



## Open call for quasi-experimental impact evaluations application pack

### Stage 1: Expression of Interest

#### **Important: Please read before applying**

This call is an options-generation exercise. Youth Futures Foundation does not currently hold ring-fenced funding for the evaluations described in this call.

We are seeking to identify a portfolio of credible, deliverable QED options that we could rapidly commission if budget becomes available – most likely through underspends in other Youth Futures Foundation programmes during 2026 and 2027. Applicants should be aware that no awards are guaranteed.

**We have designed this call to keep the burden on applicants proportionate to this uncertainty. Stage 1 (this EOI) is intentionally light-touch. Only shortlisted applicants will be invited to develop full proposals.**



## Open call at a glance

<b>Stage</b>	Stage 1: Expression of Interest (EOI). Shortlisted applicants will be invited to develop full proposals (Stage 2).
<b>EOI window</b>	June 1st 2026 to July 24th 2026.
<b>EOI length</b>	Cover sheet (outside page limit) plus up to 8 pages of substantive EOI, plus 1-page CV per named team member (max 5 CVs, outside page limit).
<b>Indicative budget</b>	Reference point of c.£200,000 per evaluation. Budgets may vary by design and complexity.
<b>Indicative volume</b>	Between 1 and 6 evaluations, subject to funding availability.
<b>Reporting deadline</b>	Final reports must be delivered in 2028. Earlier delivery within 2028 will be viewed favourably.
<b>Eligible designs</b>	Open to a range of designs: Difference-in-differences, synthetic control methods, regression discontinuity, instrumental variables, and re-analysis of existing trial datasets, matching in combination with another method.
<b>Submission</b>	Email completed EOI form and CVs to <a href="mailto:evaluation@youthfuturesfoundation.org">evaluation@youthfuturesfoundation.org</a> by 12pm (noon) on Friday 24 July 2026.

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# 1. About this call

## Youth Futures Foundation

Youth Futures Foundation is the What Works Centre for youth employment in England. Our mission is to find what works in supporting marginalised young people into good jobs, build the evidence base on what works, and use that evidence to influence policy and practice.

We commission and conduct rigorous evaluations of interventions that aim to improve labour market and education and training outcomes for young people, with a particular focus on those who are NEET (not in education, employment or training) or at risk of becoming so.

## Why this call

Quasi-experimental designs (QEDs) are an important – and currently under-used – tool in the youth employment evidence base. Many interventions in this space have been delivered for years at meaningful scale, but have either not been evaluated, or have been evaluated only with weak comparison groups. The growing accessibility of UK administrative datasets (see Section 3) creates new opportunities to generate credible causal evidence on these interventions retrospectively.

Our forthcoming Toolkit v2 (publication forthcoming) reports findings on 17 categories of active labour market intervention drawn from international evidence. Strengthening the UK-specific evidence on these categories – particularly those where international evidence is strong but domestic evidence is thin – is a strategic priority for Youth Futures over the period to 2028.

## How this call differs from a typical funding call

This is a two-stage call. Stage 1 (this EOI) is light-touch and open to all eligible applicants. Stage 2 invites shortlisted applicants to develop full proposals.

We have designed Stage 1 deliberately to be proportionate to the funding uncertainty: we ask for enough information to assess the credibility of the design, the feasibility of the data route, and the deliverability within our reporting window – but no more than that. We will not ask for detailed analysis plans, costed budgets, or fully scoped IPE designs at this stage.

Shortlisted applicants will be told within four weeks of EOI close. Unsuccessful applicants will receive brief written feedback on their EOI within the same period.

## 2. Scope

### Eligible interventions

Youth Futures' remit is England, but we welcome EOIs proposing QED evaluations of interventions delivered anywhere in the United Kingdom, where the findings can be expected to inform policy and practice in England. Proposed interventions should aim to improve education, training, or labour market outcomes for young people aged broadly 14-24 and map onto one or more of the active labour market intervention categories assessed in the Youth Futures Toolkit, listed below.

We are particularly interested in EOIs proposing evaluations of interventions where international evidence is strong but UK-specific evidence is thin, including: behavioural skills training, employment coaching, wage subsidy programmes, on-the-job technical training, and financial assistance to support participation in work or training.

### Toolkit intervention categories

The 17 intervention categories and their components, as defined in the forthcoming Toolkit v2, are set out in the appendix. EOIs should locate their proposed intervention within this taxonomy and identify the relevant component(s).

