

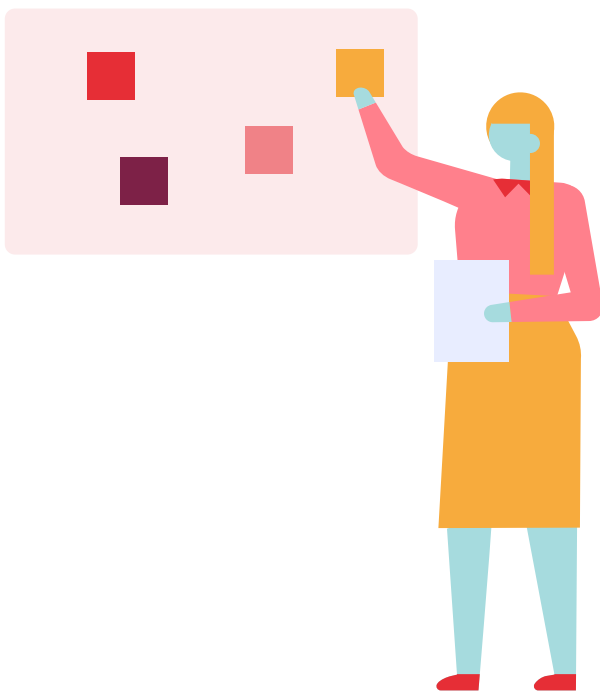
The Effectiveness of Interventions to Increase Youth Employment:

An Evidence and Gap Map

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1 About the Youth Employment Evidence and Gap Map

What is an evidence and gap map?

Evidence mapping is an evidence synthesis approach that describes what research evidence is available on a particular topic, in this case the effectiveness of interventions to increase youth employment.

Production of an EGM follows the same systematic principles as those for a systematic review. These principles require a clearly stated research question (captured in the definition of the population, intervention, comparison, outcomes and study designs - PICOS), 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.

The Youth Employment Evidence and Gap Map

The 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 below.

The target population for this EGM is young women and men aged 15 to 35 years from all countries. There is a diversity of varying national definitions of youth. For instance, while the United Nations defines youth as young women and men aged 15 to 24 years, in South Africa the definition is 14 to 35 years (National Youth Development Agency, 2015), in Zimbabwe the range is from 15 to 35 years of age (Republic of Zimbabwe 2000), and in Uganda it is 15 to 30 years (Ministry of Gender, Labour and Social Development, 2016). We adopt a wide age range (i.e. 15-35) to encompass most countries.

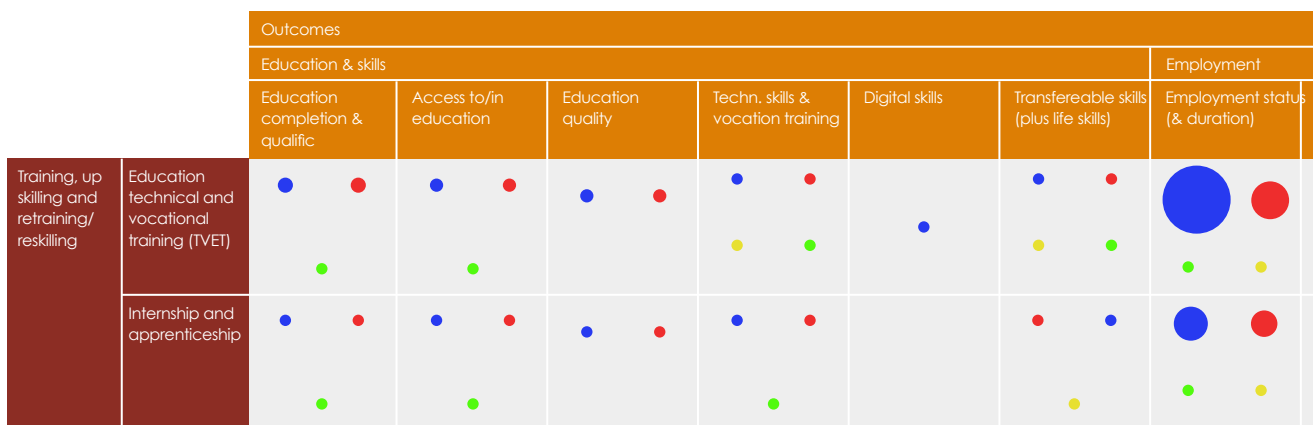
The map includes impact evaluations of interventions to increase youth employment or process evaluations or other qualitative studies describing the design and implementation issues of these programs and systematic reviews of either types of evaluation. Eligible studies should be published either in a journal, as a working paper or a report between January 2000 and October 2023. Impact evaluations assess what difference an intervention makes to the outcomes of interest. Randomised controlled trials have become more common in recent years, but the map also includes non-experimental studies. The process evaluations and other qualitative studies describe the design and implementation issues encountered by the programs designed to increase youth employment.

This edition of the map is an update of an EGM originally produced for the Mastercard Foundation in 2020. Subsequent updates have been funded by the Youth Futures Foundation and the European Commission.

The map is global in coverage considering all countries regardless of their level of development.

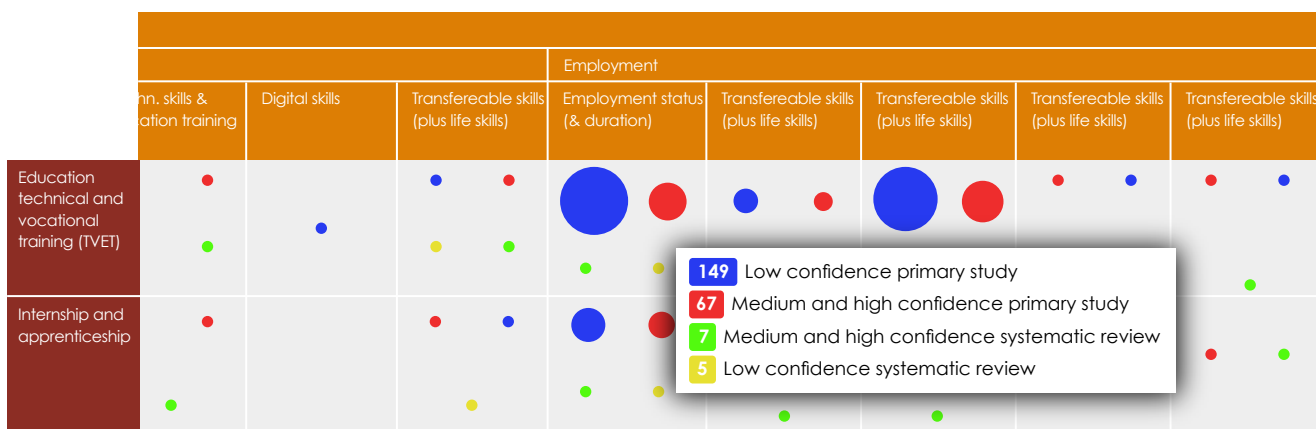
Figure 1 shows a segment of the Youth Employment map. Each cell in the matrix contains bubbles to represent studies. Typically, there are separate bubbles for primary studies and reviews, which may be further divided according to an assessment of the studies.

