

**Europe and Central Asia
Youth Employment Inventory
Draft Summary Report**

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World Bank
April, 2007

Europe and Central Asia, Youth Employment Inventory Summary Report

A. Introduction: the objective of the inventory and of the regional report

Youth employment has become a major concern in many countries around the world. As policy-makers consider measures to help young people make the transition into the labor market and obtain decent work, they are hampered by a lack of information on what their options are, what works in different situations, and what has been tried and failed. To respond to this situation, the World Bank has compiled a world-wide inventory of interventions that are designed to integrate young people into the labor market. In Europe and Central Asia (ECA) the Youth Employment Inventory (YEI) documented 41 interventions from 14 countries across the region. These interventions have been analyzed in order to (i) document the types of programs that have been implemented to support young workers to find work; and (ii) identify what appears to work in terms of improving employment outcomes for youth.

This regional report studies the characteristics of youth employment programs in ECA, describes popular interventions and their labor market impacts whenever evaluation evidence is available. Section B describes the methodology used to compile and assess the interventions. Coverage of the inventory by category of intervention, targeting and financing is presented in Section C. Section D discusses the quality of the information and evaluations while section E assess the quality of the interventions in terms of the programs impact on employment and earnings. Conclusions are drawn in Section F.

B. The methodology for designing and compiling the inventory

The YEI includes programs designed to facilitate the transition of young people into the labor market. In particular, the focus is on disadvantaged young people. The inventory is meant to be as exhaustive as possible and is not confined to success stories, on the principle that there is a great deal to be learned from mistakes and failures.

The YEI itself does not include new project information but, rather, is based exclusively on existing documentation. This information has been gathered from databases, research papers, publications and web-sites of international organizations (the World Bank, the United Nations and its regional commissions, the International Labor Office, the Asian Development Bank, the African Development Bank, the Inter-American Development Bank, the Organization for Economic Cooperation and Development, the European Union and its institutions, other regional organizations, etc.), bilateral donor agencies, non-government organizations, national labor market programs, national research institutions, as well as academic publications, both books and journals, and conference reports.

This section presents the methodology implemented to compile the inventory. It includes a description of the framework used to categorize interventions, and then summarizes the data-collection effort, focusing on the key methodological questions that define the scope and content of the inventory.

1. Framework for classifying interventions

A basic issue to be resolved was setting the boundaries on what to include in the inventory. Most important was how far back into the education system the inventory should cover. Analytical considerations alone would suggest that it should go back a long way. Many studies have concluded that the impact of interventions on future employment outcomes of disadvantaged young people diminish with age – in other words, addressing potential problems early has a greater return than when young people have left formal education. For example, in reviewing the evidence, the OECD (2002) has concluded that “the biggest pay-off for disadvantaged youths comes from *early* and *sustained* interventions.” (p. 31).¹ In other words, any policy advice on addressing youth employment problems should emphasize that prevention is more effective than curing.

However, while there is no denying the strength of this analytical point, there are practical grounds for limiting the inventory to *post-formal-schooling interventions*. One is the need to set boundaries to limit the inventory to a feasible size. The second is to give it a clear identity that differentiates the study from the enormous body of literature on formal education. By limiting the scope in this way, we do not intend to detract from the importance of formal schooling and early interventions in improving subsequent labor market outcomes.

The template used to categorize programs in the inventory builds on an earlier framework developed by Godfrey (2003). That framework embodied a two-fold approach to policy to address the employment problems of disadvantaged youth: (1) increasing the demand for labor in general in relation to supply, and (2) increasing the 'integrability' of the disadvantaged young, so that they can take advantage of opportunities that arise when the demand for labor increases. Integrability can be increased by (a) remedying or counteracting market failure (e.g., in the labor market, credit market, or training market), (b) improving labor market regulations, and (c) improving the skills of disadvantaged youth.

Based on these two premises, the inventory classifies youth employment interventions into 9 categories, displayed in Table 1. These groupings are largely self-explanatory but a few comments may be useful. Category 1, “making the labor market work better for young people”, includes interventions that improve information (counseling, job search skills), increase labor demand for youth (wage subsidies and public works), and remove discrimination. Category 2, “improving chances for young entrepreneurs”, covers interventions that provide assistance (financial, technical, and training) to youth who are starting their own business. Categories 3 and 4 both deal with training: the former includes the full range of post-formal schooling training programs while the latter includes interventions intended to address training market failures by providing information, credit, and other financial incentives. Location can also be a barrier for young people if where they reside isolates them from learning or employment opportunities, or even a secure living environment. Category 5 is meant to include interventions (e.g., transportation services or residential mobility) that can help young people overcome this form of barrier. Category 6 covers regulatory reforms (e.g., changes in labor law, minimum wage, etc.) that are designed to improve employment opportunities for young people. Category 7 includes programs to provide job opportunities outside the country. Interventions that provide multiple

¹ The OECD review goes on to note that “... such interventions should begin even before children enter the compulsory schooling system, and they should be followed by intensive efforts to boost their performance in primary and secondary schooling and reduce drop-out rates.” Pre-school and school programs that attempt to improve the relative access and learning outcomes of children from disadvantaged backgrounds (variously defined) are particularly interesting.

types of services, and thus cannot be included in one of the other groups, are included in Category 8. Finally, Category 9 is a residual grouping. Examples of programs under each main category are included throughout this paper.

Table 1: Categories used to classify programs in the YEI

<p>1. Making the labor market work better for young people</p> <p>1a. counseling, job search skills</p> <p>1b. wage subsidies</p> <p>1c. public works programs</p> <p>1d. anti-discrimination legislation</p> <p>1e. other</p> <p>2. Improving chances for young entrepreneurs</p> <p>3. Skills training for young people</p> <p>3a. vocational training including apprenticeship systems</p> <p>3b. literacy and numeracy – young adult literacy programs</p> <p>3c. 2nd chance and equivalency programs</p> <p>3d. other</p> <p>4. Making training systems work better for young people</p> <p>4a. information</p> <p>4b. credit (to individuals or enterprises)</p> <p>4c. financial incentives (subsidies, vouchers)</p> <p>4d. other</p> <p>5. Programs to counteract residential segregation of disadvantaged young people</p> <p>5a. transportation</p> <p>5b. others</p> <p>6. Improving labor market regulations to the benefit of young people</p> <p>7. Programs for overseas employment of young people</p> <p>8. Comprehensive approach</p> <p>9. Other (e.g. voluntary national service programs)</p>
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2. The inventory – how it was compiled

The inventory provides a wealth of information on each intervention and, as noted above, eligible interventions were not confined to success stories. The research team identified programs and gathered documentation from the range of sources described at the beginning of this section. With a view to maximizing synergies with other related initiatives, the compilation of the inventory was carried out in cooperation with other activities of the Youth Employment Network as well as youth employment initiatives at the World Bank.

The screening and documentation process was based on a standardized screening and data-collection methodology developed by the research team. Since different researchers were undertaking the primary research, which included determining program eligibility, reviewing documentation, entering information into the inventory database, and assessing the quality of the intervention, it was essential that a standardized methodology was followed.

Criteria for inclusion. A major methodological issue concerned the determination of what kinds of interventions would be included in the YEI. The question of how far back into the education system the inventory should go has already been discussed. Two other considerations relevant to defining scope were (i) whether the inventory should be restricted to programmatic

interventions or also include policies like labor market regulations and minimum wages that affect labor market outcomes for young people; and (ii) whether it should include interventions that, while not targeted at youth specifically, could have a big impact on young people. With respect to policy, the determination was to base eligibility on the stated purpose and to include only those policy interventions that specifically targeted young people (e.g., a special youth minimum wage or contracting rules that only applied to young people). As we will see in the next section, though, there were very few policies included in the inventory; almost all interventions covered are programs. As for programs, they were eligible for inclusion even if they did not explicitly target youth if the documentation indicated that young people were the primary participants. As we will see in the next section, about 20 per cent of the programs included in the inventory did not have age restrictions. Also, both completed and ongoing interventions were eligible for inclusion.

Further restrictions were imposed based on the quality of the information. Ideally, given the inventory's objective of providing information on what works, sound impact evaluations should have been a condition of inclusion. However, most interventions simply do not meet this condition, especially in developing economies, so imposing this restriction would have excluded the majority of the interventions identified. This would have severely limited the project's value in documenting what has been tried to support young workers, which was one of the objectives of the study. Nonetheless, a minimum amount of information was required for inclusion -- sound information on the intervention's objectives, implementation design, and targeting criteria. Also, the data collection placed priority on including evaluated interventions -- i.e., those with net impact evaluations and cost/benefit analysis. To some extent, then, interventions with evaluations are overrepresented in the inventory.

Template. A questionnaire template was designed to ensure consistency and uniformity in the collection and recording of information for the inventory. The template and the coding system used are shown in Annex A. Information collected on each program includes intervention category (as described in Table 1), country, time period in which it was implemented, current status, the specific labor market problems it sought to address, main objectives, a detailed description of the program (scale, financing, etc.), as well as several performance indicators to understand the program's impact, summary measures on the quality of the evaluation evidence and the quality of the intervention (described below), and sources for further information on the intervention. To allow for quantitative analysis of the data, variables included in the template were coded on the basis of multiple choice measures wherever feasible. The template and coding system are shown in Annex A.

Inventory database. In the project design stage, a decision was made to use an electronic format for the database in order to facilitate search capabilities, updating, and quantitative analysis.² The template was built into an Excel worksheet and an independent machine-readable file was created for each intervention included in the inventory. After the data-collection phase ended, an Excel macro was designed on Microsoft Visual Basic to read every file and construct a searchable database where the number of observations (rows) matched the number of interventions (files or worksheets). Data collected in the questionnaire -- both plain text and codes -- are displayed in the columns, creating a database of program-specific information (Database 1).

Simultaneously, a database of country-specific information (Database 2) was created to contextualize the economic conditions of the country. This information includes level of

² In fact, the inventory was conceived as a "live database" that could be regularly updated. This was another reason for investing in the creation of an electronic format.

development, level of income, and a characterization of the labor market regulatory/institutional situation. Sources of information for the country database are the World Development Indicators and the Doing Business Database (2006). The Excel macro links databases 1 and 2 through a common key-variable, namely country name, creating a comprehensive database for the analysis of the inventory. For details on how to create databases and informative tables from the inventory, see Annex B.

