



Analysis of the Target Population and Relevant ALMP Practices

WP3 Final Report

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Abbreviations

ALMP	Active labour market policy
CEPA	Classification of environmental protection activities
CReMA	Classification of resource management activities
GHG	Greenhouse gas
ILO	International Labour Organization
IRPET	Tuscany Regional Institute for Economic Policy and Research
ISTAT	Italian National Statistics Institute
LT PES	Employment Services under the Ministry of Social Security and Labour of the Republic of Lithuania
NACE	Statistical Classification of Economic Activities
NEET	Not in Education, Employment, or Training
SDG	Sustainable Development Goal

1. Introduction

The acronym NEET stands for people who are not in employment, education, or training. The term refers to young persons, aged between 15 and 29. In 2010, the European Commission Employment Committee (EMCO) agreed on the definition and methodology for measuring and monitoring NEETs in the EU as part of the Horizon 2020 strategy. Since then, the concept of NEETs has been widely used to attract attention to vulnerable youth groups and to solve young people's labour market problems. However, the concept of NEETs is often criticized since the term covers a highly heterogeneous set of youths under one definition. Even though the group is united by the fact that they do not study or work, their characteristics, needs and challenges may vary between different age groups or between different countries. For this reason, more targeted policies are needed for different age groups rather than for one heterogeneous NEET group¹.

The Youth Guarantee – a flagship EU initiative aimed at tackling youth unemployment after the great recession of 2008/2009 – initially focused on the NEETs, aged 15-24. Hence, their needs are much better understood and addressed in comparison to the 25-29 aged group. The younger NEETs typically face challenges related to a return to education and training and/or transitioning to the labour market. The older NEETs, however, face a different set of obstacles, such as young mothers having difficulty returning to the labour market. Thus, the scope of this study is 25-29-year-old NEETs in Europe, with a particular focus on three countries - Italy, Lithuania and Malta. Since Italy is a large country with regional differences, this study focuses on the southern region of Tuscany.

In 2020, 18.6% of people in Europe aged 25-29 were neither employed nor in education or training (NEETs)². This **project aims** to tackle the issue by analysing the needs of the target group, developing an innovative scheme for the integration of NEETs into the green labour market and evaluating the results of the pilot scheme. In this context, WP3 is particularly dedicated to an analysis of the target group. The main **objectives** of WP3 are as follows:

- To analyse the characteristics, needs and challenges of 25-29-year-old NEETs in each of the partner countries - Italy, Lithuania and Malta
- To identify the most successful active labour market policy (ALMPs) practices for integrating 25-29 year olds into the labour market in the EU and partner countries.

Particular attention is paid to green jobs and green skills, as the green transition is set to shape the economy and society and should be a key driver in the post-pandemic recovery.

This paper is structured as follows: Section 2 provides an overview of the definition of green jobs and green skills in the context of different countries. Section 3 presents an overall literature review on the topic of NEETs and delves more deeply into Italian, Lithuanian, and Maltese cases. Section 4 provides a cross-case analysis of the best ALMP practices in Europe, and particularly in Italy, Lithuania, and Malta.

¹ Mascherini, Massimiliano. "Origins and future of the concept of NEETs in the European policy agenda." Youth Labor in Transition. Oxford University Press, 2019. 503-529.

²Eurostat. Retrieved from;

https://ec.europa.eu/eurostat/databrowser/view/EDAT_LFSE_23_custom_1554009/default/table?lang=en

2. Green Jobs

Green transitions (or transitions towards environmental sustainability) shape the labour market and have an impact on economies and societies. This results in a need to change existing skills sets and shape labour market policies towards upskilling and reskilling.

The following global political developments especially highlighted the importance of green transitions:

1. UN Sustainable Development Goals (SDGs), namely 4 (education), 8 (decent work), 12 (responsible consumption and production), 13 (climate action) and 17 (partnership for goals), demonstrated the importance of climate action, skills change and decent work for all³.
2. The Paris Agreement stressed the need to limit global warming below 2 (preferably to 1.5) degrees Celsius, compared to pre-industrial levels. In addition, the Paris Agreement aims to increase the ability to adapt to the impacts of climate change and to make finance flows consistent toward low GHG emissions development⁴.

In addition, ILO adopted guidelines for a just transition toward environmentally sustainable economies and societies for all, which highlighted skills development and the required institutional attention in greening economies. Just transitions seek to benefit from a green transition while protecting countries, industries, workers, or consumers who lose economically. Just transitions are related to SDGs that seek to ensure decent work for all.⁵

This chapter will start with an overview of the varying definitions of green jobs and a review of sectoral/occupational trends. This will be followed by a literature review on green skills. The chapter will conclude with statistical evidence on the importance of green jobs and skills.

Green jobs

There is no common approach to the definition of green jobs and skills. However, three main types of definitions can be distinguished:

- Some countries use a *narrow* definition, linking green jobs to a specific sector. For instance, Germany has defined 31 occupations that are classified as environmental occupations. The occupations are pooled together into six groups dedicated to technology, water and waste management, biology, geology, meteorology, and environmental administration and consulting⁶. A narrow definition is also used by Eurostat, where employment in the environmental economy is measured using the statistical classification of economic activities (NACE) or by following the classification of environmental protection activities (CEPA) and the classification of resource management activities (CReMA). In this way, employment in the environmental economy can be divided into two major areas: environment protection and resource management (see Figure 1 below)⁷.
- Another group of countries use an *intermediate* definition, linking green jobs with activities, rather than sectors. An example can be taken from Denmark, where green employment is mostly associated with goods, services, and activities that are mainly dedicated to renewable resources, waste management as well as saving energy and heat⁸.
- Lastly, another group of countries use a *broad* definition that includes both sectors and activities. Usually, countries distinguish between green and greening occupations, which are in different sectors. For instance, France developed two approaches: an activity-based approach that highlights eco-activities and an occupational approach, which recognises nine green and around 70 greening occupations⁹. Green occupations are emerging new occupations which have appeared due to green transitions (e.g., garbage

³ United Nations. The 17 Goals. Retrieved from: <https://sdgs.un.org/goals>

⁴ United Nations (2015) Paris Agreement

⁵ ILO (2015) Guidelines for a just transition towards environmentally sustainable economies and societies for all. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_432859.pdf

⁶ Cedefop (2019). *Skills for green jobs: 2018 update. European synthesis report*. Luxembourg: Publications Office. Cedefop reference series; No 109. <http://data.europa.eu/doi/10.2801/750438>

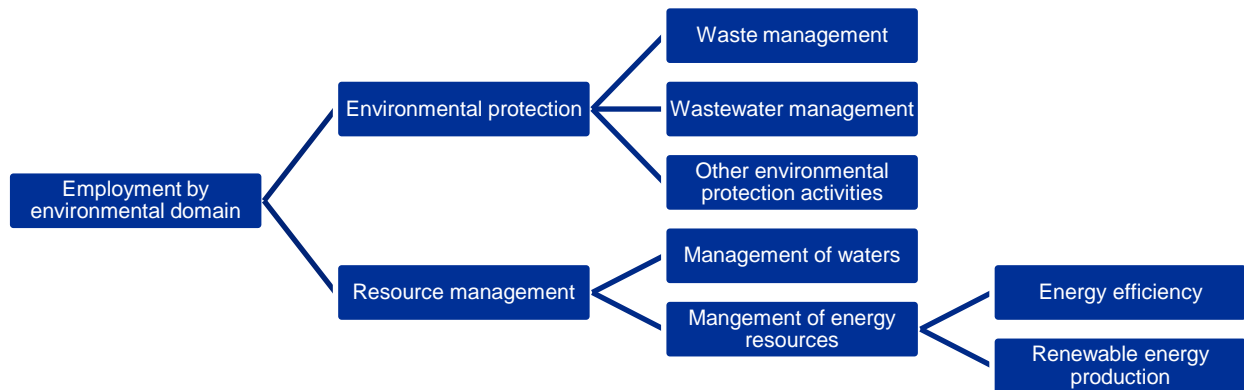
⁷ Eurostat (2021) Environmental economy – statistics on employment and growth

⁸ Cedefop (2019).

⁹ Ibid

collection vehicle drivers, forest guards, environmental engineers). Greening occupations are existing ones that require a shift of skills (e.g., roofers)¹⁰.

Figure 1. Employment by environmental domain



Source: Compiled by the authors using Eurostat (2021) Environmental economy – statistics on employment and growth.

Narrow, intermediate, and broad definitions have their pros and cons. Countries that use a *narrow* approach usually reflect labour market trends using a sectoral approach. This, however, has its limitations, especially keeping in mind that new green policies affect different sectors. It is important to note that sectors which feature prominently in green policies are not necessarily the ones that contribute to job shifts or the creation of green skills/jobs. For instance, the transport sector is extremely important in environmental policies (seeking to minimise emissions), however, policies aimed at improving transport friendliness to the environment should not have a significant impact on workers in the transport sector. In this case, manufacturing sectors would be affected since they are producing energy-efficient vehicles. The *intermediate* approach, which mainly looks at green activities, makes it difficult to define, statistically assess change, and adapt it to the existing labour market.

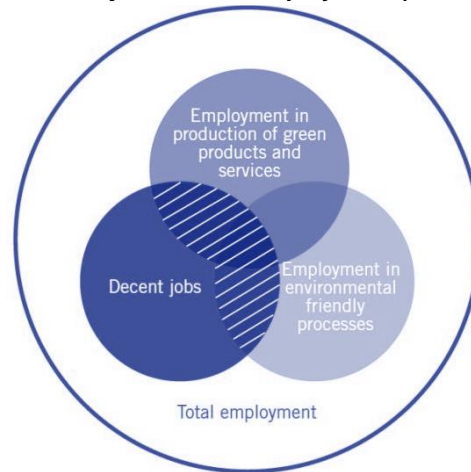
Since green transitions are likely to have transversal impacts across occupations and sectors, this report will use the *broad* definition provided by ILO. This definition transcends classifications of sectors and activities. According to ILO, **green jobs** are decent jobs in any economic sector (from traditional sectors such as construction to emerging green sectors such as renewable energy) which contribute to preserving, restoring, and enhancing environmental quality¹¹.