Figure 1: Snapshot of a section of the Youth Employment Evidence and Gap Map



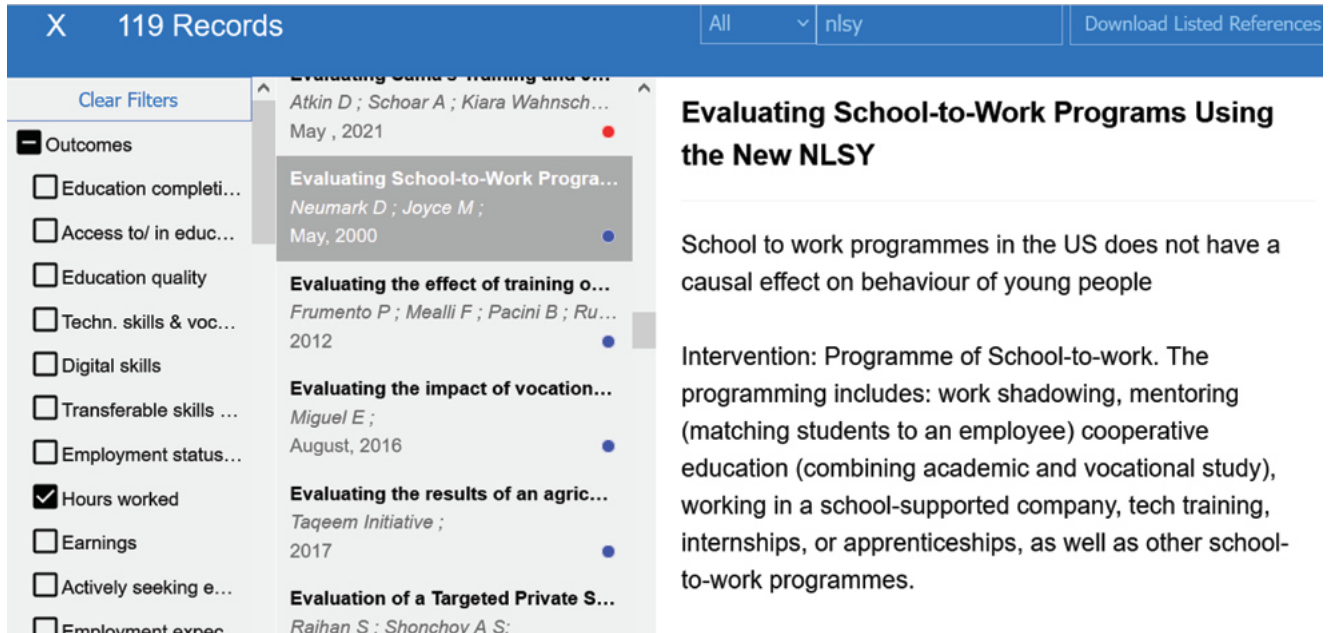
The map is interactive. By hovering over a cell, the user can see how many studies there are in that cell (Figure 2).

Figure 2: Hovering over a cell to get a list of studies



By clicking on a cell the user see 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 working paper page (Figure 3). Clicking on a row or column heading gives the list of studies in that row or column.

Figure 3: Clicking on a cell gives 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.

2 How the Youth Employment Evidence and Gap Map was developed

The PICOS

Eligible studies have to satisfy the PICOS:

- **Population:** All youth or young women and men aged 15–35 years from all countries.
- **Intervention:** Any intervention intended to improve the employment status or conditions of young people.
- **Comparison** (impact evaluations only and reviews of impact evaluations only): Active or passive (placebo or non-intervention) in the comparison group.
- **Outcomes** (impact evaluations and reviews of impact evaluations only): All outcomes categorised under economic, education and skills, entrepreneurship, employment, and welfare. This criterion will not be used to exclude studies, except where outcomes of youth are combined with those of ineligible population groups.
- **Studies:** The study may be impact evaluations or process evaluations of youth employment interventions or systematic reviews of such studies.

The Youth Employment Evidence and Gap Map framework

The first step was the development of the evidence and gap map framework. The framework refers to the row and column headings and the various filters used. There are six broad intervention categories: Training, up-skilling and retraining/ re-skilling; Support to employment; Decent work policies; Labour market information systems; Private sector development and; Finance and financial incentives. Each of the categories is sub-divided into sub-categories as shown in Table 1. Definitions of the intervention sub-categories are provided in Annex 1.

Education is included as a sub-category under the first category. But the map does not include studies of the effects of general education, and so excludes the literature on the returns to education. Education refers to interventions in a school setting specifically intended to affect youth employment.

Table 1: Intervention categories, sub-categories and examples/descriptions

Intervention	Sub-category/example
Training, up-skilling and retraining/ re-skilling	Prior Learning Assessment and Recognition (PLAR)
	Education, technical and vocational training (TVET)
	Internship and apprenticeship
	Training centre accreditation and certification
	Training of trainers and teachers
	Business skills training
	Life skills training
Support to employment	Employee Mentoring (Work integrated learning, On job)
	Support to employee job search (inc. matching, placements and transport subsidies)
	Public work programs
	Regional economic development
Decent work policies	Social protection and social security
	Institutions and accountability
	Policy and labour standards
Labour market information systems	Labour market trends analysis
	Digital services and SMS coaching
	Social media campaigns and awareness campaigns
	Career offices/advisory services/career days/job fairs
Private sector development	Formalization strategies
	Access to services and markets (value chains)
	Business mentoring
	Green and circular economy
	Value chain development
Finance and financial incentives	Micro, small and medium sized Enterprise credit (MSME)
	Social impact bonds
	Crowdfunding
	Loan guarantees
	Grants and in kind
	Savings groups
	Micro-franchising
	Wage subsidies
	Tax and, trade and investment climate

Table 2 lists outcome categories and sub-categories. The outcomes are arranged in five categories: education and skills, entrepreneurship, employment, welfare and economic. Adverse and unintended outcomes were included in the map, for example youth offending. This was important to avoid summaries of the evidence which focus only on positive effects. Definitions of outcomes are provided in Annex 2.

Table 2: Outcome categories and sub-categories

Outcome category	Sub-category
Employment	Vacancies
	Actively seeking employment
	Employment expectation
	Employment status (& duration)
	Appropriate employment
	Hours worked
	Job quality including labour standards
	Earnings & salary
Economic	Costs
	Cost-benefit
	Cost-effectiveness
	Multiplier & spillover effects
Education and skills	Education completion and qualification
	Access to/ in education
	Education quality
	Technical skills and vocational training
	Digital skills
	Transferable skills (plus life skills)
Entrepreneurship	Financial services access
	Business creation
	Business performance
	Job creation
Welfare	Anti-social and offending behaviour
	Citizenship and values
	Family health & education
	Inclusion & empowerment
Design and implementation	Design
	Theory of change
	Barriers and Facilitators to Participation
	Design issues
	Implementation issues
	Causal processes
	Barriers and Facilitators for Outcomes
	Sustainability

Table 2 lists outcome categories and sub-categories. The outcomes are arranged in five categories: education and skills, entrepreneurship, employment, welfare and economic. Adverse and unintended outcomes were included in the map, for example youth offending. This was important to avoid summaries of the evidence which focus only on positive effects. Definitions of outcomes are provided in Annex 2.

Identification of evaluations included in the map

The search strategy for previous versions of this map has involved database searches, manual search of agency websites and selected journals, reference tracking from included systematic reviews, and citation tracking from a sample of impact evaluations included in the map. The current update has used a machine learning search. This process is described in more detail below.

A Search Strategy comprises where to search and how to search. The core of a search strategy is the database search, which requires identification of the relevant databases and development of search strings based on the PICOS. The initial search strategy was developed and standardized by the two information science specialists, and the first search of databases conducted on 29 January 2020. The studies identified formed the first version of the map by the MasterCard Foundation.

In 2020 and 2022, the search strategy provided in Annex 4 was systematically used to search over 20 databases in English for the evaluations made available in the period 2000-2022. The rationale for limiting the strategy to the English language documents was based on the consideration that the vast majority of studies were written in English and limitations within the team. All identified studies are imported into EPPI Reviewer.

Reference tracking (snowballing): We screened the references in all included systematic reviews. We shared our list of included studies with the ILO team (Puerto, 2022) updating the Kluwe et al. (2017) review, and then included any studies they identified which were not already included in the map.

Agency websites. Database searches will mostly find impact evaluations, as process evaluations are less likely to be published in academic journals. To find process evaluations, agency websites (shown in Table 3) were searched manually to identify grey literature in the form of evaluation reports. The sites are searched by finding the relevant page (such as Publications or Resources), applying filters as necessary if there are many studies, and conducting Text and Abstract screening online. Potentially eligible studies are entered into EPPI Reviewer for full text screening.

Citation searching, which is an approach used to find articles that have been cited in the included studies, was applied to 21 systematic reviews¹ and 10 most recent impact evaluations included in the map.

