Guide to completing the ILO's eQuestionnaire on Policies for Youth Employment

Table of contents

BACKGROUND 3
STEP 1: IDENTIFYING RELEVANT POLICIES 4
Classification of the six policy areas: 6
STEP 2: COMPLETING THE eQUESTIONNAIRE 7
Page 2 - General Information about the Document 8
Question 3: Title of the document 8
Question 4: Timeframe 8
Question 6: Format of the document 9
Question 7: Nature of the document 9
Question 9: Main employment challenges 10
Question 11: Employment target 10
Question 12: Target group 10
Question 13 & 14: Lead actor in formulation and parties engaged in the consultative process 11
Question 15: Monitoring and Evaluation (M&E) 12
Question 16: Additional comments 13
Pages 3-8 - Policy Area Pages 14
Questions in common in the policy area pages 15
Sub-policy area questions 18
Page 3 – First policy area - Macroeconomic and Sectoral Policy 19
Page 4 – Second policy area - Enterprise Development 20
Page 5 – Third policy area - Education and Training 22
Page 6 – Fourth policy area - Labour Demand 26
Page 7 – Fifth policy area - Labour Law and Legislation 27
Page 8 – Sixth policy area - Labour Market Policies 29
Page 9 - Monitoring & Evaluation 33

BACKGROUND

The tripartite constituents of the ILO, gathered in Geneva in 2012 for the 101st International Labour Conference, issued the resolution on youth employment "A Call for Action". The document calls for immediate, targeted and renewed action to tackle the youth employment crisis. It was agreed that access to information on existing youth employment policy measures was vital for policy-makers seeking to promote decent work for youth. YouthPOL has been developed to fill this need.

YouthPOL is a global database on policies and legislation addressing youth employment directly and indirectly. Through YouthPOL's public on-line platform, information stored in the database can be accessed from anywhere in the world where an internet connection is available. Users navigating the platform will be able to read through descriptions of policies' main features and make comparisons across countries and regions.

YouthPOL has a data-capture feature, called the **eQuestionnaire**, allowing users to enter information on relevant policies into the database. This online tool consists of a set of questions specifically designed to capture the essential aspects of a policy document. The data stored in the eQuestionnaire are available to the public through an on-line platform, **eAnalysis,** which allows users to search policy information, make queries, and compare policies across countries and regions.

www.ilo.org/dyn/equestionnaire/f?p=RDR020 www.ilo.org/youthpol-eAnalysis

YouthPOL analyses either policies or legislation which satisfy the following criteria:

A. **Are currently in force**
B. **Have national scope**
C. **Affect youth employment**

In addition to the ILO's Youth Employment Programme, several partners have contributed to this initiative including the MasterCard Foundation, the Japanese Government, LUKOIL, and different ILO field and regional offices.

This Guide is a tool to help ILO staff, consultants and other contributors complete the eQuestionnaire and to guarantee a consistent interpretation of documents across countries.

STEP 1: IDENTIFYING RELEVANT POLICIES

The first step is the identification and gathering of relevant policies and legislation for the country concerned. This is usually done through desk research, and we will also be assisting you through the help of the ILO's network of specialists in headquarters and the field.

There are two factors to take into consideration: First is A) the **type of document**, and B) its **policy area coverage** which should affect youth employment directly or indirectly.

A) The documents that **can** and **cannot** be analysed are:

✅
- Policy frameworks
- Policy strategies
- Public policies
- National action plans
- Legislative frameworks (laws, decrees, regulations, etc.)
- ***Some** government programmes (see explanation below in Table)
- All documents need to be at the national level

❌
- Projects
- Measures passed at the local or regional level.
- Analysis or research from a university/institution.
- Policy documents from NGOs, UN.
- News related
- Programmes (most)

Below are some basic guidelines differentiating programmes from policies, to will help you to decide more clearly whether the document must be included in YouthPOL or not.

Features	✅ Policy	❌ Programmes/Projects
Definition	Set of principles and goals that form the basis of making rules and guidelines, offering overall direction to planning and development.	Practical means to achieve policy objectives, which may include several linked projects. ▪ Projects can become programmes, depending on 1) their objectives, and 2) national and international contexts/needs.
Time period	Broad (not normally limited in time, or with a long time frame (5-10 years)).	Narrow (the time frame is specified. It could be only for a few months).
Scope	National (but it can be focused on specific regions)	National and regional/local
Formulation	Initiative from the highest level of government and/or the legislature	The role of the government is not essential or it does not exist. ▪ There could be several actors involved, such as: NGOs, banks, governments, enterprises and unions.
Implementation	The role of the government is central.	The role of the government is not essential.
	NOTE: The implementation of both, policies and programmes might be framed in legislation, acts, decrees, orders. NOTE: Some documents may be labelled "Programme" but better fall under the "Policy" category because of their long timeframe, extent of policy measures, and government involvement.	

When finalising the list of documents, it is worth asking the following:

1. Time period: Some policies remain in force until superseded. For example, if a policy's time period was 2004-2009, it may still practically be in force. If you are uncertain, please let us know and we can confirm with an ILO colleague in the field.

2. There is the possibility to get confused when deciding which documents should be analysed, either because the title says "programme" but when reading its features match those from a policy (this can be **analysed**), or because a law is implementing a programme (this **cannot be analysed**). Again, please highlight this to us and we can help determine whether or not the document is relevant.

3. If a document is **a compilation of programmes or projects** in place, it does not count as a policy. However, if the document attempts to create coherence and an overall strategy through the different programmes, this could count as a policy.

B) Policy area coverage: We are seeking to capture information about interventions which **directly or indirectly** target youth employment. The former are easier to identify, as they will mention youth as their target group (i.e. access to finance for young entrepreneurs). Regarding the latter, if the measure is aimed at the general population but would affect youth disproportionately (for example temporary or seasonal contracts), we would include the measure.

If you are uncertain, it is *better to include the measure* and then receive feedback from the ILO colleague who is assisting you in the eQuestionnaire's completion.

The policy chart below shows you how we have categorised the different areas of interventions. They are referred to in this Guide as **policy areas.** The questionnaire is organized into six of these policy areas. Later in the Guide you will find the definitions of each of them.

