

What works to amplify the rights and voices of youth in education and employment?

Lessons from the meta-synthesis of United Nations evaluations
to advance the United Nations Youth Strategy

Volume 2



YOUTH2030
WORKING WITH AND FOR YOUNG PEOPLE



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Disclaimer on the use of AI

This report incorporates the use of artificial intelligence (AI) technologies to enhance and support evaluation screening and selection, data coding and extraction, and the generation of summary narratives from evaluation reports. The AI tools used in this report adhere to UNFPA's AI Usage Clause, ensuring ethical and responsible use, transparency, validation of results and compliance with relevant internal regulations. For details on the specific AI methodologies and tools used and details regarding the validation of AI-generated results, refer to Annex 2.

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Annex 1: Priority areas of education and employment under Youth2030: UN Youth Strategy

SECOND PRIORITY: Informed and Healthy Foundations - Support young people's greater access to quality education and health services.

The UN will:

- Advocate for quality education: Engage Member States and other partners to ensure universal access to quality education; develop and deliver quality and inclusive education for young people that is learner-centered, adopts a lifelong learning approach, is relevant to their lives and the social, economic and environmental needs of their communities, promotes sustainable lifestyles and sustainable development;
- Promote non-formal education: Support and advance youth policy frameworks that include support to non-formal education and its role in the development of young people's knowledge, skills and competencies;
- Ensure accessible and youth-responsive health services and healthy environments: Incorporate an approach that is inclusive of young people in the UN's support to strengthening national health systems, and promote efforts to provide universal health coverage while addressing social determinants of young people's health and wellbeing;
- Support youth-friendly mental health services: Ensure accessibility of youth-friendly mental health services, within the greater context of universal health coverage;
- Support sexual and reproductive health and rights: Leverage the UN's advocacy and programmatic capacities to expand young people's access to youth-friendly and rights-based sexual and reproductive health services, comprehensive sexuality education and information.

THIRD PRIORITY: Economic Empowerment through Decent Work - Support young people's greater access to decent work and productive employment

The UN will:

- Uphold global commitment: Renew and strengthen efforts toward decent work for young people by focusing on evidence-based, scalable and innovative solutions and alliances, that translate into positive outcomes for all, locally and globally, including in fragile situations;
- Advocate for a balanced approach: Engage Member States and other partners to advocate for a balanced approach to stimulate the youth labour demand and prompt improvements in skills development systems, with the objective of easing the school-to-work transition and reducing the youth NEET rate, particularly among young women and disadvantaged youth;
- Guide and support: Support Member States and other partners in their efforts to create youth-enabling employment and self-employment ecosystems and to develop and

operationalize strategies that prioritize the improvement of both the quantity and quality of jobs for young people through, e.g. public and private investments, economic and labour market policies, skills development, transition to the formal economy, social protection, youth rights at work, and active youth engagement;

- Promote access to services and productive assets: Ensure access of young people – who are navigating a school-to-work transition in an increasingly dynamic context - to integrated and adequate services as well as productive resources, such as land, finance, digital and other technology related resources, both in rural and urban areas;
- Foster a just transition to a low-carbon and green economy: Engage Member States and other partners to accelerate the transition towards green and climate friendly economies through mitigation and adaptation strategies that improve energy efficiency and limit greenhouse gas emissions; and similarly, support Member States and other partners in enhancing the capacity of the green economy to create more and better employment opportunities for young people, in wage and self-employment.

Annex 2: Methodology

This methodology outlines the collaborative approach between human experts and AI for the synthesis of evaluation reports on youth education and employment. This approach leverages ethical and responsible AI use for scaled, consistent analysis, while relying on human experts for nuance, judgment, and expertise.

This methodology aims to efficiently and accurately analyse selected evaluation reports, while ensuring robust human oversight, data security, privacy, transparency and safeguards against AI risks such as hallucination and bias.

Evaluation screening and selection

Initially, the UNEG database was used as the primary search tool, however given the discrepancies in the number of evaluations compared to agency databases, it was deemed an unreliable source. The evaluations were then sourced from publicly accessible databases of United Nations (UN) agency or economic commissions. The search encompassed all UN agency UNEG members relevant to the exercise; however, not all agencies had evaluations that met the inclusion criteria. In total, 46 publicly accessible databases from UN agencies or economic commissions were searched.

The evaluations included in the synthesis were identified through specific inclusion criteria, a defined search strategy, and a screening and selection process. A pilot of the selection methodology was initially conducted with the UNICEF database and upon review and validation of the results, the methodology was adjusted to address any issues that were raised, and then applied to the remaining databases.

There were three key limitations to this approach:

1. Keyword search limitations: Certain evaluation reports might not be easily found in keyword searches, particularly if their titles use specific program names without mentioning youth, employment, education, or similar terms. To address this, the manual validation exercise by UN agencies will serve to identify any missing reports.
2. Availability of reports: Some evaluation reports might not be publicly available on the relevant UN agencies' websites, particularly for agencies without their own site and which instead rely on the broader UNEG database. To address this, both the public and UNEG databases were cross-checked.
3. Subjectivity in screening: whether an evaluation report focuses on youth education or youth employment is to some extent subjective. For example, it requires careful consideration to decide whether to include evaluations of programs that indirectly but significantly benefit youth, or multi-focus programs where education or employment is important but not the main focus, or on programs aimed at children or adolescents where the age range is not clearly defined. To address this, the manual validation exercise by UN agencies will serve to validate the evaluation selection generated by AI.

A keyword search was conducted using the search engine on the evaluation report database website. Only reports that matched at least one keyword were included. In addition, search filters for the evaluation year and quality rating were used (where available). This process yielded a total of 1,348 reports.

Table 1: Search terms by thematic area

Thematic Area	Keywords
Youth and Education	education, vocational, training, skill, youth, young, adolescent, boy, girl, children
Youth and Employment	employment, workforce, job, economic, empowerment, work, employability, youth, young, adolescent, boy, girl, children

All 1,348 reports identified by the keyword search were then downloaded. The reports were screened and selected using the inclusion criteria in Table 2.

Table 2: Inclusion criteria

Criteria	Description
Evaluation Year	Only evaluation reports published in 2015 – 2023 are included.
Focus	Only evaluation reports that have a strong focus on either youth education or youth employment, and evaluate a project, programme, theme or strategy related to youth education or employment are included.
Geographic Scope	Only evaluation reports at the global, regional, national, subnational are included.
Intervention Timeframe	Only evaluation reports with more than half of the intervention or strategy being evaluated in the SDG period (after 2015) or extend at least two years into SDG period are included.

Evaluation Type	Project/programme evaluations, country portfolio evaluations, regional evaluations, thematic evaluations, strategy/policy evaluations, impact evaluations and other evaluation types are included.
Implementing Agencies	Evaluation reports conducted or commissioned by all UN agencies and economic commissions are included.
Language	Only evaluation reports written in English, French, Spanish, Arabic and Russian are included.
Quality	<p>Only evaluation reports that score in the top three-fifths of categories on the respective UN agency's quality assurance rating system are included (if the rating is available).</p> <p>For e.g., on a 4-category scale (Unsatisfactory, Fair, Good, Very Good), only Good and Very Good are included. On a 5-category scale (Unsatisfactory, Fair, Satisfactory, Highly Satisfactory, Excellent), only Satisfactory, Highly Satisfactory and Excellence are included.</p>

To facilitate a more systematic screening and selection process, a content analysis of each report in its entirety was conducted by an AI model. Specifically, the language and intervention timeframe were extracted, and the content of each report was assessed to determine whether it had a strong focus on either youth education or youth employment.

Evaluations with a strong focus on youth education cover reports that primarily assess the effectiveness and reach of programs designed to enhance educational access, quality, and outcomes for young people. Examples include reports analyzing the impact of inclusive education programs for disabled youth, the effectiveness of digital literacy initiatives in preparing students for the digital economy, and the outcomes of interventions aimed at improving foundational literacy and numeracy skills among marginalized populations.

Evaluations with a strong focus on youth employment cover reports that primarily assess the extent to which programs contribute to improving young people's employability, job readiness, and successful transition into the workforce. For instance, such reports evaluate the impact of vocational training programs on youth employment rates in specific sectors, the effectiveness of entrepreneurship and innovation support programs in enabling young people to start their own businesses, and the success of workforce readiness and career development initiatives in equipping youth with the necessary skills for employment.

Reports are excluded if: a) they broadly focus on youth without specifically addressing education or employment; b) they focus on education or employment without addressing youth; or c) if they only have tangential or minor focus on youth education or employment. For instance, the sample will exclude a report on training government officials on implementing social programs that include a section on youth, if the primary focus is on capacity building for institutions. On the other hand, a country evaluation report with a priority focus on youth employment will be included.

Finally, selected reports are not limited to those only using the term “youth” but rather any term that aligns with the UN Youth Strategy 2030 definition of 'youth' as individuals between the ages of 15 and 24 years. This means "youth" can also be referred to as "adolescents," "children," "teenagers," or similar terms. This definition is adopted even if "youth" is not explicitly mentioned. Of the 1,348 reports, 253 reports that met all the inclusion criteria were identified using an AI-supported Large Language Model (LLM),

Manual Input and Validation by UN agencies

The list of 253 shortlisted evaluations identified by the AI-supported LLM was shared with relevant UN agencies for human validation, review, and input. For each shortlisted report, an AI-generated summary was provided, including details about the beneficiaries, interventions, and key findings to facilitate a more efficient review process. Any missing reports identified by the relevant UN agencies were manually added, while non-pertinent reports were removed from the final list.

Apart from validating the AI-generated list, UN agencies were also asked to assist in identifying other issues, such as missing quality ratings and missing reports. For instance, UNESCO shared an additional 26 decentralized evaluation reports that were absent from UNESCO's central database and were not included in the initial shortlist. The human-on-the loop component was also key in determining if a report could be categorized as sufficiently focusing on youth education or employment, as this can be subjective. As an example, the initial list generated by the AI-supported LLM included UNICEF reports that, while focused on youth education and employment interventions, were considered more country-specific than youth-specific. In this case, UNICEF requested the exclusion of these reports from the final list.

Overall, the AI-supported LLM achieved an accuracy of 97%, with 8 out of 253 reports manually excluded by UN agencies. An additional 53 reports that were not previously available in the publicly accessible databases were also manually included by UN agencies. This led to a final sample of 298 evaluation reports to be included for this meta-synthesis.

Conceptual framework and coding structure

A conceptual framework and coding structure were developed by thematic experts to provide a systematic approach to organizing and analysing the data. The thematic experts worked iteratively to refine the LLM to develop this framework, providing and improving the precise definitions for ambiguous concepts, in order to mitigate the risk of the LLM misinterpreting the

prompts due to a lack of context. For example, there are many frameworks used to define the extent to which a program adopted a gender transformative approach (e.g., Rutgers, Gender at Work), and the thematic experts helped to narrow down to a specific framework (i.e. Gender Continuum) to standardize the coding approach. As an additional layer of quality assurance, thematic leads from the management group were asked to review the conceptual framework and coding structure to ensure the clarity, comprehensiveness, and accuracy of the tools.

Pilot testing

An initial pilot was conducted to test the LLM application of the conceptual framework, prior to deploying the LLM tool on the full dataset. A purposeful sampling strategy was used, selecting 15 evaluation reports (approximately 5 per cent of the full sample) to test the conceptual framework, coding structure, and LLM script. Calibration exercises were carried out to identify and mitigate potential biases in its output. Furthermore, the LLM was continuously revised and updated throughout the synthesis, incorporating new data and feedback loops to enhance its accuracy and reduce bias over time.

In total, the pilot included three rounds of LLM-supported and human-led internal validity testing. Each round involved manual quality checks by the co-chairs and thematic experts, who reviewed the AI-generated outputs to identify and address issues, leading to revisions of the framework, coding structure, and LLM script.

The pilot test indicated that while the preliminary conceptual framework, coding structure, and LLM script were largely effective for data coding of the evaluation reports, they required refinement in certain areas, particularly when identifying more complex or ambiguous definitions/topics. Specifically, the AI tool achieved an accuracy of 92 per cent for coding the evaluation reports, with 10 out of the 125 different keyword topics requiring further revision. Key issues included inaccuracies such as false positives and negatives, often due to the complexities of defining concepts (e.g. leaving no one behind, decent work), highlighting the need for standardized definitions.

Another reason for inaccuracies identified concerned the focus of the LLM exploration on sections of the evaluation report that did not provide relevant information for the purpose of the meta-synthesis analysis. For instance, if the LLM focused on the evaluation methodology section of the evaluation report, the LLM would code that the intervention improved monitoring and evaluation systems, which was incorrectly interpreted.

This process allowed the thematic experts to update the conceptual framework, coding structure, and for the LLM script to improve its performance on the remaining 10 keyword topics that needed revision. The thematic experts also narrowed down the focus on specific sections of the evaluation reports to improve the accuracy of the coding process. Finally, further refinements were added on how the AI tool reports on the evidence of the provided keyword topics. Subsequent testing showed high accuracy in coding and data extraction, with minimal hallucination or bias, resulting in strong confidence in the LLM's capability to handle a diverse range of evaluation reports effectively.

Data coding, extraction and synthesis

Guided by the revised conceptual framework and coding structure, the LLM was used to code and extract summary narratives from the sample of evaluation reports. This LLM-supported and thematic-expert on-the-loop process was highly iterative, including several layers of LLM script revisions, thematic-expert validation, and refinement of the coding structure. The process was guided by the revised conceptual framework and a Context-Mechanism-Outcome (CMO) configuration structure. The extracted information was coded and organized into a database, categorized, and organized to respond to the key research questions. Thematic experts guided the analyses following the CMO configurations, cross-checking them with the enabling factors and barriers. An additional layer of information was generated using the LLM tool, using AI-generated summary narratives derived from the most prevalent CMO configurations to guide more in-depth analyses.

A total of 132 CMO configurations were identified, and their corresponding AI-generated summary narratives were produced. The thematic experts analyzed all CMO configurations and flagged only 12 out of the 132 summary narratives as hallucinations, reflecting a 91 per cent accuracy level. A second round of revisions was conducted, with some AI-generated summary narratives requiring further revisions, and leading to a selection of a sub-sample of CMO configurations and summary narratives, based on prevalence and expert-led identification of relevance. This sub-sample was further analyzed cross-checking these CMO configurations with the most prevalent and relevant enabling factors and barriers linked to these configurations.

A third round of revisions was conducted where the thematic experts further checked if the AI-generated summary narratives accurately described the CMO configurations and enabling/hindering factors. This round of analyses aimed at checking if the evidence provided by the LLM sufficiently backed up the statements, the diversity of the sub-sample of evaluation reports used to produce the summary narratives (or whether the same report re-occurred in the analysis), and to confirm that the evaluation reports were particularly relevant for the selected CMO configuration.

The LLM-supported analyses generated a preliminary set of 25 AI-generated summary narratives based on the collective information from the evaluation reports' findings. The thematic experts, reviewed and refined these AI-generated summary findings assessing their accuracy and relevance. Revisions included comparing the AI-generated summary finding with their own analyses of the evaluation findings, describing whether they were similar, whether they were or not relevant to this specific thematic area; or that the evidence in support of the findings was not clean enough.