Table 3: Agency websites for evaluations

Source	Weblink
UNDP Evaluation Resource Centre	https://erc.undp.org/
ILO i-eval discovery	https://www.ilo.org/ievaldiscovery/#ay5rnop
European Union Home Publications Office	https://op.europa.eu/en/
EU Emergency Trust Fund for Africa Research and Evidence Facility	https://blogs.soas.ac.uk/ref-hornresearch/
European Commission: Employment, Social Affairs & Inclusion: Evaluation and impact assessment	https://ec.europa.eu/social/main.jsp?catId=307&langId=en&furtherPubs=yes&qty=50
Asian Development Bank (ADB) Evaluations	https://www.adb.org/search0/subject/evaluation/type/evaluation_document
Decent Jobs for Youth (Youth Foresight)	https://www.decentjobsforyouth.org/knowledge
DFID Research for Development	https://www.gov.uk/research-for-development-outputs

¹ This approach was applied to the 21 systematic reviews that were included in the EGM in 2022.

2 How the Youth Employment Evidence and Gap Map was developed

Source	Weblink
USAID: Development Experience Clearing House	https://dec.usaid.gov/dec/home/Default.aspx
World Bank: Documents and Reports	https://documents.worldbank.org/en/publication/documents-reports
OECD DAC Evaluation Resource Centre (DEReC)	https://www.oecd.org/derec/
UK Government Publications (Research & Statistics)	https://www.gov.uk/search/research-and-statistics
UNICEF Evaluation Reports	https://www.unicef.org/evaluation/reports
African Development Bank	
Solutions for Youth Employment (Resources)	https://www.s4ye.org/s4ye-publications
Google Scholar	https://scholar.google.com/

How were studies in the youth employment evidence and gap map selected?

The eligibility criteria used to screen evaluations for inclusion in the Youth Employment EGM are based on the PICOS, and shown in Table 4. All studies identified from the various sources listed above were uploaded and screened for eligibility in EPPI-Reviewer, a web based software program for managing and analysing data in literature reviews.

There were two levels of screening studies: (i) on the basis of titles and abstract and, (ii) on full text. At first level, titles and abstracts were screened independently by each of the two reviewers against the inclusion criteria. 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 the 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 (Annex 5) was piloted through a number of sessions covering about 100 studies. In the first session, reviewers were trained at Africa Centre for Systematic Reviews and Knowledge Translations, College of Health Sciences—Makerere University in Uganda, by Dr. Ashrita Saran, a methods expert. Refresher trainings have been provided by Dr Robert Apunyo and Professor Howard White.

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.	Guidelines, Policy Document, Annual report and Project monitoring report, Concept paper, a protocol.
Evaluation report or article should have been published or made available since January 1, 2000	Documents published or made available before 2000.
Evaluation reports and articles with 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.	Document that does not provide a detailed focus on young people.
Evaluation report and article has primary quantitative data (effectiveness study with quantitative data), and a qualitative study (process evaluation).	Mapping of youth employment interventions.
A systematic review that included primary studies on youth employment interventions.	Scoping reviews, and meta-analysis not based on a systematic search.

3 What's in the Youth Employment Evidence and Gap Map?

Search results

After deduplication, a total of 19,151 records have been screened, of which 16,134 are from database searches (including Open Alex for the current update), 2,546 from grey literature sources, and 471 from targeted searches including snowballing and citation tracking. The majority of these records (15,396) were excluded on title and abstract screening, leaving 3,735 records for which full texts were retrieved and screened. Of these, 987 are included in the final map, with most the excludes being for reasons of study design, intervention and target group. An additional 25 eligible studies were identified by supplementary searches for evaluations of UK youth employment programmes by name, bringing the total number of included studies to 1,012. The PRISMA flow chart is given in Annex 6.

Overview of the map

The map contains 1,012 studies. The majority of these studies, 597 (59%) are impact evaluations, and most of the remainder (393, 39%) are process evaluations (this includes nine mixed methods studies which are classified as both impact evaluations and process evaluations), with just 31 systematic reviews. The largest regional share of studies is from Europe and Central Asia (359 studies, 36%), followed by sub-Saharan Africa (229 studies, 23%). But the country with the largest number of studies is the United States (152 studies, 15%), which is substantially more than the share of the second ranked country, the United Kingdom (88 studies, 9%).

Intervention categories

The six intervention categories are: Training, up-skilling and retraining/ re-skilling; Support to employment; Decent work policies; Labour market information systems; Private sector development and; Finance and financial incentives (Table 5).

Training (in full training, up-skilling and retraining or reskilling) was by far the most researched area being covered by over three-quarters (n=763) of included studies. This was followed by support into employment, n=339. There are far fewer studies about the effect of information services and, private sector development on youth employment. This does not mean that there are not studies of private sector development, but that they are not of the relevant population, i.e. youth.

Table 5: Interventions, number of studies

Intervention	Studies	%
Training, up-skilling and retraining/ re-skilling	763	75.4
Support to employment	339	33.5
Decent work policies	216	21.3
Labour market information systems	174	17.2
Private sector development	109	10.8
Finance and financial incentives	273	27.0
Cross cutting	291	28.8
Total studies	1,012	100.0

Within the training and skilling category, most of the evidence relates to education, technical and vocational training (TVET), n=539 or 71%, followed by just under one third for Internship and apprenticeship (n=235) and business skills training (n=225) intervention sub-categories (Table 6). There are few studies of Prior Learning Assessment and Recognition (PLAR, n=6), training of trainers and teachers (n=89), and training centre accreditation and certification (n=33).

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Table 6: Intervention sub-categories for training and up-skilling, number of studies

Intervention sub-category	Studies	%
Education, technical and vocational training (TVET)	539	70.6
Internship and apprenticeship	235	30.8
Training centre accreditation and certification	33	4.3
Training of trainers and teachers	89	11.7
Business skills training	225	29.5
Life skills training	208	27.3
Prior Learning Assessment and Recognition (PLAR)	6	0.8
Total of training	763	100.0

Under the support to employment category, employee mobility and placement, n=221, and mentoring, n=152, were the leading intervention sub-categories. There are a few studies of the effects of public works programmes on youth employment, n=43, and regional economic development n=5 (Table 7).

Table 7: Intervention sub-categories for support to employment, number of studies

Intervention sub-category	Studies	%
Employee Mentoring (Work integrated learning, On job	152	44.8
Support to employee job search (inc. matching, placements and transport subsidies)	221	65.2
Public work programs	43	12.7
Regional economic development	5	1.5
Total support to employment	339	100.0

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. The final category of interventions relates to labour standards, such as health and safety, and work hours. The classification of categories is shown in Table 8. Supply side interventions dominate at nearly four fifths of all interventions, with demand side and matching each accounting for approximately one-third.

Table 8: Classification of interventions by labour market orientation

	Studies	%
Supply side	805	79.5
Demand side	345	34.1
Matching	328	32.4
Labour standards	195	19.3
Total	1012	100.0

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Outcome domains

There are five outcome domains reported in the map: education and skills, entrepreneurship, employment, welfare and economic measures (Table 9). We also included the design and implementation domain for process evaluations (Table 6). Employment is the most reported outcome, being reported in over half of included studies (n=549, 54%), followed by welfare n=208, economic n=143, education and skills n=191. The domain for design and implementation has n=381, which is mainly the process evaluations (not coded for outcome).

Table 9: Outcome domains, number of studies

Outcomes	Studies	Share
Education & skills	191	18.9
Employment	549	54.2
Welfare	208	20.6
Entrepreneurship	104	10.3
Economic measures	143	14.1
Design and implementation	381	37.6

Among the outcome sub-categories for employment outcomes, evidence is concentrated on employment status (including employment duration), n=5,005; earnings and salary; n=304 and; hours worked (138 studies). Education completion and qualification, n=82, is the most common education and skills outcomes. Business creation, n=75 has the most studies under entrepreneurship outcome sub-category. For welfare the three most studies outcomes are Inclusion & empowerment, n=106 and; Citizenship & values, n=88. The most reported economic outcomes are costs (n=80) followed by cost-benefit, n=53 (Table 10).