Classification of the six policy areas:

Policy Areas	
Macroeconomic and Sectoral policies	**Labour Demand (continued)**
1. Fiscal policy	18. Incentives to promote transition of informal young workers to the formal economy
2. Investment policy	19. Other measures to boost demand of labour for youth (please specify)
3. Sectoral policy	
Enterprise Development	**Labour Law and Legislation**
4. Enterprise start-ups by young people, including cooperatives and social enterprises	20. Contractual arrangements for young people
4.1 Registration of new enterprises	20.1 Recruitment rules
4.2 Tax rebates	20.2 Probation period
4.3 Subsidies	20.3 Dismissal procedures
4.4 Other (please specify)	20.4 Fixed-term contracts
5. Measures to promote registration/compliance of existing enterprises in the informal economy	20.5 Other youth employment contracts (please specify)
6. Access to finance	21. Anti-discrimination legislation
7. Access to non-financial services	22. Occupational safety and health, including regulations on hazardous occupations for adolescent workers
8. Other self-employment and enterprise development measure for youth (please specify)	23. Other (please specify)
Education and Training	**Labour Market Policy**
9. Technical vocational education and training	24. ALMPs for youth
10. Career education and career guidance	24.1 Public employment services
11. Apprenticeships	24.2 Youth guarantees
12. Other work experience provisions	24.3 Private employment agencies
12.1 Internships	24.4 Labour market training for the unemployed
12.2 Study and work (e.g. summer jobs, paid hours for)	24.5 Public works
12.3 Other (please specify)	24.6 Other (please specify)
14. Remedial education (second chance)	25. Income and social protection
15. Scholarships and other incentives, including conditional-cash transfers	25.1 Unemployment benefit
16. Lifelong learning	25.2 Non-contributory social insurance
16.1 National Qualification Frameworks	25.3 Social assistance and other income support
16.2 Recognition of prior learning	25.4 Tax reduction for low income
16.3 Other (please specify)	25.5 Other anti-poverty measures (please specify)
	26. Wage policy
Labour Demand	26.1 Minimum wage
17. Incentives for employers to recruit young people	26.2 Youth sub-minimum wage
17.1 Waiver of social security contribution	26.3 Other (please specify)
17.2 Wage subsidies	27. Collective agreements on youth employment
17.3 Tax rebates	28. Other policy measures
17.4 Other measures to reduce labour costs (please specify)	28.1 Recruitment quotas
	28.2 Positive action
	28.3 Other (please specify)

STEP 2: COMPLETING THE eQUESTIONNAIRE

IMPORTANT INFORMATION before you begin completing the eQuestionnaire:

1. It is filled in **per document**. If a country has 5 documents (for example, 3 different laws affecting youth, a youth strategy, and a national action plan), then 5 questionnaires need to be completed, one for each document.
2. It must be completed in **English**, **French**, or **Spanish**, regardless of the original language of the document.
3. **All answers** should come **from the document itself**, not from outside knowledge. The only exception is **Page 9 - Monitoring and Evaluation.**
4. Not all questions have answers, and you will be **able to "skip"** to the next relevant question.
5. Please reference page numbers of the document and articles the law in your answers.
6. If you are "**copy-pasting**" information, some of the characters (particularly accents) may not come up correctly; please verify all content.
7. There are character limits to the free-text responses, set at 4000. Please do not go over them, as the eQuestionnaire becomes blocked from further usage.
8. Your **answers** are **saved** only when you click "next" or "previous", or as you move along the page toolbar near the top of the screen. Please note that if on the web browser you click "back" or "refresh", your answers will be lost.
9. If you have trouble with your **username and password**, please contact yep@ilo.org or the relevant ILO official assisting you.
10. When unchecking information please make sure that the answers are also deleted (not just the multiple choice button changed).
11. When completing the eQuestionnaire online you will also be able to view definitions and examples by clicking on the information icon

Page 2 - General Information about the Document

There is one page on general information, followed by 6 policy area pages.

Question 3: Title of the document

Please see below for clarification and guidance on questions that may arise:

If the document you are analysing is a…	The appropriate eQ title will be the following:
Law, with amendments incorporated in the document	Include the original title of the law and then put (consolidated to 20XX).
Law and there are still amendments which occurred since the consolidation of the law. 1. We are *only* interested in the amendments related to youth, and they will have to be analysed *within the same eQuestionnaire*. 2. If the amendments do not relate to youth 3. If a law has related implementing texts	Include the original title of the law and then put (consolidated to 1970, with additional amendments of 19XX and 20XX). 1. Include the link to the main law in Q6, and the titles of the amendments in Q16. (All links to legislation are through NATLEX) 2. There is no need to include them in the eQuestionnaire nor in the title. 3 We do not include them in the title Q3, but list their titles in Q16 and make sure they are on the NATLEX page of the main law. **The information from the amendments, and the relevant implementing pieces of legislation, should also be included in the different parts of the questionnaire, and cited.**
Law (original year) and there are no amendments or they are not relevant	You only have to put the original law title/year (unless, of course, it is a consolidated version then we put the "Title (consolidated to 20XX").
Policy (e.g. employment policy, youth employment policy etc.), with an Action Plan included *within the same document* *Exception*: If there is a very short (1-2 page) separate Action Plan which would require viewing the policy document to understand it, we would include it in the same eQuestionnaire as the Strategy (therefore it is acceptable that there be two documents uploaded in Q6). Note: If the Action Plan is a separate document (which happens most often), and can stand on its own, then we analyse it in a separate eQuestionnaire, with its own title.	Example: National Capacity Development Policy 2012-2017 and Action Plan

Question 4: Timeframe

If the document is a law, please refer to year passed in legislature.

If it is a policy, please refer to the timeframe of the policy (not year passed).

Question 6: Format of the document

If it is in HTML and PDF, ideally please provide **both**. This applies to all documents except laws.

To the extent possible, make the content into a PDF document. (If in Word, click "save-as" and pick "PDF").

Laws need to be found on the ILO's NATLEX database – www.natlex.ilo.org. If **they are not** in NATLEX, please flag it to us and our NATLEX colleagues will add the law to the website. If **they are** in NATLEX, please follow these steps to add the link to the specific law in the questionnaire:

1. Locate it on the NATLEX website (Go to advanced search)

2. Take the ISN number, which is unique to each entry. You will find this in the top right hand corner of each NATLEX entry (ex: BEL-2012-L-91020, the ISN number is 91020)
3. Substitute the ISN number in the bold part of link below, and you should have the link to the specific law in NATLEX:
   http://www.ilo.org/dyn/natlex/natlex_browse.details?p_lang=en&p_isn=49604

Question 7: Nature of the document

Please see below for clarification and guidance on questions that may arise:

If the document you are analysing is a…	Select this option in the eQ
- Youth Strategy, or a - National Youth Policy	Youth development policy
Law which was passed entitled "Employment Policy"/ "Youth Policy"/ "Skill Development Act", etc.	Legislative framework (given that the document itself is a law please select this option rather than "employment policy", "youth development policy", "skills development policy" etc.)