EOIs proposing evaluations of interventions outside these categories will be considered if a clear case can be made for their relevance to Youth Futures' strategic priorities, but the strongest fit is with the categories above.

### Eligible populations

The intervention must be delivered to, or for the benefit of, young people aged broadly 14-24. We are particularly interested in evaluations that focus on young people who are at higher risk of poor labour market outcomes, including but not limited to:

- Young people who are NEET or at risk of becoming NEET
- Care-experienced young people
- Young people with learning disabilities or autism
- Young people from minoritised ethnic backgrounds (Black, Pakistani, Bangladeshi)
- Young people with experience of the justice system
- Young people with mental health challenges

### Equality, diversity, inclusion and equity (EDIE)

Youth Futures has a strong commitment to equity in youth employment. We expect all evaluations we fund to engage seriously with the differential impact of the intervention across groups – not as an afterthought, but as a core part of the analytical strategy.

At EOI stage we ask applicants to set out, briefly: (i) the demographic composition of the intervention's beneficiaries; (ii) the equity-relevant subgroups the evaluation would examine; and (iii) any planned engagement with young people themselves in the design or interpretation of the evaluation. We particularly welcome EOIs that

propose substantive subgroup analysis on race and ethnicity, where sample sizes permit.

## Out of scope

The following are out of scope for this call:

- Evaluations of interventions delivered exclusively outside the United Kingdom, unless there is a strong case that it might directly inform policy in England.
- Evaluations of interventions targeted at populations outside the broadly 14–24 age range, or at outcomes outside education, training, and labour market participation.
- Prospective trials, pilots, or feasibility studies of new interventions. Given the 2028 reporting deadline, this call is for retrospective QEDs of existing or historic programmes, policies, or interventions that have already been implemented.
- Implementation or process evaluations not paired with an impact evaluation component.

## 3. Designs and data

### Eligible quasi-experimental designs

We welcome EOs proposing any QED method that can credibly recover a causal effect, provided the identification claim is clearly stated, the assumptions on which it rests are made explicit, and a defensible empirical strategy is proposed for probing those assumptions.

The following methods are well-established in the impact evaluation literature and we expect most EOs will draw on one or a combination of them. This list is not exhaustive.

- **Difference-in-differences (DiD)**, including event-study, staggered-adoption, and matched-DiD variants. Strong EOs will make a clear case for parallel trends and propose appropriate robustness checks (e.g. event-study plots, placebo periods, alternative comparison groups, modern estimators that address heterogeneous treatment effects under staggered adoption).
- **Synthetic control methods (SCM)**, particularly for evaluations exploiting policy variation across local authorities or other geographic units. We welcome both classical and augmented / generalised variants where appropriate.
- **Regression discontinuity designs (RDD)**, where eligibility for an intervention is determined by a clear and precisely measured threshold. Difference-in-discontinuity designs are also welcome where a threshold rule has changed over time.
- **Instrumental variables (IV) designs**, where a credible source of exogenous variation in intervention exposure can be identified and the exclusion restriction can be defended on institutional or theoretical grounds.
- **Selection-on-observables designs** (matching, weighting, regression adjustment), including PSM, CEM, entropy balancing, and doubly-robust estimators). Stand-alone designs of this kind face a higher bar at assessment because they cannot, by construction, address selection on unobservables. We will look favourably on EOs proposing such designs where: (i) the case for

ignorability is genuinely defensible, typically because eligibility for the intervention is rule-based on observable characteristics fully captured in admin data; (ii) systematic sensitivity analysis to unobservable selection is proposed; and/or (iii) the design is combined with another identification strategy from this list (e.g. matched DiD, IV with covariate adjustment).

- **Re-analysis of existing trial datasets**, for example to estimate causal effects on outcomes not analysed in the original study, or to estimate effects for subgroups of policy interest. Such designs inherit the original randomisation and are particularly well-suited to Youth Futures' interest in equity-relevant subgroup analysis. (Applicants proposing re-analysis should be mindful of data access arrangements and the implications for project timing, given the 2028 reporting backstop.)
- **Other credible identification strategies**. We are open to designs drawing on natural experiments, bunching, shift-share or other instruments, and combinations of the above. The bar is the same: a clear identification claim, stated assumptions, and a defensible empirical strategy for testing those assumptions.

