variable”
6	“systematic review*” or meta-analy* or “meta analy*”
7	4 OR 5 OR 6
8	3 AND 7
9	Limiters - Date Published: 20000101-20191231

## 2. [JSTOR](#)

Results	Type
1	((ti:(train* OR educat* OR mentor* OR job* OR skill* OR lab*r market OR employ* OR job OR empower*) AND ti:(youth* or teen* or "young people" or adolesc*)) AND ti:(eval* or assess* or analys* or "systematic review*" or RCT)) AND la:(eng OR en)
2	Limiters – Date published: 20000101-20191231
10	Limiters – English language

## 3. [3ie- Impact evaluations:](#)

Results	Type
1	(youth OR young people) AND (educat* OR train* OR technical or vocational) AND (employment OR “labor market” OR “labour market”)

## 4. [3ie Database of Systematic Reviews](#)

Results	Type
1	(youth OR "young people") AND (educat* OR train* OR technical OR vocational) AND (employ* OR "labor market" OR “labour market)

## 5. [3ie Registry for International Development Impact Evaluations - \(RIDIE\):](#)

Results	Type
1	(youth or "Young people") + (educat* or train* or "technical and vocational education" or entrepreneur*) + (employ* OR "labor market" OR "labour market")

#### 6. [USAID - Development Experience Clearinghouse](#)

Results	Type
1	Youth employment

#### 7. [Google Scholar](#)

Results	Type
	(train* OR educat* OR skill* OR re-tool* OR technical OR vocational OR TVET OR scholarship* OR apprentice*) AND youth* AND (employ* OR empower* OR ALMP OR AND (labour OR labor) OR entrepreneur*) AND (eval* OR "systematic review")

#### 8. [SSRN \(Social Science Research Network\)](#)

Results	Type
1	youth employment AND training AND evaluation

#### 9. [Wiley Online](#)

Results	Type
1	(train* OR skill* OR educat* OR apprenticeship*) in Title AND (youth* OR "young adult*" OR teen* OR "young people") in Title AND (employment OR "labour market" OR "labor market" OR entrepreneur*) anywhere AND (eval* OR "systematic review" OR RCT) anywhere

	Limiters: 2000-2019
--	---------------------

#### 10. [University of Chicago Journals](#)

Results	Type
1	<b>(youth* OR "young adult*" OR "young people") AND (employment OR "labour market" OR "labor market") AND (educat* OR train*) in abstract</b>

#### 11. [World Bank Labor Markets](#)

Results	Type
1	In keywords: (youth* OR "young adult*" OR "young people" OR teen*) AND In keyword: (employment OR "labour market" OR "labor market") AND In Keyword: (educat* OR train* OR skill*) AND In keyword: (evaluation OR "systematic review")

#### 12. [REPEC & World Bank e-library \(through EBSCO Discovery\)](#)

Results	Type
S1	Train* or retrain* or re-train* or retool* or re-tool* or skill* or educat* or formal or on-the-job or vocational or TVET or OTJ or apprenticeship* or mentor* or internship or upskilling or career or financ* or microfinance or guarantees or policies or policy or micro-franchising or "international labour standard*" or "international labor standard*" or employ*" or ALMPs or "active labour market program*" or "active labor market program*" or "value chain " or entrepreneur* or cost-effectiveness or "cost per job" or "social protection" or "social security" or "accountability systems" or scholarship* or earn*
S2	TI ( (Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early adult*" or "aged from 15" or "aged under 35") ) OR SU ( (Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early

Results	Type
	<p>adult*" or "young women" or "young men" or "aged from 15" or "over 15 years" or "aged under 35" or ) )      Limiters - Date of Publication: 20000101-20191231</p> <p>Database - Discovery Service for 3ie, Inc.</p>
S3	<p>TI ( (eval* or assess* or analy* or estimat* or effect or intervention* or measure*) ) OR AB ( (eval* or assess* or analy* or estimat* or effect or intervention* or measure*) ) OR SU ( (eval* or assess* or analy* or estimat* or effect or intervention* or measure*) )</p> <p>Limiters - Date of Publication: 20000101-20191231</p> <p>Database - Discovery Service for 3ie, Inc.</p>
S4	<p>TI ( ("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation") ) OR AB ( ("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation") ) OR SU ( ("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation") )</p> <p>Limiters - Date of Publication: 20000101-20191231</p> <p>Database - Discovery Service for 3ie, Inc.</p>
S5	<p>TI ( ("systematic review*" or (systematic* N2 review*) or meta-analy* or "meta analy*") ) OR AB ( ("systematic review*" or (systematic* N2 review*) or meta-analy* or "meta</p>



Results	Type
	analy*") ) OR SU ( ("systematic review*" or (systematic* N2 review*) or meta-analy* or "meta analy*") ) Limiters - Date of Publication: 20000101-20191231  Database - Discovery Service for 3ie, Inc.
S6	S3 OR S4 OR S5  Database - Discovery Service for 3ie, Inc.
S7	S1 AND S2 AND S6  Database - Discovery Service for 3ie, Inc.
	Final Result limited to Repec
	Final Result limited to World Bank e-library

### 13. IZA - [Institute of Labor Economics \(IZA\)](#)

Results	Type
1	youth employment AND (evaluation OR systematic review or meta analysis)

### 14. [Campbell Collaboration](#)

Results	Type
1	youth AND employment

### 15. [EPPI CENTRE](#)

Results	Type
1	Youth
2	Teenagers
3	Young adults

Results	Type
4	Young people
5	Young women
6	Young men
7	Aged from 15
8	Over 15 years
9	Under 35 years
10	1-9/or
11	Education
12	skill*
13	Internship
14	Upskilling
15	Career
16	empower*
17	Micro-franchising
18	Cost-effectiveness
19	Cost per job
20	train*
21	11-20/or
22	10 AND 21
23	Evaluation
24	“Systematic review”

Results	Type
25	12 OR 13
20	11 AND 14

16. [ELDIS](#)

Results	Type
	(Training OR skill* OR educat*) AND Youth AND (employ* OR income) AND evaluation

17. [Research for Development \(Dfid's outputs database for funded projects\)](#)

Results	Type
	(educat* OR train* OR skill*) AND youth* AND (employment OR "labour market" OR "labor market") AND ("impact evaluation" OR "systematic review")

