



Evaluation of Youth Employment Programs at the World Bank

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ALMP / YE evaluations supported or executed by the World Bank

- ▶ **BNPP / SIEF (6 evaluations)**
- ▶ **AGI (7+)**
- ▶ **RFLIT (17)**
- ▶ **Other (~35)**



Evaluation of related Safety Nets programs

- ▶ **Workfare / Public Works**
 - ▶ **Transfer / income support (CCT and UCT)**
 - ▶ **Targeted (girls / women, OVC, food insecure households and regions)**
 - ▶ **A few examples**
 - ▶ **Malawi (ZOMBA)** – girls stay in school longer, delaying marriage and sexual activity, may lead to a reduction in the risk of HIV infection; CCT arm proved to be more cost-effective than UCT.
 - ▶ **South Africa (CSG)** – improved the nutritional status of young children, especially among the very youngest.
 - ▶ **Ethiopia (PSNP)** – improved food security, even though food prices were rising dramatically at the time, increased the growth rate of livestock holdings, even for those affected by drought.
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BNPP / SIEF ALMP cluster-supported programs

- ▶ **Dominican Republic**, Programa Juventud y Empleo (PJE)
- ▶ **Malawi**, Impact evaluation of Technical and Vocational Skills Training for Orphaned, Vulnerable and Affected Youth
- ▶ **South Africa**, A Youth Wage Subsidy Experiment for South Africa
- ▶ **Tunisia**, Turning Theses into Enterprises
- ▶ **Turkey**, Turkish Public Employment Agency (ISKUR) Impact evaluation of Vocational Training
- ▶ **Uganda**, The Northern Uganda Social Action Fund (NUSAF) Youth Opportunities Program (YOP)



AGI-supported programs

- ▶ **Pilot projects, mostly in fragile states, to promote the transition of adolescent girls from school to productive employment.**
- ▶ **Training in skills for wage employment, business development, and life skills; with placement assistance and links to microfinance.**
- ▶ **Five countries in first wave: Liberia, Rwanda, South Sudan, Nepal, Afghanistan.**
- ▶ **Expanded to include Jordan, Haiti, Laos, PNG,....**



RFLIT-supported programs

- ▶ **17 evaluations in 5 clusters.**
 - ▶ **To enhance financial understanding, knowledge, and behavior, primarily among households and consumers.**
 - ▶ **A few focus on financial capability for enterprises:**
 - ▶ **Brazil** – financial education for schoolchildren and parents;
 - ▶ **India** – bank cards and financial education mentoring;
 - ▶ **India** – “doorstep banking” and the role of financial services;
 - ▶ **Kenya** – comparing traditional school-based curriculum and utilization of broadcast and new media, such as comics, radio, and social networking;
 - ▶ **Uganda** – the impact of networks on financial capabilities of small business owners;
 - ▶ **India and Kenya** – use of index-based insurance.
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Other ALMP / YE evaluations supported by the World Bank

- ▶ **More than 30 other active labor market programs targeting young people, e.g.**
 - ▶ **Social protection in a crisis: Argentina's Plan Jefes y Jefas.**
 - ▶ **Female economic empowerment through vocational education in Kenya.**
 - ▶ **Promoting self-employment among the unemployed in Hungary and Poland.**
 - ▶ **Ex-combatant reintegration and peacebuilding in Liberia.**
 - ▶ **Impact of female education on labor market outcomes in Malawi.**
 - ▶ **does the Slovenian public works program increase participants' chances to find a job?**



Take-away messages:

- ▶ **The evidence is getting better: supply-side interventions can work.**
 - ▶ **But we need to learn more about**
 - ▶ **Cost-effectiveness** – which programs are most effective? Which programs are worth doing? (effectiveness is not enough)
 - **Heterogeneity of impact** – why do programs work better for some than for others?
 - **External validity** – which programs work in different places, among different people?
 - **What type of training is most effective** (job skills, “life skills,” ...), in what combination?
 - **How are skills and other benefits best delivered?** In a classroom? On the job?
 - **Dose-response** – what is optimum exposure? Hours? Days? Weeks?
 - **Short vs long-term effects** – does impact attenuate or grow over time?
 - **Scale** – how can we afford it and sustain it?
 - **“General Equilibrium” effects** – what happens to prices, wages, and incentives?
 - ▶ **More importantly, what constrains employment?**
 - ▶ The work force has the “wrong” training, or is badly trained?
 - ▶ There simply aren’t enough jobs?
 - ▶ What if the constraints are elsewhere (eg credit markets)?
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Other resources and activities supported by the World Bank



**YOUTH
EMPLOYMENT
INVENTORY**

**GLOBAL PARTNERSHIP
FOR YOUTH EMPLOYMENT**