This thematic-expert feedback was used to refine and revise the LLM script and to produce a refined set of AI-generated key summary findings. An additional layer of revisions was conducted by the thematic experts on a sub-sample of reports to verify that the key findings were accurately reflected, until they found limited discrepancies between the AI-generated key summary findings and those presented in the evaluation reports. The AI tool achieved an accuracy rate of 88%, with

3 out of 25 identified key summary findings being excluded due to their insufficient relevance to the topic.

For example, while stakeholder involvement was a common lesson for interventions adopting leave no one behind approaches, it was not uniquely relevant to that approach. The thematic experts also further shortlisted the top 15 most salient lessons, added nuance to the AI-generated summary findings and instructed the LLM to further refine the illustrative examples where necessary. In some cases, the thematic experts added refinements themselves on specific topics. For example, they refined the lessons on gender transformative approaches to distinguish between gender-responsive or gender-sensitive strategies.

An additional set of analyses was conducted using LLM-supported insights to generate lessons learned from the selected evaluations. Overall, the high-level AI-generated lessons learned, including the factors that facilitated or hindered progress, were consistent with those produced by the thematic experts, finding limited instances of unusual or unexpected lessons learned. Despite the consistency between these two sets of lessons learned, the thematic experts advised against using the AI-generated lessons learned as they provided only high-level general lessons learned, and in some instances, these AI-generated lessons learned were largely driven by more frequently mentioned findings, limiting the identification of more thought provoking factors from less likely to be evaluated areas of focus, enabling factors, or barriers.

Limitations

As any AI-supported analyses, the LLM summary narratives produced and other use cases can only be informed by the information entered into the AI-models and limited/biased by the quality of such information. As a consequence, the AI tool is limited in identifying ‘what is not there’, i.e. gaps in thematic sub-areas or approaches that are not mentioned in the documentation. For example, the consulted evaluations had limited attention to digital and green jobs which are an important UN-wide goal, or to LNOB youth groups such as ethnic minorities, LGBTQI+, key HIV/AIDS young populations, young GBV survivors, young workers in hazardous occupations, and young ex-combatants and prisoners. Subsequently, the AI tool was not able to identify these gaps and the thematic experts worked on integrating them into the analysis.

Consistent with the experience from previous meta-syntheses of lessons learned for Priorities 1, 4, and 5, this exercise was constrained by the data provided in evaluation reports, which varied in content and quality across United Nations entities. To mitigate this risk, the meta-synthesis team collected a wide sample of evaluation reports for review. As such, the key findings and lessons learned presented in this report are drawn from a limited sample and, as such, cannot be considered generalizable or representative of the wider body of projects or evaluations.

One of the challenges encountered was extracting data consistently against the conceptual framework using an AI tool, which was challenged by the varying quality, reporting, and coverage of the reports. The meta-analysis team addressed this by conducting a pilot (whereby the consultants manually checked the generated coding by AI) to optimize the methodology and

ensure that the AI tool was effective at prompting the conceptual framework to the evaluation reports.

As much as possible, the report provides a diverse set of examples from interventions in the thematic areas of formal education, skills and employability training, and employment and entrepreneurship. Furthermore, the report tried to do justice to the wide range of different types of interventions, target groups and outcomes (and hence the combinations of context, mechanisms and outcomes). However, due to the concise nature of this synthesis, only selected combinations of codes are reported, and not all potential patterns and nuances are explored.

Other limitations of the synthesis exercise include the potential bias introduced by the AI tool itself, the inability to fully capture the depth and subtleties of qualitative data. To mitigate this risk, close human oversight over the processes and AI-generated results served to reduce bias. For example, in the selection evaluation reports, human experts reviewed the AI-selected reports to verify their accuracy. To facilitate human verification, the AI model also extracted verbatim quotes from the reports to support its analyses, which were automatically fact-checked against the reports to prevent hallucination. Furthermore, a sample analysis of 10 per cent of the reports was conducted and reviewed by human experts before the full analysis.

Lastly, the following measures below were put into place to ensure the ethical and responsible use of AI.

Measures to Ensure the Ethical and Responsible Use of AI

Data Security and Privacy: The AI model used in the meta-synthesis was not trained on the data, and all data were deleted upon the completion of the analysis. Additionally, access to AI models and data was restricted to secure environments, ensuring that only authorized personnel could handle the information. These precautions were taken to prevent the retention of sensitive information, ensuring the privacy and security of the data subjects. It should also be noted that the evaluation reports analysed in this synthesis did not contain sensitive or personal information. Most of the evaluation reports are available on publicly accessible databases.

Transparency and Explainability: To support transparency and explainability, the inclusion criteria and process, such as the keywords used to search for the meta-synthesis as well as the list of databases, were all publicly shared with the UN agencies. The AI model also provided explanations for its assessments and included verbatim quotes from the reports. This ensures that the decision-making process is clear and comprehensible to stakeholders, enhancing trust in the analysis. However, an important issue encountered during this exercise was the proprietary nature of the LLM tool used (Allyze), and the inability to fully observe the prompting process or to have access to the script to understand the specific constraints of the LLM tool.

Accuracy and reliability: Throughout the process, the co-chairs and thematic experts provided direct oversight over the data coming from the AI model and made the ultimate decisions on what data to include and prioritize, and how to interpret and frame the data as lessons. For example, human experts developed the conceptual framework and codes, providing the nuanced understanding necessary for accurate analysis. The management group also accompanied this

process and flagged any emerging concerns or issues in the application of AI. Further, the AI-generated results were triangulated and validated by the thematic experts, the management group, using existing results from relevant exercises and reports.

Hallucination and Bias: Before applying the AI tool to the full dataset, calibration exercises were conducted to detect potential biases in its output. The AI was initially tested on a smaller, controlled sample with known outcomes, allowing the team to adjust parameters and refine training models based on these results. Additionally, the AI tool has been regularly updated with new data and feedback to minimize bias and improve its performance over time.

Over-Reliance on AI: At each step, critical decisions were made by human experts and not the AI model. For example, initially, the consultants suggested that the AI model should code the reports based on whether they met their objectives to a large extent, some extent, or not at all. However, this idea was rejected due to the lack of clear criteria and the diverse contexts of reports, which would have made AI ratings subjective and inconsistent.

Annex 3: Conceptual framework

Introduction

To operationalize the synthesis questions into a structure that can support the AI tools to conduct the analysis of evaluation reports, it is essential to have a conceptual framework that facilitates a cross-case analysis and a comparative approach. This framework allows for an examination of what interventions work for which priority areas and provides insights into the conclusions and recommendations that can be drawn from different approaches and programs.

A realistic evaluation approach, as developed by Pawson and Tilley (1997),¹ is proposed to guide this. Instead of asking ‘does this work’ or ‘what works’, as traditional evaluations do, realistic evaluators ask ‘what works for whom in what circumstances?’. This enables the study to better capture the impact of varying contexts on interventions and assess their performance in relation to these contextual factors.

The realistic evaluative approach stresses the importance of CMO (Context, Mechanism, Outcomes) configurations which are essential for understanding policies and programs. These configurations include:

- **Context:** In which contexts are interventions and approaches implemented?
- **Mechanism:** What elements of the interventions and approaches might lead to particular outcomes in a given context?

¹ See: Pawson, Ray, Tilley, Nick, (1997), Realistic Evaluation; Tilley, N. (2000), Realistic Evaluation: An Overview. Presented at the Founding Conference of the Danish Evaluation Society, September 2000.

- **Outcomes:** What are the results, impacts, and outcomes that stem from these interventions and approaches?

The configuration of these elements—**context, mechanisms, and outcomes**—enables the identification of patterns that help answer key research questions. Specifically, it allows us to determine:

- What interventions and approaches work for whom (Synthesis Question 1),
- What are the enabling factors (Synthesis Question 2),
- What lessons can be learned (Synthesis Question 3),
- How can we reflect on the coordination and collaboration among agencies (Synthesis Question 4), and
- What conclusions and recommendations can be drawn (Synthesis Question 5).

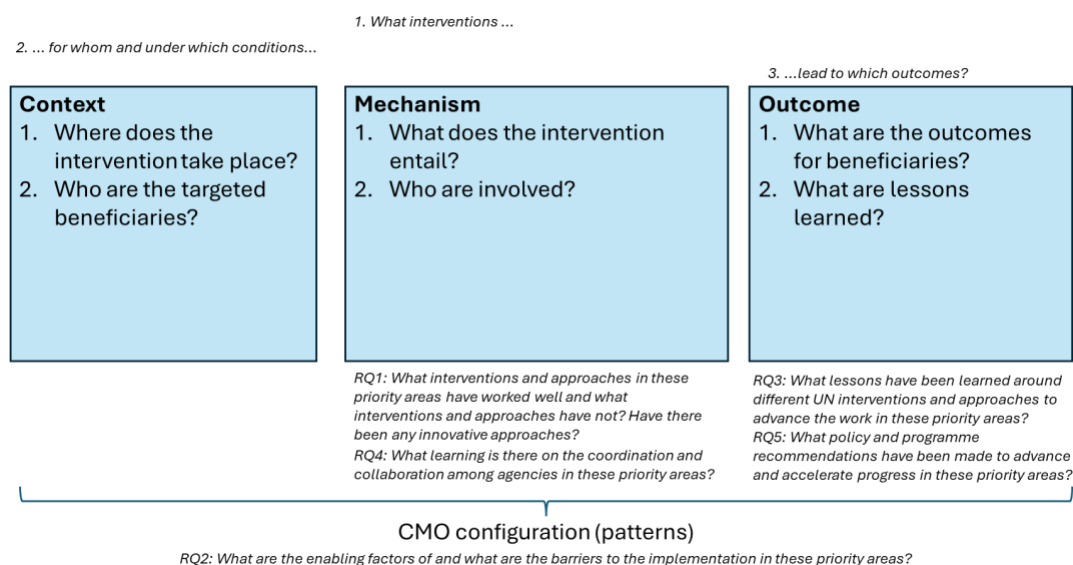
This conceptual framework thus provides the necessary structure to guide the AI-supported analysis and ensure that the synthesis captures the nuances of various interventions, their context, and their outcomes.

In practical terms, this approach entails mapping the context, mechanism and outcomes for each evaluation report using the AI tool, which will generate a CMO configuration for each report. The subsequent cross-case and comparative analysis will examine the patterns that emerge from analyzing the CMO configurations together.

The following sections outline a proposal to operationalize the categories and terms that will be used to map the context, mechanisms and outcomes of the evaluation reports.

The figure below provides a summative overview of the categories suggested for coding the evaluation reports (and evaluated interventions) and how these relate to the synthesis research questions.

Figure 1: Overview CMO and key dimensions for coding evaluation reports



Context

Mapping the context enables the identification of patterns related to mechanisms and outcomes within their broader situational framework. Further, it facilitates an understanding of the enabling factors that drive the effectiveness of interventions or highlights the contextual barriers that may hinder their success.

The context is largely mapped by classifying the evaluation reports (Annex 2: Methodology). While these criteria deal with the evaluation reports themselves, they provide valuable insights into the context in which the interventions being evaluated were implemented.

While the contexts in which interventions are implemented can widely differ, it is not the purpose of this meta-synthesis to provide a comprehensive mapping of all contextual dimensions that may influence the effectiveness of interventions. Instead, the purpose is to differentiate the interventions based on a select number of contextual key factors. The following context codes are therefore suggested.

Table 1: Mapping contexts – code structure

CATEGORY	CODE	DESCRIPTION
Geographic Scope – classification of countries according to their fragility ²	Extremely fragile contexts	Somalia South Sudan Afghanistan Yemen Central African Republic (the) Congo (the Democratic Republic of the) Chad Syrian Arab Republic (the) Haiti Burundi Sudan (the) Eritrea Iraq Equatorial Guinea
	Other fragile contexts	Libya Angola Cameroon Niger (the) Mali Liberia Madagascar Uganda Mozambique Guinea Nigeria Papua New Guinea Myanmar Guinea-Bissau Zambia Comoros (the) Mauritania

² Fragility is the combination of exposure to risk and insufficient coping capacities of the state, system and/or communities to manage, absorb or mitigate those risks. Used classification of OECD Multidimensional fragility framework: <https://www.oecd.org/dac/states-of-fragility-fa5a6770-en.htm> . The OECD multidimensional fragility framework assesses risks and coping capacities across six dimensions: economic, environmental, human, political, security and societal.

		Timor-Leste Zimbabwe Burkina Faso Ethiopia Tajikistan Bangladesh Pakistan Sierra Leone Cambodia Côte d'Ivoire Venezuela (Bolivarian Republic of) Solomon Islands Djibouti Eswatini Turkmenistan Lao People's Democratic Republic (the) Guatemala Tanzania, the United Republic of Kenya Togo Nicaragua Benin Korea (the Democratic People's Republic of) Lesotho Gambia (the) Palestine, State of Honduras Iran (Islamic Republic of)
	Rest of the world	Other countries
Geographic spread of the intervention	Global	Interventions implemented at global level
	Regional	Interventions implemented at regional level, covering multiple countries in a geographic region
	National	Intervention implemented at national level (e.g. combining various sub-national levels)
	Sub-national	Intervention implemented at sub-national level (e.g. particular regions within a territory)
	Urban	Intervention implemented in urban areas - relates to a human settlement with a high population density and an infrastructure of built environment
	Rural	Intervention implemented in rural areas - Relates to communities with low population density per square kilometre.
	Remote communities	Intervention implemented in geographically isolated settlements located far away from both urban and rural areas. Remote communities are typically more isolated due to geographic factors such as mountainous or arid terrain, and suffer acute limited access to basic services like healthcare, education, transportation, clean water, and connectivity (phones, and cellular and internet connections).
	Mobile communities / humanitarian action / emergency setting	Intervention implemented Nomadic/Migrant/refugee camps/settlements (of a more temporary nature)
Covid-19 response Intervention timeframe	Implemented pre-Covid-19 (2015-2019)	The intervention was initiated prior to the Covid-19 pandemic
	Implemented during Covid-19 -non-Covid focused (2020-2022)	The intervention was initiated at/after to the Covid-19 pandemic and ran as initially planned

		Implemented during Covid-19 - Covid focused (2020-2022)	The intervention was initiated at/after to the Covid-19 pandemic and provided a direct response to the challenges related to Covid
Target groups (specific groups)	groups target	Youth	Generic category of youth target groups (for interventions that target youth without further disaggregation)
		Boys and young men	
		Girls and young women	
		Young survivors of gender-based violence (GBV) + harmful practices	Victims of GBV, human and sex trafficking, sexual violence in conflict, forced or child marriages, femicide, Female-Genital-Mutilation, online and technology-facilitated. This category refers primarily to girls and young women and also includes boys and young men as applicable.
		Young persons with disabilities (PWDs)	
		Young LGBTQI+ individuals	Lesbian, gay, bisexual, transgender, queer and intersex. The 'plus' sign refers to the many other self-identifications under the umbrella of 'sexuality' and/or 'gender'.
		Urban youth	
		Rural youth	
		Youth on the move	Migrant, displaced (incl. internal or cross-border displacement due to survival needs or climate change), refugee, asylum seekers, nomadic youth
		NEET youth	
		Youth engaged in armed conflict and/or violent extremism	Including child soldiers in army/rebel groups, ex-combatants, youth at risk of violent extremism - primarily boys and young men, and also includes girls and young women as applicable,
		Youth affected by the rule of law	I.e. formerly or presently incarcerated youth in prisons or juvenile facilities; youth affected by gangs and drugs violence
		Key HIV/AIDS/TB Youth populations	Belonging to HIV/AIDS/TB (Tuberculosis) populations – Intravenous drug users, sex workers
		Other disadvantaged youth	undocumented youth, ethnic or religious minority youth, youth engaged in disadvantaged economic occupations (e.g. artisanal fisheries or construction sector etc)
Age groups of targeted group of interventions		10-18 year olds	
		19-24 year olds	
		25 – 35 year olds	

Mechanism

Evaluations can cover a wide range of interventions, projects, programmes and strategies. To effectively code the evaluation reports and the approaches and interventions they cover, the meta-synthesis will focus on categories that are applicable across different agencies. Mechanisms, in this exercise, refer to the descriptions of interventions and approaches that allow comparison across different settings.

