



USAID
FROM THE AMERICAN PEOPLE

STATE OF THE FIELD REPORT: EXAMINING THE EVIDENCE IN YOUTH WORKFORCE DEVELOPMENT

USAID YOUTH RESEARCH, EVALUATION, AND LEARNING PROJECT

Final Report

February 2013

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYM LIST

AED	Academy for Educational Development
ALMP	Kosovo Active Labour Market Programme (ALMP)
CBO	Community-Based Organization
CP	Company Programme
CRS	Catholic Relief Services
E4E	Education for Employment
EDC	Education Development Center
EQuALLS	Education Quality and Access for Learning and Livelihood Skills
EQUIP	Educational Quality Improvement Program
FAO	Food and Agriculture Organization of the United Nations
FET	Further Education and Training Colleges (South Africa)
GDP	Gross Domestic Product
GDP	Graduate Development Programme (South Africa)
GED	General Educational Development
GRADE	Grupo de Análisis para el Desarrollo (Group for the Analysis of Development)
GUPHS	Ghana Urban Panel Household Survey
IDEJEN	Haitian Out-of-School Youth Livelihood Initiative (L'initiative pour le développement des jeunes en dehors du milieu scolaire)
NYEP	Ghana National Youth Employment Program
HP LIFE	Hewlett Packard Learning Initiative for Entrepreneurs
ICT	Information and Communications Technology
IDB	Inter-American Development Bank
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
IRC	International Rescue Committee
IYF	International Youth Foundation
IZA	the Institute for the Study of Labor
JA	Junior Achievement
JE	Juventud y Empleo (Dominican Republic)
KAB	Knowledge about Business Training
LEAP	Livelihoods Education and Protection to End Child Labor (Uganda)
LINKS	Promoting Linkages for Livelihood Security and Economic Development (Sierra Leone)
MENA	Middle East and North Africa
MESE	Management and Economics Simulation Exercise
MFI	Microfinance Institution
MIF	Multilateral Investment Fund of the Inter-American Development Bank
MLSW	Ministry of Labour and Social Welfare (Kosovo)

MSI	Management Systems International
NBER	National Bureau of Economic Research
NGO	Non-Governmental Organization
NPV	Net Present Value
NUSAF	Northern Uganda Social Action Fund
PAS	Prepara Ami ba Serbisu (Preparing Us for Work)
QOE	Quality of Evaluation
SDS	Swiss Agency for Development and Cooperation
SIYB	Start and Improve your Business
TNS	TechnoServe
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	United States Agency for International Development
UYF	Umsobomvu Youth Fund
VSD	Vocational Skills Development
WB	The World Bank
WFD	Workforce Development
WINGS	Women's Income Generating Support (Uganda)
YEI	Youth Employment Inventory
YEN	Youth Employment Network
YES	Youth Enterprise Society
YOP	Youth Opportunities Program

GLOSSARY OF TERMS

At-Risk Youth: Youth who face environmental, social, and family conditions that hinder their personal development and their successful integration into society as productive citizens (Cunningham, W., McGinnis, L. Garcia Verdu, R., Tesliuc, C. & Verner, D.; 2008, p. 30).

Capacity Building: Strengthening local institutions, transferring technical skills and promoting appropriate policies. (USAID; 2011b, p. 2) A fundamental goal of capacity-building is “to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environmental potentials and limits and of needs as perceived by the people of the country concerned.” (UN Department of Economic and Social Affairs, 2009, Chapter 37)

Cost-Benefit Analysis: Study of the relationship between project costs and outcomes, with both costs and outcomes expressed in monetary terms (Rossi & Freeman, 1993, p. 2)

Cost-Effectiveness Analysis: Study of the relationship between project costs and outcomes, expressed as costs per unit of outcome achieved (Rossi & Freeman, 1993, p. 2)

Entrepreneurship: The capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks, while seeking profit as a reward (Weidemann Associates, Inc., 2011, p.7).

Evidence: The factual basis for programmatic and strategic decision making in the program cycle. Evidence can be derived from assessments, analyses, performance monitoring and evaluations. It can be sourced from within USAID or externally and should result from systematic and analytic methodologies or from observations that are shared and analyzed (USAID, 2011, p. 65).

Experimental or Randomized Designs: An evaluation design generally considered the most robust of the evaluation methodologies. By randomly allocating the intervention among eligible beneficiaries, the assignment process itself creates comparable treatment and control groups that are statistically equivalent to one another, given appropriate sample sizes. This is a very powerful outcome because, in theory, the control groups generated through random assignment serve as a perfect counterfactual, free from the troublesome selection bias issues that exist in all evaluations (The World Bank, 2011a).

General Educational Development (GED): By taking a series of five subject tests and passing them, individuals who have not graduated from high school can earn a general educational development (GED) credential, certifying that he or she has U.S. or Canadian high school-level academic skills.

Impact Evaluation: An evaluation design that measures the change in a development outcome that is attributable to a defined intervention; impact evaluations are based on models of cause and effect and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for the observed change. Impact evaluations in which comparisons are made between beneficiaries that are randomly assigned to either a treatment or a control group provide the strongest evidence of a relationship between the intervention under study and the outcome measured (USAID, 2011a, p. 1).

Life Skills: These skills (sometimes known as soft skills) fall into three basic categories: (1) social or interpersonal skills (which may include communication, negotiation and refusal skills, assertiveness, cooperation and empathy); (2) cognitive skills (problem solving, understanding sequences, decision making, critical thinking, and self-evaluation); and (3) emotional coping skills (including positive sense of self) and

self-control (managing stress, feelings and moods) (Naudeau, Cunningham, Lundberg, McGinnis, 2008, p. 81).

Meta-analysis: A subset of systematic reviews; a method for systematically combining pertinent qualitative and quantitative data from several selected studies to develop a single conclusion that has greater statistical power. This conclusion is statistically stronger than the analysis of any single study, due to increased numbers of subjects, greater diversity among subjects, or accumulated effects and results (George Washington University, 2011).

Outcome: A higher level or end result. Development objectives should be outcomes. An outcome results from a combination of outputs and therefore is expected to have a positive impact on and lead to change in the development situation of the host country (USAID, 2011, p. 71).

Performance Evaluation: An evaluation that focuses on descriptive and normative questions such as what a particular project or program has achieved (either at an intermediate point in execution or at the conclusion of an implementation period); how it is being implemented; how it is perceived and valued; whether expected results are occurring; and other questions that are pertinent to program design, management and operational decision making. Performance evaluations often incorporate before-after comparisons, but generally lack a rigorously defined counterfactual (USAID, 2011a, p. 1).

Quasi-experiment: A research design for assessing impact in which “experimental” and “control” groups are formed non-randomly (Rossi & Freeman, 1993, p. 214).

Technical and Vocational Education and Training (TVET): TVET is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupants in various sectors of economic and social life (UNESCO & ILO, 2002).

Work readiness skills: Skills that help youth to find and obtain employment, such as the ability to describe skills and interests, set career goals, write a resume, search for a job, and contact employers (EQUIP3, 2012, p. 23).

PURPOSE OF THE PAPER

This paper, commissioned by USAID's Office of Education in the Bureau for Economic Growth, Education, and the Environment (USAID/E3/ED), provides information on the latest research and evaluation of workforce development programming for youth.¹ While the focus is on work done in developing countries, results from a handful of particularly relevant studies in the United States are also included. First, the paper presents a framework for guiding the interpretation of the impact that workforce development has on youth outcomes.² An analysis of the trends in the field that increase positive youth employment outcomes is also included. Next, the paper provides the latest evidence of what works in achieving these outcomes, along with a discussion of gap areas in need of further investigation. Finally, conclusions designed to assist USAID/E3/ED in setting priorities for future research and evaluation efforts are presented.

USAID/E3/ED will use this information to create a youth-focused research and evaluation agenda in support of the USAID Education Strategy Goal 2: "Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015." This agenda will inform the design of future USAID workforce development programs based on evidence, and will also guide USAID Missions in designing their evaluations of youth workforce development programs. USAID has made great strides toward ensuring that its programs are based on strong evidence through publication of its recent *Project Design Guidance* and *Evaluation Policy*, which discuss the importance of incorporating strong monitoring and evaluation techniques into program design (USAID, 2011c).

USAID also intends to use this research and evaluation agenda in coordination with other donors, governments, practitioners, and youth stakeholders to build up an evidence base around youth workforce development. Two other briefing papers have also been written on the topics of youth education in conflict and crisis environments and holistic, cross-sectoral youth development (USAID, 2013a & b).

BACKGROUND

This paper is based on a literature scan of 54 publicly available studies that were published between 2001 and 2012 on the topics of youth employment, workforce development, livelihoods development, school-to-work transition, youth entrepreneurship, and microenterprise development. Information was also compiled from 10 interviews with key thought leaders in the field of youth workforce development, consultations with USAID staff experts, and a desk review of 23 major donor organizations that support the field. (See Appendix A for a full list of interviewees.) The literature sample was built through web searches (including journal article search engines), bibliography scanning, and word of mouth. The majority of the studies in the literature review focus on workforce projects for out-of-school youth. To a large extent, this reflects the recent trend by donors and implementers to promote non-formal education and training in youth workforce programs.

Where possible, rigorous evaluation findings using experimental design are examined; however, other types of research efforts (e.g., quasi-experimental, performance evaluations, cross-sectional survey) are also included. An evidence table summarizing each of the articles or reports included in the review is provided in Appendix B. The studies are organized according to the targeted interventions that each one

¹ In this paper, workforce development is generally defined to include strategies that prepare youth for outside employment and self-employment.

² This paper focuses on youth outcomes vs. community or institutional capacity because there were very few studies that clearly identified the impact on these larger systems.

examined: 1) entrepreneurship only (19 studies); 2) workforce development only (18 studies); and 3) a combination of entrepreneurship and workforce development (14 studies).

Within each table, studies are prioritized by level of rigor and date. Findings that were highlighted focused on areas of impact discussed (e.g., employment, earnings, skills, etc.) as opposed to the more qualitative notion of lessons learned. The workforce development studies usually used more rigorous methods, while the youth entrepreneurship research is still evolving and relies more heavily on performance evaluations.

Meta-analysis results are also included in a table to show overarching results across locations, interventions, and populations (3 studies). Two of the three meta-analyses focus on results of workforce development programs in more developed countries (Card, 2009; Greenberg, et. al., 2003)—one incorporates studies from developing countries (Betcherman, 2007).

Donor organizations investigated were chosen after a review of several documents to identify a representative selection of major donors in the field; items reviewed included JBS International's "Supporting Youth: An Inventory of Funders, Implementers, and Research Institutions," the International Rescue Committee's "Youth and Livelihoods Annex: Investing in a Youth Dividend," and Open Society Institute's "Mapping of Donors Active in the International Youth Sector" (USAID, 2012b; IRC, 2012; Ohana, 2010). The list of donors is by no means comprehensive. Ultimately, this exercise was used to identify research priorities for donors with significant investments in youth programming, so as to gain information about gaps in the research and opportunities for collaboration.

FRAMING YOUTH WORKFORCE DEVELOPMENT

Historically the evidence has been scarce, but more and more research is becoming available on the effects of workforce development programs for youth. In fact, the emphasis on more rigorous evaluation designs in international development seems to have grown rapidly, as demonstrated by the list of 18 workforce development studies now underway. (See Appendix B for a list of studies underway.) As researchers begin to understand more about these programs and their impacts, they can identify relationships between interventions and specific development outcomes. The mapping of this causal relationship provides an organizing tool for understanding how different types of outcomes are achieved through implementation of strategies.

Many practitioners use a logic model³ to graphically lay out a structured and sequenced set of steps to achieve specific outcomes. Like a road map, the decisions taken in one step influence the success in achieving the ultimate results or outcomes of the strategy. As we see in the youth employment literature, there is no single roadmap for workforce development programs, and therefore we may find several different outcomes being achieved through several different types of interventions. At the same time, however, we also see several common characteristics. The following illustrates the key questions, the multiple purposes, and various pathways that a youth employment program might take.

- I. Outcomes and impacts: Most workforce development programs for youth promote goals such as enhanced employability and increased access to employment. In conflict-affected environments, these programs also aim to reduce youth's vulnerability to participate in conflict, extremism, and violent crime. These broader goals are subject to the development context—the broader issues that shape the macro-economy, the labor market and social development.

The outcomes are the intended or achieved initial, intermediate, or overarching results. (See Table I.) The studies reviewed for this paper measured a variety of youth outcomes, with most of them looking at the overarching, end impacts of employment (29 studies) and earnings (24 studies). Some also looked at re-enrollment in education or training. Other more intermediate outcomes investigated included attitudes and behaviors such as level of interest, confidence, and use of skills; many studies also focused on the initial outcomes of skills and knowledge.

³ Logic models use graphics to illustrate program components; creating one helps stakeholders to clearly identify outcomes, inputs and activities. Theories of Change link outcomes and activities to explain how and why the desired change is expected to come about.

Table I: Common Youth Outcomes of Workforce Development Programs - Research Findings

	Outcome	Specific Measurements
Overarching	Earnings and Benefits [29 studies]	<ul style="list-style-type: none"> ✓ Wages by type (annual or hourly) ✓ Wages by standard (living wage or not) ✓ If benefits offered with employment (sometimes by type)
	Employment [24 studies]	<ul style="list-style-type: none"> ✓ Likelihood of employment ✓ Actual employment (yes, no) ✓ Employment by type (internship, paid) ✓ Employment rate ✓ Successful business developed ✓ Employment by quality (informal, formal)
Intermediate	Continued Education [8 studies]	<ul style="list-style-type: none"> ✓ Re-enrollment in education program ✓ Enrollment in additional vocational training
	Behavior [7 studies]	<ul style="list-style-type: none"> ✓ Whether more likely to use skills
	Attitudes [16 studies]	<ul style="list-style-type: none"> ✓ More confidence in securing and applying skills to job ✓ Higher level of interest in entrepreneurship
Initial	Skills and Knowledge Development [20 studies ⁴]	<ul style="list-style-type: none"> ✓ Job skills ✓ Business skills for entrepreneurs ✓ Life skills⁵ ✓ Employability skills (resume, interviewing)

Source: Authors

2. **Inputs and Activities:** What interventions are needed to achieve these outcomes? What resources and institutional infrastructure are required to conduct the program activities? What regulations and other policies are required to sustain the change? A wide range of activities exist to address the outcomes listed above:
 - Workforce education and training – These include such activities as technical and vocational training and education (TVET); basic or vocational technical education; job skills training; apprenticeships; and life skills training. Workforce training is not limited to technical training only, nor is it limited to classroom instruction.

⁴ This number is not exclusive since some studies looked at both life skills and business or employment skills.

⁵ Life skills are generally defined here as social-emotional skills (empathy, perspective taking, self-control, coping, social problem solving, decision making, utilization of resources) and technical skills (computer literacy, money management).

- Employment services – These are ongoing job referral (i.e., “help desk”) services that bring employers and workers together through print and on-line job postings, job fairs, job shadowing, job placement, resume preparation, and coaching.
- Entrepreneurship and enterprise development – These include support programs for self-employment and business development including entrepreneurship training, mentoring, and financial services for loans and capital.
- Demand-side policies and programs – These are broad-based, micro- and macro-economic growth programs including national youth employment policies, value chain development, public works programs, wage subsidies, minimum wage and tax breaks for employers.

As Table 2 illustrates, the studies reviewed for this paper usually offered comprehensive and multiple interventions that included apprenticeship or on-the-job training; classroom vocational skills training; vouchers for stipends, transportation, child care, etc.; and job match (online and in-person job linkages) or mediation services. They also targeted the development of life skills, which include highly transferable workforce readiness skills.

“Entrepreneurship only programs” primarily included general training about entrepreneurship, business plan development, mentoring, life skills, and access to youth tailored loans and stocks. (See Table 2.) Of course, there were many strategies that incorporated varied components focused on both workforce development and entrepreneurship.

Table 2: Most Common Intervention or Program Components⁶

	Common Program Components
Workforce Development	Apprenticeship or on-the-job training [27 interventions] Classroom vocational skills training [26 interventions] Vouchers [13 interventions] Job match or mediation [9 interventions] Life skills ⁷ [6 interventions]
Entrepreneurship	General training on entrepreneurship [31 interventions] Access to youth tailored loans and stock [10 interventions] Business plan development [6 interventions] Mentoring [6 interventions] Life skills [4 interventions]

The difficulty with comprehensive programs is in identifying which intervention components work at achieving what outcomes. Equally challenging is being able to identify what components are effective for particular populations of youth. In fact, 35 percent of the studies in this sample evaluated the impact of interventions that included 5 or more components;⁸ 30 percent included 3-4 program components; and only 35 percent had 1-2 components. Even when more rigorous evaluation designs were used, the results did not isolate the effectiveness of specific components.

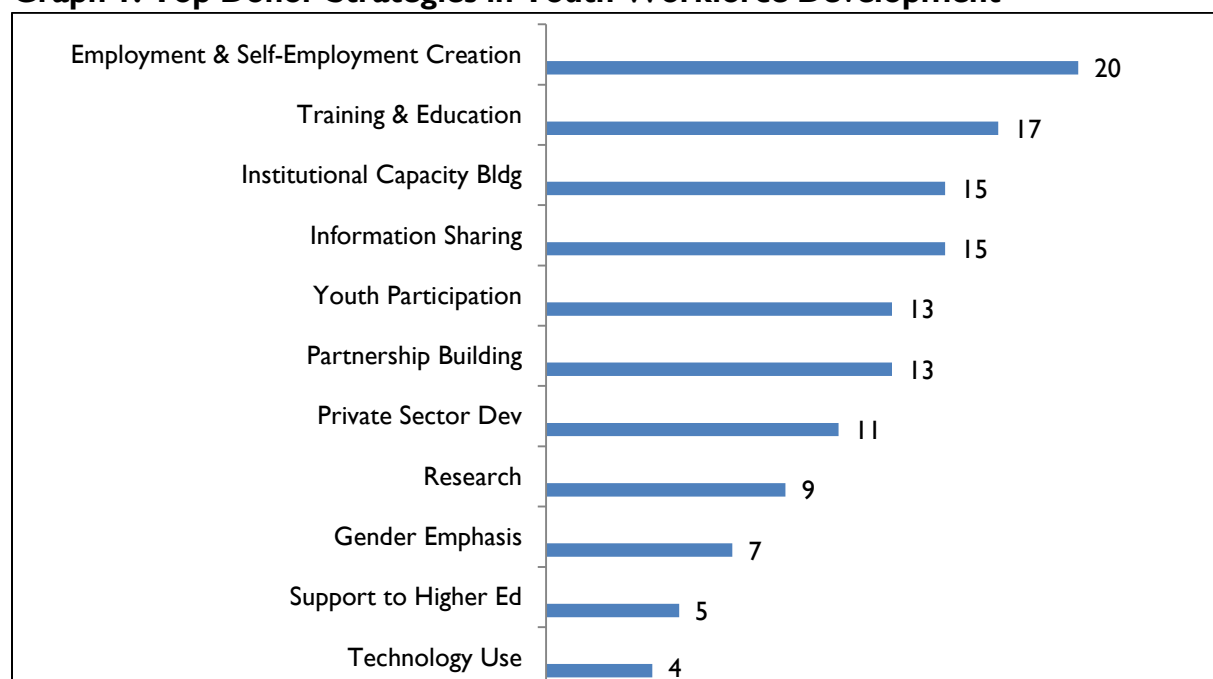
⁶ Numbers in this table are not inclusive of meta-analysis studies or studies from the United States.