Question 9: Main employment challenges

- "Social inclusion" – also includes inclusion of youth.
- "Other" – can include promoting entrepreneurship.

Question 11: Employment target

- Please only include information on employment targets, and not information related to education targets or any other non-employment related.

Question 12: Target group

This question asks about the general target groups for the policy document. Further down in the questionnaire, there are additional questions focussing on target groups for the different policy areas. It is important to clarify the difference between this first general target group question, and the following ones.

Question 12 refers to the overall target group(s) of the entire policy document. This information is usually found at the beginning of a policy document. The additional target group questions are found later in the questionnaire, when the analysis goes deeper into the specific policy areas that the policy document touches upon. There, you will be asked to specify whether there are specific target groups meant for individual policy areas. Please note that the answer to the general target group question can be different than the target group question referring to a specific policy area. For the latter, the answer for target groups will refer to those affected by the measures **of the particular policy area**, while **Question 12** refers to the document as a whole.

Please see below for guidance on clarifications that may arise for this question:

<table>
<tr><th>Yes (and specify which target group)</th><th>No</th></tr>
<tr><td>- If "Yes", the categorisation is as follows:
• Only – the entire document is exclusively aimed at this target group.
• Especially – this would be if, for example, there was a list of the most important groups to include in the policy (i.e., vulnerable groups including women, ethnic minorities, and young people).
• Amongst other groups – serves as our default, or can be left unchecked.</td><td rowspan="4">- If the document is a Labour Code, the standard answer is "No" target groups
- If the document is a National qualifications Framework, the standard answer is "No"</td></tr>
<tr><td>- A response can be "Only youth" with certain sub-groups of youth (i.e. women, rural, etc.), which are then included as "especially"
- A general rule for Question 8 - Is youth employment covered within the document?: If the answer is "No specific mention but there is an implicit coverage of young people" then "youth" as a target group should not be ticked in Question 12, as the policy document does not explicitly refer to them..</td></tr>
<tr><td>- "Vulnerable groups" – please only check this box if the document itself uses the term. (Therefore, please do not assume that a document talking about youth and migrants is targeting "vulnerable groups", unless the documents itself uses this term to refer to youth and migrants).</td></tr>
<tr><td>- "Other" can include apprentices, entrepreneurs, ethnicity etc.</td></tr>
</table>

Yes (and specify which target group)	No
- Please provide additional information in the last box (especially age bracket of youth, if targeted).	

Question 13 & 14: Lead actor in formulation and parties engaged in the consultative process

This information has to come only from the document itself, not from one's own knowledge.

For the purposes of consistent interpretation of who is involved in "formulation" and who is involved in "consultation", the database adopts the following *modus operandi*:

Actors involved in consultation - are those consulted at the beginning of the policy process, before a document has been drafted.

Actors involved in formulation - are those actors involved at any point in the development of the policy or law. They can be technical inputs, draft revisions, etc. Please note that this also means that if members were "consulted" about a draft, then for the purposes of our eQuestionnaire, we count them as formulators.

Please include **all the actors involved**, not just the lead actor. The following table provides further guidance on how to classify actors involved in consultation and formulation in a consistent manner across documents and countries:

Please see below for clarification and guidance on questions that may arise:

If the document…	Where to put it in the eQ?
Note: In order to promote comparability across countries, please try and fit the relevant ministries into the 5 options in the list.	
- Mentions units/actors who provided "inputs" to the draft, etc., these actors count as taking part in the formulation process (not consultation). - Note for laws: 1. Please do not put "Parliament" as the major formulator 2. If the introductory part says: "sur proposition des ministres…" we can take this as actors involved in formulation.	**Question 13.** Lead actor in formulation
Mentions units/actors who contributed to events/meetings which were organised to gather input about what is to be included in the policy/law (and BEFORE the drafting process). - Note for laws, if the introductory part says "vu l'avis de…" we can take this as consultation.	**Question 14.** Parties engaged in the consultative process
- If the Ministry involved is found in two options (for example, Ministry of Employment and Youth Affairs),	it is acceptable to click both options.

- Parliament - President - Private sector - National government (not specified), - Government departments (again, not specified), - 50,000 youth, etc. - Employers	"Other" in either Question 14 or Question 15.
Note: As we use the term "Ministry *in charge of* X", it is also up to the discretion of the consultant/ILO official to know the portfolio of the Ministry in question. If the Ministry of Commerce's portfolio would be the equivalent to Ministry in charge of Economy, then we can tick this.	

Question 15: Monitoring and Evaluation (M&E)

This information has to come from the document itself. If you are aware of the fact that a monitoring and evaluation plan is being developed for the policy you are analysing but the policy document per se does not mention about it, please **do not** mention about it in this question. You will be able to provide additional information drawn from sources other than the policy document on Page 9 of the questionnaire (please see below).

What does an M&E system look like?

- It should include indicators, targets, timeline; it is not just a logframe or a list of indicators, outputs, or agencies responsible for implementation.
- The important question is *how can we measure the progress being made?*

Please see below for clarification and guidance on questions that may arise:

If the document…	What to answer in the eQ?
- Says it "will have a monitoring and evaluation plan"	The answer to this question is **NO**, although you CAN mention the intention to set this up in **Question 16 -** Additional comments.
- Mentions monitoring agencies to be used for the future.	The answer to this question is **NO** and you CAN add this information in **Question 16 -** Additional comments.

Question 16: Additional comments

This can include information such as:

1. Useful **contextual information** about the document, as well relevant documents which should be uploaded.
2. Relevant information about consultation or formulation, if necessary.
3. **Budget** (overall cost)
4. **Implementation** information in general.
5. **Monitoring and Evaluation** information, such as what the policy/law plans to set up.
   - Again, this information comes only from the document, not from outside knowledge. Therefore, if for example, the document says that every 2 years there will be an action plan, this should be included regardless of whether or not this has happened.
6. If it is an aspirational law or policy – mention that no detailed policy features were provided.
7. If anything related to **youth empowerment** and **non-employment-related** issues are mentioned, that can come here (such as promoting responsible citizenship, etc.).
8. Amendments – their titles and links; as well as the titles of the implementing texts related to the law (if relevevant).