The table below lists the codes, descriptions and examples (if available) that will be used to categorize the interventions and approaches covered in the evaluation reports. The list is inspired by earlier conceptual frameworks and key background documents on the thematic areas of youth and education and employment, including Youth2023, UN Youth Strategy.

Table 2: Mapping mechanisms – code structure

CATEGORY	CODE	DESCRIPTION
Main thematic area	Formal education	MoE/ MoL- General education (secondary, TVET higher education)
	Skills and employability training	Skills training: short courses (non-formal) MoL, or LM actors (chambers, association, sectors, ngos, companies).
	Employment and entrepreneurship	Job creation, income generation, incubator, MSMEs support, financial services
Objective of the intervention	Advocate for quality formal education	Engage Member States and other partners to ensure universal access to quality education
	Enhance access to quality education and training	To develop and deliver quality and inclusive education for young people that is learner-centered, adopts a lifelong learning approach, is relevant to their lives and the social, economic and environmental needs of their communities
	Promote non-formal education	Support and advance youth policy frameworks that include support to non-formal education and its role in the development of young people's knowledge, skills and competencies
	Global decent work standards (Uphold global commitment on decent work for young people)	Focus on evidence-based, scalable and innovative solutions and alliances, that translate into positive outcomes for all, locally and globally, including in fragile situations
	Balanced supply and demand (Advocate for a balanced approach in supply and demand)	Engage Member States and other partners to advocate for a balanced approach to stimulate the youth labour demand and prompt improvements in skills development systems, with the objective of easing the school-to-work transition and reducing the youth NEET rate, particularly among young women and disadvantaged youth
	Enabling ecosystems (Guide and support for enabling ecosystems and strategies on youth employment)	Support Member States and other partners in their efforts to create youth enabling employment and self-employment ecosystems and to develop and operationalize strategies that prioritize the improvement of both the quantity and quality of jobs for young people This can through focusing on public and private investments, economic and labour market policies, skills development, transition to the formal economy, social protection, youth rights at work, and active youth engagement
	Access to services and assets (Promote access to services and productive assets)	Ensure access of young people - who are navigating a school-to-work transition in an increasingly dynamic context - to integrated and adequate services as well as productive resources, such as land, finance, digital and other technology related resources, both in rural and urban areas
Type of intervention	Just Green Transition (Foster a just transition to a low-carbon and green economy)	Engage Member States and other partners to accelerate the transition towards green and climate friendly economies through mitigation and adaptation strategies that improve energy efficiency and limit greenhouse gas emissions; and similarly, support Member States and other partners in enhancing the capacity of the green economy to create more and better employment opportunities for young people, in wage and self-employment. Furthermore, engage MS in promoting sustainable lifestyles and sustainable development
	Technical support	Technical support for legislation, program and policy implementation, organizational development, etc., other than direct capacity building or financing for youth.

		This includes technical advice to national stakeholders and authorities (for instance Ministries), contributions to legislation change, shaping policy, embedding technical specialists, etc. - NOT training, education
	Capacity building/strengthening	Capacity development of people or groups Trainings, teaching materials, funding for courses or educational activities (other than financing for youth education and work), exposure visits, network building
	Financing for youth education and work	Mobilization, allocation and spending of high-impact financing which aligns with youth objectives, or technical assistance for the same, and/or programming that includes direct funding to individuals, households, civil society organizations, States, etc. Funding for youth-focused activities or groups and youth educational and economic empowerment.
	Advocacy & communications	Activities to advocate for or on issues: policy advocacy with public officials and/or public education and awareness building for social norm change, promotion of services, legislative change, and other aims. Media campaigns, promotion of services (e.g., education, vaccination, birth registration), IEC materials and digital content, special or promotional events, broad social awareness raising (e.g., on refugee/migrant youth education and economic rights), fundraising campaigns, outreach to policymakers and legislators, communication and advocacy strategy development, mainstreaming activities, etc.
	Provision of quality services	Provision of, removal of barriers to or quality improvement of access to youth education and work services, incl. social protection, agriculture, and other related state-functions. School improvement plans; non-formal education; microfinance; textbooks; services for income generation, MSMEs and entrepreneurship and innovation and STEM for girls/young women
	Knowledge, data, research, M&E	Enhancing the production, analysis and use of statistics, sex-disaggregated data, research, and knowledge generation. Needs assessments/overviews; monitoring/data collection; evaluation; M&E; country SDG reporting; disaggregated statistics; database management; national information systems; etc.
	Multi-stakeholder convening	Convening and coordinating State or non-State actors across or within nations - must include non-UN actors. Conventions, dialogues, accountability frameworks, peace processes, inter-agency meetings, steering groups, taskforces, consultations with ministries, coordination events, etc.
	UN internal operations	Activities for processes and improvements in UN agencies through internal coordination, leadership, operations, staffing, procurement of goods & services, etc. Surge and technical support missions; Staff recruitment; procurement of supplies (vaccines, etc.); internal coordination; improved leadership; etc.
	Other	An activity that is not covered under existing 'interventions' codes

<p>Approaches - Partnerships - External, internal</p> <p>Note: codes as: Approaches - partnerships (non-UN) Partnerships - UN system coordination</p>	Non-UN (non-UN)	<p>External actors that the UN works with.</p> <p>Related to partnerships with governmental and non-governmental entities, including private sector</p>
	Government (non-UN)	<p>When the UN is working directly with government departments, ministries, etc., of the State receiving aid</p> <p>National, provincial, local government departments, ministries, agencies, divisions, etc.</p>
	Civil society (non-UN)	<p>When the UN is supporting partnerships within or working directly with civil society organizations other than youth movements.</p> <p>Local, national, and international; international NGOs; associations, trade unions, community-based organizations; etc. - EXCEPT for those focused on youth (code to youth movements)</p>
	Youth movements (non-UN)	<p>When the UN is supporting partnerships in or working directly with youth or youth groups.</p> <p>Youth organizations or networks etc.</p>
	Inter-governmental (non-UN)	<p>When the UN is supporting partnerships between two or more governments.</p> <p>South-South and triangular cooperation or other exchanges</p>
	Private sector (non-UN)	<p>When the UN is supporting partnerships in or working directly with the private sector (public-private, business coalitions, etc.).</p> <p>Private Sector Forum; UN Global Compact; collaborative labor reform; fair trade initiatives, financial providers, incubators</p>
	Academic institutions and think tanks (non-UN)	<p>When the UN is supporting partnerships or working directly with academic institutions, think tanks, or research bodies.</p> <p>Universities, policy analysts, research institutions, etc.</p>
	International organizations (non-UN)	<p>When the UN is supporting partnerships between or working directly with international organizations such as regional secretariats and other groups of governmental and quasi-governmental bodies.</p> <p>For instance, ASEAN, IUCN, etc. - NOT international NGOs or other CSOs (code to civil society or youth movements)</p>
	Donors (non-UN)	<p>When the UN is working with donor governments or foundations other than through regular funding mechanisms, such as for joint awareness raising, campaigns, research collaborations, etc.</p> <p>For instance, UKAID, USAID, GIZ, AFD, Gates Foundation, etc. - NOT for funding</p>
	Other partnerships (non-UN)	When the UN is working with agencies or entities that do not fit into one of the other partnership codes
	Joint programmes/MPTFs (Partnerships - UN system coordination)	Programmes designated as a 'Joint Programme' or a 'Multi-Partner Trust Fund'; pooled funds
	Emergency clusters (Partnerships - UN system coordination)	<p>Humanitarian clusters - thematic groups of UN and non-UN agencies involved in response to a particular emergency.</p> <p>For instance, 3RP - Regional Refugee and Resilience Plan - Response to the Syria Crisis</p>
	UNCTs/UNSDCF	Country level coordination of UN agencies - Resident Coordinators' offices and/or UN Country Teams.

		Cooperation Frameworks, Delivery As One, etc. - NOT humanitarian clusters (code as emergency clusters).
	Other UN system coordination (Partnerships - UN system coordination)	Mechanisms of coordination between UN entities that do not fit into the other coordination codes
Approaches – corporate guidance, solutions, multipliers, etc	Innovation & technology	Supporting the development and scale up of new and promising solutions and/or technologies and digitalization. Innovation challenges for youth education and employment, accessible technology, digital access, digitalization of public services such as digitalizing education systems, social protection for youth, stimulus packages etc.
	Gender transformative & feminist approaches	Programmes that are or would be designated as 'gender transformative' according to the Gender Continuum in relation to girls and young women's access to education and decent work.
	LNOB – reaching/inclusion of marginalized groups	Programmes that have an LNOB lens in relation to the four dimensions – geography, deprivation, governance, resilience. Leave No One Behind - operationalization of the LNOB principle to reach historically excluded groups
Level of beneficiaries- Use in double coding with interventions as applicable. May also be used with approaches, enablers/barriers, or results.	Individual, household, or community level	Related to or directed at individuals, households, or communities
	Services or service provider level	Related to or directed at services or service providers, such as teachers, workers, etc.
	National institutions and systems including policy, legislation	Related to or directed at institutions such as government departments, ministries, national organizations, corporate actors, or systems of education and labour, private sector, etc.
	Global institutions and systems	Related to or directed at global institutions and systems such as UN convening events (not internal UN processes), diplomacy, international law, coordinating bodies between nations, etc. UN events (not internal UN processes), global organizations, etc.
	Operational, internal to the UN	Related to or directed at UN agencies or coordinating bodies; internal processes and improvements

Outcomes

Youth interventions in education and employment are closely aligned with several Sustainable Development Goals (SDGs). While a wide range of SDGs can relate to young people, those most directly linked to youth (aged 10-35 years), education and employment have been selected. These include:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- 8.5 By 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6 By 2020 substantially reduce the proportion of youth not in employment, education or training
- 8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

The meta-synthesis of evaluation reports cannot fully map or analyse how the projects covered in the evaluations address the broad range of above-mentioned youth-related SDGs , nor can it assess how developments (or lack thereof) in other SDGs impact youth (e.g. how the lack of employment and economic progress can be a trigger for conflict). The complexity of the SDGs, their targets and their intersectionality makes it unfeasible to capture all aspects for a comprehensive mapping. For the purpose of this meta-synthesis, the relevant youth-related SDGs and SDG targets are reformulated into 'outcomes related to education and employment', as outlined in the table below.

Table 3: Mapping outcomes – code structure

CATEGORY	CODE	DESCRIPTION
Outcomes (related to education and employment)	Improvement of the quality of education (education)	The intervention resulted in that education is delivered through an improved school infrastructure, revised curricula and better teachers.
	Increase of equal access to quality education (education)	The intervention resulted in that a larger number of young people can access education, also from disadvantaged youth groups
	Increase in relevant skills for employment and	The intervention resulted in that TVET and HE systems, but also non-formal education and training

	entrepreneurship (education/employment)	opportunities provide skills in demand in the labour market and society. This can entail that the intervention revised/updated curricula, improved opportunities for on-the-job-learning (internship/apprenticeships), improved education-industry cooperation.
	Elimination of gender disparities in education (education)	The intervention resulted in that gender roles are less dominant in education and training. It can include stimulating STEM for girls.
	Increase in literacy and numeracy achievement of youth (education)	The intervention resulted in that the education system (both formal and non-formal) increased literacy and numeracy rates of youth.
	Acquisition of knowledge and skills for sustainable development (education)	The intervention resulted in that youth acquired the knowledge and skills needed to promote sustainable development (sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development)
	Increase of decent employment of young people (with equal pay) and eliminate child labour (employment)	The intervention resulted in that the rate increased of youth people in decent work with equal pay
	Reduction of youth not in employment, education, or training (education / employment)	The intervention resulted in that less young people it not in employment, education, or training, meaning that they either enrol in education and training programmes, or have a job.
Lessons learned	Design of the intervention and preparation	Lessons learned about how the intervention is designed based on an assessment of needs and preparation based on a well-developed intervention logic (logFrame, theory of change) and involvement and buy-in of main stakeholders and partners. In terms of evaluation criteria, this related to relevance and coherence ³ .
	Implementation modality, coordination and partnerships	Lessons learned about how the intervention is implemented and how this implementation led to the envisaged outputs and results. It can also relate to coordination and partnerships. In terms of evaluation criteria, this related to effectiveness and efficiency ⁴ .
	Impact and sustainability	Lessons learned about how the intervention is leading to impact and results that are sustainable. In terms of evaluation criteria, this related to impact and sustainability ⁵ .
Conditions for success NB1: Each condition will be codes as an enabler or barrier. NB2: The conditions are grouped as internal and external conditions	Enabler	Something that facilitates or enables programme activities or positive results
	Barrier	Something that limits or creates barriers to programme activities or positive results
	Financial conditions (Internal)	Sufficiency or insufficiency of resources to implement interventions/approaches - can be an enabler or a barrier Discontinued funding, insufficient resources due to funding issues, inadequate allocations of development assistance, opportunities created by large funding programmes or matched funds, etc.

³ OECD DAC: **RELEVANCE** is the intervention doing the right things? **COHERENCE** how well does the intervention fit?

⁴ OECD DAC: **EFFECTIVENESS** is the intervention achieving its objectives? **EFFICIENCY** how well are resources being used?

⁵ OECD DAC: **IMPACT** what difference does the intervention make? **SUSTAINABILITY** will the benefits last?

	Commitment from stakeholders/partners (Internal)	Political buy-in or political conducive/hindering context, follow-up strategy Elements of the political context that affect UN activities and programmes positively or negatively Legislative/policy context, political will, instability, corruption, transparency, etc.
	Cooperation between development partners (Internal)	
	Human capacity (internal)	The adequacy or inadequacy of people's skills, abilities, qualifications, etc., and/or staffing levels, or other dimensions of human capacity Reduced human resources, lack of needed knowledge, programs to place qualified personnel, etc.
	Contextual / environmental factors (external)	Dimensions of the natural environment or climate change - an enabler or barrier Climate change impacts, adaptations, climate resiliency, aspects of the terrain, cyclical events like flooding, seasonality, remoteness, drought, etc. A setting with critical threats to health and safety Crisis, emergency response, protracted conflict, natural disasters, refugees and other displaced populations, humanitarian funding, etc.
	Sudden events / shocks / crisis (external)	Covid-19 War The impact of the COVID-19 pandemic Stalled progress because of the pandemic, reversal of gains, adaptations to movement restrictions such as remote service delivery, etc.
Conclusions	<i>AI to make suggestions on what categories of conclusions are drawn</i>	
Recommendations	<i>AI to make suggestions on what categories of recommendations are provided. NOTE there might be overlap with the lessons learned.</i>	
Management response actions	<i>AI to make suggestions on the categories of management response actions that are provided</i>	

Annex 4: Numerical overview of CMO-configurations

All combinations of context, mechanisms and outcomes were identified, and for each combination (using three indicators -- one related to the context, one related to the mechanism and one related to the outcome), the number of evaluation reports with similar CMO patterns was calculated. Figure 1 shows an example of cross-tabulation of indicators. The upper part of the figure looks at outcomes and context (target groups and geographical scope) and the lower part of the figure shows the distribution of evaluation reports based on outcomes and mechanisms-related indicators such as objectives of the intervention, the thematic area and types of intervention. The green shading indicates how well a specific combination is covered in the selection of reports: the greener the shading, the better the coverage.