18. [UNDP International Policy Centre for Inclusive Growth \(IPC-IG\)](#)

Results	Type
	Youth employment

19. [International Labour Organization](#)

Results	Type
	("youth OR "young people") AND employment AND training AND ("labour market" OR "labor market") AND evaluation

20. [EconLit](#)

Results	Type
1	(Train* or retrain* or re-train* or retool* or re-tool* or skill* or educat* or internship or upskilling or career or formal or on-the-job or vocational or TVET or OTJ or

Results	Type
	apprenticeship* or mentor* or financ* or microfinance or guarantees or policies or policy or "international labour standard*" or "international labor standard*" or employ* or ALMPs or "active labour market*" or "active labor market*" or "value chain" or entrepreneur* or "social protection" or "social security" or (accountab* adj3 system*) or scholarship* or earn*).ti.
2	I21 or I22 or I26 or J21 or L26 or M53).cc.
3	or/1-2
4	(Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early adult*" or "aged from 15" or "aged under 35").ti,kw.
5	J13.cc.
6	or/4-5
7	eval* or assess* or analy* or estimat* or effect or intervention* or measure*).ti,ab.
8	("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation").ti,ab,kw.
9	("systematic review*" or (systematic* adj2 review*) or meta-analy* or "meta analy*").ti,ab,kw.
10	or/7-9
11	3 and 6 and 10
12	limit 11 to yr="2000 - 2019"

## 21. [CAB Global Health](#)

Results	Type
1	or financ* or microfinance or guarantees or policies or policy or "international labour standard*" or "international labor standard*" or employ* or ALMPs or "active labour market*" or "active labor market*" or "value chain" or entrepreneur* or "social protection" or "social security" or (accountab* adj3 system*) or scholarship* or earn*).ti.
2	employment/ or employment opportunities/ or labour economics/ or labour market/ or inservice training/ or apprenticeship/ or on-the-job training/ or labour market/ or vocational training/ or job skills/ or entrepreneurship/
3	or/1-2
4	(Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early adult*" or "aged from 15" or "aged under 35").ti.
5	adolescents/ or youth/ or young workers/ or rural youth/ or young adults/
6	or/4-5
7	(eval* or assess* or analy* or estimat* or effect or intervention* or measure*).ti,ab.
8	("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation").ti,ab.
9	("systematic review*" or (systematic* adj2 review*) or meta-analy* or "meta analy*").ti,ab.
10	or/7-10
11	3 and 6 and 11

Results	Type
12	limit 12 to yr="2000 - 2019"

#### REFERENCES FOR ANNEX 1

Saran, A., Hunt, X., White, H., and Kuper, H. (2023). [‘Effectiveness of interventions for improving social inclusion outcomes for people with disabilities in low- and middle-income countries: A systematic review’](#), *Campbell Systematic Reviews*, 2023, Vol.19, No.1, e1316, Appendix 3.

UIS (2012). International Standard Classification of Education, ISCED 2011, UIS, Montreal, 2012.

## ANNEX 2: DEFINITIONS OF INTERVENTIONS

---

This annex provides definitions or descriptions of the intervention categories and sub-categories used in the EGM. Where possible and appropriate definitions are given a source. EGM categories need to be broadly defined so as to encompass all possible uses of the terms in included studies, so it can be necessary to present our own definition. The descriptions may also include clarifications regarding potentially ambiguous issues, such as the coding of stipends paid to trainees.

- **Intervention category: Training, up-skilling and retraining / re-skilling**
  - **Training** is teaching, or development in oneself or others, any skills and knowledge that relate to specific useful competencies. Up-skilling is learning new skills which enhance competency in an area of work. Retraining workers can refresh their knowledge or help them learn skills for a different area of work (re-skilling).
  - **Education, technical and vocational training (TVET):** Technical and vocational education and training (TVET) comprises education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels, which may lead to qualifications (UNESCO, 2019a). Stipends to support participation in training should be coded here, not as grants. Education interventions include technical skills training interventions in a school setting which are oriented to employment. The EGM does not include studies on general education, or interventions whose primary purpose is to include education outcomes.
  - **Internship:** These are short-term periods of temporary work experience, typically lasting for a few weeks or months mainly to gain on-the-job experience of working in a particular role, organization or industry sector (Finch, 2018; International Labour Organization, 2012).

- **Apprenticeship:** An apprenticeship is a formal employment programme? that provides training to do a specific job. Apprentices sign a contract with the employer and learn specific skills during their apprenticeship (Finch, 2018).
- **Training centre accreditation and certification:**
  - **Accreditation** is the process by which a (non) governmental or private body evaluates an education or training institution as a whole, or a specific educational programme, in order to formally recognize it as having met certain predetermined minimal criteria or standard (Vlăsceanu et al., 2007).
  - **Certification** is the process by which an education or training institution or agency acknowledges the achievement of a given level of attainment, usually providing a written certificate to the individual student (Vlăsceanu et al., 2004).
- **Training of trainers and teachers:** Training of trainers (TOT) is a high-level professional learning process in which qualified trainers provide training and capacity-building assistance to others who are or will become trainers (Program Success Centre for Sexual & Reproductive Health, 2019). Training of trainers may be used when a new curriculum is being adopted.
- **Business skills training:** This involves training in business-related skills such as financial management, marketing, sales and customer service, leadership, project management and planning, delegation and time management, problem solving, and networking (Small Business Development Corporation, 2019).
- **Life skills training:** Life skills training is intended to strengthen a trainees' self-esteem and work habits by equipping them with a wide set of behaviours, attitudes, and personal qualities so that they develop the ability to navigate their environment, work well with others, perform well, and achieve set goals. Examples of life skills or soft skills include social skills, communication skills, problem solving skills, decision making skills and self-control (Lippman et al., 2015). Life skills are broadly defined to



include a range of non-technical skills necessary for successful employment or self-employment, so they may include basic literacy and numeracy as well as social skills. Life skills training is different from vocational training in that the former is meant to address the technical training needs of local employers (Ibarraran, et al., 2012).