Green jobs help to improve the efficiency of raw materials and energy, protect, and restore ecosystems by minimizing waste and pollution, limit greenhouse gas (GHG) emissions and support adaptation to the effects of climate change. At the production level, green jobs do not necessarily have to produce environmental goods or services but can contribute to more environmentally friendly processes. For instance, green jobs can reduce food waste or improve recycling systems. Thus, ILO sees green jobs such as the ones that are in the green economic sector from an output perspective or an environmentally friendly process perspective (see Figure 2, green jobs fall in the dashed area).

¹⁰ Cedefop (2018). Skills for green jobs in France: an update. Available at: http://www.cedefop.europa.eu/files/france_green_jobs_2018.pdf

¹¹ ILO (2016). What is a green job? Retrieved from: https://www.ilo.org/global/topics/green-jobs/news/WCMS_220248/lang-en/index.htm

Figure 2. Green jobs in total employment (dashed area)



Source: ILO. Retrieved from: https://www.ilo.org/global/topics/green-jobs/news/WCMS_220248/lang--en/index.htm

The green transition has had profound consequences for the labour market. Emerging green occupations destroy labour demand for some existing “traditional” occupations. Hence, significant labour movement should be expected (although we cannot assume linear movement from old to new green occupations). Greening, on the other hand, implies the need for upskilling, but will not necessarily lead to labour movement between occupations. There are a few factors that determine whether an occupation should be seen as new or an existing one is adapted (greened).

- Firstly, the degree of skill change help to determine whether an occupation is new or adapted. If the change in skill is substantial, a new occupation has likely emerged.
- Second, various stakeholders' decisions are important since they have to include all new occupations in strategic documents and national occupation classifications. Occupations might go on to become formal if they are included in registers and strategies. This is how new occupations emerge.

It is important to note that people who lost their jobs due to green transitions do not necessarily get new green jobs. Thus, skill development and reskilling are extremely important factors¹².

ILO analysed 32 countries across the world and provided examples of various sectors and their prominence in general environmental policies/strategies related to green jobs. The results, presented in Table 1 below¹³, show that renewable energy, green goods manufacturing, environmental goods, and services, as well as construction and building service sectors, are the hotspots of environmental policies. The sector's prominence in both types of policies/strategies/plans remains almost balanced. The only major differences are seen in the logistics sector (as was mentioned in the example earlier) and the agriculture and forestry sector, where prominence in strategies related to green jobs is lower than in general environmental policies.

¹² ILO (2019) Skills for a greener future: A global view based on 32 country studies. International Labour Office – Geneva: ILO

¹³ Ibid

Table 1. The relative prominence of sectors in general environmental policies, strategies, and plans and those directly related.

Sector	Prominence in general environmental policies, strategies, and plans	Prominence in policies, strategies, and plans related to green jobs
Agriculture and forestry	Medium-high	Low-medium
Business and financial services	Low	Low
Construction and building services	High	Medium-high
Education and training services	Medium	Medium
Environmental goods and services, including water and waste management, recycling	High	High
Extractive industries	Variable	Low
Manufacturing – subsectors producing “green goods”*	High	High
Manufacturing – subsectors producing other goods	Low	Low
Renewable energy	High	High
Retail	Low	Low
Tourism	Low-medium	Low
Transportation services (logistics)	High	Low

Source: ILO (2019) Skills for a Greener Future

Note: *Goods directly related to the green transition such as electric vehicles, solar panels, wind turbines, and green building materials.

Table 1 above shows that not all sectors are equally prominent in environmental policies and strategies related to green jobs. Thus, some of the sectors that are the most affected by green transitions will be reviewed below. Sectors are ranked according to the importance of green transitions in their particular sectors¹⁴.

- **Renewable energy sector.** This sector is among the most important ones in terms of new occupation development. Significant progress toward sustainability and green jobs has already been made. However, the progress depends mostly on the implementation of government legislation. The renewable energy sector dominates in most countries when it comes to green transitions and jobs. New occupations arise alongside existing ones. For instance, solar energy system installers are closely related to a roofer’s occupation. Some examples of occupational profiles include alternative energy resources installers, technicians, and quality managers at the medium skill level and engineers at the high skill level.
- **Environmental goods and services (including water and waste management).** Occupational changes include research and development to create or improve waste and water management systems or waste-collecting operations. Examples of new/changing occupations would be environmental engineers, protection technicians, and engineering technicians at the medium skill level or atmosphere/space scientists, climate-change analysts at the high skill level.
- **Construction and building.** Employment effects in this sector are more variable than in the two sectors mentioned above. A strong effect is expected when existing buildings are slated to be greened. Here, new jobs can be created, however, the main effects will be in skill adaptation. Skills will be added or adapted to existing occupations, thus, all occupations should be increasingly affected in different countries. Carpenters, plumbers, and plasterers could be an example of medium skill level occupations, while architects and energy auditors would be high skill level occupations.
- **Manufacturing.** The role of this sector towards green transitions is multifaceted. Some industries are changing their production towards being more energy-efficient (e.g., the automotive industry is developing electric vehicles). Some industries deliver products that help the greening of other sectors. New occupations may evolve due to the need for new skills related to the reduction of environmental impacts. The largest impact might be seen in the manufacturing of products for green sectors, for example, renewable energy

¹⁴ ILO (2019) (information taken for all sectors)

(manufacturing of alternative energy systems) or green construction (energy efficiency). An example of medium-skilled occupations would be pollution control officers or energy auditors. Jobs that relate to the design and production of new systems and products are a high-skill occupation (e.g., production engineers).

- **Agriculture and forestry.** This sector is directly related to climate change. Green transitions urge the adoption of more sustainable farming and resource usage. In addition, the agriculture sector is moving towards more organic agriculture which might result in pollution reduction and better farm productivity. The effect on employment is more apparent in low-income countries, rather than in high-income countries. However, the greatest effects on employment are likely to be felt in high-skilled occupations. In general, existing jobs are adapted. Some examples of medium-skilled jobs include organic farming and the application of organic farming, while high-skilled occupations would include soil and water conservationists or environmental economists.
- **Transportation.** In this sector, greening includes two trends: (1) a transition to less pollution and low-GHG emission vehicles and (2) a reduction of individual transportation by introducing sustainable mass public transportation. This might cause employment gains in the short-term (when more sustainable vehicles are being built), but employment loss in the long-term (caused by a lower demand for taxi and bus drivers). As in the agriculture sector, in terms of skills change, most existing occupations are likely to be adapted with additional knowledge on eco-friendly transportation. Thus, some examples of occupations would be vehicle greening operator (medium-skilled) or R&D related occupations to design green vehicles (high-skilled).
- **Tourism and hospitality.** The tourism sector itself does not stand as the main sector in the green transitions, however, eco-tourism is highlighted as an important factor for this sector. Eco-tourism is a form of sustainable tourism where a community participates, protects, and manages natural resources for the enrichment of the host community and promotes responsible travel. Eco-tourism can be a viable option for farmers to diversify their incomes. Thus, changes in the sector can only be seen by adding additional eco-tourism knowledge to existing occupations (medium-skilled occupations).
- **Extractive industries.** Mining and other extractive activities challenge green transitions and have major environmental impacts. Thus, an adaptation of existing jobs is needed through high-skilled R&D specialists who can design more environmentally friendly extraction systems.

Green skills

Green jobs require green skills. **Green skills** refer to “the knowledge, abilities, values, and attitudes needed to live in, develop, and support a society which reduces the impact of human activity on the environment”¹⁵. There are several drivers for skill changes in the green transition, for example:

- Environmental policy regulations and climate change.
- Green technology and innovation. Green technology involves devices, designs, skills, and knowledge dedicated to generating products or services that have less environmentally harmful effects or can be used to make environmental conditions better. In fact, green technologies are one of the main driving forces for “greening” in skills and occupations. Green technologies are driven by the need to mitigate GHG emissions and anxiety over resource scarcity. The latter aspect pushes green technologies and renewable alternatives into the agenda of both, low- and high-income countries. Even though green technologies look like an independent driver, they are usually dependent on local policies which push the green agenda, and in that way promote green jobs and skills¹⁶.
- Markets for green industries. Green markets are market mechanisms designed to meet and promote demand for the afore-mentioned green technologies and fulfil green policies. In addition, markets are also driven by consumer demand and their preferences. For instance, there has been an increase in consumer demand for

¹⁵ Cedefop (2012) Green skills and environmental awareness in vocational education and training. Synthesis report. Luxembourg: Publications Office of the European Union, p.20. Retrieved from: https://www.cedefop.europa.eu/files/5524_en.pdf

¹⁶ ILO (2019) Skills for a Greener Future

clean energy, energy-efficient homes, renewable energy technologies (solar, wind, etc.) and other green technologies¹⁷.

In light of this, skills should be adapted to better respond to market needs. New 'green skills' might range from hard, technical, specific skills to softer ones such as the responsible use of resources. Usually, green transitions require the reskilling and/or upskilling of employees. However, green transitions affect employees with various skill sets differently. It has been noted that new green occupations tend to emerge at higher skill levels, as they require new, and usually scientific, knowledge and skills. For example, solar-panel installers need to obtain new skills to fulfil their daily tasks. Low-skilled occupations usually need adaptation to the work process and may undergo upskilling or reskilling. For instance, construction occupations now need to know how to work with green materials and techniques. Green jobs require occupationally specific and core skills and thus, skills' gaps are likely to be present¹⁸.

Based on 2018 country reports, ILO synthesised information from 32 countries on how the green transition results in skills changes. Table 2 shows that green transitions affect all occupations in some way. The major difference is where new green occupations emerge. Usually, new occupations are created and significant changes in technical skills and knowledge are seen in medium- and high-skilled occupations. Some new green jobs occur for medium-skilled employees (e.g., solar-panel installers), however, the creation of most new green occupations focus on high-skilled occupations (e.g., agricultural meteorologists). At a low-skilled level, the changes are generic (mostly related to environmental awareness-raising). This means that reskilling and upskilling are important factors in ALMP.

