
YOUTH AND JOBS IN THE ERA OF CLIMATE CHANGE, CONFLICT AND CRISIS: AN EVIDENCE AND GAP MAP



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AUGUST 2023
GDN (CAMPBELL SOUTH ASIA) AND IFAD

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Executive summary

Persistent rural-urban inequalities in conjunction with conflict, crisis (financial, food, pandemics) and climate change severely affect rural populations. The intersection of inequalities affects marginalized and vulnerable sections differentially. There has been a renewed interest in empowering youth across sectors mostly geared towards achieving sustainable development goals and there is an impetus towards recognizing youth as equal partners on the road to development.

This evidence and gap map (EGM) plots studies on the effectiveness of interventions for youth employment in developing countries in the context of climate change, conflict, and crisis, demonstrating where evidence exists and where there is a lack of evidence.

The EGM is based on a comprehensive and systematic search of academic databases and grey literature sources, screening of selected academic journals and citation tracking of selected systematic reviews.

The EGM, thus, comprises impact evaluations, process evaluations and systematic reviews of interventions for youth employment in low-and-middle income countries. An intervention-outcome framework was developed for this EGM and the map followed the conventional Population, Intervention, Comparison, Outcome, and Study design (PICOS) framework.

This evidence and gap map contains 344 studies with 192 impact evaluations, 143 process evaluations and nine systematic reviews. Nearly 67 percent of included systematic reviews are assessed to be medium and high confidence in reporting of their findings.

Most of the evidence is from studies conducted in Sub-Saharan Africa and Latin America and Caribbean region. The highest number of studies in the map were from Uganda.

There is sufficient evidence on skills training interventions and employment services interventions. Education, technical and vocational training, life skills training, internship, apprenticeship and placement support and business skills training under

skills development intervention have a higher number of studies when compared to other intervention sub-categories.

Employment as an outcome category is reported in the highest number of studies, followed by welfare, entrepreneurship, and education and skills.

The skills development interventions, a well-researched area appears as popular in conflict-affected settings as in settings not affected by any crisis. The relatively low number of studies in humanitarian settings and pandemic affected studies indicate the lack of safe and enabling environment for youth employment interventions to work. The climate change affected regions had the least number of studies when compared to other contextual settings.

This map serves as a useful visual resource for researchers, practitioners, and policy makers alike to understand the areas where most research on effectiveness of interventions for youth employment is concentrated. The map also depicts areas corresponding to intervention-outcome matrix where relatively less research is conducted. The highly populated areas along the intervention-outcome matrix can be explored further to conduct systematic reviews where earlier systematic reviews may not be available. More primary research may be conducted where there is scarcity of evidence.

The previous edition of the map was funded by European Commission and based on an existing youth employment map funded by Mastercard Foundation and Youth Futures Foundation. Supplementary searches were conducted to identify additional studies for this edition of the map funded by IFAD.

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1. Introduction

An evidence and gap map (EGM) is a visual and interactive tool designed primarily to explore the available evidence relevant to a specific research question. EGMs are a systematic evidence synthesis product used to identify research gaps as well as enhance the discoverability of existing primary studies and systematic reviews by decision-makers, research commissioners and researchers. The scope of a map is generally broader than that of a systematic review (White et al., 2020).¹

The studies and reviews in an EGM for an effectiveness review question are plotted in a matrix along rows and columns corresponding to categories of interventions and outcomes respectively. A framework of intervention and outcome categories is developed by reviewing existing literature and in consultation with the relevant subject experts. The studies and reviews found using a systematic search are then plotted as per the intervention-outcome framework.

The objective of this EGM, funded by the International Fund for Agricultural Development (IFAD), is to plot the existing evidence base on jobs for youth along intervention-outcome matrix with various tags such as geographies, location, context, and level of risk using INFORM Covid-19 risk index. The EGM on youth and jobs in the era of climate change, conflict and crisis builds on an existing EGM on youth employment interventions across the globe, funded by the Master Card Foundation and Youth Futures Foundation (YFF).² The latest version of the global map is funded by the European Commission.

The youth and jobs EGM is narrower in scope as it is confined to low-and-middle income countries (LMICs) and maps evidence by geographies and contexts. The map

¹ White, H, Albers, B, Gaarder, M, et al. Guidance for producing a Campbell evidence and gap map. *Campbell Systematic Reviews*. 2020; 16:e1125. <https://doi.org/10.1002/cl2.1125>

² The published version of the [map](#) and accompanying report can be accessed [here](#)

classifies countries based on the level of risk using INFORM covid-19 risk index. The map also classifies studies based on whether they were conducted in rural or urban areas.

The included studies from the global map are reclassified along intervention-outcome framework for the present EGM. The outcomes framework is the same as per the global map while the intervention framework is revised for this map.

This EGM includes all studies for a population in LMICs aged 15-24 years from the existing global map, it focuses on the evidence base on effectiveness of interventions for youth employment in the context of climate change, conflict, and crisis.

This section describes the need for an EGM on youth employment interventions in the context of climate change, conflict, and crisis. In the next section, we briefly discuss the methods used for this EGM. This includes inclusion-exclusion criteria, theory of change, intervention-outcome framework, and the search strategy. Section 3 of the report details the distribution of studies along various intervention and outcome categories, sub-categories and context. The assessment of confidence in findings of the studies is also provided in this section. The next section discusses the studies for various filters such as gender-wise distribution of included studies, study design and sector, etc. The last section highlights the salient features of the map and summarizes the overall map findings.

1.1 Background

Persistent rural-urban inequalities in conjunction with conflict, crisis (financial, food, pandemics) and climate change severely affect rural populations. The magnitude of the problem can be assessed from the fact that rural population constitutes approximately 67 and 60 per cent of the population in low-income and lower-middle-income countries respectively. Further, about one-fifth of rural people live in extreme

poverty with less access to health, education and other essential services compared to their urban counterparts.³

The discourse on rural to urban migration often attempts at explaining the process along the lines of push and pull factors, and uneven development is often cited as the root cause. Also, the lack of jobs in rural areas is another impediment that pushes youth and working-age population to urban areas in search of employment.

Less than 15 years after the triple 2008 crisis when food price spikes, financial liquidity contraction, and climate change disrupted the international market, another triple crisis: COVID-19, food and major conflicts such as in Ethiopia, Afghanistan and more recently in Ukraine, have exacerbated an economic downturn, job losses, and worsened the overall welfare of the poorest of the poor.

The COVID-19 pandemic has further highlighted the inequalities in our societies and vulnerabilities in our rural and agri-food systems. An increase in world hunger and severe food insecurity because of the pandemic are of great concern.⁴

The ongoing war in Ukraine disrupted supply chains and in the first half of 2022, resulted in food price increases of more than 30%. Disruption is likely to continue following the withdrawal of Russia from the Black Sea Grain Initiative in 2023. At the same time, more frequent and severe extreme climate events are also disrupting supply chains, especially in low-income countries. Women, youth, indigenous groups, and other vulnerable groups are thought to be among those most at risk from shocks to food systems or shocks posed by crisis and conflict.

³ United Nations (2021). World Social Report 2021: Reconsidering Rural Development. New York

⁴ FAO, IFAD, UNICEF, WFP and WHO. 2022. The State of Food Security and Nutrition in the World 2022. Repurposing food and agricultural policies to make healthy diets more affordable. Rome, FAO. <https://doi.org/10.4060/cc0639en>

Amidst the contexts that involve climate change, conflict and crises of varied nature, there is a need to investigate the prospects of jobs and employment for youth in rural areas and how they may be sustained and reshaped for varied contexts. Further, there is scope to derive lessons from what works in urban areas for youth employment.

With four in five of the world's poorest people living in rural areas, it is impossible to build a resilient future without investing in rural communities. Specifically, convergence of multiple crises- from conflict to climate change to pandemics - differentially affects rural populations. Recognising this imperative,⁵ IFAD invests in rural people, empowering them to reduce poverty, increase food security, improve nutrition and strengthen resilience.

Further, IFAD is working towards enhancing resilience of marginalised sections of rural populations, including women, youth and indigenous peoples, and has been working actively by ensuring inclusion and enhancing agency of such groups in community decision-making in the designs of its various projects from the outset.⁶

Towards achieving its vision of community-driven development, IFAD in partnership with six radio stations in Ghana, Burkina Faso, Uganda, and Tanzania, and Farm Radio International in the year 2021 recorded nearly 12,000 responses from small-scale farmers, processors, vendors, and marketers. These responses included both the challenges and solutions from the above-mentioned stakeholders for creating a healthier, more sustainable, productive, and equitable food system.⁷

IFAD invests in country-specific projects as each project is designed keeping in mind the challenges and viable solutions for a particular country. For example, in Ghana, a country marked by dominance of traditional smallholder farms, high rates of youth unemployment, underemployment and rural poverty, IFAD has actively invested in

⁵ <https://www.ifad.org/en/ifad13/>

⁶ https://www.ifad.org/documents/38714170/44597757/ia_achieving_rural_transformation.pdf/789791d3-7c98-dfd2-7958-3ff82240ff14?t=1641562377977

⁷ <https://www.ifad.org/en/web/knowledge/-/on-air-dialogues-listening-to-rural-people>

helping rural people improve their farm and off-farm activities. Some of the activities of IFAD are targeted at women, small farmers, and young people to improve their livelihoods.⁸

One such program funded by IFAD in Ghana is Rural Enterprises Program (REP). REP aims at enhancing and improving the livelihoods of micro and small entrepreneurial poor by increasing the number of rural enterprises that generate growth, profit, and employment opportunities. The participants of REP are supposed to convert capacity-building support to assets, with little or no additional support.⁹

Another ongoing programme funded by IFAD in the Republic of Cameroon has its focus on strengthening the leadership role of young men and women in the promotion of rural youth entrepreneurship. The programme gives specific attention to nutrition, gender, climate change and youth.¹⁰

Vocational Training and Agricultural Productivity Improvement Programme (FORMAPROD) is working directly with IFAD-supported projects to identify and train young farmers, agricultural technicians, and extension agents, and to support continuous vocational training in all 13 regions of Madagascar.¹¹ The programme aims to support vulnerable groups, with special attention to uneducated young people and young women who are heads of the household.¹²

Overall, youth employment interventions may work in a myriad way, ranging from infrastructure development, capacity building, vocational and business training to access to markets, finances, and productive infrastructure.

⁸ <https://www.ifad.org/en/web/operations/w/country/ghana>

⁹ <https://www.ifad.org/en/web/operations/-/project/1100001592>

¹⁰ <https://www.ifad.org/en/-/document/cosop-2015-2019>

¹¹ <https://www.ifad.org/en/web/operations/-/project/1100001516>

¹² <https://webapps.ifad.org/members/eb/104/docs/EB-2011-104-R-17.pdf>

The contextual variations and the nature of interventions that are effective for youth employment, enhancing earnings, and reducing underemployment may suggest a way forward to counter the global challenge of youth unemployment and issues related to decent work. This EGM plots various youth employment interventions and outcomes along an intervention-outcome matrix to reflect the areas where there is ample evidence but also the areas where there is a relative lack of evidence.

1.2 Policy Relevance

The main tenet of the Sustainable Development Goals (SDGs) is “leaving no one behind” and the interlinkages between and interdependence of various SDGs are often observed. The 2030 Agenda requires that youth should be considered across all goals and targets. Still, youth are specifically mentioned in four SDGs: Goal 4 (Quality education), Goal 5 (Gender equality), Goal 8 (Decent work and economic growth), and Goal 16 (Peace, justice and strong institutions). The contribution and involvement of youth for achieving targets across the three dimensions of SDGs, i.e., economic, social, and environmental domains, is crucial for overall youth welfare and development.

1.3 Objectives

The objective of this research is to produce an EGM that visually depicts the evidence on the effectiveness of interventions that promote youth employment in rural or urban areas in low-and-middle income countries. Specifically, it aims to:

- Plot the existing evidence in an intervention-outcome matrix.
- Plot the interventions and context to understand any patterns in intervention types for certain contexts.

- Provide various filters for geographies, location, target group of intervention, sector, setting of intervention, confidence in findings of studies, and level of risk using INFORM COVID-19 risk index.¹³

2. Methods

This section details the theory of change, intervention-outcome framework, and inclusion-exclusion criteria for this map. Since the included studies are mostly from an existing global map, the initial search methods used in the map are provided. Supplementary searches conducted for this map are also described. The details of the screening at title and abstract stage, full-text stage, and data extraction, data collection and analysis are also given.

2.1 Theory of Change

The theory of change for the map is provided as follows:

- Theory of change for youth employment and development: Interventions required to promote youth employment as well as the quality of employment, along with activities, pathways, outcomes, and assumptions are given
- Contextual shocks and stressors as disruptors to theory of change.
- Sustainable Livelihoods Framework.

2.1.1 Theory of change for youth employment and development

The theory of change reflects the various intervention categories that either independently or in conjunction with other intervention categories may improve the

¹³ [The INFORM COVID-19 Risk Index](#) is an experimental adaptation of the INFORM Epidemic Risk Index and aims to identify: “countries at risk from health and humanitarian impacts of COVID-19 that could overwhelm current national response capacity, and therefore lead to a need for additional international assistance”.

quantity and quality of youth employment and lead to various positive youth development outcomes such as education, empowerment, and engagement in climate action or towards building peaceful societies.

There are four broad intervention categories:

- Decent work policies
- Skills development interventions (including extension services)
- Employment services
- Resources, assets, and productive infrastructure

Decent work policies

Policy reforms influencing professional practices and shaping policy for data sharing fall under this category of interventions. Some of the interventions under this category may include labour standards, social protection and social security, and accountability systems. To sum up, decent work policies ensure that people are gainfully employed, receive fair income, work under safe conditions, have access to means for personal development and social integration, and are covered by social protection.

Skills development interventions (including extension services)

These interventions may involve trainings of varied nature such as life skills training, business skills training or technical and vocational training aimed at improving the capacity of young people to enter employment or start their own businesses. The technical and vocational skills acquired during training may result in employment, including self-employment, and so an improved standard of living.