- **Prior Learning Assessment and Recognition (PLAR):** Prior learning assessment and recognition defines processes that allow individuals to identify, document, be assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential. PLAR can be undertaken for several purposes, including self-knowledge, credit or advanced standing at an academic institution, for employment, licensure, career planning or recruitment (CAPLA, 2019).
- **Intervention Category: Support to employment**
  - **Employee Mentoring** including work-integrated learning and on-job-training (OJT): OJT is work-based training or in-service training or on-site training (UNESCO, 2019b) for employees. It excludes apprentices and interns but includes supervision for training purposes of employees which is employee mentoring.
  - **Programmes for overseas employment:** Overseas employment refers to employment of a migrant worker in a foreign country, where workers often sign agreements with their employers for a specified period of time. Overseas employment programmes are mainly set up and run by government agencies of developing countries to promote overseas earnings and remittances, and address high rates of unemployment at home by supporting the export of labour to foreign countries.
  - **Support to employee mobility and placements:** This includes transport or financial assistance for job search or attending jobs (Scism, 1974). A job placement is when an unemployed person is put into a job that preferably is suitable to existing skills and interests, usually for a temporary period (Longman, 2019).
  - **Public works programmes:** Public works in general means construction, alteration, demolition, installation, or repair work done under contract and paid in whole or in

part out of public funds (USA. State of California Department of Industrial Relations, 2020). Primary beneficiaries of public works programmes are the hard-to-employ and socially vulnerable groups who, by being engaged in public works, are offered a chance to earn regular income in the short run, and so maintain or improve their skills (EU, 2017).

- **Regional economic development** “is the process of economic development of a region through which a region is capable to improve its economic, political, and social welfare... [and] the set of sustained, concerted actions taken by policy makers to promote the economic well-being and the standard of living of certain communities or regions. These actions may involve investing in infrastructure, social well-being, human capital, business development, among other initiatives” (IGI Global, 2019).
- **Intervention Category: Decent work policies:**
  - **Decent work** are opportunities for work that is productive and delivers fair income, security in the workplace and social protection for families, better prospects for personal development and social integration (International Labour Organization, 2019).
  - **Social protection and social security:** Social protection includes benefits for unemployment, employment injury etc. Social protection systems address all policy areas by a mix of contributory schemes (social insurance) and non-contributory tax-financed benefits, including social assistance (International Labour Organization, 2017). Social security involves access to health care and income security, particularly in cases of unemployment, work injury, maternity or loss of a main income earner (International Labour Organization, 2020).
  - **Institutions and accountability:** Institutions are the government and non-governmental bodies (such as Ministries of Manpower and Labour, and Public Employment Services) concerned with the labour market. Accountability is the obligation to demonstrate that policy has been designed and implemented effectively, and to report on results in a timely and accurate manner. The employment policy accountability system generally comprises seven elements: (a)

national level priorities with goals and targets, (b) work plans with specific targets and measures, (c) a budget allocation, (d) a performance framework with delivery plan and indicators of outcome, (e) statistics and reporting, (f) monitoring and evaluation, and (g) adjustment and improvement of employment policy (International Labour Organization, n.d.). This code is mainly used for interventions which include an institutional development component.

- **Policy and labour standards:** Policies refer to any policy related to the labour market including labour standards. Labour standards are legal instruments drawn up by governments, employers and workers and setting out basic principles and rights at work. They are either Conventions (or Protocols), which are legally binding international treaties that may be ratified by member states, or Recommendations, which serve as non-binding guidelines. In many cases, a Convention lays down the basic principles to be implemented by ratifying countries, while a related Recommendation supplements the Convention by providing more detailed guidelines on how it could be applied. Recommendations can also be autonomous, i.e., not linked to a Convention (International Labour Organization, 2019).
- **Intervention Category: Labour market information systems:**
  - **Labour market trend analysis:** Labour market information covers the principal elements of the labour market and its operations. For instance, labour market information on current demand, broken down by occupation and skills level, including early identification of sectoral trends and of changes in technology and occupations leading to changing skills composition (International Labour Organization, 2011).
  - **Digital services and SMS coaching:** Digital government services (also called e-government) are defined as service delivery within government — as well as between government and the public — using information and communication technologies. Common digital services range from filling tax returns to renewing a driver’s license to applying for a pet license. Nearly any government form or service can be offered digitally (Granicus, 2019). Digital services may also be offered by non-governmental

agencies, such as NGOs working with youth. Relevant digital services most likely relate to vacancies and training opportunities.

- **Social media campaigns and awareness campaigns:** Social media campaigns are marketing campaigns on platforms like Facebook, X (formerly Twitter), LinkedIn or Instagram. They have the potential to engage followers, boost brand awareness e.g., on matters of youth employment (Heavey, 2017).
- Career offices/advisory services/career days/job fairs: Careers and advisory services are intended to guide young people in making career and training choices. These services are provided by career counsellors. Job fairs provide young people with an opportunity to meet potential employees.
- **Intervention Category: Private sector development:**
  - **Business mentoring:** This is an opportunity for young entrepreneurs to get help from knowledgeable advisers who understand the needs of one's business. Business mentors can help mentees with: building skills; providing insight and feedback on your practices; setting goals for growth; and connecting mentees with networks and opportunities. "Mentoring often occurs in a 1-on-1 or small group setting for a personalized and flexible approach" (Queensland Government, 2022).
  - **Formalization:** Formalization is the process of bringing into the formal sector enterprises which were previously operating informally. It is supported by two major interventions: (1) Cutting red tape by eliminating unnecessary documents, procedures and fees by improving the administration of business start-up and closing and ongoing compliance formalities by the relevant government bodies. (2) Enhancing access to information and support for enterprises (Gaarder and van Doorn 2021). These interventions make it easier to register and comply (simplifying laws and procedures), more attractive to formalize (incentives), more feasible to formalize (productivity enhancement) and less attractive to be informal sector (enforcement and compliance). Specific example interventions could be:
    - One stop shops

- Digitalization of operations – by eliminating unnecessary documents, procedures and fees
    - improving the administration of business start-up (closing and ongoing) compliance formalities by the relevant government bodies
  - **Access to services and markets:** Access to markets are interventions to facilitate producers’ access to markets for their goods and services, through information, linkages and transportation. Services include services such as legal services and insurance.
  - **Green and circular economy:**
    - **Green economy** is “a system of economic activities connected with the production, distribution and consumption of goods and services that results in a better human wellbeing in the long term, to avoid exposing the future generations to significant environmental risks and to the ecologic shortage” (Ceretti, 2016).
    - **Circular economy** represents “a development strategy that provides for the economic growth without increasing the consumption of resources and reducing the impact on the environment” (Ceretti 2016).
  - **Value chain development:** The ILO Value Chain Development approach strengthens market dynamics and relationships between the different actors in the chain with the objective of strengthening the whole market system - enterprises, business relationships, financial networks, supporting functions, rules and norms, and the business environment – in a way that ensures greater benefits for the poor from economic growth and development (Nutz & Sievers, 2015).
- **Intervention Category: Finance and financial incentives**
  - **Micro, small and medium-sized enterprise (MSME) finance:** The provision of loans to MSMEs.