Quality of intervention and quality of evaluation variables. Two critical variables in the inventory database are the “quality of intervention” (QOI) and “quality of evaluation” (QOE) (template, sections I and J, respectively). These figure prominently in the analysis of what we have learned from the inventory in terms of what works for supporting young workers. Both QOI and QOE values for each intervention have been determined by the research team according to standardized criteria described below.³

The “quality of intervention” is the measure of program effectiveness. The possible values for QOI are described in Table 2. The primary performance indicators that are considered in establishing a QOI rating are the effects of the program on the employment and earnings of participants. At one level, the QOI value can be used to identify *impact* – i.e., to distinguish those programs that actually help participants in the labor market (QOI=1,2, or 3) from those that appear to have no effect, or even a negative effect (QOI=0). A rating of 1 or 2 means that a program is judged to have had a positive impact, but this does not necessarily mean that it was successful. To be specific, interventions can have a positive employment impact but not be cost-effective (i.e., QOI=1).⁴ These programs cannot be considered successful.

Table 2: Measuring the quality of the intervention (QOI)

QOI value	Description
0	Program had negative or zero impact on labor market outcomes.
1	Program had positive impact on labor market outcomes but is not cost-effective.
2	Program had positive impact on labor market outcomes and there is no evidence on costs.
3	Program had positive impact on labor market outcomes and is cost-effective.
99	Missing value. Not enough evidence to make an assessment.

Determining a value for the quality of the intervention is complicated by the fact that the evidence on which to base the assessment varies widely. In some cases, solid evaluation results are available while in others, only basic descriptive information exists. The “quality of evaluation” variable is important for identifying the evaluative basis for assessing program quality. The QOE measure is described in Table 3. With this variable, then, assessments of the effectiveness of interventions can be judged with knowledge of the underlying evidence. For example, one can consider only those programs that meet the most exacting burden of proof (i.e., QOE=3), with the tradeoff that sample size will be reduced. On the other hand, accepting a less

³ To assure that the researchers applied uniform standards to assigning QOI and QOE values, the team discussed cases where ratings were not obvious and a sub-sample of programs were rated independently by all researchers.

⁴ A program is considered cost-effective if the evaluation results indicate that the benefits (e.g., reduced use of social assistance, increased tax gains through participants who found a job, increased earnings, etc.) exceed program costs (income support, training material, cost of training, etc.). Since we are relying on available project documentation, specific methodologies used for the cost/benefit analysis can vary.

demanding basis of evidence will increase the pool of programs under consideration, but at the expense of rigor.

Table 3: Measuring the quality of evaluation (QOE)

QOE value	Description
0	Program has no evaluation information available on outcomes or impact.
1	Evaluation includes basic information on the gross outcomes of the intervention (e.g. number of participants/ young people who found a job after the intervention, improvement in earnings of participants) without considering net effects (i.e., there is no control group).
2	Evaluation includes estimate of net impact on, e.g., employment and earnings in the labor market (using control groups to measure impact) but no cost/benefit analysis.
3	Evaluation includes net impact plus cost/benefit analysis

Table 4 identifies the possible choices for QOI, given QOE. Where cells are empty, the QOI-QOE combination is possible. However, there are three types of cases (identified by letters A,B, and C) where a particular QOI value cannot be assigned based on the available evaluation evidence: (A) Where there is no evaluation information whatsoever (QOE=0), impact must be unknown (QOI=99). (B) Where a net impact evaluation exists (QOE=2 or 3), the impact cannot be assessed as unknown (QOE cannot equal 99). (C) Where there is a net impact evaluation but no evidence on costs (QOE=1 or 2), the impact rating cannot indicate whether program is cost-effective or not (QOI cannot equal 1 or 3).

Table 4: Possible choices for Quality of Intervention Given Quality of Evaluation

Quality of Evaluation		Quality of Intervention				
		0	1	2	3	99
		Negative or zero impact	Positive impact but cost-ineffective	Positive impact but unknown cost-effectiveness	Positive impact and cost-effective	Unknown impact
0	No evaluation information	A				
1	Basic information without net effects		C		C	
2	Net impact evaluation					B
3	Net impact and cost/benefit analyses					

Areas marking out impossible combinations:

A – No evaluation information; therefore no assessment of QOI;

B – Net impact evaluation; therefore some assessment can be made of impact

C – Information on outcomes or impacts but no cost information; therefore, assessment can be made of impact but cost-effectiveness must be considered unknown.

The most difficult situation to address in assigning a value for the quality of intervention arises where QOE=1. Where no evidence exists, we have already noted that the QOI score is 99 (unknown impact), by default. And where there is a net impact evaluation (QOE=2 or 3), it is generally possible to assess impact, although not always with cost-effectiveness. However, when QOE=1, there is some performance information on the program, but only in terms of gross outcomes. With no rigorous assessment of net impacts, one option would have been to assign all

of these programs with a missing QOI value. However, 35 per cent of the cases in the inventory have only gross outcomes and this strategy would have seriously diminished the sample for addressing the question of what works. So, in order to capture information on effectiveness for programs where QOE=1, the research team used the following indicators, where available:

- Before and after measures of employment variables;
- Post-program comparisons of labor market outcomes for participants relative to others in the same sector;
- How well the program met explicit goals and targets in terms of job placement, activity rates, earnings, or enrollment rates in secondary school/college after the program;
- Whether program reached the objective population; and
- Qualitative results from interviews to participants and employers.

In the absence of cost/benefit analysis, interventions with QOE=1 generally are assessed a QOI rating of 0, 2 or 99. Thus, a standardized methodology was followed to address the question of how to evaluate the quality of an intervention with only limited evidence on performance, and taking into account the tendency towards bias in self-reporting.⁵ However, some readers may still question the QOI ratings for programs without net impact evaluations and, as a result, when the evidence on the quality of interventions is presented, the quality of the underlying evaluation evidence can be taken into account.

C. Coverage of the inventory in Europe and Central Asia

1. Coverage of the inventory by category of intervention

The Europe and Central Asia (ECA) inventory covers 41 programs, of which 21 are completed, 12 are still on-going, 6 are on-going and self-sustainable, and 2 lack information about their status (Table 5). Youth employment interventions in ECA emphasize on various forms of skills training for youth, and interventions that make labor market work better for young people. Out of 41 programs in the inventory, 18 are skills training programs and 13 are programs that make labor market work better for young people.

Most of the interventions in ECA are measures aimed at improving qualifications (employability), providing experience and boosting the performance of young people through various forms of skills training. This is in line with the views of young people, who “consider their formal education as inadequate preparation for contemporary job market needs. Youth have stressed in consultations that the quality and relevance of education need to be improved”⁶. Out of 41 cataloged interventions in ECA, 18 provide *skills training for young people*. Different forms of training (vocational training, apprenticeship, and second chance programs) have been widely used across Europe and Central Asia during the last two decades. However, the most frequently utilized are vocational training and apprenticeship, accounting for 72 per cent of skills training programs for young people. Most national educational systems in the region do not impart skills that are competitive and in demand. This is a major problem addressed by these interventions, as noted by the business community and by international development institutions, non-government

⁵ Moreover, to assure that the researchers applied uniform standards to assigning QOI and QOE values in this situation (as well as in general), the team discussed cases where ratings were not obvious and a sub-sample of programs were rated independently by all researchers.

⁶ La Cava et al.; 2005: Young People in South Eastern Europe: From Risk to Empowerment

organizations, etc., active in this field. Secondly, as a result of high unemployment rates and long periods of unemployment in many ECA countries in transition, skills have been lost, giving rise to a need for re-training. In this respect, an interesting, although still ongoing project in a post-conflict environment, is Re-Connect in Bosnia and Herzegovina (Box 1).

Box 1: Re-Connect in Bosnia and Herzegovina (Sep 2005 to Mar 2007)

The program, in category 3, pursues two goals. (i) It aims to improve the chances of young Bosnians in the employment market by providing them with work experience through internships. In this way the program aims to help curb emigration. (ii) Young expatriates are given the opportunity to familiarize themselves with life in Bosnia and Herzegovina in the hope that they will consider a return to their homeland and use knowledge gained abroad for economic and social reconstruction in Bosnia and Herzegovina. Leading international firms such as Siemens, Coca-Cola and Raiffeisen Bank, and a large number of Bosnian companies, NGOs, media and state institutions participate in the project. In the absence, as yet, of evaluation information, the quality of evaluation (QOE) is rated as 0 and the quality of intervention is rated as 99 (unknown).

Programs that *make the labor market work better for young people* are the second major type of program in ECA, accounting for 31.7 per cent (approximately one third) of the employment interventions for youth. Out of 13 programs, 8 are wage subsidies (job creation in public or private sector), 3 are public works and 2 are programs that provide counseling and job search skills expertise.

Table 5: Coverage of the inventory by category of intervention in ECA

Category of intervention	Europe and Central Asia
1. Making the labor market work better for young people	
1a. counseling, job search skills	2
1b. wage subsidies	8
1c. public works programs	3
1d. anti-discrimination legislation	
1e. other	
Sub-total	13
2. Improving chances for young entrepreneurs	3
3. Skills training for young people	
3a. vocational training including apprenticeship systems	13
3b. literacy and numeracy – young adult literacy programs	
3c. 2nd chance and equivalency programs	3
3d. other	2
Sub-total	18
4. Making training systems work better for young people	
4a. information	
4b. credit (to individuals or enterprises)	
4c. financial incentives (subsidies, vouchers)	
4d. other	
Sub-total	0
5. Programs to counteract residential segregation of disadvantaged young people	
5a. transportation	
5b. others	
Sub-total	0

6. Improving labor market regulations to the benefit of young people	
7. Programs for overseas employment of young people	
8. Comprehensive, multiple-service approach	6
9. Other (e.g. voluntary national service programs)	1
Unclassified	
Total	41
of which:	
Completed	21
Ongoing in process	12
Ongoing self-sustainable	6
Unknown	2

In recent years (2001 and after), *comprehensive multi-service interventions* have been more commonly used in ECA. The inventory includes 6 such programs in four EU member countries – Bulgaria, Hungary, Poland (box 2) and Slovakia – and Kyrgyzstan, which include a combination of job search training, vocational training, "on-the-job" training, guaranteed assistance and other support for starting up own businesses, micro-credit, wage subsidies and recruitment subsidies.