Pages 3-8 - Policy Area Pages

There are 6 policy areas covered by the eQuestionnaire (Pages 3-8). Each of these policy areas is further broken down into sub-areas.

Please note that sometimes sub-area measures can be relevant for **two sub-policy area categories**. In this case, please put the provision under both categories. For example, the Public Employment Service will gather labour market information to affect TVET curricula. This would fall under both Education and Training – TVET and under Labour Market Policy – Public Employment Services.

Such double-provisions do not happen often, but it is always beneficial to consult the ILO official you are working with for the placement of the policy provisions.
They are more likely when provisions are **vague**.

The questionnaire offers the same standard questions for each policy area. The questions include: general objective, target, indicators, budget, target groups, and others. The chart below summarizes the system of policy areas and their questions:

*****It is recommended to first fill out the information on the policy provisions and then return to the questions on budget, implementation actors, target groups, etc.*****

Questions in common in the policy area pages:

Budget

If you do not know the breakdown of the OVERALL budget allocated on that specific policy area, then please write "a portion of" the general budget of XXX". Cite the page of the document.

- You can add/subtract from different budget lines from the document on your own in order to match our policy breakdowns, but always cite the page of the document.

Indicators

Please only include the indicators mentioned for A) the policy area overall and/or B) for the individual sub-policy provisions.

Please be mindful of the difference between indicators and targets. If a quantitative or qualitative value is given, that is the indicator's target value. Please include them as indicators but delete the values.

Targets
Please see the above on indicators.

If there are targets, than we can de facto also include them as indicators but remove the value.
Example: Target: 4000 students receiving a scholarship to attend vocational training
Indicator: number of students receiving a scholarship to attend vocational training.

Target groups
This is not meant to be a question where we tick all the relevant groups affected by a measure (for example, women, men, nationals, non-nationals, etc). This is meant to identify the groups which would *exclusively benefit* from the measures.

It is recommended that you **first** fill out the relevant sub-policy area questions on policy features and implementation (see section below), and only then go back to the target group question to tick the relevant target groups. The table below gives a few tips to help you answer in a consistent manner the target group questions at the policy area level of the questionnaire.

Please see below for clarification and guidance on questions that may arise:

If the document…	Which option fits best?
Mentions: - Students in general are targeted. - Changes related to vocational training, but we are not sure whether this is at the secondary education level. - Changes in the curriculum of education institutions - Does not mention which students are targeted.	Students, all levels
Jobseekers	Depends on the context of the provision – this could be a synonym for 'unemployed' but not necessarily (seeking a job is just one criteria of being unemployed). If it is the latter, tick "other"
Provides measures for youth in agriculture	Rural
Mentions: - Apprentices, or - Young entrepreneurs - Employers	Other
Mentions NEET (those Not in Employment, Education or Training)	Unemployed AND Other
For policy measures about wage subsidies, and occupational safety and health various measures under youth employment contracts.	Employed

If the document…	Which option fits best?
For National Qualification Frameworks and Labour Codes, do not assume they affect youth or students	No target groups

Note:

1. Target groups refer to those for the **whole policy area** (example, Education and Training). It is possible that you analyse multiple sub-policy areas (such as Apprenticeships and Lifelong Learning), which will involve different (or the same) target groups. There is *no contradiction* in checking "all students" and "students in secondary education", since they can be referring to different sub-policy area provisions.
2. For the purposes of the questionnaire, "All ages, but mainly young people" should **not** be used. This is because the target group choices should serve as restrictive conditions/requirements. It is difficult to restrict provisions to "mostly young people".

Implementation Agency

This question should include *all* the implementation agencies mentioned in the sub-policy areas. (in a sense, this question is the "sum of the parts").

This information must only come **only** from the document!

The document /legislation	What to answer in the eQ?
Mentions "Minister" as in charge of implementation, but does not specify which Ministry in the text, nor in the introduction where it gives the definitions of terms.	- In this case, we cannot assume/interpret the meaning of Minister, and put it as "other": Minister
If the Ministry involved in implementation is found in two options (for example, Ministry of Employment and Youth Affairs),	- it is acceptable to click both options.
If the responsible agency has been created for implementation AND it is within a Ministry,	- please tick both options (i.e., a High Council for Youth is created to implement the provision, and the Council is under the authority of the Ministry of Youth)
If there is a National Council of X which is responsible for implementation, and is made up of a range of actors,	- then the appropriate wait to respond is by ticking all the individual actors involved. For example, Ministry of Education, Ministry of Employment, and Ministry of Vocational Training (the latter would fall under the "other" category).
If there is a Ministry with two portfolios and the implementation agency is found only within one portfolio of the Ministry,	- then only that Ministry should be ticked. For Example, in the Ministry of Employment and Education, there is a National Council on Employment which will be implementing a provision. The entire activity and staff will come from the Employment division of the Ministry of Employment and Education. Therefore, only the Ministry of Employment should be ticked.

The document /legislation	What to answer in the eQ?
Note: As we use the term "Ministry *in charge of* X", it is also up to the discretion of the consultant/ILO official to know the portfolio of the Ministry in question. If the Ministry of Commerce's portfolio would be the equivalent to Ministry in charge of Economy, then we can tick this.	

Sub-policy area questions:

For every sub-policy you will have to answer the following questions

Policy Features

Please provide as much information as possible from the document. If possible, provide a summary rather than copy-pasting a large section. Remember to cite the page number!

- Information that would go under here can also include **outputs** and **activities** related to the outputs.

Implementation

The table below gives a few tips to help you answer in a consistent manner the implementation questions at the policy area level of the questionnaire.

The document /legislation	What to answer in the eQ?
No **budget** for the sub-policy area was given.	- You can mention the total budget and say it is a portion of this. - You can add/subtract different budget lines, if relevant, as long as you site the source.
You have only general information about the **implementation** of the policy overall, and not for the specific sub-policy area	- Put this information in here, as long as you mention it is for the general policy. (Note this general information on implementation also goes in **Question 16** on general comments). - For the question about agency responsible for implementation, the general implementer can also be ticked
Is implemented by a different piece of legislation.	- Please include the implementation details here (and cite clearly). Providing implementation details from another document holds true **only** for legislation.
Has really nothing given (not even main implementation agency in the policy)	- Then still please leave a sentence saying "No implementation information given", or, - "No implementation information given, but the main agency in charge of implementation is the Ministry of xxx". This agency can then be ticked as the implementing agency for the multiple choice question.