- **Social impact bonds:** A social impact bond (SIB) is a contract with the public sector or governing authority, whereby it pays for better social outcomes in certain areas, such as youth employment (Smith, 2019). Implementers are paid for results (youth employed) not activities.
- **Crowd funding:** Crowdfunding is the use of small amounts of capital from a large number of individuals to finance a new business venture. Crowdfunding makes use of the easy accessibility of vast networks of people through social media and crowdfunding websites to bring investors and entrepreneurs together, with the potential to increase entrepreneurship by expanding the pool of investors beyond the traditional circle of owners, relatives and venture capitalists (Smith, 2019).
- **Loan guarantees:** A guaranteed loan is a loan that a third party (e.g., government agency) guarantees – or assumes the debt obligation for – in the event that the borrower defaults. Guaranteed loan agreements may be made when borrowers such as unemployed youth are considered unattractive candidates for regular bank loans. It is a way for people (unemployed youth) who need financial assistance to secure funds when they otherwise may not qualify to acquire them (Kagan, 2019a).
- **Grants:** These are funds that do not have to be paid back by the recipients, under most conditions. Grants meant for youth employment can include: entrepreneurship grants, education grants and research money. Some grants have waiting periods, called lock-up or vesting periods, before the grantee can take full ownership of the financial reward (Chen, 2018). Grants may be in cash or in kind. Stipends to attend training and transport subsidies are not included here.
- **Savings groups:** Savings groups, also called self-help or financing groups, are small groups, often mostly or only women, who save a certain amount of money each week or each month and have group meetings weekly or monthly. Out of these collective savings they issue each other loans. Groups decide how much interest they can charge, what the penalties will be for not coming to the meetings or showing up late to the meetings, and what amount they will save each week or month. They

decide what the requirements are for dropping out of the group and the requirements for new members joining (Flynn, 2013).

- **Micro-franchising:** Micro-franchising is a business model that applies traditional franchising to very small businesses. It is a systemized approach to replicating micro-enterprises like drive-in coffee kiosks, mall products and services, food stands, and just about any other type of business that sells low-cost products or services (Evans 2013).
- **Wage subsidies:** These are transfers to reduce employment costs. Their main goal is to provide incentives for employers to hire members of the target group such as unemployed youth (Bordos et al., 2015). Governments are the major providers of wage subsidies. These could be direct money transfers to firms or youth or tax deductions for firms employing youth.
- **Tax, trade and investment climate:** This term collectively refers to the business environment, covering respectively tax policy, trade policy and the investment climate. Investment climate refers to the “economic, financial, and socio-political conditions in a country or region that impact whether individuals, banks, and institutions are willing to lend and acquire a stake (i.e., invest) in the businesses operating there” (Hayes 2021).
- **Intervention Category: Cross-cutting:**
  - **Youth outreach:** Youth outreach services are provided to youth in the community rather than the youth needing to visit service provider offices. The immediate needs of youth are addressed and provided with linkages to community services and resources. It may also involve liaison with staff at schools, and directly reaching children via schools.
  - **Gender:** This code is used when the intervention has a component or activities to directly address gender. Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between

men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context (EIGE Gender mainstreaming Glossary).



## ANNEX 3: DEFINITIONS OF INDICATORS

---

This annex provides definitions or descriptions of the indicator categories and sub-categories used in the EGM. Where possible and appropriate definitions are given a source. EGM categories need to be broadly defined so as to encompass all possible uses of the terms in included studies, so it can be necessary to present our own definition. The descriptions may also include clarifications regarding potentially ambiguous issues.

### EDUCATION AND SKILLS OUTCOMES

Educational outcomes refer to any indicator or outcomes related to the education system, and so includes access to and quality of education, level of education attained, and what students know and understand, and are able to demonstrate. Learning and skills outcomes refer to the totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours an individual is expected to master upon successful completion of an education programme (UIS, International Standard Classification of Education, ISCED 2011, UIS, Montreal, 2012).

#### Indicator Category: Education and skills

- **Education completion:** Whether the individual has completed a given cycle of education, or for a group the share of children who complete a given cycle of education.
- **Access to education:** The opportunity for children to participate in a government-approved course of learning. This opportunity should be available to all children regardless of disability, socioeconomic status, etc.
- **Education quality:** Quality education in one which ensures good learning outcomes – with gender parity – through the provision of relevant school infrastructure, equipment, educational materials and resources, scholarships or teaching force (UNDP, no date).
- **Technical and vocational skills:** Technical and vocational skills are the skills needed to engage in a wide range of occupational fields, production, services and livelihoods (UNESCO, 2019d).

- **Digital skills:** Digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities at large (UNESCO, 2018).
- **Transferable skills** including life skills e.g., networking and negotiation: A transferable skill is a skill learned in one context and used in another. They can serve as a bridge from study to or from one career to another as they enable the subject and related skills to be applied and developed effectively in different work environments. They include skills such as communication skills and organizational skills (OECD, 2012).

## EMPLOYMENT OUTCOMES

These refer to the following: Employment status, seeking employment, vacancies, employment expectation, employment consistent with education/training, Hours worked, job quality and earnings.

### Indicator Category: Employment

- Employment status including employment duration:
  - **Employment status:** whether a person is employed or not, including part-time and self-employed, in both the formal and informal sector, and covering also if the employment is part-time or self-employed.
  - **Employment duration:** Longevity; duration of service or employment. How long an employee has worked at a company or an individual has belonged to an organization.
- **Hours worked:** Hours worked is the number of hours actually worked, defined as the sum of all periods spent on direct and ancillary activities to produce goods and services. (Eurostat Glossary - Hours Worked).