⁷ The number of combined workforce development and entrepreneurship studies where the intervention included life skills was 8 – these are not included in the counts in Table 2.

⁸ The numbers discussing interventions do not include the meta-analyses studies (n=51).

The youth workforce development strategies that donors invest in most are shown in Graph 1. Strategies are presented in order of those most often identified by donors to those least identified.

Graph 1: Top Donor Strategies in Youth Workforce Development



Employment creation for youth is quite important to both donors and other international development organizations (AusAid, 2011; Danida, 2011; IDB, 2011). Creating local work opportunities for youth, as well as increasing self-employment possibilities are common strategies. Some do this through short-term public works employment, development of apprenticeships, and/or providing incentives for youth entrepreneurs.

Most donors and other organizations also provide or support training opportunities for youth so that they gain the skills they need to meet labor market demands. The biggest issue is the need to better understand what interventions work best for which groups of young people. There is a need for more rigorous, longitudinal research that helps to identify the most cost-effective strategies. Targeted efforts for girls/women, at-risk youth, those living in rural environments, and those who are university educated are top priorities for these organizations.

Numerous youth workforce development programs aim to strengthen the ability of workforce training providers. In fact, institutional capacity building—targeted toward governments as well as community-based organizations—is a central activity of most donors and implementers (AfrDB, 2011; SDC, 2007; World Bank, 2012). There is a need to build an enabling environment for youth in developing countries. The Youth Employment Network, a coalition of youth focused organizations, is working to help governments develop national youth policies and/or to help them build their workforce training infrastructure (YEN, 2012).

Technology is also central to working with youth. The use of technology tools is an important means for engaging youth in programming and can also help them find a job after they have completed employment training (Microsoft, 2011). In fact, technology innovations are helping youth develop skills in agriculture and ensuring that they are able to have productive farms. Additionally, technology is an important means

through which youth gain access to financial services and learning opportunities they might not have had otherwise.

3. Contextual constraints and opportunities: Other factors affecting the outcomes youth achieved through workforce development programs are the constraints and opportunities that exist in the context in which these programs reside. Various types of constraints include:
- Skills mismatch due to poor quality of education, limited institutional capacity, or lack of relevance of curriculum to market demand;
 - Disrupted employment due to conflict or economic decline;
 - Weak enabling environment whereby the economic, political, and social systems do not provide incentives or rewards to encourage workforce development and employment;
 - Limited access to education or employment of disadvantaged groups of young people, and, in particular, young women who face many challenges in fair access to employment (VWB 2010).

At the same time, the setting of a youth workforce development program can provide significant opportunities for the economic development process of a country. For many developing countries with declining birth rates, there is a demographic dividend with the larger working population contributing to faster rates of economic growth and human development (Brookings, 2008). A skilled youth workforce provides the critical technological skills to promote the global competitiveness and economic growth of a country. Country research from East Asia, Latin America, and other developing countries has shown the importance of capturing this youth demographic dividend to promote higher economic and income growth (Bloom, et al, 2003).

EVIDENCE FROM THE RESEARCH

Findings from the literature scan are organized according to the outcomes identified in Table 1: *Employment and Earnings*; *Workforce Readiness*; and *Skills and Knowledge Development*. Additional thoughts about *Institutional Development/Policy Reform* are also presented, even though there was not sufficient data available about impacts to include in Table 1.

Each section includes a discussion of findings about the interventions that seem to be linked to specific development outcomes, as well as the target populations most affected by them. One important caveat is that most of evaluations found for this scan were targeted to out-of-school youth populations and do not include formal education interventions.

Employment and Earnings

Data from the literature review suggest that youth workforce development programs in developing countries are having a positive impact on employment and earnings ([Aedo & Nunez, 2004](#); [Attanasio, et. al., 2008](#); [Blattman, et.al., 2011b](#); [Card, 2007 & 2009](#); [Delajara, et. al., 2006](#); [Diaz & Jaramillo, 2006](#); IYF, 2006 & 2011; [Janke, Hershkowitz, Kratzig, 2011](#); [Murray & McKague, 2010](#); [Monk, et. al., 2008](#); [Nopo, 2007](#); [Whalen, 2010](#); [UYF, 2009a](#)). In fact, the results of a meta-analysis of studies worldwide demonstrate that workforce development interventions are more likely to have a positive impact in developing and transitional countries than in more developed countries ([Betcherman, et. al, 2007](#)). Evidence from developed countries shows few positive results of youth workforce programs, with the exception of the Job Corps program in the United States ([Card, 2009](#)). This could be because developed country programs largely target participants from registered unemployment, the long-term disadvantaged, or at-risk individuals from the welfare system.

Evaluations of the impacts of youth workforce development programs, particularly in the Latin America region, have shown significant gains for specific groups of target populations. In these evaluations, program participants are more likely than non-participants to find employment and often end up in more formal arrangements that include benefits. There also seems to be an impact on earnings, either in increased hourly or annual wages or incomes that at least bring youth above the poverty line in their country. This seems especially true for young women, who in many cases achieve decidedly more significant results in terms of employment and earnings than their male counterparts ([Aedo & Nunez, 2004](#); [Alzua & Brassiolo, 2006](#); [Attanasio, et. al., 2008](#); [Blattman, et.al., 2011b](#); [Delajara, et. al., 2006](#); [Diaz & Jaramillo, 2006](#); [Ibarraran & Rosas, 2007](#); [Nopo, 2007](#)). For example, a 2008 evaluation using a randomized control group investigated the impact of a government-run training program for disadvantaged youth ages 18-25 in Colombia and found that the program raised earnings and employment for both men and women, with a larger effect on women ([Attanasio, et. al., 2008](#)). In fact, researchers found that women who had training earned about 18 percent more than those not given training. Studies conducted in the United States also support the finding that women experience greater impacts on earnings than men as a result of these programs ([Greenberg, et. al., 2003](#)).

The impact of subsidized public sector employment programs in developing countries is unclear. One meta-analysis of 97 studies conducted in developed and developing countries found that individual-level employment subsidies⁹ were not as effective at achieving positive employment outcomes as job search, classroom vocational training, or apprenticeship ([Card, et. al, 2009](#)). However, in the United States and other developed countries, wage subsidies have had significant positive effects on keeping youth employed ([Betcherman, 2007](#)). In a recent systematic review of programs in low- and middle-income countries, cash for work strategies had mixed reviews with few positive effects on income and expenditures ([Hagen-Zanker, McCord, & Holmes, 2011](#)). The poor results of these programs reflect the fact that they are not demand-driven and have few linkages to market demands of a region or country.

⁹ These are direct grants to individuals in order to subsidize their employment wages.

When examining the findings by target population, it is clear that workforce development programs provide benefit to employment and earnings of female, low-income, at-risk, and out-of-school or minimally schooled youth. (See Table 3.) [Betchermen, et. al. \(2007\)](#) found that programs targeting poor youth were most likely to be successful, which could be because those interventions tend to be more comprehensive. In the current scan, there were numerous studies that reported a positive impact on employment and earnings for disadvantaged, low-income youth.

Findings for rural or university-educated youth are less clear, however, primarily because fewer studies of these populations are available. In this scan, approximately eight studies focused on youth in rural or agricultural environments, with most showing positive findings for employment and earnings ([Blattman & Annan, 2011](#); [CRS, 2011a](#); [Harris, et. al., 2007](#); [Indiresean, 2010](#); [SDC, 2011](#); [Spencer & Deen, 2008](#); [WB, 2009](#); [Whalen, 2010](#)). While there were a few studies focused on university-educated youth ([Al-Habash, et.al, 2007](#); [Bruhn & Zia, n.d.](#); [UYF, 2007b, 2009a](#)), only one found an impact on employment; the others focused exclusively on measuring skills development ([UYF, 2009a](#)).

Table 3: Evidence of Employment and Earnings Impact for Target Populations¹⁰

Target Population	Employment	Earnings	Sources
Women, girls	X	x	Aedo & Nunez, 2004; Alzua & Brassiolo, 2006; Attanasio, et. al., 2008; Blattman, et.al., 2011; Delajara, et. al., 2006; Diaz & Jaramillo, 2006; Ibararan & Rosas, 2007; Nopo, 2007
Disadvantaged, low income	X	x	Aedo & Nunez, 2004; Alzua & Brassiolo, 2006; Ibararan & Rosas, 2007; IYF, n.d.; Nopo, 2007
At-risk ¹¹	X	x	IYF, 2011a; IYF, 2011b
Out-of-school, low level of schooling	X	x	Delajara, et. al., 2006; Janke, et.al., 2011; Whalen, 2010
Rural youth	X	x	Blattman & Annan, 2011 CRS, 2011a; Harris, et. al., 2007; Indiresean, 2010; SDC, 2011; Spencer & Deen, 2008; WB, 2009; Whalen, 2010
University educated	X		Al-Habash, et.al, 2007; Bruhn & Zia, n.d.; UYF, 2007b, 2009a

It is difficult to attribute specific interventions to select outcomes because evaluations of comprehensive youth workforce development programs have not isolated the effectiveness of specific components, even when more rigorous evaluation designs were used. What is evident from this literature review is that workforce development programs that include apprenticeship, classroom vocational skills training, life skills, vouchers, and job match or mediation influence employment and earnings more often than other programs. Intervention components used in entrepreneurship programs—such as training, loans, and mentoring—have a less clear effect on employment and earnings because there are fewer studies available, and those that exist tend to focus more on skills development than labor market outcomes.

The results of The World Bank (2012) meta-analysis, which reviewed programs that support young workers, indicate that the design of programs plays a critical role in success. Integrated programs that combine on-the-job training, classroom components, life skills training, and counseling have proven to be

¹⁰ Sources were included if they reported any positive finding associated with the population and either employment or earnings.

¹¹ At-risk defined here as "harder to place" due to multiple existing barriers, such as, disabilities, legal troubles, and drug and alcohol use.

the most effective. There is also some indication that classroom and on-the-job training programs tend to show better effects later on, while job search programs demonstrate success in the short term (Card, 2009; Greenberg, et. al., 2003).

Workforce Readiness: Attitudes and Behaviors, and Continued Education

The impacts of workforce development programs on more intermediate outcomes like changes in attitudes and behaviors and re-enrollment in education are less well documented in the literature. A handful of studies reported that after participation in the program, youth re-enrolled in basic education programs or continued their learning in vocational training programs ([IYF, 2006 & 2011b](#); [Janke, et. al., 2011](#); [Whalen, 2010](#); [World Bank, 2011](#)). The *Entra21* programs implemented by the International Youth Foundation (IYF) to increase employability skills for disadvantaged youth in a number of Latin American countries have been particularly successful at getting youth to re-enroll or continue in education ([IYF, 2011a](#)). Even their program targeted to “harder to hire” youth saw 10 to 53 percent of participants re-enroll in formal education ([IYF, 2011](#)). Additional studies might have collected data on re-enrollment, but they may not have reported the results if there were negative findings (P. Ibararan, personal communication, May 2012).

Changes in attitudes and behaviors as a result of programs were studied more often in programs that included entrepreneurship components ([Al-Habash, et.al. 2007](#); [Murray & McKague, 2010](#); UYF, [2007b, 2008](#), & [2009b](#); [Whalen, 2010](#)). These programs found that youth reported becoming more interested in entrepreneurship as a career and implementing new skills such as business planning, marketing, and financial management. In fact, a study of a youth micro-franchising pilot project implemented by the International Rescue Committee in Sierra Leone found that young beneficiaries reported learning important business skills, such as customer service, as well as important life skills, including understanding the difference between wants and needs, and how to save and plan for the future ([Murray & McKague, 2010](#)). Anecdotally, the literature supports the notion that those who are self-employed need to be highly motivated and oriented toward risk-taking ([Shrader, Kamal, Wahyu, & Johnston, 2006](#)). Further research appears to be underway to better understand the underlying behaviors and preferences that might be tied to entrepreneurial success for youth. (See [Blattman & Jamison](#) or [Blattman, Jamison, & Sheridan](#) in upcoming evaluations list Appendix B.)

In addition, a few studies reported better youth confidence or self-esteem as a result of entrepreneurship programs and other interventions focused on workforce development ([Blattman & Annan, 2011](#); [Whalen, 2010](#); [UYF, 2009a](#)). Unfortunately, most of the studies did not disaggregate findings on these intermediate outcomes by gender or other populations of interest (e.g., low-income, at-risk, out-of-school, or university-educated youth) that were included in the study samples with the exception of rural youth. As a result, not much can be said about what might work best for specific populations in achieving these outcomes.

Skills and Knowledge Development

As shown in Table 1, many studies have looked at the impact of workforce development interventions on skills development ([Al-Habash, et. al., 2007](#); [Briones, 2010](#); [IYF, 2011a](#); [Karlen, 2006](#); [Murray & McKague, 2010](#); [UYF, 2007b, 2008](#), & [2009a](#)). For the most part, the investigations examine whether youth gain skills that are necessary to secure and sustain outside employment or a business (e.g., interview, employment search, job or vocational business skills) or general life skills (e.g., financial literacy, ability to get a driver’s license, critical thinking, decision making). Very few reported whether skill levels met certain standards or certification levels. Only the Swiss Agency for Development and Cooperation’s evaluation of its vocational skills development centers focused strongly on whether programs offered to youth were able to establish and meet certification levels. Of all of the SDC’s programs, only those in Burkina Faso, Moldova, Nepal, and Nicaragua were able to achieve success at developing a certification (Swiss Agency for Development

and Cooperation, 2007). The International Youth Foundation's *Entra21* project also reported on youth certification rates, which were 54 to 94 percent depending on the country ([IYF, 2011](#)).

Evidence shows that, as a result of workforce development programs, youth are gaining skills that foster outside employment, including specific vocational skills, interviewing, resume development, and job search support. Impacts from entrepreneurship strategies seem to be related to gaining knowledge and skills in customer service, marketing of products, accounting, record-keeping, and understanding the market. Youth are also realizing life skills such as a positive work ethic, financial literacy, and other developmental assets including honesty, responsibility, and the ability to make decisions. However, because of the variability in defining and measuring life skills, it is difficult to make any broad statements about impact. One comprehensive program offered to adolescent girls 16 to 19 years old by Catholic Relief Services (CRS) in Zimbabwe combined life skills training, health education, financial literacy, and workforce development ([CRS, 2011b](#)). After the program, girls reported feeling more empowered to make informed decisions about their lives and their futures, a positive result of a life skills approach.

Much like the findings for the more intermediate outcomes, there was no disaggregation of findings by gender even though virtually all other populations of interest (i.e., low-income, at-risk, out-of-school, and university-educated youth) were included in the study samples.

Cost-Effectiveness and Cost-Benefit Findings

A handful of studies incorporated a cost analysis, with a few reporting the results of a cost-benefit analysis¹² and the others using a cost-effectiveness analysis¹³ ([Aedo & Nunez, 2004](#); [Attanasio](#); [Blattman & Annan](#); [Diaz & Jaramillo, 2006](#); [Greenberg, et. al., 2003](#); [MDES, 2003](#); [Mukkavilli, 2008](#); [UYF, 2009a](#)). Overall, females saw the most benefit of these programs given the cost, with adult females showing the highest returns in one study ([Attanasio, et. al., 2004](#); [Greenberg, et. al., 2003](#)). In other words, workforce development programs for females seem to have the lowest amount of cost with the highest rate of returns.

Two studies showed a cost benefit for all participants ([Aedo & Nunez, 2004](#); [Diaz & Jaramillo, 2006](#)), while another program was found not to be cost effective (UYF, 2009a). The programs that seemed to offer some cost benefit included components such as apprenticeship, classroom vocational training, and vouchers for childcare, transportation, or training. In a study examining the very comprehensive YouthBuild program in the United States, analysts found that the intervention had allowed for an accumulated increase in state revenue and a reduction in prison costs far outweighing the cost of the program ([MDES, 2003](#)).

Institutional Development and Policy Reforms

Accompanying these youth workforce projects are a new set of public policies and institutional capacity-building strategies to promote effective investment in workforce development. At the heart of the system are the public policy and the required institutional development of the Ministries responsible for the oversight, standards, and capacity building of the provider network. All of the "Jovenes" job training programs for disadvantaged youth in Latin American, which were funded by the Inter-American Development Bank, included an institutional strengthening component that focused on working with the Ministries of Labor in these countries, according to an overview report by Ibarra and Rosas (2008). USAID has also targeted policy and institutional capacity-building efforts through its EQUIP3 projects, most of which work with the country's Ministry of Education (EQUIP3, 2005). In fact, most developing countries have undertaken a series of policy reforms to ensure that skills development is at the front and center of the education and economic growth agenda.

¹² Comparing outcome results with cost - a dollar value given to outcomes.

¹³ Comparing outcome results with cost - no dollar amount assigned.

The following highlights some important shifts in the workforce development system in most USAID countries that will be key to strategies for building host country capacity.¹⁴ The task over the coming years will be to monitor the efficacy of these changes.

From manpower planning to labor market assessment and information. Labor market assessment has moved from a study of fixed occupational demand for manpower to a dynamic analysis of the macro and micro factors that shape the labor market. Included in the labor market studies is a careful examination of the broader economic, political, and social factors—the “enabling environment”—that shape the workforce development system. Broad national workforce strategies linked to country competitiveness have been shown to be paramount in achieving effective workforce systems. Regulation, policy incentives, and rewards have been proven effective in the oversight of quality and standards within the workforce system, and are particularly important as workforce systems move to private sector provision of education and training. At the national level, voucher systems have shown promising results in the Jovenes projects ([Ibarran, 2008](#)). Local labor market assessments are the cornerstone to identifying the skills needs and gaps of local employers as well as initiating the relationships between youth, firms and industries, and education and training providers ([Indiresean, 2010](#)).

Largely in response to “demand-driven” development increased attention has been focused on the capacity development of national labor market information systems. The labor market information systems supported by the Ministry of Labor and Census Departments have established an information platform on the demand for skills by national, regional and local labor markets. Most workforce programs for at-risk youth now target beneficiaries based on their specific needs when designing services in order to ensure their active participation. Matching the training program to the target beneficiary—in addition to market demand—has been proven to lead to the most successful programs (Gill, et. al., 2000).

Finally, developing countries continue to search for policies and practices to promote job creation and youth employment. One new approach to address these priorities is the value chain model of workforce development. Case studies provide evidence showing that the upgrading of global-local firms and industries requires select and targeted workforce development interventions within various stages of the value chain. Workforce development through value chains becomes an essential part of the country’s effort to promote competitiveness and employment (RTI, 2011).

From single ministerial control to national-local partnerships. Reform programs have moved away from a single public provider of training to the decentralized provision of training at the local level. Decentralization has been the cornerstone in building national-local partnerships between the public and private sectors. The Latin American model of vocational education and training, first started in Chile in the 1980s, introduced decentralization of management, the removal of barriers to entry of new providers, and changed rules for allocating public funds based on efficiency and impact of the individual training center. These incentive-based systems incorporated the principles of performance management into the budget and financing of the projects.