Table 2. Changes in skills due to green transitions

Skill level	Nature of change	Examples of occupations
Low-skilled occupations	<ul style="list-style-type: none"> Generic change, i.e. environmental awareness; simple adaptations to work procedures 	<ul style="list-style-type: none"> Refuse/waste collectors
Medium-skilled occupations	<ul style="list-style-type: none"> Some new green occupations are likely to emerge Significant changes to some existing occupations in terms of technical skills and knowledge 	<ul style="list-style-type: none"> New occupations: wind-turbine operators, solar-panel installers Changing occupations: roofers; technicians in heating, ventilation, and air conditioning; plumbers
High-skilled occupations	<ul style="list-style-type: none"> A large number of new occupations are likely to emerge Significant changes to some existing occupations in terms of technical skills and knowledge 	<ul style="list-style-type: none"> New occupations: agricultural meteorologists; climate-change scientists; energy auditors and energy consultancy; carbon-trading analysts Changing occupations: building facilities' managers; architects; engineers.

Source: ILO (2019) Skills for a Greener Future

Looking more deeply into skills needed, green transitions imply the need for four types of skills:

1. Core/transversal skills. The main core skills needed for green jobs across the labour force include environmental awareness and a willingness to learn about sustainability; adaptability and transferability of skills to apply existing skills to new technologies and processes; teamwork, communication, and entrepreneurial skills to work collectively, promote required change and seize opportunities for environmental mitigation and, lastly, resilience to see the required changes. In terms of medium- to high-skilled occupations, the skill sets change: green jobs mostly require analytical thinking, coordination, management, business, marketing, and consulting skills to understand the measures needed for change, encompass all approaches, promote greener outputs and advise consumers about green solutions. In addition, strategic and leadership

¹⁷ ILO (2019) Skills for a Greener Future

¹⁸ Ibid

skills are needed for policy makers to set the right incentives. Lastly, innovation skills are important for the identification of emerging opportunities and the development of new solutions¹⁹.

2. Foundational skills. The main foundational skills are simply literacy, numeracy, environmental, digital, and research literacy.
3. Specialised technical skills. This includes STEAM, skills to operate and maintain technologies, care skills, design and system thinking, and a wide set of competencies (beyond green skills).
4. Digital skills. These are extremely important in today's labour market to understand and work with various types of digital technologies and software.

Importance of green jobs and skills

This chapter has already highlighted the fact that green transformations will have an important effect in the future and will continue shaping the labour market. It is expected that green transitions will bring three main impacts²⁰:

1. No longer needed occupations in an existing industry will be replaced with the newly emerging green industry, thus employees from shrinking industries will be able to potentially find employment in new industries (reallocate).
2. New and/or greening occupations will require new skills and adapted formal training to keep up with labour market changes (upskilling).
3. Some occupations will be eliminated without possible openings in other industries, thus employees will need reskilling and additional training, even though employees will be able to use some of their soft skills and semi-technical skills.

It is challenging to statistically evaluate the scale of impacts of a green transition on the labour market. Eurostat uses a *narrow* definition of green jobs (encompasses environmental economy using the NACE classification or CEPA and CReMA classifications). Looking at the NACE sectoral classification, in 2018 the most employment (in the environmental economy) was from energy and water supply, sewerage and waste services (1.4 million FTE jobs). This is followed by the construction sector with 1.1 million FTE jobs (see Table 3 below).

Table 3. Employment, production and value-added in the environmental economy, by activity, EU-27, 2018

	Employment of thousand full-time equivalents	Output (EUR billion)	Gross value added (EUR billion)
Total	4363	756	307
Agriculture, forestry, and fishing	532	44	22
Mining, quarrying, and manufacturing	432	108	35
Energy and water supply, sewerage, and waste services	1449	334	125
Construction	1111	171	66
Services	839	99	59

Source: Eurostat (online data code: env_ac_egss3)

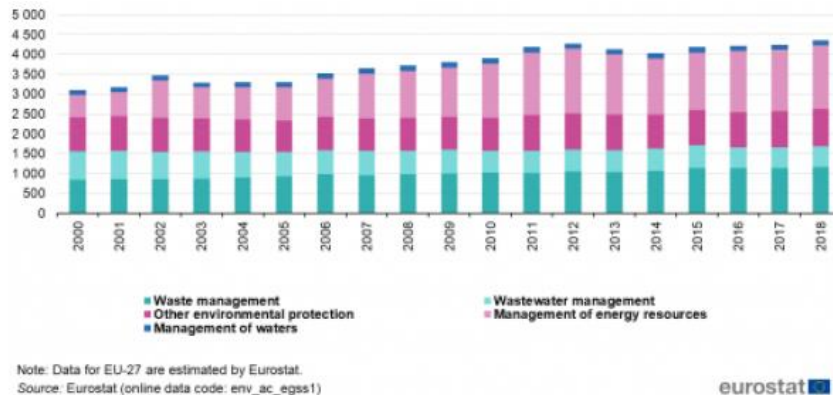
Looking at the effects on the labour market using environmental protection and resource management activities (CEPA and CReMA classifications), the largest contribution between 2000 and 2018 was in the “management of energy resources” domain (created a million full-time equivalent jobs in the EU). This was followed by waste management (which created 0.8 million FTE jobs)²¹ (see Figure 3).

¹⁹ ILO (2019) Skills for a Greener Future

²⁰ Ibid

²¹ Eurostat (2021) Environmental economy – statistics on employment and growth

Figure 3. Employment in the environmental economy, by domain, EU-27 (thousand FTE)



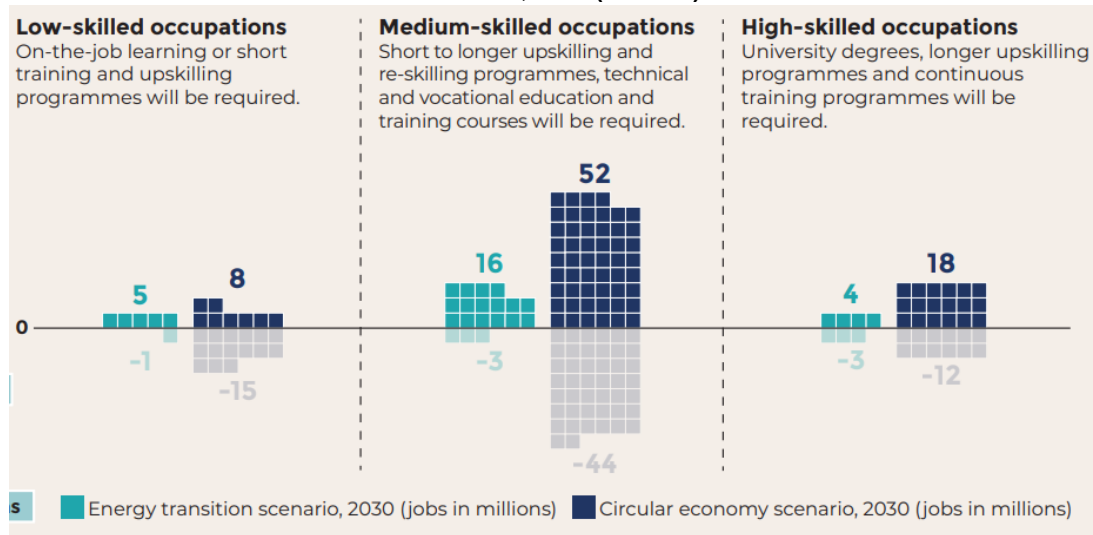
Source: Eurostat (online data code: env_ac_egss1)

However, while Eurostat is looking only at the past, ILO has tried to predict what changes the green transitions may bring to the future labour market. More specifically, ILO looked at two scenarios, namely, (1) energy sustainability (decarbonisation) and (2) a circular economy (efficient material use). They noted that the overall impact on employment will be positive and there will be more job places created than eliminated. To put this into numbers, the ILO analysis shows that a green economy can create almost 25 million jobs globally. However, nearly 7 million jobs would be lost globally, out of which 5 million workers could reallocate (be able to find jobs in the same occupation and country but in another industry), while 1 million jobs would likely be lost without equivalent vacancies. Thus, major investments in employees' reskilling are needed²². In a global circular scenario (2030) the most in-demand occupations would include: "Building and related trades workers (excluding electricians)", "Labourers in mining, construction, manufacturing, and transport" as well as "Market-oriented skilled agricultural" and "Metal, machinery, and related trades" workers.

Figure 4 illustrates that most of the job creation and relocation will occur in medium-skilled occupations. It is expected that by 2030, 16 and 52 million jobs will be created in the energy transition and circular economy scenarios accordingly. However, 3 and 44 million jobs are expected to be eliminated in these same scenarios at the exact same time. Thus, more relocation is seen in the circular economy scenario than in the energy transition scenario.

²² ILO (2019)

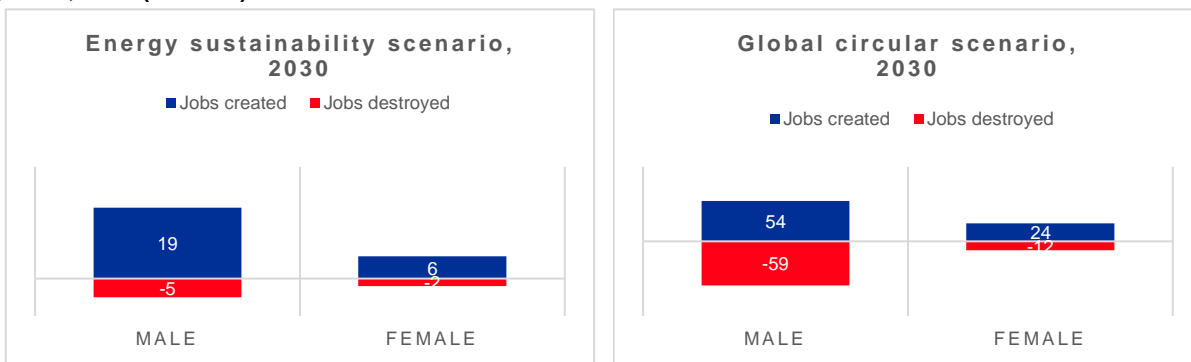
Figure 4. Jobs created and destroyed in energy sustainability and global circular economy scenarios by skills level, 2030 (millions)



Source: ILO (2019) Infographic: Skills for a Greener Future.
Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_709262.pdf

In terms of gender, in both the circular economy (2030) and energy sustainability (2030) scenarios, male-dominant occupations will be more vulnerable than female-dominant occupations (see Figure 5). It is forecasted that by 2030, 5 and 59 million male-dominant jobs will be destroyed in energy sustainability and global circular scenarios accordingly, while in female-dominant occupations, these numbers would be only 2 and 12 million jobs. Current occupation-gender stereotypes are likely to remain if relevant measures and training for women are not in place²³.