- **Earnings:** money obtained in return for labour or services, including reported earnings and income, for the beneficiary of the intervention. Household income is included below under welfare (economic outcomes).
- **Actively seeking employment:** A young person who is undertaking steps to find employment, which can be indicated by activities such as job applications submitted; attendance of job fairs, reviewing job advertisements and, attending job interviews (Azevedo et al., 2013).
- **Employment expectation:** Expectations regarding of employment terms and conditions (Acevedo, 2017), the likelihood of being offered job and, likelihood of being deployed if offered a job (Beam, 2016).
- **Appropriate employment:** This refers to employment which is related to the skills learned or held by an employee (Ahmed et al., 2014). Skills match with tasks or the worker is not under/over qualified for the job (Abebe et al., 2017).
- **Job quality:** Job quality complements measures of job quantity to provide an assessment of employment strategy. Job quality is a multidimensional concept where different policy agenda and disciplines emphasize different dimensions. Job quality is measured at the level of the job. It includes job features captured from an objective perspective, which can be observed and are related to meeting people's needs from work. It is made up of all the characteristics of work and employment that are associated with health and well-being. Positive and negative features of the jobs are included. These indicators reflect the job resources (physical, psychological, social or organizational aspects) and job demands, or the processes that influence them. Whether a job is in the formal or informal sector is included under job quality.
- **Vacancies:** Number of unoccupied positions for a job category.

## WELFARE OUTCOMES

These include the following: Economic outcomes, anti-social and offending behaviour; citizenship and values; family health and education; and Inclusion and empowerment (social network):

### Indicator Category: Welfare

- **Economic outcomes (except earnings):** These include assets, and savings (Blattman, 2014; Fiala, 2014; Hirshleifer et al., 2014). It also includes income at household level.
- **Anti-social and offending behaviour:** Anti-social behaviour is causing trouble, annoyance or suffering to either another individual or the community in general. It is not necessarily an offence. Offending behaviour is the committing of any criminal act. Crime is any behaviour and any act, activity or event that is punishable by law (Government of Netherlands, 2019). Crime can involve violence, sexual abuse or drugs smuggling but also discrimination, road rage and burglary.
- **Citizenship and values:** Personal values are individual conceptions of the desirable that guide behaviour in little things like donating to charity or spending time with the family and in life-defining decisions (Ponizovskiy et al., 2019). Citizenship is identification with the nation and willingness to undertake duties in service of the nation (civic duty).
- **Family health and education:** This includes reproductive health, medical expenses, household nutrition, hygiene, education expenditure etc. (Blattman et al., 2014).
- **Inclusion and empowerment (social network):** Personal empowerment is about taking control of your own life, and making positive decisions based on what you want (Mind Tools, 2019). Outcomes include but not limited to confidence of family relationships, partner relations and autonomy e.g., the ability 'to spend earnings without permission from partner' (Blattman et al., 2014). Engagement in community activities should be coded here.

## ENTREPRENEURSHIP OUTCOMES

These broadly refer to business creation, business performance, job creation as well as access to financial services.

### Indicator Category: Entrepreneurship

- **Access to financial services:** The availability to a given person of affordable and appropriate financial services, e.g. to youth investors. Access is often seen as the goal of financial inclusion (Centre for Financial Inclusion, 2018).
- **Business creation:** Creating a new business is the process of establishing a new business which did not previously exist. It may include the process of business registration.
- **Business performance:** Including profits, exports, sales, capital and investment, business creation and business survival (Kluve et al., 2014). Excludes job creation which is coded separately.
- **Job creation:** Job creation is the establishment of any job, including self-employment, which did not exist previously.

### Indicator Category: Economic measures

- **Cost:** Costs are the necessary expenditures that have to be paid or given up in order to get something (Business Dictionary 2020), e.g. for the implementation of a youth employment intervention. Examples are the fiscal costs of the value of a wage subsidy and the administration of the subsidy (Betcherman et al., 2010).
- **Cost benefit analysis:** Cost benefit analysis is an economic evaluation technique that compares the cost of the intervention with the benefit incurred, where the benefit is measure by monetary unit. Here, both costs and returns are measured in monetary units. Net benefit = benefits minus costs. Alternatively, the costs and benefits may be stated as a benefit-cost ratio (BCR) or used to calculate the economic rate of return (ERR).

- **Cost effectiveness:** Cost effectiveness analysis (CEA) is an economic evaluation technique that compares 'cost per unit of outcome of interventions, where the consequences are measured by 'natural' units (e.g. youth employed). CEA focuses on non-monetary outcomes. Cost effectiveness ratio (CER) = Cost of intervention/effect of Intervention (Cellini& Kee, 2015)
- **Multiplier and spillover effects:** Effects not directly in the programme e.g., youth spending earnings to improve local commerce is a multiplier effect and displacement of employment would be a negative spillover.

## DESIGN AND IMPLEMENTATION

These items are coded if information on the item is included in the study:

### Indicator Category: Design and implementation

- **Design:** information on the design of the intervention such as intervention components and target group.
- **Theory of change:** a theory of change which explains how the planned inputs, activities and outputs are expected to achieve the desired outcomes.
- **Barriers and facilitators to participation:** reporting factors which are believed to either help (facilitators) or hinder (barriers) youth taking part in youth employment programmes.
- **Design issues:** reporting of issues in the design of the intervention which have been important in affecting implementation or achievement of intended outcomes.
- **Implementation issues:** reporting issues which have arisen during implementation.
- **Causal processes:** providing information on how the causal processes operate or fail to do so.

- **Barriers and facilitators to outcomes:** reporting factors which are believed to either help (facilitators) or hinder (barriers) achievement of the outcomes given that the outputs have been produced.
- **Sustainability:** reporting information on whether the intervention benefits are likely to be sustained after the intervention has ended.

### REFERENCES FOR ANNEX 2 AND ANNEX 3

Abebe, G. T., Caria, S., Fafchamps, M., Falco, P., Franklin, S., Quinn, S., and Shilpi, F. (2017). [\*Job fairs: Matching firms and workers in a field experiment in Ethiopia\*](#), World Bank Policy Research Working Paper No. 8092, World Bank, Washington DC, 2017.

Acevedo, P., Cruces, G., Gertler, P., and Martinez, S. (2017). [\*Living up to expectations: How job training made women better off and men worse off\*](#), NBER Working Paper No. 23264, 2017.