Table 10: Outcome sub-categories

Code	Studies
<i>Employment outcomes</i>	
Employment status (& duration)	500
Hours worked	138
Earnings	304
Actively seeking employment	35
Employment expectation	20
Appropriate employment	26
Job quality	78
Vacancies	5
<i>Education outcomes</i>	
Education completion & qualifications	82
Access to/ in education	77
Education quality	23
Technical & vocational skills	61
Digital skills	10
Transferable skills (plus life skills)	56

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<i>Entrepreneurship outcomes</i>	
Financial services access	30
Business creation	75
Business performance	38
Job creation	15
<i>Welfare outcomes</i>	
Economic outcomes (minus earnings)	87
Anti-social and offending behaviour	50
Citizenship and values	88
Family health & education	71
Inclusion & empowerment	106
<i>Economic outcomes</i>	
Costs	80
Cost-benefit	53
Cost-effectiveness	25
Multiplier & spill over effects	12

Design and Implementation domains

There were 8 domains under the design and implementation section of the outcomes.

The commonest domain was the implementation issues domain (n=307), followed by design – that is description of the intervention (n=301), then by sustainability (n=244). The least common domains were the theory of change (n=133) and the causal processes (n=131) (Table 11).

Table 11: Outcome domains, number of studies

Outcomes	Studies
Design	301
Theory of change	133
Barriers and Facilitators to Participation	209
Design issues	194
Implementation issues	307
Causal processes	131
Barriers and Facilitators for Outcomes	246
Sustainability	244

Aggregate EGM

Table 12 shows the aggregate EGM, that is the total number of studies per cell at the intervention and outcome category level. The amount of evidence is shown by arbitrary thresholds of very well-evidenced ($n \geq 100$), moderately well-evidenced ($50 \leq n < 100$), less well-evidenced ($10 \leq n < 50$), and poorly-evidenced ($n < 10$).

Given its overall importance in the map, training also comes out as well-evidenced across all outcomes except entrepreneurship. Employment is the most well-evidenced outcome – though only moderately so for decent work policies and labour market information systems, and poorly so for private sector development. Private sector development is poorly evidenced across most outcomes.

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Table 12: Aggregate EGM

	Education & Skills	Employment	Welfare	Entrepreneurship	Economic measures	Design & implementation
Training, up-skilling and retraining/ re-skilling	164	378	164	86	125	319
Support to employment	69	187	74	33	61	138
Decent work policies	11	82	12	8	39	132
Labour market information systems	26	78	28	10	31	85
Private sector development	2	9	7	9	13	95
Finance and financial incentives	23	122	42	37	45	132

Other characteristics of studies in the map

Only 3.1% of the studies in the map are systematic reviews (n=31), with 37.3% being process evaluations (n=369) and the rest, impact evaluations (Table 13). This indicates that youth employment is an 'under-reviewed area', which would benefit from a greater number of systematic reviews (Table 13).

Most impact evaluations have experimental designs (RCTs, n=288), followed by nonexperimental matching (n=234) and far fewer other regression designs (n=73), Table 13).

Table 13: Types of studies in the evidence base

Studies	Number	Share (%)
Systematic review	31	3.1
Experimental	288	28.5
Non-experimental matching	234	23.1
Other regression	73	7.2
Process evaluation	391	38.6
Total	1012	100.0

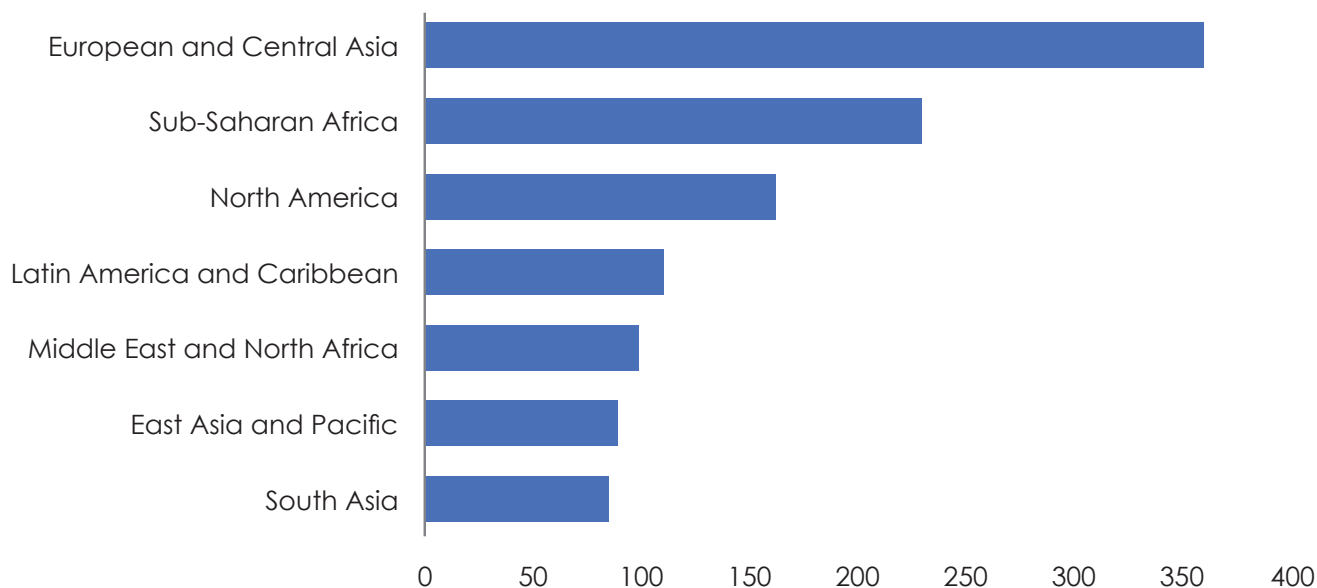
Note: Total percentage adds to more than 100, as there are eight mixed method studies coded as both impact and process evaluations.

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Distribution of studies by World Bank Regions

The largest share of studies is concerned with youth in Europe and the Central Asia region (359 out of 1,012), followed by Sub-Saharan Africa. There are far fewer studies in South Asia (n=85) and the East Asia & Pacific region (n=89) (Figure 4).

Figure 4: Distribution of studies by World Bank Regions



Note: *Sums to more than 98, which is number of studies included in the map, as some studies were conducted in multiple regions.

Over 8% (n=152) of the studies in the map are of interventions in the United States (Table 14). Next are UK and Germany with 88 and 48 studies respectively. The dominance of the United States is common in evidence maps, and less here than for some other topics. In social sciences generally, the United States accounts for about one-third of all publications globally² – but it has a stronger quantitative tradition than European social sciences³ as well as a longer history of impact evaluations,⁴ accounting for its larger share. Germany is home to the international labour economics network, IZA,⁵ as well as a country with a wide range of active labour market policies.⁶

² <https://www.ilovephd.com/top-50-countries-in-social-science-research-2020/>

³ <https://www.sciencedirect.com/science/article/abs/pii/S0305750X01001140>

⁴ https://eml.berkeley.edu/~jrothst/publications/handbook_Rothstein_vonWachter_20160706.pdf

⁵ <https://www.iza.org/>

⁶ <https://www.iza.org/publications/dp/576/active-labor-market-policy-in-germany-is-there-a-successful-policystrategy>

Table 14: Top 10 countries studied in included studies

Country	Studies	Share (%)
USA	152	15.0
UK	88	8.7
Germany	48	4.7
Uganda	43	4.2
France	34	3.4
Kenya	32	3.2
South Africa	32	3.2
Egypt	30	3.0
Ethiopia	29	2.9
India	26	2.6
Italy	26	2.6

Studies are critically appraised for the confidence we can have in the study findings based on the conduct and reporting of study methods (also called risk of bias). Systematic reviews and experimental studies are evenly divided between high confidence and medium and low confidence studies. Other impact evaluation designs have a far greater share of low confidence studies. The majority of process evaluations have medium and high confidence in study findings (Table 15).