### Identification strategy is our primary assessment criterion

We will assess EOIs first on the credibility of the identification strategy. Strong EOIs will articulate clearly why the proposed comparison group is a valid counterfactual, what the threats to identification are, and how those threats would be addressed. We are more interested in honest engagement with identification challenges than in over-claiming. EOIs that present a comparison group without explaining why it is a valid counterfactual will not be shortlisted.

## Indicative datasets

We anticipate that most viable QEDs at this scale will rely on linked administrative datasets. The following are commonly used in evaluations of relevance to Youth Futures; this list is indicative, not exhaustive.

Dataset	Use cases and access notes
RAPID and other DWP datasets	Records of benefits receipt and labour market interactions. Strong for participant identification and short- to medium-term outcomes. Access via DWP.
Individualised Learner Record (ILR)	Records of participation in further education and skills training in England. Useful for participant identification and education/training outcome measurement.
Longitudinal Education Outcomes (LEO)	Linked education, employment and benefits data. Powerful for medium- and long-term labour market outcomes. Access via ONS Secure Research Service. Typical access lag 9–12 months.

Dataset	Use cases and access notes
HMRC data (PAYE, RTI, Self-Assessment)	Earnings and employment outcomes. High coverage and granularity. Access via HMRC Datalab. Typical access lag 12+ months.
National Pupil Database (NPD)	School-age outcomes including attendance, attainment, and KS4/KS5 destinations. Access via DfE share agreements or via LEO.
Local authority administrative data	Useful for evaluations exploiting local-area variation, including data on YEI / NEET tracking, social services, or council-funded employment programmes.

Applicants are welcome to propose the use of any other administrative or linked dataset where access can be secured within the project timeframe. We are also open to designs that use bespoke linkages between administrative data and intervention delivery records held by providers.

### **Data access timelines and the 2028 deadline**

All evaluations funded through this call must report in 2028; earlier reporting within 2028 will be viewed favourably.

Designs that depend on HMRC or LEO data should plan on access lags of 12+ months and 9–12 months respectively and should make a credible case at EOI stage that the proposed data route is compatible with delivery by 2028. Designs that depend on data the applicant team already holds, or on faster-access routes (e.g. NPD via existing share agreements, or local authority data already in evaluator possession), will be assessed favourably on deliverability.

At EOI stage we ask only that applicants name the datasets to be used and describe the access route in outline. Detailed evidence of data access progress is not required at EOI stage; it will be required at full proposal stage.

## 4. What we ask for in the EOI

The substantive proposal (Part B of the application form) should be no more than 8 pages of A4 in Arial 11pt or equivalent (1.15 line spacing, 2cm margins). The cover sheet (Part A) and CVs are outside the page limit. Please use the structure of the application form. Where helpful, you may also describe your proposal in the PICOT framework summarised below.

### PICOT specification

We ask applicants to specify their proposed evaluation using the PICOT framework, to allow us to compare options consistently:

PICOT element	What we expect to see
<b>Population</b>	Who the intervention serves, and who will be in the analytical sample (incl. the equity-relevant subgroups). Include indicative sample size and the demographic composition where known.
<b>Intervention</b>	What the programme or policy is, the delivery model, the geographic and temporal scope, and the body or bodies delivering it. Specify whether you are evaluating a national policy, a regional programme, or a specific delivery.
<b>Comparator</b>	How the comparison group is constructed and why it is a valid counterfactual. This is the most important part of the EOI.
<b>Outcomes</b>	Primary and secondary outcomes, the dataset(s) in which they are measured, and the measurement window. We expect outcomes to map plausibly to Youth Futures' strategic outcome areas: education and training participation and attainment, employment, earnings, and benefits receipt.
<b>Time</b>	Intervention exposure window, outcome measurement window, and indicative reporting milestones.

### Confidence rating and key assumptions

We ask applicants to provide an honest overall confidence rating (high/ medium/ low) for whether the proposed design will deliver a credible causal estimate by the end of 2028, and to identify the three to five most important assumptions on which the design depends. For each assumption, applicants should briefly state what would have to be true for the design to work. (Details on how the assumption would be tested will be reserved for the full proposal stage).

There is no penalty for honestly rating a design 'medium'. We are looking for clear-eyed engagement with risk, not over-confident pitches.

### Worked example: Confidence and assumptions section

Imagine an EOI proposing a DiD evaluation of a wage-subsidy scheme for young NEETs, rolled out across half of England's local authorities from 2022, using LEO data to estimate effects on 18-month employment outcomes.