Ahmed, A., Chakravarty, S., Lundberg, M., and Nikolov, P. (2014). [\*The Role of Training Programmes for Youth Employment in Nepal: Impact Evaluation Report on the Employment Fund\*](#), World Bank, Washington DC, 2014.

Azevedo, T. A. D., Davis, J., and Charles, M. (2013). *Testing what works in youth employment: Evaluating Kenya's Ninaweza program*, International Youth Foundation, Baltimore, Maryland, 2013.

Beam, E. A. (2016). 'Do job fairs matter? Experimental evidence on the impact of job-fair attendance', *Journal of Development Economics*, 2016, Vol.120, pp. 32-40.

Betcherman, G., Daysal, N. M., and Pagés, C. (2010). 'Do employment subsidies work? Evidence from regionally targeted subsidies in Turkey', *Labour Economics*, 2010, Vol 17, No. 4, pp. 710-722.

Blattman, C., Fiala, N., and Martinez, S. (2014). 'Generating skilled self-employment in developing countries: Experimental evidence from Uganda', *Quarterly Journal of Economics*, 2014, Vol. 129, No. 2, pp. 697-752.

Bordos, K., Csillag, M., and Scharle, A. (2015). [What works in wage subsidies for young people: A review of issues, theory, policies and evidence](#), Employment Working Paper No. 199, International Labor Office, Geneva, 2015.

CAPLA (2019). [What is Prior Learning Assessment & Recognition \(PLAR\)/ Recognition of Prior Learning \(RPL\)](#), Canadian Association for Prior Learning Assessment (CAPLA), 2019. (accessed 19 December 2019)

CDA, [Do No Harm: A brief Introduction from CDA](#), undated.

Cellini, S. R., and Kee, J. E. (2010). 'Cost-Effectiveness and Cost-Benefit Analysis', in: Wholey, J.S., Hatry, H.P., and Newcomer, K. E. (editors): *Handbook of practical program evaluation*, 3<sup>rd</sup> edition, Jossey Bass, San Francisco, 2010, pp. 493.

Centre for Financial Inclusion (2018). [Financial Inclusion Glossary](#), 2018.

Chen, A. (2018). Grant, [Investopedia](#), 2018.

Chen, J. (2022). Social Impact Bond (SIB): Definition, How It Works, and Examples, Investopedia, 2022. Available at: [Social Impact Bond \(SIB\): Definition, How It Works, and Examples](#)

Clarke, M. and Chalmers, I. (1998). 'Discussion sections in reports of controlled trials published in general medical journals: islands in search of continents?', *Jama*, 1998, Vol. 280, No. 3, pp. 280-282.

Ceretti, E. (2016). [Green Economy and Circular Economy: targets and prospects](#), WireTech World, 2016.

EU in Serbia (2017). [Public Works- a solution to unemployment](#). 2017 (accessed 3 March 2020).

Evans, M. (2013). [Small Business Ownership: Start Out Small With A Microfranchise](#), Forbes, 2013.

Farlex Financial Dictionary (2012). [Job Creation](#), 2012.



- Fiala, N. (2014). [Stimulating microenterprise growth: Results from a loans, grants and training experiment in Uganda](#), 2014.
- Finch, C. (2018). [Difference Between Internship & Apprenticeship](#), CHRON, 2018.
- Flynn, R. (2013). [A Case Study of Rural Finance Self-Help Groups in Uganda and Their Impact on Poverty Alleviation and Development](#), Independent Study Project (ISP) Collection, 1688, 2013.
- Gaarder, E., and van Doorn, J. (2021). [Enterprise Formalization: Simplifying and facilitating business start-up and compliance](#), ILO Thematic Brief 2/2021, 2021.
- Government of Netherlands (2019). [Forms of crime](#), 2019.
- Granicus (2019). [What Is Digital Government Service?](#) , 2019.
- Hayes, A. (2021). [Investment Climate: What it is, How it Works](#), Investopedia, 2021.
- Heavey, D. (2017). [Examples of Successful Media Campaigns](#), 2017.
- Hirshleifer, S., McKenzie, D., Almeida, R., and Ridao - Cano, C. (2016). 'The impact of vocational training for the unemployed: experimental evidence from Turkey', *Economic Journal*, 2016, Vol. 126, No.597, pp. 2115-2146.
- HR in Asia (2019). [The Differences between Reskilling and Upskilling](#), 2019.
- Ibarraran, P., Ripani, L., Taboada, B., Villa, J. M., and Garcia, B. (2014). '[Life skills, employability and training for disadvantaged youth: Evidence from a randomized evaluation design.](#)', *IZA Journal of Labor & Development*, 2014, Vol. 3, Article 10 (2014).
- IGI Global (2019). [What is Regional Economic Development](#), 2019: <https://www.igi-global.com/dictionary/regional-economic-development/51711>
- ILO Skills and Employability Department (2012). [Upgrading informal apprenticeship: a resource guide for Africa](#), International Labour Office (ILO), Geneva, 2012.
- ILO (2010). [A skilled workforce for strong, sustainable and balanced growth: a G20 training strategy](#), International Labour Office (ILO), Geneva, 2010.

ILO (2017). [Universal social protection to achieve the Sustainable Development Goals, World social protection report 2017–19](#), International Labour Office (ILO), Geneva, 2017.

ILO (2017). [Employment Policy Implementation Mechanisms across countries](#), Employment Research Brief, International Labour Office (ILO), 2017.

ILO (2019). [Conventions and Recommendations](#), International Labour Office (ILO), Geneva, 2019.

ILO (2020). [Social Protection](#), International Labour Office (ILO), Geneva, 2020.

Kagan, J.(2019a). [Guaranteed Loan – Definition](#), Investopedia.

Kagan, J. (2019b). [Microfinance](#), Investopedia.

Kluve, J. et al. (2014). '[Protocol: Interventions to improve labour market outcomes of youth: A systematic review of active labour market programmes.](#)', *Campbell Systematic Reviews*, 2014, Vol. 10, No. 1, pp. 1-109.

Lewin, K. M. (2015). [Educational access, equity, and development: planning to make rights realities.](#), *Fundamentals of Educational Planning – 98*, United Nations Educational, Scientific and Cultural Organization, Paris, 2015.