The ECA youth employment inventory includes 3 programs that *improve chances for young entrepreneurs* covering subsidized credit and training for entrepreneurship and self-employment, mainly focused on the services sector.

The inventory includes one program in category “*other*” – a labor-intensive social business scheme developed on the basis of market surveys that revealed extensive demand for a domestic courier service. The main objective is to engage disadvantaged youth in productive employment while creating profits and project sustainability.

Box 2: Poland: Tripartite Contracts and the "First Work" Program

The implementation of the national program (in category 8) for professional activation of graduates (“First Work”) started in January 2002. Objectives, forms of activity, agents and funding were laid out in the Government’s social and economic strategy of January 2002. Beside labor market policy, the program design extended to educational policy, while its implementation included not only labor offices, but also other partners in the labor market, such as the Voluntary Labor Corps, school career centers, local (community) information centers and academic labor offices. Main objectives of the Program included providing young people with greater opportunities for gaining professional experience and taking up first employment. Main forms of activity in the program are graduate traineeships, individual and group counseling, professional information and job fairs. Tripartite agreements involved the following partners: (a) young unemployed persons (graduates aged 18-24) (b) labor offices and (c) employers. Traineeships with employers last up to 12 months. Labor offices can direct the young unemployed (without qualifications and with a long record of unemployment) to a professional preparation course with employers for a period of up to 6 months without a formal employment contract. During the time of traineeship, the unemployed were entitled to scholarships equivalent to 40 per cent of the unemployment benefit; an NGO could act as an employer; the local (provincial) government was represented by the authorized head of the provincial labor office. **Key success factors of the program are:** concentration of funds on a large-scale measure which is internally diversified; involvement of a broad range of actors diversifying access and pathways; payment of allowances for attendance; certifications of attendance and acquired skills.

The quality of evaluation (QOE) for this program is rated as 1 (i.e. based on information on gross outcomes only) and the quality of intervention (QOI) is rated as 2 (i.e. positive impact but no evidence on costs).

Box 3: Slovakia – Support for the work experience of school leavers, 2004 - 2006

This is a national project (in category 1) that builds on a similar one implemented before 2004. The main objective of graduate practice is to support the entry of school graduates and young people into employment by granting them opportunities to gain experience and skills in a real working environment. In addition, this measure seeks to reduce the risk of long-term unemployment and social exclusion with an individual approach to the circumstances of the young person. A specific goal of the policy is to improve cooperation between the private (including non-profit) and public sectors in the area of labor market policy.

Mechanism: Publicly supported graduate practice is established on the basis of a written agreement between the territorial office and the graduate and by a written agreement concluded between the office and the employer. The office acts as a mediator between the requirements of employers and professional interests of the school leaver. The graduate works 20 hours a week, with the employer determining the start and scheduling of working time. The graduate is entitled to time off of 10 working days. After the work experience, the employer issues a certificate of completion of graduate practice to the graduate. The territorial office gives a monthly lump sum to the graduate in order to cover personal expenses. In addition, the office reimburses the accident insurance premium if the graduate has taken out such insurance. The employer receives a monthly contribution per graduate to cover unavoidable expenses related to the work experience. As from 1 January 2006 it is proposed that the contribution to the graduate will be increased to SKK 1 700 (EUR 45), while the contribution to the employer should be abolished. The Ministry of Labor, Social Affairs and Family claims that the contribution to the employer is not necessary because even without it companies create enough jobs for graduate practice. **Problem addressed:** Overcoming transition from school to work problems. Employers point out that school leavers are insufficiently prepared for the labor market and practical work, and are unable to make decisions independently, as a result of which many school leavers become unemployed. It strengthens links between employers and schools. **Outcome:** Measures are regularly monitored and evaluated by the territorial offices and the Central Office. Out of the total number of 14,462 jobseekers participating in graduate practice in 2004, 68 per cent were women, while 83 per cent belonged to the group of disadvantaged jobseekers (of which 89 per cent were school graduates). Roughly every 20th participant has eventually found a permanent job. The interest of young people in graduate training is growing. As reported by young jobseekers from the less developed regions, apart from the symbolic financial contribution, they appreciate the opportunity to improve their qualifications and thus increase their chances of finding a permanent job.

The quality of evaluation (QOE) for this program is rated as 1 (i.e. based on information on gross outcomes only) and the quality of intervention (QOI) is rated as 2 (i.e. positive impact but no evidence on costs).

2. Coverage of the inventory by category of intervention and level of country development

The 29 countries⁷ in Europe and Central Asia are not a homogenous group – it is a large and economically diversified region, where countries differ in their level of economic development, institutional capacity, industrial structure, progress in market-oriented reforms and key features of labor markets.⁸ The inventory includes programs in 14 countries, of which 2 (Kosovo and Kyrgyzstan) are low-income, 5 (Albania, Bosnia and Herzegovina, Bulgaria, Macedonia and Romania) are lower/middle-income and 7 (Czech Republic, Estonia, Hungary, Latvia, Poland,

⁷ Europe and Central Asia countries are: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, FYR Macedonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Moldova, Poland, Romania, Russian Federation, Serbia and Montenegro, Slovak Republic, Slovenia, Tajikistan, Turkey, Turkmenistan, Ukraine, Uzbekistan.

⁸ Scarpeta, 2005.

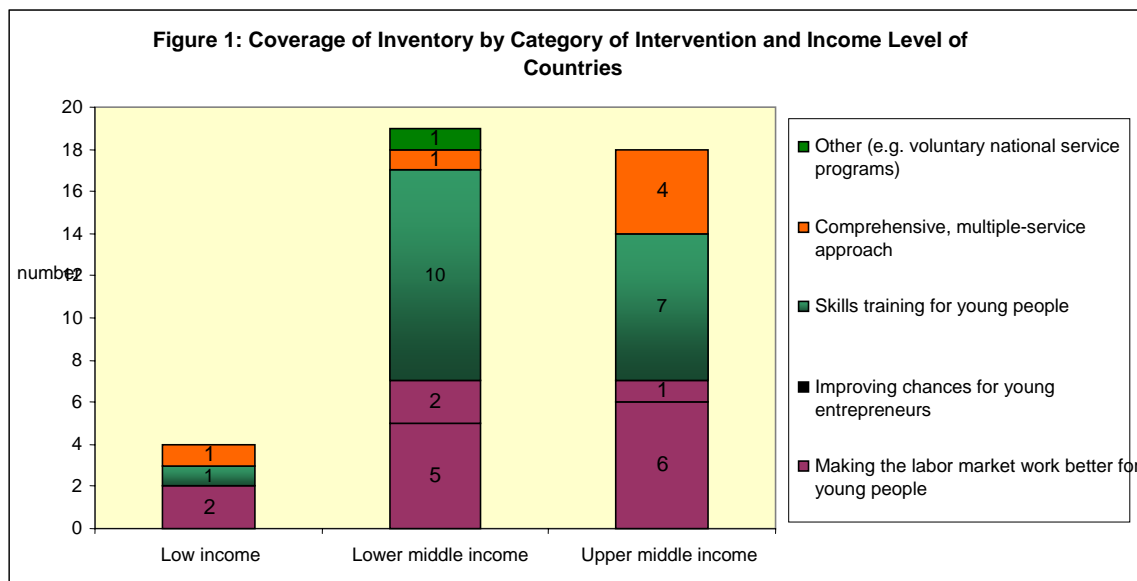
Slovak Republic and Turkey) are upper/middle-income countries. All countries except Turkey are transition countries.

As seen from the inventory (Figure 1), all countries, whatever their income group, encompass interventions that make the labor market work better for young people, skills training for young people and multi-service programs. However, the incidence of such interventions varies between country categories. The few programs that aim to improve the chances of young entrepreneurs are confined to lower and upper/middle income countries. Secondly, lower and upper/middle income countries rely more on skills training programs for youth than do low-income countries. In addition, there are differences in design, implementation, monitoring and evaluation of programs between countries based on their level of development. An example of a sophisticated approach is Estonia’s RESTART program – a comprehensive program for integrating youth with criminal records into the labor market (Box 4). Third, the upper/middle-income countries focus more on multi-service programs than do countries from other income groups.

Box 4: Estonia (RESTART)

The overall objective of this project, in category 3, is to facilitate the entrance of juvenile delinquents (aged 16-24) with criminal records (who are or have been inmates or are under parole) into the labor market. For that purpose, a multilateral integrated social system was developed. Integrated measures include paying special attention to obtaining qualification and work-training (experience). In the absence, as yet, of evaluation information, the quality of evaluation (QOE) is rated as 0 and the quality of intervention is rated as 99 (unknown).

In addition to the income-level classification, the countries in the ECA region could be classified in several groups with respect to their accession towards EU and geographical orientation. The groups are: CEE EU member countries, SEE, middle income CIS countries and low income CIS countries. EU member countries (Czech Republic, Poland, Estonia, Latvia, Hungary, Slovenia, Slovak Republic, Romania and Bulgaria) have more innovative programs, tailored to the needs of various disadvantaged groups and focus more on increasing demand for labor than do South Eastern Europe and low income CIS countries.



3. Coverage of the inventory by category of intervention, location and age-group served

Employment interventions in ECA have youth as their primary target, but with differing beneficiaries within the group. Some programs focus on the registered unemployed, others on marginalized, at-risk groups or disadvantaged, vulnerable young people. About 63 per cent (Table 6) of the interventions in the inventory target only young people. These include 10 skills training programs, 8 that aim at making the labor market work better for young people (wage subsidies, public works, counseling, job search, etc), 5 multi-service, 2 that seek to improve chances for young entrepreneurs, and 1 classified under the 'other' category.