Table 15: Risk of bias of included studies (% of total number of studies)

Type of Study	Low confidence (% in brackets)	Medium and high (% in brackets)	Total (% in brackets)
Systematic review	15 (1.5)	16 (1.6)	31 (3.1)
Experimental	144 (14.2)	144 (14.2)	288 (28.5)
Non-experimental matching	185 (18.3)	49 (4.8)	234 (23.1)
Other regression	67 (6.6)	6 (0.6)	73 (7.2)
Process evaluation	109 (10.8)	282 (27.9)	391 (38.6)
Total	520 (51.4)	497 (49.1)	1,012

Note: Total percentage adds to more than 100, as an impact evaluation study may be coded for more than one design.

Gender analysis

Gender analysis refers to studies reporting disaggregated effects for men and women in the case of quantitative studies (impact evaluations), or a substantive discussion of gender in the case of qualitative studies. Table 16 shows that there was a general low level of gender analysis, being absent in 70.4% of the 1,012 included studies contained in this EGM. 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 there should have been detailed discussion or consideration of gender, making reference to both men and women.

For instance, the randomised controlled trial (RCT) by Kurtz et al (2018)⁷ on Impacts of vocational training and cash transfers on youth support for political violence in Afghanistan substantially disaggregated outcomes for young women and young men on pages 45-52. Further examples include: Acevedo et al 2017⁸, pages 7-8; Attanasio et al 2017⁹, pages 7 and; Blanco & Flores, 2019¹⁰.

⁷ <https://developmentevidence.3ieimpact.org/search-result-details/impact-evaluation-repository/can-economic-interventions-reduce-violence-/20558>

⁸ <http://www.nber.org/papers/w23264>

⁹ <https://www.aeaweb.org/articles?id=10.1257/app.20150554>

¹⁰ <https://eventosfaecocieuanl.com/wp-content/uploads/2019/10/Paper-ALagunes.pdf>

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Table 16: Gender analysis

Code	Studies	Share (%)
Reports gender analysis	300	29.6
No gender analysis	712	70.4
Total	1012	100.0

Demographic characteristics of participants

Where gender of the participants is reported, over 88.3% of the studies are about interventions which included both males and females. No studies reported involvement of transgender or non-binary participants.

There are substantially fewer studies for 'older youth' groups, specifically 30-35 years compared to those below 25 years. Over 50% of the studies are about youth from disadvantaged backgrounds, n=526 (low-income families or low education) followed by those with disabilities, n=164, then youth in fragile, conflict and violence context, n=91; humanitarian settings n=33, and with a criminal background n=19 (Table 17). Relatively small numbers of studies are included for youth from a criminal background (n=21), in humanitarian settings (n=34) and from an ethnic background (n=53).¹¹

Table 17: Distribution of studies by sub-group

	Code	Studies	Share (%)
Demographics factors	Gender		
	Male only	9	0.9
	Female only	39	3.9
	Both male and female	894	88.3
	Transgender, non-binary or other	0	0.0
	Sex not reported	71	7.0
	Total	1012	100.0
	Age (years)		
	Youth aged 15-19	721	
	Youth aged 20-24	707	
	Youth aged 25-29	483	
	Youth aged 30-35	283	
	Age not reported	213	
Social Status	Social status		
	Youth in fragile, conflict & violence (FCV) context	91	
	Youth with disabilities	165	
	Youth from disadvantaged backgrounds (low-income families or low education)	537	
	Criminal background	21	
	Humanitarian settings	34	
	Ethnic minority	53	

¹¹ Ethnic minority is defined in relation to the location of the intervention. Hence in the UK, for example, it refers to non-white youth, whereas in, for example, India it refers to scheduled tribes.

3 What's in the Youth Employment Evidence and Gap Map?

Multicomponent interventions

Multicomponent interventions are very common. Only one quarter of the interventions in the studies in the map (264 = 26%) are single component interventions. The majority (656 = 65%) combine intervention components from more than one intervention category, and the remainder (98 = 1%) have more than one intervention component within the same intervention category.

Table 18 shows the number of interventions coded under two intervention categories. The percentages are calculated row-wise. So, for example, 76% (258 out of 339) of support to employment interventions are combined with a training component, but only one-third of training interventions are combined with a support to employment intervention.

Other intervention categories are most commonly combined with training: a large percentage of private sector development interventions also include training (90%), as do around three-quarters of support to employment (76%) labour market information systems (72%), and financial interventions (73%). The least common category – labour market information systems – is also the least commonly combined, ranging from 14% (finance) to just over one-quarter (support to employment) of cases.

Table 18: Intervention codes under more than one intervention category (number and as percent of interventions coded in that category by row heading)

Code	Training, up-skilling & retraining/re-skilling	Support to employment	Decent work policies	Labour market information systems	Private sector development	Finance and financial incentives	Cross cutting
Training, up-skilling and retraining/re-skilling	763	258	128	126	98	200	220
	100%	34%	17%	17%	13%	26%	29%
Support to employment	258	339	66	90	44	94	90
	76%	100%	19%	27%	13%	28%	27%
Decent work policies	128	66	216	42	25	41	52
	59%	31%	100%	19%	12%	19%	24%
Labour market information systems	126	90	42	174	18	37	47
	72%	52%	24%	100%	10%	21%	27%
Private sector development	98	44	25	18	109	72	16
	90%	40%	23%	17%	100%	66%	15%
Finance and financial incentives	200	94	41	37	72	273	79
	73%	34%	15%	14%	26%	100%	29%
Cross cutting	220	90	52	47	16	79	291
	76%	31%	18%	16%	5%	27%	100%

An intervention can also be multicomponent by having multiple intervention components at the sub-category level. Table 19 shows this for the most common category, training. The most common sub-category, TVET, is the most commonly combined, being delivered jointly with intern or apprenticeships and business skills training in about 70% of cases respectively (68% and 65% respectively). In developed countries there is usually a requirement for apprenticeships to include a formal training component –

3 What's in the Youth Employment Evidence and Gap Map?

it is an integral part of the dual education system common in Europe, and apprenticeships in the UK typically require one day a week of training. This is less likely in developing countries where there is often not an apprenticeship system.

Unsurprisingly, TVET is also very common with interventions which provide training centre accreditation (76%) and training of trainers (83%).

Table 19: Intervention 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 & Recognition (PLAR)
Education, technical and vocational training	539	159	25	74	147	124	4
	100%	29%	5%	14%	27%	23%	1%
Internship and apprenticeship	159	235	12	28	55	49	2
	68%	100%	5%	12%	23%	21%	1%
Training centre accreditation and certification	25	12	33	14	10	6	0
	76%	36%	100%	42%	30%	18%	0%
Training of trainers and teachers	74	28	14	89	45	18	3
	83%	31%	16%	100%	51%	20%	3%
Business skills training	147	55	10	45	225	57	2
	65%	24%	4%	20%	100%	25%	1%
Life skills training	124	49	6	18	57	208	1
	60%	24%	3%	9%	27%	100%	0%
Prior Learning Assessment and Recognition (PLAR)	4	2	0	3	2	1	6
	67%	33%	0%	50%	33%	17%	100%

Difference between the original map and the updated map

This updated map differs from the original map in four important ways.

The first distinction is that the earlier edition of youth employment evidence and gap map published in 2022, contained fewer evaluation reports (658) while the 2024 edition contains 1,012 studies.

The second difference is that interventions have been re-categorised. For instance, specific interventions in the 'Entrepreneurship promotion & financing' intervention category have been shifted to the most appropriate intervention sub-categories. Private sector development was introduced as a new intervention sub-category.

The third distinction relates to gender analysis. The framework for the updated map has been expanded to indicate evidence from gender analysis in evaluation reports.

The fourth difference is that the framework of the map has been expanded to include labour market orientation, which has been coded as: supply side, demand side, matching and labour standards.