**Overall confidence: Medium.** The fundamentals are favourable – clean policy variation across LAs, an intervention well-suited to DiD, and a data route the evaluation team has used before. Assumptions 1 and 2 are testable with standard DiD diagnostics. Assumption 3 carries meaningful risk and cannot be fully ruled out in advance, only bounded through sensitivity checks. Assumption 4 is a delivery risk rather than an identification risk, but material given the 2028 backstop.

#	Assumption	What needs to be true
1	Parallel pre-trends	Employment trajectories for young NEETs in treated and comparator LAs followed similar paths pre-2022, conditional on observable area characteristics.
2	No anticipation effects	Young people in treated LAs did not alter behaviour in advance of the policy.
3	No cross-boundary spillovers	Outcomes in comparator LAs were not affected by treated-LA employers or by young people crossing boundaries to access subsidised jobs.
4	LEO access by Q1 2027	SRS application approved and extract provisioned in time for analysis to begin by mid-2027.

### Track record

Please provide up to three short examples (no more than 150 words each) of comparable QEDs your team has delivered, ideally using similar datasets and similar methods to those proposed here, and ideally to comparable timelines.

## 5. How we will assess EOIs

EOIs will be assessed against six criteria. The weightings reflect our priorities at this stage, where identification strategy and policy relevance are weighted most heavily. Similar criteria will be used at full proposal stage but with adjusted weightings.

Criterion	Weight	What strong EOIs will demonstrate
<b>1. Identification strategy and design strength</b>	30%	Is the proposed comparison group a valid counterfactual? Are threats to identification engaged with honestly? Are robustness checks specified? Is the choice of method appropriate to the policy context?
<b>2. Data feasibility and access</b>	20%	Are the datasets appropriate for the question? Is the access route credible? Are indicative sample sizes likely to support the proposed subgroup analyses, including on race and ethnicity?
<b>3. Deliverability within the 2028 window</b>	15%	Does the proposed delivery date credibly land before the reporting deadline, with realistic data access lags built in? Has the team delivered comparable work to comparable timelines? Are key delivery risks identified, with credible and proportionate mitigations?
<b>4. Policy relevance and contribution to evidence base</b>	15%	Does the evaluation address an intervention category where UK evidence is weak? Does it have the potential to inform live policy or commissioning decisions? Does it add to Youth Futures' strategic evidence priorities?
<b>5. Track record on comparable QEDs</b>	15%	Has the team delivered comparable evaluations using comparable methods and datasets, to comparable timelines?
<b>6. Indicative value for money</b>	5%	Is the indicative budget proportionate to the scope and rigour of the proposed evaluation?

### How EOIs are scored

Each criterion is scored on a 5-point scale. Scores are then weighted according to the percentages above and summed to produce an overall percentage.

Score	Label	Description
5	<b>Excellent</b>	Substantially exceeds expectations.
4	<b>Strong</b>	Meets expectations clearly, with some areas of particular strength.

Score	Label	Description
3	<b>Adequate</b>	Meets the basic threshold, with some weaknesses or gaps that would need to be addressed at full proposal stage.
2	<b>Weak</b>	Falls below expectations on substantive grounds. Significant concerns that may not be resolvable at full proposal stage.
1	<b>Inadequate</b>	Does not meet the basic threshold for the criterion.

### **Critical-criterion rule**

Identification Strategy (Criterion 1) and Data Feasibility (Criterion 2) function as critical criteria. An EOI scoring 1 on either of these criteria is not eligible for shortlisting, regardless of weighted total. An EOI without a credible identification strategy cannot deliver a credible causal estimate, and an EOI without a feasible data route cannot deliver at all.

### **Indicative shortlisting threshold**

EOIs with a weighted total at or above 65% (corresponding to an average score of 3.25 across criteria) will be considered for shortlisting. The threshold is indicative rather than binding: final shortlist composition will be determined by available capacity, portfolio balance across intervention categories and methods, and assessor moderation. A high-scoring EOI may not be shortlisted if it duplicates another stronger EOI; an EOI scoring at the threshold may be shortlisted if it occupies a strategically important gap in the portfolio.

### **Assessment process**

Each EOI will be reviewed by at least two assessors drawn from Youth Futures' research team and external methodological reviewers (as needed). Assessors will score each criterion and provide brief written rationale. The shortlist will be agreed by Youth Futures' senior research leadership.

Shortlisted applicants will be notified within 4 weeks of EOI close. Unsuccessful applicants will receive brief written feedback within the same period. Please note that feedback will be provided in writing only; we are unable to offer follow-up discussions.