Figure 5. Jobs created and destroyed in energy sustainability and global circular economy scenarios by gender, 2030 (millions)



Source: ILO (2019)

The most important thing is that countries need to keep up with green transitions and take into account the information about skill sets, gender differences, and sectoral differences. This can help to design ALMP practices, change or adapt existing upskilling and reskilling programmes, as well as formal education.

²³ ILO (2019)

3. NEETs: trends, needs and challenges

The general aim of this section is to provide a broader overview of the characteristics of NEETs groups aged 25-29 and to assess in detail target groups with their specific needs and challenges in each of the partner countries. Our aim has been to fully understand the difference between this project's target age group and other unemployed groups.

3.1. Literature review

This chapter presents the situation of NEETs in Europe. Taking into consideration more than a decade (2008-2020), we bring to light the reasons for NEET, the disparities between EU-28 countries and the evolution of NEET statistics. This chapter specifically focuses on 25-29 year old NEETs (hereafter – the target group). We explain why this age range differs from others and which policies have been implemented to help them get back into the labour market.

NEETs in Europe

The concept of NEET (an acronym for “not in employment, education or training”) refers to the situation of many young people between the ages of 15 - 29 in Europe who struggle finding employment in the labour market and are currently unemployed or inactive²⁴. Youth unemployment soared above 40% in many EU countries during pandemic, clearly demonstrating that young people are more vulnerable to economic recession than other age groups.

Initially, the NEET definition covered young people from 15 to 24. In 2020, the European Commission, following a proposal from the European Council, extended the age range covered by the Youth Guarantee from 24 to 29 years old. Statistically, NEET ranges are divided into three parts: 15-19, 20-24 and 25-29.

The population of NEETs aged 15-29 can be divided into seven subgroups²⁵: unemployed re-entrants (young people who have been enlisted in training, jobs, or education and are waiting to begin), short-term unemployed (less than a year), long-term unemployed (more than a year), inactive due to family responsibilities (young adults looking after children, disabled adults or other family members), inactive due to illness or disability, inactive discouraged workers (young people who believe there are no job opportunities for them) and other inactives (a statistical residual category).

Table 4. Definition of NEETs

Unemployed	Inactive
➤ Re-entrants (young people enrolled in training, jobs, or education) and waiting for the process to start)	➤ Inactive due to family responsibilities
➤ Short-term unemployed	➤ Inactive due to illness or disability
➤ Long-term unemployed	➤ Inactive discouraged
	➤ Inactive for other reasons

Overall, in 2020, 13.7% of the European population aged 15-29 were NEETs (9.8 million young people, 12.1% of young men and 15.3% of young women)²⁶. The highest number of NEETs are those who stay inactive due to family reasons (24.1%) and those who are short-term unemployed (around 21%). 14.4% of NEETs are long-term unemployed and only 5% of them are inactive and have been discouraged to look for employment.

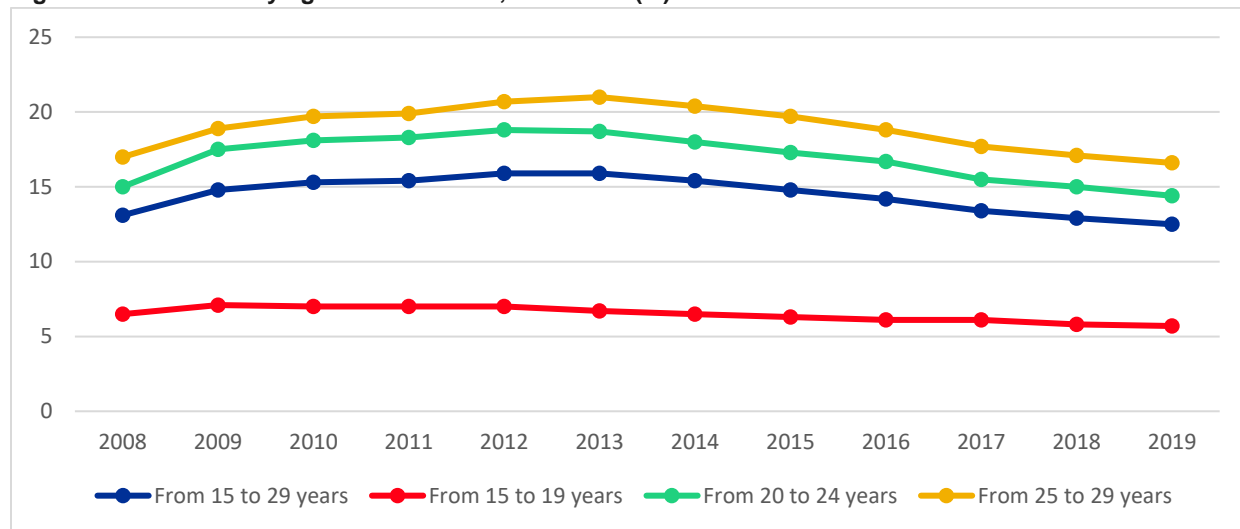
The share of NEETs is higher among older groups of the young (24-29). The younger the cohort, the lower the share of NEETs in the age group (see Figure 6).

²⁴ Eurofound, NEETs. Retrieved from: <https://www.eurofound.europa.eu/topic/neets> (last visited December 16, 2021)

²⁵ Eurofound (2021), *Impact of COVID-19 on young people in the EU*, Publications Office of the European Union, Luxembourg, p. 14-15. The typology was enacted in a previous report also quoted: Eurofound (2016), *Exploring the diversity of NEETs*, Publications Office of the European Union, Luxembourg.

²⁶ Eurofound (2021) Youth in the EU. Retrieved from: https://www.eurofound.europa.eu/sites/default/files/youth_infographic_26112021.pdf (last visited December 16, 2021).

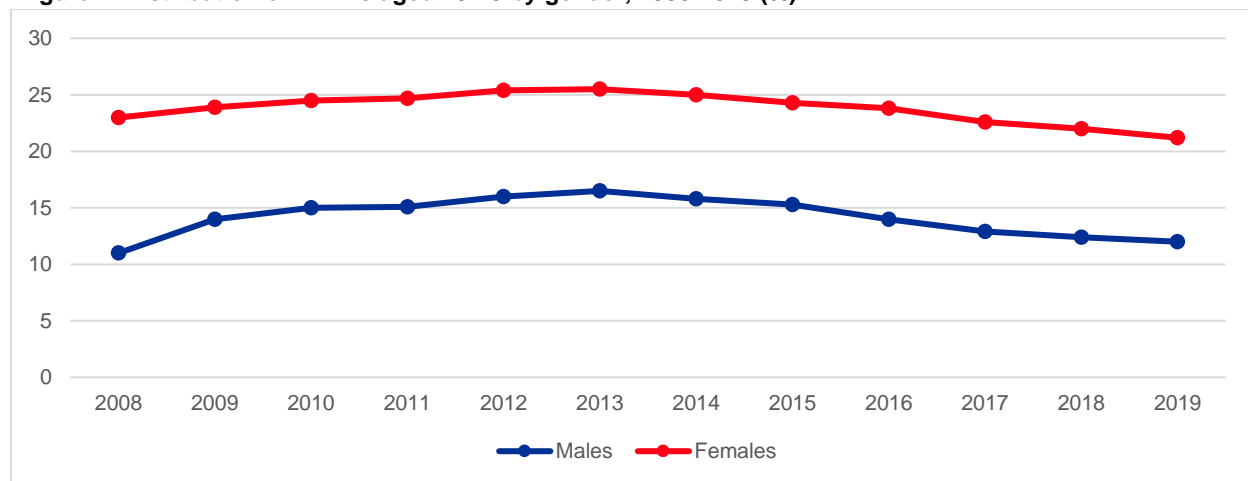
Figure 6. NEETs rate by age at the EU level, 2008-2020 (%)



Notes: Geopolitical entity: European Union – 28 countries (from 2013-2020).
Source: YTH_EMPL_160²⁷.

People become NEETs in the age group 20-24 mainly due to the school-to-work transition, whereas the 25-29-year-old cohort appears to be more influenced by labour market functioning and policy context at the national level²⁸. Significant gender differences are observed in the older group of NEETs. While the fraction of NEETs is comparable between gender among people aged 15-19, the share of female NEETs is higher for those aged 20-29 (Figure 7).

Figure 7. Distribution of NEETs aged 25-29 by gender, 2008-2019 (%)



Notes: Geopolitical entity: European Union – 28 countries (from 2013-2020).
Source: EDAT_LFSE_20²⁹

²⁷ Eurostat (last visited December 16, 2021)

²⁸ Caroleo Floro, Rocca Antonella, Mazzocchi Paolo & Quintano Claudio, "Being NEET in Europe Before and After the Economic Crisis: An Analysis of the Micro and Macro Determinants", *Social Indicators Research*. June 2020, 149 (4), p. 2.