Figure 1: Coverage of evaluation report in terms of outcomes, context indicators (target groups and geographical scope), and mechanism indicators (objective, area, type) (N=298)

			Outcomes					
			Increase in relevant skills for employment and entrepreneurship	Improvement of the quality of education	Increase youth's equal access to quality education	Elimination of gender disparities in education and employment and entrepreneurship	Increase of decent employment of young people and eliminate child labour	Reduction of youth not in employment, education, or training
Context	Target groups	Girls and young women	52%	25%	18%	13%	10%	9%
		Rural youth	45%	21%	17%	10%	9%	8%
		NEET youth	33%	12%	9%	7%	8%	8%
		Urban youth	29%	15%	10%	5%	6%	6%
		Other disadvantaged youth	25%	14%	12%	7%	5%	4%
		Boys and young men	13%	13%	8%	2%	2%	4%
		Young persons with disabilities (PWDs)	12%	8%	7%	3%	4%	2%
		Mobile youth	11%	5%	6%	2%	1%	3%
	Geographical scope	Sub-national	50%	25%	18%	12%	10%	11%
		Rural	47%	23%	17%	11%	9%	9%
		National	44%	24%	14%	9%	10%	7%
		Urban	32%	17%	10%	5%	6%	6%
		Remote communities	5%	4%	5%	2%	0%	1%
	Mechanism	Objective	Enhance youth's access to quality education and skills training	56%	27%	20%	12%	11%
Access to work-related services and assets			41%	8%	4%	9%	11%	10%
Balanced supply and demand			15%	4%	2%	4%	5%	3%
Advocate for quality formal education			2%	10%	6%	1%	0%	0%
Thematic area		Skills and employability training of youth	58%	18%	11%	12%	12%	11%
		Entrepreneurship	38%	8%	4%	9%	8%	8%
		Formal education	9%	22%	14%	3%	0%	2%
		Capacity building/strengthening	57%	30%	19%	13%	12%	11%
Intervention Type		Support delivery of education and skills training to youths	52%	28%	19%	12%	9%	11%
		Support job placement and job creation	30%	6%	3%	9%	8%	8%
		Multi-stakeholder convening	16%	8%	4%	3%	5%	4%
		Technical support	10%	10%	4%	2%	4%	2%
		Financing for youth education and work	10%	2%	2%	3%	2%	3%

Note: Rows and column which were covered by less than 20 evaluation reports (7%) are not presented in the figure, except the row on remote communities to also present a less covered CMO.

Figure 1 also indicates the CMO combinations selected for further analysis and presentation in this report (marked by red cells). To select the CMOs for inclusion, the following criteria was applied: 1) the selected CMOs had to cover the three thematic areas; 2) they had to cover a variety of target groups; 3) they had to cover a variety of mechanisms; 4) they had to cover a variety of outcomes; 5) they had to represent different geographical areas; 6) they had to represent a sufficient number of evaluation reports (we used as threshold 20 reports (7%)). Figure 2 presents all the CMO configurations. The CMO's in each upper-left part of the table concerns those mostly covered by the evaluation reports.

Figure 2: Full coverage of evaluation report in terms of outcomes, context indicators (target groups and geographical scope), and mechanism indicators (objective, area, type) (N=298)

			Outcomes								
			Increase in relevant skills for employment and entrepreneurship	Improvement of the quality of education	Increase youth's equal access to quality education	Elimination of gender disparities in education and employment and entrepreneurship	Increase of decent employment of young people and eliminate child labour	Reduction of youth not in employment, education, or training	Acquisition of knowledge and skills for sustainable development	Prevention of Violent Extremism through education/work	Increase in literacy and numeracy achievement of youth
Context	Target groups	Girls and young women	52%	25%	18%	13%	10%	9%	4%	6%	2%
		Rural youth	45%	21%	17%	10%	9%	8%	3%	3%	2%
		NEET youth	33%	12%	9%	7%	8%	8%	2%	2%	1%
		Urban youth	29%	15%	10%	5%	6%	6%	3%	3%	1%
		Other disadvantaged youth	25%	14%	12%	7%	5%	4%	2%	3%	1%
		Boys and young men	13%	13%	8%	2%	2%	4%	1%	4%	2%
		Young persons with disabilities (PWDs)	12%	8%	7%	3%	4%	2%	1%	0%	1%
		Mobile youth	11%	5%	6%	2%	1%	3%	1%	2%	1%
		Youth	1%	2%	0%	0%	0%	0%	0%	0%	0%
		Youth engaged in armed conflict and/or violent extremism	1%	0%	0%	0%	0%	1%	0%	1%	0%
		Youth affected by the rule of law	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Young LGBTQ+ individuals	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Young survivors of gender-based violence (GBV) + harmful practices	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Key HIV/AIDS/TB Youth populations	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Geographical scope	Sub-national	50%	25%	18%	12%	10%	11%	2%	6%	2%
		Rural	47%	23%	17%	11%	9%	9%	3%	4%	2%
		National	44%	24%	14%	9%	10%	7%	4%	4%	1%
		Urban	32%	17%	10%	5%	6%	6%	2%	4%	1%
		Remote communities	5%	4%	5%	2%	0%	1%	1%	0%	0%
		Regional	6%	4%	1%	1%	1%	0%	2%	1%	0%
		Global	3%	2%	1%	1%	0%	0%	1%	0%	0%
Mechanism	Objective	Mobile communities / humanitarian action / emergency setting	0%	0%	1%	0%	0%	0%	0%	0%	0%
		Enhance youth's access to quality education and skills training	56%	27%	20%	12%	11%	11%	4%	4%	2%
		Access to work-related services and assets	41%	8%	4%	9%	11%	10%	2%	3%	1%
		Balanced supply and demand	15%	4%	2%	4%	5%	3%	1%	0%	0%
		Advocate for quality formal education	2%	10%	6%	1%	0%	0%	2%	0%	0%
		Promote non-formal education	6%	3%	3%	1%	0%	2%	2%	1%	1%
	Thematic area	Prevention of Violent Extremism through education/work	6%	2%	0%	1%	0%	2%	0%	6%	0%
		Global decent work standards	5%	0%	0%	1%	4%	1%	1%	0%	0%
		Skills and employability training of youth	58%	18%	11%	12%	12%	11%	3%	4%	2%
		Entrepreneurship	38%	8%	4%	9%	8%	8%	2%	3%	1%
	Intervention Type	Formal education	9%	22%	14%	3%	0%	2%	2%	1%	1%
		Capacity building/strengthening	57%	30%	19%	13%	12%	11%	5%	6%	2%
		Support delivery of education and skills training to youths	52%	28%	19%	12%	9%	11%	4%	5%	2%
		Support job placement and job creation	30%	6%	3%	9%	8%	8%	2%	3%	1%
		Multi-stakeholder convening	16%	8%	4%	3%	5%	4%	2%	2%	1%
		Technical support	10%	10%	4%	2%	4%	2%	2%	0%	1%
		Financing for youth education and work	10%	2%	2%	3%	2%	3%	1%	1%	0%
		Knowledge, data, research, M&E	7%	5%	2%	1%	2%	0%	2%	0%	0%
		Advocacy & communications	5%	4%	4%	1%	1%	1%	2%	1%	0%
		UN internal operations	0%	0%	0%	0%	0%	0%	0%	0%	0%

In addition, there are a few combinations of indicators that are very well covered, but that are fairly similar. For instance, the outcome of ‘increase in relevant skills’ is well covered across different contexts and mechanisms, other combinations on the other hand are only limitedly covered, such the increase in literacy, and preventions of violent extremism. For this reason, the selection of CMOs for further analysis did not simply prioritize the most well covered CMOs, but tried to seek sufficiently distinct and different approaches to be covered in the report. Therefore, two selected CMOs were based on a combination of only two indicators, rather than three.

It should be noted that other CMO configurations could also have been selected (as shown coverage in the tables below), but for the purpose of this meta-synthesis, a diverse set of configurations was deemed sufficient to illustrate the scope and diversity of UN interventions covered in the evaluation reports. The full set of cross-tabulations of the CMO configurations is available upon request.

Annex 5: Analysis of CMO Configurations

In this analytical section, a deeper dive into specific samples of evaluation reports is provided, focusing on those that demonstrate similarities in terms of their context, mechanisms and outcomes to develop an understanding of what works, for whom and under which conditions.

The selected CMO configurations are discussed in detail according to their context, mechanism and outcome characteristics. This structure allows for the summary narratives to better guide the insight analyses matching them to their success factors, barriers, and enablers. The examined CMO insights present descriptive summaries of UN-led successful interventions in employability, entrepreneurship, and formal education. The following are the list of CMO configurations, with Figure 1 presenting the number of reports identified as having this configuration:

- CMO configuration A: In skills and employability training, focus on rural youth to increase in relevant skills for employment and entrepreneurship (target/area/outcomes)
- CMO configuration B: In skills and employability training, focus on NEET youth to increase in relevant skills for employment and entrepreneurship (target/area/outcomes)
- CMO configuration C: In formal education, focus on girls and young women to increase youth's equal access to quality education (target/area/outcomes) Context: Focus on girls and young women (target group)
- CMO configuration D: Targeting girls in enhancing access to quality education and skills training, resulting in the elimination of gender disparities in education and employment and entrepreneurship (target/objective/outcomes)
- CMO configuration E: Focus on Remote communities enhance youth's access to quality education and skills training (spread / objective: NB: no specific outcome selected)
- CMO configuration F: In stimulating entrepreneurship, focus across target groups on increase of decent employment of young people to eliminate child labour (area/outcomes: NB no specific target group selected)

In addition, enablers and barriers were linked to these CMO configurations for further analysis. The following is the list of the main factors identified in the evaluations and described as enablers or barriers, with Figure 2 presenting the percentage of evaluation reports referencing such factors, within each CMO configuration:

- Factor 1: Sudden events / shocks / crisis (external)
- Factor 2: Financial conditions (internal)
- Factor 3: Contextual / environmental factors (external)
- Factor 4: Human capacity (internal)
- Factor 5: Cooperation between development partners (internal)
- Factor 6: Commitment from stakeholders/partners (internal)

Figure 1: Number of evaluation reports describing a relevant CMO configuration, by type of CMO configuration

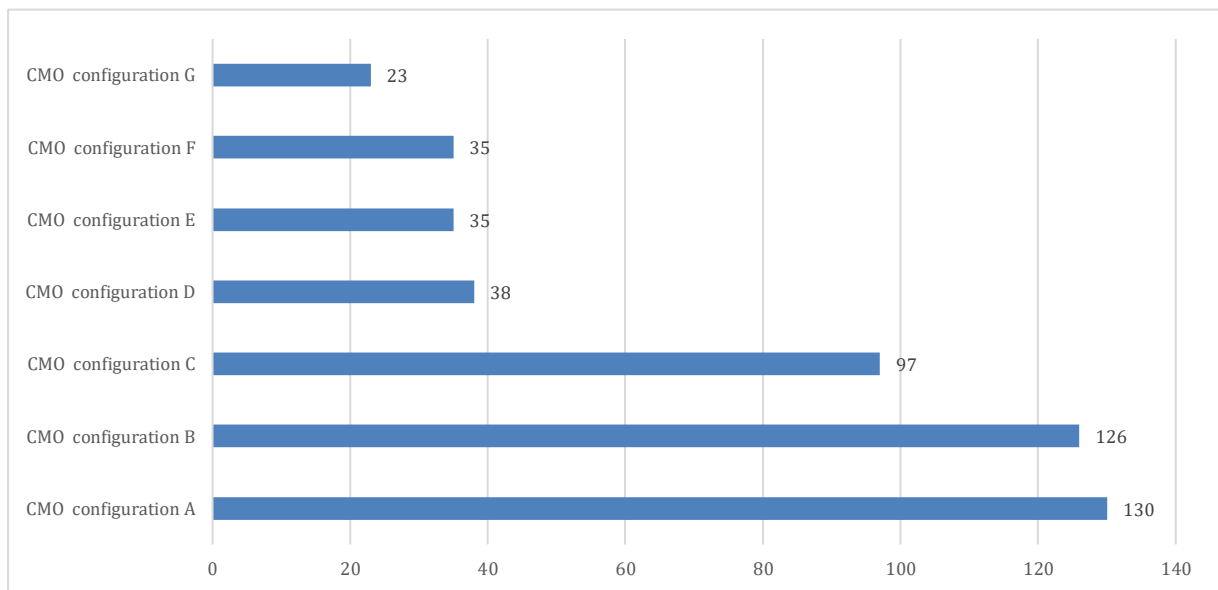
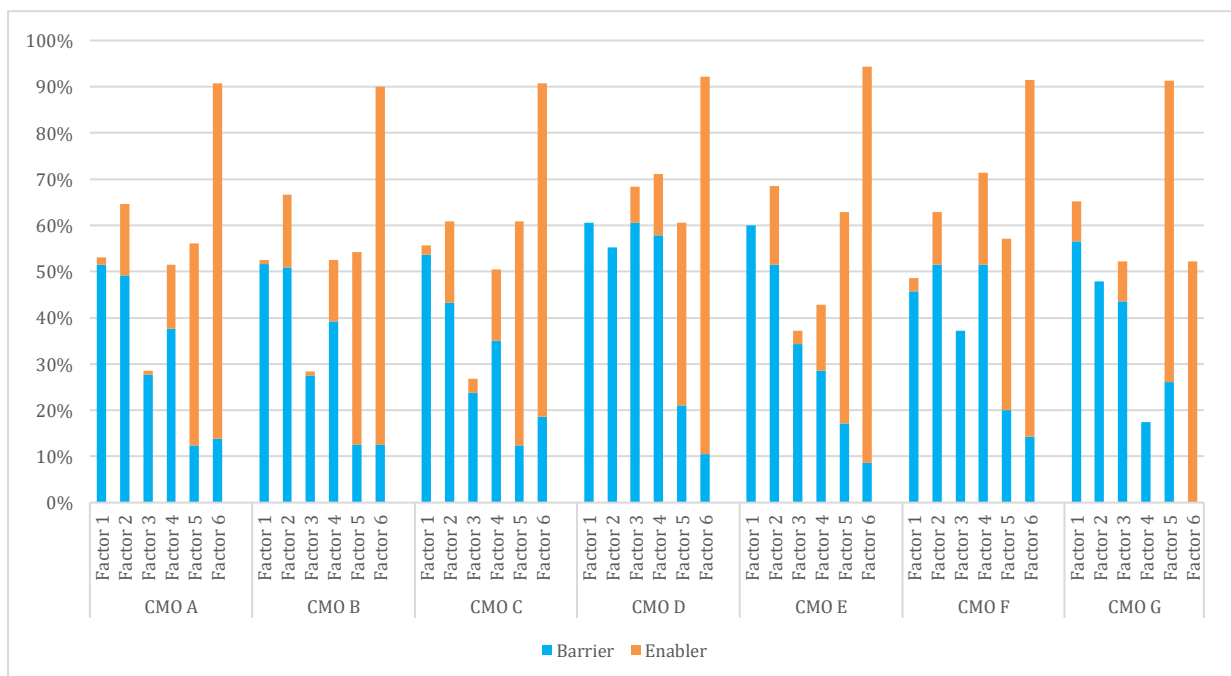


Figure 2: Percentage of evaluation reports referencing such factors, within each CMO configuration



CMO configuration A: In skills and employability training, focus on rural youth to increase in relevant skills for employment and entrepreneurship (target/area/outcomes)

Context: Focus on rural youth (Target group)

Mechanism: Interventions in the thematic area of skills training for employment and entrepreneurship (thematic area)

Outcome: Increase in relevant skills for employment and entrepreneurship (outcome)

Number of evaluations: 130

Challenges in skills and employability training for rural youth include limited access to quality education, infrastructure deficiencies, and economic isolation. These barriers hinder the development of relevant skills for employment and entrepreneurship, exacerbating youth unemployment and underemployment.