Annex 1:

Definitions of interventions

Intervention category	Intervention sub-category
<p>Training, up-skilling and retraining / re-skilling:</p> <p>Training is teaching, or development in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies.</p> <p>Up-skilling is the process of learning new skills or of teaching workers new skills.</p> <p>Retraining is a practice employers may require for their workers to make them learn new skills.</p>	<p>Prior Learning Assessment and Recognition (PLAR): Prior learning assessment and recognition defines processes that allow individuals to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential. The context of the learning is not key to the process as the focus is on the learning. PLAR processes can be undertaken for several purposes, including self-knowledge, credit or advanced standing at an academic institution, for employment, licensure, career planning or recruitment. Tools such as challenge exams, demonstrations, structured interviews, simulations and portfolios can be used alone or in combination, for experiential learning and competency assessment, e.g. the Canadian Association for Prior Learning Assessment (CAPLA,[1] 2019).</p>
	<p>Technical and vocational training (TVET): Technical and vocational education and training' (TVET) is understood as comprising 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 and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET (UNESCO, 2019a).</p>
	<p>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, organisation or industry sector (Finch, 2018 & International Labour Organisation, 2012).</p> <p>Apprenticeship: An apprenticeship is a formal employment program that provides training to do a specific job. Unlike internships, apprenticeships employ people who already know which career path they wish to follow. If they join a program, they will sign a contract with the employer and learn specific skills during their apprenticeship. Training lasts longer – a few years (Finch, 2018).</p>
	<p>Training centre accreditation and certification:</p> <p>Accreditation is the process by which a (non) governmental or private body evaluates the confidence of a higher education institution as a whole or of a specific educational programme in order to formally recognise it as having met certain predetermined minimal criteria or standards. Types of accreditation include institutional, regional and specialised accreditation (Vlăsceanu et al., 2004).</p> <p>Certification is the process by which an agency or an association acknowledges the achievement of established confidence standards and usually grants certain privileges or written assurance to the target individual – student (Vlăsceanu et al., 2004).</p>
	<p>Training of trainers and teachers: Training of Trainers (TOT) is a high-level professional learning process for qualified trainers who provide training and capacity-building assistance (Program Success Centre for Sexual & Reproductive Health, 2019) e.g., on youth employment skills. An example is the TOTs on youth empowerment for advocacy and campaigning on youth unemployment.</p>

Annex 1:
Definitions of interventions

Intervention category	Intervention sub-category
	<p>Business skills training: This involves training in 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).</p> <p>Life skills training: Life skills training is intended to strengthen 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 include social skills, communication skills, problem solving skills, decision making skills and self-control (Lippman et al., 2015). 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).</p>
<p>Support to employment</p>	<p>Employee Mentoring and Work Integrated Learning (On-the-job-training, OJT): The relevant/applicable meaning of OJT is: a Work Based Training or In-service Training or On-Site Training (UNESCO, 2019b) for employees. Employee mentoring provides one-on-one advice, which can go beyond technical skills to workplace behaviour and careers advice. This category excludes apprentices and interns.</p> <p>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 in attempts to address high rates of unemployment at home by exporting labour to foreign countries. Philippines and Jamaica provide some of the most elaborate examples of overseas employment programmes.</p> <p>Public work programs: 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 programs are the hard-to-employ and socially vulnerable groups who, by being engaged in public works, are offered a chance to earn regular income, leastwise in the short run, and maintain and improve their skills (EU, 2017).</p> <p>Support to employee job search including mobility and placements: Including personal advisors, action plans, financial assistance for job search, job search assistance. Geographical mobility (employee relocation); Occupational mobility (employee movement into and out of different kinds or sectors of work), Organisational mobility (movement of individuals up and down or laterally amongst organisations) (Scism, 1974). A job placement is when an unemployed person is put into a job that is suitable to their skills and interests, usually for a temporary period (Longman, 2019).</p> <p>Regional economic development: Interventions to support the economic development of a region to improve its economic, political, and social welfare. [It] is 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 n.d), accessed 30 July 2022. https://www.igi-global.com/dictionary/regional-economic-development/51711</p>

Annex 1:
Definitions of interventions

Intervention category	Intervention sub-category
<p>Decent work policies (Policy reforms influencing professional practices & shaping policy for data sharing).</p> <p>Decent work sums up the aspirations of people in their working lives. It involves 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 Organisation, 2019).</p>	<p>Labour standards: These are legal instruments drawn up by the ILO's constituents (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 Organisation, 2019).</p>
	<p>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 Organisation, 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 Organisation, 2020).</p>
	<p>Accountability systems: 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 a delivery plan and indicators of outcome, (e) statistics and reporting, (f) monitoring and evaluation, and (g) adjustment and improvement of employment policy (International Labour Organisation, n.d.).</p>
	<p>Labour market Information systems</p>
<p>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).</p>	
<p>Social media campaigns and awareness campaigns: Social media campaigns are marketing campaigns on platforms like Facebook, Twitter, LinkedIn or Instagram. They have the potential to engage followers and boost brand awareness, e.g., on matters of youth employment (Heavey, 2017).</p>	
<p>Career offices/advisory services/career days: Career centres/offices provide information or assist individuals in making and implementing informed educational and occupational choices. A career guidance and counselling program develops an individual's competencies in self-knowledge, educational and occupational exploration and career planning (U.S.A. Department of Education, 2019).</p>	

Annex 1:
Definitions of interventions

Intervention category	Intervention sub-category
<p>Private sector development</p>	<p>Business mentoring: It 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 practice; 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).</p>
	<p>Formalisation: Formalisation 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 (ILO 2021). The above 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:</p> <ul style="list-style-type: none"> · One Stop Shops · Digitalization of operations – by eliminating unnecessary documents, procedures and fees. <p>improving the administration of business start-up (closing and ongoing) compliance formalities by the relevant government bodies.</p>
	<p>Access to services and markets (value chains): Market access in services is more complex than market access for trade in goods. For trade in goods, market access is about reducing mainly border measures such as tariffs that are imposed on goods as they enter a market. For trade in services, market access is about reducing government policy interventions, which are less visible and may be applied after a service supplier has entered the market. These measures take the form of government regulations that are usually aimed at domestic policy objectives rather than trade policy objectives (McGuire, 2002).</p>
	<p>Green and circular economy: Green economy, "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" (Elisabetta Ceretti 2016). Circular economy represents "a development strategy that provides for economic growth without increasing the consumption of resources and reducing the impact on the environment" (Elisabetta Ceretti 2016).</p>
	<p>Value chain development: The ILO Value Chain Development approach looks at 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).</p>
<p>Finance and financial incentives</p>	<p>Micro, small and medium sized Enterprise finance (SME): This may include lending operations or organisations/agencies and countries setting a side specific funding for SMEs.</p>

Annex 1:
Definitions of interventions

Intervention category	Intervention sub-category
	<p>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, and passes on the part of the savings achieved to investors (Investopedia, 2019). Implementers are paid for results (youth employed) not activities.</p>
	<p>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 (Investopedia, 2019a).</p>
	<p>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, 2019).</p>
	<p>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).</p>
	<p>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 democratically 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).</p>
	<p>Micro franchising: Micro-franchising is a business model that applies traditional franchising to very small businesses. It is a systematised 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, primarily in high traffic areas (Forbes, 2019).</p>
	<p>Wage subsidies: These are transfers on non-wage 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.</p>

Annex 1:
Definitions of interventions

Intervention category	Intervention sub-category
	<p>Tax and, trade and 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" (Adam Hayes, 2021). Essential public business infrastructure—such as sound regulation, market-supporting laws that are implemented fairly by honest and well-trained and impartial judges, and a transparent procurement system. In short, the private sector needs an effective, enabling state to function efficiently and fairly (Adam Hayes, 2021). World Economic Forum (2019) provides detailed coverage of this subject area of investment climate. Below are some of the factors.</p> <ul style="list-style-type: none"> · Efficiency of legal framework in challenging regulation · Security - organised crime. · Burden of government regulation (too many regulations i.e., in registering a business in a country without one stop-shop). · Incidence of corruption · Government ensuring policy stability · Infrastructure (transport, utility, communication/ICT · Macroeconomic stability (inflation). · Cost of starting a business%.
<p>Cross-cutting: youth outreach and gender-focus</p>	<p>Youth outreach services help youth to establish safer, healthier lifestyles. Immediate needs of youth are addressed and provided with linkages to community services and resources. It also involves liaison with staff at the high schools, and connects youth and parents with services (Hornby & Denman Community Health Care Society n.d). Youth Outreach initiatives can help youth with:</p> <ul style="list-style-type: none"> · accessing basic necessities such as food, clothing and shelter · getting transportation needs met · short term crisis support · reconnecting with family, school, culture or community (Hornby & Denman Community Health Care Society n.d). <p>Gender-focus is coded when the intervention has activities to address gender imbalances in the labour force, for example training young women in traditionally male vocations. 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 socialisation processes. They are context and 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. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age. Source: https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions.</p>

Annex 2:

Definitions of outcomes

Education and skills outcomes:

Educational outcomes broadly refer to what students will know and understand, and be able to demonstrate. Skills refers to a student's ability to apply knowledge/understanding to accomplish specific tasks.