Employment services

The interventions under this category may include providing information related to available employment opportunities, employment support in the form of hiring or wage subsidies, employee mentoring and entrepreneurship development programs. These interventions could be demand- or supply-side, or even where supply meets demand. Some of the examples of interventions wherein supply

meets demand may include job bureaus or employment exchange services and job fairs. Thus, the spectrum of interventions under this category is not confined to support in securing employment but also support during employment.

Resources and assets (including productive infrastructure, markets, land and services)

This category of interventions includes financial products and services through various mechanisms such as encouraging savings, loans, insurance, and loan guarantees, thereby enabling access to financial products or instruments leading to business creation and expansion. The interventions at a community level that facilitate access to finance or access to services, formalisation strategies or infrastructure development also fall under this category.

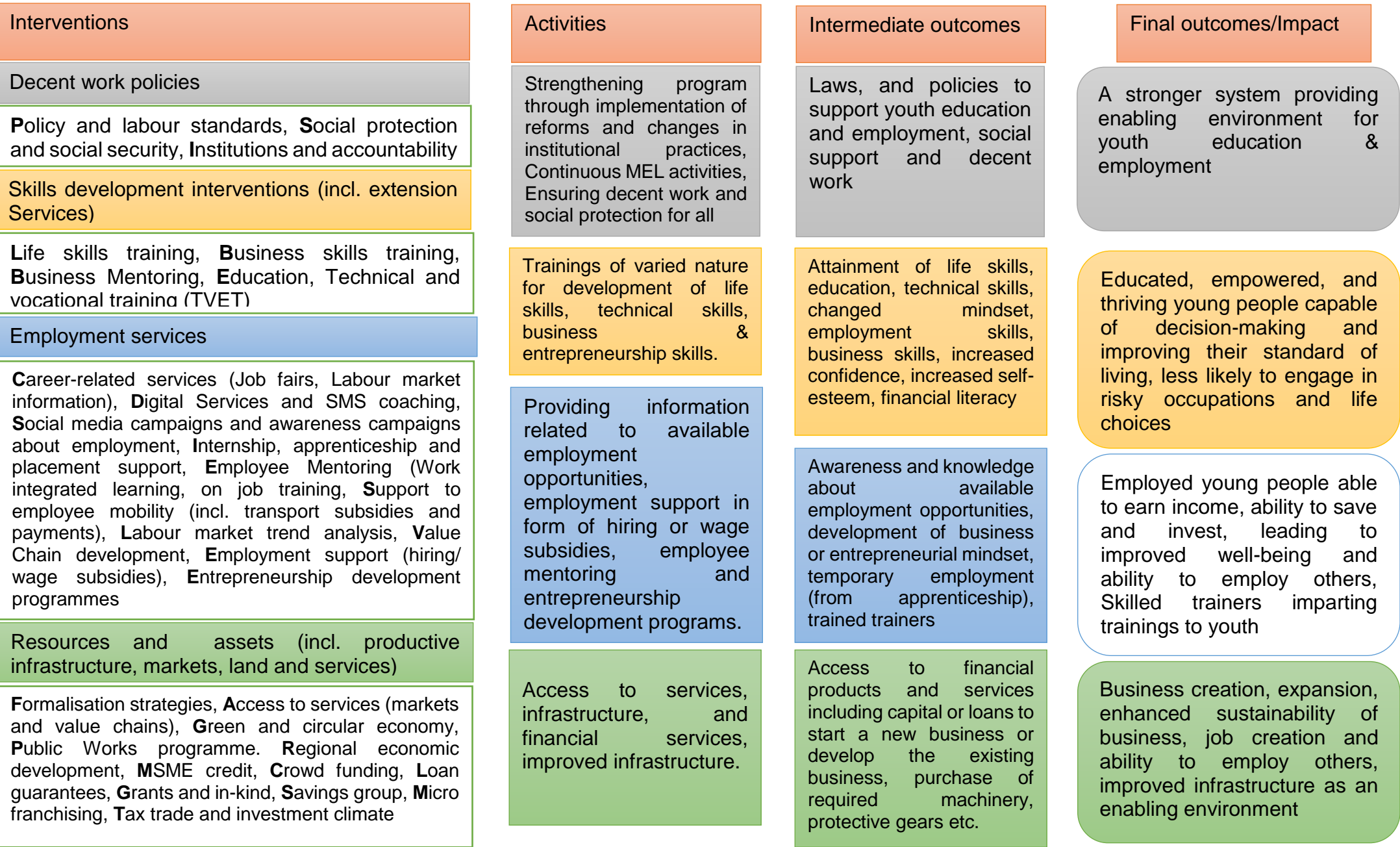
The activities under this intervention category seem to promote entrepreneurship and enhance employability of others by young people receiving these interventions (e.g., Cravo and Piza 2016). An example is Women's Income Generating Support (WINGS) program in Northern Uganda which involved cash grants of approximately \$150 along with training and support interventions (Blattman et al., 2013).

There are assumptions or conditions which increase the likelihood that the theory of change and the pathways mentioned above lead to intended outcomes of youth employment and development. Some of the labour market prerequisites include matching of skills developed with employer needs and that labour markets are not saturated.

Some of the implementation impediments which may prevent outcomes being achieved include lack of coordination in interagency partnership, resource constraints (time, funding, etc.), lack of political will and drive. An enabling and peaceful environment devoid of socio-economic shocks is another pre-condition for the interventions to work. Further, skilled and accessible trainers or service providers, motivation and interest among youth to avail intervention benefits, motivation and interest among teachers/service providers/tutors to

effectively deliver the intervention, and consistent and sustained employment support, are some of the pre-requisites for interventions to lead to positive youth development outcomes. The theory of change for youth employment interventions is provided as **Figure 1**.

Figure 1: Theory of change



Assumptions

Interagency partnership, resources (time, funding and the like), political will and drive; Enabling and peaceful environment; Skilled and accessible trainers or service providers: Motivation and interest among youth to avail intervention benefits; Motivation and interest among teachers/service providers/tutors to effectively deliver the intervention; Consistent and sustained support employment support; Shocks and stressors such as climate change, natural disasters, pandemic, economic or political instability, conflict or crisis-affected contexts

2.1.2 Contextual shocks and stressors: Disruptors for the theory of change

Shocks resulting from conflict, economic or political instability, climate change, and geological activities like earthquakes, tsunamis or volcanic eruptions, affect or disrupt these interventions in several ways. The extent of disruption depends on the severity of the shock and resilience of the affected population.

Shocks are the adverse events that lead to a loss or reduction of household income, loss of critical productive assets and reduction in consumption.¹⁴ Severe idiosyncratic and covariate shocks often adversely affect households in developing countries. Idiosyncratic shocks refer to household specific shocks such as injury, death or job loss of a household member and do not affect all households in a community. Covariate shocks, on the other hand, are events such as epidemics or natural disasters or conflict that affect all households within a community.¹⁵

Günther and Harttgen (2009) used cross-sectional or short panel household survey data from Madagascar without any information on idiosyncratic and covariate shocks and suggested that both covariate and idiosyncratic shocks have considerable impact on vulnerability to poverty of both rural and urban households, where vulnerability is defined as the probability of a household to fall below the poverty line. They also found that idiosyncratic shocks had a relatively higher impact on vulnerability to poverty of urban households. Covariate shocks, on the other hand, had a relatively higher impact on rural households' vulnerability to poverty. They could not however assess whether the impact of shocks was due to loss of household income or lack of preparedness (insurance mechanisms) of households against shocks as some

¹⁴ [Temesgen, Ketema and Ademe \(2022\)](#)

¹⁵ [Günther and Harttgen \(2009\)](#)

ex-ante coping strategies are expected in case of repeated covariate shocks such as drought or floods etc.

Another study assessed the implications of the COVID-19 pandemic on household income and food security in Kenya and Uganda, using online survey data from 442 respondents. Results show that more than two-thirds of the respondents experienced income shocks due to the COVID-19 crisis. Food security and dietary quality worsened in both the countries. The results suggest that certain sections such as income-poor households and those dependent on labour income were more vulnerable to income shock and more likely to employ food-based coping strategies compared to others who could rely on savings. Membership in savings and loan groups was correlated with lower likelihood of reduction in food consumption and suffering income shocks.¹⁶

Conflict in a country is a covariate shock as it affects all households and can be of low-, medium- or high-intensity. Life may go on much as normal in the presence of low-intensity conflict with minimum disruption, whereas in high-intensity conflict settings many people may flee, which thus shifts the focus to humanitarian interventions in economic settings.

Some of the examples of how pandemics, environmental and conflict-induced shocks affect livelihoods and so the prospects for youth employment are:

- The effect of rising sea levels on flooding and soil salinity
- The effect of marine plastics on fishing stocks
- Effects of droughts or floods on crops and livestock
- Destruction of productive and transport infrastructure due to conflict or climatic shocks.
- The closure of private sector activities for security reasons or owners leave or property and assets are stolen or destroyed

¹⁶ [Kanssime et al., \(2021\)](#)

- The collapse of demand as income falls, limiting income-owning opportunities
- Closure of recreational and sports facilities
- Closure or disrupted health and education services.
- Collapse of regulatory environment for contract enforcement

The contexts involving violent conflict or political unrest may lead to changes in youth's expectations and aspirations as they see there is no realistic prospect for gainful employment. Under such circumstances, youths can be more likely to join armed groups. The UN Secretary General's 2001 report on the prevention of armed conflict suggested that addressing the aspirations and needs of young people is an important prevention strategy against them joining armed groups. It also states that young people with limited education and fewer employment opportunities are more susceptible to being influenced by those advocating for armed conflict. The lack of hope for the future among youths in countries with huge populations of youth and political unrest, including violent conflict also fuels dissatisfaction with society.¹⁷

The contexts with conflict, environmental shocks and pandemics tend to be covariate shocks rather than idiosyncratic shocks which limit the range of possible responses. Specifically, community-based schemes such as savings clubs and SHGs, which can protect individual members subject to idiosyncratic shocks such as unexpected health expenditures are of less or little use for covariate shocks which affect all group members.

Further, vulnerability to shocks (the effects of a shock) is a function of the probability of being exposed to a shock, and the impact of the shock when exposed. Neither of these is fixed. The exposure to risk, however, can be reduced. For example, the risk of exposure to flooding can be reduced by flood protection measures, or simply not living in flood-prone areas. On the global scale, actions to reduce global warming reduce the risk of flooding. The impact of shocks can be reduced by, for example,

¹⁷ https://digitallibrary.un.org/record/442540/files/A_55_985%26S_2001_574-EN.pdf

adoption of drought resistant crops, rain harvesting and water storage, and building structures which are not adversely affected by flooding.

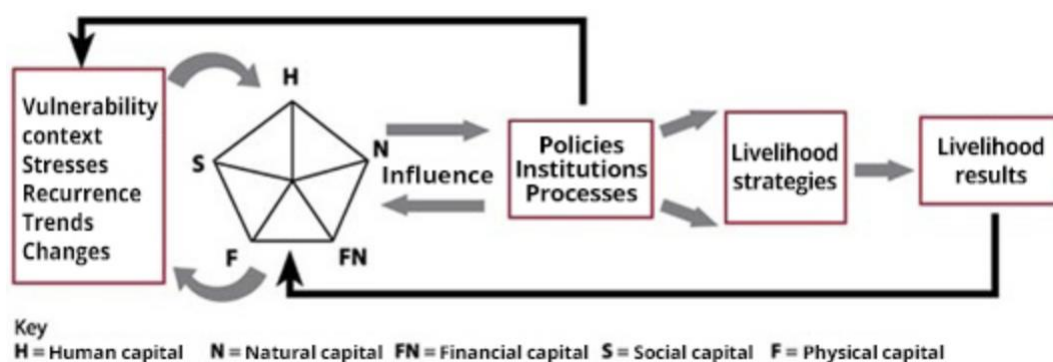
To counter conflict, adaptive measures include putting in place pre-existing conflict resolution mechanisms, which may be at local, national or international level, but are beyond the scope of youth employment. Reconstruction of infrastructure destroyed by shocks ensures steady delivery of essential services.

This sub-section, thus, discussed the impact of various categories of shocks and how shocks affect various sections of the society differently and the likelihood of the marginalised sections of society to get differentially affected by the varied shocks. The next sub-section details the Sustainable Livelihoods Framework.

2.1.3 Sustainable Livelihoods Framework (SLF)

A framework which might be considered for capturing the effects of such shocks is Scoone's Sustainable Livelihoods Framework (Scoones, 1998), commonly represented as shown in **Figure 2**.

Figure 2: Sustainable Livelihoods Framework



Source: DFID (2000)

SLF gives a lens to understand the factors that enhance or constrain the livelihoods of the poor, and the relationship among various elements of the framework.¹⁸ The main elements of the SLF as shown in Figure 2 include: (a) vulnerability context, (b) livelihood assets/capitals, (c) policies, institutions and processes, (d) livelihood strategies, and (e) livelihood outcomes. The framework suggests that the stakeholders are “operating in a context of vulnerability, within which they have access to certain assets. Assets gain weight and value through the prevailing social, institutional and organizational environment (policies, institutions and processes). This context decisively shapes the livelihood strategies that are open to people in pursuit of their self-defined beneficial livelihood outcomes” (Kollmair et al., 2002 cited in GLOPP, 2008).

- (a) Vulnerability context: This refers to the environment in which people exist. Shocks and seasonality or political unrest over which people have little or no control affect people’s livelihoods and assets. Vulnerability arises when humans are confronted with a potentially harmful threat or shock and lack the capacity to respond successfully.
- (b) Livelihood assets/capitals: SLF identifies five types of assets or capitals upon which livelihoods are built, namely human capital, social capital, natural capital, physical and financial capital. These assets or capitals might enhance coping capacity of people in the event of shocks.

As mentioned earlier, natural and physical capital are more likely to get destroyed during a crisis situation. Financial capital, in the event of crisis may facilitate mobility or ability to move to a safer place, though the amount of financial capital required for the same might be very high. There is also interrelationship between various categories of assets that are complex and context-specific. For example, a household owning irrigated land (physical or natural capital) is likely to have more financial capital compared to a landless household or a household with rainfed land. Human capital can be thought of as the skills, knowledge, labour capacity, and good health that enable people to pursue various livelihood strategies and fulfil their

¹⁸ The [framework](#) builds on a definition of livelihood by Chambers Conway. A livelihood consists of “the capabilities, assets and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.

livelihood objectives. At a household level, human capital is a function of the household size, number of members available for labour, skill levels and health status etc. The skills also involve transferable life skills and not merely skills required for doing a specific job.