²⁹ Eurostat (last visited December 29, 2021)

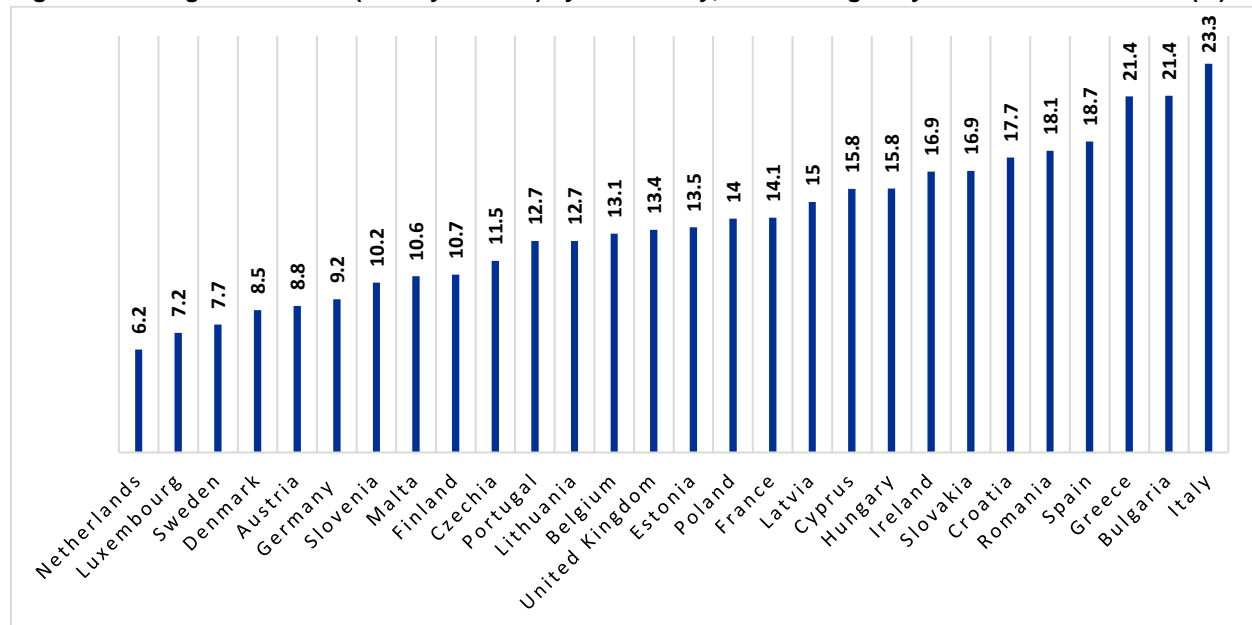
As indicated in the factsheet on Women in the Labour Market published by the European Commission³⁰, women are more prone to look after dependent family member (sick, disabled, elderly or children) more than men. It is also more probable that they will stay on extended maternity leave to look after their children. Consequently, they cannot be involved in the labour market due to their responsibilities. According to the available data, having children is more likely to affect women's labour force participation than men's. A significant share of women in the number of 25-29-year-old NEETs may be determined by a country's social policies and the measures the country takes to support young parents. The number of women who return to labour force participation after childbirth depends on the availability of childcare places or all-day schools³¹, the conditions for maternal or parental leave, the quality and costs of services for taking care of the elderly and children or other policy measures that support the reconciliation of work and family life³².

Once they are able to join the labour market, they usually take part-time work, which is also a significant factor affecting their salary, savings, and pensions in the future. The policies that have been implemented until now have not brought the expected results, thereby leaving young women in a vulnerable position.

Between-country differences in NEETs

Countries with a lower rate of NEETs are the Continental and Nordic ones with the exceptions of Ireland and France. Across the EU Member States, Sweden (7.7%), Luxembourg (7.2%) and the Netherlands (6.2%) had the lowest NEET rate (15-29 years old) on average from 2008 to 2020. Italy (23.3%), Bulgaria (21.4%) and Greece (21.4%) had the highest proportion of vulnerable young adults. The largest share of NEETs is in the Mediterranean countries (Greece, Italy and Spain) and Bulgaria.

Figure 8. Average NEETs rate (15-29 years old) by EU country, considering the years from 2008 to 2020 (%)



Notes: Geopolitical entity: European Union – 28 countries (from 2013-2020); shading indicates countries with the highest average to the smallest one; data are missing for the United Kingdom in 2020

Source: YTH_EMPL_160³³.

³⁰ European Commission (2016) European Semester Thematic Factsheet. Women in the labour market. Retrieved from: https://ec.europa.eu/info/sites/default/files/european-semester_thematic-factsheet_labour-force-participation-women_en_0.pdf

³¹ An all-day school can be defined as an elementary or secondary school held on weekdays. Specifically, it is a private school without boarding facilities.

³² European Semester Thematic Factsheet, *art. Cit.*

³³ Eurostat (last visited December 16, 2021)

Differences in the NEETs rate between EU countries can be explained by institutional factors. European countries are developing various programs to support young people during the school-to-work transition, which is the moment when young individuals graduate from school and embrace professional life. The key policy measures aiming at facilitating school-to-work transitions in Europe are active labour market programmes (ALMPs), Vocational Education and Training programmes (VETs) and apprenticeships³⁴. However, the measures and strategies adopted vary among different groups of countries. The first type of measure can be described as significant investments in an inclusive educational system. It is characteristic of Sweden, Norway, Finland, and Denmark. The Central European countries (i.e. Germany, Austria, Belgium, France, Luxembourg and the Netherlands) place their emphasis on sustaining and investing in pre-vocational training and apprenticeships. Among European countries, it is also possible to distinguish countries with a liberal regime (i.e. Ireland and United Kingdom before 2020), where the general education system and VETs are hardly institutionalised, and countries with a Mediterranean regime (i.e. Italy, Spain, Cyprus and Portugal), which can be characterized by undeveloped VETs and weak linkages between the education system and the labour market. Eastern European countries are situated in an intermediate position³⁵. However, labour market regulations (i.e. flexibility, unemployment insurance, minimum wages, tax wedges, trade unions, etc.) do not have as much influence on the rate of NEETs as the share of education expenditures in the GDP. According to existing research, this macro variable can lead to a significant decrease in the NEETs rate³⁶.

Differences in the rate of NEETs between EU countries can also be explained by the differences in 'cultural models'. For instance, in Italy, where the NEETs rate is high, the 'cultural model' obliges young people to rely on their parents for a long time. The other reason for high NEETs in Italy may be that there are a significant number of young mothers who cannot work or that there is a mismatch between the skills of the young and the experience that companies require³⁷. On the contrary, Dutch authorities constantly undertake activities to tackle unemployment among young people and to maintain them in the education system³⁸.

Furthermore, NEET rates tend to drastically increase after an economic/financial crisis. This is the case for Greece, which experienced a sovereign debt crisis from 2008 to the mid-2010s. Consequently, the youth employment rate significantly decreased. As a result, some economists considered young people in Greece to be a "lost generation"³⁹. A similar situation was observed in Italy, since this country was also equally affected by the global and financial crisis⁴⁰.

³⁴ This typology comes from Marc Piopiunik and Paul Ryan, "Improving the transition between education/training and the labour market: What can we learn from various national approaches?", *Report for the European Commission. EENEE, Analytical Report*, 2012. See the part "Policy responses", p. 10-12.

³⁵ Caroleo. F , Rocca. A, Mazzocchi. P & Quintano. C, *art. cit*, p. 8-10 and 24.

³⁶ Caroleo et al, p. 22.

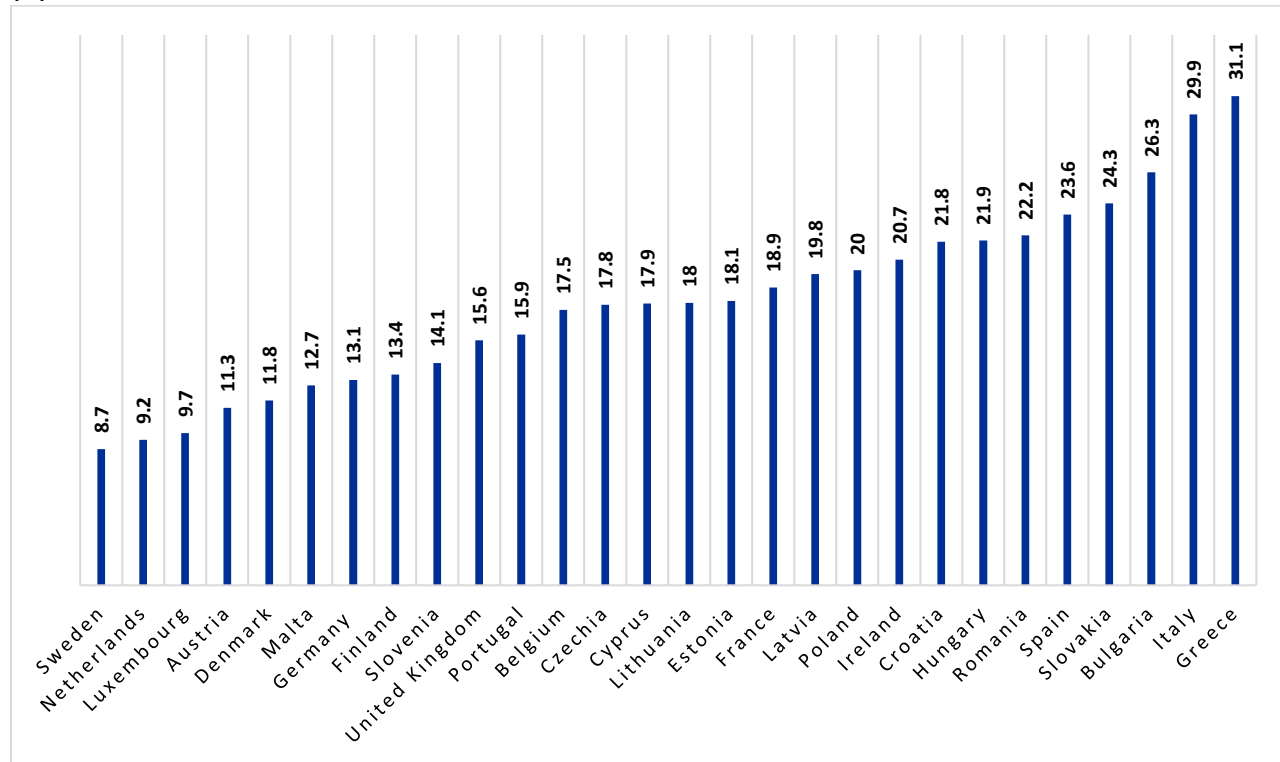
³⁷ Morning future (2020) The NEET emergency: too many young Italians are still not in education or employment. Retrieved from: <https://www.morningfuture.com/en/2020/09/18/neet-emergency-italy/> (last visited on December 21, 2021).

³⁸ Natalia Kusa and Kinga Jasiak, "An Analysis of NEETs Situation in UE-28 Countries and the Example of Netherlands", September 2020, *Przegląd Politologiczny*, p. 49.