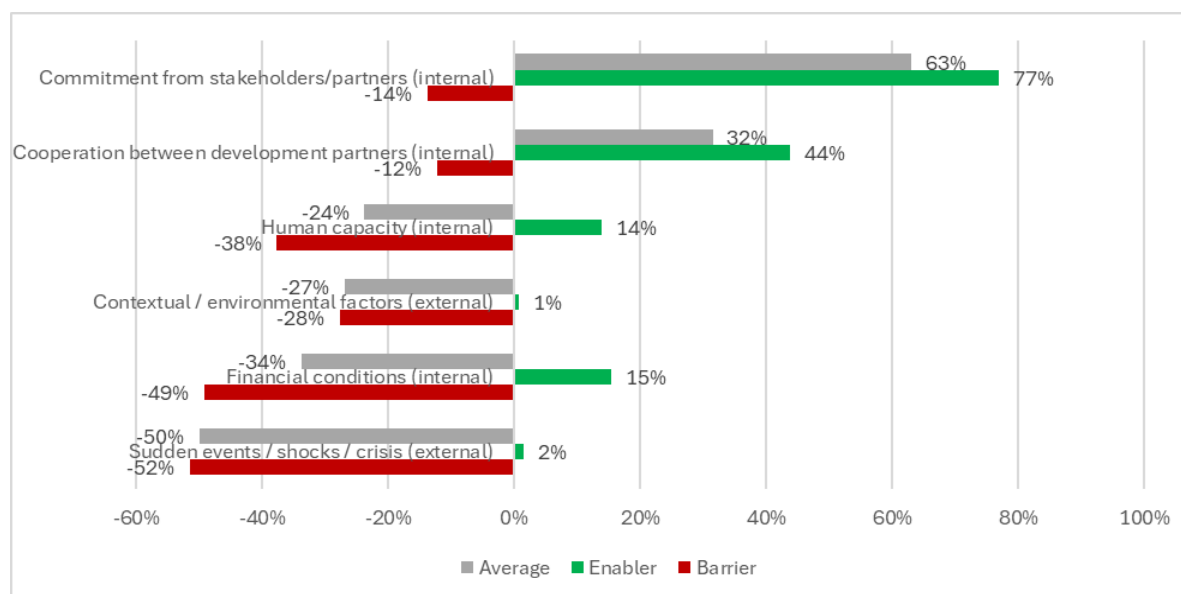
On employment, many interventions focused on vocational and life skills to prepare youth for diverse economic opportunities. The evaluation of ILO's "100 Hours to Success" program in Morocco was illustrative. Implemented by the Mennonite Economic Development Associates (MEDA) in partnership with local organizations and government institutions, it targeted young people aged 15-25 in rural and semi-rural areas. This program offered 120 hours of training in financial education, life skills, and business skills. The participatory learning approach, applied problem-solving, and live case studies enhanced their financial behavior and employability outcomes.

On entrepreneurship, many interventions focused on supporting youth to start viable businesses through technical skills training and entrepreneurship lessons. The evaluation of UNDP's Gambia Songhai Initiative (GSI) showcased this. Implemented in partnership with the Ministry of Youth and Sports and Songhai Regional Centre, it aimed to establish agricultural training centers, provide skills training, and promote agribusiness entrepreneurship. The initiative successfully trained and employed youth, introduced sustainable farming techniques, and created numerous jobs. This intervention underscored the importance of agricultural entrepreneurship training in enhancing rural youth employability and fostering sustainable agricultural development.

The following figure provides an overview of the classification of enabling and hindering factors for this CMO configuration. Enablers mainly concern commitment from stakeholders and the cooperation between partners, while barriers concerned sudden events and financial conditions. More specifically, the key success factor for this CMO configuration was the need for multifaceted support systems. Effective interventions required addressing not only the training itself but also external ecosystem factors such as access to finance and alignment of skills to private sector needs. The evaluation of the ILO's "100 Hours to Success" program highlighted the importance of providing additional support to overcome barriers like limited access to financial services, which could hinder the application of new skills. Similarly, the evaluation of the Gambia Songhai Initiative emphasized the necessity of a comprehensive human resource development

plan and better-defined student selection criteria to ensure training relevance and alignment with market demands. Integrating these broader support systems with training programs enhanced their effectiveness and impact on youth employability and entrepreneurship.

Figure 3: Enablers and barriers for CMO configuration A (N=130)



CMO configuration B: In skills and employability training, focus on NEET youth to increase in relevant skills for employment and entrepreneurship (target/area/outcomes)

Context: Focus on NEET youth (target group)

Mechanism: Interventions in the thematic area of skills training for employment and entrepreneurship (thematic area)

Outcome: Increase in relevant skills for employment and entrepreneurship (outcome)

Number of evaluations: 97

Challenges in skills and employability training for NEET (Not in Education, Employment, or Training) youth include socioeconomic barriers, lack of accessible education, and mismatched job market demands. These obstacles limit opportunities for developing relevant skills needed for employment and entrepreneurship. 97 evaluations covered interventions to combat these challenges.

A common approach in skills and employability training for NEET youth was to offer programs that combined vocational education with practical work experience. For instance, ILO implemented the "Skills for Youth Employment and Rural Development" program in Zimbabwe⁶. This program targeted unemployed and marginalized young people, using the Training for Rural

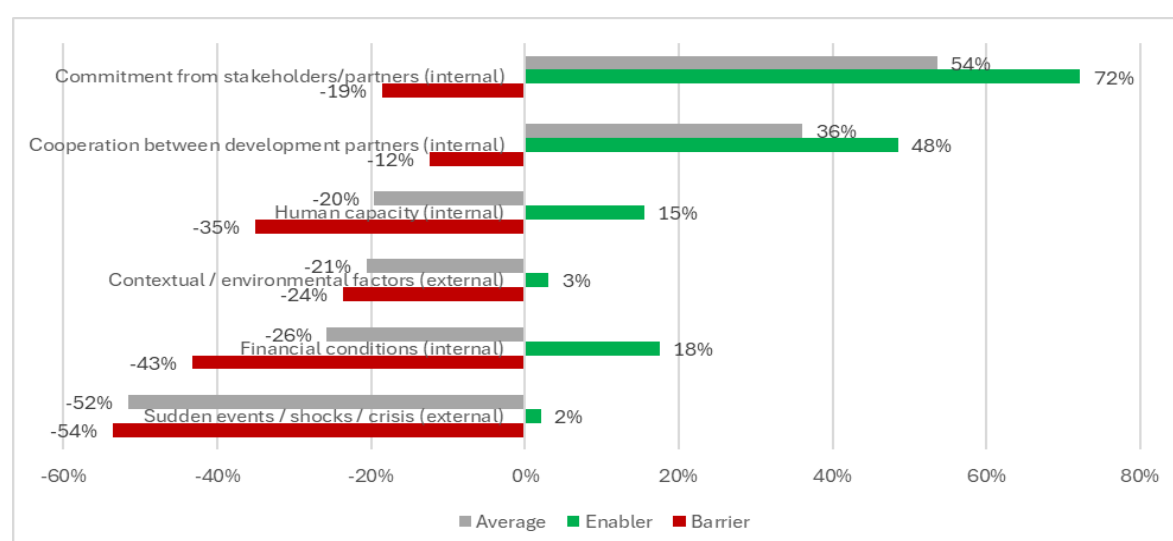
⁶ ILO, 'Skills for Youth Employment and Rural Development in Western and Southern Africa - Final Evaluation' (2015).

Economic Empowerment methodology in rural areas and upgrading informal apprenticeships in urban settings. The evaluation showed that the program exceeded its targets, training over 9,400 beneficiaries against a target of 6,400 and helping over 10,200 youth secure employment or increase their income, highlighting the impact of targeted skills training in improving employment outcomes.

Entrepreneurship promotion often involved developing business skills and fostering an entrepreneurial mindset among NEET youth. The ILO also carried out the "Decent Jobs for Egypt's Young People" project in Egypt, which focused on developing entrepreneurial skills among youth aged 15-29, with a particular emphasis on young women and vulnerable groups⁷. The evaluation showed that the project led to 142,000 students completing entrepreneurship education, 11,000 job placements, and 5,100 new small businesses started, demonstrating how entrepreneurship promotion can create pathways to employment and income generation for NEET youth.

The following figure provides an overview of the classification of enabling and hindering factors for this CMO configuration. Enablers mainly concern commitment from stakeholders and the cooperation between partners, while barriers concerned sudden events and financial conditions. More specifically, the key success factor for these interventions was the integration of employment services and job matching. This approach improved the alignment between the skills of NEET youth and market demands, facilitating better employment opportunities. For example, the "Decent Employment for Tunisian Youth" project (PEJTUN) in Tunisia by ILO, supported policy development and local job creation initiatives⁸. The evaluation showed that the project resulted in over 1,300 new jobs and training for 5,000 institutional staff and 520 youth in entrepreneurship skills. This illustrates the effectiveness of combining national and local interventions to enhance employment outcomes.

Figure 4: Enablers and barriers for CMO configuration B (N=97)



⁷ ILO, "Decent Jobs for Egypt's Young People: Tackling the Challenge in Qalyoubia and Menoufia - Final Evaluation" (2017).

⁸ ILO, "Decent Jobs for Tunisia's Young People: Tackling the Challenge Together - Final Evaluation" (2018).

CMO configuration C: In formal education, focus on girls and young women to increase youth's equal access to quality education (target/area/outcomes)

Context: Focus on girls and young women (target group)

Mechanism: Interventions in the thematic area of formal education (thematic area)

Outcome: Increase youth's equal access to quality education (outcome)

Number of evaluations: 38

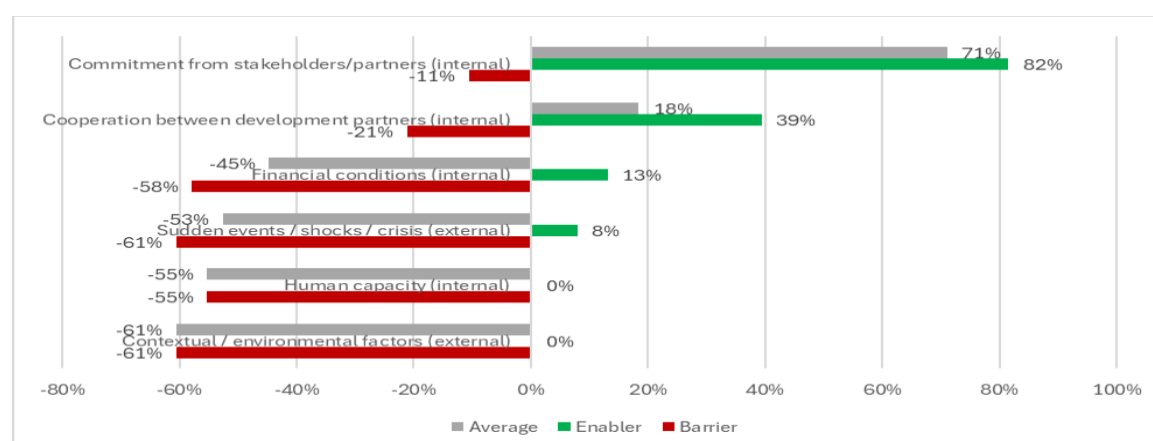
Challenges in ensuring equal access to quality education for girls and young women include gender-based discrimination, cultural norms, and economic barriers. These obstacles limit educational opportunities and hinder skill development, perpetuating inequality. 38 evaluations covered interventions to combat these challenges.

One common approach was to address the infrastructural, geographical and cultural barriers that often prevented these girls from accessing formal education. For example, in East Jerusalem, UNDP implemented the "a project targeting Palestinian girls and young women in underserved communities. The intervention focused on addressing the severe shortage of school facilities, which limited girls' access to formal education. By constructing new classrooms and upgrading existing school infrastructures, the project aimed to create more equitable opportunities for girls to receive quality education. The outcome was a notable increase in school enrollment rates for Palestinian girls, improving their equal access to formal education despite the challenges of political instability and limited resources. This initiative significantly enhanced the educational prospects of young women in a marginalized region. Another example of upgrading school infrastructure can be found in Mali, Nepal, and Tanzania. Here, UNESCO, in collaboration with UNFPA and UN Women, implemented a joint program, targeting girls and young women in remote and marginalized communities. The intervention focused on improving formal education by upgrading school infrastructure, including the construction of water and sanitation facilities to create safer, more inclusive learning environments for girls. This initiative also provided life skills training and improved the quality of teaching, ensuring that girls received relevant, gender-sensitive education. The outcome was an increase in school enrollment and retention among adolescent girls, enhancing their equal access to quality education. The program empowered young women to pursue their education, contributing to greater gender equality in these underserved regions.

The following figure provides an overview of the classification of enabling and hindering factors for this CMO configuration. Enablers mainly concern commitment from stakeholders and the cooperation between partners, while barriers concerned contextual factors and human capacities. More specifically, the key success factor for this CMO configuration was to broaden and expand the curriculum beyond traditional formal education subjects. This approach involved integrating topics such as reproductive health, gender issues, rights, decision-making, self-esteem, and communication skills into the educational programs. By doing so, it enhanced the quality of education and empowered girls with essential knowledge and skills for their personal

and professional development. An exemplary case of this approach was highlighted in the evaluation of UNICEF's Life Skills Education (LSE) program implemented in secondary schools in the Chandrapur district of Maharashtra, India. The intervention targeted adolescent girls and boys aged 14-15 years in the 8th and 9th grades, using a peer educator model to deliver interactive LSE sessions in schools. The outcomes were notably positive, with increased knowledge and confidence among students on crucial topics, improved communication between students and teachers, and empowerment of students to address issues in their lives, proving particularly effective in delivering content relevant to adolescent girls' needs and experiences.

Figure 5: Enablers and barriers for CMO configuration C (N=38)



CMO configuration D: Targeting girls in enhancing access to quality education and skills training, resulting in the reduction of gender disparities in education and employment and entrepreneurship (target/objective/outcomes)

Context: Focus on girls and young women (target group)

Mechanism: Intervention aimed to enhance youth's access to quality education and skills training (objective)

Outcome: Elimination of gender disparities in education and employment and entrepreneurship (outcome)

Number of evaluations: 35

Challenges in targeting girls for quality education and skills training include persistent gender inequality, cultural biases, and financial barriers. These issues limit their educational and economic opportunities, perpetuating disparities in employment and entrepreneurship. 35 evaluations covered interventions to combat these challenges.