Lippman, L. H., Ryberg, R., Carney, R., and Moore, K. A. (2015). [Workforce Connections: Key “soft skills” that foster youth workforce success: toward a consensus across fields](#), *Child Trends*, Rockville MD, 2015

Longman Business Dictionary (2019). [Job Placement](#), 2019.

McGuire, G. (2002). [Trade in services: market access opportunities and the benefits of liberalization for developing economies](#), United Nations, New York and Geneva, 2002.

Mind Tools (2019). [Achieving Personal Empowerment: Taking Charge of Your Life and Career](#), 2019.

Nutz, N., and Sievers, M. (2015). [A rough guide to value chain development: How to create employment and improve working conditions in targeted sectors](#), ILO, Geneva, 2015.

- OECD (2012). [\*Transferable Skills Training for Researchers: Supporting Career Development and Research\*](#), OECD, Paris, 2012.
- Ponizovskiy, V., Grigoryan, L., Kühnen, U., and Boehnke, K. (2019). '[Social construction of the value-behaviour relation](#).' *Frontiers in psychology*, 2019, Vol. 10, Article 934.
- Queensland Government (2022). [\*Mentoring in Business\*](#), 2022.
- Scism, T. E. (1974). 'Employee Mobility in the Federal Service: A Description of Some Recent Data.', *Public Administration Review*, 1974, Vol. 34, No. 3, pp. 247-254.
- Small Business Development Corporation, Government of Western Australia (2019). [\*Essential business skills\*](#), 2019.
- Smith, T. (2023). [\*Crowdfunding: What It Is, How It Works, and Popular Websites\*](#), Investopedia, 2023.
- United Nations (2001). [\*Important Concepts underlying Gender mainstreaming\*](#), 2001.
- UNESCO (2012). [\*International Standard Classification of Education ISCED 2011\*](#), 2012, UNESCO Institute for Statistics, Montreal, 2012.
- UNESCO (2012). '[Non-formal education](#)', *Glossary*, UNESCO Institute for Statistics, Montreal, 2012. (accessed 19 December 2019)
- UNESCO (2018). [\*Digital skills critical for jobs and social inclusion\*](#), 2018.
- UNESCO (2019a), [\*TVETipedia Glossary\*](#).
- UNESCO (2019b), '[On-the-job training \(OJT\)](#)', TVETipedia Glossary.
- UNESCO (2019c), [\*Glossary: Completion rate\*](#). UNESCO (2019d). [\*TVETipedia Glossary\*](#). (accessed 20 December 2019)-
- USLegal (2019). [\*Employment Status Law and Legal Definition\*](#), 2019.
- U.S. Department of Education (2019). [\*Career Guidance and Counseling Programs\*](#), 2019.
- State of California Department of Industrial Relations (2020). [\*Public Works\*](#), 2020.

Viăsceanu, L., Grünberg, L., and Pârlea, D. (2007). [Confidence assurance and accreditation: A glossary of basic terms and definitions](#), UNESCO-CEPES, Bucharest, 2007, p. 25.

World Bank (2020). *Small and Medium Enterprises (SMEs) Finance*.

World Economic Forum (2019). *The Global Competitiveness Report 2019*, World Economic Forum, Geneva, 2019.

## ANNEX 4 CRITICAL APPRAISAL TOOL FOR EFFECTIVENESS STUDIES

---

The critical appraisal tool used for effectiveness studies was adapted from that used in Saran et al. (2023). The items are as follows.

- Item 1a Study design (potential confounders taken into account): Endline
  - LOW: Before versus after. Naïve matching
  - MEDIUM: IV, RDD, PSM, double difference
  - HIGH: RCT, natural experiment
- Item 1b Study design (potential confounders taken into account): Longest follow up
  - LOW: Before versus after. Naïve matching
  - MEDIUM: IV, RDD, PSM, double difference
  - HIGH: RCT, natural experiment
- Item 2 Blinding (RCTs only)
  - LOW: No mention of blinding
  - MEDIUM: Blinding for analysis
  - HIGH: Blinding of data collection (where feasible) and blinding for analysis
- Item 3 Power calculation
  - LOW: No mention of power calculation
  - MEDIUM: Power calculation mentioned but details not reported
  - HIGH: Details given of power calculation
- Item 4a Attrition Losses to follow up are presented and acceptable (Endline)
  - LOW: Attrition not reported, OR falls well outside WWC liberal standard\*

- MEDIUM: Overall and differential attrition meets WWC liberal standard, but not conservative standard\*
- HIGH: Overall and differential attrition within WWC conservative standard\*
- Item 4b Attrition Losses to follow up are presented and acceptable (Longest follow up)
  - LOW: Attrition not reported, OR falls well outside WWC liberal standard\*
  - MEDIUM: Overall and differential attrition meets WWC liberal standard, but not conservative standard\*
  - HIGH: Overall and differential attrition within WWC conservative standard (Institute of Education, no date).
- Item 5 Intervention is clearly described
  - LOW: Intervention named but not described
  - MEDIUM: Brief description of intervention
  - HIGH: Full description of intervention (can include reference or link to another source given that description e.g., programme manual).
- Item 6 Outcome measures are clearly defined and reliable
  - LOW: No definition
  - MEDIUM: Unclear definition
  - HIGH: Clear definition using existing validated, measure where possible
- Item 7 Baseline balance
  - LOW: No baseline balance test (except RCT) OR reported and significant differences on more than five measures. PSM without establishing common support.
  - MEDIUM: Baseline balance test, imbalance on 5 or fewer measures
  - HIGH: RCT, RDD
- Overall confidence in study findings

- LOW: Low on any item from 1a, 4a, 6 and 7
- MEDIUM: Medium or high confidence on all items (but not high on all)
- HIGH: RCT with high confidence on all items

Note: \*IES attrition standards: see 'WWC Standards Brief: Attrition' (IES, no date)

#### References for Annex 4

IES (no date) WWC Standards Brief: Attrition Standard. URL:  
[https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc\\_brief\\_attrition\\_080715.pdf](https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_brief_attrition_080715.pdf)

Saran, A., Hunt, X., White, H., and Kuper, H.,(2023). '[Effectiveness of interventions for improving social inclusion outcomes for people with disabilities in low- and middle-income countries: A systematic review](#)', *Campbell Systematic Reviews*, 2023, Vol.19, No.1, e1316,