## **6. Funding, eligibility and contracting**

### **Funding position**

As noted on page 1, this call is an options-generation exercise. Youth Futures does not currently hold ring-fenced funding for evaluations through this call.

The principal funding clarity point is expected in July 2026, when we anticipate greater clarity on other Youth Futures evaluation prospects. This signal will determine the volume of EOIs we are able to take forward, and will shape what we are able to communicate to applicants alongside shortlisting decisions in mid-August.

Further funding may also become available later through underspends or programme changes, potentially across the second half of 2026 and the first half of 2027. Where possible we will therefore hold a portfolio of EOI-shortlisted options for up to 12 months, with the option to invite a full proposal during that period if budget becomes available.

### **Indicative budget**

We use a reference point of approximately £200,000 per evaluation. We welcome proposals below this figure where the design can be delivered well at lower cost, and will consider proposals above it where justified by the complexity of the design, data access requirements, or analytical demands, and where the proposal represents good value for money. Budgets should be proportionate to the proposed design rather than anchored to the reference figure. At EOI stage, please provide an indicative budget range only. Detailed costed budgets will be requested at full proposal stage.

Proposals above £250,000 require approval by Youth Futures' Grants Committee, expected to meet in early December 2026. Where this applies, award confirmation will follow the Committee's decision and applicants should factor this into their planning.

### **Eligibility**

This is an open call: applications are welcomed from organisations both within and outside Youth Futures Evaluation Panel. The lead applicant must represent a UK-registered charity, company, statutory body, community interest company, or higher education institution. Consortium and partnership applications are welcome and indeed expected for designs requiring expertise across QED methods, dataset-specific knowledge, and sector expertise. One organisation must take on the role of lead applicant.

Evaluations of interventions delivered in any of the four UK nations are eligible, provided the findings can be expected to inform policy and practice in England. Applicants should be aware that data infrastructure differs across nations and should be explicit about this in the EOI.

### **Contracting**

Successful applicants will be awarded grants subject to Youth Futures' standard terms and conditions. We will not pay full economic costings for higher education institutions; only direct costs will be covered. For non-HEIs, overhead recovery is available within reasonable limits.

Funded evaluations will be expected to: (i) sign off a detailed protocol and pre-register it on the Open Science Framework before analysis begins; (ii) deliver a comprehensive interim update; (iii) submit a final report subject to peer review and Youth Futures' sign-off; and (iv) participate in dissemination activity.

## 7. Timetable

<b>Stage 1: EOI</b>	
Call opens	Monday 1 June 2026
Questions and clarifications deadline	Friday 26 June 2026
EOI submission deadline	12pm (noon) Friday 24 July 2026
Youth Futures funding clarity point (internal)	July 2026 – clarity on other Youth Futures evaluation prospects expected; determines volume of EOIs taken forward
Shortlist and funding-position update communicated to applicants	By Friday 21 August 2026
<b>Stage 2: Full proposal (invited only)</b>	
Stage 2 invitations issued	Week of Monday 24 August 2026
Full proposal submission deadline	Friday 25 September 2026
Full proposal assessment	Late September – October 2026
Youth Futures Grants and Evaluation Committee (for higher end cost awards)	Thursday 3 December 2026
Funding decisions communicated	By end of October 2026, or within 2 weeks of GEC sign-off as required
<b>Project delivery</b>	
Earliest realistic project start	Mid-October 2026 (subject to funding confirmation)
Latest commissioning point	Mid 2027 – see note on data access lags below
Final report submission	During 2028; earlier in 2028 viewed favourably

### Note on the mid-2027 commissioning backstop

The mid-2027 backstop reflects the time required for data access plus analysis ahead of reporting in 2028. Access lags vary by dataset: HMRC routes typically take 12+ months, LEO routes 9–12 months, and DWP / NPD routes can be faster where the

applicant team already holds access or has previously accessed the data. Designs that depend on slower-access routes are most viable when the applicant team can evidence at full proposal stage that access is already in train. Dataset access lags are discussed in more detail in §3.

## Submission and queries

EOIs should be submitted by email to [evaluation@youthfuturesfoundation.org] by 12pm (noon) on Friday 24 July 2026. Queries about scope or fit should be sent to the same address. We will respond to substantive queries within 5 working days during the EOI window.