Most developing countries are now promoting the partnership model with private and non-governmental organization (NGO) providers offering the local training and services. For example, many of the Jovenes projects including those in Argentina, Colombia, and Peru used private organizations to implement employment training. In addition, some programs used local partnerships to support training, such as

¹⁴ Prepared by Caroline Fawcett and Clare Ignatowski, 2010. The main trends cited are from Richard Johanson “TVET strategies in the Asian Region” to the ADB (2004); Gill, Indermit and Fluitman, Fred and Dar, Amit (2000) *Vocational Education and Training Reform: Matching Skills to Markets and Budgets* World Bank; Johanson, Richard and Van Adams, Arvil (2004) *Skills Development in Sub-Saharan Africa* World Bank

those conducted by Umsobomvu Youth Fund (UYF) in South Africa and IYF throughout Latin America ([IYF, 2011a](#); [UYF, 2008](#)) While many of these partnerships are effective at generating employment in a specific sector or geographic area, they have proven difficult to scale more broadly. More research is needed to identify how and when partnerships work best.

From central control to local autonomy and national oversight on skills and teaching standards.

Policy reforms promote autonomy of decision making at local vocational education centers and workforce development institutes. No longer is the central government the main provider of skills training. Local centers provide training services, reform their curriculum to meet local labor market needs, form local partnerships, and build trust with the youth and workers in the programs. Alongside these management reforms, the national government plays a new oversight role in skills and teaching standards. Under these reforms, the national government supports demand-driven standards, working with industry leaders and national organizations, and encouraging community and local businesses to incorporate the identified skills and attitudes.

Most reform movements have embraced the design and development of new skills standards largely to ensure accountability and transparency within the industry and occupational certification, accreditation, credentialing, and licensing processes. Examples of these distinct types of credentials include:

- Industry certification programs, e.g., Certified Nursing Assistant (CNA);
- Pathway examinations that lead to a completed industry certification, e.g., automotive technician examinations from a National Skills Board;
- State-issued professional licenses, e.g., Occupational Therapist; and
- Occupational competency assessments, e.g., technical skill assessments from the National Skills Development Council in many countries.

All of these various credentials are now integrated, with common skills standards, thus creating a system for private sector recruitment, promotion, and training purposes. It allows transparency in the skills credentialing process, whereby national, state, and local governments as well as industry associations are using consistent norms and standards. Such efforts have opened access for students and workers to state accreditation, licensing and credentialing.

The design and development of a National Qualifications Framework (NQF) of skills matched to the needs of the private sector are important developments in most USAID countries. NQFs like those found in the United Kingdom, New Zealand, Australia, and South Africa are important institutions for improving the articulation of education and training by accrediting learning against standards set by employers (Adams, 2007). Different pathways to a skill—classroom, apprenticeship, or on-the-job training, for example—can be assessed against a standard to assess their cost effectiveness and equivalency. Private sector businesses, training providers, and higher education institutions are paying more and more attention to the idea of international standard setting.

From long pre-employment courses to short-term courses and flexible schedules. Under the principle of “lifelong learning,” curriculum reform of vocational education and training has oriented to “just-in-time” training models. Such an approach avoids fixed 2-3 year pre-employment training programs, which are costly and inflexible. Rather it offers a sequential program of skills development and working on the job. Here the mantra is “school and work,” encouraging flexible times and short-term courses to enable students to return to school. Many of the programs funded under the USAID EQUIP3 strategy have included this non-formal training style in community training centers ([EQUIP3, 2012](#)).

One of the most important lessons from the Eastern European experience has been: “Do not try to re-create the old model. If it is broke, fix it.” For that reason, simply equipping or training teachers without undertaking fundamental reform of the education system will not adequately address the systemic problem. In the Middle East, for example, more accomplished and academically inclined youth attend universities and the less accomplished or academically inclined go to vocational technical schools (Dhillon, Salehi-Isfahani, Dyer, Yousef, Fahmy, & Kraetsch, 2009). Student preferences are important.

From formal economy to informal economy and local private provision of training. Traditionally the national training system in a country has placed priority on the formal economy. Under the tripartite structure recommended by the International Labour Organization, national training boards represent the largest producers and union memberships in a given country. The increase in the informal economies around the world presents new challenges for investment in skills. The informal economy of local labor markets is the main entry point for youth seeking employment. Building pathways that include the informal economy is a pressing issue for human capital development in developing countries. A good example of this is the IDEJEN program in Haiti, where the NGO entity was established to provide formal and informal skills development for out-of-school youth ([Janke, et. al, 2011](#)). IDEJEN worked closely with the Ministry of National Education and Professional Training to produce a draft policy for non-formal basic education. They also collaborated on curricula development and training.

From full state financing to diversification of financial sources and cost sharing. Cost sharing and diversification of financing are important parts of partnership programs in workforce development. There are a host of new financing mechanisms, such as trainee fees for partial cost recovery, grant funds from donors and private sector foundations, enterprise-based training, and the volunteer contributions of private sector employees to teach and mentor trainees and students. In so doing, financing workforce development has moved away from full state financing through direct budget shares or payroll tax levies. For example, in Jordan, the Board of the Vocational Training Corporation, which includes representatives of various ministries, employers, and workers, oversees the country’s workforce training programs; their core financing is provided by government budgetary allocations, with significant cost sharing from enterprises (Adams, 2007).

From limited access to active participation of youth and women through local partnerships. Alongside these financing reforms, there is increased awareness of the challenge of access to and active participation in the workforce development training system for youth and women in many countries. Other than non-formal education, poor and female students have limited access to skills training. Non-governmental organizations provide a large percentage of these services. Community partnerships that promote active youth involvement and neighborhood involvement are first steps in building such a local workforce network. Greater social inclusion of at-risk youth and women has been achieved through a myriad of new innovations: revising the standards to ensure minimum quality of training; providing incentives to strengthen community institutions; outreach and active campaigns for youth and gender inclusion; and financing part of the costs of the training, through partial subsidies, tax credits or scholarships ([IYF, 2011](#); [Janke, et. al., 2011](#); [UYF, 2007b, 2009b](#); [Whalen, 2010](#)). In fact, IYF’s *Entra21* program, which focused on serving hard-to-hire populations, had 40 to 77 percent female participation rates ([IYF, 2011](#)). In addition, entrepreneurship programs offered by UYF in South Africa saw 40 to 55 percent of businesses being created by females ([UYF, 2007b, 2009b](#)).

GAP AREAS IN THE RESEARCH

Based on this scan of the literature, four areas were identified for further research in the field of youth workforce development, including the need to:

- **Understand what components are essential for workforce development programs to be successful, and what is most cost-effective.** While there is a general sense from the research that participation in workforce development programs has an impact on youth employment and earnings, the best mix of components needed for success is not clear. A majority of interventions include apprenticeships, classroom vocational skills training, and general training on entrepreneurship. However, what is uncertain is whether the classroom component is necessary or whether a program that involves a mix of job match and apprenticeships would work just as well. The specific impact of mentoring and follow-up support services is also unknown. It may be that a “toolbox” of components created for different target populations of youth in various contexts would be best. Over time, it will be important to understand the set of appropriate interventions for specific populations under certain defined contexts. The relationships between the costs and benefits associated with these packaged interventions are also a key area for future investigation.
- **Know more about what components work best for specific segments of youth – especially rural and university-educated youth.** The evidence seems to indicate that women and low-income youth in urban and peri-urban areas¹⁵ are benefiting greatly from workforce development programs, as they are seeing strong impacts on both employment and earnings. There is also some fairly strong evidence that these programs are helpful for out-of-school or minimally schooled youth and at-risk youth. However, it is less clear how such programs might be affecting rural youth. In rural areas, youth face grim job prospects and have less access to formal job training (FAO, ILO, & UNESCO, 2009). Often they are expected to do work that they do not like (Leavy & Smith, 2010). More research is needed to better understand their unique constraints in the job market.

There are also few studies focused on university-educated youth. The Middle East and North Africa region in particular is plagued with having highly educated youth with high rates of unemployment (Asaad & Gadallah, 2010; Education for Employment, n.d.; Egel & Salehi-Isfahani, 2010; IYF, 2011). As a result, youth will often wait for preferred jobs instead of taking positions seen as inferior. They also tend to immigrate to other countries, especially in the European Union, and they sometimes do this illegally because they get tired of waiting to find jobs in their own countries. It may be that specialized programs targeted to this population would be most beneficial, but more evidence should be gathered.

- **Have more information on what the most important life skills are that youth need for employment and entrepreneurship, and whether they result in employment and increased earnings.** Clearly, life skills have become a regular component of workforce development programs offered to youth. However, the definition of life skills varies between interventions and the specific links between these skills, and acquisition of employment and increased earnings have not been made. Do youth actually change their attitudes and behaviors as a result of life skills training and/or other interventions? To what extent do these skills help them do better at securing employment and increasing their earnings? What skills are most important—socio-emotional, technical, etc.? How are these kinds of skills related to other “employability” or workforce readiness skills? It is difficult to determine the relationships from the current literature since there is so much variability and little reporting in this area.

¹⁵ Peri-urban areas are those immediately surrounding a city or town.

- **Investigate further the most cost-effective ways to achieve scale and sustainability in youth workforce development.** Most donor and other development organizations reported interest in further research on scale and sustainability for youth workforce development programs. How do you keep the intervention intact while serving larger groups of youth? Or better yet, what components of the intervention should be scaled up? With regard to sustainability, the questions turn to interest, capacity, and cost. Is there a policy framework that supports the youth workforce development system? Are there interested partners who have the capacity to sustain an intervention? What will it cost to keep the services at a level of success?

CONCLUSIONS: IMPLICATIONS FOR USAID

Several significant themes have emerged through this review of the literature and conversations with key informants.

First, workforce development programs for youth are critical to alleviating the economic strain of the youth bulge that is occurring in most developing countries. In fact, many see it as an opportunity to create new growth in areas like technology or sustainable agriculture. However, it is clear that both demand-side and supply-side efforts are necessary to ensure that a highly trained youth workforce will have solid, stable employment options that earn them a living wage.

Second, knowing what package of workforce development services works best for which populations of youth is crucial, and much of this depends on strong research methods that are set up to measure the achievement of long-term outcomes. With the large number of rigorous ongoing studies found through this review, it is clear that in the next 2 to 3 years, a great deal of knowledge will be gained on this front. Of particular interest to many is the value of youth entrepreneurship. What factors facilitate business development by youth? What value does it have for a country's economic growth?

Third, more work needs to be done to understand how best to measure community and institutional capacity for youth workforce programs. Not enough research has been completed on this topic to include a thorough analysis in this report. Most likely the dearth of evidence is related to the lack of common indicators for success. But this is critical to gaining a better understanding of what makes the most sense with regard to scaling up programs and setting the stage for their sustainability.

Through its efforts to develop a youth-focused research and evaluation agenda, USAID has a genuine opportunity to play a leadership role and take the issues addressed in this report to the next stage of development. Serving as a point of coordination with other development organizations will help ensure that the questions and ideas presented here are used to contribute to a larger body of knowledge and greater understanding of youth workforce development.

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APPENDICES

APPENDIX A: KEY INFORMANT INTERVIEW LIST

	Date	Key Informant	Organization
1.	June 27, 2012	Gina Chowa, Mat Despard, Rainier Masa	University of North Carolina
2.	June 28, 2012	Philippe Remy & Anne-Laure Roy	International Fund for Agricultural Development
3.	June 29, 2012	Kevin Hempel	World Bank
4.	July 2, 2012	Susan Pezzullo	International Youth Foundation
5.	July 2, 2012	Tim Nourse & Veronica Torres	Making Cents
6.	July 5, 2012	Susan Puerto Gonzalez	International Labour Organization
7.	July 6, 2012	Meredith Lee	MasterCard foundation
8.	July 9, 2012	Maria Elena Nawar	Inter- America Development Bank
9.	July 11, 2012	Andrew Baird	RTI International
10.	July 12, 2012	Mattias Lundberg	World Bank

APPENDIX B: EVIDENCE TABLE

Entrepreneurship Only Studies

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Equip3/EDC, 2012b</p> <p>Purpose: This document examines evidence from the Hewlett Packard Learning Initiative for Entrepreneurs (HP LIFE) designed for youth ages 15-30+. The evaluation tested two assumptions: 1) Increased application of information and communications technology (ICT) tools or software leads to improved employment and entrepreneurial outcomes among disadvantaged youth in developing countries; and 2) Technology-based tools, such as online training content and/or games, increase the program's effectiveness.</p> <p>Evaluator: Internal, Education Development Center (EDC)</p> <p>Location: China, India, Kenya, Nigeria, South Africa</p>	<p>General training on entrepreneurship</p> <p>ICT training</p> <p>Business plan development</p> <p># of youth served: More than 165,000</p>	<p>Design: Performance evaluation</p> <p>Sample: 506 youth</p> <p>Data collection: Online surveys, focus groups with current participants, interviews with trainers, interviews with past participants</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) Self-selected sample (not representative). 2) Non-experimental study: attribution limitations. 3) Modular curriculum, sometimes implemented with other training modules. 4) Online component is fast evolving, so findings could be outdated. 	<p>General:</p> <ol style="list-style-type: none"> 1) 25% reported a 6-10 % increase in income from the program through entrepreneurship. 2) 19.6% reported a 6-10% increase in income from the program through employment other than entrepreneurship. 3) Between 60-70% reported an increase in "quite a lot" of ICT knowledge from the program. 4) 67.6% responded that "tips about marketing" were the most useful feature of the HP Life online resources, followed by "tips about running a business" at 64.9%, and "tips on using technology" at 62.2%. 5) Mentoring and encouragement were found to correlate with reported income increase. 6) Between 25-49% of participants found the training resulted in business improvements like expanded access to markets and greater efficiency of operations <p>Youth: All participants considered youth</p> <p>Gender:</p> <ol style="list-style-type: none"> 1) 39% of evaluation sample was female 2) Almost twice as large a proportion of men as women experienced an increase in income of more than 10%, but average income was not significantly different for males and females

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: ILO, 2011</p> <p>Purpose: This is an evaluation of the "Know About Business" (KAB) training that encourages youth to consider self-employment as a career path. It is implemented in secondary schools, vocational training centers, and higher education environments. It was implemented by the ILO and funded by United Nations Development Programme (UNDP).</p> <p>Evaluator: External, Evaluation unit of ILO</p> <p>Location: Occupied Palestinian Territories</p>	<p>General training on entrepreneurship</p> <p># of youth served: Not available</p>	<p>Design: Performance evaluation</p> <p>Sample: Not available</p> <p>Data collection: Literature review; meetings with key project personnel and institutional counterparts; focus groups with project trainees and trainers; site visits; stakeholders workshop</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) The results indicate that significant changes in attitude do take place and that KAB is therefore effective in achieving its immediate objective. 2) While it is too early to measure impact indicators, the outcome of the pilot phase has been fully achieved by the integration of KAB into the national training curricula. 3) The effectiveness of KAB projects in supporting national policies for employment, vocational training, and small business creation have been limited to the extent that existing policies have allowed for the adoption of KAB, and KAB itself has not led to the formulation of specific policies. <p>Youth: Findings not disaggregated</p> <p>Gender: Findings not disaggregated</p>
<p>Source: EDC, 2011</p> <p>Purpose: This report is a follow-up evaluation of the Prepara Ami ba Serbisu (PAS) pilot program, which provided training to participants who chose to start or improve a small business. The initial evaluation raised a series of questions about the impact of the program; this follow-up was designed to gather more information.</p> <p>Evaluator: Unclear if internal or external, Education Development Center, Inc.</p> <p>Location: Timor-Leste</p>	<p>General training on entrepreneurship</p> <p>Cash grants</p> <p>Basic education</p> <p>Life skills</p> <p># of youth served: More than 2,000</p> <p>Completion rate: Not available</p>	<p>Design: Performance evaluation</p> <p>Sample: 52 businesses comprising a total of 90 individuals</p> <p>Data Collection: Interviews with individuals and group businesses that benefited from the program</p> <p>Limitations: The evaluation was unable to reach all PAS graduates due to: youth mobility and limited contact information; the availability and scope of the volunteers to assist with the research; road conditions and weather; availability of the youth for interviews; and business failure.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Many youth felt that their familial contexts and the larger cultural context were unresponsive. 2) The group businesses have generally not been successful. 3) Opening a kiosk as a business strategy for youth was not successful 4) The cash grant of \$100 USD has helped youth start businesses. However, only a few of those interviewed had invested their entire grant in the business. The majority used about 20–40% of the grant on actual business expenses. There was often no business plan at the start. 5) When asked why they started a business (rather than choosing the internship or non-formal education options in PAS), the majority of youth interviewed stated either "to generate more money," "to help my family or community," or "there is no other work." 6) When asked how they felt to be running their own businesses, most respondents answered that they were proud of their businesses. Nevertheless, the majority of those interviewed was not making much money and therefore showed stress and dissatisfaction with the economic situation. <p>Youth: All participants defined as youth.</p> <p>Gender: Findings not disaggregated</p>