Page 3 – First policy area - Macroeconomic and Sectoral Policy

Macro-economic & sectoral policy: monetary, fiscal and exchange rate policy. It usually entails top-down spending by the government and central banks, generally intended to maximize growth, while keeping down inflation and unemployment. Sectoral policy is adopted by the government as a plan of action for a particular area of the economy or society.

Sub-areas:

- **Fiscal policy:** a policy that comprises the government's spending and means of revenue - thus including taxation, different types of public spending, and any other government income or assistance to the private sector.
  - *For example, a reduction from 10% to 8% of the tax rate applicable to businesses with less than US$5,000 annual turnover.*
- **Investment policy**: a policy by the government where it spends to encourage foreign investment in the domestic economy.
  - *For example, foreign enterprises which invest in the national tourism sector and create jobs for national workers can export 50% of annual profits in hard currency.*
- **Sectoral policy:** a policy targeting a specific branch of economic activity (i.e. agriculture, manufacturing, energy, telecommunications, etc). Please note that policies aimed at "youth" do not fall under sectoral policy.
  - *For example, the creation of rural development loans for the establishment of on and off-farm activities by individuals less than 35 years old.*

Please see below for guidance and clarifications on questions that may arise for this section:

If the document mentions a measure about:	Where does it fit best in the eQ?
- A levy or taxes put on employers to help pay for vocational education or formation	**Page 3.** Fiscal policy

Page 4 – Second policy area - Enterprise Development

Enterprise Development: Measures aimed at businesses in order to accommodate their growth and/or to help realize their potential.

Sub-areas:

- **Measures for enterprise start-ups by young people, including cooperatives and social enterprises**: Social enterprises are run like a business, but with a social purpose. They occupy the middle ground between conventional enterprises and non-profit organizations.
  - **Registration of new enterprises**: *For example, a one-stop shop for business, tax, and employee registration for enterprises employing less than 5 workers.*
  - **Tax rebates**: *For example, enterprises started by young people less than 30 years of age will enjoy a reduction on income taxation for the first year of operation.*
  - **Subsidies**: *For example, government subsidizing start-up costs for cooperatives*.
- **Measures to promote registration/compliance of existing enterprises in the informal economy:** The informal economy consists of economic practices which, in law or in practice, are not covered or are insufficiently covered by formal arrangements. These activities operate outside the formal reach of the law or they are not covered in practice (i.e. the law is not applied or enforced).
  - *For example, the establishment of a special administrative organ which helps informal enterprises with the registration process and offers technical assistance and advice on relevant government legislation*
- **Access to finance:** Access to financial institutions and services, such as a bank account, credit, insurance, or payment.
  - *For example, the creation of a state-supported guarantee fund, to ease access to commercial loans for youth 20-25 years old.*
- **Access to non-financial services:** Support services for enterprise development, such as business training and mentorship support.
  - For example, mentoring provided for entrepreneurs who are starting a new business.
- **Other self-employment and enterprise development measures for youth**.

Please see below for guidance and clarifications on questions that may arise for this section:

If the document mentions a measure about:	Where does it fit best in the eQ?
- Start-ups - cooperatives, or - Incubators - Start-up grants	Page 4. Measures for enterprise start-ups by young people **/ Other**
"Business competitions" are relevant and should be mentioned. The sub-policy category depends on what is being offered: a) is it a financial reward b) More related to non-financial services c) If no specifications are given about the nature of the business competition and the rewards,	Page 4. A) Access to finance Page 4. B) Access to non-financial services Page 4. – C)"Other self-employment and enterprise development measures for youth

- Business services and training (including, for example, marketing skills and management skills) - Entrepreneurship training for an occupational class (i.e. artisans) - Entrepreneurship training *within businesses*. - Entrepreneurship training (nothing specified)	**Page 4.** Access to non-financial services
- Entrepreneurship training *only in the education system*. - Self-employment promotion. - Other measures for enterprise development (like promoting rural enterprises)	**Page 4.** Other self-employment and enterprise development measures for youth
- Vocational skills provision for enterprise development (Ex: providing youth additional artisanal skills to develop their own business)	**Page 5.** TVET, and specify that it is a provision for skills relating to enterprises.
- Business-creation training	**Page 4** "Enterprise Start-ups: Other" AND possibly – depending on the provider – "Non-financial services"
- Access to land for young people: See if the measure is about using the land as collateral, or to start-up a business, or nothing else is provided.	**Page 4.** Depending on the nature of access to land, if it is: For collateral – Access to finance (often having collateral is a requirement to access finance) AND Start-Ups:Other For start-ups: "Enterprise Start-Ups: Other" If nothing is mentioned, but it would be a production factor, then "Enterprise Start-Ups:Other"
"Soft skills"/"working skills" only if the measure appears in conjunction with business development measures - Note: if it appears alone, we do not include it.	- **Page 4.** Enterprise Development / Non-financial services, **or** - **Page 5.** TVET (if it appears in conjunction with vocational training)

Page 5 – Third policy area - Education and Training

Education and training: Measures aimed at all the institutions and processes involved in education and training.

Sub-areas:

- **Technical and vocational education and training:** A comprehensive term for education and training beyond compulsory education, but excluding degree level programmes, which provides individuals with occupational or work-related knowledge and skills.
  - *For example, the establishment of the Tripartite National Vocational Education and Training Agency responsible to determine vocational standards, programmes and register training organizations.*

- **Career education and career guidance:** Career education is an education programme delivered by education institutions to help students make education and career choices. It provides young learners with knowledge of the labour market and with skills to make education, training, and life choices. Career guidance is the process, services, and activities aimed at assisting individuals of any age and at any point through their life to make education, training and occupational choices and to manage their career and can also include the provision of a mentor.
  - *For example, the implementation of a national curriculum which provides for career education for all students in the final year of secondary school.*

- **Apprenticeships:** A system of training which usually combines on-the-job training and work experience with institution-based training. It can be regulated by law (formal apprenticeship, normally providing a remuneration to apprentices) or by custom (tradition or informal apprenticeship where remuneration and/or institution-based training are not always envisaged).
  - *For example, a reform of the national apprenticeship system, whereby 50 apprenticeships per year are available in 25 trades/occupations to all youth aged 16-19 who graduated from compulsory education.*