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. On-schedule enrolment, timely progression and appropriate learning are desirable but are not conceptually the same as access (you can have access, unfortunately, without any of these). It is also good to include the idea of equitable access or inclusive access—providing equal opportunity for all children to participate in an approved course of learning (regardless of disability, socioeconomic status, etc.)

Education quality: A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process (Vvob, 2019).

Technical skills and vocational training (TVET): Technical and vocational education and training (TVET) is understood as comprising 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 and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET (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-fulfillment in life, learning, work, and social activities at large (UNESCO 2019e).

Transferable skills (including life skills e.g., networking, 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 organisational skills (Organisation for Economic Co-operation and Development (OECD), 2012).

Entrepreneurship outcomes:

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

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, 2019).

Business creation: Creating a new business is a process which starts with an idea and involves many stages before launching a new product or process on the market (Innovaccess - Intellectual Property Portal, 2019)

Annex 2:

Definitions of outcomes

Business creation: Creating a new business is a process which starts with an idea and involves many stages before launching a new product or process on the market (Innovaccess - Intellectual Property Portal, 2019)

Business performance: Including profits, sales, number of employees and jobs created, capital and investment, business creation and business survival (Kluve et al., 2014).

Job creation: The process by which the number of jobs in an economy increases. Job creation often refers to government policies intended to reduce unemployment. Job creation programs may take a variety of forms. For example, a government may lower taxes and reduce regulation to make hiring less expensive. On the other hand, a government may hire workers itself, for example, to build a road (Farlex Financial Dictionary, 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.

Vacancies: Number of unoccupied positions for a job.

Actively seeking employment: This includes actions undertaken by a youth during participation in a youth employment programme, in attempt to find employment: job applications submitted; attendance of job fairs, reviewing job advertisements and, attending job interviews etc. (Azevedo, et al., 2013).

Employment expectation: This may entail expectations of improved future employment conditions (Acevedo, 2017), likelihood of being offered job and, likelihood of being deployed if offered a job (Beam, 2016).

Employment status (including duration): Employment status is the status of a worker in a company on the basis of the contract of work or duration of work done. A worker may be a full-time employee, part-time employee, or an employee on a casual basis or unemployed. S/he could be employed temporarily for a specific project only, or on a permanent basis. Part-time wage labor could combine with part-time self-employment. The worker could be employed also as an apprentice (US Legal, 2019).

Employment duration: Longevity; duration of service or employment. Often used to indicate how long an employee has worked at a company or an individual has belonged to an organisation (Business Directory, 2019).

Appropriate Employment: This refers to employment which is related to the skill learned or owned by an employee (Ahmed et al., 2014). Skills match with tasks or worker is not under/over qualified for the job (Abebe et al., 2017).

Hours worked: In general, 'hours worked' includes all time an employee must be on duty, or on the employer's premises or at any other prescribed place of work. Also included is any additional time the employee is allowed to work, (i.e., overtime, hourly wage, double time) (USA. Department of Labor, 2019).

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 emphasise 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 have been proven to have a causal relationship with health and well-being. Positive and negative features of the jobs are included. These indicators reflect the job resources (physical, psychological, social or organisational aspects) and job demands, or the processes that influence them (Eurofund, 2019). Job quality can apply to both informal and informal work.

Earnings: money obtained in return for labour or services. Including reported earnings and income, household income, consumption and salary and/or wage (Kluve et al., 2014).

Design and implementation

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

Design; information of the design of the intervention such as 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) to 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.

Economic measures:

These include cost, cost benefits, cost effectiveness and multiplier and spill-over effects. Studies are coded under this indicator if the study reports the corresponding information.

Cost: Costs are the necessary expenditures that have to be paid or given up in order to get something (Business Dictionary 2020) or for implementation of a youth employment intervention. For example, the cost of the value of 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 consequences are measured in monetary unit. $\text{Net Benefit} = \text{Benefits} - \text{Costs}$. 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. $\text{Cost effectiveness ratio (CER)} = \text{Cost of Intervention} / \text{Effect of Intervention}$ (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.

Annex 2:
Definitions of outcomes

Welfare outcomes

These include the following: Criminal and delinquent behavior; citizenship; values and social behavior, family health and education and; Inclusion and empowerment (social network).

Economic outcomes (except earnings): These include assets, savings and business profits of firms etc. (Blattman, 2014, Fiala, 2014 & Hirshleifer et al., 2014). It also includes income at household level.

Anti-social and offending behaviour: Crime can involve violence, sex or drugs but also discrimination, road rage and burglary. Crime is any behaviour and any act, activity or event that is punishable by law (Government of Netherlands, 2019).

Citizenship and values: Personal values are reliable cross-situational predictors of attitudes and behaviour. Personal values are individual conceptions of the desirable that guide behavior in little things like donating to charity or spending time with the family and in life-defining decisions (Ponizovskiy et al., 2019). Citizenship is such things as taking part in community activities.

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 are not limited to confidence of family relationships, partner relations and autonomy e.g., to spend earnings without permission from partner (Blattman et al., 2014).

Annex 3:

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Annex 4:

Search Strategy for Evaluations

1. ERIC DATABASE: <https://eric.ed.gov/>

With filters: Publication date: Jan 2000-Dec2022; Boolean/phrase/English

(Selected Boolean phrase)

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	Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* 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
10	Limiters - English language

2. JSTOR: <https://www.jstor.org/>

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

3. 3ie - Impact evaluations: <https://www.3ieimpact.org/sitewide->

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: <http://www.3ieimpact.org/evidence/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")

Annex 4:
Search Strategy for Evaluations

5. 3ie Registry for International Development Impact Evaluations - (RIDIE): <http://ridie.3ieimpact.org/>

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: <https://dec.usaid.gov/>

Results	Type
1	Youth employment

7. Google Scholar: <https://scholar.google.com/>

Results	Type
1	(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): <http://www.ssrn.com/>

Results	Type
1	youth employment AND training AND evaluation

9. Wiley Online: <https://onlinelibrary.wiley.com/>

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
2	Limiters: 2000-2019

10. University of Chicago Journals: <https://www.journals.uchicago.edu/>

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

11. World Bank Labor Markets: <http://www.worldbank.org/labormarkets>

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

Annex 4:
Search Strategy for Evaluations

12. REPEC & World Bank e-library (through EBSCO Discovery): <https://econpapers.repec.org/>

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 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 Database - Discovery Service for 3ie, Inc.
S3	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*)) Limiters - Date of Publication: 20000101-20191231 Database - Discovery Service for 3ie, Inc.
S4	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")) Limiters - Date of Publication: 20000101-20191231 Database - Discovery Service for 3ie, Inc.
S5	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 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 Respec.
	Final Result limited to World Bank e-Library

13. Institute for the Study of Labour (IZA): <http://www.iza.org>

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

Annex 4:
Search Strategy for Evaluations

14. Campbell Collaboration: <https://www.campbellcollaboration.org/>

Results	Type
1	youth AND employment

15. EPPI Centre: <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=185>

Results	Type
1	Youth
2	Teenagers
3	Young adults
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"
25	12 OR 13
26	11 AND 14

16. ELDIS: <https://www.eldis.org/>

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

17. Research for Development (DfID's outputs d/base for funded projects) : <https://www.gov.uk/dfid-research-outputs>

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

Annex 4:
Search Strategy for Evaluations

18. UNDP International Policy Centre for Inclusive Growth (IPC-IG): <http://www.ipc-undp.org/>

Results	Type
	Youth employment

19. International Labour Organisation: <https://www.ilo.org/Search5/search.do>

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

20. EconLit: <https://www.aeaweb.org/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 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/7-10
11	3 and 6 and 11
12	limit 12 to yr="2000 - 2019"