Social capital refers to the social resources upon which people draw to achieve their livelihood objectives. These are developed through networks and connectedness, membership of formalised groups and social relations of trust, reciprocity, and cooperation.

- (c) Policies, institutions, and processes: Policies, institutions and processes determine access to assets, level of inclusion of people and decision-making process.
- (d) Livelihood strategies: These comprise the range of activities and choice people employ to achieve their livelihood goals, including diversification of income, migration, etc. Livelihood strategies are dependent on assets or capitals as well as institutions and practices.
- (e) Livelihood outcomes: These are the achievements resulting from livelihood strategies, such as steady and enhanced income, increased well-being and food security, reduced vulnerability and sustainable use of natural resources.

An attractive aspect of the SLF is the centrality of access to a range of assets, all of which may be degraded by shock as follows:

- Natural capital: This may be clearly eroded by environmental shock but can also be adversely affected by conflict.
- Physical capital: The destruction of infrastructure, buildings and machinery due to a natural disaster, conflict or interrupted services during a pandemic.
- Human capital: Reduced educational and training opportunities, and increased risk of injury and disability, and the constraints on displaced persons using their skills during conflict or crises
- Financial capital: Sources of finance may be scarce in shock-affected settings.
- Social capital: Erosion of the trust necessary for enterprises to operate especially in weak regulatory environments.

The ability to combine these assets into sustainable livelihood strategies is mediated through policies, institutions and process. Where institutions are weak (and so policies implemented loosely if at all, and government or institutional failure is common) then this ability is severely curtailed.

The next section describes the primary dimensions of the map, i.e., intervention-outcome framework.

2.2 Intervention-Outcome Framework

The evidence in an EGM is plotted within a navigable online matrix of rows and columns. These are referred to as the primary dimensions of the map. The row and column headings in the EGM on youth and jobs in the era of climate change, conflict and crisis are intervention and outcome categories respectively.

Each of the intervention and outcome categories is further divided into sub-categories. For example, one of the intervention categories in this map is decent work policies. This category is further divided into sub-categories: policy and labour standards, social protection and social security, and institutions and accountability.

The intervention categories and their sub-categories are provided as Table 2 while the description of these is given in Appendix 1.

Similarly, one of the outcome categories in the map is entrepreneurship which is divided further into sub-categories as: financial services access, business creation, business performance, and job creation.

The first four indicator categories in the map are the outcomes resulting from youth employment interventions: education and skills, entrepreneurship, employment and welfare. Outcomes are only coded for impact evaluations and systematic reviews as these studies provide credible evidence of effects.¹⁹ Process evaluations present

¹⁹ Impact evaluations, non-experimental studies with a valid comparison or control group, or systematic reviews of such studies assess what difference an intervention makes to the outcomes of interest.

evidence on design and implementation, not outcomes. Outcomes are not coded for the intended effects of intervention but against reported actual effects as observed in the studies. Adverse and unintended outcomes are included in the map.

The next indicator is economic measures, which captures if the study reports economic measures of a programme such as a cost-benefit analysis or cost-effectiveness.

Table 1: Intervention categories and sub-categories

Intervention	Sub-categories
Decent work policies	Policy and labour standards
	Social protection and social security
	Institutions and accountability
Skills development interventions (incl. extension services)	Life skills training
	Business skills training/ Business Mentoring
	Education, Technical and vocational training (TVET)
	Internship, apprenticeship and placement support (including employee mentoring)
Employment services	Career related services (job fairs, guidance, labour market information)/Outreach
	Digital services and SMS coaching
	Social media campaigns and awareness campaigns about employment
	Employee mentoring (Work integrated learning; on job training)
	Programme for overseas employment
	Support to employee mobility (incl. transport subsidies and payments)
	Labour market trends analysis
	Value chain development
	Employment support (Hiring/wage subsidies)
	Entrepreneurship development programs
	Anti-social and offending behaviour
	Formalisation strategies
	Access to services (markets and value chains)
Green and circular economy	
Resources and Assets (incl. productive infrastructure, markets, land and services)	Public works programs
	Regional economic development
	Micro, Small and medium sized enterprise credit (MSME)
	Social impact bonds
	Crowdfunding
	Loan guarantees
	Grants and in-kind
	Savings group
	Micro-franchising
	Tax trade and investment climate

The final set of indicators – under design and implementation are more commonly found in process evaluations, though are also coded for impact evaluations if such information is available.

The indicator categories and their sub-categories are provided as Table 3 while the description of these is given in Appendix 2.

Table 2: Indicator categories and sub-categories

Indicator	Sub-categories
Education and skills	Education completion and qualification
	Access to/ in education
	Education quality
	Technical skills and vocational training
	Digital skills
	Transferable skills (plus life skills)
Entrepreneurship	Financial services access
	Business creation
	Business performance
	Job creation
Employment	Vacancies
	Actively seeking employment
	Employment expectation
	Employment status (& duration)
	Appropriate employment
	Hours worked
	Job quality including labour standards
	Earnings & salary
Welfare	Anti-social and offending behaviour
	Citizenship, values & social behaviour
	Family health & education
	Inclusion & empowerment

Economic measures	Costs
	Cost-benefit
	Cost-effectiveness
	Multiplier & spillover effects
Design and implementation	Design
	Theory of change
	Barriers and Facilitators to Participation
	Design issues
	Implementation issues
	Causal processes
	Barriers and Facilitators for Outcomes
	Sustainability

2.3 Search Strategy

This EGM includes studies from an existing global map on youth employment interventions. Supplementary searches were also conducted to identify additional studies on climate change and COVID-19 contexts. The search strategy for the global map is given below.

A comprehensive search strategy comprising of systematic searching of academic databases, manual search in development agency websites, citation searching in systematic reviews and the ten most recent impact evaluations, and online screening of the ten most recent volumes of relevant journals was carried out for the global EGM on youth employment interventions.

An organized structure of key terms was used to accurately retrieve studies or records from online databases in 2020 and 2022. The initial search strategy was developed and standardized by two information science specialists in 2020 and a subsequent search of databases conducted on 29th January, 2020. The studies identified formed the first version of the map by the MasterCard Foundation.

The search strategy (provided in Appendix 3) was updated in 2022 with the youth employment intervention classifications provided by the European Commission. The

search strategy was systematically used to search over 20 databases in English for the evaluations made available in the period 2000-2022. New studies identified by the ILO team updating the Kluwe et al. review which were not already included in the map were also added.

Table 4 shows a selection of the websites which were searched manually to identify grey literature in the form of evaluation reports.

Table 3: Selected agency websites for evaluations

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

UK Government Publications (Research and Statistics)	https://www.gov.uk/search/research-and-statistics
UNICEF Evaluation Reports	https://www.unicef.org/evaluation/reports
African Development Bank	
Solutions for Youth Employment (Resources)	https://www.s4ye.org/s4ye-publications

The supplementary searches for iteration of the map commissioned by IFAD were conducted in the included studies in the map by using various keywords such as adaptation, mitigation, ecosystem, nature, climate, and environment to determine studies with climate-related and natural disaster risk context. In addition, Google Scholar was used to identify eligible studies using various search strings. The search strings used to identify additional studies included:

Youth AND employment AND evaluation AND (climate OR environment OR ecosystem OR crisis OR pandemic OR HIV OR covid OR conflict)

Employment AND evaluation AND (climate OR environment OR ecosystem OR natur*) -organizational -performance

Youth AND employment AND (“social security” OR insurance) AND evaluation

2.4 Inclusion-Exclusion Criteria

Studies published in English during the year 2000 and 2022 were eligible for inclusion in the map if:

- The study population was youth (15-24 years) from low-income, lower-middle, or upper-middle income economies as per the World Bank classification with the exception of studies with climate change context where no such restriction by age or country was applicable.

The eligible age range for youth population, referred above is as per the United Nations criteria. We are aware that there is a vast diversity in age range of youth for various countries. We have thus included studies that involve the age range 15-24 years irrespective of the lower and upper limit criteria set in the study to classify population as youth, i.e., if the study in question operationalised the age range of 15-35 years as the youth, we included it as it involved eligible population of age range 15-24 years as per our inclusion criteria;

- the study included or described an employment intervention for youth. Interventions that seek to promote jobs for youth, including self-employment, were included in this EGM. Some of the examples of included interventions are skills training or entrepreneurship promotion interventions, mentorship promotion interventions to promote education and employment, employment services, and subsidized employment, to name a few;
- actual effects of outcomes such as education and skills, entrepreneurship, employment, welfare, economic measures, were reported, and design and implementation issues described;
- the study measured effectiveness of interventions (impact evaluation), discussed design and implementation issues (process evaluation) or a systematic review of interventions eligible for the map²⁰;

²⁰ Impact evaluations assess what difference an intervention makes to the outcomes of interest. Randomized controlled trials have become more common in recent years, but the map also includes non-experimental studies. The process evaluations and other qualitative studies describe the design and implementation issues encountered by the programs designed to increase youth employment. A systematic review follows “explicit methodology to answer a well-defined research question by searching the literature comprehensively, evaluating the quantity and quality of research evidence rigorously, and analyzing the evidence to synthesize an answer to the research question” ([Sataloff et al., 2021](#))

- the study area was affected by conflict, climate change, COVID (pandemic), or economic crisis.²¹ However, studies were not excluded if the studies were devoid of mentioned contextual features but fulfilled other eligibility criteria.

The studies that were not eligible for this map included:

- Scoping reviews and meta-analysis not undertaken as a part of systematic review.
- Guidelines, policy documents, annual reports, project monitoring reports, concept papers and protocol.
- Studies published before 2000.

2.5 Screening, data extraction and assessment of confidence in findings of included studies

The studies were screened for eligibility using a screening tool based on above-mentioned criteria. All studies identified from various sources were uploaded and screened for eligibility in EPPI Reviewer. The screening, data extraction and critical appraisal of included studies was conducted by two researchers independently and disagreements were reconciled by discussion or involving an arbiter.

Critical appraisal of each study (impact evaluation, process evaluation, and systematic review) was conducted independently by a pair of reviewers against the critical appraisal checklists as per the study design.

Impact evaluations were assessed using the confidence assessment of impact evaluations tool developed by Howard White and Ashrita Saran. The tool is a checklist

²¹ The assessment of a study area as affected by conflict, climate change, pandemic or economic crisis was based on the contextual information given in the full text of included studies.

of seven items with additional guidance on rating items, expressed as: high confidence, medium confidence or low confidence. However, of the seven items only four (study design (potential confounders taken into account); level of attrition or losses to follow up; definition of outcomes; and baseline balance reports), are labelled as critical items and thus affect the overall confidence rating.

Assessment of confidence for process evaluations was conducted using a simple three-item checklist comprising of a question each on methodology, data collection and findings. There were three choices of responses for each question, viz. Yes, No and Unclear. Following the weakest in the link principle, the studies were assessed to be of high, medium or low. To illustrate this, the study was classified as high confidence if it was given a response of 'Yes' to all the three questions. If any of the three criteria were coded as 'Unclear' but not 'No', the study was classified as that with a medium confidence. The study was classified as a low confidence study if at least one of the criteria had a 'No' response.

Systematic reviews were assessed for confidence in findings by using a measurement tool to assess systematic reviews (AMSTAR 2). [AMSTAR 2 checklist](#) contains 16 items, each with concise sentence questions having supplementary guidance on selecting response options (expressed as: 'Yes', 'Partial yes' and 'No'). Overall, the AMSTAR 2 tool rates confidence in components of a systematic review as high confidence when there is no or one non critical weakness. Systematic review is reported as that of Moderate confidence when there is more than one non-critical weakness. Systematic reviews are rated as Low confidence when there is at least one critical flaw with or without noncritical weaknesses and critically low if there is more than one critical flaw with or without noncritical weaknesses.²²

²² Shea et al., 2017 <https://www.bmj.com/content/bmj/358/bmj.j4008.full.pdf>

3. Evidence and Gap Map

The EGM on youth and jobs in the era of climate change, conflict and crisis contains a total of 344 studies (Figure 3). This section details the distribution of included studies across various intervention and indicator categories and sub-categories. The study design across various interventions is given. An aggregate map of interventions and indicators is also provided in this section.

Overall classification of studies by context is given, followed by the distribution of studies with varied contexts for intervention. This section explores one of the main research questions of

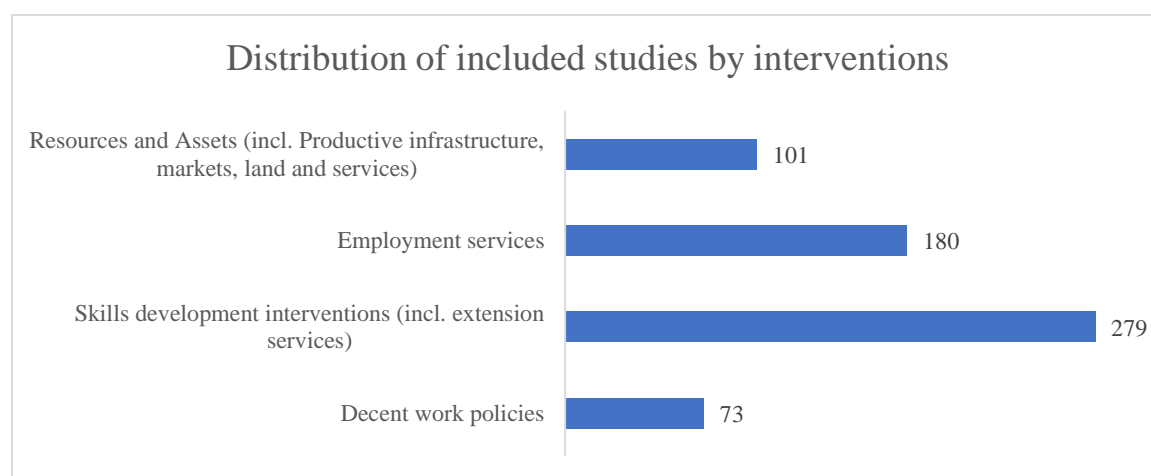
the EGM as to whether contextual variation is accompanied by a pattern of youth employment interventions.