## 8. After Stage 1: What shortlisted applicants will be asked for

Shortlisted applicants will be invited to develop a full proposal of approximately 20 pages. As a minimum, the full proposal will need to:

- **Develop the study design, particularly the identification strategy in detail**, including specification of the comparison group, robustness checks, and a draft pre-analysis plan.
- **Set out a credible data access plan**. Specify the access route for each dataset, the realistic timeline given known access lags, and the team's prior experience navigating that route. Where applications are already in train (e.g. an existing SRS project that can be extended, a current DfE share agreement, a Datalab proposal under review), evidence this. Where fresh applications are required, demonstrate that the timeline is compatible with reporting in 2028 and explain how access risks will be managed.
- **Provide a detailed costed budget and Gantt chart**, with named team members, FTE allocations, and a critical-path analysis identifying delivery risks.
- **Specify the IPE component (if proposed)**, including methods, sample, and the ways in which it will support interpretation of the impact findings.
- **Set out the EDIE strategy in detail**, including subgroup analysis plans, engagement with young people, and approach to interpreting differential impacts.

Funded contracts may include an internal funding clarity point after data access is confirmed, with funding releases beyond an initial inception phase conditional on access being secured to plan.

*Thank you for considering this call. We are looking forward to reading your proposals.*

**Appendix:** Intervention and component definitions for applicants' consideration

Intervention name	Intervention definition	Component name	Component definition
Skills development	Skills development includes training programmes offered outside the formal education system to enhance youth employability or facilitate the transition into employment. The training takes place outside a work environment and before the transition to employment. This review has divided this element of ALMP into four components: basic skills training; soft skills training; behavioural skills training and job-specific technical skills (off-job) training.	Basic Skills Training	Basic skills training focuses on enhancing foundational competencies such as literacy, numeracy, and digital skills that are essential for individuals to effectively engage in education, training, or employment. These programmes aim to bridge skill gaps from the compulsory education phase and equip participants with the necessary abilities to navigate personal and professional environments successfully. Basic skills training is often targeted towards individuals who may have had limited formal education.
	Skills development includes training programmes offered outside the formal education system to enhance youth employability or facilitate the transition into employment. The training takes place outside a work environment and before the transition to employment. This review has divided this element of ALMP into four components: basic skills training; soft skills training; behavioural skills training and job-specific technical skills (off-job) training.	Soft Skills Training	Soft skills training concentrates on developing interpersonal skills. These programmes emphasise building competencies in areas such as communication, teamwork, collaboration, problem-solving, decision-making, critical thinking, and analysis.
	Skills development includes training programmes offered outside the formal education system to enhance youth employability or facilitate the transition into employment. The training takes place outside a work environment and before the transition to employment. This review has divided this element of ALMP into four components: basic skills training; soft skills training; behavioural skills training and job-specific technical skills (off-job) training.	Behavioural Skills Training	Behavioural skills training focuses on instilling positive work habits, attitudes, and behaviours that are crucial for success in the workforce. These programmes cover aspects such as punctuality, appropriate language, dress and communication, professionalism, and adherence to workplace norms and expectations.
	Skills development includes training programmes offered outside the formal education system to enhance youth employability or facilitate the transition into employment. The training takes place outside a work environment and before the transition to employment. This review has divided this element of ALMP into four components: basic skills training; soft skills training; behavioural skills training and job-specific technical skills (off-job) training.	Job-specific technical skills (off-job) training	Job-specific technical/vocational skills training, delivered in an off-job setting, focuses on equipping participants with specialised knowledge and competencies required for specific occupations or industries. These programmes adopt a "train first, then place" approach, where individuals receive intensive, often full-time, training in a classroom or educational setting before transitioning into employment.
Self-employment support	Self-employment support aims to provide advisory services and facilitate access to support, finance and markets for the development or growth of youth-owned businesses or self-employment ventures. These interventions include a range of services such as business advisory and mentoring support, business skills training, access to markets and value chains, direct credit or facilitated access to credit, monetary or in-kind grants for start-up or growth, and micro-franchising initiatives or mechanisms. Self-employment support can focus on entrepreneurship and business innovation or the skills and capabilities to offer craft and service skills through self-employment.	Business Skills Training	Business skills training focuses on equipping participants with the knowledge and competencies necessary to start, manage, and grow a business or self-employment venture. These programmes cover topics such as business planning, financial management, marketing, sales, and customer service.