<p>Source: McKague & Murray, 2010</p> <p>Purpose: To evaluate the YouthWorks micro-franchising pilot project which provided self-employment opportunities for youth by facilitating franchise business relationships with existing companies that had products or services that could be distributed and sold independently by the youth. Operated by the International Rescue Committee and funded by the United Nations Development Programme and Irish Aid.</p> <p>Evaluator: External, Schulich School of Business, York University, Canada</p> <p>Location: Sierra Leone</p>	<p>General training on entrepreneurship</p> <p>Business plan development</p> <p>Mentoring</p> <p>Financial literacy</p> <p>Micro-franchising</p> <p># of youth served: 100</p>	<p>Design: Performance evaluation</p> <p>Sample: 65 youth, 7 franchisor companies, 22 stakeholders</p> <p>Data Collection: Focus groups and interviews with youth, interviews with franchisors, interviews with stakeholders, use of program data, and site visits</p> <p>Limitations:</p> <p>1) Staff time constraints and difficulty reaching franchisees in the large city of Freetown</p>	<p>General:</p> <p>1) 96% of youth micro-franchisees were making a profit or breaking even.</p> <p>2) Those earning money reported that it was being reinvested into their businesses (42%), saved (24%), or used for household and other expenses, such as school fees (34%).</p> <p>3) Youth reported increased self-reliance, independence, and respect as a result of their business activities.</p> <p>4) Youth also reported learning important business skills, such as customer service, as well as important life skills, including understanding the difference between their wants and needs, and how to save and plan for the future.</p> <p>Youth: All participants considered youth.</p> <p>Gender:</p> <p>1) Findings were not disaggregated; however 46% of businesses were developed by females.</p>
<p>Source: Umsobomvu Youth Fund (UYF), 2009b</p> <p>Purpose: To assess whether entrepreneurship education for out-of-school, low-income, unskilled, and unemployed youth would prepare them for successful integration into mainstream employment.</p> <p>Evaluator: External, CNZ Marketing Solutions</p> <p>Location: South Africa</p>	<p>Business plan development</p> <p>General training on entrepreneurship</p> <p>Mentoring</p> <p>Leadership and organizational skills</p> <p>Access to networks and support</p> <p>Life skills</p> <p># of youth served: 60</p>	<p>Design: Performance evaluation</p> <p>Sample: 42 out of the 60 possible youth participants; program implementers</p> <p>Data Collection: Desk review, interviews with beneficiaries and program implementers</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) 60% of youth participants were unemployed at the time of the evaluation.</p> <p>2) Overall, respondents expressed positive sentiments about the program and were impressed with its delivery. However, some respondents expressed concerns: They did not obtain the business start-up funding that they hoped to get; the program contained too much theory; there was little time for practical training.</p> <p>Youth: All participants considered youth.</p> <p>Gender:</p> <p>1) 52% of the sample participants were female; however study findings were not disaggregated.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: UYF, 2008</p> <p>Purpose: To evaluate the implementation and outcomes of Youth Enterprise Society (YES) program, a secondary school extramural entrepreneurship society/club funded by non-profit organization through community support.</p> <p>Evaluator: External, Impact Consulting</p> <p>Location: South Africa</p>	<p>Business plan development</p> <p>General training on entrepreneurship</p> <p>Leadership and organizational skills</p> <p>Institutional capacity building</p> <p># of youth served: 1,800</p>	<p>Design: Performance evaluation</p> <p>Sample: 94 learners, 100 teachers and staff</p> <p>Data Collection: Program documentation analysis, teacher and stakeholder interviews, focus groups with learners, observations, and a teacher/advisor survey.</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) For advisors, the program design, market receptiveness, advisor commitment and school support from teachers and principals were deemed as crucial to the successful implementation of the program. 2) As a result of their participation in YES Club activities, learners reported an increased awareness of entrepreneurship as a career and the acquisition of entrepreneurial skills and knowledge. 3) A total of 90% of advisors agreed or agreed strongly that as a result of being part of YES, learners have a more positive attitude towards entrepreneurship as a career. 4) 82% agreed or agreed strongly that more people who leave school are considering becoming entrepreneurs because of using YES. 5) Learners reported an improvement in school performance and the discovery of new or hidden talents, which had been stimulated as a result of the YES Club program. 6) YES members are better disciplined, more confident, some have taken up leadership positions, and they act as role-models at their schools. <p>Youth: All participants considered youth.</p> <p>Gender: Findings were not disaggregated.</p>
<p>Source: Harris, T., Londner, S. & Cely C, 2007</p> <p>Purpose: This evaluation assesses TechnoServe's (TNS's) effectiveness in providing market-driven, business-oriented services to rural populations. One component of these services was a youth entrepreneurship training program for those ages 15-25. This project was funded by USAID.</p> <p>Evaluator: Internal, TechnoServe</p> <p>Location: El Salvador, Tanzania, Kenya</p>	<p>General training on entrepreneurship</p> <p># of youth served: More than 9,000</p>	<p>Design: Performance evaluation</p> <p>Sample: Unclear</p> <p>Data collection: Interviews with staff and volunteer consultants; monitoring data collected on indicators</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) In El Salvador, 156 teachers were trained, 7,148 students were trained, 43 entrepreneurship fairs were held, 92 businesses were established, and 158 new jobs were created from 2001 to 2006 2) In Tanzania, the "Biz Camps" were popular and well attended (the 3,145 participants surpassed the target level by more than 100%), but few new businesses were established. 3) Some outcomes of the program are somewhat intangible and hard to measure. Changes in attitudes toward business and entrepreneurship have taken place and students have learned to work in teams. <p>Youth: All participants defined as youth</p> <p>Gender:</p> <p>In Kenya, the program is just starting up and is targeted at poor teenage girls.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Al-Habash, Achi & Kabbani, 2007</p> <p>Purpose: This report presents evaluation findings of the Know About Business (KAB) program, a pilot entrepreneurship training program based on ILO-developed classroom curriculum implemented in four Syrian universities.</p> <p>Evaluator: External, Syria Trust for Development Research Division</p> <p>Location: Syria</p>	<p>General training on entrepreneurship</p> <p># of youth served: 102</p>	<p>Design: Performance evaluation</p> <p>Sample: 94 participants (57.5% male and 42.5% female)</p> <p>Data Collection: Pre/post questionnaire Limitations: Not discussed</p>	<p>General:</p> <p>1) Changes were statistically significant from pre- to post-test on "participants' impressions about the role of small and medium businesses;" "participants' attitude towards entrepreneurship;" and "participants' knowledge about business."</p> <p>Youth: Findings were not disaggregated, age of sample is unknown..</p> <p>Gender: Results above were significant for males and females.</p>
<p>Source: UYF, 2007a</p> <p>Purpose: To conduct full review of a voucher program that enables young entrepreneurs to access technical assistance and managerial support for their businesses. Participants were given up to four vouchers to purchase technical assistance and support from a contracted private sector consultancy firm specializing in business development.</p> <p>Evaluator: External, ECIAfrica</p> <p>Location: South Africa</p>	<p>Business plan development</p> <p>General training on entrepreneurship</p> <p>Life skills</p> <p>Vouchers</p> <p>Mentoring</p> <p># of youth served: 22,616 firms</p>	<p>Design: Performance evaluation</p> <p>Sample: 380 young entrepreneurs, 80 private business consulting service providers, and program staff; ages 15to 36+ with a majority 26- 35 years old.</p> <p>Data Collection: Literature and document review; interviews with entrepreneurs; examination of program data collected</p> <p>Limitations:</p> <p>1) Samples of young entrepreneurs drawn from program database were difficult to locate.</p> <p>2) Dates recorded in program database were not always valid, so analyzing the actual flow of the voucher application and approval process was difficult.</p>	<p>General:</p> <p>1) Vouchers were used most often for business plans (58.1%), branding (9.1%), business registration (7.4%) and web-based marketing (4.2%).</p> <p>2) 46% of entrepreneurs reported increased revenues as a result of the program services, while 52% reported constant revenues</p> <p>3) The number of jobs per business increased from 5.1 to6.0 after participation in the program</p> <p>4) 47.5% reported improved management of their business; 34% reported growth in their respective markets; and 19.7% reporting improved record keeping.</p> <p>5) Program contributed to the establishment of enterprises with the majority, 70% of firms having been formed during the period it was introduced.</p> <p>Youth: Findings were not disaggregated.</p> <p>Gender: Findings were not disaggregated; however 46% of participants were women.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: UYF, 2007b</p> <p>Purpose: To establish the extent to which the Ice Cream on Wheels project has affected young entrepreneurs' capacity to manage their own businesses. This training and support project for college students was funded by Nestlé and operated by UYF.</p> <p>Evaluator: External, CNZ Marketing Solutions</p> <p>Location: South Africa</p>	<p>General training on entrepreneurship</p> <p>Access to youth tailored loans or stock</p> <p>Mentoring</p> <p>Financial literacy</p> <p>Life skills</p> <p># of youth served: 85</p>	<p>Design: Performance evaluation</p> <p>Sample: Beneficiaries, distributors, trainers and staff (no numbers given for sample sizes)</p> <p>Data Collection: Document reviews (reports and documentation of the project), focus groups with participants, interviews with distributors (provided stock), interviews with trainers and staff</p> <p>Limitations:</p> <p>1) Not all vendors could be reached for interviews during the evaluation process.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) All participants got a motor bike learner's license for distributing ice cream. 2) Perceived increase in volume of sales by Nestlé through program. 3) 93% of participants completed life and business skills training. 4) Respondents expressed positive sentiments about the business training they had received. They felt it had prepared them to be able to understand their customers, how to present themselves and their products, budgeting, marketing, and cleanliness. 5) Generally respondents were positive about being able to earn an income for themselves and sustain their livelihood. As most were previously unemployed, the vending opportunity had provided them with a life-line. <p>Youth: All participants considered youth.</p> <p>Gender: Findings were not disaggregated</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Johansen (2007)</p> <p>Purpose: The report "Experiences from participation in JA-YE Company Programmes" is a quantitative study which aims to find out how youth ages 14-18 experienced their time as founders of mini-companies, and whether or not participation in the programmes has had an impact on their later careers, including the start-up of their own companies.</p> <p>Location: Belgium, Denmark, Estonia, Finland, Romania, Slovak Republic</p> <p>Evaluator: External, Eastern Norway Research Institute</p>	<p>General training on entrepreneurship</p> <p># of youth served: Not available</p>	<p>Design: Performance evaluation</p> <p>Sample: 1763 youth</p> <p>Data collection: Quantitative, qualitative survey</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) There is little indication that former participants in JA-YE programmes have a higher figure of employment than other young people: 44% are still students; 29% are employed in the private sector; 11% are employed in the public sector; 4% are employed in the NGO sector; 5% are self-employed; 7% are unemployed, disabled etc.</p> <p>2) The majority of former respondents found the program useful with regard to the development of entrepreneurial skills. There are some variations with regard to country, age, reason for participation and involvement in entrepreneurial activity.</p> <p>3) 15% of former participants in JA-YE Programmes are involved in entrepreneurial activity, and those most likely to be entrepreneurs are men over the age of 25. We concluded that young people who participate in JA-YE Programmes probably are more likely to become entrepreneurs than young people who do not participate in JA-YE Programmes.</p> <p>Youth: All participants defined as youth</p> <p>Gender:</p> <p>1) Men are more likely to be involved in entrepreneurial activity than women.</p> <p>2) Women tend to find the program better compared to men.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Shrader et al., 2006</p> <p>Purpose: To examine the existing supply of microfinance institution (MFI) services to youth in Indonesia, as well as demand for financial services among youth. Study conducted by Mercy Corps and funded by the ImagineNations Group and the World Bank.</p> <p>Evaluator: External, MercyCorps</p> <p>Location: Indonesia</p>	<p>Access to youth tailored loans or stock</p> <p># of youth served: 52,823 borrowers</p>	<p>Design: Research study, assessment</p> <p>Sample: 880 youth, 21 microfinance institutions</p> <p>Data Collection: Desk review of MFI data, onsite interviews with staff at 21 MFI's, 16 focus groups with 160 youth, 720 individual interviews with youth</p> <p>Limitations:</p> <p>1) Possible sampling errors</p>	<p>General:</p> <ol style="list-style-type: none"> 1) On average 22% of Indonesian MFI clients are youth (defined as under 30 years of age) 2) MFIs that do not specifically target youth provide significant services to this population naturally (up to 70% of borrowers). 3) A high percentage of Indonesian youth (78%) in all regions examined, see self-employment and entrepreneurship as their best employment option and strategy. 4) Youth borrowers have higher repayment rates than total clientele in the majority of MFIs and generally receive loans that are of the same or even larger than the average size. 5) Youth loan products do not vary from the overall product used by the general public, with the exception of loan term. In half of the MFIs surveyed, youth used considerably shorter average loan terms. 6) Youth entrepreneurs earn twice as much monthly, as youth employees, despite having lower educational levels and being approximately the same age. <p>Youth: All participants were defined as youth.</p> <p>Gender:</p> <p>1) Findings indicate the majority of youth entrepreneurs are male (though due to small sample size and possible sampling errors caution should be taken in interpretation)</p>
<p>Source: Karlan, D. & Valdinia, M., 2006</p> <p>Purpose: To evaluate impact of adding entrepreneurship training to a microfinance program for women in Peru operated by the non-profit FINCA International.</p> <p>Evaluator: External, Yale University</p> <p>Location: Peru</p>	<p>General training on entrepreneurship</p> <p># of youth served: Approximately 6,429</p>	<p>Design: Experimental, randomized control group</p> <p>Sample: 239 banks - 104 in mandatory treatment group, 34 in voluntary treatment group, and 101 in control group</p> <p>Data Collection: Financial-transaction data, as well as baseline and follow-up surveys</p> <p>Limitations:</p> <p>1) Training occurred at different points in time, resulting in heterogeneity in treatment intensity across groups.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Clients in treatment groups were more likely to maintain a clean repayment record. 2) Treatment group clients were 4-5% percentage points less likely to drop out. 3) Improvement in repayment rates and client retention was strongest for clients with larger businesses and those who expressed least interest in business training in the baseline survey. 4) Training participants demonstrated greater business knowledge, which translated into better business practices albeit in limited areas. <p>Youth: Findings were not disaggregated; sample described as "relatively young."</p> <p>Gender: All participants were women.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: USAID, 2005a</p> <p>Purpose: The purpose of this evaluation is to assess the success of Junior Achievement/Romania's programs aimed at youth from kindergarten to university on 1) student impact, 2) teaching standards impact, 3) business community impact, 4) financial and programmatic sustainability, and 5) JA's organizational/ expansion goals. The program is operated by JA, supported by the Ministry of Education, and has multiple funding sources including USAID.</p> <p>Evaluator: External, MSI</p> <p>Location: Romania</p>	<p>General training on entrepreneurship</p> <p>Financial literacy</p> <p># of youth served: 119,400</p>	<p>Design: Performance evaluation</p> <p>Sample: 186 high school students who took surveys, 4 alumni for interviews, 6 businesses, and 3 other stakeholders</p> <p>Data collection: Surveys of a sample of high school students, interviews with key stakeholders and beneficiaries, school site visits, document review</p> <p>Limitations:</p> <p>1) The evaluation team had limited choices for information gathering due to the period of intense pressure for JA Romania just before the end of the school year. JA provided the evaluation team with little quantitative data in preparation for the school visits or during the follow-up phase.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) 84% of youth survey respondents reported that their knowledge of economics and entrepreneurship has expanded. 2) 59% viewed Junior Achievement as a way to learn as much as possible about the economy. 3) 65% said that the lectures aroused their interest in the topic. 4) 70% agreed with the statement that the program has changed the way they think about the Romanian economy, of which 18% agreed strongly. 5) The evaluation concludes that JA Romania has been a driving force in educational reform and modernization of economic curriculum to include entrepreneurship, applied economics, and the global market economy, not just in high schools, but in elementary and middle schools as well. 6) JA Romania has played a leading role in promoting interactive teaching methods in the classroom and in corporate trainings, which it has co-designed. 7) The local business community has a low, though increasing, level of involvement in JA programs. 8) The shortage of volunteers, which was highlighted in JA's latest strategic plan, is one of the weakest links in its program. <p>Youth: All participants considered youth</p> <p>Gender: Findings not disaggregated</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: USAID, 2005b</p> <p>Purpose: To study the impact and effectiveness of Junior Achievement/Kazakhstan’s business education programs, implemented since 1994 and made available to students in primary, middle, and high school. The program is operated by JA, supported by the education system, and funded by USAID.</p> <p>Evaluator: Internal, USAID</p> <p>Location: Kazakhstan</p>	<p>General training on entrepreneurship</p> <p>Financial literacy</p> <p># of youth served: More than 220,000 on an annual basis</p>	<p>Design: Performance evaluation</p> <p>Sample: Approximately 60 students, and 40 stakeholders</p> <p>Data collection: Key informant interviews, focus group interviews, review of existing JA documents</p> <p>Limitations:</p> <p>1) The timing of the evaluation team’s fieldtrip coincided with the beginning of the school summer break. Thus the initial plan to employ a tracer strategy to reach students could not be implemented.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Students agreed that JA was influential in choosing their future professions. 2) Students who have taken one or more JA programs appeared to be generally satisfied with the content of the programs. 3) Students often remarked that they would want to see more examples from the Kazakh business reality in the economic and business books and classes. 4) Economics as a secondary school topic holds particular attraction for students who are considering pursuing university education in economics. 5) The original JA methodology goes beyond the classroom, i.e. ”to develop and implement economic education programs for young people through a partnership between business and education.” This task has proved less successful when implementing the JA program. <p>Youth: All participants considered youth</p> <p>Gender: Findings not disaggregated</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Grosh, R., Piscevic., Stefurak, M, 2005</p> <p>Purpose: This report summarizes the evaluation of the Junior Achievement/Russia (JA Russia) program in the Russian Federation, funded by the USAID.</p> <p>Evaluator: Internal, USAID</p> <p>Location: Russia</p>	<p>Civic engagement</p> <p>General training on entrepreneurship</p> <p>Institutional capacity building</p> <p># of youth served: 3 million</p>	<p>Design: Quasi-experimental design</p> <p>Sample: Interviews with 169 students in grades 1-11; 22 teachers, and 21 administrators. Questionnaire responses were received from 21 school administrators representing 19 different schools in 14 cities</p> <p>Data collection: Literature review; Key informant interviews with USAID personnel, administrators, and teachers; questionnaires from 169 students, 22 teachers and 21 administrators</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) There was an increased level of motivation as well as self confidence among program participants. 2) A recurrent observation among teachers and administrators was a perceived lack of training opportunities and at least occasional shortage of materials. 3) Teachers and administrators indicated a high level of satisfaction with the training materials and methods; however, a shortage of appropriate training materials was cited a number of times, compelling teachers to photocopy material. <p>Youth:</p> <ol style="list-style-type: none"> 1) Students are very supportive of the program in general and speak highly about the quality and usefulness of knowledge acquired. 2) Students are satisfied with the overall quality of working materials and especially the way different topics are presented: case studies, preparing business plans, and tests. 3) Students noted that JA Russia provides knowledge necessary for their future. 4) Students view the program as a unique opportunity to discover new ideas, to be more flexible, cooperative, and responsible, and learn what is happening in the world economy. 4) Students almost unanimously agree that teamwork is something they enjoy and had never previously had a chance to practice at school. Students value case-studies, debates, and simulations. 5) 65% of students ranked the business skills that they received as being
			<ol style="list-style-type: none"> 6) 49% of students strongly agreed that JA has taught them "to be responsible to keep deadlines." 7) 50% of students agreed that JA has taught them "to work independently and make decisions." 8) 55% of students agreed that JA taught them "to be self-confident." <p>Gender: Findings not disaggregated</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Culver, 2005</p> <p>Purpose: This is an evaluation of three JA programs—Management and Economic Simulation Exercises (MESE), Personal Economics, and Our Nation—in three countries: Mexico, Poland, and China. The purpose of this study was to investigate the effects of JA programming when partnered with GE volunteers who implemented curricula in the classroom.</p> <p>Evaluator: External, Aguirre Division, JBS International, Inc.</p> <p>Location: Mexico, Poland, China</p>	<p>General training on entrepreneurship</p> <p># of youth served: 721</p>	<p>Design: Performance evaluation</p> <p>Sample: 212 interviews/discussion groups total; 1,035 surveys total;</p> <p>Data collection: Qualitative site visits and interviews, quantitative survey</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) JA courses in the targeted programs have been successful in improving students' personal and professional skills and in increasing students' knowledge of business and entrepreneurship in elementary, middle, and high school settings. 2) Students in MESE had a mean score of 82% on the battery of 11 questions, compared to a score of 49% for those who had not participated in MESE. 3) Personal Economics students answered their knowledge questions correctly much more frequently than the comparison students. 4) 51% of JA students said they were "much better" at writing a business plan; 51% said they were "much better" planning a budget. 79% said they could manage their own finances much better than before their JA class. 5) 68% of all respondents said they would like to start a business, and most could name the type of business they wished to start; 80% thought that a college education would help them "to succeed in starting and growing [my] own business." 6) 90% of MESE and Personal Economics students said that participation in the JA program had helped them take steps toward their goals. 7) Students who had participated in JA reported that they wished to go to graduate school more frequently (57%) than did comparison respondents (42%). Fewer JA participants (6%) answered that they didn't know how far they wanted to go in school than did comparison group students (15%). <p>Youth: All participants defined as youth</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Bruhn & Zia, n.d</p> <p>Purpose: This study shows the effects of business training offered by an NGO for current and prospective entrepreneurs, ages 18-35 years, in Bosnia-Herzegovina. All participants were university students and had been offered a business loan from a financial institution.</p> <p>Evaluator: Unclear if external or internal, The World Bank was the evaluating organization</p> <p>Location: Bosnia-Herzegovina</p>	<p>General training on entrepreneurship</p> <p>Access to youth friendly loans or stock</p> <p># of youth served: 445</p>	<p>Design: Experimental design, stratified randomized control group</p> <p>Sample: 445 business loan clients divided into 2 treatment groups and one control group</p> <p>Data Collection: Survey</p> <p>Limitations:</p> <p>1) Low participation rate in the training; 2) few people attended the extra treatment module on external finance</p>	<p>General:</p> <ol style="list-style-type: none"> 1) The training had a significant effect on knowledge for those that came in with below median baseline levels of business and financial knowledge. 2) Individuals who already had a business tend to use better business practices and make more investments in their business due to the training. 3) Weak evidence suggests that the training increased profits and sales for individuals with above median levels of baseline financial literacy. 4) The training had no significant effect on business creation and survival. 6) The treatment group is less likely than the control group to use personal accounts for business. 8) The training increased profits by about 50% for clients with high baseline levels of business and financial knowledge. 9) The treatment increased sales for clients with high baseline levels of business and financial knowledge. 10) Treatment group was not more likely than the control group to take out a new loan. 11) Treatment group clients who took out a new loan had longer-term loans (more installments) than their peers in the control group. 12) The training lowered default rates among clients with low baseline levels of business and financial knowledge, and there is some evidence that the training led to higher rates of loan refinancing/restructuring. <p>Youth: All participants defined as youth</p> <p>Gender: Findings not disaggregated</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Johansen, Clausen, n.d.</p> <p>Purpose: The main aim is to evaluate to what extent a European entrepreneurship program promotes start-up intentions among youth ages 16 and 17. The program investigated is the company programme (CP) provided by the NGO Junior Achievement – Young Enterprise Europe.</p> <p>Evaluator: Authors (Eastern Norway Research Institute and Nordland Research Institute)</p> <p>Location: Norway</p>	<p>General training on entrepreneurship</p> <p># of youth served: 10% of all children in the Norwegian upper secondary school</p>	<p>Design: Quasi-experimental design; regression analysis</p> <p>Sample: 1,900 youth</p> <p>Data collection: Qualitative, quantitative, survey to 1,900 youth; literature review</p> <p>Limitations:</p> <p>1) The school leadership decides whether or not its school should participate in CP. Schools are non-randomly assigned to either the test or the control group. To avoid any potential selection bias due to non-random selection of schools into the program, a regression analysis was used to control for fixed school effects by including “school dummy variables” in the analysis.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Econometric results indicate that CP stimulates start-up intentions. It indicates that entrepreneurship education programs are able to influence entrepreneurial intentions among children with different social backgrounds. 2) 37% desired self-employment and 63% desired paid employment. 3) The analysis detected a positive correlation between academic skills and preferences towards self-employment. 4) Participation in CP is much more important for children’s preferences for self-employment/paid employment compared to other variables such as gender, immigrant background, parents’ education, and academic skills. 5) The positive and significant effect of CP indicates that public policies, in the form of action-oriented entrepreneurship education programs, can stimulate children with different social backgrounds to wish for self-employment. 6) Analysis suggests that exposure to CP in Norwegian upper secondary school has raised young people’s awareness of self-employment as a career option. <p>Youth: All participants defined as youth</p>