Finally, the distribution of studies by confidence in the findings of studies is discussed.

3.1 Intervention categories and sub-categories

As per the intervention framework, the four intervention categories in the map included: decent work policies, skills development interventions (including extension services), employment services, and resources and assets (incl. productive infrastructure, markets, land and services). The distribution of included studies suggests that skills development interventions (n=279) are most commonly evaluated followed by employment services interventions (n=180). The interventions falling under the category resources and assets (incl. productive infrastructure, markets, land and services), have 101 studies. Interventions promoting decent work policies appear to be least evaluated among these categories, with 73 studies (**Figure 4**).

Figure 4: Studies by Intervention categories

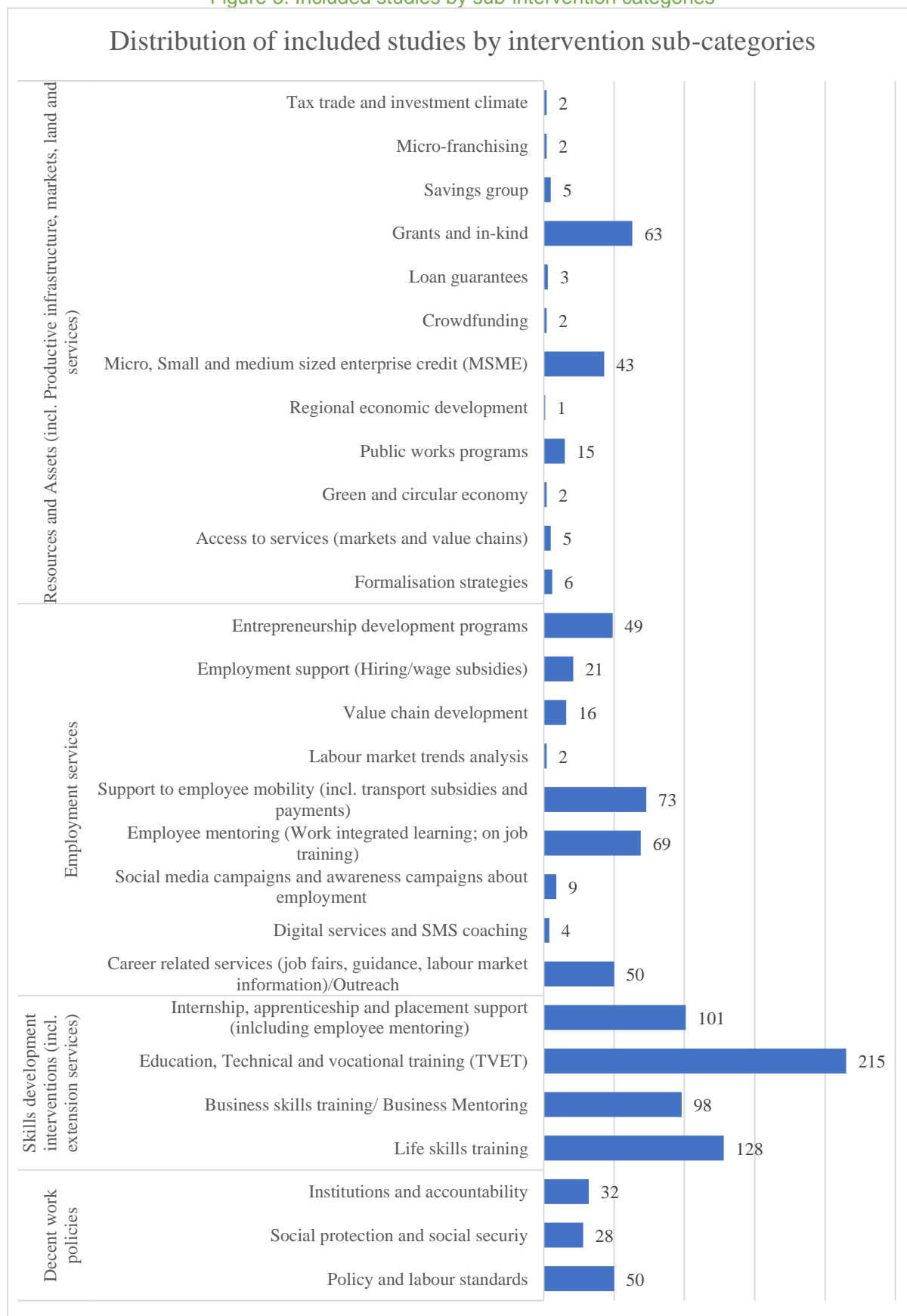


The distribution of included studies by sub-intervention categories suggests that the categories education, technical and vocational training (n=215), life skills training (n=128), internship, apprenticeship and placement support (n=101), and business skills training (n=98) under skills development intervention have a higher number of studies when compared to other intervention sub-categories.

The evidence is also not evenly distributed for intervention sub-categories for employment services, and resources and assets (incl. productive infrastructure, markets, land and services). For example, there are too few studies for labour market trends analysis (n=2), digital services and SMS coaching (n=4) while a higher number of studies for entrepreneurship development programs (n=49), career-related services (n=50), employee mentoring (n=69) and support to employee mobility (n=73) under the intervention category employment services.

Similarly, Figure 5 shows that the number of studies for sub-categories of resources and assets (incl. productive infrastructure, markets, land and services) interventions suggests that there is a serious lack of evidence for certain interventions such as regional economic development (n=1), green and circular economy (n=2), tax, trade and investment climate (n=2), crowdfunding (n=2) and micro-franchising (n=2). Some, but not all, of these interventions are less amenable to large n impact evaluations. Certain interventions such as grants and in-kind and micro, small and medium-sized enterprises credit had relatively more studies.

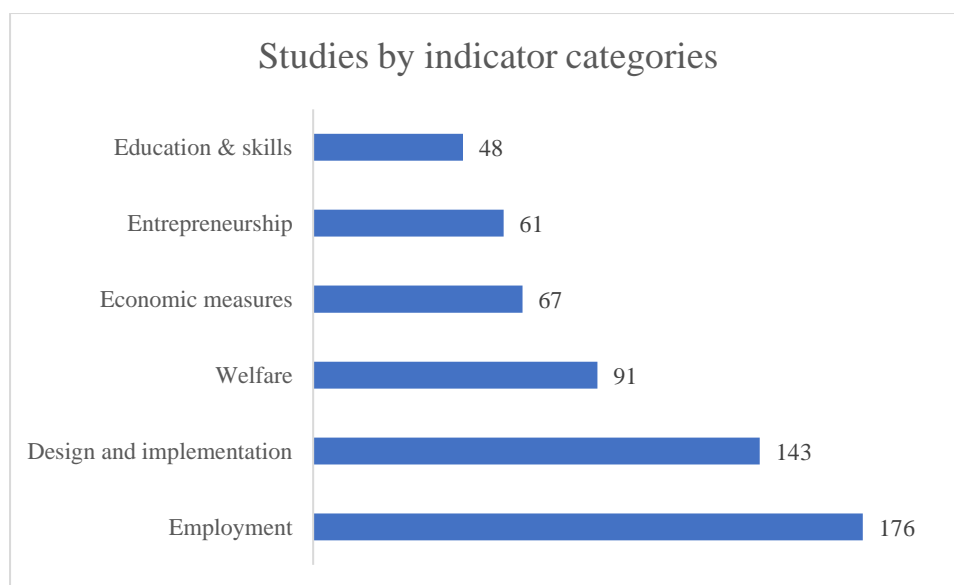
Figure 5: Included studies by sub-intervention categories



3.2 Indicator categories and sub-categories

The studies when assessed by indicator categories as shown in **Figure 6** show that among the outcome indicators, employment as an outcome category is reported in the highest number of studies (n=176), followed by welfare (n=91), entrepreneurship (n=61), and education and skills (n=48).

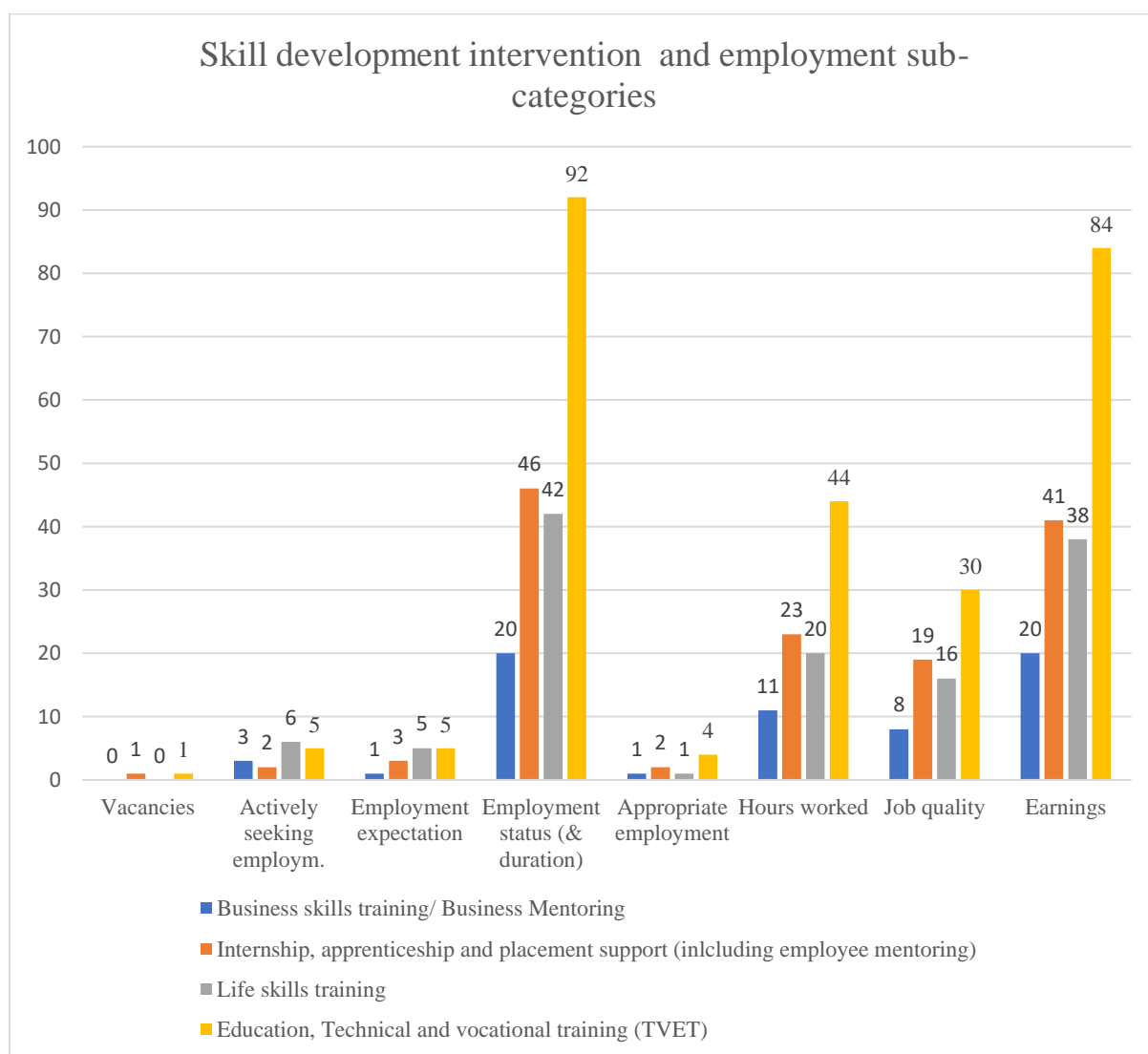
Figure 6: Studies by indicator categories



There is most evidence for the effect of skill development interventions on employment outcomes. Note that skills development is mostly offered as part of a multi-component intervention.

Further, it is interesting to examine whether interventions lead to decent and sustainable employment. To understand this aspect, the sub-categories of skills development intervention and employment outcomes are plotted against each other (**Figure 7**). This table is indicative and suggests that there is some evidence for the categories of skill development interventions and employment outcomes. However, we cannot conclude about the presence or size of effect without conducting a review of the studies.