- **Other work experience provisions:** *For example, a three-month mandatory work experience requirement for final year vocational educational students (17-19 years of age).*
  - **Internships:** *For example, internships longer than 2 months must provide remuneration of at least minimum wage levels.*
  - **Study and work:** *For example, the opportunity for students to work within their university 10-hours a week, where their remuneration is through a reduction in tuition fees.*

- **Remedial education (second chance):** Education through formal institutions for adults who left initial education without mainstream schooling or other qualifications, and who now wish to gain basic literacy skills, primary education, or secondary education.
  - *For example, the free provision of reading classes for young drop-outs in urban city centres.*

- **Scholarships and other incentives, including conditional cash-transfers:** Conditional cash transfers refer to an exchange of financial support in return for certain behavioural guarantees.
  - *For example, full and partial scholarships for secondary school students (15-18 years of age) belonging to households benefitting from social assistance.*

- **Lifelong learning:** A process that encompasses all learning and training activities undertaken throughout life for the development of competencies and qualifications. This refers to all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

  - **National qualification framework:** A nationally consistent set of qualifications for all post-compulsory education and training in a country. *For example, a National Qualification*

Framework providing the guidelines and standards for recognition of secondary school qualifications, as well as vocational education, bachelors degrees, masters degrees, and doctoral degrees.

– **Recognition of prior learning:** The acknowledgement of the knowledge and skills that an individual has acquired in previous training and work or through experience. Such acknowledgement may qualify him/her for credits in a learning subject or for a job. The term has been used to indicate both the recognition of non-formal and informal learning in particular, as well as in a broader sense to include recognition of formal learning (often referred to as credit transfer). *For example, the creation of a system of accreditation for foreigners who have gained diplomas in the medical profession (physicians, nurses, surgeons, etc.).*

What to do with "**General Education**" elements? In general, in the database we do **not** include these. However, what you can do is:

- See if fits in Technical Vocational Education and Training, career education, remedial education, scholarships, etc.
- If there are elements about entrepreneurship in the education system, please place them under "Enterprise Development: Other self-employment and enterprise development measures for youth"

Please see below for guidance and clarifications on questions that may arise for this section:

If the document mentions a measure about:	Where does it fit best in the eQ?
Raising awareness about the importance of vocational skills and the need for training.	**Page 5.** Technical vocational education and training (TVET)
Setting up a Fund which will be used to pay for vocational training opportunities	**Page 5.** TVET
"Distance education" (training from a distance). - Note: If it is inferred to be general education from a distance, would therefore not be included.	**Page 5.** TVET
Provisions related to "formation en alternance",	**Page 5.** TVET
Vocational skills provision for enterprise development (Ex: providing youth additional artisanal skills to develop their own business)	- **Page 5.** TVET, and specify that it is a provision for skills relating to enterprises.
Work experience provisions that are part of vocational training (such as formation en alternance, work placements in enterprises, enterprise-vocational education collaboration, etc)	- **Page 5.** TVET – (NOT "other work experience provisions") because this is work experience that is happening as a part of the training course/formation.

Information on collaboration between universities and research institutions and businesses	- We do not include these measures because they do not relate to vocational training and are more related to general/tertiary education.
Vocational qualification training system, quality assurance systems, accreditation measures, occupational standards	- **Page 5.** Lifelong learning – Recognition of prior learning"
Lifelong learning provisions – but only if young people are mentioned (otherwise this is geared towards the general working population)	- **Page 5.** Lifelong learning – and these provisions should not be repeated under the TVET category
- Subsidies for vocational training; - Measures on provision of free vocational secondary education	- **Page 5. –** Scholarships and other Incentives - **Page 5 –** Scholarships and other incentives
Measures for employers to provide young **employees** with training	- **Page 5. – "**Other Lifelong learning" (because we are talking about employees and not youth still in the educational system)
"Nonformal education" only if it is *nonformal training* - Note: if the provision is for *nonformal education* in general, then we would not include it.	- **Page 5.** TVET, **and** - **Page 5.** Lifelong learning / Recognition of prior learning (**if** the provision refers to recognising past non-formal education).
"Soft skills"/"working skills" only if it appears in conjunction with vocational training - Note: if it appears alone, we do not include it.	- **Page 5.** TVET, **or** - **Page 4.** Enterprise Development /Non-financial services (if the measure appears in conjunction with business development measures)
Linking education and training to labour market needs – in this case please read carefully: 1. Gathering labour market information to *affect the vocational curricula/vocational training* (to better match the training provided with the needs of the labour market). 2. Adjusting the TVET curriculum to fit labour market demands (for example, employers and TVET institutions meeting to revise curricula). - Note: if it is related to general education curriculum we would not include it.	- **Page 5.** TVET, **and** - **Page 8.** Active labour market policies (ALMPs) / other active labour market policies. **Page 5.** TVET. Not under Page 8 – ALMPs because measures regarding gathering of information are not mentioned

3. If the measure is only about gathering labour market information and involves the Public Employment Services (PES) 4. -If the measure is about gathering labour market information, but not under the auspices of the PES,	**Not included in eQuestionnaire**
Employment Fairs only if it has a clear link to career education and career guidance.	- **Page 5.** Career education and career guidance, **and/or** - **Page 8.** ALMPs / Public employment services (PES) (if it specifies that the PES provides the Employment Fairs).
- On-the-job training, or - Vocational training contracts. - Other training related contracts/measures which are not about apprenticeships-internships, etc, and do not fit under TVET and are still related to education/training.	**Page 5.** Other work experience provisions / Other areas
Conditions of apprenticeship/internships/etc.	**Page 5.** Category of apprenticeships or internships. ***Also** put the relevant provisions under labour law and legislation (page 7)
Incentives to education (such as staying in school, promoting the importance of attending tertiary education, etc)	**Page 5.** Scholarships and other incentives, including conditional cash transfers
Career education and/or Career counselling (PES): If you are unsure which category to put the policy provision in (Career education/guidance or Public Employment Services) The important thing here is to think who is **providing** the provision and which **group** is it targeting (young students or young workers)	**Either Page 5 or Page 8** (PES)

Page 6 – Fourth policy area - Labour Demand

Labour Demand: The demand by employers for workers and their skills.

Sub-areas:

A. Incentives to recruit young people:

- **Waiver of social security contributions**: When the business does not have to provide for the worker's social security contribution. *For example, waiver of 100% of the social security contributions payable by employers for the recruitment of youth with less than elementary education. The waiver is for 6 months, with an obligation on employers to retain subsidized young workers for an additional 12 months*.

