



Youth employment, indicators and measurement at the World Bank

Lead Country Meeting on Benchmarking Youth Employment Policies and Programs

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Four questions

- 1. What indicators have been identified to measure performance in ye (policy and programme level)?**
- 2. What are WB experiences in measuring these indicators?**
- 3. What are some tools that countries could use to measure impact? (low cost)**
- 4. Recommendations about how to establish a benchmarking process among YEN Lead countries.**

1. What indicators?

It depends what you want to look at, and why.

- **Processes? (policy formation, implementation)**
- **Outputs? (policies, plans; programs, projects; materials produced; number of people trained,....)**
- **Outcomes and impact? (number of people employed, incomes, well-being,....)**

2.1. What outcomes has the Bank looked at?

1. Labor market measures

- a) *Employment levels*
- b) *Employment type/quality*
- c) *Income*
- d) *Level and changes in wealth*
- e) *Consumption*
- f) *Entrepreneurial attitudes and interests*

2. Empowerment measures

- a) *Participation in community groups and meetings*
- b) *Community and political leadership roles*
- c) *Participation in local/regional/national politics*

3. Psychosocial measures

- a) *Community integration*
- b) *Primary psychosocial measures*
- c) *Psychosocial well-being*
- d) *Conflict and violence*
- e) *Risky behavior*

4. Physical health measures

- a) *Self-reported health status*
- b) *Incidence of injury*
- c) *Indicators of physical activity and capacity*

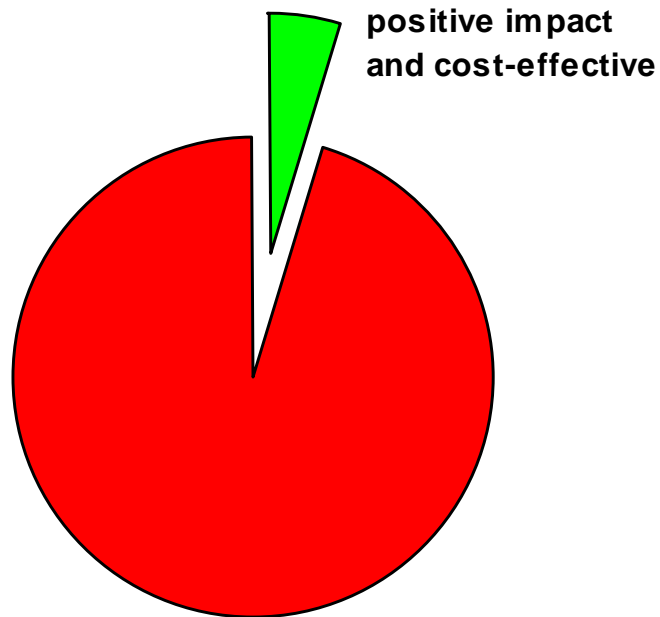
2.2. Current WB YE projects using these indicators

Country	Project	Description
Honduras	Mi Primer Empleo	6,000 poor urban out-of-school youth, including general life and work skills, specific job training, and internships
Uganda	NUSAF	29 districts in northern Uganda, to train unemployed youth in trade skills, life skills and psychosocial counseling
Jamaica	Steps-to-Work	Counseling and referrals to existing employment-related social services
Brazil	Bolsa Trabalho	Poor and at-risk youth 18-29 year-old in the Amazon state of Pará (mainly from Bolsa Família CCT households): life skills, technical training, labor market intermediation services and technical support to small businesses
Dominican Republic	Youth Development Project (YDP)	Jobs training, life skills, and internships for unemployed at-risk youth.
Kenya	Youth Vocational Training	Vocational training intervention for 1500-2500 out-of-school youth in western Kenya: randomly selected half will receive vouchers for a vocational training program of their choice.

2.3. Why micro-level outcomes?

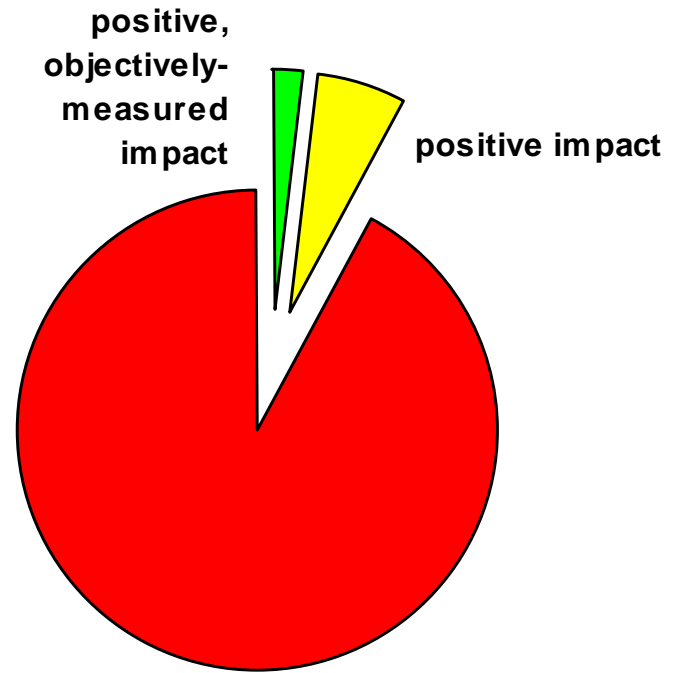
- What is effect of a *specific* program on *specific* outcomes?
- How much better off are beneficiaries because of the intervention?
- How would outcomes differ under alternative program designs?
- Does the program affect different people differently?
- Aggregate data cannot answer these questions.

2.4. Why evaluate?



From Betcherman's youth labour review

(N=289)



From review of youth HIV evaluations

(N > 300)

3.1. What tools?

- To start: a clear goal, a diagnosis of the problem, and a solid theory of change.
- Use whatever tools necessary to solve the fundamental evaluation problems:
 - **Attribution – is the outcome really due to the thing we did?**
 - **Counterfactual – the outcome compared to what?**
- Differences in outcome must be due to intervention only.

3.2. What tools?

- All methodological discussions of impact evaluation are fundamentally about how to define a plausible counterfactual:
 - Before-and-after
 - With-and-without
 - Randomized controls
 - Randomized Promotion (IV)
 - Discontinuity Design (RDD)
 - Matching (Propensity-score)
- } “counterfeit counterfactuals”

3.3. What about cost?

- **Rigorous impact evaluation can be expensive.**
 - **5-25 percent of total program cost (mainly for data collection).**
- **But doing the wrong thing is even more expensive.**
- **Not everything can (or should) be evaluated.**
- **But perhaps rethink program design -- have a package of projects, some amenable to evaluation.**

4. So what does this mean for benchmarking?

- Casual, comparative, diagnostic; but not for analysis.
- Benchmark is not the same as baseline.
- Better to conduct baseline study of target population.
- Fundamental difference in approach:
 - How can we get from 40 percent to 20 percent youth unemployment?
 - versus
 - What is the impact of *this* intervention on employment among *that* group of young people, relative to a plausible counterfactual?
 - And how does it compare to other interventions?