Figure 7: Skill development intervention and employment outcomes

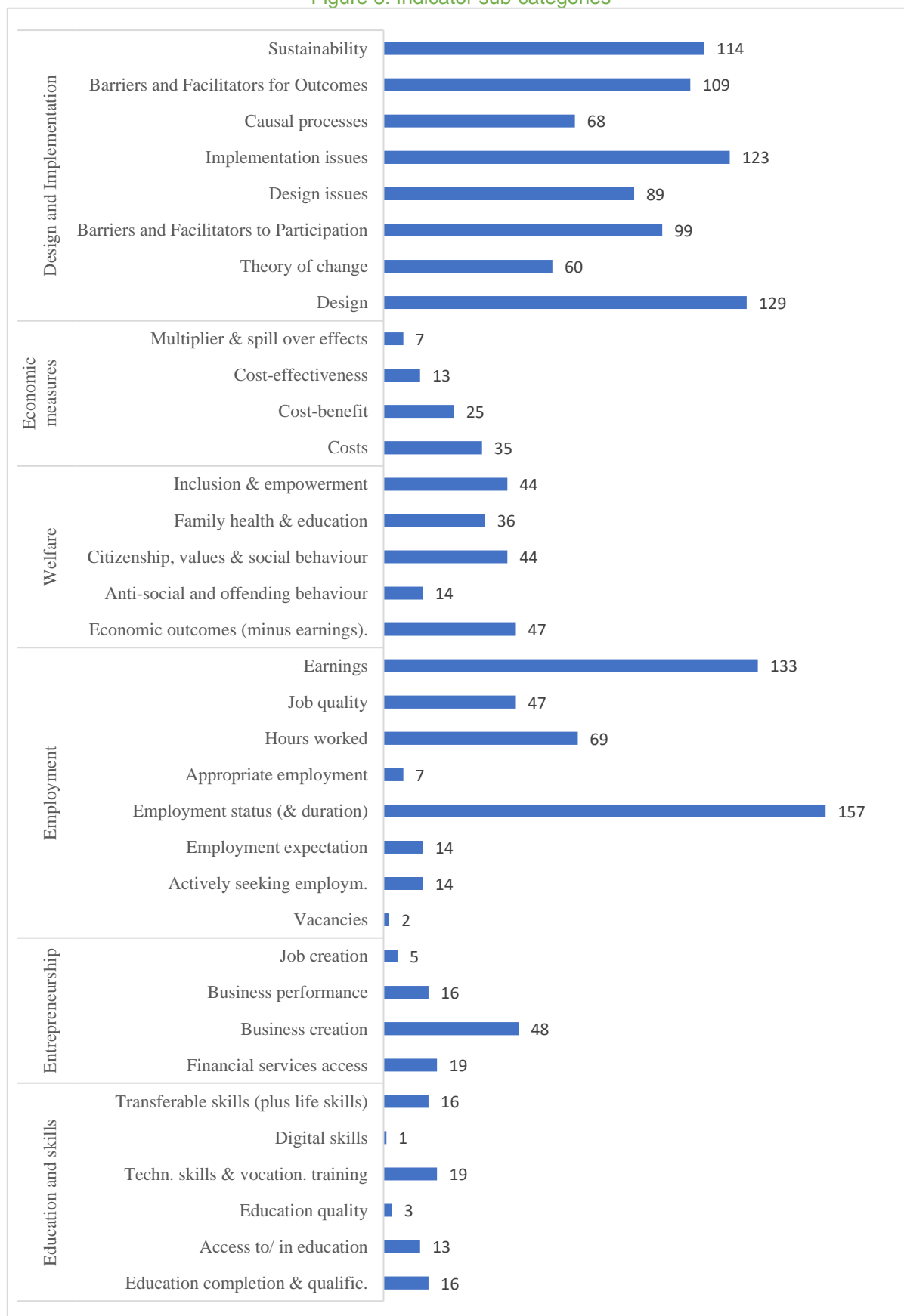


The distribution of included studies by indicator sub-categories is given in **Figure 8**. It is evident that there is a serious lack of evidence for certain outcomes like digital skills (n=1), vacancies (n=2), education quality (n=5), job creation (n=5), appropriate employment (n=7).

The distribution of studies for economic measures suggests that cost benefit is reported more frequently (n=25) compared to cost effectiveness (n=13).

The design and implementation are the most commonly discussed aspect in process evaluations. The number of studies with theory of change and evidence on causal processes are relatively low compared to other indicators such as design or implementation.

Figure 8: Indicator sub-categories



3.3 Aggregate map of interventions and indicators

The aggregate map of interventions and indicators is given as Table 4. It is evident from the table that the evidence base is concentrated for employment outcomes for skill development interventions. 76 records exist corresponding to welfare outcomes resulting from skill development interventions. 79 records were observed for employment outcomes against employment services interventions. The evidence base is least populated for education and skills, entrepreneurship and welfare outcomes for decent work policies. The percentage share of studies for each of the intervention and indicator categories are given in Table 4 and 5 respectively.

Table 4 : Aggregate map of interventions and indicators (percentage share of studies for intervention categories)

	Education & skills	Entrepreneurship	Employment	Welfare	Economic measures	Design & implementation	Total (n=344)
Decent work policies	2(2.74)	4 (5.48)	14 (19.17)	2 (2.74)	23 (31.5)	58 (79.45)	73 (21.22)
Skills development interventions (incl. extension services)	37 (13.26)	50 (17.92)	128 (45.89)	76 (27.24)	60 (21.5)	130 (46.59)	279 (81.10)
Employment services	21 (11.66)	24 (13.33)	79 (43.88)	29 (16.11)	44 (24.45)	98 (54.45)	180 (52.32)
Resources and Assets (incl. Productive infrastructure, markets, land and services)	6 (5.94)	19 (18.81)	30 (29.70)	26 (25.74)	18 (17.82)	63 (62.37)	101 (29.36)

Note: The last column refers to the total number of studies for a specific intervention category and percentages are given in parentheses. The sum of studies for each intervention category corresponding to various indicators do not add up as they appear under various intervention categories. Neither do the number of intervention categories add up to total number of studies as a study might have more than one intervention.

Table 5: Aggregate map of interventions and indicators (percentage share of studies for indicators)

	Decent work policies	Skills development interventions (incl. extension services)	Employment services	Resources and Assets (incl. Productive infrastructure, markets, land and services)	Total (N=344)
Education & skills	2 (4.16)	37 (77.08)	21 (43.75)	6 (12.5)	48 (13.95)
Entrepreneurship	4 (6.55)	50 (81.96)	24 (39.34)	19 (31.14)	61 (17.73)
Employment	14 (7.95)	128 (72.72)	79 (44.88)	30 (17.04)	176 (51.16)
Welfare	2 (2.19)	76 (83.51)	29 (31.86)	26 (28.57)	91 (26.45)
Economic measures	23 (34.32)	60 (89.55)	44 (65.67)	18 (26.86)	67 (19.47)
Design & implementation	58 (40.55)	130 (90.90)	98 (68.53)	63 (44.05)	143 (41.56)

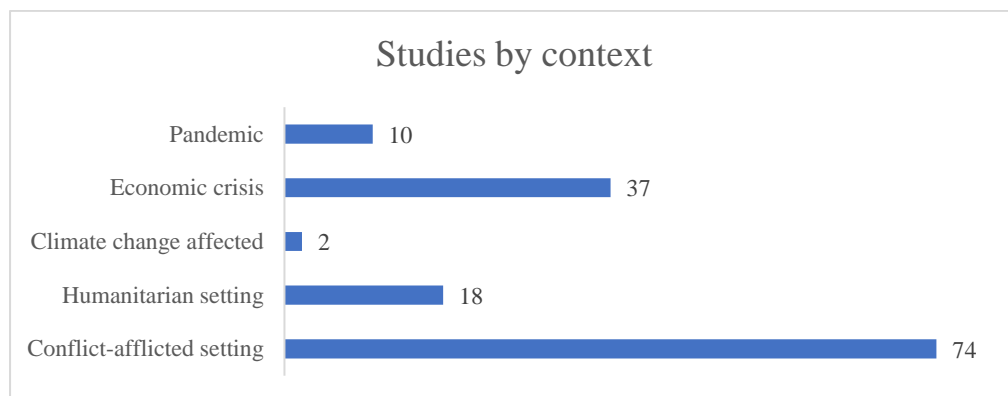
Note: The last column refers to the total number of studies for a specific indicator and percentages are given in parentheses. The sum of studies for each indicator corresponding to various intervention categories do not add up as they appear under various intervention categories.

3.4 Context

The studies in the map were classified under five categories of context, viz. conflict affected, humanitarian setting, climate change affected, economic crisis, pandemic

(including COVID). The distribution of the studies by these contexts is provided in Figure 9.

Figure 9: Studies by context



Note: The numbers reflected above do not add up as a single study might appear under more than one context categories.

The number of studies for these categories of context for each of the four intervention categories is given in **Table 6**. This table serves the purpose of observing any particular trend of specific interventions working under a certain context. The skills development interventions, which appears to be a well-researched area, were as popular in conflict-affected setting as in settings not affected by any crisis. We conducted a brief examination of these studies. By and large, skills and business development interventions in conflict settings are not markedly different from those in non-crises settings, except that some may have a conflict resolution component.

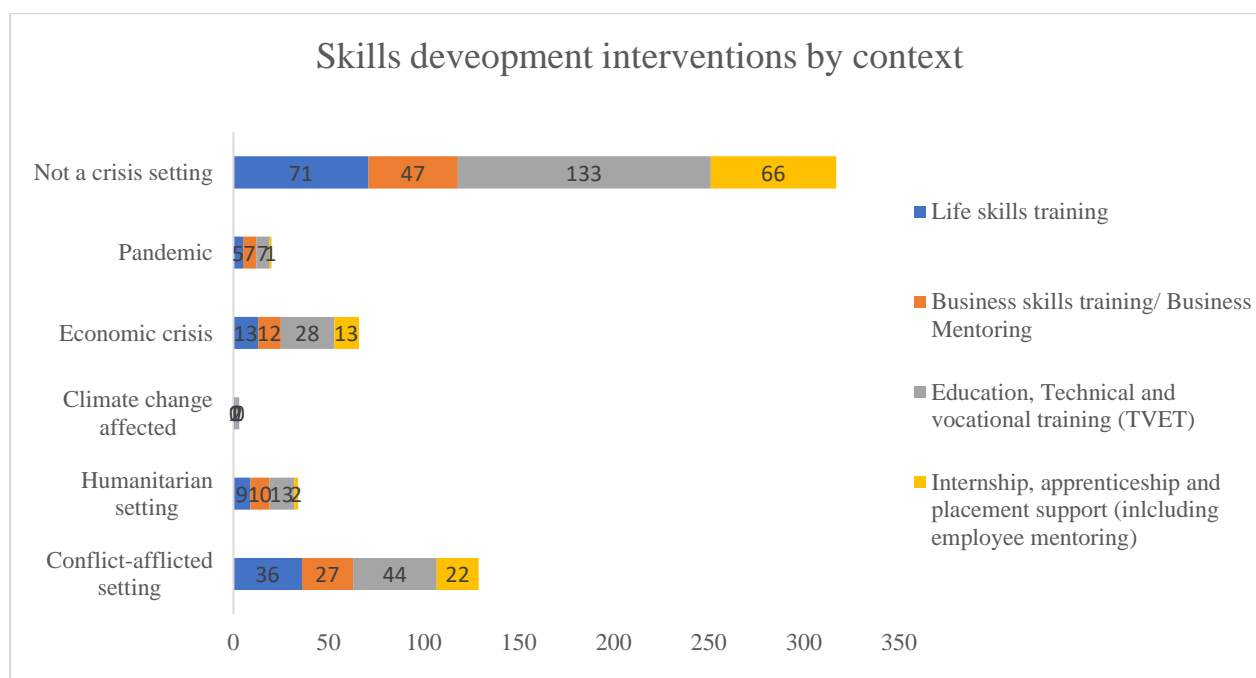
The relatively low number of studies in humanitarian settings and pandemic affected studies indicate towards the lack of safe and enabling environment for youth employment interventions to work. The climate change affected regions had least number of studies when compared to other contextual settings. The youth employment interventions in conflict-affected settings had the highest number of studies when compared to settings with other contexts. The number of studies for economic crisis affected contexts is not as high as for conflict-affected studies but more than humanitarian and pandemic affected settings.

Table 6: Context by intervention

Context	Decent work policies	Skills development interventions (incl. extension services)	Employment services	Resources and Assets (incl. Productive infrastructure, markets, land and services)	Total (N=344)
Conflict-afflicted setting	19	62	39	34	74 (21.51)
Humanitarian setting	11	16	11	9	18 (5.23)
Climate change affected	0	2	0	2	2 (0.58)
Economic crisis	17	34	24	13	37 (10.75)
Pandemic	2	10	4	7	10 (2.90)
Not a crisis setting	33	169	112	46	218 (63.37)

The disaggregated analysis of skills development interventions for varied contexts is provided in **Figure 10**. It shows that the number of studies with TVET interventions are highest across all the contexts. The second highest number of studies is for life skills training (n=71) for settings that are not affected by any crisis.

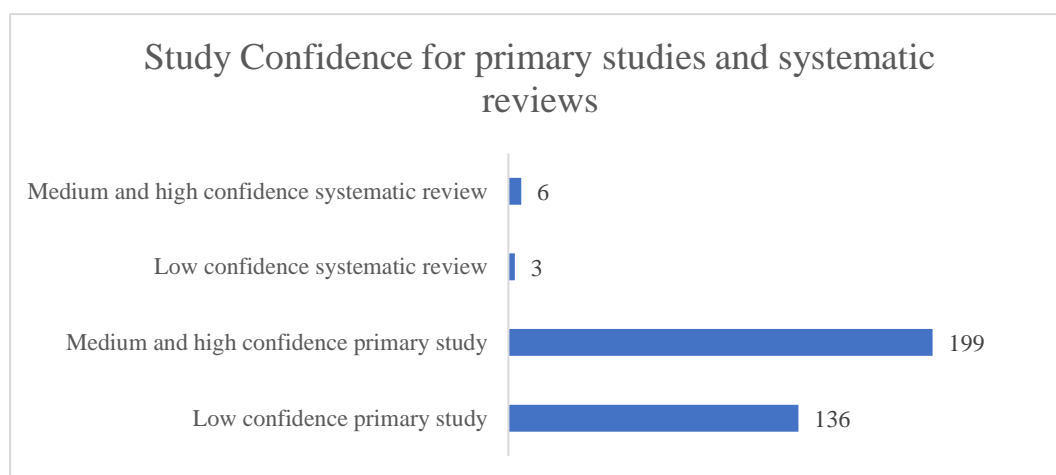
Figure 10: Skills development interventions and context



3.5 Confidence in finding of studies

The critical appraisal of studies was done using separate checklists for primary studies and systematic reviews. The confidence in findings of the studies is given in **Figure 11**. The figure shows that there were 136 low confidence primary studies. The number of medium and high-confidence primary studies is 199. There are 9 systematic reviews of which 6 are medium and high confidence while 3 are low confidence systematic reviews.