## ANNEX 5 LIST OF WEBSITES SEARCHED

---

Source/Website or Database:

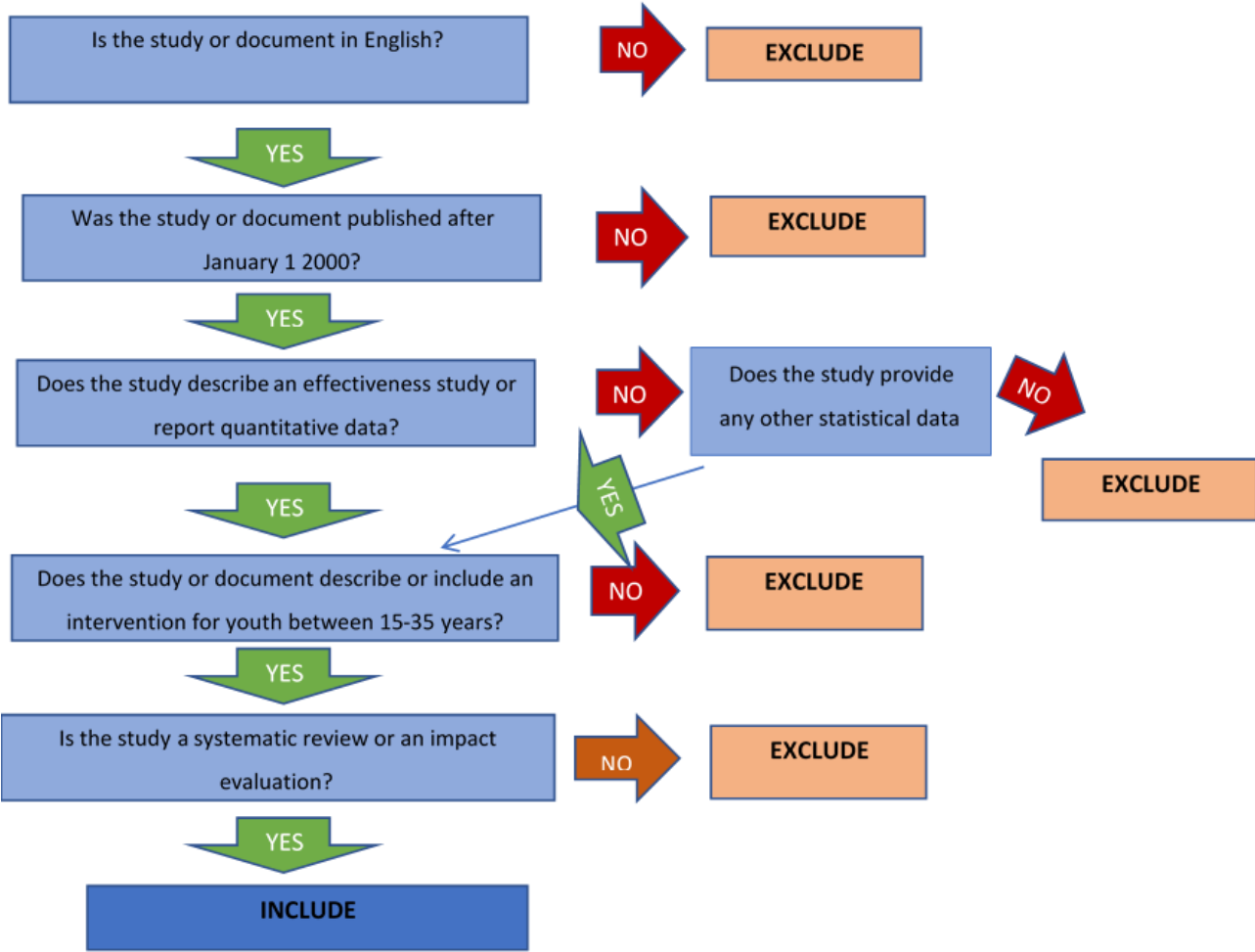
- [3ie- Impact evaluations](#)
- [3ie Database of Systematic Reviews](#)
- [3ie Registry for International Development Impact Evaluations - \(RIDIE\)](#)
- [Abdul Latif Jameel Poverty Action Lab \(J-PAL\)](#)
- [African Development Bank \(AfDB\)](#)
- [AFD](#)
- [Asian Development Bank \(ADB\) Reports](#)
- [Campbell Collaboration](#)
- [DANIDA](#)
- [Department for International Development \(DFID\) Research for Development](#)
- [Decent Jobs for Youth \(Youth Foresight\)](#)
- [DEval](#)
- [EconLit](#)
- [EPPI Centre](#)
- [ERIC database](#)
- [European Commission Employment, Social Affairs and Inclusion: Evaluations and Impact Assessment](#)
- [European Commission: Evaluations by the Member States](#)
- [European Union: Emergency Trust Fund for Africa](#)



- [FINIDA](#)
- [GIZ](#)
- [Google](#)
- [Google Scholar](#)
- [International Labour Organization \(ILO\) i-eval discovery](#)
- [International Fund for Agricultural Development \(IFAD\)](#)
- [Innovations for Poverty Action \(IPA\)](#)
- [Institute for the Study of Labour \(IZA\)](#)
- [JSTOR](#)
- [MDRC](#)
- [NORAD](#)
- [Organization for Economic Cooperation and Development \(OECD\): DReC DAC Evaluation Resource Centre](#)
- [Publications Office of the European Union](#)
- [RePEc – Economic Papers](#)
- [Save the Children](#)
- [SIDA](#)
- [Solutions for Youth Employment \(Resources\)](#)
- [Social Science Research Network \(SSRN\)](#)
- [UNEG Evaluation Reports](#)
- [UNESCO publications](#)
- [UNIDO](#)

- [United Nations: IEO Independent Evaluations Office](#)
- [United States Agency for International Development \(USAID\): Development Experience Clearing House](#)
- [United Kingdom \(UK\) Government Publications \(Research and Statistics\)](#)
- [United Nations International Children’s Education Fund \(UNICEF\) Evaluation Reports](#)
- [VOCEDplus](#)
- [World Bank: Documents and Reports](#)

# ANNEX 6 SCREENING TOOL



## ANNEX 7 PRISMA FLOWCHART