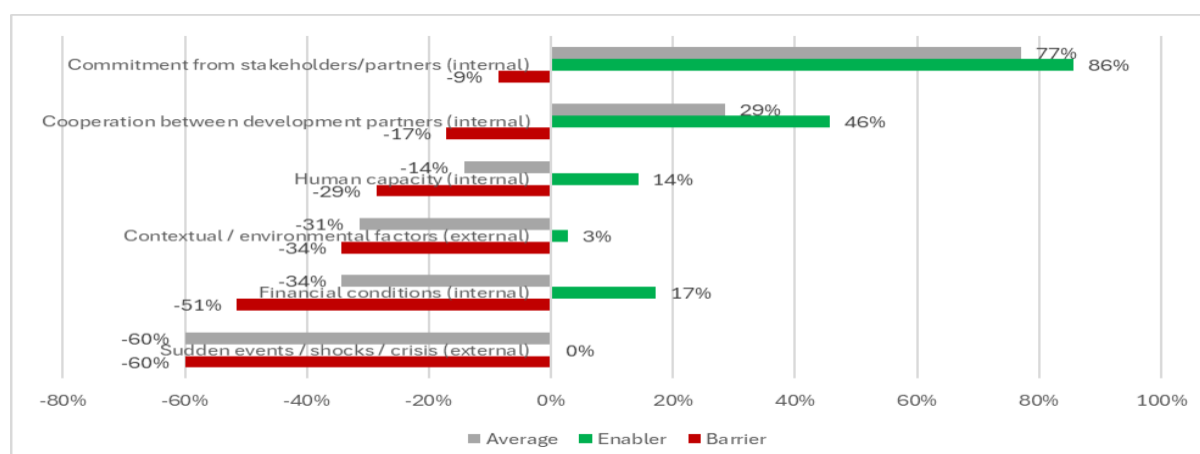
Most interventions specifically addressed the unique barriers faced by girls in accessing and completing their education and improving their skills. These barriers often included poverty, early

marriage and pregnancy, gender-based violence, cultural norms that prioritized boys' education, lack of safe transportation to schools, inadequate sanitation facilities, and the burden of household responsibilities.

A notable example is presented in the evaluation of UNICEF's work in Afghanistan from 2015 to 2019, focusing on adolescent girls aged 10-19 years . This intervention included the Afghan Women's Leadership Initiative in Support of Adolescent Girls (AWLI) and Improving Adolescents' Lives in Afghanistan (IALA) programs. The objectives were to enhance adolescents' ability to participate in community life and decision-making, create opportunities for adolescents, reduce child marriage, lower teenage pregnancy rates, empower girls to make informed life choices, and map the status of adolescent girls. The main approaches included community mobilization, awareness-raising, life skills education, vocational training, peer support networks, and engagement with religious and community leaders. These initiatives led to significant positive outcomes, with increased empowerment and awareness among girls, demonstrating the effectiveness of targeted interventions in improving educational access and outcomes for a specific group/population.

The following figure provides an overview of the classification of enabling and hindering factors for this CMO configuration. Enablers mainly concern commitment from stakeholders and the cooperation between partners, while barriers concerned sudden events and financial conditions. More specifically, the key success factor for this CMO configuration was multi-sectoral collaboration. This involved collaboration between various sectors, including education, health, and labor. The evaluation of the UNESCO-UNFPA-UN Women Joint Programme on Empowering Adolescent Girls and Young Women through Education in Mali, Nepal, and Tanzania exemplified this approach. Implemented from 2016 to 2021, the programme aimed to break the cycle of exclusion and vulnerability of adolescent girls by addressing education, health, and labor market access. Its holistic approach included improving education quality, providing life skills and vocational training, raising awareness on sexual and reproductive health, and advocating for supportive policies. This holistic, multi-sectoral approach effectively empowered adolescent girls and young women by addressing their needs in education, health, and labor, while also fostering enabling environments.

Figure 6: Enablers and barriers for CMO configuration D (N=35)



CMO configuration E: Focus on remote communities enhance youth's access to quality education and skills training (spread / objective: consistent across several outcomes)

Context: Focus on interventions for youth in remote communities (geographical spread)

Mechanism: Aimed to enhance youth's access to quality education and skills training (objective)

Outcome: Consistent across several outcomes focusing on improving access to education and skills training for remote communities.

Number of evaluations: 35

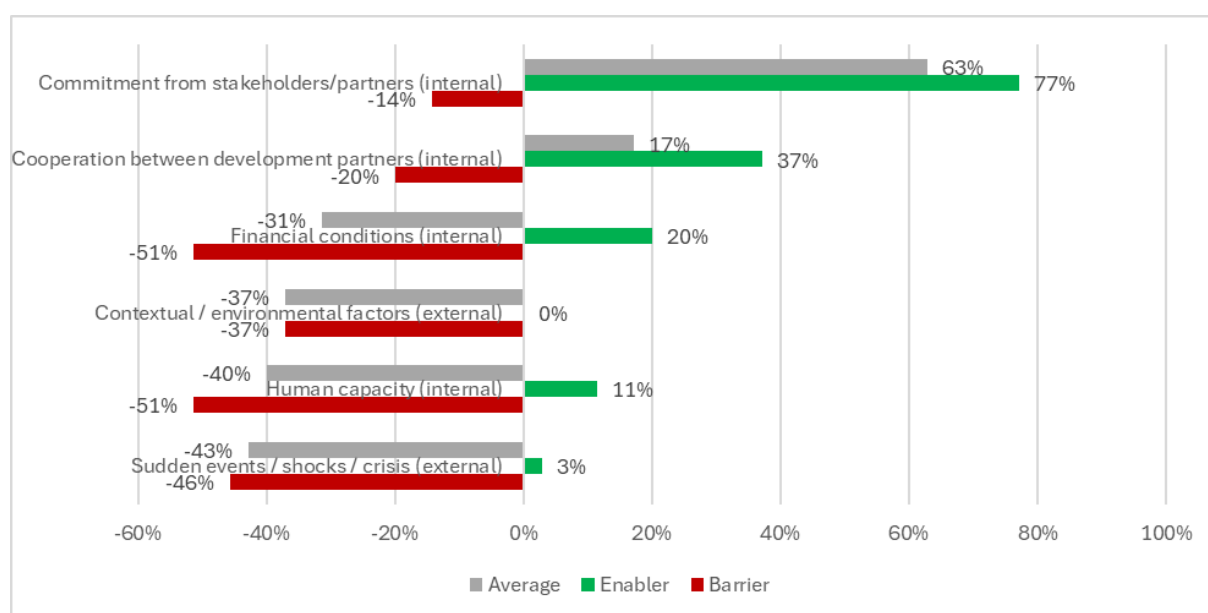
Challenges in enhancing access to quality education and skills training for youth in remote communities include geographic isolation, poor infrastructure, and limited technological access. These factors hinder educational delivery and training opportunities, making it difficult to implement effective programs. 35 evaluations covered interventions to combat these challenges.

The core issue addressed by these evaluations was the challenge remote communities face in accessing education and training opportunities due to geographic isolation and limited resources. A prevalent approach was to bring educational opportunities directly to remote areas, rather than requiring students to travel. This method proved effective in overcoming logistical barriers and making education more accessible.

The evaluation of UNICEF's 'Increasing Access to Basic Education and Gender Equality' program in Afghanistan was illustrative. Implemented from 2015 to 2018, it established community-based schools (CBS) and accelerated learning centers (ALCs) in 13 priority provinces, including Bamyan and Helmand. This approach significantly increased enrollment rates, particularly for girls, by setting up over 7,900 classes and enrolling more than 171,000 students, with 53% being female.

The following figure provides an overview of the classification of enabling and hindering factors for this CMO configuration. Enablers mainly concern commitment from stakeholders and the cooperation between partners, while barriers concerned sudden events and financial conditions. More specifically, the key success factor for these interventions was the flexibility and cultural relevance of educational programs. Adapting education systems to local contexts and needs greatly enhanced their effectiveness. This was showcased in the evaluation of UNICEF's Alternative Basic Education (ABE) program in Ethiopia, which ran from 2011 to 2016 and targeted children in pastoralist regions by constructing Alternative Basic Education Centers (ABECs) and tailoring the curriculum to pastoralist lifestyles. This adaptability not only increased enrollment rates but also improved cognitive development, as evidenced by notable advancements in literacy and numeracy skills among participating children.

Figure 7: Enablers and barriers for CMO configuration E (N=35)



CMO configuration F: In stimulating entrepreneurship, focus across target groups on increase of decent employment of young people and advocate for legal protection to eliminate child labour (Outcome: Increased decent work for young people and decreased child labor)

Context: Focus on young people in general (consistent across different target groups)

Mechanism: Interventions in the thematic area of stimulating entrepreneurship to increase decent employment opportunities (thematic area)

Outcome: Increased decent work for young people and decreased child labor (outcome)

Number of evaluations: 23

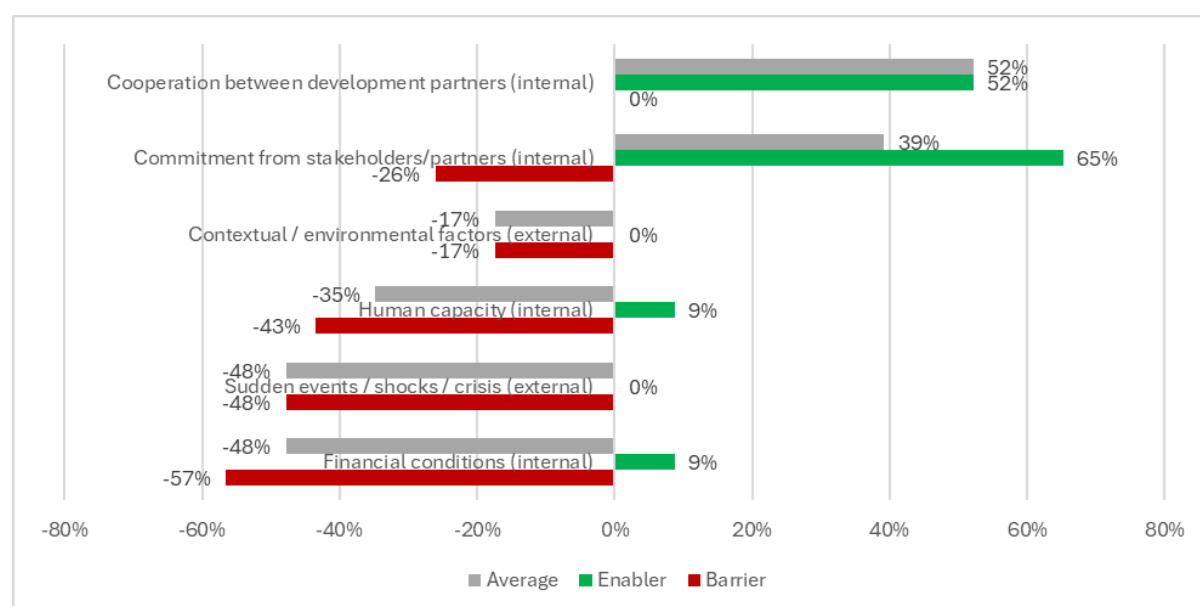
Challenges in stimulating entrepreneurship to increase decent employment for young people and to advocate for legal protections to eliminate child labour include limited access to capital, inadequate training resources, and regulatory barriers. These issues undermine efforts to create sustainable job opportunities and protect vulnerable youth. 23 evaluations covered interventions to combat these challenges.

Capacity building and skills development were common approaches to promote decent work. Such initiatives were targeted at equipping young people with the necessary skills to secure quality employment or start their own businesses, thus reducing their vulnerability to exploitative labor practices. For example, the "Decent Employment for Youth in Cambodia (DEY II)" program by ILO, UNESCO, UNICEF, and UNIDO, focused on providing demand-driven skills including soft, life, green, and digital skills . The evaluation showed that the program led to 1,396 beneficiaries,

of whom 58% were female, obtaining wage employment. It also encouraged entrepreneurship through the Community-based Enterprise Development (C-BED) tool, which resulted in many young people starting their own businesses. Additionally, C-BED was adopted as a standard entrepreneurship curriculum in the TVET system, allowing graduates to choose between wage and self-employment. The "Youth Rights @ Work" training further educated participants on working conditions, employment contracts, social protection benefits, and employer obligations.

The following figure provides an overview of the classification of enabling and hindering factors for this CMO configuration. Enablers mainly concern commitment from stakeholders and the cooperation between partners, while barriers concerned financial conditions and sudden events. More specifically, the critical success factor for this CMO configuration was policy advocacy and institutional strengthening. These elements are vital for creating an environment that effectively eliminates child labor and promotes decent work, as individual efforts alone often lack the necessary scale and sustainability. Collaborative efforts with government bodies and other stakeholders are crucial for enhancing regulatory frameworks and enforcement mechanisms. For instance, the "Achieving Reduction of Child Labour in Support of Education" project in Myanmar and the Philippines, by ILO, demonstrated this approach by focusing on reducing the worst forms of child labor in agricultural communities. The evaluation of the project showed that it supported national reforms in policy and regulatory frameworks, aiming for broad national impact and sustainability through improvements in education, economic empowerment, and social mobilization.