Figure 11: Study confidence



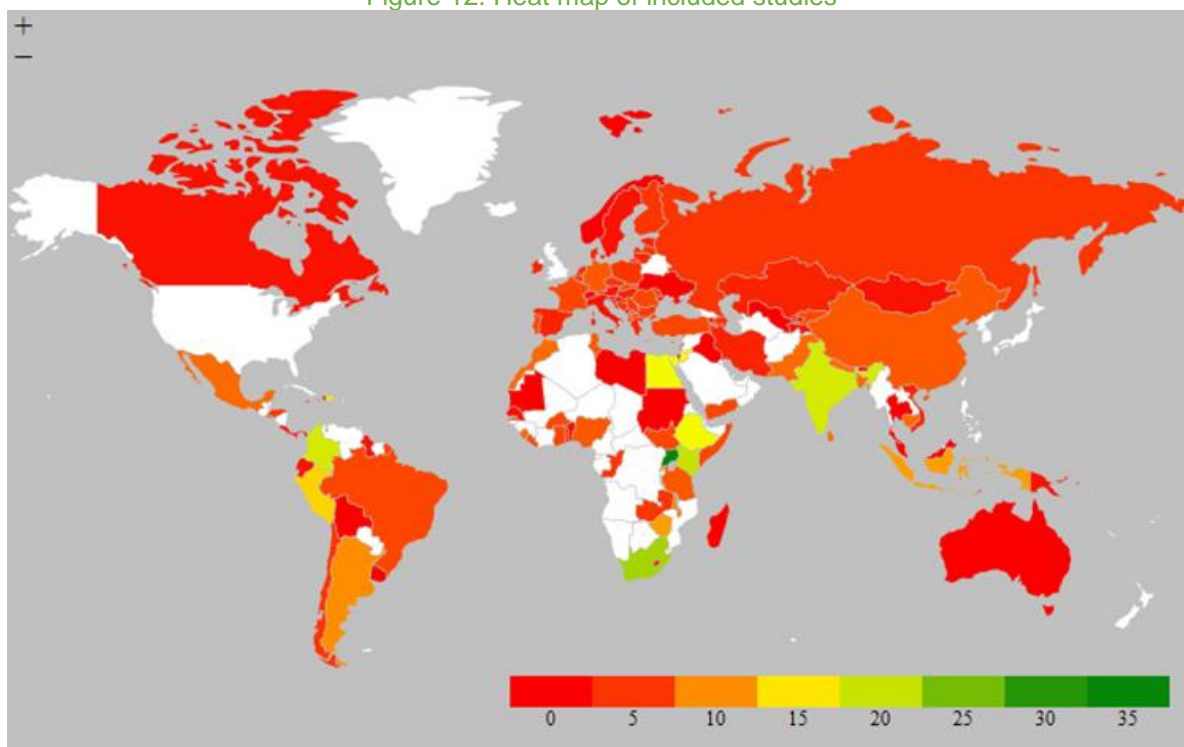
4. Secondary Dimensions of the EGM: Filters

This section details various secondary dimensions of the EGM. These secondary dimensions are also referred to as filter or tags. Some of the filters provided in this section include: geographic distribution, study design, sector of intervention, site of delivery of intervention, age and gender-wise distribution of target population, labour market orientation. Also, the risk level of countries based on INFORM COVID-19 Risk index are provided.

4.1 Geographic distribution

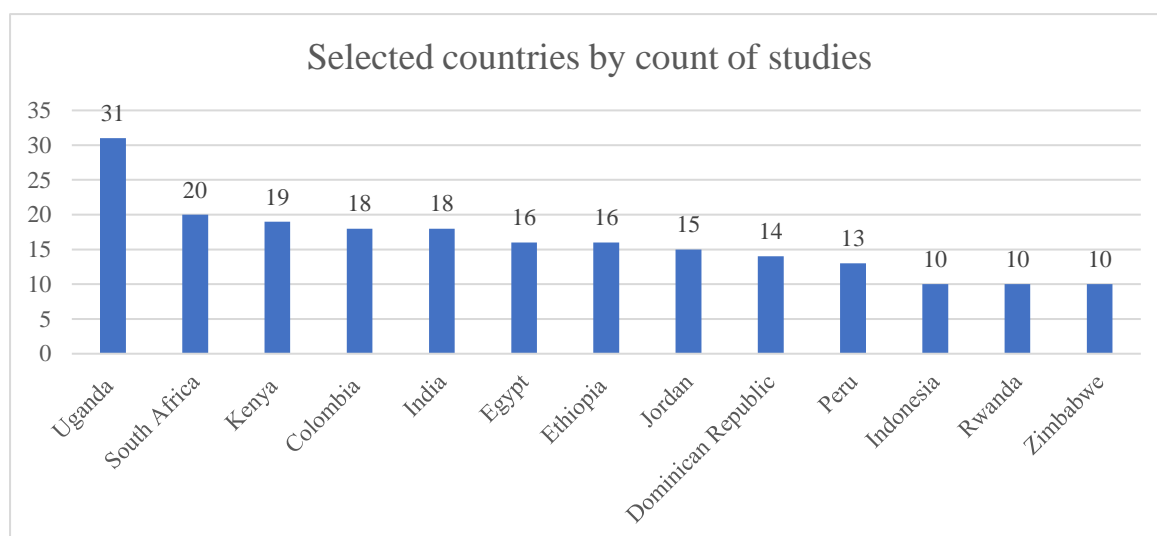
The heat map depicts the geographic distribution of studies included in the EGM (**Figure 12**).

Figure 12: Heat map of included studies



The highest number of studies in the map were from Uganda (n=31). South Africa had 20 studies. Both India and Colombia had 18 studies included in the EGM. Indonesia, Rwanda and Zimbabwe had 10 studies each (**Figure 13**).

Figure 13: Distribution of studies by countries (Top 13)



The EGM included 134 studies from sub-Saharan African region followed by 71 studies from Latin America and Caribbean region. There were 42 studies from South Asia and 47 from Middle East and North Africa (MENA) region (**Figure 14**). This map was confined to low- and middle-income countries. Since systematic reviews at times include global synthesis of evidence, the map also had studies included from countries of Europe and Central Asia and North America.

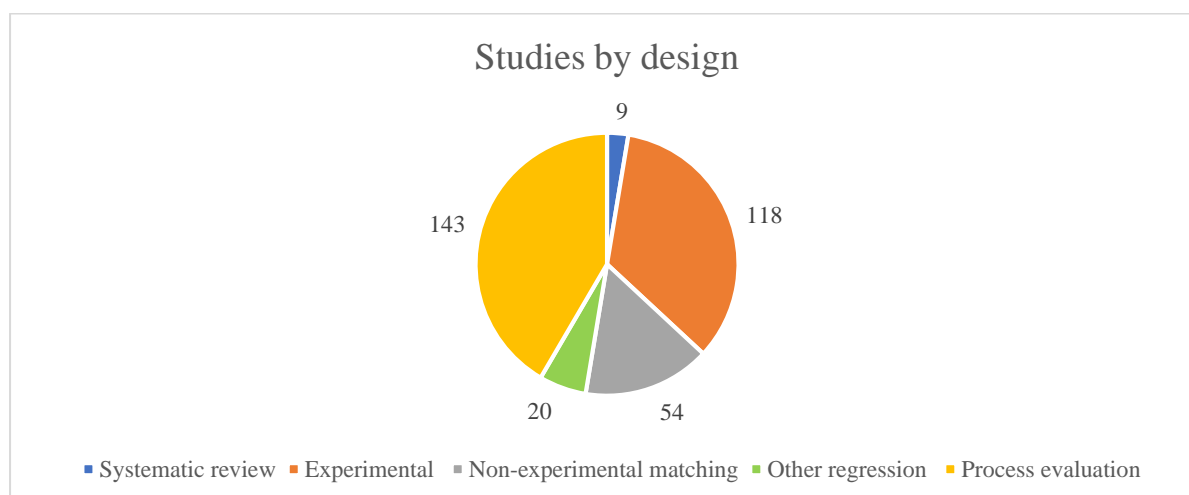
Figure 14: Distribution of studies by World Bank regions



4.2 Study Design

The study design of the included studies in the EGM is given in **Figure 15**. There were nine systematic reviews in this EGM. The experimental study design constituted about one-third (n=118) of all studies. Close to 16 per cent studies had non-experimental matching study design. Only 20 studies (approx. 6 per cent) used other regression methods. A fair number of process evaluations (n=143) were also included in this EGM. There were 193 impact evaluations.

Figure 15: Included studies by design



The study designs for various intervention categories among the included studies is given in **Table 7**. Skills development interventions (incl. extension services) have the highest number of systematic reviews, and in fact, the number of skill development interventions is highest for all the study designs when compared to other intervention categories.

The decent work policy interventions appear in only one systematic review. Also, their evaluation using an experimental study design is not carried out very frequently as there are only three studies that have assessed the effectiveness of decent work policy

interventions using an experimental design. The number of studies using non-experimental matching study design is relatively higher for this category of interventions. A good number of studies with decent work policy interventions are process evaluations (n=58).

Table 7: Distribution of included studies by intervention and study design

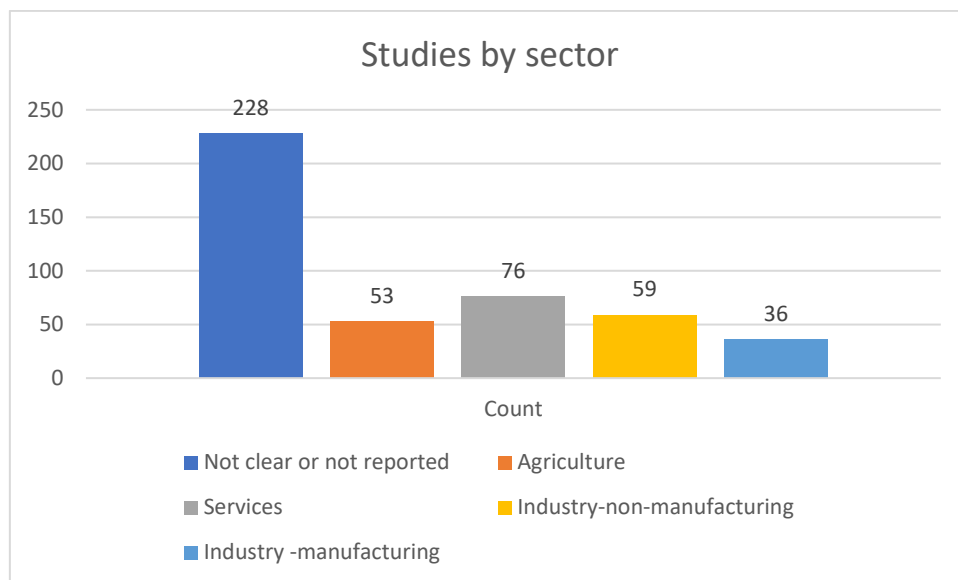
Intervention categories	Systematic review	Experimental	Non-experimental matching	Other regression	Process evaluation
Decent work policies	1	3	8	3	58
Skills development interventions (incl. extension services)	8	89	38	14	130
Employment services	6	44	29	4	97
Resources and Assets (incl. Productive infrastructure, markets, land and services)	3	27	4	4	63

4.3 Sector

The breakdown of studies by sector is given in **Figure 16**. About two-thirds of included studies had not reported the sector of the study. About 15 per cent studies were from agriculture sector followed by 22 per cent studies from services sector. Studies from

non-manufacturing industry sector constituted about 17 per cent while those from the manufacturing sector were approx. 10 per cent.

Figure 16: Included studies by sector



Note: The numbers do not add up as some studies include more than one sector.

4.4 Site of delivery of intervention

The site of delivery of intervention in 188 studies was firm while 224 studies were conducted at training centre. The interventions were also delivered in high schools and places of tertiary education (**Table 8**).

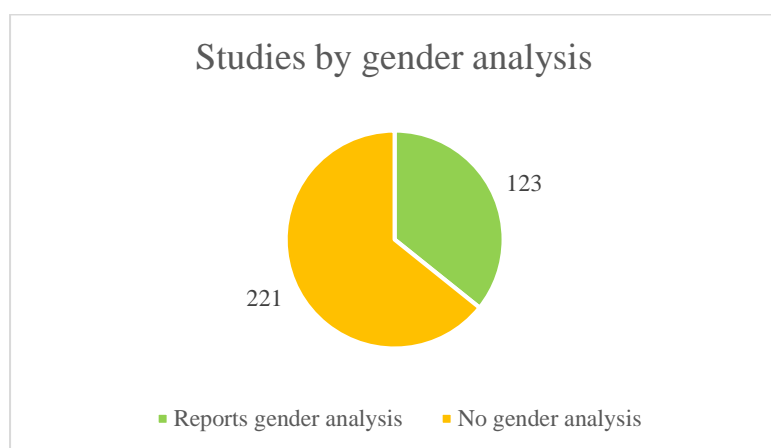
Table 8: Intervention setting

High School	25
Tertiary Education	45
Training centre	224
Firm	188

4.5 Gender analysis

Where sex of the youth was reported, about 92% of the studies included both males and females. **Figure 17** shows that there was generally little gender analysis in the included studies. Only 36 per cent studies reported gender analysis and had outcomes disaggregated for young women and men.

Figure 17: Included studies by gender analysis



4.6 Labour market orientation

Labour market interventions may address either the supply side (increasing employability of youth through training and mentoring), or the demand side (increasing demand for youth employees from both public and private sector). There were also matching interventions to bring employer and employees together, such as career advisory services and job fairs. Finally, labour standards was a category of interventions related to labour standards, such as health and safety, and work hours. The classification of categories and corresponding number of studies is shown in **Table 9**.

Table 9: Frequency of studies by labour market orientation

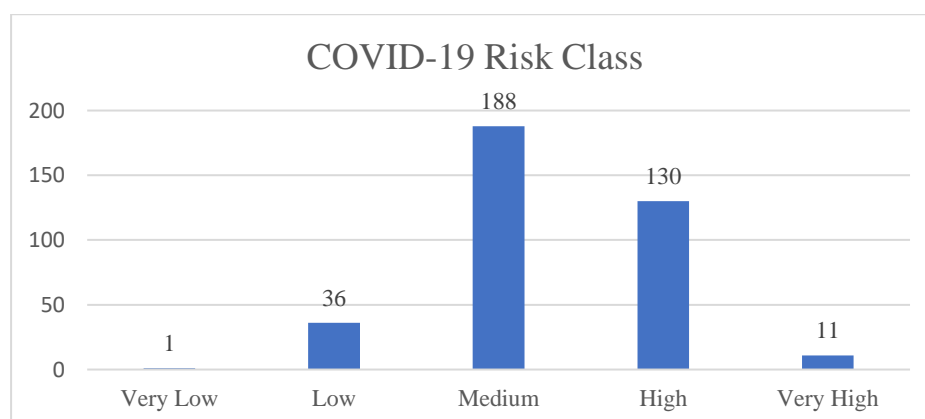
Labour market orientation	Studies
Supply side	284
Demand side	130
Matching	136
Labour standards	73

4.7 INFORM Covid-19 Risk Index

The INFORM COVID-19 Risk Index is an experimental adaptation of the INFORM Epidemic Risk Index and aims to identify: “countries at risk from health and humanitarian impacts of COVID-19 that could overwhelm current national response capacity, and therefore lead to a need for additional international assistance”.²³

The COVID-19 Risk class for included countries is given in **Figure 18** which suggests that most countries are at a medium risk.