Box 5: Some programs in ECA oriented towards rural youth

Bosnia and Herzegovina: Youth Promotion Project - Fruit and Vegetables (October 2003) – The Swiss Cooperation Office is financing a project to foster rural youth entrepreneurship. Implemented by GTZ, this aims at increasing the attractiveness of life in rural areas for young people and thus decreasing pressure for migration; educating youth in specific agriculture fields; fostering the establishment of small farms managed by young people; and revitalizing social life for young people in post-war Bosnia and Herzegovina. The program helps young entrepreneurs to develop their own businesses through provision of training and assistance in selected agricultural sectors, especially fruit and vegetables.

Slovak Republic: Training and Micro-credit Program - Improving employability of rural youth in Banska Bystrica region by promoting self-employment and providing employment services through networking with relevant institutions on regional and national levels. The project provides business development training courses, business advisory services, employment services, refunds for vocational training and on the job training costs, and loans to young people, threatened with unemployment. In this way it contributes to small-enterprise development, promotion of entrepreneurship, and reduction of unemployment in the region.

In the absence, as yet, of evaluation information, the quality of evaluation (QOE) is rated as 0 and the quality of intervention is rated as 99 (unknown) in both cases.

Across categories of intervention, multi-service programs are the most youth-oriented, with 5 out of 6 programs, or 83 per cent, targeting only young people. The remaining 37 per cent of the programs target people from all ages, but mainly young people. No real bias could be found regarding location.

Table 6: Coverage of inventory by category of intervention, location and age-group served

Category of intervention	Urban		Rural		Both		Total	
	Only young people	All ages	Only young people	All ages	Only young people	All ages	Only young people	All ages
1. Making the labor market work better for young people								
1a. counseling, job search skills		1			1		1	1
1b. wage subsidies	1				5	2	6	2
1c. public works programs					1	2	1	2
1d. anti-discrimination legislation							0	0
1e. other							0	0
Sub-total	1	1	0	0	7	4	8	5
2. Improving chances for young entrepreneurs			2			1	2	1
3. Skills training for young people								
3a. vocational training including apprenticeship systems		1	1		4	7	5	8
3b. literacy and numeracy – young adult literacy programs							0	0
3c. 2nd chance and equivalency programs	2						3	0
3d. other					2		2	0
Sub-total	2	1	1	0	6	7	10	8
4. Making training systems work better for young people								
4a. information							0	0
4b. credit (to individuals or enterprises)							0	0
4c. financial incentives (subsidies, vouchers)							0	0
4d. other							0	0
Sub-total	0	0	0	0	0	0	0	0
5. Programs to counteract residential segregation of disadvantaged young people								
5a. transportation							0	0
5b. others							0	0
Sub-total	0	0	0	0	0	0	0	0
6. Improving labor market regulations to the benefit of young people							0	0
7. Programs for overseas employment of young people							0	0
8. Comprehensive, multiple-service approach			2	1	3		5	1
9. Other (e.g. voluntary national service programs)					1		1	0
Unclassified							0	0
Total	3	2	5	1	17	12	26	15
of which:								
Completed	1	2			6	12	7	14
Ongoing in process	2		3	1	5		11	1
Ongoing self-sustainable			1		5		6	0
Unknown			1		1		2	0

4. Coverage of the inventory by category of intervention and source of finance

Programs in Europe and Central Asia, with only two exceptions on which information is not available, are financed by government funds (20 programs) or by “other” sources (i.e. jointly by several sources or solely by international development or financial organizations – 19 programs). There were no catalogued interventions in ECA financed by beneficiaries, employers, or non-

government organizations (NGOs). Table 7 summarizes the available information on sources of financing.

While skills training programs rely on both sources of financing, programs that aim to make the labor market work better for youth are mainly government-financed. Overall, government sources financed 6 programs in Bulgaria, 3 in Hungary, Poland and Romania, 2 in Czech Republic, and 1 in Kyrgyzstan, Slovak Republic and Turkey. The resources for these programs are the state budget, payroll taxes, a labor market fund, or a combination of state budget resources and payroll taxes

Skills training and multi-service programs make substantial use of other sources of finance. Institutions involved in single-source financing include international development organizations (GTZ, Swiss Agency for Development Cooperation, USAID, UNIDEA Italy, etc.), international financial organizations (World Bank), EU Phare, European Social Fund, foreign government bodies (Swiss Federal Office for Migration), the corporate sector (Microsoft), NGOs, and grant giving organizations.

There are several examples of co-financing and partnership schemes:

- The Youth Albania Parcel Service (Albania): the corporate financial sector, private sector, and civil society;
- Emergency Demobilization and Reintegration Project (Bosnia and Herzegovina): World Bank (IDA); Dutch Grant; USAID SEED Grant;
- Clearing the path to employment for youths (Bulgaria): co-financing between EU Phare and the national government on a 75:25 basis;
- Job Oriented Modular Training (Kosovo): external financing and participants' contributions;
- The Agriculture and Rural Vocational Education Project (Kyrgyzstan): Helvetas and GTZ;
- The Youth Employment Support Program (Macedonia): USAID; Government of Norway; UNDP;
- Poland: Tripartite Contracts and the "First Work" Program: the Labor Fund, PHARE's Social and Economic Cohesion fund, World Bank loan for activation of rural areas;
- Acquisition of working skills during the summer holidays for students from secondary and secondary vocational schools (Latvia): the government (from the active labor market measures fund) and employers;
- Junior Achievement Bulgaria (Bulgaria): 40 per cent corporate sector and 60 per cent grant-giving organizations.

Mixed financing was recorded for interventions that have wider span of measures, i.e. multi-service measures. 5 out of 6 programs recorded in this category were financed from several sources. Overall "other" sources financed 3 programs in Albania and Bulgaria, 2 in Bosnia and Herzegovina, Kyrgyzstan, Poland and Turkey, and 1 in Estonia, Kosovo, Latvia, Macedonia and Slovak Republic.

Table 7: Coverage of inventory by category of intervention and source of finance

Category of intervention	Source of finance					
	Government	Beneficiaries	Employers	NGOs	Other	NA
1. Making the labor market work better for young people						
1a. counseling, job search skills	2					
1b. wage subsidies	6				2	
1c. public works programs	2				1	
1d. anti-discrimination legislation						
1e. other						
Sub-total	10	0	0	0	3	0
2. Improving chances for young entrepreneurs	1					2
3. Skills training for young people						
3a. vocational training including apprenticeship systems	8				5	
3b. literacy and numeracy – young adult literacy programs						
3c. 2nd chance and equivalency programs					3	
3d. other					2	
Sub-total	8	0	0	0	10	0
4. Making training systems work better for young people						
4a. information						
4b. credit (to individuals or enterprises)						
4c. financial incentives (subsidies, vouchers)						
4d. other						
Sub-total	0	0	0	0	0	0
5. Programs to counteract residential segregation of disadvantaged young people						
5a. transportation						
5b. others						
Sub-total	0	0	0	0	0	0
6. Improving labor market regulations to the benefit of young people						
7. Programs for overseas employment of young people						
8. Comprehensive, multiple-service approach	1				5	
9. Other (e.g. voluntary national service programs)					1	
Unclassified						
Total	20	0	0	0	19	2
of which:						
Completed	14				7	
Ongoing in process	3				9	
Ongoing self-sustainable	2				3	1
Unknown	1					1

In addition, there is clear difference in financing patterns between EU member countries and others. Members draw resources from EU funds such as ESF and EQUAL, and learn from the experience of other EU member countries. These countries' programs are better formulated, developed, targeted and monitored. Illustrative examples are: the Hungarian programs Supporting Employment of Young Graduates and New Services – Employment of Youth; and Slovakia's Support for the Work Experience of School Leavers.

5. Extent of orientation towards the disadvantaged by broad category of intervention

Table 8 summarizes the extent to which programs are oriented towards disadvantaged groups with respect to gender, disability, ethnicity, income and education. Most of the interventions in Europe and Central Asia are neutral, or lacking in relevant information. The less educated are the most favored category of disadvantaged in ECA programs. Two thirds of all such programs in ECA focus on the educationally disadvantaged, and the proportions are even higher in the case of skills training and programs that aim to make the labor market work better for young people.

The inventory includes nine gender-oriented programs targeting women, in Bulgaria, Czech Republic, Kosovo, Macedonia, Poland, Romania and Turkey, of which 6 are vocational training including apprenticeship programs, 2 are wage subsidies and 1 is a public works program. Of the nine programs, only one, in Bulgaria, targeted rural women and one, in Romania, targeted urban women.

Box 6: Training for Rural Women in Bulgaria

A training program for young women in the textile sector in the region of Gabrovo, Bulgaria targets young women who have educational qualifications but no technical skills to enter the employment market. In addition, the program provides consultation and assistance to young women who intend to start working independently in the textile sector. Vocational training is combined with training in communication skills, conflict resolution and decision-making. The program aims at an immediate insertion in the workplace and is oriented towards the production and services sectors which are most susceptible to growth: the textile industry and tourism.

In the absence, as yet, of evaluation information, the quality of evaluation (QOE) is rated as 0 and the quality of intervention is rated as 99 (unknown).

Information about programs oriented towards disabled youth in ECA is very scarce. The four programs that have a positive orientation towards disability are found in Albania, Bosnia and Herzegovina, Bulgaria and Romania. The Youth Albania Parcel Service program in Albania, a social business model, included disabled and orphaned young people in its employment plan. Target groups in Bosnia and Herzegovina's Emergency Demobilization and Reintegration Project (1996-1999) were demobilized soldiers, refugees, war victims and the disabled, widows and the unemployed. In Bulgaria, a public works program (1998) designed for equity rather than for efficiency reasons, targeted small, particularly vulnerable sub-groups in the labor market: the disabled, school-leavers, etc., or the disadvantaged unemployed, including those with lower education and older, and long-term unemployed. The program offered temporary income support for the long-term unemployed, through temporary activity on useful local projects. The wage subsidy program in Romania stimulates entrepreneurs to employ young graduates and supports young people in overcoming the disadvantage of lack of experience.