Workforce Development Only Studies

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: The World Bank, 2011b</p> <p>Purpose: To evaluate the Technical and Vocational Vouchers Program, which was launched in 2008 to investigate the effect of vouchers on out-of-school youth participation in vocational training programs and the short-term impact on job seekers' employment choices, jobs, and incomes.</p> <p>Evaluator: Internal, The World Bank- Human Development Network</p> <p>Location: Kenya</p>	<p>Vouchers</p> <p># of youth served: Approximately 1,081</p>	<p>Design: Experimental design, randomized control group</p> <p>Sample: Final applicant group was 2,163 (ages 18-30). Short term follow-up random survey sample of 300 individuals.</p> <p>Data Collection: Survey</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) 74% of participants who received vouchers enrolled in some type of vocational training, compared with less than 4% of those in the control group. 2) 79% of people who received the unrestricted voucher attended a vocational training program, compared with 69% of those who received a voucher good only for government-run institutions. 3) Regardless of the type of voucher, participants who had not completed secondary school were less likely to drop out than those who had. <p>Youth: All participants defined as youth.</p> <p>Gender: Findings were not disaggregated.</p>
<p>Source: GIZ, 2011</p> <p>Purpose: To evaluate the GIZ funded "Promotion of Vocational Training in Technical Professions, Macedonia" implemented in three phases between October 2000 and July 2006. Project to ensure that vocational technical school graduates obtained skills and employment through revised curriculum and access to needed technical equipment for learning.</p> <p>Evaluator: External, GFA Consulting Group GmbH</p> <p>Location: Macedonia</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Institutional capacity building</p> <p># of youth served: not available</p>	<p>Design: Performance evaluation, using tracer study to look at impacts on program graduates</p> <p>Sample: 8 pilot schools and 3 non-pilot comparison schools</p> <p>Data Collection: Interviews with graduates and stakeholders/enterprises</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) No control variables. 2) No baseline data collection. 3) Seemingly arbitrary measures of success that don't control for the effects of the labor market or economy at large. 4) Use of qualitative data collection methods to determine inherently quantitative questions about the program's effectiveness and impact. 	<p>General:</p> <ol style="list-style-type: none"> 1) Only 9.7% of sample students (tracer study) who didn't move to higher education said that they found adequate employment. Nearly half of all sample students (48.1%) stated that they were unemployed and 24% said that they had continued vocational education on a technical level. 2) 83% of sample (tracer study) confirmed that the reformed 3-year vocational education met their expectations. 3) The majority (63.7%) of interviewed enterprises provide practical training only. About one quarter (28.3%) of sample companies provide practical training and are involved in implementation of final exams for certification. Only 3.5% of interviewed enterprises are fully committed to an ongoing reform process and 4.4% of companies do not cooperate at all with vocational schools. <p>Youth: All participants were defined as youth.</p> <p>Gender: Findings were not disaggregated.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Swiss Agency for Development and Cooperation, 2011</p> <p>Purpose: Report presents the findings of an external evaluation of the SDC's Vocational Skills Development (VSD) activities aimed at low income, girls, rural populations, and ethnic minorities (depending on the specific program).</p> <p>Evaluator: Internal, Swiss Agency for Development and Cooperation</p> <p>Location: Multiple countries in Latin America, Africa, Asia, and Europe</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Life skills</p> <p># of youth served: Approximately 1.1 million</p>	<p>Design: Performance evaluation</p> <p>Sample: Non-representative sampling including employers and graduates</p> <p>Data Collection: Meta-evaluation strategy including document review, surveys, tracer studies, and interviews</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) The non-representative sampling process obviously restricts the conclusions that can be drawn from the analysis. 2) The lack of baseline information. 	<p>General:</p> <ol style="list-style-type: none"> 1) Given the comparatively strong labor market-orientation of the training programs, beneficiaries of VSD programs are highly employable. In many cases, employment rates of graduates benefiting from SDC's VSD programs are considerably higher than those of graduates from conventional TVET programs. However, comparisons with those undergoing traditional apprenticeships suggest that employment rates of SDC's beneficiaries are not higher. 2) Data reports suggest that only in 3 out of 10 country programs under review did beneficiaries actually earn higher incomes. <p>Youth: Findings were not disaggregated, but many of the programs included a youth focus.</p> <p>Gender: Findings were not disaggregated.</p>
<p>Source: Briones, R.M., 2010</p> <p>Purpose: To evaluate the EQuALLS workforce development program for out-of-school youth in the Philippines. Project funded by USAID.</p> <p>Evaluator: External, EDC</p> <p>Location: Southern Philippines</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Life skills</p> <p># of youth served: not available</p>	<p>Design: Performance evaluation uses comparison group of youth with qualitative data collected in grounded field investigation.</p> <p>Sample: 59 out-of-school youth who completed workforce development (WFD) program between 2-12 months prior to the study (treatment) and 49 similar profile out-of-school youth who had not undergone WFD training (comparison); community leaders; parents; businesses</p> <p>Data Collection: Focus groups and interviews with youth, community leaders, family members, and employers, also known as rapid appraisal</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) Field investigation limited to areas in which WFD trainings were conducted 	<p>General:</p> <ol style="list-style-type: none"> 1) WFD training did not lead to a significant improvement in monetary gains. 2) WFD completers attest to favorable outcomes in terms of acquiring work readiness skills, rather than in terms of improved employment and income. 3) Training appears to have more significant outcome with respect to non-financial dimensions, such as inculcation of work ethic and acquisition of developmental assets. 4) Training more effectively translates into local employment when the skill being developed is more closely connected to local demand. 5) Offering more options in terms of longer training and a wider set of skills may improve the effectiveness of WFD programs. 6) Effectiveness of training is highly dependent on post-training assistance. <p>Youth: All participants are defined as youth</p> <p>Gender: Findings were not disaggregated</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: ICF Macro, 2009</p> <p>Purpose: This report describes the midterm evaluation results of the Livelihoods Education and Protection to End Child Labor (LEAP) project for youth ages 5-17 in Uganda. The project was operated by the International Rescue Committee (IRC) and Association for Volunteers in International Service and was funded by the U.S. Department of Labor.</p> <p>Evaluator: External, ICF Macro</p> <p>Location: Uganda</p>	<p>General training on entrepreneurship</p> <p>Access to youth friendly loans or stock</p> <p>Apprenticeships or on-the-job training</p> <p>Basic education, accelerated learning</p> <p>Child labor awareness and education</p> <p># of youth served: 11,275</p>	<p>Design: Performance evaluation</p> <p>Sample: 65+ youth, 100+ stakeholders</p> <p>Data collection: Document review, field visits to schools, interviews with individuals or small groups, interviews with key stakeholders</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) The LEAP project is on track to meet its targets for withdrawing and preventing 11,275 children at risk of, or involved in, exploitive labor. At midterm, the project withdrew 1,903 students (25%) and prevented 5,635 students (75%) from exploitive labor.</p> <p>2) During the field visits, stakeholders confirmed that the impact of the LEAP project on educational quality, to date, included (1) an increase in enrollments; (2) supply of materials, such as science equipment, that they did not have previously; (3) improvement of student performance through remedial lessons; (4) support to the music, dance, and drama clubs; (5) sensitization of the community to child labor and the importance of education; and (6) easier monitoring of students (especially due to the follow-ups).</p> <p>3) All students are continuing in apprenticeship programs; 95% of girls and 85% of boys in vocational programs, 93% of girls and 98% of boys in secondary programs, and 97% for both girls and boys in primary school.</p> <p>Youth: All participants defined as youth</p> <p>Gender:</p> <p>1) The project's aim was to target 5,768 (51%) girls, derived from the total population of girls in the 5 districts. As of September 2009, the project had enrolled 50.5% girls.</p> <p>2) Of the 3% of overall dropouts, 65% are from primary schools (55% girls and 45% boys) and 32% are from secondary schools (82% girls and 18% boys).</p>
<p>Source: The World Bank, 2009</p> <p>Purpose: To provide an assessment of the potential impact of the Ghana National Youth Employment Program (NYEP), a public works program implemented in 2006 for youth ages 18-35 who have completed junior secondary education.</p> <p>Evaluator: Internal, The World Bank</p> <p>Location: Ghana</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p># of youth served: not available</p>	<p>Design: Cross-sectional study of household survey data</p> <p>Sample: Respondents to the Ghana Living Standards Survey 2005-2006</p> <p>Data Collection: Ghana Household Survey</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) The program seems to be reducing the headcount index of poverty (which is simply the share of households with consumption per equivalent adult below the poverty line) by 0.059 percentage points at the national level, which is very small.</p> <p>2) When compared to a rural public works program, the NYEP appears to be four to five times more expensive for reducing poverty than public works.</p> <p>Youth: All participants are defined as youth.</p> <p>Gender: Findings were not disaggregated</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Attanasio, O., Kugler, A. & Meghir, C., 2008</p> <p>Purpose: To evaluate impact of a government-run training program on employment and earnings of disadvantaged youth ages 18-25 in Colombia during 2005.. Program was sponsored by The World Bank and the Inter-American Development Bank.</p> <p>Evaluator: External, Econometrica and SEI</p> <p>Location: Colombia</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Vouchers</p> <p># of youth served: 80,000</p>	<p>Design: Experimental design, randomized control group</p> <p>Cost-Benefit Analysis</p> <p>Sample: The baseline sample included 2,066 individuals in the treatment group and 2,287 controls. There were 1,749 treatment and 1,814 control individuals interviewed in the follow-up.</p> <p>Data Collection: Baseline and follow-up surveys</p> <p>Limitations:</p> <p>1) Trainees were randomly assigned for the most part; there were 56 individuals who did not get initially assigned to the treatment group, but got trained, and 8 individuals turned down training and may be self-selected and introduce a bias. However, the number of non-compliers was so small that, in practice, it does not matter for the results obtained.</p>	<p>General:</p> <p>1) Program raises earnings and employment for men and women, with larger effect on women.</p> <p>2) Benefits of training are greater when individuals spend more time doing on-the-job training; hours of training in the classroom have no impact on the returns to training.</p> <p>3) Cost-benefit analysis suggests that program generates a large net gain, especially for women.</p> <p>Youth: All participants considered youth.</p> <p>Gender:</p> <p>1) Women offered training earn about 18% more than those not offered training, while men offered training earn about 8% more than men not offered training.</p> <p>Cost Benefit: Under scenario of permanent gains, net gains for women are approximately US\$2,337 and US\$1,430 for men. For conservative scenario with depreciation of these gains, net benefit for women is \$370 while there is loss of \$12 for men.</p>
<p>Source: Monk, Sandefur &Teal, 2008</p> <p>Purpose: To determine the impact of participation in any type of apprenticeship program (formal or non-formal) in Ghana on earnings of workers in wage and self-employment.</p> <p>Evaluator: External, University of Cambridge</p> <p>Location: Ghana</p>	<p>Apprenticeship or on-the-job training</p> <p># of youth served: 13,403</p>	<p>Design: Cross-sectional study of household survey data</p> <p>Sample: People ages 15 to 65 who participated in the Ghana Urban Panel Household Survey (GUPHS) including those in and outside the labor force</p> <p>Data Collection: Database of the GUPHS</p> <p>Limitations: Not discussed.</p>	<p>General:</p> <p>1) For currently employed people who did apprenticeships but have no formal education, the training increases their earnings by 50%. The return declines as education rises.</p> <p>Youth: Findings were not disaggregated</p> <p>Gender:</p> <p>1) Men who do apprenticeships earn higher returns than women do, though this difference is not significant.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Mukkavilli, 2008</p> <p>Purpose: An assessment of the impact of the 2007 Kosovo Active Labour Market Programme (ALMP) project on employment for youth. It was a UNDP project that worked closely with the Ministry of Labour and Social Welfare (MLSW), Government of Kosovo. A majority of the young people served were under the age of 25.</p> <p>Evaluator: External, DevTech Solutions</p> <p>Location: Kosovo</p>	<p>Apprenticeships or on-the-job training</p> <p>Classroom vocational training</p> <p>Institutional capacity building</p> <p>Vouchers</p> <p># of youth served: 1,481</p>	<p>Design: Quasi-experimental design, non-randomized control group</p> <p>Cost-Benefit Analysis</p> <p>Sample: Survey sample included 314 beneficiaries and 85 non-beneficiaries (control group)</p> <p>Data Collection: Survey, desk review, key informant interviews</p> <p>Limitations:</p> <p>1) Not all survey questions were answered by beneficiaries, including the monthly salary question.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Program beneficiaries had a significantly higher rate of employment than the non-beneficiaries (control group). 2) However, the beneficiaries earned an average monthly salary of 175 Euros versus 193 Euros among the control group. 3) Among the employed, 88% were in full-time employment and 12% were in part-time employment. 4) Among the beneficiaries, 38% secured employment immediately after the training. 5) The project appears to generate a positive benefit that is just over 1.42 times the costs incurred. <p>Youth: All participants defined as youth.</p> <p>Gender:</p> <ol style="list-style-type: none"> 1) The project provided equal opportunities for men and women. 2) The gender disaggregated data for employed beneficiaries shows that economic sub-sectors such as manufacturing and wholesale do not indicate significant differences in the participation of women and men. However, in the case of business activities, participation of women is notably higher than men. In the case of hotels and restaurants, the share of men is higher. Signs of gender stereotyping are found in the health sub-sector, which attracted only women.