³⁹ Nikos Papadakis and al., "Youth and NEETs in Greece during the crisis era. Social vulnerability unemployment public trust, and political behaviour", under publication in M. Haring & Kl. Hurrelman (eds), *Youth in Crisis Countries Life situations and political attitudes of adolescents in Southern/Eastern Europe and North Africa*, Berlin, Springer Publishing House, 2017, p. 5.

⁴⁰ Claudio Quintano, Paolo Mazzocchi, Antonella Rocca. "The determinants of Italian NEETs and the effects of the economic crisis", 2028, *Genus*, vol. 74, article number: 5, p. 1.

Figure 9. Average NEET rate (25-29 year olds) for each EU country, considering the years from 2008 to 2020 (%)



Notes: Geopolitical entity: European Union – 28 countries; data are missing for the United Kingdom in 2020. Source: YTH_EMPL_16041.

Significant differences in the share of NEETs can be observed between regions. In 2019, the lowest NEETs rate was observed in cities (13.5% for the 20-24 olds and 15.4% for the 25-29 age group). In towns and suburban areas, the share of NEETs' rate among people between 20 and 24 years old was 15.6% and for the age group 25-29, the value was 17.9%. The highest NEETs' rate was observed in rural areas (17% and 19.7% respectively for each age group). The greatest disparities between NEETs' rates by place of residence were found in Poland and Slovakia⁴².

The NEETs' rate also differs depending on the educational level of individuals. It is higher for the less educated young, and it decreases with each higher level of education.

European policies

The first time the term "NEETs" was used at the EU level was in the Europe 2010 flagship initiative 'Youth on the Move'. Launched by the Commission to improve access to the labour market for young people, this comprehensive package of policy initiatives relied on 28 key actions to strengthen education and training⁴³. It was the first European policy response to the economic crisis aimed at young people. At a higher level, 'Youth on the Move' paved the way for proposing a draft Council Recommendation on reducing Early School leaving, launched a High Level Expert Group on

⁴¹ *Ibid.*

⁴² Youth employment magazine, How much the degree of urbanisation affects youth chances on the job market. Retrieved from: <https://youthemploymentmag.net/2020/11/01/how-much-the-degree-of-urbanisation-affects-youth-chances-on-the-job-market/> (last visited on December 21, 2022)

⁴³ Euroalert (2010) La Comisión lanza la iniciativa Juventud en Movimiento. Retrieved from: <https://euroalert.net/news/10539/commission-launches-youth-on-the-move-initiative> (last visited on December 21, 2022).

Literacy to identify good practices in the Member States, raised the attractiveness, provision and quality of VET, proposed a quality framework for traineeships and a draft Council Recommendation on the promotion and validation of non-formal and informal learning. In the field of economy, the initiative 'Youth on the Move' also included the ideas of supporting the reform and modernisation of higher education in the form of an action plan to benchmark higher education performance and education outcomes and propose a multiannual Strategic Innovation Agenda. In addition, a 'Youth on the Move' website providing information on learning and mobility opportunities in the EU was implemented, a draft Council Recommendation on promoting the learning mobility of young people was proposed, a 'Youth on the Move Charter' was developed and guidance on European Court of Justice rulings on the rights of mobile students was published. In order to improve employment mobility, the 'Your First EURES Job' (a pilot project to help young people find a job in any of the EU-27 Member States) was developed. Two monitoring programs were also established: a 'European Vacancy Monitor' to show young people and career advisers where jobs are to be found in Europe and what skills are required, and a monitoring application to control EU legislation on the freedom of workers to promote youth mobility⁴⁴. At the time, the age category of recipients ranged from 15-24 years old.

After a series of negotiations between European institutions and Member States – which mainly took place in 2012 – it was decided to implement a Youth Guarantee in all Member States in 2013. The main purpose of this initiative was to ensure that “all young people under the age of 25 years receive a good quality offer of employment, continued education, apprenticeship or traineeship within a period of four months of becoming unemployed or leaving formal education” (Council, 2013). At the beginning of 2013, the European Council agreed to create the Youth European Initiative (YEI) to support the implementation of the Youth Guarantee for the 2014-2016 period. The allocated funds amounted to €6.4 billion and were targeted at European regions where the unemployment rate exceeded 25% in 2012. In addition, Member States had to draft national plans to establish guidelines for the implementation of the Youth Guarantee funds (the plans were to identify the institutions involved, the objectives to be achieved, timelines, etc.).⁴⁵ Table 2 shows the progress made in reducing the vulnerability of young people in European Member States at the start of the Youth Guarantee. The effect of the aforementioned activities was a decrease in the number of NEETs. Given the positive results of the Youth Guarantee Initiative (YEI), the Commission proposed in September 2016 to increase the budget of this first programme by €2.2 billion for 2017-2020. The initial budget increased from €6.4 billion to €8.9 billion after three consecutive increases in 2017, 2019 and 2020⁴⁶.

Between 2014 and 2020, the impact of Youth Guarantee was mostly positive. Many cities have used the programme for testing new measures and strengthening existing ones. Cities have adapted measures to address youth inactivity, reinforced integrated approaches to employment, education and social services, and improved cooperation between different 'social tiers' and stakeholders.⁴⁷ (education providers, employment advisers, employers, NGOs, public institutions etc.). The scope of the project and the activities undertaken were extensive. For instance, up to 350 young people in Miechow, Poland participated in the project prior 2014 and the participants had appointments with their school coordinator as well as an employment counsellor. In Tuscany, Italy an overview of NEETs in the region was developed, including an analysis of their situation and appropriate methods for approaching them. In Vilnius, Lithuania a model was created to implement a 'matching service' between young jobseekers and local companies. In Aragon, Spain, ten companies in the logistics and metal sectors provided 6 month trial apprenticeships. Many other examples can be found on the European Commission's website⁴⁸. In the period 2021-2027, the YEI was integrated into the European Social Fund Plus (ESF+), which replaced the previous ESF. According to its description, the ESF was “the European Union's main instrument for investing in people⁴⁹”. Nowadays, the ESF+ relies on four funding instruments that were previously

⁴⁴ European Commission, “Youth on the Move – An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union”, Luxembourg: Publications Office of the European Union, 2010.

⁴⁵ Verónica Escudero and Elva López Mourelo, “The European Youth Guarantee: A systematic review of its implementation across countries”, *International Labour Office – Research Department*, working paper no. 21, 2017, p. 3-4.

⁴⁶ European Commission, Youth Employment Initiative (YEI), Retrieved from: <https://ec.europa.eu/social/main.jsp?catId=1176> (last visited on December 22, 2021).

⁴⁷ Eurocities (2020) Reinforcing the Youth Guarantee: Lessons learnt by cities in implementing the Youth Guarantee 2014-2020. Retrieved from: <https://eurocities.eu/latest/reinforcing-youth-guarantee-lessons-learnt-by-cities-in-implementing-the-youth-guarantee-2014-2020/> (last visited on January 25, 2022).

⁴⁸ European Commission (2014) Youth Guarantee: progress and achievements of 18 pilot projects. Retrieved from: https://ec.europa.eu/commission/presscorner/detail/es/MEMO_14_521 (last visited on January 25, 2022).

⁴⁹ European Commission, European Social Fund Plus (ESF+). Retrieved from: <https://ec.europa.eu/social/main.jsp?catId=325> (last visited on December 22, 2021).

separate (2014-2020): the European Social Fund, the Fund for European Aid to the most Deprived (FEAD), the Youth Employment Initiative and the European Programme for Employment and Social Innovation (EaSI). The ESF+ is essentially managed by European Member States, with the European Commission playing only a supervisory role. For the period 2021-2027, the total budget of the ESF+ is slightly over €99 billion⁵⁰.

National policies

Currently, in the Nordic countries, some of the lowest NEETs' rates have been observed. This may be explained by a number of factors, such as labour market policies that were implemented for a long period of time. Indeed, youth guarantees emerged among these countries in the 1980s and 1990s. Sweden introduced its first youth guarantee in 1984, and Denmark and Finland did the same in 1996. More than a decade later, when the economic crisis was at its doorstep, Austria implemented *Ausbildungsgarantie* and Belgium - the Flemish *Jeugdewerkplan* in 2008 and 2007, respectively⁵¹. These initiatives paved the way for addressing the vulnerability of young people before European institutions took over the lead.

One of the solutions to the problem of NEETs in European countries is to implement preventive methods to reduce the risk of falling into a difficult situation: it is better to be safe than sorry. For the youngest NEET, the main concern is the risk of dropping out of school and entering the labour market without qualifications. Therefore, it is important to implement systematic information, guidance, and counselling during the secondary school period to inform students about their choices and facilitate their transition from school to work. In Austria, career guidance is compulsory for every student: PES offices and services aim to develop a realistic understanding of what professions are available for young people. In Finland, the Career Start programme also focuses on the transition between education and work. At-risk students are assigned a tutor and spend time in various activities to secure a place in college or training. Various programs against school absenteeism also exist in the Netherlands (since 2005) and Lithuania (since 2010). For young people who are not attending school and are difficult to reach, some methods have been introduced to find them, identify them, and offer a solution. Mapping and tracking services to identify and follow up on students in order to offer them assistance in the transition from school to work (Luxembourg, Netherlands, Portugal and Croatia) or data exchanges between administrative services to identify inactive young people (Latvia, Finland, Wales, Norway and Italy have created partnerships and networks to identify them due to a lack of comprehensive data). On the other hand, efforts to find solutions can be undertaken by NEETs themselves. This can be achieved, for example, through registration incentives⁵².

Based on our findings, it seems that European countries that have encountered the biggest problems with high NEET rates did not implement specific policies to avoid unemployment and vulnerability among young people before 2013. In Italy, for example, the most important contribution to reducing and curbing the NEET rate was made through the Youth Guarantee Plan introduced in 2014⁵³. Through the program, millions of Italians between the ages of 15 and 29 have been pulled out from "limbo" and taken into consideration, even if the Covid-19 pandemic has undone the enormous efforts made in recent years. A similar situation in countries that rely heavily on European funds and plans is likely to be the case in Spain, where a generation of *ninis* (*ni estudia ni trabaja*) still face a lack of national policies to help them find work⁵⁴ (help from family is essential) and in Greece, where Greek NEETS are "trapped in no-man's land"⁵⁵.