- **Wage subsidies**: When the government intervenes to sustain the cost of some or all of the worker's wages that the business would otherwise have paid. *For example, the government finances 100% of the minimum wage for six months to employers if they hire new entrants in the labour market.*

- **Tax rebates**: When the government intervenes to provide relief to employers' tax burden associated to labour. *For example, two years 50% reduction of social security, welfare and revenue contributions available to small enterprises employing young women less than 30 years of age.*

- **Other measures to reduce labour costs**: *For example, through the "Youth Incentive" initiative, employers investing in less developed regions receive a non-refundable grant of US$1000 for every new recruit who is less than 25 years old.*

B. Incentives to promote transition of informal workers to the formal economy: "Informal Workers" are in the informal economy, which consists of economic practices which, in law or in practice, are not covered or are insufficiently covered by formal arrangements. These activities operate outside the formal reach of the law or they are not covered in practice (i.e. the law is not applied or enforced).

- *For example, the distribution of human resource development vouchers and a 12 month waiver of social security contributions for employers registering employees at their first work experience in the construction and hospitality industries*

C. Other measures to boost labour demand

Please note that these measures need to be specifically for young people (ie, if it is for the general rural population, we cannot include it).

If the document mentions a measure about:	Where does it fit best in the eQ?
Enforcing a retirement age to allow upward mobility for youth.	Page 6. "Other measures to boost demand of labour for youth

Page 7 – Fifth policy area - Labour Law and Legislation

Labour law and legislation: Legal measures which provide youth with different means of protection.

Sub-areas:

A. Contractual arrangements for young people:

- **Recruitment rules:** *For example, youth between the ages of 14-16 may only be recruited for full-time work if they have received parental consent.*
- **Probation period:** *For example, the extension of the probationary period for the recruitment of workers less than 30 years of age.*
- **Dismissal procedures:** *For example, a reduction of the notice period for workers employed for less than 24 months.*
- **Fixed-term contracts:** *For example, an amendment to the length and renewal of fixed-term contracts.*

B. Anti-discrimination legislation. *For example, an Act protecting young people from discrimination on the basis of their age.*

C. Occupational health and safety. *For example, young workers between 14-16 years of age employed in the non-agricultural industry may not load or unload goods on or off trucks, railcars, or conveyors*

D. Other areas of labour law and legislation affecting youth

Please see below for guidance and clarifications on questions that may arise for this section:

If the document mentions a measure that:	Which sub-area fits best?
Includes age when youth can start working (minimum age).	**Page 7.** Contractual arrangements for young people / Recruitment rules
Employers have to keep a registry of young workers under the age of 18 (or something similar)	**Page 7.** Contractual arrangements for young people / Recruitment rules
Includes types of contracts related to seasonal work and part-time contracts.	**Page 7.** Contractual arrangements for young people / Fixed-term contracts
Entails provisions related to working-time/working hours, travel, leave days, dangerous conditions of work to be avoided, night time work, and rest time of young people (**NOT of general population**). Mental health and stress-reduction related measures are also relevant.	**Page 7.** Occupational health and safety
Provisions on wages for young people	**Page 8.** Wage policy / Other wage measures
Defines conditions of apprenticeship/internships/etc.	**Page 5** - Education and Training under the apprenticeship/internship category (all aspects) and the relevant provisions (recruitment, dismissal, etc) **also** under labour law and legislation.

	Wages of an apprentice would also go to Apprenticeships AND Wage policy – as long as it's not a minute provision (**Page 8**)
Measures on anti-discrimination (incl. salary, recruitment, etc)	If **age** is not a criterion, we do not include it. If it is, it can go under anti-discrimination, **Page 7**.
Guarantees of labour rights, labour standards, health insurance, benefits and entitlements	**Page 7.** "Other" Labour Law and Legislation (last category)
Putting in place policy provisions to encourage more flexible recruitment policies (ie longer recruitment season to hire new graduates etc)	**Page 8.** Positive action ; This would not be under "Contractual arrangements: Recruitment Rules" because it is not establishing a legal relationship between the two parties, but rather a positive action policy.

Page 8 – Sixth policy area - Labour Market Policies

Labour market policy: Public interventions in the labour market aimed at reaching its efficient functioning and correcting disequilibria between supply and demand of labour. Labour market policies can be distinguished from other general employment policy interventions in that they act selectively to favour particular groups in the labour market.

Sub-areas:

A. **Active labour market policies**: Policies that provide income replacement and labour market integration to jobseekers - usually the unemployed, but also underemployed or individuals looking for better jobs.

- **Public employment services:** A public institution that endeavours to match skill demand of employers with the supply of labour. It provides a number of services to employers and jobseekers like lists of prospective jobseekers, and their qualifications, lists of vacancies, training and labour market information, and job search assistance. *For example, the establishment of one-stop service centres for youth, where young people can benefit from products and services to find employment, including career counselling, and access a national graduate database linking unemployed young people (especially unemployed graduates) to job opportunities.*
- **Youth guarantees:** A policy measure aimed to guarantee that youth unemployment will not exceed a certain number of weeks or months. It provides active labour market provisions, such as skills training, to the young person, and also places an obligation on the institution to provide such measures. *For example, all young people between the ages of 18-30 who have been unemployed for at least three months, will be offered an education, training or a work placement for a period of six months.*

- **Private employment services:** A private organization providing employment services for those seeking employment as well as for potential employers seeking employees. *For example, a reform allowing private employment agencies to offer dual learning schemes to young people.*

- **Labour market training for the unemployed:** *For example, a provision giving unemployed young people up to 24 years of age, and who are registered with the employment services, the opportunity to access vocational and non-vocational training courses.*

- **Public works:** Construction projects, such as highways or dams, financed by public funds and constructed for the benefit of all. *For example, government investing $50 billion in the creation of jobs and the provision of work experience as part of a community revitalization effort, through the reparation of infrastructure, construction of affordable housing, and the construction of public facilities.*

B. **Income and social protection**: These measures are designed to make sure that all men and women have basic economic and social security. Measures are also often aimed to protect the vulnerable in society by diminishing people's exposure to risks, and enhancing their capacity to manage economic and social risks, such as unemployment, exclusion, sickness, disability and old age.