Figure 8: Enablers and barriers for CMO configuration F (N=23)



Annex 6: Evaluation reports included in the meta-synthesis

Agency	Name
ILO	Africa Commission: Youth entrepreneurship facility (YEF and YEN): ILO Component - Final Evaluation
ILO	Applying the G20 Training Strategy (Phase I) - Final Evaluation
ILO	Decent employment for youth project in Egypt - Midterm Evaluation
ILO	ILO participation in Delivering as one in Tanzania: Economic growth and economic governance - Internal evaluation of ILO-UNDAP Components
ILO	Jeunes au Travail – Youth @ Work - Évaluation mi-parcours
ILO	Malawi Internal Decent Work Country Programme Review 2011-15
ILO	Partnerships for youth employment in the Commonwealth of Independent States (CIS) - Midterm evaluation
ILO	Skills for youth employment and rural development in western and southern Africa (Umbrella RAF/09/05/DAN) Zimbabwe - Final Evaluation
ILO	The Sustainable Enterprise Development Facility for Job Creation in South Africa - Midterm evaluation
ILO	UN Green Jobs Programme: Enhancing competitiveness and sustainable business among MMEs in the building construction industry (phase II) ILO Component - Midterm evaluation
ILO	Women's economic empowerment in action: evidence from a randomized control trial in Africa (2015)
ILO	Women's entrepreneurship development and economic empowerment (Irish Aid/PROPEL) Global Component - Final Evaluation
ILO	Combating child labour through education and Combating child labour through skills training for older children - Final Evaluation
ILO	Work for Youth (W4Y) - Final Evaluation
ILO	Combat child labour in domestic work and the worst forms in Haiti - Final evaluation
ILO	Decent Jobs for Egypt's Young People: Tackling the Challenge in Qalyoubia and Menoufia - Final evaluation
ILO	Decent jobs for youth and improved food security through the development of sustainable rural enterprises - Mid Term Evaluation

ILO	Interventions to improve the labour market outcomes of youth: a systematic review (2017)
ILO	Partnerships for youth employment in the Commonwealth of Independent States (CIS) - Final evaluation
ILO	Promoting and building income security and employment services in Asia, Phase II - Final Evaluation
ILO	Skills for employment and productivity in Bangladesh - Midterm Evaluation
ILO	Supporting prosperity and economic development in Algeria by supporting skills and labour market insertion of university graduates - Final Internal Evaluation
ILO	The impact of skills training on the financial behaviour, employability and educational choices of rural young people: findings from a Randomized Controlled Trial in Morocco (2017)
ILO	Youth Entrepreneurship Facility in Uganda - Final Evaluation
ILO	Youth Entrepreneurship Facility in Uganda - Midterm Evaluation
ILO	Zambia Internal Decent Work Country Programme Review 2013-16
ILO	Building a generation of safe and healthy workers: Safe & Healthy Youth - Midterm Evaluation
ILO	Cluster evaluation “Improved and market-based provision of vocational training for Lebanese and refugees” and “Towards improved formal and non-formal technical and vocational education and training...
ILO	Decent jobs for Tunisia's young people: Tackling the challenge together - Final evaluation
ILO	Enabling job resilience and protecting decent work conditions in rural communities affected by Syrian Refugee crisis in North Lebanon - Final evaluation (RBSA components)
ILO	Improving industrial relations for decent work and sustainable development of textile and garment industries in Ethiopia - Midterm Evaluation
ILO	Independent evaluation of ILO's strategies and actions for improved youth employment prospects 2012-2017
ILO	Outcome-based funding component in support of P&B Outcome 1 – Focus on skills development, including on vocational and professional training and education - Final Evaluation
ILO	Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach in Haiti - Final Evaluation
ILO	Promoting rural socio-economic development in South and Grande Anse Departments - Midterm Internal Evaluation

ILO	SIDA's support to ILO projects in the field of employment promotion with an emphasis on youth employment with particular focus on Phase II of the ILO-SIDA Partnership Agreement on Outcome 1
ILO	Skills for local economic development (SKILLED) in Sri Lanka - Final evaluation
ILO	The Sustainable Enterprise Development Facility for Job Creation in South Africa - Final evaluation
ILO	Youth at work: partnership for employment of young women and men in Morocco - Final Evaluation
ILO	Decent jobs for youth and improved food security through the development of sustainable rural enterprises - Final Evaluation
ILO	Employment Creation for Youth to Build Sustainable Peace in The Gambia - Internal evaluation
ILO	Strengthening gender monitoring and evaluation in rural employment in the Near East and North Africa - Final evaluation
ILO	Supporting prosperity and economic development in Algeria by supporting skills and labour market insertion of university graduates (2nd and 3rd phases) - Final evaluation
ILO	Zimbabwe Youth and women empowerment project (YWEP) - Midterm evaluation
ILO	Addressing Education and Skills Gaps for Vulnerable Youths in Haiti: Promoting rural socio-economic development in South and Grande Anse Departments - Final Evaluation
ILO	Decent employment for youth project in Egypt - Final Evaluation
ILO	Decent jobs for youth and women (a local employment development approach) - Midterm evaluation
ILO	Decent work for sustainable and inclusive economic transformation in Mozambique - Midterm Evaluation
ILO	Egypt youth employment (EYE): Jobs and private sector development in rural Egypt - Midterm evaluation
ILO	Improved human resources development and employment policies, with particular attention to youth, women and migrants - RBSA independent evaluation
ILO	Inclusive labour markets for job creation in Georgia - Midterm Evaluation
ILO	More and Quality jobs are created through better policies and frameworks and strengthened labour market information systems - RBSA independent evaluation
ILO	Skills 21 – Empowering citizens for inclusive and sustainable growth - Midterm evaluation
ILO	TAWDIF: Skilling youth for work - Evaluability review

ILO	Decent jobs for youth and women (a local employment development approach) - Final cluster evaluation
ILO	Employment and sustainable enterprise development for peace and resilience in Africa - Cluster evaluation
ILO	Empowering youth as agents for peace and social cohesion in the Solomon Islands - Final external evaluation
ILO	Inclusive Growth through Decent Work in the Great Rift Valley - Midterm Evaluation
ILO	Inclusive labour markets for job creation in Ukraine - Midterm joint evaluation
ILO	Partnership for Youth Employment in the CIS II - Midterm evaluation
ILO	Promoting youth employment opportunities for refugees and host community with employment-intensive construction works in Mauritania - Final evaluation
ILO	Protecting children and youth in Yemen from recruitment and use in armed conflict - Final evaluation
ILO	Support to the preparatory activities of the ILO to launch the Global Initiative on Decent Jobs for Youth - Final evaluation
ILO	Synthesis review of the ILO's employment interventions for the period 2015–2021: What works and why Background document for the third recurrent discussion on the strategic objective of employment at the International Labour Conference 110th Session, 2022 (2022)
ILO	Achieving reduction of child labour in support of education: Programme to reduce the worst forms of child labour in agriculture - Midterm self-evaluation
ILO	Decent work for sustainable and inclusive economic transformation in Mozambique - Final Evaluation
ILO	Decent Work in Jordan's Floriculture Sector - Final evaluation
ILO	Employment or youth in Egypt (EYE): Providing a reason to stay - Midterm evaluation
ILO	Expanding the social protection system for young men and women in the informal economy - Final evaluation
ILO	Improved Business Development Support Services and Entrepreneurship Education Targeting MSMEs and Youth for the Creation of Decent Work Opportunities in Iraq - Final evaluation
ILO	Inclusive Economic Recovery through Sustainable Enterprises in the Informal Economies of Fiji, Palau, Tonga, and Vanuatu - Final joint evaluation
ILO	Industry Skills for Inclusive Growth (InSIGHT) Phase 2 - Final evaluation
ILO	Zimbabwe Youth and women empowerment project (YWEP) - Final evaluation

ILO	Building community resilience with young people in Mayo Suburb of Khartoum through improved access to water - Final evaluation
ILO	Decent Jobs for Egypt's Young People - Final evaluation
ILO	Decent Work Country Programme (DWCP) for Seychelles (2019-2023) - Midterm review
ILO	Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA) - Midterm evaluation
ILO	Egypt youth employment (EYE): Jobs and private sector development in rural Egypt - Final evaluation
ILO	Employment for Youth in Egypt (EYE): Providing a Reason to Stay - Final evaluation
ILO	ILO-UK Prosperity Fund Skills Programme for South East Asia (UKPFSEA) - Midterm evaluation
ILO	Improved access to skills and employment opportunities in Lebanon - Final cluster evaluation
ILO	Inclusive Growth through Decent Work in the Great Rift Valley - Final Evaluation
ILO	Inclusive labour markets for job creation in Georgia - Final evaluation
ILO	Kenya Skills for Prosperity Programme - Final evaluation
ILO	More and better jobs created for sustainable livelihood opportunities for youth and women and Employment and decent work mainstreamed into national development plans and programmes -Cluster evaluation
ILO	Promoting Gender Responsive Enterprise and Skills Development Systems (ProGRESS): Feminizing Bangladesh's Skills and Enterprise Systems and Labour Market - Evaluability assessment
ILO	Provide technical assistance to Western Balkan countries for the implementation of the Youth Guarantee - Final evaluation
ILO	Research Partnership for Improved Livelihoods of Jordanian & Syrian Youth - Final evaluation
ILO	United for Decent Youth Employment in Cambodia - Phase II - Midterm evaluation
ILO	Youth Employability Programme Component 2: Skills Initiative for Africa - Final evaluation
ILO	Youth employment in Asia-Pacific 2020-23 - ILO internal learning report (2023)
IOM	Evaluation Of The Employment Through the Beautiful Kosovo Programme (Eu-Bk li)
IOM	Prevention And Reintegration For Adolescents And Youth In Conflict With The Law In The North Caribbean Coast Autonomous Region (RACCN) Of Nicaragua Pilot Project Final Evaluation Report

IOM	Final Report - Mid Term Evaluation Mida Finnsom Health and Education Project Somalia
IOM	Community Based Approaches To Support Youth In Targeted Municipalities In BiH And Moving Towards Sustainable Approaches To Prevent Violent Extremism
IOM	Improving SRHR-HIV Outcomes For Migrants, Adolescents And Young People And Sex Workers In Migration-Affected Communities In Southern Africa - 2016 ,Ài 2020,Äù
IOM	Final Evaluation Of IOM-UNDP Project: „Beyond Bentiu Protection Of Civilian Site (POC) Youth Reintegration Strategy
IOM	Strengthening Social Cohesion And Stability In Slum Populations Project
IOM	Ex-Post Internal Evaluation Of The Project Community-Based Approach To Support Youth In A Targeted Municipality
IOM	External mid-term evaluation of the project: "Moving Towards Sustainable Approaches to Prevent Violent Extremism in the Western Balkans"
IOM	MIDA FINNSOM Health and Education Project Phase II
IOM	Socio-Economic Reintegration of Returnees and other Vulnerable Households in migration affected areas severely impacted by COVID-19 Pandemic
IOM	Supporting local economic development in The Gambia, Guinea Conakry and Guinea Bissau (SLED)
IOM	Cross-border Engagement between Côte d'Ivoire and Liberia to Strengthen Social Cohesion and Border Security 2022
IOM	Engaging Diaspora Communities to Support Micro-entrepreneurship in Morocco 2022
IOM	Enhancing Resilience and Protection of Marginalized Communities Affected by Protracted Conflicts and Effects of Adverse Climatic Conditions in Kenya 2015
IOM	Ensuring a comprehensive approach to address smuggling and trafficking in Egypt including Egypt's Sinai Peninsula 2016
IOM	Evaluation ex-post du projet «Soutenir la jeunesse avec des centres de conseil en emploi efficaces et efficaces au Niger» 2020
IOM	Evaluation of the Y-MED Project 2023
IOM	External Review of «Mainstreaming the Concept of Migration and Development into Strategies, Policies and Actions in BiH: Diaspora for Development (D4D) Phase 2 2020
IOM	Final Evaluation of IOM-UNDP Project: “Beyond Bentiu Protection of Civilian Site (POC) Youth Reintegration Strategy” 2019

IOM	Final External Evaluation of “Protecting vulnerable migrants and stabilizing communities in Libya – Phase II” (EUTF) Program 2023
IOM	IOM/UNDP Joint Conflict Reduction Programme Supported By The European Union Final Evaluation Report 2016
IOM	Mid Term Review of EU-IOM Joint Initiative for Migrant Protection and Reintegration in the Horn of Africa 2019
IOM	Mid-Term Evaluation of Midnimo 2 Project: Support for the Attainment of Durable Solutions in Areas Impacted by Displacement and Returns, in Galmudug and Hirshabelle States 2020
IOM	Midterm Evaluation Supporting Peace, Security and Stability in Northern Regions through Strengthening Border Management Capacities and Inclusive Community Engagement Project 2022
IOM	Niger: Strengthening governance of migration and the response to mixed migration flows in the region of Agadez (AGAMI) 2016
IOM	Real Time Evaluation and Support to the IcSP Programme in Sudan 2015
IOM	Strengthen Border Management and Security in Mali and Niger Through Capacity Building Of Border Authorities And Enhanced Dialogue With Border Communities 2023
IOM	Strengthening social cohesion and stability in slum populations 2021
IOM	USAID office of Transition Initiatives Somalia Stabilization Initiative (SSI) 2020
OHCHR	Interim Evaluation of the OHCHR Youth and Human Rights Project
OHCHR	Evaluation of the OHCHR Indigenous Fellowship Programme and Minority Fellowship Programme Final Evaluation Report
UNESCO	Timor-Leste Quality Education for All - 3rd Cycle Mathematics and Science Curriculum
UNESCO	Evaluation of the Global Education Monitoring Report
UNESCO	Gender Equality and Girls’ Education Initiative in Vietnam: Empowering girls and women for a more equal society
UNESCO	Programme Interventions on Girls' and Women's Education
UNESCO	End of project evaluation of the ‘Youth Empowerment: Literacy a Response to Prevent Hate and Violent Extremism’ project
UNESCO	Evaluation of Preparing Teachers for Global Citizenship Education project
UNESCO	Evaluation of the project ‘Promoting media and information literacy and building media capacities in quality non-news programming in Uzbekistan’

UNESCO	KFIT Higher Education Project on Developing Regional Quality Tools to Facilitate the Cross-Border Mobility of Students in Asia and the Pacific (2015-2019)
UNESCO	Review of UNESCO's work in curriculum
UNESCO	Final Evaluation of Phase II of the Strengthening Pre-Service Teacher Education in Myanmar (STEM) Project
UNESCO	Mid-term evaluation of Joint programme on empowering adolescent girls and young women through education: Mali, Nepal and Tanzania
UNESCO	Provision of TVET, On-the-Job Training, and Entrepreneurship Education to Youth Affected by the Syria Crisis in Jordan (Phase III)
UNESCO	Reforming Technical and Vocational Education and Training (TVET) in Iraq
UNESCO	Support for Adult Literacy in Afghanistan (SALA project)
UNESCO	UNESCO-Hainan Funds in Trust Girls Education project in Ghana
UNESCO	External Evaluation of the International Task Force on Teachers for Education 2030 for its 2018-2021 Strategic Plan
UNESCO	Evaluation of UNESCO's Capacity Development for Education (CapED) Programme's country-level interventions in Lao PDR
UNESCO	Evaluation of UNESCO's Capacity Development for Education (CapED) Programme's country-level interventions in Madagascar
UNESCO	Final evaluation of the UNESCO-UNFPA-UN WOMEN Joint Programme on Empowering Adolescent Girls and Young Women through Education
UNESCO	Final External Evaluation of UNESCO Project: Access to quality inclusive primary and secondary education for IDPs, returnees, remainees and refugees in conflict affected areas in Iraq
UNESCO	Korea Funds in Trust (KFIT) Mid-Term Review: ICT Transforming Education in Africa (Phase II)
UNESCO	Mid-term Review of Our Rights, Our Lives, Our Future (O3)
UNESCO	Taking Education for Sustainable Development (ESD) into the Future: Concluding the Global Action Programme (Phase I) and preparing its follow-up
UNESCO	Evaluation of UNESCO's response to the Covid-19 pandemic
UNESCO	External Evaluation of the UNESCO Shenzhen Funds in Trust Project to Strengthen Quality Assurance in Higher Education in Africa
UNESCO	Final evaluation of the Our Rights, Our Lives, Our Future (O3) programme.
UNESCO	Review and evaluation of the project 'Strengthening Science and Mathematics in primary education in Timor-Leste'