Older NEETs are facing specific challenges and require special outreach activities. In general, they need specific and individual solutions to their situations and problems. Therefore, in order to facilitate their access to the labour market, proactive outreach activities mainly rely on street outreach, youth outreach and specially trained facilitators⁵⁶. The

⁵⁰ European Commission, What is ESF+?, Retrieved from: <https://ec.europa.eu/european-social-fund-plus/en/what-esf> (last visited on December 22, 2021).

⁵¹ V. Escudero and E.L. Mourelo, *ar t. Cit.*, p. 2.

⁵² Ruth Santos-Brien, "Effective outreach to NEETs. Experience from the ground", European Commission, Directorate-General for Employment, Social Affairs and Inclusion, 2018, p. 11-18.

⁵³ Morning future (2020) The NEET emergency: too many young Italians are still not in education or employment. Retrieved from: <https://www.morningfuture.com/en/2020/09/18/neet-emergency-italy/> (last visited on December 21, 2021).

⁵⁴ Carmen Pérez-Lanzac, "Out of the job market at 23 – Spain's 'nini' generation", *El País*, November 7, 2014.

⁵⁵ María Antonia Sánchez-Vallejo, "How the Greek crisis has spawned a new generation of NEETS", *El País*, April 27, 2018.

⁵⁶ R. Santos-Brien, "Effective outreach to NEETs. Experience from the ground", *rep. cit.*, p. 19.

street-based approach allows young people to visit public places and meet workers who can offer practical and emotional support. In Gijon, Spain, for instance, two young women are employed as ‘street counsellors’ and provide help to disengaged people⁵⁷. In Bulgaria, the Youth Mediators programme was launched in 2015 to attract unemployed young people, especially those far from the PES system. The drawback of this approach is its cost: qualified staff are required and must be trained and premises are necessary to receive people and develop effective ‘face-to-face’ relationships.

Regarding the overrepresentation of women in the target group, removing barriers to young women's participation in the labour market remains a priority. Specific barriers for this group are: family responsibilities for childcare and marriage⁵⁸ (in several countries, women leave education to become wives, and subsequently become NEETs). In general, women face social conventions and pressures to engage in family life instead of working and pursuing a career, and when they do work, gender segregation prevents them from thriving. For some employers, pregnancy and childbirth are two factors that inhibit business growth. This explains the lower salaries among women compared to men, and the fact that women often have precarious employment and are more at risk. Therefore, all strategies to address the NEETs problem should take into account the gender aspect.

Older NEETs also face specific barriers related to the macroeconomic situation. As mentioned above, NEET rates (especially in the 20-24 and 25-29 age groups) are correlated with the economic situation and are strongly influenced by the economic crisis and unfavourable labour market conditions. There are some economic insights: the spread of temporary contracts, even if they increase job insecurity, improve the situation of young people, protecting them from unemployment and discouragement. Investments in infrastructure, technology, and innovation can also bring more young people into the labour market⁵⁹.

⁵⁷ *Ibid.*,

⁵⁸ ILO, “Young People Not in Employment, Education Or Training”, technical brief N° 3, 2019. See “c. Remove obstacles to young women's participation” p. 8.

⁵⁹ Floro Ernesto Caroleo, Antonella Rocca, Paolo Mazzocchi and Claudio Quintano, “Influence of the school-to-work transition on young NEETs in Europe”, June 2020, *Social Indicators Research*, 194 (4), see “5. Conclusions”, p. 23-26.

3.2. South Tuscany region (Italy)

This section focuses on the evolving size, composition, and specific needs of NEETs in the Italian and Tuscan labour markets.

The main findings are as follows:

- At the national level, in the target group, the female component prevails over the male counterpart.
- In Italy, as well as in the Central regions of Italy, in the target group, the NEET rate exhibits a large gender gap: the incidence for females is steadily higher by about 10 percentage points than for males.
- In the Central regions, in the age class of 15-29, the large majority of male NEETs are unemployed, whereas female NEETs are mostly inactive.
- Educational qualification is not an issue for female NEETs aged 15-29: the share of females with tertiary education is slightly higher among NEETs than among the whole population.
- Provinces within Tuscany exhibit a certain heterogeneity in both levels and trends of the NEET rate in the age class 15-29.
- In sharp contrast with this regional trend, since 2016, the Province of Grosseto in Italy has had a higher and growing NEETs rate.

3.2.1. Characteristics of the target group (25-29 year-old NEETs) in Italy

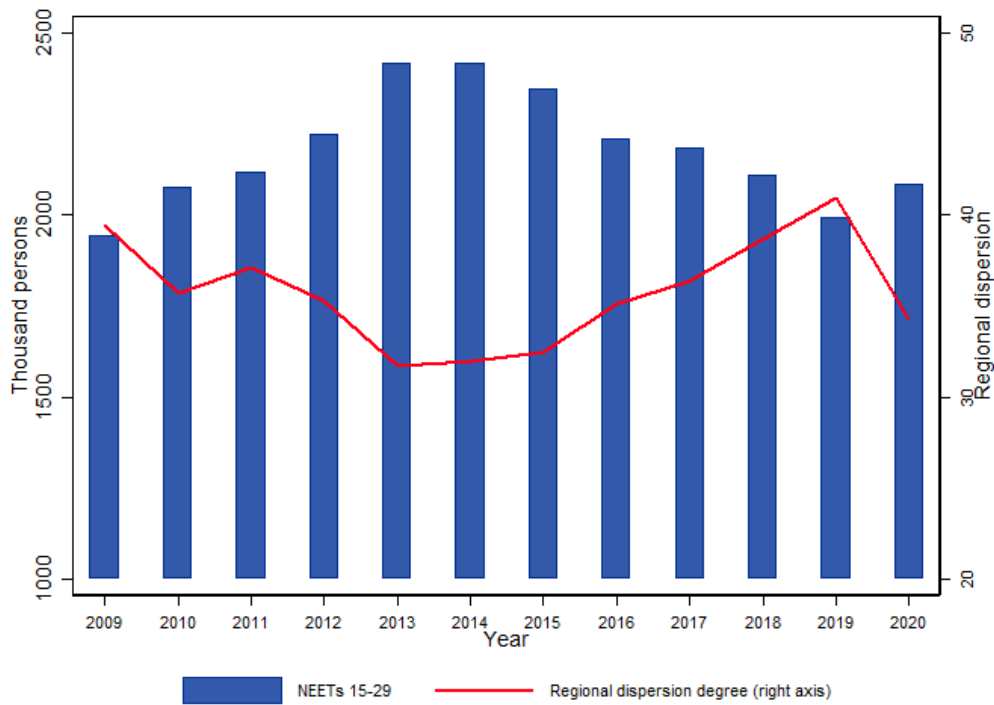
3.2.1.1. Size of the target group and changes over time in Italy

Since 2015, Italy has been the EU country with the highest NEET rate among the 15-29-year-old group. Unlike several other EU countries, in the second half of the 2010s, Italy did not achieve a substantial reduction in the NEET rate through active labour market policies, including the Youth Guarantee programme.

In 2020, the Italian rate in the age class 15-29 was 23.5% as compared to the EU-27 average of 14.0%. The number of NEETs was 2,1 Million (+97,000 compared to 2019). The effect of the Covid-19 pandemic has reversed the downward trend that began after its peak in 2013 and 2014 (Figure 10, the bar chart on the left axis).

In Italy, it is often the case that the measurement of an indicator at the national level hides large regional differences, to the point that reducing regional disparities has been indicated as a key priority in the Recovery and Resilience Plan (RRP). This also occurs in the count of NEETs. In Figure 10, the degree of regional dispersion in the number of NEETs is measured on the right axis: the higher the degree, the larger the between-regions differences in the number of NEETs. The downward trend in the number of NEETs from 2014 to 2019 was accompanied by an increase in the disparity between regions. In other words, the more the number of NEETs decreased at a national level, the more the differences between regions increased. In 2020, conversely, the degree of heterogeneity between regions decreased in conjunction with a rise in the number of NEETs. The presence of marked regional differences, but also the coexistence of depressed and more developed areas in the same region, requires the planning of specific interventions for labour markets in local areas.

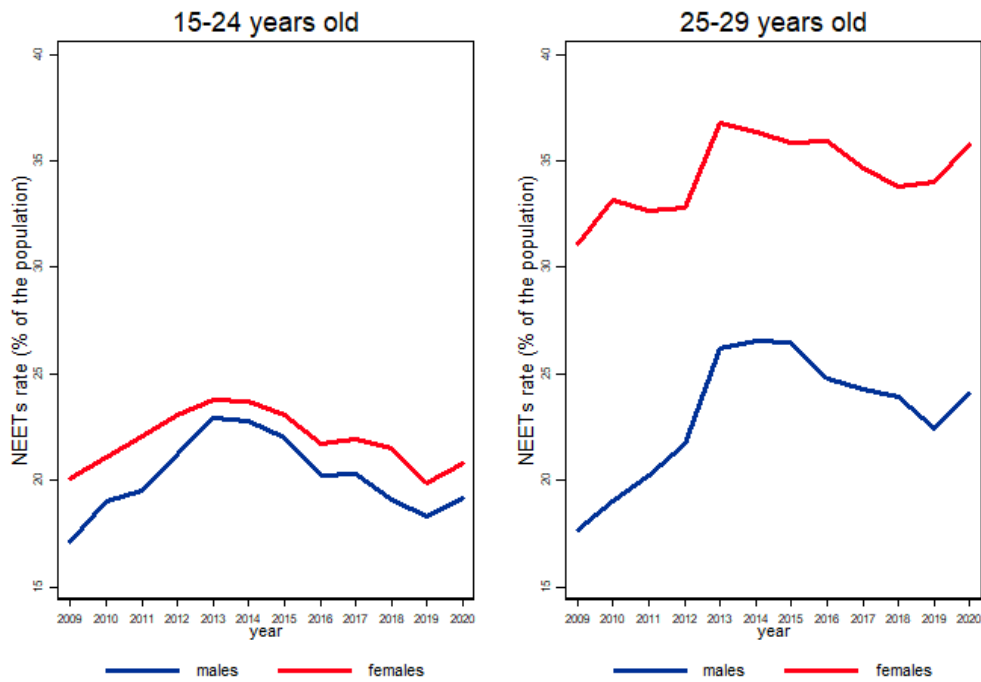
Figure 10. Italy: NEETs 15-29 years old and regional disparities in NEETs 15-29 year olds. Years 2009-2020



Source: Eurostat database [lfsi_neet_a, lfst_r_edatd_22]

When the age groups 15-24 and 25-29 are analysed separately by gender, an apparent gender issue emerges in the NEETs rate among the latter. For the females in this group, the share of NEETs in the total population is steadily higher than for males: the gap amounts to about 10 percentage points (Figure 11, right panel). In 2020, among youth aged 25 - 29, 35.8% of females and 24.0% of males were NEETs. Conversely, the differences in values between males and females in the age class 15-24 are much smaller - below 2 percentage points in the last few years (Figure 11, left panel).