With the exception of six interventions oriented towards ethnic minorities, most are either neutral, or with no information available about their orientation. Three of these six interventions are vocational skills and apprenticeship programs (in Bulgaria, Kosovo, and Bosnia and Herzegovina), one is a public works program (in Macedonia), one is a multi-service program in Bulgaria, and one is a social business scheme (in Albania).

Few interventions are oriented towards people with low incomes. Those that are include skills programs (vocational training and apprenticeship), multi-service programs (in Bulgaria, Poland

and Slovakia), programs for making the labor market work better for youth (counseling, job search skills and public works) and Albania's social business program.

Table 8: Extent of orientation towards the disadvantaged by broad category of intervention

Gender	Category of intervention									Total
	1	2	3	4	5	6	7	8	9	
Women	3		6							9
Neutral	9	3	10					6	1	29
Men	1		1							2
Not known			1							1
Total	13	3	18	0	0	0	0	6	1	41

Disability	Category of intervention									Total
	1	2	3	4	5	6	7	8	9	
Disabled	2		1						1	4
Neutral	3	2	6					1		12
Not known	8	1	11					5		25
Total	13	3	18	0	0	0	0	6	1	41

Ethnicity	Category of intervention									Total
	1	2	3	4	5	6	7	8	9	
Particular group(s)	1		3					1	1	6
Neutral	7	3	11					3		24
Not known	5		4					2		11
Total	13	3	18	0	0	0	0	6	1	41

Income	Category of intervention									Total
	1	2	3	4	5	6	7	8	9	
Low-income	3		5					3	1	12
Neutral	4	2	8					2		16
Not known	6	1	5					1		13
Total	13	3	18	0	0	0	0	6	1	41

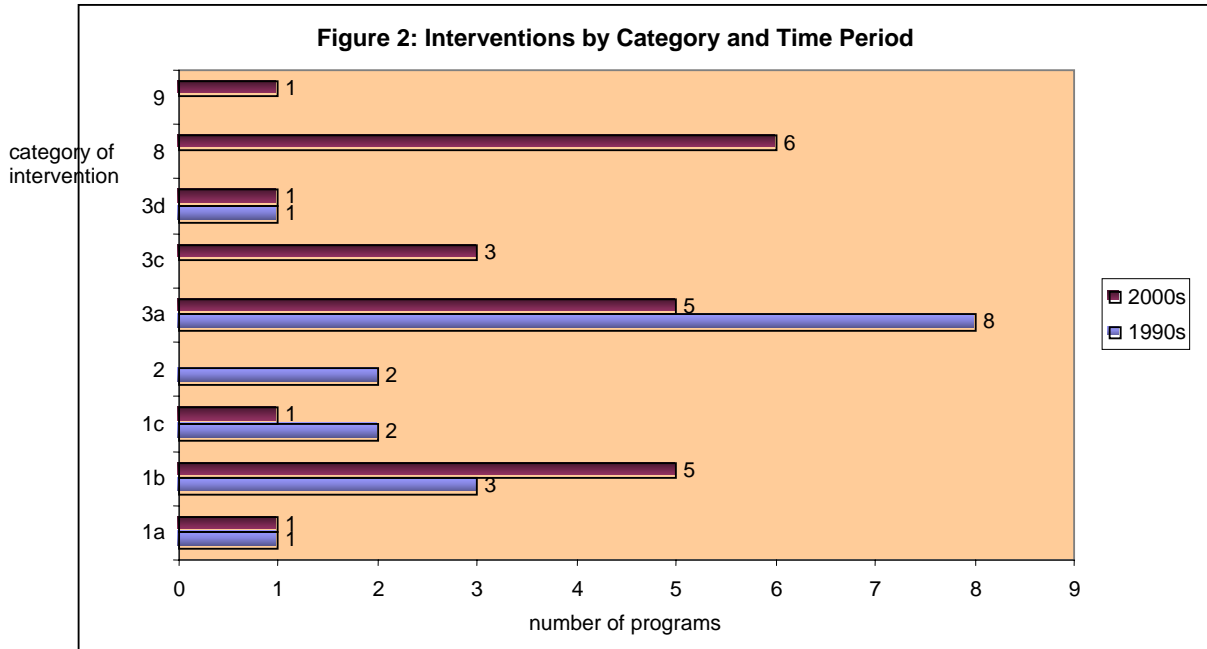
Education	Category of intervention									Total
	1	2	3	4	5	6	7	8	9	
Low-education	9		13					4	1	27
Neutral		2	2							4
Not known	4	1	3					2		10
Total	13	3	18	0	0	0	0	6	1	41

Notes: See categories of intervention in Table 1.

6. Coverage of the inventory by category of intervention and time period

Until recently, youth employment problems were not seen as a priority in most of Eastern Europe and Central Asian countries (Figure 2). In the context of prolonged and in some cases sharp economic downturn, high unemployment and enterprise restructuring, coupled with inherited hidden employment, policies did not target any specific age-group. Countries in ECA became concerned with youth employment in the 1990s, when 43 per cent of the programs in the

inventory began. As Figure 2 shows, these interventions focused mainly on vocational training including apprenticeship systems and wage subsidies programs. The remainder of the programs started after 2000 – mainly multi-service, skills training, wage subsidies and second chance and equivalency programs.



Notes:

1a. Counseling, job search skills programs	3c. Second chance and equivalency programs
1b. Wage subsidies	3d. Other skills training programs for young people
1c. Public works programs	8. Comprehensive, multiple-service programs
2. Improving chances for young entrepreneurs	9. Other (e.g. voluntary national service programs)
3a. Vocational training including apprenticeship systems	

D. Quality of evaluations

1. Summary rating of quality of evaluation by category of intervention

In the absence of much net-impact and cost/benefit analysis of programs in Europe and Central Asia, the quality of evaluation of programs is mainly poor. While general information is available on many projects, data about results are sparse and incomplete. As Table 9 shows, in the case of about a quarter of programs no information is available on labor market outcomes, resulting in a rating of zero for quality of evaluation (QOE = 0). Almost half of the zero-rated programs began recently, during 2004 and 2005: none of these eleven programs is completed: 9 are ongoing, one is ongoing but self-sustainable and for one program information about its status is unknown. This group includes skills training, multi-service, entrepreneurship, and labor market improvement programs: they are distributed between Bosnia and Herzegovina (2), Bulgaria (2), Hungary (2), Albania (1), Estonia (1), Poland (1), Slovakia (1) and Turkey (1).

In the case of 44 per cent of interventions, results are assessed by gross labor market outcomes only and they thus get a rating of QOE = 1. The evaluation of these programs includes basic information on gross outcomes of the intervention, such as the number of participants/ young

people who found a job after the intervention and improvement in earnings of participants, but without considering net effects (i.e., there is no comparison with a control group). Half of these programs are completed, 3 are still in process, 5 are on-going but self-sustainable and for 1 program information on its status is unknown. In some cases, performance and process evaluations and external reviews that evaluate program outcomes serve as a base/justification for program continuation or replication, even in the absence of information about impact. In some cases, there are tracer studies that follow participants and capture the long-term outcomes (but again not the impact) of the program.

As Table 9 shows, the 18 programs with QOE = 1 include labor-market improvement, skills training, multi-service and “other” programs: they are distributed between Bulgaria (4), Kyrgyzstan (3), Romania (2), Albania (2), Latvia (1), Macedonia (1), Poland (1), Hungary (1), Kosovo (1), Slovakia (1) and Turkey (1).

12 out of 41 interventions have been subject to net impact evaluation with control groups. Among those 12, 10 include a cost/benefit analysis and are rated QOE = 3. Under the latter category fall vocational skills training, labor-market improvement and entrepreneurship programs. All ten of these programs are analyzed and documented in two studies: one by K. Walsh; M. Kotzeva; E. Dölle; R. Dorenbos (2001) that provides net impact and cost benefit analysis for 3 programs in Bulgaria: the second by Fretwell, Benus, O’Leary (1999) that evaluates the impact and gives cross country result evidence of active labor market program in Europe and Asia, and provides evidence for 3 programs in Poland, 2 in Czech Republic, one in Turkey and Hungary. Both studies used a quasi-experimental evaluation (matched pairs comparison) methodology. In the first study (Walsh et al.), the control group was constructed after participants completed the program. Disproportionate sampling was adopted and desegregated regionally. Estimation of the gross and net impact of the program on employment was obtained by the matched pairs method. Measurement of the programs’ impact was at the micro level, more specifically, on the re-employment probabilities of individual participants. Attention was paid to more qualitative effects (such as an increase of self-confidence or of job search activity) on the basis of personal perceptions on the part of the participants. Programs’ effects at the macro level were not considered. In Fretwell et al., samples were drawn randomly from the program participant and non-participant populations: samples for both the control and the treatment groups were drawn from the registrants at local labor offices who were unemployed and/or seeking work. The sample sizes were sufficiently large to provide reliable estimates of differential program effects. Impact estimates focused on employment and earnings outcome. Program impacts were estimated by: (a) simple unadjusted differences between mean outcomes, (b) difference between means using a comparison group formed by matched pairs, and (c) regression adjusted impact estimates.

Programs assessing net impacts but not looking at cost-effectiveness are the Emergency Demobilization and Reintegration Project in Bosnia and Herzegovina (1996 - 1999) (See Box 7) and Government (Public Employment Offices) Re-training Programs in Romania (2001 – 2002). Both are vocational training programs, and both use a quasi-experimental evaluation design/ technique, with a comparison group selected from the administrative database.⁹

⁹ Benus, Brinza, Cuica, Denisova, Kartseva: Re-Training Programs in Russia and Romania: Impact Evaluation Study.