<p>Source: Card et al., 2007</p> <p>Purpose: Evaluation of the Juventud y Empleo (JE) program developed and implemented by the Government of the Dominican Republic between 2001-2005 with financial support from the Inter-American Development Bank for low-income, out of school youth ages 18 to 29 with less than a secondary education (i.e. no more than 11 years of completed schooling).</p> <p>Evaluator: Internal, National Bureau of Economic Research</p> <p>Location: Dominican Republic</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Life skills</p> <p>Vouchers</p> <p># of youth served: 30,000 over whole project</p>	<p>Design: Experimental design, randomized control group</p> <p>Sample: Sub-sample drawn by stratified sampling (using age, gender, and education classes as strata) from administrative lists of the complete treatment and control groups - 563 controls and 786 treatments</p> <p>Data Collection: Baseline survey collected at application for the program; follow-up survey conducted 6 months after the program (though in practice this varied); monthly information after completion of the program (for treatment group), “monthly calendar” after completion of the program(for control group)</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) No-shows and dropouts from the treatment group may be non-random. (Age seems to be a determinant.) 2) Follow up surveys conducted at different time intervals 3) Potential sample selection bias 	<p>General:</p> <ol style="list-style-type: none"> 1) The results clearly show no program impact on participant employment rate. At the time of the follow-up survey, 57% of individuals in treatment group were employed versus 56% of those in the control group. 2) There is evidence of a modest (10%) impact on hourly wages and earnings per month (conditional on employment), although the estimated effects are only marginally significant. The point estimate is economically significant, and large enough to potentially offset the costs of the training in about 2 years, if the impact persisted. <p>Youth:</p> <ol style="list-style-type: none"> 1) When results are disaggregated by gender, age, education, and region, none of the estimated employment impacts are statistically different. However, point estimates were positive and large enough to be economically significant for the youngest age group (17-19 years old). <p>Gender: See Youth</p>
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Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Nopo, 2007</p> <p>Purpose: To evaluate the impact the PROJoven program sponsored by the Peruvian Government for under-and unemployed, low income youngadults in urban areas.</p> <p>Evaluator: External, Grupo de Análisis para el Desarrollo (GRADE)</p> <p>Location: Peru</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Vouchers</p> <p># of youth served: 160,000 over whole project</p>	<p>Design: Non-experimental design, using propensity score matching</p> <p>Sample: 1,014 beneficiaries and 1,534 controls</p> <p>Data Collection: Questionnaire administered at baseline, 6, 12, and 18 months</p> <p>Limitations:</p> <p>1) Attrition from survey responders due to migration</p>	<p>General:</p> <p>1) After 18 months there is a positive impact on the employment rate of 3.24% for those in the treatment group.</p> <p>2) The impact of PROJoven on the hourly wages of young beneficiaries was positive: participant wages were 18.5% higher than the control group at 18 months post-program.</p> <p>3) As a result of participation in PROJoven, the levels of occupational segregation diminished noticeably among the beneficiaries—meaning that more women went into non-traditional jobs.</p> <p>4) PROJoven led beneficiaries to work in larger firms with better working conditions such as permanent or temporary contracts.</p> <p>Youth:</p> <p>1) Benefits of program were greater for older youth.</p> <p>Gender:</p> <p>1) Women benefited more highly. There was a 5.96% increase in female employment 12 months after program completion and a 15.2% increase after 18 months.</p> <p>2) At 18 months, beneficiary females generated 92.88% more labor income than their control counterparts. Also, while the impact on males diminished over time after graduation, the effect for females did not vanish and seemed to increase.</p>
<p>Source: Ibarraran & Rosas, 2007</p> <p>Purpose: To evaluate the PROCAJOVEN program offered by the Panamanian Government in 2004 to low-income unemployed youths 18-29 years old. Program was partially funded by the Inter-American Development Bank.</p> <p>Evaluator: Internal, IADB</p> <p>Location: Panama</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Life skills</p> <p>Vouchers</p> <p># of youth served: 11,400 over whole project</p>	<p>Design: Performance evaluation, using a natural control group</p> <p>Sample: Stratified sub-sample includes 295 controls and 471 treatments</p> <p>Data Collection: Survey administered post-program to control and treatment groups</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) The results show no significant impacts on employment rates, except for women and those participants in Panama City.</p> <p>2) While not statistically significant, individuals of the treatment group had monthly total labor earnings which were higher (US\$16) than the control group.</p> <p>Youth: All participants were defined as youth.</p> <p>Gender:</p> <p>1) There were positive impacts on women in terms of employment rates: 47% for the individuals in the treatment group and 35% for those in the control group.</p> <p>2) The program had a significant impact on labor earnings of women.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Diaz, J. J. & Jaramillo, M., 2006</p> <p>Purpose: To evaluate the Youth Labor Training Program PROJoven implemented by the Peruvian government. The evaluation was funded by the Inter-American Development Bank.</p> <p>Evaluator: External, Grupo de Análisis para el Desarrollo (GRADE)</p> <p>Location: Peru</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p># of youth served: 160,000 over whole project</p>	<p>Design: Quasi-experimental design; treatment and eligible comparison group, difference-in-difference and cross-section versions of propensity score matching</p> <p>Sample: Youth between 16 to 24 years of age who participated in the Peruvian PROJoven program</p> <p>Data Collection: 4 surveys, baseline & 3 follow-ups at 6, 12 and 18 months after beginning of job training</p> <p>Limitations:</p> <p>1) There are at least two potential sources of selection bias. First, even when the comparison group is composed by eligible non-participant individuals, the very fact that these individuals did not seek treatment might induce selection bias in a non-experimental setting. Second, the selection of beneficiaries depends on the program criteria, which are likely based on unobserved (to the evaluator) characteristics.</p>	<p>General:</p> <p>1) Findings suggest that there are positive and statistically significant effects in terms of paid jobs and formal employment probabilities, and in terms of monthly earnings for all groups.</p> <p>2) Program has high positive impacts in terms of earnings.</p> <p>Youth: All participants are defined as youth.</p> <p>Gender:</p> <p>1) Females seem to benefit more from the program with higher impacts on paid job probabilities, formal jobs probabilities, and monthly earnings</p> <p>Cost Benefit: First, benefits received during the treatment a) stipends-subsidies and insurance received during the training stage (also costs to the program); and b) stipends received during the on-the-job training stage. Second, estimated benefits because of PROJoven participation, which are gains in terms of employment opportunities and earnings for beneficiaries with respect to the comparison group.</p>
<p>Source: Alzua, M.L. & Brassiolo, P., 2006</p> <p>Purpose: To evaluate Proyecto Joven, a training program for low-income, unemployed youth undertaken between 1994 and 2001 by the Government of Argentina and co-financed by the Inter-American Development Bank. The study asked the following questions:</p> <p>1) Did the program increase the probability of employment?</p> <p>2) Did it increase the probability of formal employment?</p> <p>3) Did it increase the labor income of trainees?</p> <p>Evaluator: External, IERAL and Fundación Mediterranea</p> <p>Location: Argentina</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Vouchers</p> <p># of youth served: 180,000</p>	<p>Design: Non-experimental design, using matching estimators</p> <p>Sample: First sample from database was from programs second and third "call" (1994-95) = 3,001 observations, of which 1,512 are the beneficiaries (treatment) and 1,489 belong to the control group. Second sample was from the fourth "call" (1996-97) = 1,670 for each the treatment and the control group.</p> <p>Data Collection: Information on participants collected by program.</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) Effects of program on employment were not statistically significant for most of the cases except for women in the fourth "call."</p> <p>2) Effect on income was not statistically significant for the whole sample.</p> <p>3) Quality of job for beneficiaries was statistically significant.</p> <p>Youth: Findings were not disaggregated, but average age was 25 years old.</p> <p>Gender: Some women saw significant effects on employment.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Aedo, C., & Nunez, S., 2004</p> <p>Purpose: To evaluate Programa Joven, a training program for low-income, unemployed young people conducted by Argentina's Ministerio del Trabajo to answer the following questions:</p> <p>(1) Did Programa Joven increase the labor income of the trainees?</p> <p>(2) Did Programa Joven increase the probability of employment?</p> <p>(3) What was the rate of return to dollars spent on Programa Joven?</p> <p>The evaluation was funded by the Inter-American Development Bank.</p> <p>Evaluator: Internal, IADB</p> <p>Location: Argentina</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Vouchers</p> <p># of youth served: 100,000</p>	<p>Design: Non-experimental design, using matching estimators</p> <p>Sample: 1,670 beneficiaries, 1,670 controls non-randomly drawn from a universe of 139,732</p> <p>Data Collection: Program database for individuals who registered and qualified to take training from March 1996 to December 1997, information gathered at their registration, and follow-up survey from a year after completion of program.</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Program's impact on earnings was statistically significant only for young males and adult females. 2) The estimated program impact on employment was statistically significant for adult females only. 3) Young males and adult females, which present higher and statistically significant earning impacts, required only 9 years of program benefits to achieve a positive net present value (NPV). After 12 years, all beneficiaries had reached a positive NPV. <p>Youth:</p> <ol style="list-style-type: none"> 1) Young males saw significant impacts on earnings as a result of the program. <p>Gender:</p> <ol style="list-style-type: none"> 1) Estimated program impact on employment was statistically significant only for adult females. <p>Cost Benefit: Main cost-benefits figures a) US\$17.87 per month, which corresponds to average impact estimator on earnings for all the groups; bi) US\$24.67 per month, which corresponds to average impact estimator on earnings for young males and adult females only.</p>

<p>Source: Davis, Hahn, Horvat & Leavitt, 2004</p> <p>Purpose: To evaluate the impact of the YouthBuild program on its graduates.</p> <p>Evaluator: External, Brandeis University and Temple University</p> <p>Location: United States</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Life skills</p> <p># of youth served: 1,800</p>	<p>Design: Performance evaluation</p> <p>Sample: 882 YouthBuild graduates across the United States for surveys; 57 graduates for interviews</p> <p>Data Collection: Surveys and interviews with program graduates</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) A high percentage of YouthBuild graduates (87%) have worked during their post-training years. 2) The average wage for currently employed graduates is \$10 per hour. 3) 65% of working graduates have had a job with health/medical benefits. <p>Youth: All participants are defined as youth.</p> <p>Gender:</p> <ol style="list-style-type: none"> 1) While male and female graduates have nearly identical post-YouthBuild work rates, males have significantly higher percentages on many other work-related characteristics.
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Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Minnesota YouthBuild Coalition, 2003</p> <p>Purpose: To examine the costs and benefits attributable to the Minnesota YouthBuild Program offered to low-income, high-risk youth ages 16-24 who have dropped out of school. Many were also youth offenders in the juvenile justice system.</p> <p>Evaluator: External, Minnesota Department of Economic Security</p> <p>Location: United States</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Life skills</p> <p># of youth served: 398</p>	<p>Design: Cost-benefit analysis (raw comparison of means between non-randomized treatment, and extant data)</p> <p>Sample: 398 YouthBuild participants from the program year 2002</p> <p>Data Collection: Participant performance data collected at 6, 12 and 24 month after data collection. Recidivism rate of participants with one or more offenses prior to enrollment were collected at 6, 12, and 18 months.</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) Effects of federal welfare costs, federal and local criminal justice cost, and police time spent not examined. 2) Highly susceptible to sample selection bias (Participants were not randomly chosen from target population.) 3) Highly susceptible to omitted variable bias (direct comparison of wages between program participants and "assumed comparison group" wages) 4) No control variables. 5) No baseline (data only from exit surveys) 	<p>General:</p> <ol style="list-style-type: none"> 1) 91% of all YouthBuild participants successfully completed high school or obtained a general educational development (GED) credential. 2) 39% enrolled in a post-secondary institution. 3) 80% entered unsubsidized employment with an average starting wage of \$11.60 an hour. 4) In the first year after exit, participants generate \$1.5 million in direct benefits to the state compared to the state's cost of \$877,000 per year. <p>Youth: All participants defined as youth.</p> <p>Gender: Findings were not disaggregated</p> <p>Cost analysis:</p> <ol style="list-style-type: none"> 1) Empirical evidence suggests that each new group (cohort) of youth trained in MN YouthBuild program generates approximately \$350,000 per year in additional state tax revenue and \$1.2 million in state prison cost savings the first year after exiting the program. This translates to approximately \$1.5 million in direct benefits to the state in the first year after a participant cohort exits the program, compared to the state's cost of \$877,000 per year. Thus, it appears MN's investment in YouthBuild appears to pay off within the first year after participants complete the program. These cost savings become more significant when measuring the cumulative benefits of overlapping participant cohorts in a four-year period: a total direct net benefit to the state of \$7.3 million by 2006. 2) Evidence suggests net cost savings to the state of approximately \$700,000 in the first year, \$1.8 million in the second, \$2.2 million in the third, and \$2.6 million in the fourth year.

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Schochet, Burghardt & Glazerman, 2001</p> <p>Purpose: To evaluate the impact of the National Job Corps Program implemented between 1994-1996 on participants' employment and other related outcomes 4 years post-program.</p> <p>Evaluator: External, Mathematica Policy Research, Inc.</p> <p>Location: United States</p>	<p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Healthcare and health education</p> <p>Basic education</p> <p># of youth served: 80,883</p>	<p>Design: Experimental design, randomized control group</p> <p>Sample: Youth who participated in the 48-month follow-up period, interview - 6,828 program group members and 4,485 control group members</p> <p>Data Collection: Interviews conducted baseline, 12, 30, and 48 months after random assignment</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) During the last year of the 48-month follow-up period, the gain in average earnings per participant was about \$1,150, or 12%. Over the entire period, Job Corps participants earned about \$624 more than they would have if they had not enrolled in Job Corps. 2) Job Corps participation led to substantial increases in the receipt of GED and vocational certificates. 3) Job Corps also had statistically significant impacts on the employment rate and time spent employed beginning in year 3. <p>Youth: Beneficial program impacts were found for 16- and 17-year-old youth. For this group:</p> <ol style="list-style-type: none"> (1) Average earnings gains per participant were nearly \$900 in year 4, (2) the percentage earning a high school diploma or GED was up by 66%, and (3) arrest rates were reduced by 11%, and rates of incarceration for a conviction by 19. <p>Gender:</p> <ol style="list-style-type: none"> 1) Employment and earnings gains were similar for males and females. 2) Females with children at the time of enrollment enjoyed significant earnings gains and modest reductions in welfare receipt.

Meta-Analysis Studies

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Card et al., 2009</p> <p>Purpose: Conduct a meta-analysis of micro-econometric evaluations of active labor market policies. Compare short-term and long-term impact by program type and duration, participant characteristics, and evaluation methodology. Compare experimental and non-experimental designs.</p> <p>Location: Many developed countries</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Vouchers</p>	<p>Design: Meta-analysis</p> <p>Sample: 199 program estimates drawn from 97 studies conducted between 1995 and 2007</p> <p>Data Collection: Survey of 361 academic researchers affiliated with the Institute for the Study of Labor (IZA) and the National Bureau of Economic Research (NBER) asking for study information and findings.</p> <p>Limitations:</p> <p>1) Few studies include enough information to perform a crude cost-benefit analysis. Some studies preclude direct assessment of program effects on "welfare-relevant" outcomes like earnings, employment, or hours of work. Diverse outcome measures between studies meant authors could compare across studies only by classifying estimates into categories (significantly positive, insignificantly different from zero, and significantly negative).</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Subsidized public sector employment programs have the least favorable impacts. 2) Job search programs have relatively favorable short-run impacts. 3) Classroom and on-the-job training programs tend to show better outcomes in the medium-run than the short-run. 4) Evaluations based on duration of time in registered unemployment are more likely to show favorable short-term impacts than those based on direct labor market outcomes (employment or earnings). 5) Differences between experimental and non-experimental impact estimates are small but statistically significant. <p>Youth: Programs for youth are less likely to yield positive impacts than untargeted programs.</p> <p>Gender: No large or systematic differences in program impact by gender.</p>
<p>Source: Betcherman, G., 2007</p> <p>Purpose: To conduct a meta-analysis of labor market programs that support young workers.</p> <p>Location: Worldwide</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Life skills</p>	<p>Design: Meta-analysis of 245 programs included in the Youth Employment Inventory (YEI) that had data on outcomes and/or net impact.</p> <p>Sample: Programs in the YEI exclude formal schooling; they focus on disadvantaged youth, including programs targeted to youth, on-targeted programs with high youth participation, and programs financed by all sources; they are not restricted to success stories, and meet minimum program documentation standards.</p> <p>Data Collection: Program documentation</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Success rates do not vary much by type of intervention (e.g., labor market, entrepreneurship, skills training, comprehensive), no statistically significant differences. 2) The better the quality of evaluation (QOE), the lower the probability of positive labor market outcomes. 3) Programs are more likely to have positive impact in developing countries and transition countries than in developed economies. 4) More recent and ongoing programs have a higher probability of success. <p>Youth: Programs targeting poor youth have higher probability of positive labor market impacts than non-targeted programs.</p> <p>Gender: Findings were not disaggregated.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Greenberg, Michalopoulos & Robins , 2003</p> <p>Purpose: The objective is to increase knowledge about the types of government training programs for the disadvantaged that are most effective. This study uses meta-analysis to synthesize findings from 31 evaluations of 15 voluntary government-funded training programs for the disadvantaged that operated between 1964 and 1998.</p> <p>Location: United States</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p>	<p>Design: Meta-analysis</p> <p>Sample: Every evaluation of voluntary U.S. government-funded training programs that the authors could locate that (1) was conducted after 1974, (2) used individual data, and (3) compared program and comparison groups to determine the program's effects on earnings.</p> <p>Data Collection: Effect size estimates for earnings</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) Classroom skills training was apparently effective in increasing earnings, but basic education was not. 2) There is no evidence that more expensive training programs performed better than less expensive ones. <p>Youth:</p> <ol style="list-style-type: none"> 1) The earnings effects of the evaluated programs seem to have been negligible for youths. 2) The overall effect of training for youths was close to zero. 3) Training for youths might be ineffective because youth unemployment is usually very high. 4) Only classroom skills training appear to have been effective for youths. <p>Gender:</p> <ol style="list-style-type: none"> 1) On average, the earnings effects of the evaluated programs seem to have been largest for women, quite modest for men. 2) For men and women, the earnings effects of training appear to have persisted for at least several years after the training was complete. 3) For women, three of these training types—classroom skills training, on-the-job training, and mixed classroom and workplace training—are associated with increases in earnings that are well above \$1,000 per year, while subsidized work results in somewhat smaller, but still substantial, increases. 4) For women, most types of training (with the possible exception of basic education) seem to have been effective. <p>Cost Analysis:</p> <ol style="list-style-type: none"> 1) Unweighted program average cost (in 1999 dollars) was \$7,080 for men, \$6,591 for women and \$8,782 for youth. Thus largest earnings effects were for the group with lowest average cost (women) and the smallest earnings effects were for the group with the largest average costs (youth).