UNESCO	Terminal Evaluation for the Youth Action for Reduced Violence and Enhanced Social Cohesion Project in Wau, South Sudan
UNESCO	Final Evaluation Youth Start Programme 2015
UNESCO	Jobs, Skills and Finance (JSF) for Women and Youth in The Gambia
UNESCO	Evaluation Finale Du Projet De Promotion De L'entreprenariat Agricole Pour La Transformation Socio-Economique Des Zones Rurales Du Benin (PPEA)
UNESCO	Evaluation of support to disadvantaged groups income diversification on sustainable livelihoods security
UNESCO	Les populations vulnérables, en particulier les jeunes et les femmes, dans les zones d'interventions, ont accès a des opportunités diversifiées d'emploi et d'auto-emploi pour améliorer leurs revenus
UNESCO	Evaluation du CPAP 2014-2018
UNESCO	Évaluation finale - Création accélérée d'emplois et appui à l'entrepreneuriat
UNESCO	Final evaluation of the InTerDev project
UNESCO	Final evaluation of Youth employment and empowerment in Adrar and Medea
UNESCO	Mid-Term evaluation of "Skills Development for Employment" (SD4E) programme
UNESCO	Mid-term Review of Multi-Media Initiative for Youth Project
UNESCO	SONGHAI terminal evaluation
UNESCO	End of Project Evaluation - Joint Programme on Youth Employment
UNESCO	EVALUACIÓN FINAL DEL MARCO DE ASISTENCIA DE NACIONES UNIDAS PARA EL DESARROLLO EN GUATEMALA 2015-2019
UNESCO	Evaluation du Programme Conjoint de Réduction de la Pauvreté dans la Région de San-Pedro
UNESCO	Evaluation du projet Appui au renforcement des capacités de résilience aux conflits des femmes et des Jeunes des régions de Gao et Tombouctou
UNESCO	Evaluation finale du projet « Appui à la stabilisation, à la reprise socio-économique et à la prévention de la radicalisation des populations vulnérables »
UNESCO	Evaluation finale du Projet de Renforcement de la Résilience Communautaire à travers la Promotion de l'Emploi en Faveur des Jeunes à Risque.
UNESCO	Mid Term Evaluation of the Lebanese Host Communities Support Project
UNESCO	Strengthening Nehru Yuva Kendra Sangathan (NYKS) and National Service Scheme (NSS) in India Mid-term Evaluation Report

UNESCO	Evaluación de Medio Término de la Red Nacional de Orquestas y Coros Infantiles y Juveniles de Panamá
UNESCO	Evaluación Final Del Proyecto Ps 50363/Output 62184 “Fortalecimiento Del Inadeh Para La Administración Del Programa De Capacitación Y Formación Del Capital Humano
UNESCO	Evaluation finale du projet « Rapid Assistance for Peace Consolidation and Social Stabilisation »
UNESCO	Evaluation Finale du volet FDL4 du Programme de Renforcement des Dynamiques de Développement Economique et Social (PRODES)
UNESCO	Joint Programme on Youth Employment
UNESCO	OUTCOME 1 Evaluation (sustainable livelihood opportunities, including economic recovery and social inclusion)
UNESCO	Yemen Emergency Crisis Response Project
UNESCO	Entrepreneurship Development Program/EDP/ II final evaluation
UNESCO	Evaluation finale du projet « Appui à la restauration de l’Etat et relève à Bambari »
UNESCO	Evaluation of Poverty Reduction among youth in Cambodia – Development of youth volunteers’ skill sets for increased employability
UNESCO	Final evaluation of the “Promotion of social and economic opportunities for women and youth in Zerafshan Valley of Tajikistan”
UNESCO	Mid-term evaluation of the inclusive economic growth pillar of CPD 2016/21
UNESCO	Midterm Evaluation of the Regional Programme for Africa 2018-2021
UNESCO	Stabilization & Prevention of Violent Extremism Japan 4
UNESCO	Support to Education in East Jerusalem
UNESCO	Community Security and Stabilization Programme (C2sP)
UNESCO	Empowering Youth as Agents for Peace and Social Cohesion in Solomon Islands Project (December 2018- June 2021)
UNESCO	Empowering Youth for a Peaceful, Prosperous, and Sustainable Future in Kosovo
UNESCO	Evaluation à mi-parcours du Programme Conjoint des Nations Unies pour le Renforcement des Adolescents et des Jeunes en RCA
UNESCO	Evaluation finale du projet Femmes, Jeunes, Entrepreneurs et Citoyenneté
UNESCO	Evaluation of UNDP Support for Youth Economic Empowerment, 2021
UNESCO	Final evaluation for ENID project
UNESCO	Final Evaluation of Leveraging ICT Project

UNESCO	Final Evaluation of the Project Economic Governance for Growth
UNESCO	Mid-term evaluation of the Jobs, Skills and Finance (JSF) for Women and Youth in The Gambia programme
UNESCO	Mid-Term Portfolio evaluation on thematic area of YOUTH covering Youth Employment Project and Youth & Social Cohesion Project
UNESCO	Midterm Evaluation: UNDP Regional Programme for Supporting the Upscaling of the YouthConnekt model in Africa
UNESCO	Strengthening Community Resilience and Regional Cooperation for Prevention of Violent Extremism in Central Asia
UNESCO	Sustainable Returns and Peacebuilding through Durable Solutions and Rule of Law in Golo, Jabel Marra Project, Central Darfur State
UNESCO	Terminal Evaluation of Harnessing Youth's Potential for Sustaining Peace in Uganda Project
UNESCO	Civil Society for Enhanced Democracy and Human Rights in Ukraine
UNESCO	Digital skills and opportunities for youth employment towards digital economy in the Kyrgyz Republic
UNESCO	End Evaluation: Community Cohesion in Cox's Bazar Project
UNESCO	Final evaluation: Promoting Decent Youth Employment in Cambodia
UNESCO	Final evaluation: Promoting Youth Employment in Uzbekistan
UNESCO	Improving Living Conditions in Palestinian Gatherings Host Communities: Towards More Comprehensive and Sustainable Solutions
UNESCO	Mid- term evaluation of Youth Employment project.
UNESCO	Mid-term Evaluation of DRR, EWS and crisis response, incl. COVID-19 response (End of Project Evaluation Report on Automotive Training and Re-Skilling in the Post-COVID Economic Recovery for Vulnerable Youth and Women in South Africa)
UNESCO	Mid-Term Evaluation of Host and Refugee Community Empowerment Project
UNESCO	Midterm evaluation of the Recovery and Resilience Programme (Youth Employment and Empowerment Project)
UNESCO	Regional Youth Project On Leadership, Innovation And Entrepreneurship (Youth Co:Lab) Final Evaluation
UNESCO	Strengthening Community Resilience in Khatlon and Rasht project final evaluation
UNESCO	Strengthening Nehru Yuva Kendra Sangathan (NYKS) and National Service Scheme (NSS) (CPD Output 2.2)

UNESCO	Supporting the Western Balkan's collective leadership on reconciliation: building capacity and momentum for RYCO
UNESCO	Terminal Evaluation of Uganda Green Growth Incubation Centre Project – Songhai Integrated Model Pilot
UNESCO	Thematic Evaluation on role of UNDP in creating inclusive employment in Lesotho
UNESCO	Vocational and Business Skills Training and Support Project Final Evaluation
UNESCO	Youth Empowerment for Peaceful Tajikistan project final evaluation
UNESCO	Youth for Business and Innovation project final evaluation
UNESCO	Evaluación intermedia del proyecto PROFET
UNESCO	Final Evaluation of the Educational Sector in East Jerusalem project
UNESCO	Evaluation of the future of UNESCO's Education Sector: the normative vs operational role in the context of Agenda 2030
UNESCO	Evaluation of the Networks of Mediterranean Youth (NET-MED Youth) Project (2014-2018)
UNESCO	Evaluation of UNESCO's work in information and communication technologies (ICT) in education
UNESCO	Evaluation of UNESCO's work in the thematic area of media and information literacy (MIL)
UNESCO	Evaluation of the UNESCO Education Sector's work on Inclusion in Education (2016-2021)
UNESCO	Evaluation of UNESCO's work on teacher development
UNICEF	Evaluation of UNICEF Emergency Education Response for Syrian Refugee Children and Host Communities in Jordan
UNICEF	Final Performance Evaluation of QBEP's School-based In-service Teacher Education Pilot Programme
UNICEF	An Impact Evaluation of Alternative Basic Education in Ethiopia
UNICEF	Evaluation du Programme de Compétences de vie courante (Lifeskills) 2013-2017
UNICEF	Evaluation of Adolescent Life Skills Education Programme in Maharashtra
UNICEF	Opportunities for Adolescents Formative Evaluation Report Romania
UNICEF	Summative Evaluation of UNICEF support for Education in Zimbabwe
UNICEF	Summative Evaluation Report: Investing in Education and Building Resilience in Gaza
UNICEF	Tanzania Youth Study of the Productive Social Safety Net (PSSN) Impact Evaluation

UNICEF	Thematic evaluation of Government interventions and UNICEF contribution to reducing vulnerabilities, strengthening resilience and promoting the rights of adolescents in Belarus
UNICEF	Bangladesh Education Programme Evaluation, 2012-2018
UNICEF	Evaluation of the Back to Learning Initiative (Education in emergencies)
UNICEF	Evaluation of the Education Personnel Management Strategy as a key component of the UNICEF response to the Syria crisis in the education sector in Turkey
UNICEF	Evaluation of the Non Formal Middle School Education (NFMSE) Pilot
UNICEF	Evaluation of the Sport and Culture for Development programme
UNICEF	Making Evaluation Work For The Achievement Of SDG 4 Target 5: Equality And Inclusion In Education
UNICEF	Mid-Term Evaluation of Increasing Access to Basic Education and Gender Equality (CBE) Programme
UNICEF	Mid-Term Evaluation of the CFS project in Bie and Moxico.
UNICEF	Adolescents in Afghanistan: A Portfolio Evaluation with a Gender Lens (2015,Ä2019)
UNICEF	An Assessment of the School-Wide Positive Behaviour Intervention And Support Initiative
UNICEF	Country Programme 2015-2019 evaluation
UNICEF	Country Programme Evaluation, with special focus on communication for social change as core programme strategy
UNICEF	Evaluation of Community Training Effects on Understanding and Use of Community-Friendly School Profiles in Zambia
UNICEF	Evaluation of Humanitarian Response
UNICEF	Evaluation of the back to learning initiative in Syria
UNICEF	Evaluation of the Global Education Cluster (GEC) Action (2017-2019): Strengthening Coordination of Education in Emergencies
UNICEF	Evaluation of UNICEF's Adolescents and Youth Programme (2017, 2019) in Lebanon
UNICEF	Mid-line Evaluation of the Improving Adolescent Lives in Afghanistan (IALA) Programme
UNICEF	Programme Evaluation of the Conditional Cash Transfer Programme for Education of Refugee Children in Turkey
UNICEF	End of programme Evaluation IKEA - II - Improving Adolescents Lives in Pakistan

UNICEF	Evaluación del Plan Quinquenal de Educación Intercultural Bilingüe
UNICEF	Evaluación Formativa del Programa de Consejerías de las Comunidades Educativas.
UNICEF	Evaluación multi-país de las intervenciones en materia de migración (Informe de País: Honduras)
UNICEF	Evaluation de l'axe de prévention de l'abandon scolaire du programme de cooperation UNICEF-Tunisie 2015-2021 et de la contribution du financement AICS 1
UNICEF	Évaluation en temps réel (RTE) de la réponse de l'UNICEF a la COVID 19 au Gabon
UNICEF	Évaluation en Temps Réel (RTE) de la réponse du Bureau Unicef São Tomé et Príncipe contre la Covid 19
UNICEF	Evaluation of the implementation of Child Friendly Schools/Effective Schools Framework in the Eastern Caribbean
UNICEF	Evaluation of UNICEF support to the Education Sector
UNICEF	Impact Evaluation of TMDH-LUL conditional cash transfer program Endline
UNICEF	Romania, Summative evaluation of the Quality Inclusive Education component of the Social inclusion through the provision of integrated social services at community level modelling project, 2014-2018
UNICEF	Zambian Girls 2030 Phase I end-line evaluation
UNICEF	Evaluación de las estrategias de etnoeducación en instituciones educativas focalizadas
UNICEF	Evaluación de las Escuelas de Fortalecimiento de Liderazgos Adolescentes (EFLA).
UNICEF	Evaluation des cours à distance mis en œuvre par TECHNIDEV
UNICEF	Evaluation of PBF PVE Project ,Communities resilient to violent ideologies
UNICEF	Evaluation of the Conditional Cash Transfer Programme of Child Sensitive Social Protection Project (2016-2022) in Bangladesh
UNICEF	Evaluation of the GPE Grant
UNICEF	Évaluation sommative du Programme Conjoint Education Pour Tous à Madagascar de 2015 à 2021
UNICEF	Formative Evaluation of ALP Models and Centres
UNICEF	Impact evaluation of the Adolescent Empowerment Programme in four states in India

UNICEF	Midterm Evaluation of "Building Resilience Among Rohingya Refugees and Host Communities in Cox's Bazar" Programme
UNICEF	Multi-Country Evaluation of UNICEF Response to the Venezuela Outflow Crisis - Trinidad & Tobago Country Case Study
UNICEF	Summative Evaluation of the Impact of the CMVs on Knowledge, Attitudes, Practices, and Behaviours (KAPB) of the Rohingya Refugees in Cox Bazar
UNICEF	Evaluation of the Generation Future Programme 2021 and 2022
UNIDO	Thematic review. UNIDO Interventions in the area of enterprise development for job creation, incl. women and youth (2015)
UNIDO	Evaluation report on countering violence and extremism through skills training and livelihoods support for at-risk youth in Kismayo (2016)
UNIDO	Evaluation report on enhancing youth employability and entrepreneurship in the United Republic of Tanzania (2016)
UNIDO	Evaluation report on Human Security Through Inclusive Socio-economic Development in Upper Egypt (HAYAT) (2018)
UNIDO	Evaluation report on Agro-technology development for economic growth in South and Central Somalia (2023)
UNIDO	Evaluation report on Facilitating youth employment through entrepreneurship and enterprise development in disadvantage governorates in Tunisia (2023)
UNIDO	Independent terminal evaluation. JORDAN. Job Creation for Youth and Women through Improvement of Business Environment and SME Competitiveness (Project No. 160264) (2023)
UNODC	2018: GLO/Z82: Global Programme for the Implementation of the Doha Declaration: towards the promotion of a culture of lawfulness; Evaluation Report
UNODC	2020: Global Programme on the Implementation of the Doha Declaration: Towards the promotion of a culture of lawfulness (GLOZ82); Evaluation Report; Evaluation Brief (2-pager); Web story; Web story CCPCJ Side Event
UNODC	2021: Global Programme to prevent and combat corruption through effective implementation of the United Nations Convention against Corruption in support of Sustainable Development Goal 16 (GLOZ99); Evaluation Report; Evaluation Brief (2-pager)
UNODC	2021: UNODC Programming in West and Central Asia (including Country Programme for Afghanistan, Country Programme for Pakistan, Country Partnership Programme in the Islamic Republic of Iran, Programme for Central Asia, and, Regional Programme for Afghanistan and Neighbouring Countries); Evaluation Report; Evaluation Brief (2-pager);

UNODC	2023: STRIVE Juvenile: Preventing and Responding to Violence against Children by Terrorist and Violent Extremist Groups (part of GLOZ43); Evaluation Report; Evaluation Brief (2-pager)
UNODC	2023: UNODC Work on Anti-corruption in Mexico (MEXAB5, MEXAD4, MEXW26, MEXW41, MEXW72, MEXZ95 and Mexican segment of GLOZ99); Evaluation Report; Evaluation Brief (2-pager);
UNRWA	Evaluation Of Unrwa Support To Vulnerable Children In Gaza Funded By Islamic Relief Usa
UNV	National Youth Volunteer Programme in Burundi
UNV	Evaluation of Poverty Reduction among youth in Cambodia - Development of youth volunteers' skill sets for increased employability



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