Table 9: Summary rating of quality of evaluation by category of intervention

Category of intervention	Quality of Evaluation			
	0	1	2	3
1. Making the labor market work better for young people				
1a. counseling, job search skills		2		
1b. wage subsidies	1	5		2
1c. public works programs		1		2
1d. anti-discrimination legislation				
1e. other				
Sub-total	1	8	0	4
2. Improving chances for young entrepreneurs	2			1
3. Skills training for young people				
3a. vocational training including apprenticeship systems	2	4	2	5
3b. literacy and numeracy – young adult literacy programs				
3c. 2nd chance and equivalency programs	2	1		
3d. other	1	1		
Sub-total	5	6	2	5
4. Making training systems work better for young people				
4a. information				
4b. credit (to individuals or enterprises)				
4c. financial incentives (subsidies, vouchers)				
4d. other				
Sub-total	0	0	0	0
5. Programs to counteract residential segregation of disadvantaged young people				
5a. transportation				
5b. others				
Sub-total	0	0	0	0
6. Improving labor market regulations to the benefit of young people				
7. Programs for overseas employment of young people				
8. Comprehensive, multiple-service approach	3	3		
9. Other (e.g. voluntary national service programs)		1		
Unclassified				
Total	11	18	2	10
of which:				
Completed		9	2	10
Ongoing in process	9	3		
Ongoing self-sustainable	1	5		
Unknown	1	1		

Notes:

0	Program has no evaluation information on the outcomes;
1	Evaluation included basic information on the gross outcomes of the intervention (e.g. number of participants/ young people who found a job after the intervention, earnings of participants improved), without considering net effects (i.e., there is no control group);
2	Evaluation included that has estimate of net outcomes on the labor market, using indicators like employment and earnings (using control groups to measure the impact of the intervention);
3	Evaluation included net impact plus includes a cost/benefit analysis;
99	Missing Value;

2. Summary rating of quality of evaluation in comparison with other regions

As Table 10 shows, with 14 per cent of all the interventions in the inventory, Europe and Central Asia is the third region, after OECD and LAC, in terms of the number of employment programs that target young people. Quality of evaluations in ECA compares well with that in other regions: the proportion of its programs with net impact and cost benefit analysis (QOE = 3) is 24 per cent, the highest of any region, including the OECD. However, it has to be taken into consideration that the regional monitoring for ECA benefited largely from studies that were part of World Bank projects which facilitated the development of national performance indicator evaluation systems for active labor market programs in the region¹⁰. The regional screening focused on these and other studies that looked at interventions with net impact evaluations. The majority of screened programs in ECA are co-funded by the WB and the EU or they are government funded, both of which often entail monitoring components.

Table 10: Quality of evaluation by Region

Region	Quality of Evaluation				Total
	0	1	2	3	
Europe and Central Asia	11	18	2	10	41
Latin America and Caribbean	29	22	11	6	68
Middle East and North Africa	5	3			8
OECD	48	32	31	11	122
South and East Asia and Pacific	5	16			21
Sub-Saharan Africa	16	11	1	1	29
Total	114	102	45	28	289
of which:					
Completed	21	44	26	21	112
Ongoing in process	38	19	1		58
Ongoing self-sustainable	28	18	13	7	66
Unknown	27	21	5		53

¹⁰ Fretwell, Benus, O'Leary (1999): *Evaluating the impact of active labor market programs: results of cross country studies in Europe and Central Asia*, Social Protection Discussion Paper, The World Bank.

Box 7: Emergency Demobilization and Reintegration Project in Bosnia and Herzegovina (1996 - 1999)¹¹

This program targets all age-groups, and has proved effective in reintegrating demobilized soldiers. There are sub-group impact estimates for two outcomes: the likelihood of current employment and current monthly income. A statistically significant positive impact on wage employment and earnings is found for all sub-groups. Impacts were larger for some groups than for others. The smallest program impact relative to other sub-groups is found for those who are less than 25 years old: it increased the likelihood of their employment by 28 per cent and also increased their monthly income by 42 DM (the impacts still statistically significant). The largest impact on employment was for the sub-group with very little education (primary education or less): it raised the likelihood of employment by 57 per cent. The largest impact on monthly income is found for the sub-group with a university education (program raised monthly income by 279 DM). For all males, the program increased the likelihood of current employment by 46 per cent and current monthly income by 108 DM: for all females, it raised the likelihood of current employment by 35 per cent and current monthly income by 78 DM. The quality of evaluation (QOE) for this program is rated as 2 (i.e. it includes an estimate of net impact) and the quality of intervention (QOI) is rated as 2 (i.e. positive impact but no evidence on costs).

3. Summary rating of quality of evaluation by level of development of country

The quality of evaluations tends to vary with a country's average income level. Of 18 programs in upper/ middle income countries, 39 per cent have evaluations including net impact and cost benefit analysis (QOE = 3), 28 per cent are evaluated only on the basis of information on gross labor market outcomes (QOE = 1), and 33 per cent have no information on outcomes (QOE = 0).

In comparison, in lower middle income countries, only 16 per cent of programs are rated as QOE = 3, 11 per cent are awarded QOE = 2, 47 per cent QOE = 1 and 26 per cent QOE = 0. In low income countries, all four programs are evaluated only on the basis of information on gross labor market outcome (QOE = 1).

4. Summary rating of quality of evaluation by time period

All ten evaluations with net impact and cost benefit analysis in the Europe and Central Asia inventory were carried out during the 1990s for active labor market programs that began in 1995 – 1998 in Poland, Hungary, the Czech Republic, Turkey and Bulgaria. Since then, no studies have been found that provide such analysis. For programs that began after the 1990s, only one has an impact evaluation with a comparison group.

E. Quality of interventions

1. Quality of intervention × quality of evaluation

Given low incidence of programs with net impact evaluation and cost/benefit analysis (Table 11), it is not surprising that only 7 per cent of programs in the Europe and Central Asia inventory are awarded the highest rating for quality of intervention (QOI = 3).

¹¹ Benus J., Rude J., Patrabanish S. Bosnia and Herzegovina: "Impact of the Emergency Demobilization and Reintegration Project", April 2001, prepared for: U.S. Department of Labor Bureau of International Affairs Office of Foreign Relations.

For 29 per cent of programs in the inventory, there is no information on their impact as most of them are recent programs and they are still in process. These interventions include 3 multi-service programs in Bulgaria, Poland, and Slovak Republic; 2 programs that improve chances for young entrepreneurs in Bosnia and Herzegovina and Hungary; 2 vocational training programs in Bosnia and Herzegovina and Bulgaria; 2 second chance and equivalency programs in Albania and Estonia; 1 wage subsidies program in Hungary; 1 counseling, job search skills program in Romania, and 1 other-skills training program in Turkey.

For all other interventions (71 per cent), there is information on their gross or net impact with regard to employment and earnings, including cost effectiveness in some cases. Three interventions, or 7 per cent of all programs, have a negative or zero impact. The rating is based on net impact evaluation that included cost benefit analysis for a government training program in Czech Republic, a public service program in Poland and a government training program in Turkey (Box 8). 26 programs, or 63 per cent of all interventions, have a positive impact on participants' employment or earnings. Out of 26 interventions with a positive impact, 20 have positive impact on program beneficiaries in terms of employment and earnings, without evidence on costs (QOI = 2). In 16 out of 20 interventions (80 per cent), the impact is assessed only in terms of gross labor market outcomes for the participants. Of the remaining 6 interventions with positive impact, 3 are not cost effective (QOI = 1) and 3 interventions have positive net impact and are cost effective (QOI = 3).

Table 11: Quality of intervention x quality of evaluation

Quality of Evaluation	Quality of Intervention					Total
	0	1	2	3	99	
0					11	11
1			16	1	1	18
2			2			2
3	3	3	2	2		10
Total	3	3	20	3	12	41

Box 8: Programs with no net impact on youth in ECA

Czech (vocational training program including apprenticeship systems) - No statistically significant impact on youth employment. Training program increased likelihood of any employability by 6 per cent and decreased likelihood of current employment at the time of the survey by 4 per cent. Overall, the program increased current monthly earnings by US\$ 86 (statistically significant) for all participants.

Poland (public works program) - Youth reemployment was negatively impacted by participation in a program (decreased the likelihood of being employed in any job for 7 per cent and decreased current monthly earnings for US\$6). Participation in a PSE does not help the long-term unemployed re-enter normal jobs.

Turkey (vocational training program including apprenticeship systems) - No statistically significant any or current employment impact of trainings on youth.

For all these programs the quality of evaluation (QOE) is rated as 3 (i.e. measures both net impact and cost/ benefit) and the quality of intervention (QOI) is rated as 0 (i.e. negative or zero impact on labor market outcomes).

2. Summary rating of quality of intervention by category of intervention

Quality of intervention by category of intervention in Europe and Central Asia (Table 12) is as follows:

- Of 13 evaluated programs in the category, *making the labor market work better for young people*, 91 per cent are found to have positive impact. Within the category group, 7 wage subsidy programs are found to have positive impact; however, only 1 program had information on costs and benefits and was cost effective. These programs are: Employment in Public Administration for Young Graduates Program (Bulgaria); Government ALPs: Wage Subsidy (Czech Republic); Youth Job Vouchers (Kyrgyzstan); Acquisition of working skills during the summer holidays for students from secondary and secondary vocational schools (Latvia); Incentives for employers to employ (young) graduates (Romania); Support for the work experience of school leavers (Slovak Republic); and Government ALPs: Intervention Works Program (Poland).

- Of the 13 evaluated *skills training programs for young people* 85 per cent have a positive impact. Within this category, 82 per cent of the 11 evaluated vocational training programs are found to have a positive impact.

- *Multi-service programs* either have positive impact on participants' employability with no information on cost/benefits (3 programs) or their impact is unknown (for 3 recent on-going programs);

- There are few programs to *improve chances for young entrepreneurs* and information is available only for one program. There is only one program in the 'other' intervention category, which is found to have positive impact and to be cost effective.