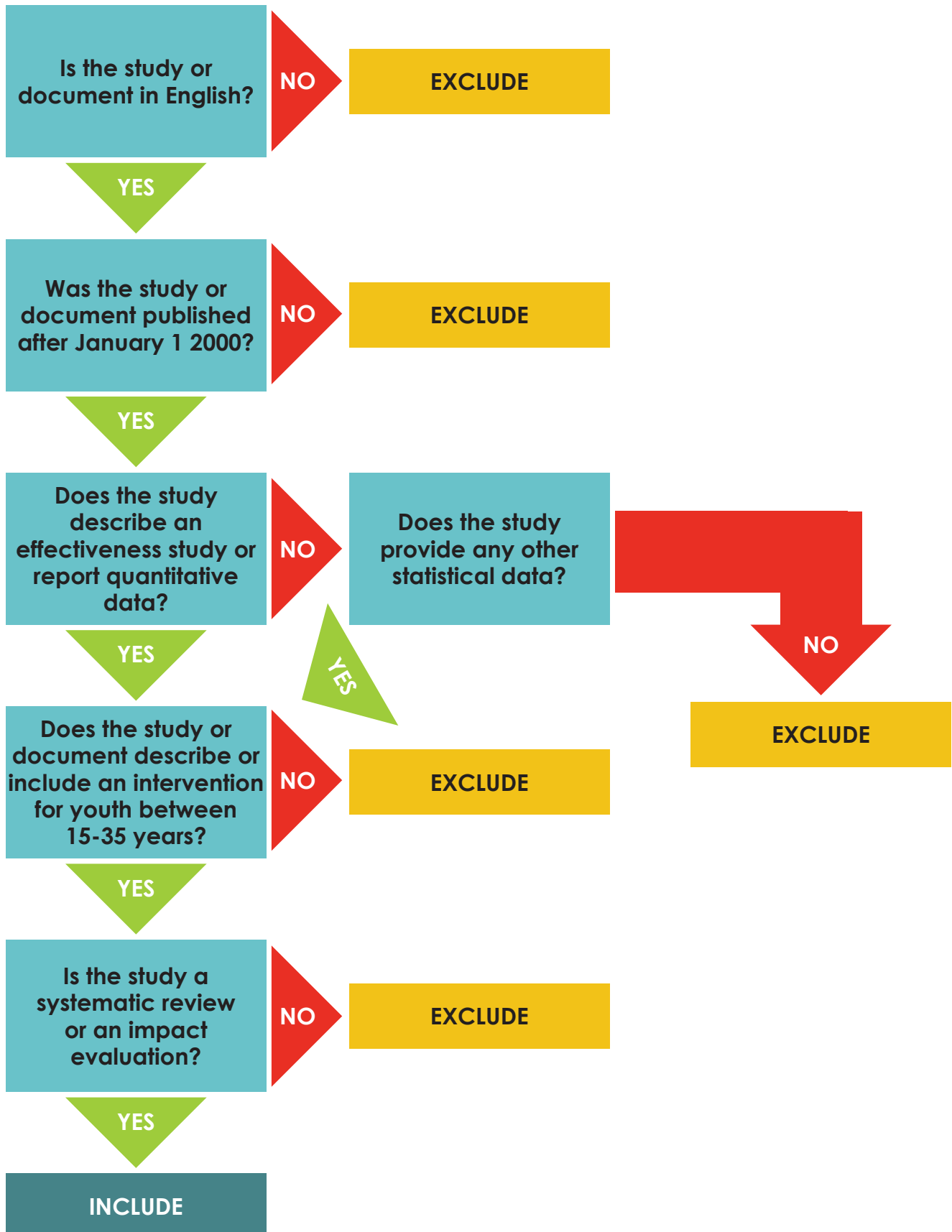
Annex 4:

Search Strategy for Evaluations

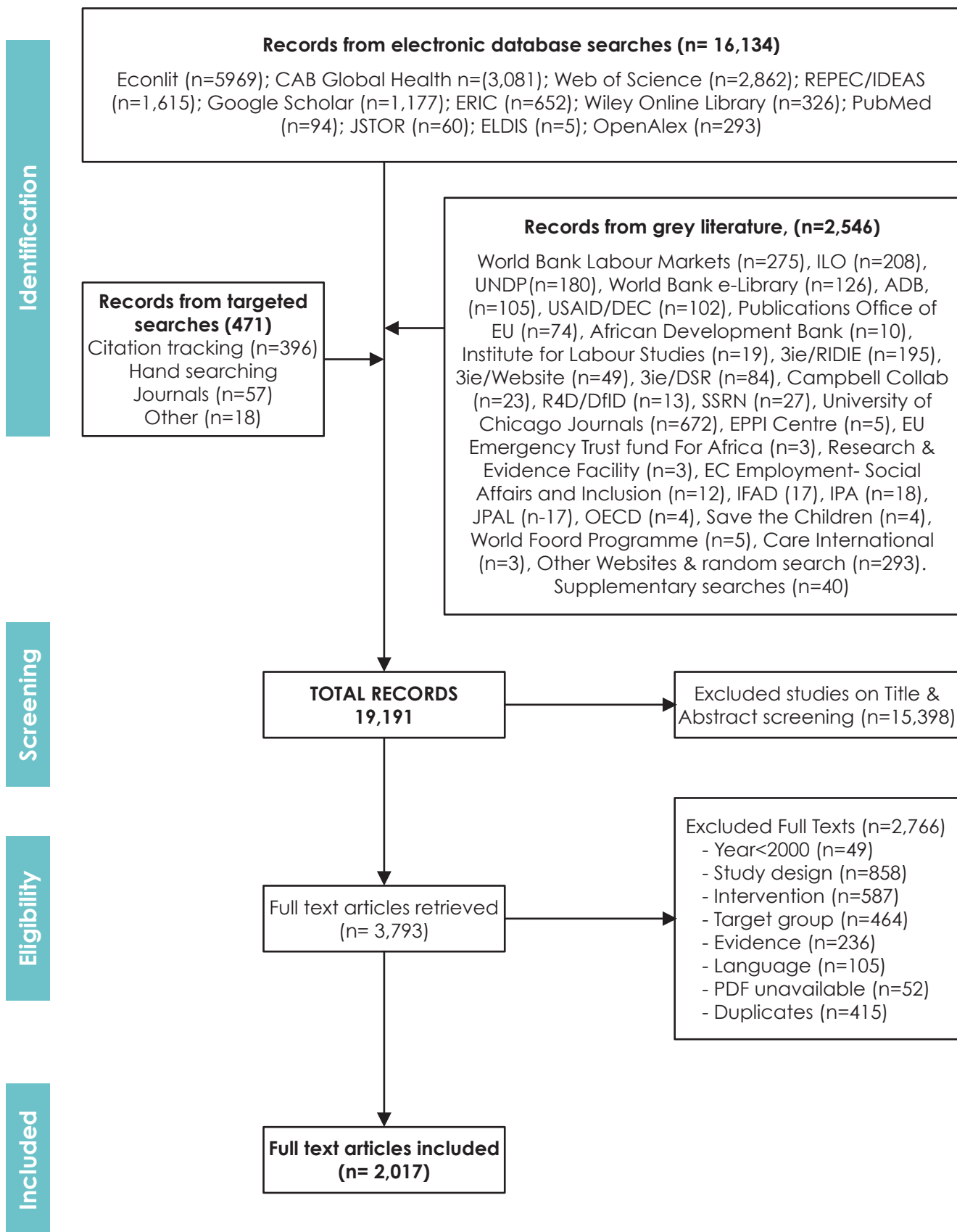
21. CAB Global Health: <https://www.cabi.org/publishing-products/global-health/>

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
12	limit 12 to yr="2000 - 2019"

Annex 5: Screening tool




Annex 6: PRISMA flowchart



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