Figure 18: COVID-19 Risk class



²³ [INFORM Covid-19 \(europa.eu\)](https://europa.eu)

5. Discussion and Summary of Findings

This section highlights the salient features of the map in terms of areas where evidence is most concentrated. Also, we highlight the gap areas where more research is needed. This section will also summarize the overall map findings.

5.1 Salient features of the map

This evidence and gap map comprises of impact evaluations, process evaluations and systematic review of interventions for youth employment in developing countries in the context of climate change, conflict, and crisis.

- This evidence and gap map contains 344 studies with 192 impact evaluations, 143 process evaluations and 9 systematic reviews.
- Nearly 33 percent of included systematic reviews are assessed to be of low-confidence reviews.
- Most of the evidence is from studies conducted in Sub-Saharan Africa and Latin America and Caribbean region. The highest number of studies in the map were from Uganda.
- There is sufficient evidence on skills training interventions and employment services interventions.
- Education, technical and vocational training, life skills training, internship, apprenticeship and placement support and business skills training under skills development intervention have a higher number of studies when compared to other intervention sub-categories.
- Employment as an outcome category is reported in the highest number of studies, followed by welfare, entrepreneurship, and education and skills.
- The skills development interventions, a well-researched area appears as popular in conflict-affected setting as in settings not affected by any crisis. The relatively low number of studies in humanitarian settings and pandemic affected studies indicate the lack of safe and enabling environment for youth employment interventions to work. The climate change affected regions had least number of studies when compared to other contextual settings.

5.2 Summary of findings

EGMs are a useful visual tool for researchers, practitioners and policymakers alike to identify the areas where evidence is highly concentrated. The relatively more populated cells along the intervention-indicators matrix can be explored further to conduct systematic reviews. More primary research may be commissioned to address the scarcity of evidence as evident from certain cells along intervention-outcome matrix.

The objective of this research was to produce an EGM that visually depicts the evidence on effectiveness of interventions that promote youth employment in rural or urban areas in low-and-middle income countries. This EGM:

- plotted the existing evidence along an intervention-outcome matrix.
- explored the interventions and context to understand any peculiar patterns in intervention types for certain contexts.
- provided various filters for geographies, location, target group of intervention, and level of risk using INFORM Covid-19 risk status, to name a few.

One of the main findings is that the nature and type of interventions that are prominently offered to youth in settings not affected by crisis are frequently used in conflict-affected settings. The lack of studies or relatively low number of studies in certain contexts also indicate towards the plausible implementation challenges in certain contexts. There is, however, a greater need of youth involvement not only for the interventions that are meant to provide skills and employment to youth but also interventions that are aimed at addressing challenges such as climate change, conflict, and crisis. Also, more primary research is needed to test this proposition.

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Appendix 1: Description and definitions of the interventions

Intervention category	Intervention sub-category
<p>Decent work policies</p> <p>Policy reforms influencing professional practices & shaping policy for data sharing).</p> <p>Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers fair income, security in the workplace and social protection for families, better prospects for personal development and social integration</p>	<p>Policy and labour standards:</p> <p>These are legal instruments drawn up by the ILO's constituents (governments, employers and workers) and setting out basic principles and rights at work. They are either Conventions (or Protocols), which are legally binding international treaties that may be ratified by member states, or Recommendations, which serve as non-binding guidelines. In many cases, a Convention lays down the basic principles to be implemented by ratifying countries, while a related Recommendation supplements the Convention by providing more detailed guidelines on how it could be applied. Recommendations can also be autonomous, i.e., not linked to a Convention (International Labour Organization, 2019).</p> <p>Social protection & social security: Social protection includes benefits for unemployment, employment injury etc. Social protection systems address all policy areas by a mix of contributory schemes (social insurance) and non-contributory tax-financed benefits, including social assistance (International Labour Organization, 2017). Social security involves access to health care and income security, particularly in cases of unemployment, work injury, maternity or loss of a main income earner (International Labour Organization, 2020).</p> <p>Intuitions & accountability: Accountability is the obligation to demonstrate that policy has been designed and implemented effectively, and to report on results in a timely and accurate manner. The employment policy accountability system generally comprises seven elements: (a) national level priorities with goals and targets, (b) work plans with specific targets and measures, (c) a budget allocation, (d) a performance framework with delivery plan and indicators of outcome, (e) statistics and reporting, (f)</p>

<p>(International Labour Organization, 2019).</p>	<p>monitoring and evaluation, and (g) adjustment and improvement of employment policy (International Labour Organization, n.d.)</p>
<p>Skill development interventions (including extension services)</p> <p>Training is teaching, or development in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies.</p> <p>Up-skilling-the process of learning new skills or of teaching workers new skills (Cambridge)</p> <p>Retraining is a practice employer may require for their</p>	<p>Life skills training: Habits by equipping them with a wide set of behaviours, attitudes, and personal qualities so that they develop the ability to navigate their environment, work well with others, perform well, and achieve set goals. Examples life skills or soft skills include social skills, communication skills, problem solving skills, decision making skills and self-control (Lippman et al., 2015). Life skills training is different from vocational training in that the former is meant to address the technical training needs of local employers (Ibarraran, et al., 2012).</p> <p>Business skills training: This involves training in Financial management, Marketing, sales and customer service, Leadership, Project management and planning, Delegation and time management, Problem solving and, Networking (Small Business Development Corporation, 2019).</p> <p>Educational and Technical and Vocational training: Technical and vocational education and training' (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship</p>

<p>workers to make them learn new skills especially to avoid stagnant workforce.</p>	<p>skills are integral components of TVET (UNESCO, 2019a). Stipends during training should be coded here.</p> <p>Internship, apprenticeship and placement support (including employee mentoring): Internship: These are short-term periods of temporary work experience, typically lasting for a few weeks or months mainly to gain on-the-job experience of working in a particular role, organization or industry sector (Finch, (2018) & International Labour Organization, (2012).</p> <p>Apprenticeship: An apprenticeship is a formal employment program that provides training to do a specific job. Unlike internships, apprenticeships employ people who already know which career path they wish to follow. If they join a program, they will sign a contract with the employer and learn specific skills during their apprenticeship. Training last longer – a few years (Finch, 2018).</p>
<p>Employment services</p>	<p>Career related services (Job Fairs, guidance, labour market related information)/outreach: Career centres/offices provide information or assist individuals in making and implementing informed educational and occupational choices. A career guidance and counselling program develops an individual's competencies in self-knowledge, educational and occupational exploration and career planning (U.S.A. Department of Education, 2019). It is an opportunity for young entrepreneurs to get help from knowledgeable advisers who understand the needs of one's business. Business mentors can help mentees with: building skills; providing insight and feedback on your practices; setting goals for growth; and connecting mentees with networks and opportunities. "Mentoring often occurs in a 1-on-1 or small group</p>

setting for a personalized and flexible approach” (Queensland Government, 2022).

Digital services and SMS coaching: Digital government services (also called e-government) are defined as service delivery within government — as well as between government and the public — using information and communication technologies. Common digital services range from filling tax returns to renewing a driver’s license to applying for a pet license. Nearly any government form or service can be offered digitally (Granicus, 2019).

Social media campaigns and awareness about employment: Social media campaigns are marketing campaigns on platforms like Facebook, Twitter, LinkedIn or Instagram. They have the potential to engage followers, boost brand awareness e.g., on matters of youth employment (Heavey, 2017).

Employee mentoring (Work integrated learning, on job training):

The relevant/applicable meaning of OJT is: a Work Based Training or In-service Training or On-Site Training (UNESCO, 2019b) for employees. It excludes apprentices and interns.

Programmes for overseas employment: Overseas employment refers to employment of a migrant worker in a foreign country, where workers often sign agreements with their employers for a specified period of time. Overseas employment programmes are mainly set up and run government agencies of developing countries in attempt to address high rates of unemployment at home by exporting labour to foreign countries. Philippines and Jamaica provide some of the most elaborate examples of overseas employment programmes.

Support to employee mobility (including transport subsidies and payment):

Including financial assistance for job search, job search assistance. Geographical mobility (employee relocation); Occupational mobility (employee movement into and out of different job species), Organizational mobility (movement of individuals up and down or laterally amongst organization) (Scism, 1974). A job placement is when an unemployed person, is put into a job that is suitable to their skills and interests, usually for a temporary period (Longman, 2019).

Labour markets trends analysis:

Labour market information covers the principal elements of the labour market and its operations. For instance, labour market information on current demand, broken down by occupation and skills level, including early identification of sectoral trends and of changes in technology and occupations leading to changing skills composition (International Labour Organization, 2011)

Value Chain development:

The ILO Value Chain Development approach looks at market dynamics and relationships between the different actors in the chain with the objective of strengthening the whole market system - enterprises, business relationships, financial networks, supporting functions, rules and norms, and the business environment – in a way that ensures greater benefits for the poor from economic growth and development (Nutz & Sievers, 2015).

Employee Support (Hiring/Wage subsidies):

These are transfers on non-wage employment costs. Their main goal is to provide incentives for employers to hire members of the target group such as unemployed youth (Bordos *et al.*, 2015). Governments are the major providers of wage subsidies. These could be direct money transfers to firms or youth or tax deductions for firms employing youth.

	<p>Entrepreneurship development programmes: Training of Trainers (TOT) is a high-level professional learning process for qualified trainers who provide training and capacity-building assistance (Program Success Centre for Sexual & Reproductive Health, 2019) e.g., on youth employment skills. An example is the TOTs on youth empowerment for advocacy and campaigning on youth unemployment.</p>
<p>Resources & Assets (Incl Productive Infrastructure, Markets, Land & Services)</p>	<p>Formalisation strategies: Formalization is supported by two major interventions: (1) Cutting red tape by eliminating unnecessary documents, procedures and fees by improving the administration of business start-up and closing and ongoing compliance formalities by the relevant government bodies. (2) Enhancing access to information and support for enterprises (ILO 2021).</p> <p>https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---ifp_seed/documents/publication/wcms_767328.pdf#page=1&zoom=auto,-82,783</p> <p>The above interventions make it: easier to register and comply (simplifying laws and procedures), more attractive to formalize (incentives), more feasible to formalize (productivity enhancement) and, less attractive to be informal sector (enforcement and compliance).</p> <p>Specific example interventions could be:</p> <ul style="list-style-type: none"> · One Stop Shops · Digitalization of operations – by eliminating unnecessary documents, procedures and fees.

improving the administration of business start-up (closing and ongoing) compliance formalities by the relevant government bodies.

Access to services(markets and value chains): Market access in services is more complex than market access for trade in goods. For trade in goods, market access is about reducing mainly border measures such as tariffs that are imposed on goods as they enter a market. For trade in services, market access is about reducing government policy interventions, which are less visible and may be applied after a service supplier has entered the market. These measures take the form of government regulations that are usually aimed at domestic policy objectives rather than trade policy objectives (McGuire, 2002).

Green and circular economy: a system of economic activities connected with the production, distribution and consumption of goods and services that results in a better human wellbeing in the long term, to avoid exposing the future generations to significant environmental risks and to the ecologic shortage+ Á Ç Ò | ã Ceretti 2016). See figure 1 below.

Circular economy represents “a development strategy that provides for the economic growth without increasing the consumption of resources and reducing the impact on the environment” (Elisabetta Ceretti 2016).

Public Works Programs: Public works in general means construction, alteration, demolition, installation, or repair work done under contract and paid in whole or in part out of public funds (USA. State of California Department of Industrial Relations 2020). Primary beneficiaries of public works programs are the hard-to-employ and socially vulnerable groups who, by being engaged in public works, are offered a chance to earn regular

income, leastwise in a short run, and maintain and improve their skills (EU, 2017).

Regional economic development: It is the process of **economic** development of a region through which a region is capable to improve its economic, political, and social welfare". [It] is the set of sustained, concerted actions taken by policy makers to promote the **economic** well-being and the standard of living of certain communities or regions. These actions may involve investing in infrastructure, social well-being, human capital, business development, among other initiatives" (IGI Global n.d), accessed 30 July 2022. <https://www.igi-global.com/dictionary/regional-economic-development/51711>

Micro, small and medium enterprise credit (MSME): This may include lending operations or organizations/agencies and countries setting a side specific funding for SMEs.

Social impact bonds: A social impact bond (SIB) is a contract with the public sector or governing authority, whereby it pays for better social outcomes in certain areas, such as youth employment, and passes on the part of the savings achieved to investors (Investopedia, 2019). Implementers are paid for results (youth employed) not activities.

Crowd funding: Crowdfunding is the use of small amounts of capital from a large number of individuals to finance a new business venture. Crowdfunding makes use of the easy accessibility of vast networks of people through social media and crowdfunding websites to bring investors and entrepreneurs together, with the potential to increase entrepreneurship by expanding the pool of investors beyond the traditional circle of owners, relatives and venture capitalists (Investopedia, 2019a).

Loan guarantees: A guaranteed loan is a loan that a third party (e.g., government agency) guarantees – or assumes the debt obligation for – in the event that the borrower defaults. Guaranteed loan agreements may be made when borrowers such as unemployed youth are considered unattractive candidates for regular bank loans. It is a way for people (unemployed youth) who need financial assistance to secure funds when they otherwise may not qualify to acquire them (Kagan, 2019).

Grants and in-kind: These are funds that do not have to be paid back by the recipients, under most conditions. Grants meant for youth employment can include; entrepreneurship grants, education grants and research money. Some grants have waiting periods, called lock-up or vesting periods, before the grantee can take full ownership of the financial reward (Chen, 2018).