Table 12: Summary rating of quality of intervention by category of intervention

Category of intervention	Quality of Intervention				
	0	1	2	3	99
1. Making the labor market work better for young people					
1a. counseling, job search skills			1		1
1b. wage subsidies			6	1	1
1c. public works programs	1	1	1		
1d. anti-discrimination legislation					
1e. other					
Sub-total	1	1	8	1	2
2. Improving chances for young entrepreneurs		1			2
3. Skills training for young people					
3a. vocational training including apprenticeship systems	2	1	7	1	2
3b. literacy and numeracy – young adult literacy programs					
3c. 2nd chance and equivalency programs			1		2
3d. other			1		1
Sub-total	2	1	9	1	5
4. Making training systems work better for young people					
4a. information					
4b. credit (to individuals or enterprises)					
4c. financial incentives (subsidies, vouchers)					
4d. other					

Sub-total	0	0	0	0	0
5. Programs to counteract residential segregation of disadvantaged young people					
5a. transportation					
5b. others					
Sub-total	0	0	0	0	0
6. Improving labor market regulations to the benefit of young people					
7. Programs for overseas employment of young people					
8. Comprehensive, multiple-service approach			3		3
9. Other (e.g. voluntary national service programs)				1	
Unclassified					
Total	3	3	20	3	12
of which:					
Completed	3	3	13	2	
Ongoing in process			3		9
Ongoing self-sustainable			4	1	1
Unknown					2

Notes:

0	Program had negative or no impact on the labor market outcomes of participants (i.e. employment, earnings)
1	Program has positive impact on participants' labor market outcomes, but costs appear to exceed the benefits
2	Program has strong positive labor market impacts for participants
3	Program has strong positive impacts and is cost-effective
99	Missing Value

Box 9: Government ALPs: Intervention Works Program (Poland)

Net impact estimates for this category-1 program focus on employment and earnings. It is found to have increased the reemployment rate for young people (up to 30 years of age) by 15.6 per cent in non-subsidized jobs since program participation, and by 13.1 per cent in any (including subsidized) employment since program participation. However, current monthly earnings are found to be lower. The program had a positive and lasting impact on employment, with programs of six months or less having more impact than longer programs. Participants were also found to make less subsequent use of unemployment benefits.

The quality of evaluation (QOE) for this program is rated as 3 (i.e. it includes an estimate of net impact plus cost/benefit analysis) and the quality of intervention (QOI) is rated as 3 (i.e. positive impact and is cost-effective).

3. Summary rating of quality of intervention in comparison with other regions

Compared with other regions, Europe and Central Asia scores relatively high with regards to quality of intervention (Table 13). But again, the fact that the majority of programs screened in ECA are co-financed (government projects) by international organizations such as the World Bank and the European Union or by bilateral development organizations such as USAID or GTZ might play a role when assessing the quality of interventions across regions. NGO-programs, or small programs in general were not monitored for this region due to lack of information.

The region:

- has a small share of interventions with unknown impact, only 29 per cent of total region's interventions, compared to 41 per cent in the OECD and LAC (41.2 per cent), 55 per cent in SSA and 63 per cent in MENA;
- has one of the highest proportions of interventions that have positive impact (90 per cent).

Table 13: Quality of Intervention across Regions

Region	Quality of Intervention					Total
	0	1	2	3	99	
Europe and Central Asia	3	3	20	3	12	41
Latin America and Caribbean	3	3	30	3	29	68
Middle East and North Africa	1	1	1		5	8
OECD	29	4	33	6	50	122
South and East Asia and Pacific	1		15		5	21
Sub-Saharan Africa	1		10	2	16	29
Total	38	11	109	14	117	289
of which:						
Completed	26	8	52	4	22	112
Ongoing in process			18	2	38	58
Ongoing self-sustainable	7	1	23	7	28	66
Unknown	5	2	16	1	29	53

4. Summary rating of quality of intervention by country context

Most of the youth employment programs in Europe and Central Asia (29 out of 41) are in countries with a rigidity of employment index between 26 and 50. In the Czech Republic, with a rigidity of employment index below 25, there are only two programs. There are 9 programs in countries with the highest range of rigidity of employment index. These countries are Estonia (51), Macedonia (54), Turkey (55), Latvia (59) and Romania (59). As Table 14 shows, the percentage of evaluated programs with a positive impact is slightly higher in less rigid labor markets. Interventions in lower and lower/middle-income seem to have a stronger effect than programs in upper/middle-income countries.

Table 14: Summary rating of quality of intervention by country context

Type of Country	Quality of Intervention					Total
	0	1	2	3	99	
Developing	1		1		1	3
Transition	2	3	19	3	11	38
Industrialized						0
Total	3	3	20	3	12	41

Income Level	Quality of Intervention					Total
	0	1	2	3	99	

Low			4			4
Lower Middle		2	9	2	6	19
Upper Middle	3	1	7	1	6	18
High (No OECD)						0
OECD						0
Total	3	3	20	3	12	41

Rigidity of Employment Index	Quality of Intervention					Total
	0	1	2	3	99	
From 0 to 25	1		1			2
From 26 to 50	1	3	13	3	9	29
From 51 to 75	1		5		3	9
From 75 to 100						0
Unclassified			1			1
Total	3	3	20	3	12	41

F. Summary of findings

The youth employment inventory for Europe and Central Asia (ECA) includes a variety of programs that have addressed country needs arising from different levels of economic development, labor market flexibility and degree of institutional development. The inventory covers 41 programs begun during the last two decades, with emphasis on skills training and labor-market-improvement programs.

Compared with other regions, Europe and Central Asia scores relatively high with regards to quality of intervention, with 90 per cent of evaluated interventions showing a positive impact (60 per cent in the OECD-area). However, the finding for transitional economies have to be interpreted with caution given the small number of programs evaluated. Four hypotheses have been suggested as potential explanations for this finding. The first hypothesis involves measurement problems, stressing the wealth of rigorous evaluations in advanced countries and the potential underestimated effects in developing countries. A meta-analysis conducted with the YEI dataset rules out this hypothesis by showing that even across comparable evaluations (all with control and treatment groups) the probability that a program has a positive impact declines as the country's income level rises. The second hypothesis, which cannot be tested with YEI dataset, recognizes the high levels of human capital in developed countries, where an additional investment in youths reports just marginal improvements on their labor market conditions, compared to the significant changes that these interventions can bring to youth in the developing world. The third explanation alludes to the effect of employment protection laws on the effectiveness of the programs. However, this explanation is not enough to explain the differences between developed and transitional economies, since OECD countries have some of the most flexible labor markets around the world. Finally, it has to be taken into consideration that interventions included in the ECA-database were exclusively funded by the government and/or international organizations such as the WB or the EU, and bilateral institutions such as USAID, GTZ, and others. Projects undertaken by NGOs or financed by beneficiaries or employers were

not monitored in this report, due to scarce information. Projects funded by the WB or the EU are in general better tailored to the needs of participants and tend to have higher success-rates¹².

Of the 13 evaluated *skills training programs for young people* 85 per cent have a positive impact. Within this category, 82 per cent of the 11 evaluated vocational training programs are found to have a positive impact. Such evidence as is available on net impact of training programs shows that they were successful in increasing the likelihood of employment for youth. The impact on income is weak. For other cases, in absence of net impact analysis, the overall perception is that training programs positively impacted youth employability. However, due to lack of cost/benefit analysis, little is known about the cost-effectiveness of these programs. As a recent survey of active labor market programs has warned, “while training programs can lead to increases in productivity and employability, they can be costly and of limited use when job opportunities for trained workers are scarce”¹³.

Of 13 evaluated programs in the category, *making the labor market work better for young people*, 91 per cent are found to have positive impact. Wage subsidy and public works programs are the most utilized programs within this category. Wage subsidy programs have helped to introduce the long-term unemployed or young unskilled to the world of work and responsibility. Their impact on employment and wages is mixed; there is more impact on employment than wages, and the impact varies considerably with program design. Short-term programs appear to have more impact on employment than long-term ones and the impact tends to dissipate over time as incentives for employers are removed. Females and individuals with lower educational qualifications tend to benefit the most. The problem of *dead-weight* and the issue of *displacement* must be addressed during program design. Public works programs have had no significant impact on subsequent employment and wages, except short-term impact during the period of the intervention: their main role is as counter-cyclical income support programs.

Programs that *improve chances for young entrepreneurs* are not widely used in the region and are mainly focused in services sector. The track record of *multi-service programs* is mixed, mainly owing to the fact that these interventions have been implemented only recently. For those programs that are completed, the outcomes suggest positive results, but program design is crucial for success.

Of course, for a realistic assessment of quality of interventions, good evaluations are needed. Quality of evaluations in ECA compares well with that in other regions, but the proportion of its programs with net impact and cost benefit analysis (QOE = 3) is still only 24 per cent. Priority should be given to increasing this proportion and to acting on the messages received from high-quality evaluations.

¹² The regional report also benefits largely from previous WB-projects which facilitated the development of national performance indicator evaluation systems for ALMPs.

¹³ Betcherman et al., Social Protection Discussion Paper Series No. 0402

Annex A: Inventory template and coding system

YOUTH EMPLOYMENT INVENTORY

Worksheet for Assembling Inventory

PROGRAM NAME:

A. Intervention category

1 Primary Category CODE

Comments:

2 Secondary Category CODE

Comments:

3 Tertiary Category and others CODE

Comments:

B. Country

C. Time period of the intervention

D. Status of the Project
(Completed or Ongoing) CODE

Comments:

E. Problem addressed

F. Nature of the Program/Policy and/or Stated objective

G. Program content details

1 Description

2 Target beneficiaries

3 Age group (Only young people or all ages but mainly young people) CODE

Comments:

4 Location (Urban, rural or both) CODE

Comments:

5 Access for disadvantaged

a. Gender (Positive, Neutral, Negative, Not known) CODE

Comments:

b. Disability (Positive, Neutral, Negative, Not known) CODE

Comments:

c. Ethnicity (Positive, Neutral, Negative, Not known) CODE

Comments:

d. Income group (Positive, Neutral, Negative, Not known) CODE

Comments:

e. Education (Positive, Neutral, Negative, Not known) CODE

Comments:

f. Financing (Government, Beneficiaries, Employers, NGO or Other) CODE

Comments:

H. Impact and performance indicators

1 Outcome (number who got jobs, the number who got waged jobs, their average earnings etc.)

2 Impact (measured by e.g. the number who got jobs, the number who got waged jobs, their average earnings, compared with a control group who were not affected by this intervention).