Entrepreneurship & Workforce Development Studies

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Cook and Younis, 2012</p> <p>Purpose: This presents results of a final evaluation for the Somalia Youth Livelihood Program (Shaqodoon) targeted at building employment skills of youth ages 15-24. ICT was a prominent program feature. The program was implemented by EDC and funded by USAID.</p> <p>Evaluator: External, International Business & Technical Consultants, Inc.</p> <p>Location: Somalia</p>	<p>Basic education (accelerated learning)</p> <p>Life skills</p> <p>General training on entrepreneurship</p> <p>Access to youth friendly loans or stock</p> <p>Financial literacy</p> <p>Apprenticeships or on-the-job training</p> <p>Job match and mediation</p> <p>Mentoring</p> <p>ICT</p> <p># of youth served: 10,573</p> <p>Completion rate: 87%</p>	<p>Design: Performance evaluation</p> <p>Sample: 480 youth, 83 stakeholders, 122 parents and community members</p> <p>Data Collection: Surveys, focus groups, youth and key informant interviews</p> <p>Limitations:</p> <p>1) Due to the conflict in Somalia, it was difficult to reach certain groups of the youth who had participated in the program.</p> <p>2) At the time of the evaluation, the program was closing down, so some staff had moved to other jobs.</p>	<p>General:</p> <p>1) 78% of youth participants who received vocational training were placed with outside employers.</p> <p>2) 52% of those in entrepreneurship training were placed in businesses/employment.</p> <p>3) More than 50% of youth attributed their employment placement to the program.</p> <p>4) More than 60% said that skills attained as a result of the training improve their prospects for future employment or self-employment.</p> <p>5) Parents commented on how the program helped to create a sense of hope and improve their children's morale.</p> <p>6) Interviews with parents and other stakeholders consistently indicated that provision of education and training was paramount to improving security and stability of their communities.</p> <p>7) Innovative ICTs in a developing country context present numerous challenges that can take time to overcome. Nevertheless, the benefits of ICTs outweighed the disadvantages. The numbers reached would not have been possible without the use of ICTs including cellular phones.</p> <p>Youth: All participants considered youth</p> <p>Gender:</p> <p>1) About 41% of enrollees in entrepreneurship training were females. The completion rate among females (90%) was slightly higher than that of males (85%). Females were under-represented in the vocational training component (37%).</p> <p>2) In a post-survey, the average monthly income for female graduates was US\$83, while male graduates earned a monthly average of US\$141.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Blattman, Fiala, & Martinez, 2011b</p> <p>Purpose: This evaluation describes the impacts of a participatory state-supported employment program in Uganda, the Youth Opportunities Program (YOP) component of the Northern Uganda Social Action Fund (NUSAF). It provided relatively unconditional cash transfers to small groups of young men and women to help them start new vocations and enterprises.</p> <p>Evaluator: External, Innovations for Poverty Action</p> <p>Location: Uganda</p>	<p>Unconditional cash transfers for skills training and capital for self-employment</p> <p># of youth served: 5,460</p>	<p>Design: Experimental design, randomized control group</p> <p>Sample: Youth ages 16-35; 265 groups (5,460 individuals); Survey-2,675 individuals</p> <p>Data Collection: Surveys and interviews</p> <p>Limitations: Not discussed</p>	<p>General: Mid-term results, final results expected in 2012</p> <ol style="list-style-type: none"> 1) The economic impacts of the transfer are large: hours of non-household employment double and cash earnings increase by nearly 50% relative to the control group. 2) Economic returns are almost uniformly positive, and are relatively high for a majority of beneficiaries. 3) The average beneficiary increases net income by about \$9 per month, representing real returns of roughly 35% per annum. These returns are higher than the real prime lending rate (5%) and higher than real commercial lending rates to small and medium enterprises (15% to 25% per annum) but lower than the 200% annualized rate available from microfinance institutions or money lenders. <p>Youth: All participants defined as youth.</p> <p>Gender:</p> <ol style="list-style-type: none"> 1) Measures of social cohesion and community support improve by roughly 5% to 10%, especially among males. 50% reduction in interpersonal aggression and disputes among males, but a 50% increase among females. 2) Both men and women increase their hours in employment- 25% among males and 50% among females.
<p>Source: CRS, 2011a</p> <p>Purpose: This evaluation focused on the impacts of programs to strengthen the livelihood of adolescent girls ages 16-20. The “My Skills, My Money, My Brighter Future” program was operated by CRS and the assessment was funded by the Nike Foundation.</p> <p>Evaluator: Internal, CRS</p> <p>Location: Rwanda</p>	<p>Classroom vocational training</p> <p>Life skills</p> <p>Financial literacy</p> <p>Access to youth friendly loans or stock</p> <p>Health, HIV/AIDS or other prevention education</p> <p># of youth served: At least 6,357</p>	<p>Design: Performance evaluation</p> <p>Sample: 13 mixed gender focus groups - sample size not provided</p> <p>Data collection: Qualitative data including 13 group discussions with current and past beneficiaries, interviews, review of government and project documents, and discussions with caregivers and community leaders</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) Quantitative data, such as the age and sex of project participants by intervention area, income earned by program graduates, cost per beneficiary, or measurements of self-esteem and/or self-efficacy were unavailable and could have provided additional insights to the qualitative data. 	<p>General:</p> <ol style="list-style-type: none"> 1) Some of the key findings suggest that the economic strengthening interventions not only provided girls with valuable vocational skills and access to basic financial services, but they also fostered increased self-esteem. 2) Most girls felt the program had been helpful to them, and many expressed a strong desire to help other girls facing similar circumstances. 3) Girls received HIV awareness and child-rights education, which they reported helped them make informed decisions about their lives. 4) Adolescent girls recognize the need for complementary education to enhance earnings potential from vocational technical training and allow the girls to make safer life decisions. 5) Girls who participated in vocational technical training experience improved self-esteem and enjoy a wider support system. 6) Skills available to girls are limited by the availability of trainers in a rural region. 7) In rural areas, agricultural training is integral to strengthening the economic options available to adolescent girls. 8) Participation in cooperatives may enhance business growth and survival, but fees

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
			put cooperatives out of reach for adolescent girls. Youth: All participants defined as female youth Gender: Findings not disaggregated
<p>Source: Blattman & Annan, 2011c</p> <p>Purpose: To evaluate the impact of a reintegration and agricultural livelihoods program for high-risk Liberian youth operated by the NGO Landmine Action.</p> <p>Evaluator: External, Innovations for Poverty Action</p> <p>Location: Liberia</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational training</p> <p>General training on entrepreneurship</p> <p>Life skills</p> <p>Vouchers</p> <p>Access to youth tailored loans or stock</p> <p>Basic education (numeracy, literacy)</p> <p>Psychosocial counseling</p> <p># of youth served: Approximately 536</p>	<p>Design: Experimental design, randomized control group</p> <p>Sample: 1,330 ex-combatant youth randomly assigned to either treatment or control</p> <p>Data Collection: Interviews with 37 treatment and 13 control group youth; surveys of treatment and control group at baseline, 12, and 16 months after program completion</p> <p>Limitations:</p> <p>1) The evaluation method relies on self-reported data. Measurement error and misreporting is a risk, and will have small to serious effects depending on the nature of the misreporting.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) More than a year after completion of the program, participants are at least a quarter more likely to be engaged in agriculture, and almost a third more likely to have sold crops 2) Small (3 percentage points) but not statistically significant decrease in participation in potentially illicit activities among the treatment group 3) A sizable increase in average wealth from the program, especially in household durable assets, but no change in current income (measured for last week and last month), savings, or spending for the average program participant 4) Modest improvements in social engagement, citizenship, and stability for participants 5) Less likely to have been interested in, or mobilized into, the election violence in Cote d'Ivoire 6) Roughly half of program participants reported that the psychosocial training or one-on-one counseling was the part of the program that most changed their life. 7) Qualitative data suggests a substantial change in confidence and less aggressive and risky behavior. <p>Youth: All participants defined as youth</p> <p>Gender:</p> <p>1) Females and males were equally likely to be engaged in agriculture, and the impact of the program is about the same for both genders.</p> <p>Cost Effectiveness:</p> <ol style="list-style-type: none"> 1) Given scarce aid and resources for employment-generation, the most cost-effective means of expanding the returns to small holder commercial agriculture probably involves a shift in emphasis from skills training towards capital. 2) More of both genders are clearly better per beneficiary, but the opportunity cost may be high in terms of other beneficiaries not served.

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: IYF, 2011a</p> <p>Purpose: To evaluate whether the entra21 program could enable “harder-to-hire” youth in Latin America and the Caribbean to find and secure decent work. The program was run by 5 non-profits overseen by the International Youth Foundation. Funding comes from the Multilateral Investment Fund of the Inter-American Development Bank.</p> <p>Evaluator: Internal, IYF</p> <p>Location: Multiple countries in Latin America and the Caribbean - Paraguay, Ecuador, Nicaragua, Peru</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Life skills</p> <p>General training on entrepreneurship</p> <p># of youth served: 2,234</p>	<p>Design: Performance evaluation</p> <p>Sample: Youth who participated in entra21 program 2007-2011 in 5 specific programs</p> <p>Data Collection: Participant data collected by the program</p> <p>Limitations: Not discussed</p>	<p>General: 1) Certification rates ranged from 54% of participants to 94% of participants depending on the program.</p> <p>2) Employment rates post-program ranged from 40%-70%; up from a baseline range of 3%-27%.</p> <p>3) 49% of youth had an income higher than the minimum wage in their country post-program.</p> <p>4) Between 7% and 93% of program participants who were employed post-program had employment benefits.</p> <p>5) Between 10% and 53% of participants re-enrolled in formal education.</p> <p>Youth: All participants defined as youth.</p> <p>Gender: Findings were not disaggregated, but the sample size for females ranged from 40% to 77% depending on the program.</p>
<p>Source: Hershkowitz, Janke & Kratzig, 2012</p> <p>Purpose: To evaluate the effectiveness of Haitian Out-of-School Youth Livelihood Initiative (IDEJEN), for youth ages 15-24, intended to reintegrate marginalized youth into society; improve the capacity of community-based organizations (CBOs) and government institutions in working with out-of-school youth; and disseminate HIV/AIDS awareness and prevention messages to out-of-school youth. Funded by USAID through EQUIP3.</p> <p>Evaluator: Internal, EDC</p> <p>Location: Haiti</p>	<p>Apprenticeships or on-the-job training</p> <p>Classroom vocational training</p> <p>Life skills</p> <p>Vouchers</p> <p>Bridging, follow-up support, or accompaniment</p> <p>General training on entrepreneurship</p> <p>Business plan development</p> <p>Health, HIV/AIDS prevention education</p> <p>Basic education</p> <p>Institutional capacity building</p> <p># of youth served: 13,050</p>	<p>Design: Performance evaluation</p> <p>Sample: 13,050 minimally educated youth</p> <p>Data Collection: Document review; surveys; interviews; focus groups; and indicator data collected by the program</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) 53% of participants had gained employment or better employment (including short-, medium- and long-term employment).</p> <p>2) 49% of participants had transitioned to further education and training.</p> <p>3) 200 community-based organizations had received technical and management/financial training, site visits, and one-to-one support, and reported the following benefits: 88% increase in the number of CBOs that provided daily services to youth; 59% were either accredited or working on accreditation as a result of IDEJEN support.</p> <p>4) Over 300 peer educators had provided HIV/AIDS information and referrals to more than 60,000 community members throughout Haiti.</p> <p>Youth: All participants were defined as youth.</p> <p>Gender: Findings were not disaggregated.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: IYF, 2011b</p> <p>Purpose: To evaluate the Youth Empowerment Program aimed to improve the employability and civic engagement of disadvantaged African youth, ages 16 to 35, through the provision of demand-driven training in information and communications technology, life skills, entrepreneurship, and employment services. Funded by Microsoft and implemented by IYF.</p> <p>Evaluator: External, FocusAfrica</p> <p>Location: Kenya, Nigeria, Senegal, Tanzania</p>	<p>Job match and mediation</p> <p>Life skills</p> <p>General training on entrepreneurship</p> <p># of youth served: 9,544</p>	<p>Design: Performance evaluation</p> <p>Sample: 380 youth beneficiaries</p> <p>Data Collection: Survey six months post-program</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) 61% of participants were placed in jobs by the program. 2) Between 52% and 94% of youth surveyed found jobs (dependent or self-employment) and/or participated in internships, community service, or went back to school. 3) 9% of program graduates surveyed were operating small businesses. 4) 62% and 98% of participants in each of the follow-up evaluations believed that the ICT training positively affected their employment prospects. 5) 90% rated their skills as high in areas including business plan development, bookkeeping / accounting, management, and marketing. <p>Youth: All participants defined as youth.</p> <p>Gender: Findings were not disaggregated.</p>
<p>Source: CRS, 2011b</p> <p>Purpose: This evaluation focused on the impacts of programs to strengthen the livelihood of adolescent girls ages 16-19. The “My Skills, My Money, My Brighter Future” program was operated by CRS and the assessment was funded by the Nike Foundation.</p> <p>Evaluator: Internal, CRS</p> <p>Location: Zimbabwe</p>	<p>General training on entrepreneurship</p> <p>Access to youth friendly loans or stock</p> <p>Classroom vocational training</p> <p>Apprenticeships or on-the-job training</p> <p>Life skills</p> <p>Health, HIV/AIDS or other prevention education</p> <p>Recreational activities</p> <p>Psychosocial training or support</p> <p># of youth served: 9,600</p>	<p>Design: Performance evaluation</p> <p>Sample: 88 beneficiaries (67 female and 21 male), 114 people participated in key informant and staff interviews</p> <p>Data collection: Qualitative data collected during 11 semi-structured group discussions and key informant interviews</p> <p>Limitations:</p> <ol style="list-style-type: none"> 1) Time constraints and long distances between project sites created some important limitations. 	<p>General:</p> <ol style="list-style-type: none"> 1) Skills offered in training programs were based on the supply of trainers rather than market demands. 2) Training program lacked medium- and long-term monitoring data about project. 3) Girls were empowered to make informed decisions about their lives and their futures as a result of combining child rights and life skills education with vocational training. 4) Vocational training and skills development programs helped improve girls' self-image. 5) Vocational training created safe spaces where girls felt supported by peers. 6) Apprenticeships often led directly to employment after graduation, as well as providing a pool of qualified employees for participating businesses. <p>Youth: All participants defined as youth</p> <p>Gender:</p> <ol style="list-style-type: none"> 1) Vocational selections fell along gender lines, for example girls chose sewing and boys chose welding. 2) Employment and educational gender biases made it difficult for girls to earn a decent living or advance professionally. 3) Access to sanitary pads helped girls attend training and earn a living.

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Whalen, 2010</p> <p>Purpose: To evaluate the appropriateness and effectiveness of the Timor-Leste Prepara Ami ba Serbisu (Prepare Us for Work) Project,(PAS), which responded to the particular developmental, learning and earning needs of out-of-school, minimally educated, low-skilled youth in rural districts of Timor-Leste. Local institutions were also targeted for training and capacity building. Funded by USAID through EQUIP3.</p> <p>Evaluator: External, Whalen commissioned by EDC</p> <p>Location: Timor-Leste</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Life skills</p> <p>Vouchers</p> <p>General training on entrepreneurship</p> <p>Business plan development</p> <p>Basic education</p> <p>Institutional capacity building</p> <p># of youth served: Approximately 2,000</p>	<p>Design: Performance evaluation</p> <p>Sample: interviews with 54 stakeholders; interviews with 4 youth participants; focus groups with 63 youth participants</p> <p>Data Collection: Document review, key informant interviews; focus groups, and data collected from participants in a program database</p> <p>Limitations:</p> <p>1) Lack of access to additional youth participants and translations issues.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) 26% of participants had a contract job in the formal sector after the program. 2) 20% of participants had started or improved an income-generating business after the program. 3) Less than 1% had re-enrolled in an education program after the program. 4) 3% had enrolled in further vocational training after the program. 5) During focus groups, youth reported better self-esteem after the program. 6) 208 institutions participated and reported the following benefits: increased capacity to deliver a training program; increased financial management capacity; increased profile and reach into their target populations; improved linkages with other development partners in the district; and potential to register as a training provider. <p>Youth: All participants defined as youth.</p> <p>Gender:</p> <ol style="list-style-type: none"> 1) 127 (40%) of those who had a contract job in the formal sector after the program were women. 2) 98 (40%) of those who had started or improved an income-generating business after the program were women.

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Indiresean, J., 2010</p> <p>Purpose: This report aims to document the findings of an extensive research study to examine the robustness of the Ek Mouka model of workforce development for its applicability and relevance for beneficiaries rendered landless by the acquisition of their lands for special economic zones. This study was funded by USAID.</p> <p>Evaluator: External, Jaya Indiresean, Cap Foundation (CAP)</p> <p>Location: India</p>	<p>Life Skills</p> <p>General training on entrepreneurship</p> <p>Job match and mediation</p> <p># of youth served: 1600</p>	<p>Design: Performance evaluation</p> <p>Sample: Total 512 youth ages 18 and up. Ages 18-22- 61.17%; ages 23-27-31.20%; Above age 27 - 7.62%</p> <p>Data Collection: Qualitative focus groups, quantitative surveys</p> <p>Limitations: Limitations varied among the three sites: 1) Working in rural areas posed communication and transportation problems in reaching remote villages. Some areas required permission of local leaders who were not always available. 2) The CAP team did not have a say in the selection of youth for training as the corporate business entity had already determined the sample. Also, gender equity in recruiting could not be maintained as is evident by the low enrollment of females. 3) Penetrating tribal villages proved difficult as villagers were suspicious of the CAP.</p>	<p>General:</p> <ol style="list-style-type: none"> 1) The initiative seems to have had more benefits for the youth rendered landless than those who still own lands. 2) The drop-out rate is less among the landless youth. 3) Acceptance of job placement is higher among landless youth. 4) Where there was a better working relationship with the corporate business, the outcome has been more effective. <p>Youth: All participants considered youth</p> <p>Gender:</p> <ol style="list-style-type: none"> 1) More males than females were enrolled in the program for two out of three project sites.

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: UYF, 2009a</p> <p>Purpose: To evaluate the Graduate Development Program (GDP), implemented by 13 Further Education Training Colleges (FET) in 2006, build capacity in life and business skills, and provide support for unemployed graduates to access employment or self-employment opportunities. Funded by the Umsobomvu Youth Fund (UYF).</p> <p>Evaluator: External, Southern Hemisphere Consultants</p> <p>Location: South Africa</p>	<p>Life skills</p> <p>Job match and mediation</p> <p>General training on entrepreneurship</p> <p>Access to youth friending loans or stock</p> <p>Mentoring</p> <p># of youth served: 583</p>	<p>Design: Performance evaluation</p> <p>Cost-Effectiveness Analysis</p> <p>Sample: 41 beneficiaries, 32 stakeholders and staff</p> <p>Data Collection: Document review, literature review, 41 in depth interviews with graduates, focus groups with 14 graduates, and 34 in depth interviews with placement agencies, employers and staff</p> <p>Limitations:</p> <p>1) Difficulties in accessing all beneficiaries and stakeholders</p>	<p>General:</p> <p>1) Out of 41 graduates interviewed, 31 were employed (76%) and 2 were in internships (5%).</p> <p>2) 9 out of 41 graduates interviewed indicated they got their job from GDP, but most said program helped in securing employment through skills acquired.</p> <p>3) GDP led to increased knowledge; life skills, computer skills, and how to prepare for job interview ranked highest.</p> <p>4) Attitudinal change: participants say they are more confident, have higher self-esteem, and are more assertive.</p> <p>Youth: All participants are defined as youth, ages 18-35.</p> <p>Gender: Findings were not disaggregated.</p> <p>Cost Effectiveness:</p> <p>1) Other program, also funded by UYF, used as a benchmark.</p> <p>2) The planned cost per participant for current program is almost double the cost per participant of the comparison program.</p> <p>3) If one compares the two programs in terms of cost per participant per module, the comparison program is less costly and possibly more cost effective in terms of program input and output.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Spencer & Deen, 2008</p> <p>Purpose: This is a final evaluation of the Promoting Linkages for Livelihood Security and Economic Development (LINKS) project implemented by CRS and funded by USAID. One of the objectives was to offer marginalized youth under age 35 access to viable economic activities in agriculture or micro-enterprise.</p> <p>Evaluator: External, Enterprise Development Services</p> <p>Location: Sierra Leone</p>	<p>General training on entrepreneurship</p> <p>Access to youth friendly loans or stock</p> <p>Financial literacy</p> <p># of youth served: Unclear, but more than 1,266</p>	<p>Design: Performance evaluation</p> <p>Sample: Unclear</p> <p>Data collection: Individual and focus group interviews</p> <p>Limitations: Not discussed</p>	<p>General:</p> <p>1) The majority of all-youth groups reported that the most significant benefit they experienced in the LINKS program is improvement in their agricultural practices as a result of training.</p> <p>2) Virtually all of LINKS interventions increased access of youth to viable economic activities. In fact, many youth who previously worked in mining are now working in agriculture.</p> <p>3) The most relevant interventions for youth engagement were found to be: a). start-up grants, b) microfinance initiatives, c) capital grants</p> <p>Youth: 58% of participants were youth.</p> <p>Gender: 70% of the participants in the microenterprise support program were women under age 35.</p>
<p>Source: Delajara, M., Freije, S. & Soloaga, I., 2006</p> <p>Purpose: To evaluate the government-run Mexican training program PROBECAT_SICAT from 1999 to 2004, targeted to individuals with low levels of schooling, low wages, high unemployment.</p> <p>Evaluator: Internal, IADB</p> <p>Location: Mexico</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>General training on entrepreneurship</p> <p>Job match or mediation</p> <p>Life skills</p> <p># of youth served: Approximately 5 million over the whole project</p>	<p>Design: Non-experimental, inter-period analysis of Mexican datasets</p> <p>Sample: 3,122 individuals surveyed at baseline, and at 13, and 26 weeks post-training</p> <p>Data Collection: 3 surveys - ENCOPE (employment survey of PROBECAT/SICAT beneficiaries), the ENECE (National Training and Education Survey) and the ENEU (Urban Employment Survey) - all produced by the Mexican statistics bureau</p> <p>Limitations:</p> <p>1) For the self-employed, due to insufficient observations, many subgroups cannot be evaluated and no clear pattern can be described either for employment or wages.</p>	<p>General:</p> <p>1) Evidence of a positive effect for salaried employment for most years and an irregular self-employment effect (sometimes positive, sometimes negative)</p> <p>2) Evidence of small positive wage effects for salaried workers and positive (but of varying size) effects for self-employed workers.</p> <p>Youth: Findings were not disaggregated, but most of the sample was more than 25 years old.</p> <p>Gender:</p> <p>1) Women with junior high school education and those taking courses during the first quarter of the year appear to be the groups who most benefit from the program, particularly since 2002.</p>