Savings group: Savings groups, also called self-Help or financing groups, are small groups, often mostly or only women, who save a certain amount of money each week or each month and have group meetings weekly or monthly. Out of these collective savings they issue each other loans. Groups decide democratically how much interest they can charge, what the penalties will be for not coming to the meetings or showing up late to the meetings, and what amount they will save each week or month. They decide what the requirements are for dropping out of the group and the requirements for new members joining (Flynn, 2013).

Micro-Franchising: Micro-franchising is a business model that applies traditional franchising to very small businesses. It is a systemized approach to replicating micro-enterprises like drive-in coffee kiosks, mall products and services, food stands, and just about any other type of business that sells low-cost products or services, primarily in high traffic areas (Forbes, 2019).

Appendix 2: Definitions of Indicators

Education and skills outcomes:

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

Education completion: Whether the individual has completed a given cycle of education, or for a group the share of children who complete a given cycle of education.

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

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

Technical skills and vocational training (TVET): Technical and vocational education and training' (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-

secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET (UNESCO, 2019d).

Digital skills: Digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities at large (UNESCO 2019e).

Transferable skills (including life skills e.g., networking, negotiation): A transferable skill is a skill learned one another context and used in another. They can serve as a bridge from study to or from one career to another as they enable the subject and related skills to be applied and developed effectively in different work environments. They include skills such as communication skills and organizational skills (Organisation for Economic Co-operation and Development (OECD), 2012).

Entrepreneurship outcomes:

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

Access to financial services: The availability to a given person of affordable and appropriate financial services e.g., to youth investors. Access is often seen as the goal of financial inclusion (Centre for Financial Inclusion, 2019).

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

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

Job creation: The process by which the number of jobs in an economy increases. Job creation often refers to government policies intended to reduce unemployment. Job creation programs may take a variety of forms. For example, a government may lower taxes and reduce regulation to make hiring less expensive. On the other hand, a government may hire workers itself, for example, to build a road (Farlex Financial Dictionary, 2012)

Employment outcomes:

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

Vacancies: Number of unoccupied positions for a job.

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

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

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

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

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

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

Job quality: Job quality complements measures of job quantity to provide an assessment of employment strategy. Job quality is a multidimensional concept where different policy agenda and disciplines emphasize different dimensions. Job quality is measured at the level of the job. It includes job features captured from an objective perspective, which can be observed and are related to meeting people's needs from work. It is made up of all the characteristics of work and employment that have been proven to have a causal relationship with health and well-being. Positive and negative features of the jobs are included. These indicators reflect the job resources (physical, psychological, social or organizational aspects) and job demands, or the processes that influence them (Eurofund, 2019). Job quality includes informal vs informal jobs.

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

Design and implementation

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

Design; information of the design of the intervention such as components and target group.

Theory of change: a theory of change which explains how the planned inputs, activities and outputs are expected to achieve the desired outcomes
Barriers and facilitators to participation: reporting factors which are believed to either help (facilitators) or hinder (barriers) to youth taking part in youth employment programmes.
Design issues: reporting of issues in the design of the intervention which have been important in affecting implementation or achievement of intended outcomes.
Implementation issues: reporting issues which have arisen during implementation.
Causal processes: providing information on how the causal processes operate, or fail to do so.
Barriers and facilitators to outcomes: reporting factors which are believed to either help (facilitators) or hinder (barriers) achievement of the outcomes given that the outputs have been produced.
Sustainability: reporting information on whether the intervention benefits are likely to be sustained after the intervention has ended.

<p>Economic measures:</p> <p>These include cost, cost benefits, cost effectiveness and, multiplier and spill-over effects. Studies are coded under this indicator if the study reports the corresponding information.</p>
<p>Cost: Costs are the necessary expenditures that have to be paid or given up in order to get something (Business Dictionary 2020) or for implementation of a youth employment intervention. For example, the cost of the value of wage subsidy and the administration of the subsidy (Betcherman, et al 2010).</p>

<p>Cost Benefit Analysis: Cost Benefit Analysis is an economic evaluation technique that compares the cost of the intervention with the benefit incurred, where the benefit is measure by monetary unit. Here, both costs and consequences are measured in monetary unit. Net Benefit= Benefits – Costs. Alternatively, the costs and benefits may be stated as a benefit-cost ratio (BCR) or used to calculate the economic rate of return (ERR).</p>
<p>Cost effectiveness: Cost Effectiveness Analysis (CEA) is an economic evaluation technique that compares ‘cost per unit of outcome of interventions, where the consequences are measured by ‘natural’ units (e.g. youth employed). CEA focuses on non-monetary outcomes. Cost effectiveness ratio (CER) = Cost of Intervention/Effect of Intervention (Cellini& Kee, 2015)</p>
<p>Multiplier and spillover effects: Effects not directly in the programme e.g., youth spending earnings to improve local commerce is a multiplier effect and displacement of employment would be a negative spillover.</p>
<p>Welfare outcomes</p> <p>These include the following: Criminal and delinquent behavior; citizenship; values and social behavior, family health and education and; Inclusion and empowerment (social network.</p>
<p>Economic outcomes (except earnings): These include assets, savings and business profits of firms etc. (Blattman, 2014, Fiala, 2014 & Hirshleifer et al., 2014). It also includes income at household level.</p>
<p>Anti-social and offending behaviour: Crime can involve violence, sex or drugs but also discrimination, road rage and burglary. Crime is any behaviour and any act, activity or event that is punishable by law (Government of Netherlands, 2019).</p>
<p>Citizenship, values and social behavior: Personal values are reliable cross-situational predictors of attitudes and behaviour. Personal values are individual conceptions of the desirable that guide behavior in little things like donating to charity or spending time with</p>

the family and in life-defining decisions (Ponizovskiy *et al.*, 2019). Social behaviour is such things as taking part in community activities.

Family health and education: This includes reproductive health, medical expenses, household nutrition, hygiene, education expenditure etc. (Blattman *et al.*, 2014).

Inclusion and empowerment (social network): Personal empowerment is about taking control of your own life, and making positive decisions based on what you want (Mind Tools, 2019). Outcomes include but not limited to confidence of family relationships, partner relations and autonomy e.g., ' to spend earnings buy without permission from partner (Blattman *et al.* ,2014). Engagement in community activities should be coded here.

[1] CAPLA = Canadian Association for Prior Learning Assessment

Appendix-3 Search strategy for evaluations used in the global map of youth employment interventions

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

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

(Selected Boolean phrase)

Results	Type
S1	Train* or retrain* or re-train* or retool* or re-tool* or skill* or educat* or formal or on-the-job or vocational or TVET or OTJ or apprenticeship* or mentor* or internship or upskilling or career or financ* or microfinance or guarantees or policies or policy or micro-franchising or “international labour standard*” or “international labor standard*” or employ*” or ALMPs or “active labour market program*” or “active labor market program*” or “value chain “ or entrepreneur* or cost-effectiveness or "cost per job" or “social protection” or “social security” or “accountability systems” or scholarship* or earn*
S2	Youth* or Teen* or “young people” or “young adult*” or “young person*” or adolescen* or “early adult*” or 'young women' or 'young men' or “aged from 15” or 'over 15 years' or 'under 35 years'
3	1 AND 2
4	eval* or assess* or analy* or estimate or effect or intervention* or measure*
5	“random* controlled trial” or “controlled clinical trial” or RCT or “control* trial” or “random allocat*” or “difference in difference*” or “difference-in-difference*” or “double difference*” or “regression discontinuity” or “instrumental variable*” or “propensity score” or quasi-experiment* or “quasi experiment*” or QED or QES or matching or “IV estimation” or “instrumental variable”
6	“systematic review*” or meta-analy* or “meta analy*”
7	4 OR 5 OR 6

8	3 AND 7
9	Limiters - Date Published: 20000101-20191231
10	Limiters – English language

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

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

3. 3ie- Impact evaluations: https://www.3ieimpact.org/sitewide-search?search_api_fulltext=&sort_by=search_api_relevance

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

4. 3ie Database of Systematic Reviews: <http://www.3ieimpact.org/evidence/systematic-reviews/>

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

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

Results	Type
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1	(youth or "Young people") + (educat* or train* or "technical and vocational education" or entrepreneur*) + (employ* OR "labor market" OR "labour market")
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6. USAID - Development Experience Clearinghouse: <https://dec.usaid.gov/>

Results	Type
1	Youth employment

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

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

8. SSRN (Social Science Research Network): <http://www.ssrn.com/>

Results	Type
1	youth employment AND training AND evaluation

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

Results	Type
1	(train* OR skill* OR educat* OR apprenticeship*) in Title AND (youth* OR "young adult*" OR teen* OR "young people") in Title AND (employment OR "labour market" OR "labor market" OR entrepreneur*) anywhere AND (eval* OR "systematic review" OR RCT) anywhere
	Limiters: 2000-2019

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

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

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

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

12. REPEC & World Bank e-library (through EBSCO Discovery):

<https://econpapers.repec.org/>

Results	Type
S1	Train* or retrain* or re-train* or retool* or re-tool* or skill* or educat* or formal or on-the-job or vocational or TVET or OTJ or apprenticeship* or mentor* or internship or upskilling or career or financ* or microfinance or guarantees or policies or policy or micro-franchising or "international labour standard*" or "international labor standard*" or employ*" or ALMPs or "active labour market program*" or "active labor market program*" or "value chain " or

	entrepreneur* or cost-effectiveness or "cost per job" or "social protection" or "social security" or "accountability systems" or scholarship* or earn*
S2	TI ((Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early adult*" or "aged from 15" or "aged under 35")) OR SU ((Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early adult*" or "young women" or "young men" or "aged from 15" or "over 15 years" or "aged under 35" or)) Limiters - Date of Publication: 20000101-20191231 Database - Discovery Service for 3ie, Inc.
S3	TI ((eval* or assess* or analy* or estimat* or effect or intervention* or measure*)) OR AB ((eval* or assess* or analy* or estimat* or effect or intervention* or measure*)) OR SU ((eval* or assess* or analy* or estimat* or effect or intervention* or measure*)) Limiters - Date of Publication: 20000101-20191231 Database - Discovery Service for 3ie, Inc.
S4	TI (("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation")) OR AB (("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation")) OR SU (("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation")) Limiters - Date of Publication: 20000101-20191231 Database - Discovery Service for 3ie, Inc.
S5	TI (("systematic review*" or (systematic* N2 review*) or meta-analy* or "meta analy*")) OR AB (("systematic review*" or (systematic* N2 review*) or meta-analy* or "meta analy*")) OR SU (("systematic review*" or (systematic* N2 review*) or meta-analy* or "meta analy*")) Limiters - Date of Publication: 20000101-20191231

	Database - Discovery Service for 3ie, Inc.
S6	S3 OR S4 OR S5 Database - Discovery Service for 3ie, Inc.
S7	S1 AND S2 AND S6 Database - Discovery Service for 3ie, Inc.
	Final Result limited to Repec
	Final Result limited to World Bank e-library

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

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

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

Results	Type
1	youth AND employment

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

Results	Type
1	Youth
2	Teenagers
3	Young adults

4	Young people
5	Young women
6	Young men
7	Aged from 15
8	Over 15 years
9	Under 35 years
10	1-9/or
11	Education
12	skill*
13	Internship
14	Upskilling
15	Career
16	empower*
17	Micro-franchising
18	Cost-effectiveness
19	Cost per job
20	train*
21	11-20/or
22	10 AND 21
23	Evaluation
24	“Systematic review”
25	12 OR 13
20	11 AND 14

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

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

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

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

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

Results	Type
	Youth employment

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

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

20. EconLit: <https://www.aeaweb.org/econlit/>

Results	Type
1	(Train* or retrain* or re-train* or retool* or re-tool* or skill* or educat* or internship or upskilling or career or formal or on-the-job or vocational or TVET or OTJ or apprenticeship* or mentor* or financ* or microfinance or guarantees or policies or policy or "international labour standard*" or "international labor standard*" or employ* or ALMPs or "active labour market*" or "active labor market*" or "value chain" or entrepreneur* or "social protection" or "social security" or (accountab* adj3 system*) or scholarship* or earn*).ti.
2	I21 or I22 or I26 or J21 or L26 or M53).cc.
3	or/1-2

4	(Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early adult*" or "aged from 15" or "aged under 35").ti,kw.
5	J13.cc.
6	or/4-5
7	eval* or assess* or analy* or estimat* or effect or intervention* or measure*).ti,ab.
8	("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation").ti,ab,kw.
9	("systematic review*" or (systematic* adj2 review*) or meta-analy* or "meta analy*").ti,ab,kw.
10	or/7-9
11	3 and 6 and 10
12	limit 11 to yr="2000 - 2019"

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





Results	Type
1	or financ* or microfinance or guarantees or policies or policy or "international labour standard*" or "international labor standard*" or employ* or ALMPs or "active labour market*" or "active labor market*" or "value chain" or entrepreneur* or "social protection" or "social security" or (accountab* adj3 system*) or scholarship* or earn*).ti.
2	employment/ or employment opportunities/ or labour economics/ or labour market/ or inservice training/ or apprenticeship/ or on-the-job training/ or labour market/ or vocational training/ or job skills/ or entrepreneurship/
3	or/1-2
4	(Youth* or Teen* or "young people" or "young adult*" or "young person*" or adolescen* or "early adult*" or "aged from 15" or "aged under 35").ti.
5	adolescents/ or youth/ or young workers/ or rural youth/ or young adults/
6	or/4-5
7	(eval* or assess* or analy* or estimat* or effect or intervention* or measure*).ti,ab.

8	("random* controlled trial" or "controlled clinical trial" or RCT or "control* trial" or "random* allocat*" or "difference in difference*" or difference-in-difference* or "double difference*" or "regression discontinuity" or "instrumental variable*" or "propensity score" or quasi-experiment* or "quasi experiment*" or QED or QES or matching or "IV estimation").ti,ab.
9	("systematic review*" or (systematic* adj2 review*) or meta-analy* or "meta analy*").ti,ab.
10	or/7-10
11	3 and 6 and 11
12	limit 12 to yr="2000 - 2019"



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