	<p>Self-employment support aims to provide advisory services and facilitate access to support, finance and markets for the development or growth of youth-owned businesses or self-employment ventures. These interventions include a range of services such as business advisory and mentoring support, business skills training, access to markets and value chains, direct credit or facilitated access to credit, monetary or in-kind grants for start-up or growth, and micro-franchising initiatives or mechanisms. Self-employment support can focus on entrepreneurship and business innovation or the skills and capabilities to offer craft and service skills through self-employment.</p>	Business Advisory and Mentoring	Business advisory and mentoring services provide personalised guidance and support to help participants develop and implement their business or self-employment plans. These services may include one-on-one coaching, group mentoring sessions, and access to networks of experienced entrepreneurs or industry professionals.
	<p>Self-employment support aims to provide advisory services and facilitate access to support, finance and markets for the development or growth of youth-owned businesses or self-employment ventures. These interventions include a range of services such as business advisory and mentoring support, business skills training, access to markets and value chains, direct credit or facilitated access to credit, monetary or in-kind grants for start-up or growth, and micro-franchising initiatives or mechanisms. Self-employment support can focus on entrepreneurship and business innovation or the skills and capabilities to offer craft and service skills through self-employment.</p>	Financial and start-up support	Financial and start-up support provides participants with access to the capital and resources needed to launch and sustain their business or self-employment ventures. These interventions may include direct credit, facilitated access to credit through partnerships with financial institutions and monetary or in-kind grants for start-up or growth.
Employment Services	<p>Employment services aim to equip young people with the skills to identify work that is suitable and meaningful to them, search for and secure jobs. In supporting young people these services can offer targeted provision to young people and employers. For young people this includes job-search preparation and assistance, job matching and brokerage. For those most distant from the labour market, employment services may mobilise additional and more extensive support services from subcontractors and the third sector. Employment services often engage with employers to understand their vacancies and skills gaps, with aims to prepare young people to be able to fill these. To support young people's take-up of jobs, financial assistance for travel and expenses may be offered. Employment services will also collaborate with community partners and regional governments to link wider public services and industry/employer bodies to ensure connection to local labour markets.</p>	Job Search Preparation	Job search preparation services focus on equipping young jobseekers with the tools and skills necessary to effectively navigate the job search process. These services may include workshops or one-on-one support for crafting professional resumes, cover letters, and online profiles that showcase the jobseeker's skills and experiences.
	<p>Employment services aim to equip young people with the skills to identify work that is suitable and meaningful to them, search for and secure jobs. In supporting young people these services can offer targeted provision to young people and employers. For young people this includes job-search preparation and assistance, job matching and brokerage. For those most distant from the labour market, employment services may mobilise additional and more extensive support services from subcontractors and the third sector. Employment services often engage with employers to understand their vacancies and skills gaps, with aims to prepare young people to be able to fill these. To support</p>	Job Search Assistance	Job search assistance services provide targeted support to help young jobseekers identify and pursue suitable employment opportunities. These services may include access to job listings, either online or in-person, public or not-listed, job fairs, and employer networks, as well as personalised assistance in identifying job openings that align with the jobseeker's skills and interests.

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	<p>Employment services aim to equip young people with the skills to identify work that is suitable and meaningful to them, search for and secure jobs. In supporting young people these services can offer targeted provision to young people and employers. For young people this includes job-search preparation and assistance, job matching and brokerage. For those most distant from the labour market, employment services may mobilise additional and more extensive support services from subcontractors and the third sector. Employment services often engage with employers to understand their vacancies and skills gaps, with aims to prepare young people to be able to fill these. To support</p>	<p>Financial Assistance</p>	<p>Financial assistance services provide targeted support to help jobseekers overcome financial barriers that hinder their search for employment. These services may include grants or subsidies for transportation costs to interviews, professional attire, or other job-related expenses, e.g. attainment of driving licence or industry credential necessary to secure work, that may otherwise provide a barrier to the jobseeker.</p>