3 Cost

Comments:

to Society:

to Government:

to Individual Participants:

4 Impact in relation to Cost
(benefit/cost ratio, net present value, internal rate of return, cost-effectiveness)

Comments:

to Society:

to Government:

to Individual Participants:

I. Summary rating of quality of evaluation CODE

Comments:

J. Summary rating of quality of intervention CODE

Comments:

K. Sources of further information

YOUTH EMPLOYMENT INVENTORY

Codesheet for Assembling Inventory

A. Intervention category Codes

1 Making the labor market work better for young people			
1a	counseling, job search skills	1d	anti-discrimination legislation
1b	wage subsidies	1e	other
1c	public works programs		
2 Improving chances for young entrepreneurs			
3 Skills training for young people			
3a	vocational skills (active labor market training programs for youth) including apprenticeship		
3b	literacy & numeracy – young adult literacy programs		
3c	second-chance and equivalency programs		
3d	other		
4 Making training systems work better for young people			
4a	information	4c	financial incentives (subsidies, vouchers)
4b	credit (to individuals or enterprises)	4d	other
5 Programs to counteract residential segregation of disadvantaged young people			
5a	transportation	5b	others
6 Improving labor market regulations to the benefit of young people			
7 Programs for overseas employment of young people			
8 Comprehensive, multiple service approach			
9 Other (e.g., voluntary national service programs)			
99 Missing Value			

D. Status of the Project

1	Completed	3	Ongoing self-sustainable
2	Ongoing in process (about to finish)	99	Missing Value

G. Program content details

3 Age group:			
1	Only young people	99	Missing Value
2	All ages but mainly young people		
4 Location:			
1	Urban	3	Both
2	Rural	99	Missing Value
5 Access for disadvantaged:			
a. Gender:			
1	Positive e.g. women	3	Negative
2	Neutral	4	Not known
b. Disability:			
1	Positive	3	Negative
2	Neutral	4	Not known
c. Ethnicity:			
1	Positive	3	Negative
2	Neutral	4	Not known
d. Income group:			
1	Positive e.g. low income	3	Negative
2	Neutral	4	Not known
e. Education:			
1	Positive e.g. out-school	3	Negative
2	Neutral	4	Not known
f. Financing:			
1	Government		
2	Beneficiaries	4	NGOs
3	Employers	5	Other

I. Summary rating of quality of evaluation

0	Program has no evaluation information available on outcomes or impact
1	Evaluation includes basic information on the gross outcomes of the intervention (e.g. number of participants/ young people who found a job after the intervention, improvement in earnings of participants) without considering net effects (i.e., there is no control group).
2	Evaluation includes estimate of net impact on, e.g., employment and earnings in the labor market (using control groups to measure impact) but no cost-benefit analysis.
3	Evaluation includes net impact plus cost-benefit analysis.
99	Missing Value

J. Summary rating of quality of intervention

0	Program had negative or zero impact in the labor market.
1	Program had positive impact in the labor market, but it is not cost effective.
2	Program had positive impact in the labor market and there is no evidence on costs.
3	Program had positive impact in the labor market and is cost effective.
99	Missing Value: Not enough evidence to make an assessment.

Annex B: Template Reader Manual

This Annex contains detailed instructions to guide the creation of electronic databases for the inventory as well as standardized informative tables for analysis. Microsoft Excel serves as software platform for this process. The automatic compilation of files and tables are done through Visual Basic macros.

Key files

The Template_Reader.zip contains the following three files:

1. MACROS.xls
2. Countrydata_Inventory.xls
3. Codebook.xls

MACROS.xls contains the Visual Basic code that will allow you to create a database from a collection of formatted templates.

Countrydata_Inventory.xls contains some macroeconomic information that will be added to the database you create in order to organize the information in tables.

Codebook.xls contains the variable definitions of the generated database. It also contains the location of each variable in the formatted templates, as well as the Visual Basic code needed to update the macros in case the template format is updated or variables are added.

How to use the Template Reader Macro:

- 1) Create a folder called TEMPLATES anywhere in your hard drive.
- 2) Inside TEMPLATES create two folders with the following names:
 - a. FilledTemplates: this folder will contain all the templates that you want in your database.
 - b. Country_Data: this folder will contain the file countrydata_Inventory.xls which is used to add macro statistics and region codes to the database.
- 3) Place all templates in the folder FilledTemplates and place countrydata_Inventory.xls in the Country_Data folder.
- 4) Place the MACROS.xls file in the TEMPLATES folder and open it by double clicking on its icon. Excel will not display the contents of this file. If you want to access it, click on the Visual Basic Editor button in Excel (or click on *Tools* menu, *Macro*, and *Visual Basic Editor*)
- 5) Create an empty excel spreadsheet and save it in the TEMPLATES folder with the name OUTPUT. In OUTPUT.xls create an empty worksheet and name it DATA. Save OUTPUT.xls.
- 6) Place the cursor in any cell within worksheet DATA, in OUTPUT.xls. In Excel go to *Tools* menu, select *Macro* and then *Macros* (or press Alt+F8). Choose the CREATE_DATABASE macro and click in *Run* it. This will take a few minutes while the

macro reads each file and builds the database.

- 7) Once the database has been created you can proceed to create the tables. For this, simply go to the *Tools* menu, select *Macro* and then *Macros* (or press Alt+F8). Choose the TABLES macro and run it.

Annex C: Category of Intervention and Country Income Level

Program Name	Country Name	Primary Category	Country Income Level	Employment Rigidity Index
LOW INCOME GROUP				
Job Oriented Modular Training (JOMT)	Kosovo	Vocational training including apprenticeship systems	Low	0
Agriculture and Rural Vocational Education Project (AVEP)	Kyrgyzstan	Comprehensive, multiple-service approach	Low	38
Youth Job Vouchers	Kyrgyzstan	Wage subsidies	Low	38
Kyrgyzstan: Youth Placement Office (YPO)	Kyrgyzstan	Counseling, job search skills	Low	38
LOWER MIDDLE INCOME GROUP				
ISDO - Increase of Skills Development of Opportunities (phases I and II)	Albania	Second chance and equivalency programs	LowerMiddle	48
ISDO - Increase of Skills Development of Opportunities (phase III)	Albania	Second chance and equivalency programs	LowerMiddle	48
Youth Albania Parcel Service (YAPS)	Albania	Other (e.g. voluntary national service programs) Vocational training including apprenticeship systems	LowerMiddle	48
Emergency Demobilization and Reintegration Project (EDRP)	Bosnia and Herzegovina	Improving chances for young entrepreneurs Vocational training including apprenticeship systems	LowerMiddle	42
Youth Promotion Project - Fruit and Vegetables	Bosnia and Herzegovina	Other - Skills training for young people	LowerMiddle	42
Re-Connect	Bosnia and Herzegovina	Wage subsidies	LowerMiddle	42
Clearing the path to employment for youths	Bulgaria	Improving chances for young entrepreneurs Public works programs Vocational training including apprenticeship systems	LowerMiddle	44
Computer Training for Young People Program	Bulgaria	Other - Skills training for young people	LowerMiddle	44
Incentives for Employers to Provide Training to Unemployed Young People	Bulgaria	Wage subsidies	LowerMiddle	44
Junior Achievement Bulgaria	Bulgaria	Improving chances for young entrepreneurs	LowerMiddle	44
Employment in Public Administration for Young Graduates Program	Bulgaria	Public works programs	LowerMiddle	44
Government's Self-employment Program	Bulgaria	Vocational training including apprenticeship systems	LowerMiddle	44
Government's Temporary Employment Program	Bulgaria	Vocational training including apprenticeship systems	LowerMiddle	44
Project for Professional Training of Young Women in the Region of Gabrovo	Bulgaria	Vocational training including apprenticeship systems	LowerMiddle	44
Government's Re/Trainings: with Guaranteed and Non-guaranteed Jobs	Bulgaria	Vocational training including apprenticeship systems	LowerMiddle	44

Youth Employment Support program (YES): (MCD/01/004)	Macedonia, FYR	Public works programs Vocational training including apprenticeship systems	LowerMiddle	54
Government (Public Employment Offices) Re-training Programs in Romania	Romania	Wage subsidies	LowerMiddle	59
Incentives for employers to employ (young) graduates	Romania	Counseling, job search skills	LowerMiddle	59
Assistance for the integration of youngsters from public care	Romania		LowerMiddle	59
UPPER MIDDLE INCOME GROUP				
Government ALMs: Re/Training Program	Czech Republic	Vocational training including apprenticeship systems	Upper Middle	24
Government ALPs: Wage Subsidy	Czech Republic	Wage subsidies	Upper Middle	24
RESTART (Comprehensive Measure for Integrating the Youth with Criminal Records into the Labor Market)	Estonia	Second chance and equivalency programs Vocational training including apprenticeship systems	Upper Middle	51
Government ALPs: Re/Training Program	Hungary	Wage subsidies	Upper Middle	37
"New Services" - Employment of Youth	Hungary	Improving chances for young entrepreneurs	Upper Middle	37
Youth Business International (YBI)	Hungary	Comprehensive, multiple-service approach	Upper Middle	37
Supporting Employment of Young Graduates	Hungary	Wage subsidies Vocational training including apprenticeship systems	Upper Middle	59
Acquisition of working skills during the summer holidays for students from secondary and secondary vocational schools (vocational training students)	Latvia	Wage subsidies	Upper Middle	37
ALPs: Government Re/Training Program	Poland	Public works programs	Upper Middle	37
Government ALPs: Intervention Works Program	Poland	Comprehensive, multiple-service approach	Upper Middle	37
Public Service Employment	Poland	Comprehensive, multiple-service approach	Upper Middle	37
Youth Support Centre for Professional Training and Micro-credit in the Region of Pomerania	Poland	Wage subsidies	Upper Middle	39
Tripartite Contracts and the "First Work" Program	Poland	Comprehensive, multiple-service approach	Upper Middle	37
Support for the work experience of school leavers	Slovak Republic	Wage subsidies	Upper Middle	39
Training and Micro-credit Program	Slovak Republic	Comprehensive, multiple-service approach Vocational training including apprenticeship systems	Upper Middle	39
Government Re/Training Program	Turkey	Vocational training including apprenticeship systems	Upper Middle	55
Vocational Training Programs (MEKSA Foundation)	Turkey	Wage subsidies	Upper Middle	55

Empowerment of Youth for Improved e-Governance in Turkey (00036948)	Turkey	Other - Skills training for young people	Upper Middle	55
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