Citation, Purpose, Location	Workforce Development Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
<p>Source: Lasida, J. & Rodriguez, E., 2005</p> <p>Purpose: To conduct a meta-study of evaluations for the entra21 program operated by the International Youth Foundation to provide employability skills to disadvantaged youth who had finished secondary school. The program is supported by the Multilateral Investment Fund, administered by the Inter-American Development Bank, as well as other donors such as USAID, Lucent Technologies, Nokia, Microsoft and Merrill Lynch.</p> <p>Evaluator: Internal, IYF</p> <p>Location: Multiple countries in Latin America: El Salvador, Peru, Paraguay, Panama, the Dominican Republic, and Bolivia.</p>	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Life skills</p> <p>Job match and mediation</p> <p>General training on entrepreneurship</p> <p># of youth served: 2,890</p>	<p>Design: Performance evaluation</p> <p>Sample: 2,890 youth ages 20-29</p> <p>Data Collection: Meta-evaluation strategy that used information from individual program evaluations, based on survey and other data collected from participants during the program and 6 months post-program</p> <p>Limitations: Not discussed</p>	<p>General:</p> <ol style="list-style-type: none"> 1) At the beginning of training, only 15% of the youth were working; when the same youth were surveyed at least 6 months after graduating, 54% were working. 2) 80% of the job positions were full-time positions, and there were positive changes in the youths' perceptions of themselves and in their attitudes towards the labor market and the future in general. 3) 22% of the youth were both working and studying. 4) Participation in formal education had more than doubled, with 42% of the graduates studying compared to only 20% at the beginning of the course. <p>Youth: All participants were defined as youth.</p> <p>Gender:</p> <p>1) There were differences across the projects in how well females and males did with regard to job placement. For example, none of the youth in Panama were working at baseline, but by the time they were surveyed, 70.6% of the males were working, compared to only 39.4% of the females. In Bolivia and Paraguay the disparities were not as great; males fared slightly better than female graduates in getting jobs (14% and 6% better respectively). In the Dominican Republic, females did slightly better than males.</p>

Upcoming Evaluations

Purpose and Location	Timeline	Components	Methodology Design, Sample, Data Collection, Limitations (as available)	Notes or Other Available Info
<p>Source: Blattman, Jamison, Anna, Green</p> <p>Purpose: This evaluation assesses the impact of WINGS, aiming to understand how business skills, capital, and social networks affect microenterprise success. Women's Income Generating Support (WINGS) is aimed at transitioning between humanitarian and development assistance in a post-conflict environment.</p> <p>Research Question: What is the impact of the WINGS program on cash earnings, savings, empowerment, psychological well-being, and social integration?</p> <p>Evaluator: IPA</p> <p>Location: Uganda</p>	<p>April 2007-April 2010</p> <p>Anticipated findings after phase 2 follow-up survey</p>	<p>Cash transfers</p>	<p>Design: Experimental design</p> <p>Sample: 1,800 individuals, primarily highly vulnerable young women in Northern Uganda</p> <p>Data Collection: The evaluation strategy involved a baseline survey of all participants before the program and an end-line survey 12-18 months later when Phase 1 of the program had been completed. As Phase 2 started after the end line, participants in this group serve as a comparison to those receiving the program during Phase 1.</p>	<p>Preliminary findings at mid-term:</p> <p>1) On average, beneficiaries' cash incomes doubled relative to the comparison group (those in Phase 2). Provisional consumption levels improved by 39% and beneficiaries had more than three times the amount of savings as comparison group.</p> <p>2) In spite of economic gains, little impact on empowerment, psychological well-being, or social integration was revealed. It is possible that women reported higher levels of community hostility and higher levels of support, reflecting a conflicted community response to their support and success.</p> <p>3) Half of the beneficiaries were encouraged to meet regularly in groups to exchange information and support one another; this process was supported by group dynamics training. This encouragement led to a large increase in group interaction; this sub-group also showed a large increase in income yet the exact correlation is unclear.</p> <p>http://www.poverty-action.org/project/0104</p>
<p>Source: Blattman, Jamison & Sheridan</p> <p>Purpose: The study is designed to disentangle how cash and capital constraints versus dysfunctional preferences and behaviors contribute to the poverty and violence of the young men and women living on Monrovia's streets, and to create an inexpensive and scalable program that will reduce poverty, violence, and social instability among unstable youth in Liberia and beyond.</p> <p>Research Question: Does a behavioral transformation program (TP), akin to cognitive behavioral therapy and life skills programs, bolster the cognitive and social skills necessary for entrepreneurial self-help, raising youth's aspirations, and equipping youth to reach them? And what are the effects of an unconditional cash grant program?</p> <p>Evaluator: IPA</p> <p>Location: Liberia</p>	<p>Enrollees still being recruited for program.</p>	<p>Cash transfers</p>	<p>Design: Experimental design</p> <p>Sample: 1,000 youth</p> <p>Data Collection: Short-term and long-term end-line surveys to capture treatment effects, behavioral games.</p>	<p>http://www.poverty-action.org/project/0166</p>

Purpose and Location	Timeline	Components	Methodology Design, Sample, Data Collection, Limitations (as available)	Notes or Other Available Info
<p>Source: Jamison, Karlan & Zinman</p> <p>Purpose: This evaluation examines two interventions: a financial education curriculum (a knowledge-based intervention) and a specially-designed youth group savings account (an access-based intervention) of the Starting a Lifetime of Saving: Teaching the Practice of Saving to Ugandan Youth program.</p> <p>Research Question: What are the effects of financial education and group savings accounts on youth?</p> <p>Evaluator: IPA</p> <p>Location: Uganda</p>	Unknown	Financial literacy Group savings accounts	<p>Design: Experimental design</p> <p>Sample: 2,800 Uganda youth from 240 youth groups of the Church of Uganda</p>	Results forthcoming http://www.poverty-action.org/project/0113
<p>Source: Berry & Karlan</p> <p>Purpose: The evaluation of the School-Based Financial Education Programs tests two financial education curricula for primary school students. Specifically, it measures the impact of financial education on student behavior, attitudes, and outcomes.</p> <p>Research Question: What is the impact of the Aflatoun curriculum on financial well-being of students and their families, cognitive function, and perspectives on savings and time and risk preference?</p> <p>Evaluator: IPA</p> <p>Location: Ghana</p>	January 2010-December 2011	Financial literacy	<p>Design: Experimental design</p> <p>Sample: 5,000 primary school students in 135 schools across the Western, Greater Accra and Volta Regions of Ghana</p> <p>Data Collection: Baseline survey, end-line survey, financial education end-line assessment, psychosocial module to understand students' outlooks and levels of self-control</p>	https://poverty-action.org/sites/default/files/afatoun_presentation_-_amsterdam.pdf
<p>Source: Field, Linden & Wang</p> <p>Purpose: This study will evaluate the overall impact of attending a Technical Educational Vocational Training (TVET) school, and the incremental impact of school equipment upgrades on academic and labor-market outcomes.</p> <p>Research Question: What is the impact of the Vocational Education Project to build TVET programs in Mongolia? Do youth who graduate from these programs gain trade-specific skills? What are the labor market impacts on those who have graduated later on?</p> <p>Evaluator: IPA</p> <p>Location: Mongolia</p>	Unknown	Classroom vocational skills training	<p>Design: Experimental design</p> <p>Sample: 6,000 students from 24 vocational schools</p> <p>Data Collection: Surveys</p>	Results forthcoming http://www.poverty-action.org/project/0169

Purpose and Location	Timeline	Components	Methodology Design, Sample, Data Collection, Limitations (as available)	Notes or Other Available Info
<p>Source: BRAC</p> <p>Purpose: To evaluate the Empowerment and Livelihood for Adolescents program designed to socially and financially empower youth ages 13-19. Targeted exclusively at vulnerable teenage girls, the program combines innovative livelihood and life skills training with a customized microfinance program.</p> <p>Research Question: Unavailable</p> <p>Evaluator: BRAC</p> <p>Location: Tanzania, Uganda, South Sudan</p>	Unknown	<p>Access to youth friendly loans or stock</p> <p>Civic engagement</p> <p>General training on entrepreneurship</p> <p>Life skills</p>	Unknown	
<p>Source: MEDA</p> <p>Purpose: Evaluation of YouthInvest's 100 Hours to Success program, which provides training for youth in life skills, financial skills, and entrepreneurship.</p> <p>Research Question: Unavailable</p> <p>Evaluator: Unavailable</p> <p>Location: Morocco</p>	2008-2013	<p>General training on entrepreneurship</p> <p>Job match and mediation</p> <p>Mentoring</p> <p>Financial literacy</p>	Design: Experimental design	http://www.meda.org/images/stories/YouthInvest.pdf
<p>Source: YEFAfrica</p> <p>Purpose: The national efforts in Uganda to introduce entrepreneurship education in upper secondary high schools will be subject to a 3-5 year rigorous impact assessment.</p> <p>Research Question: Does the Know your Business program lead to a higher business creation rate and employment creation rate?</p> <p>Evaluator: Unavailable</p> <p>Location: Uganda</p>	Unknown	General training on entrepreneurship	Design: Experimental or quasi-experimental	The impact study is being designed, and schools for the treatment group and the control group will be selected in early 2011.
<p>Source: YEFAfrica</p> <p>Purpose: To evaluate the Start and Improve your Business (SIYB) project which covers the basic elements of starting and improving a small business.</p> <p>Research Question: Unavailable</p> <p>Evaluator: Unavailable</p> <p>Location: Uganda</p>	Unknown	General training on entrepreneurship	Design: Experimental or quasi-experimental	

Purpose and Location	Timeline	Components	Methodology Design, Sample, Data Collection, Limitations (as available)	Notes or Other Available Info
<p>Source: Youth Action International, Inc.</p> <p>Purpose: To evaluate the Center for Women's Empowerment Project.</p> <p>Research Question: Are young women who participate in the project able to start their own business, hire employees, and/or have greater earnings (and profits)?</p> <p>Evaluator: Unavailable</p> <p>Location: Liberia</p>	Unknown	General training on entrepreneurship	Unknown	http://www.ilo.org/public/english/employment/yen/downloads/yen_evaluation_liberia.pdf
<p>Source: Education for Employment Foundation</p> <p>Purpose: To evaluate the Ezbet Yacoub Project, which will train young women in the skills needed to start businesses to produce and sell handicrafts. The training program will include: business skills and entrepreneurship training (120 hours), ICT training (50 hours), financial literacy (30 hours), the process of buying and selling using souq.com (10 hours) and handicraft production and design (60 hours).</p> <p>Research Question: Does the project lead to business creation, increased incomes, increased employment, and job opportunities for women? Does the project lead to increased knowledge for participants and non-participants?</p> <p>Evaluator: Unavailable</p> <p>Location: Egypt</p>	November 2011 - July 2012	General training on entrepreneurship	<p>Design: Experimental design</p> <p>Sample: Approximately 500 applications are expected; from this, 200 treatment, 200 control will be randomly assigned</p>	
<p>Source: IYF, n.d.</p> <p>Purpose: To evaluate the Youth: Work Jordan program designed to teach life, employability, and entrepreneurship skills; provide youth friendly services; conduct youth civic engagement; and impact youth employability models, practices, and policies.</p> <p>Research Question: Does comprehensive employability training in career planning, life skills, English, IT, technical skills and entrepreneurship enable Jordanian youth to get jobs? Does Youth: Work Jordan need to add another sub-component on basic literacy?</p> <p>Evaluator: Unavailable</p> <p>Location: Jordan</p>	2012-2014	Civic engagement General training on entrepreneurship	<p>Design: Randomized control of communities with matched comparison of participants</p> <p>Sample: 3000 treatment group</p> <p>Data Collection: Baseline and end-line survey</p>	

Purpose and Location	Timeline	Components	Methodology Design, Sample, Data Collection, Limitations (as available)	Notes or Other Available Info
<p>Source: Silatech and Al Amal Microfinance Bank</p> <p>Purpose: Evaluate the Youth Loan Fund</p> <p>Research Question: What are the labor market impacts of the intervention on a youth micro-entrepreneur compared to a micro-entrepreneur who did not get support through the AMB/Silatech Youth Loan Fund?</p> <p>Evaluator: Unavailable</p> <p>Location: Yemen</p>	Unknown	<p>General training on entrepreneurship</p> <p>Access to youth friendly loans or stock</p>	<p>Sample: 1,000; the sample frame will be developed either by a snowball approach (client referrals), through the client database of partner business development service providers, or through a household survey (door to door).</p>	
<p>Source: INJAZ</p> <p>Purpose: To evaluate the Success Skills program, which offers employability and life skills training for disadvantaged youth through a program developed by Junior Achievement.</p> <p>Research Question: Does the Success Skills program improve the skills and attitudes/opinions of participants? Does the improvement in skills lead to more and better jobs? Are participants able to apply skills to real life situations? Did the course have an effect on the peers and relatives of participants?</p> <p>Evaluator: Unavailable</p> <p>Location: 11 Middle East and North Africa (MENA) countries</p>	Unknown	Life skills	<p>Design: Experimental design, random selection of schools</p> <p>Sample: 1,000 students- 500 treatment and 500 control</p>	
<p>Source: YouthBuild</p> <p>Purpose: Evaluation of the U.S. YouthBuild program</p> <p>Research Question: What is the impact of YouthBuild using experimental design?</p> <p>Evaluator: Unavailable</p> <p>Location: United States</p>	Unknown	<p>Apprenticeship or on-the-job training</p> <p>Classroom vocational skills training</p> <p>Job match or mediation</p> <p>Life skills</p>	Design: Experimental design	
<p>Source: International Rescue Committee</p> <p>Purpose: To investigate the importance of non-cognitive skills on employment.</p> <p>Research Question: What is the impact of non-cognitive skills training on youth employment?</p> <p>Evaluator: Unavailable</p> <p>Location: Burundi</p>	Unknown	Life skills	Unknown	

Purpose and Location	Timeline	Components	Methodology Design, Sample, Data Collection, Limitations (as available)	Notes or Other Available Info
<p>Source: Brodmann, Grun, Premand</p> <p>Purpose: The evaluation of the Tunisia Business Plan Competition has three main objectives: understand the profile of students who are interested in becoming entrepreneurs and setting up an enterprise; establish whether the business plan competition is effective in improving labor market outcomes of the participants, and explain why it works and for whom by identifying the profile of beneficiaries for whom the impact of the intervention is larger, as well as the likely channels through which the intervention has had an impact.</p> <p>Research Question: Unavailable</p> <p>Evaluator: External/ R.Almeida, R. Grun</p> <p>Location: Tunisia</p>	Evaluation Pending	Entrepreneurship	<p>Design: Impact evaluation</p> <p>Sample: Minimum sample of 1,400 students; 700 will be randomly selected</p> <p>Data Collection: Qualitative, quantitative, baseline and follow-up survey</p>	<p>Preliminary results:</p> <p>1) Profile of interested students: Baseline data shows that the program is particularly attractive to women (66.7% of applicants); students who already have some professional experience (71% of applicants); students with friends or relatives who have experience relevant for business plans (61% of applicants); and students who show a high willingness to take risks (74% of applicants).</p> <p>2) Expectations: More than 85% of applicants expected that participation in the program would facilitate their labor-market insertion and increase their future earnings. 85% of applicants had a project idea at the time they applied, suggesting that the program responded to strong demand.</p>
<p>Source: The World Bank, 2009c</p> <p>Purpose: This evaluation of the School-Based Financial Education Programs tests two financial education curricula for primary school students. Specifically, it measures the impact of financial education on student behavior, attitudes, and outcomes.</p> <p>Research Question:</p> <p>Evaluator: The World Bank</p> <p>Location: Malawi</p>	Unknown	Entrepreneurship Health education Microfinance	<p>Sample: 6,000 students from 24 vocational schools</p> <p>Data Collection: Surveys</p>	<p>https://www.jobsknowledge.org/EFF/Lists/Posts/Post.aspx?List=69a0901e%2D9cbd%2D4e4d%2D88fb%2Db05fe54fc65a&ID=39&Web=8cf8613a%2Ddcf9%2D45d5%2Db6b9%2D3494b497120d</p>
<p>Source: The World Bank, 2010b</p> <p>Purpose: The project seeks to investigate the impact of South Africa's Youth Wage Subsidy Experiment. This evaluation seeks to measure the effectiveness of providing subsidies to young people to offset training costs of first-time workers and thereby decrease the unemployment rate.</p> <p>Research Question: 1. How effective is the wage subsidy program in improving the probability of obtaining and keeping employment? 2. How effective is the program in improving the quality of post-unemployment jobs?</p> <p>Location: South Africa</p>	Evaluation pending	Vouchers	<p>Design: Impact evaluation</p> <p>Sample: Random sample of 4,000 unemployed youth</p> <p>Data Collection: Qualitative, quantitative, baseline, and follow-up survey, interviews</p>	

Purpose and Location	Timeline	Components	Methodology Design, Sample, Data Collection, Limitations (as available)	Notes or Other Available Info
<p>Source: World Bank, 2010d</p> <p>Purpose: This study examines the Dominican Republic's Youth Development Program. This program trains vulnerable youth, ages 16-29 in jobs with a higher likelihood of employment availability. The program is funded by the IDB.</p> <p>Research Question: Unavailable</p> <p>Evaluator: Unavailable</p> <p>Location: Dominican Republic</p>	Evaluation pending	<p>Life skills</p> <p>Classroom vocational training</p> <p>Vouchers</p> <p>Apprenticeships or on-the-job training</p>	<p>Design: Experimental design</p> <p>Sample: 3,000 beneficiaries; 1,500 control youth</p>	
<p>Source: Key informant interview, IDB, Maria Elena Nawar, 2012</p> <p>Purpose: To evaluate the "A Ganar" project and other workforce development programs funded by MIF.</p> <p>Research Question: Unavailable</p> <p>Evaluator: Unavailable</p> <p>Location: Latin America, Caribbean, Africa</p>	Report currently in editing	<p>Recreational activities</p> <p>Life skills</p>	Unknown	