	<p>young people's take-up of jobs, financial assistance for travel and expenses may be offered. Employment services will also collaborate with community partners and regional governments to link wider public services and industry/employer bodies to ensure connection to local labour markets.</p>		
Employment experience	<p>Employment experience is offered to young jobseekers as a form of work-related training before they secure a competitive job. It is intended to be temporary and roles may not be paid. These programmes can include on-the-job training for technical and soft skills related to an occupation, or provide a more general insight into the world of work. They all involve attendance at an employers' workplace. Some programmes may be undertaken for employers advertising vacancies who guarantee a job interview as part of the package. The duration of programmes can vary considerably between short periods, of one or two weeks, or longer durations for example up to a year. Some programmes are designed to support particularly vulnerable groups, such as disabled young people. These typically offer additional support to the young person and employer through case worker support.</p>	Job-specific technical skills (on-job)	<p>These programmes often have an occupational focus and have relatively long durations, up to six months and sometimes more. The roles are temporary and may not be paid, if the young person is receiving social welfare benefits or other government funding. Young people are placed with employers to undertake tasks associated with a competitive job in those employers. The purpose is to provide training in the specific technical and soft skills associated with the occupation. These employment placements may be complemented by short spells of off-the-job learning but the young person will spend the large majority of their time with the employer.</p>
	<p>Employment experience is offered to young jobseekers as a form of work-related training before they secure a competitive job. It is intended to be temporary and roles may not be paid. These programmes can include on-the-job training for technical and soft skills related to an occupation, or provide a more general insight into the world of work. They all involve attendance at an employers' workplace. Some programmes may be undertaken for employers advertising vacancies who guarantee a job interview as part of the package. The duration of programmes can vary considerably between short periods, of one or two weeks, or longer durations for example up to a year. Some programmes are designed to support particularly vulnerable groups, such as disabled young people. These typically offer additional support to the young person and employer through case worker support.</p>	Paid temporary work experience	<p>These programmes offer paid temporary positions to young people. The duration tends to be much shorter and the purpose is to build insights into the world of work and to "practise" the behavioural skills needed to sustain work. This could include internships. Some paid work experience programmes may be for employers advertising vacancies. In this case, the employer may guarantee an interview at the end, which may mean the young person can move into permanent employment.</p>
	<p>Employment experience is offered to young jobseekers as a form of work-related training before they secure a competitive job. It is intended to be temporary and roles may not be paid. These programmes can include on-the-job training for technical and soft skills related to an occupation, or provide a more general insight into the world of work. They all involve attendance at an employers' workplace. Some programmes may be undertaken for employers advertising vacancies who guarantee a job interview as part of the package. The duration of programmes can vary considerably between short periods, of one or two weeks, or longer durations for example up to a year. Some programmes are designed to support particularly vulnerable groups, such as disabled young people. These typically offer additional</p>	Unpaid temporary work experience	<p>These programmes offer unpaid temporary positions to young people. The duration tends to be much shorter and the purpose is to build insights into the world of work and to "practise" the behavioural skills needed to sustain work. This could include internships. Some unpaid work experience programmes may be for employers advertising vacancies. In this case, the employer may guarantee an interview at the end, which may mean the young person can move into permanent employment.</p>

	support to the young person and employer through case worker support.		
Subsidised employment	Subsidised employment can take place in the private, public and third sectors. There are two main types of subsidised employment: jobs that employment services fund directly with employers, usually in private and third sectors. The aim is to reduce employer hiring risks to encourage them to take on disadvantaged young people. An alternative is to create new short-term jobs in the public sector using government funding. These type programmes are categorised as public works. Both types of programme intend to be a short-term measure that enables young people to build the skills and social capital to secure competitive, unsubsidised employment.	Wage Subsidies	Wage subsidies are financial incentives provided to employers to support the employment of disadvantaged young jobseekers. The subsidies can take the form of direct payments, tax breaks, reduced payroll taxes, reduced social security contributions, or tax credits. The primary aim is to help individuals secure longer-term employment by reducing the financial risk to employers who perceive disadvantaged young people's productivity will be below market standards. The ultimate goal is to facilitate immediate employment and then encourage sustained employment by lowering employment costs for employers and enhancing the employability of the jobseeker.
	Subsidised employment can take place in the private, public and third sectors. There are two main types of subsidised employment: jobs that employment services fund directly with employers, usually in private and third sectors. The aim is to reduce employer hiring risks to encourage them to take on disadvantaged young people. An alternative is to create new short-term jobs in the public sector using government funding. These type programmes are categorised as public works. Both types of programme intend to be a short-term measure that enables young people to build the skills and social capital to secure competitive, unsubsidised employment.	Public Works	Public works programmes are government-initiated employment schemes aimed at providing temporary employment through infrastructure development, maintenance, and other community service projects. Public works programmes directly employ individuals through government projects, whereas wage subsidies incentivise private and third sector employers to hire individuals by offsetting some of the employment costs. Public works programmes are often considered a solution in times of crises, when there is not enough labour demand and thus as a temporary safety net.