- **Unemployment benefits:** *For example, a reform to unemployment benefits which requires a longer qualifying period for first entrants to the labour force.*

- **Non-contributory social insurance:** These schemes provide a minimum level of resources administered to certain members of the population (often using a means-based testing or targeting a specific subgroup), with no requirement for contributions. *For example, families with dependents between the ages of 16 and 19 in full time secondary studies will receive a tax break of up to $2,150 per child.*

- **Social assistance and other income supports:** Social assistance is when resources, either cash or in-kind, are transferred to vulnerable individuals or households with no other means, or limited means, of adequate support. *For example, in households where the wage earner(s) are unemployed and not entitled to unemployment benefit, the provision of social assistance will be $600 per person, for a period of 6 months.*

- **Tax reduction for low income household:** *For example, workers earning less than £7,450 per year will not be required to pay taxes.*

C. Wage policy:

- **Minimum wage:** *For example, an increase in the minimum wage from $5.15 to $7.50.*

- **Youth sub-minimum wage:** Wage paid to a certain category of workers - in this case youth - that is below the established minimum wage. *For example, an amendment allowing employers to pay a youth minimum wage which can be lower than the national minimum wage but cannot be less than $6 an hour to employees under 21 years of age during the first 90 days after the initiation of employment.*

D. Collective agreements on youth employment. F*or example, a provision extending collective agreements to young workers.*

E. Other areas of labour market policy:

- **Recruitment quotas:** *For example, a new policy requiring businesses to fulfil a 3% quota of young employees.*

- **Positive action:** Positive action consists of proportionate measures undertaken with the purpose of achieving full and effective equality in practice for members of groups that are socially or economically disadvantaged, or otherwise face the consequences of past or present discrimination or disadvantage. Affirmative action measures are also included in this category. *For example, the provision of 5% of entry positions in the armed forces to Indigenous youth.*

These measures should be **targeting youth** (particularly for ALMPs and Income and Social Protection). Do not include general policy provisions, but rather youth-specific ones.
Please see below for guidance and clarifications on questions that may arise for this section:

If the document mentions a measure about:	Which sub-area fits best?
Gathering labour market information and involves the Public Employment Services (PES).	**Not included**
Linking education and training to labour market needs -in this case please read carefully: 1. Gathering labour market information to affect the vocational curricula/vocational training (to better match the training provided with the needs of the labour market)	- **Page 8.** ALMPs / Other active labour market policies, **and** - **Page 5.** Education and Training

If the document mentions a measure about:	Which sub-area fits best?
2. Adjusting the TVET curriculum to fit labour market demands (for example, employers and TVET institutions meeting to revise curricula) - Note: If it is related to general education curriculum we would not include it.	It only goes in **Page 5** - Education and Training under TVET, not ALMPs because measures regarding gathering of information is not mentioned.
Gathering labour market information, but not under the auspices of the PES, and it does not mention that it will be used for curricula development.	**We do not include it**
School-to-Work transition programmes (in general, no specifics mentioned).	**Page 8.** ALMPs / Other active labour market policies
Helping first-time job-seekers to find their first employment (ex: Faciliter l'insertion des jeunes demandeurs d'un premier emploi. Elle peut prendre la forme de preparation, d'adaptation, d'insertion ou d'initiation à la vie professionnelle")	**Page 8.** ALMPs / Other active labour market policies
Measures for young" jobseekers"	**Page 8.** – See what the measure is about exactly – is it understood that they are unemployed? If so – ALMPS for unemployed youth If not, ALMPS – Other (Because being a jobseeker is only one requirement for being classified as unemployed)
Targeting out-of-school youth, and involves training elements.	**Page 8.** ALMPs / Public works
Employment Fairs	**Page 8.** ALMPs / PES, And possibly in **Page 5.** Education and Training/career guidance only if it has a clear link to career education and career guidance
Provisions on contributory social insurance	**Page 8.** Income and social protection – social assistance and other income supports Why? Because we have a policy-area on "non-contributory social insurance" but not *contributory* social insurance. The "other income supports" of the "social assistance and other income supports" can encompass other measures not found in the policy categories.
A quantitative target for hiring a certain sub-section of the population (such as 20% of contracts must be given to young women)	**Page 8.** Other policy measures / recruitment quotas **Note:** A quota may be a form of positive action, but for our purposes we are **only** including this policy measure under Recruitment Quotas.

If the document mentions a measure about:	Which sub-area fits best?
Provisions on wages for young people	**Page 8.** Wage policy / Other wage measures
A policy measure which is aimed at including under-represented groups in the labour force (Note: do not use your own interpretation for whether or not a group is under-represented, the policy document must make this clear)	**Page 8.** Other policy measures / positive action. **Note:** If it is a quantitative target to recruit a segment of the population, this goes under **recruitment quota**.
Putting in place policy provisions to encourage more flexible recruitment policies (ie longer recruitment season to hire new graduates etc)	**Page 8.** Positive action ; This would not be under "Contractual arrangements: Recruitment Rules" because it is not establishing a legal relationship between the two parties, but rather a positive action policy.

Page 9 - Monitoring & Evaluation

This section is ***post-document***, so you can add information drawn from sources other than the policy document.

Monitoring & Evaluation. Monitoring judges the gross outcomes against set targets, when applicable. Evaluations are objective assessments of the completed intervention. Evaluations are used to answer to specific questions often related to design, implementation and/or results.

Process Evaluation. Process evaluation examines how interventions operate in order to verify whether a policy was implemented as planned. Process evaluation is a tool to establish the level of quality or success of the processes of a policy. For example: adequacy of the administrative processes, clarity of the information campaign, internal dynamics of implementing organizations, the service delivery mechanisms, and/or the management practices.

Impact Evaluation. Impact evaluation is a particular type of evaluation which quantifies the effects of an intervention on the outcomes of interest. To estimate the net effect, the observed state of the beneficiaries (treatment group) is compared to a counterfactual which indicates what the state of the beneficiaries would have been in the absence of the intervention (the control group).

Descriptive Evaluation. This refers to evaluations which are neither process nor impact evaluations, often ad-hoc, but which nevertheless give an insight into the strengths and weaknesses of the policy measure.

If you find:	Can it be included, and where?
Evaluations of individual policy provisions (not of the policy as a whole). For example, an ALMP measure.	Please include the evaluation results, if available, and specify that it is for a specific policy provision.

Thank you for your interest and contribution to the ILO's eQuestionnaire on Policies for Youth Employment!

For any questions, please do not hesitate to contact the relevant ILO official helping you, or yep@ilo.org .

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