Figure 11. NEET rates by age class and gender. Years 2009-2020



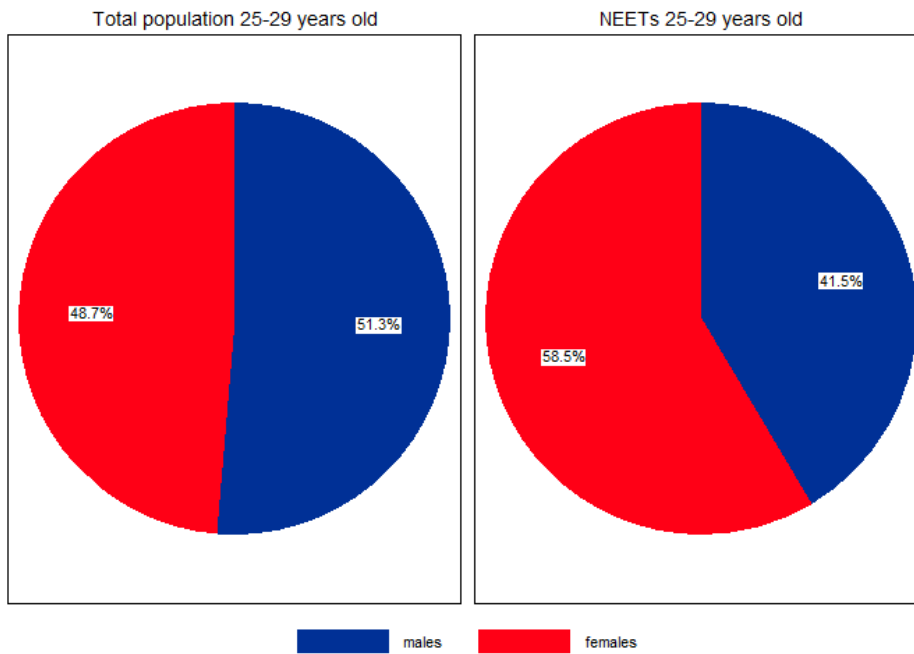
Source: Eurostat database [lfsi_neet_a]

This finding highlights the great difficulty for women aged 25-29 to successfully enter the labour market, which is likely to determine the acceptance, if not the choice, of a condition of inactivity. This calls for policy interventions targeted explicitly for females of this age to relieve them of their main care responsibilities for children or dependent adults in their family and allow them to achieve a better work-life balance.

In addition to a large gender gap in the NEET rate, the 25-29-year-old group shows higher rates than the 15-24-year-old group and a more marked upward trend, even excluding the 2020 figure.

As to the gender composition of the target group, in 2020, among the NEETs, the female component prevails over the male counterpart (58.5% vs. 41.5%), whereas in the total population of the same age class, females represent 48.7% (Figure 12).

Figure 12. Total population and NEETs aged 25-29 by gender. Year 2020



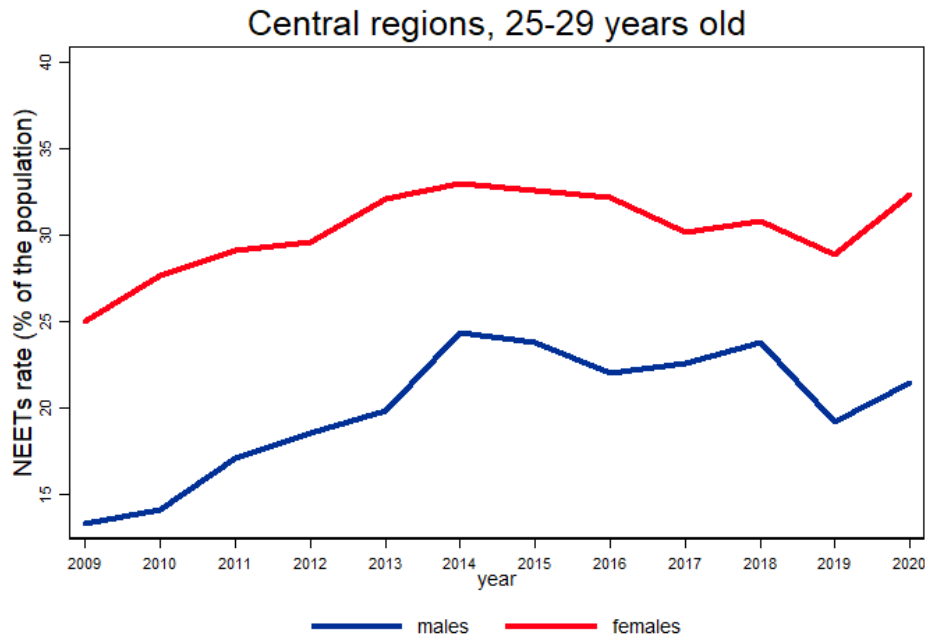
Source: Eurostat database [lfsi_neet_a, demo_pjangroup]

To explore results at a more refined geographical level, we concentrate first on the Central regions of Italy and then specifically on Tuscany.

3.2.1.2. Characteristics of the target group (25-29-year-old NEETs) in the Central regions of Italy

The gender disparity in the share of the target group is also confirmed in the Central regions of Italy, which include Tuscany, Lazio, Umbria, and Marche (Figure 13). In particular, the rise in 2020 brings the female rate back to the level of its highest values in 2014-2015 (approximately 33%). In the same year, the male rate rose to 21.5%.

Figure 13. NEET rate 25-29 years old by gender, Central Regions. Years 2009-2020 (% of population)



Source: www.istat.it, i.Stat database

Unfortunately, in the available datasets, we do not find further disaggregated information on the target group (for example, by gender or education level or professional condition) at a finer territorial level than the national one, because of the small sample size that affects the reliability of the estimates. For this reason, the following analyses will refer to the larger age class of 15–29-year-olds.

The composition of NEETs aged 15-29 by professional condition for males and females in the Central Regions of Italy from 2009 to 2020 confirms the much lower labour market attachment for females (Figure 14). In 2020, the majority of men NEETs were unemployed (72,000 over a total of 165,000). In contrast, female NEETs were mostly included among strictly inactive persons, i.e., those who neither looked for a job nor were available to work (79,000 over 172,000). Until 2016, also among females, unemployed persons represented the largest category. Since 2017, the number of inactive female persons among NEETs has exceeded the number of unemployed.

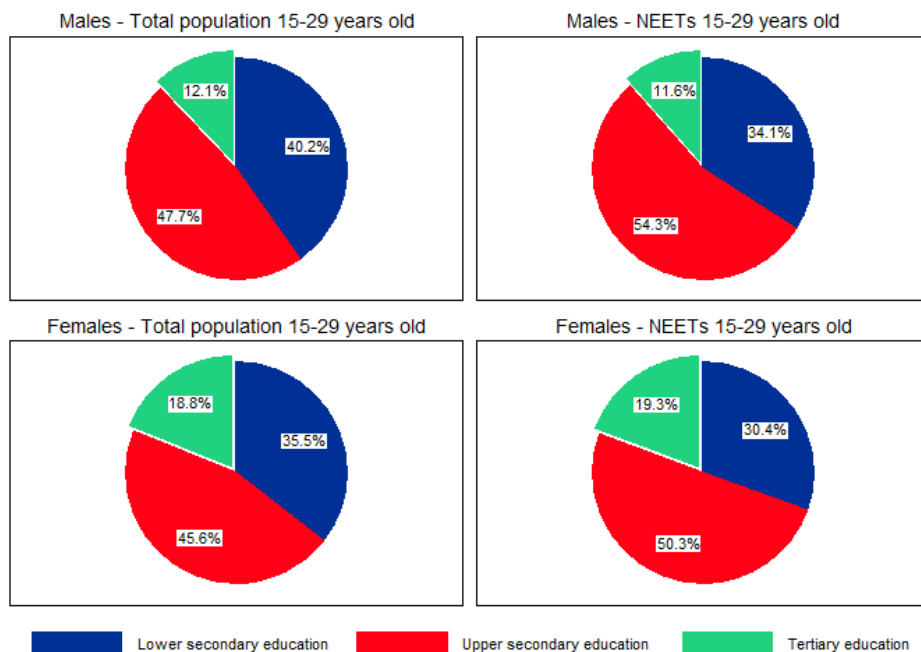
Growth in the incidence of inactive persons among NEET females imposes a need to investigate the causes and remove the obstacles that prevent young females from actively participating in the labour market.

Figure 14. Central Regions of Italy, NEETs 15-29 by gender, professional condition, and year. Years 2009-2020 (thousand persons)



Source: www.istat.it, i.Stat database

Figure 15. Central Regions of Italy, NEETs 15-29 and population 15-29 by gender and educational qualifications, year 2020.



Source: www.istat.it, i.Stat database

Educational qualification is not an issue for female NEETs aged 15-29. As Figure 15 reports, the share of females with tertiary education is slightly higher among female NEETs (19.3%) than among the whole female population (18.3%). These shares are higher than the corresponding shares for males. Therefore, being highly qualified does not protect young females from becoming NEETs.

3.2.1.3. Characteristics of the target group (25-29-year-old NEETs) in Tuscany

We investigated the size and characteristics of NEETs in Tuscany, starting from a more general analysis on youth occupation conducted by the Regional Institute for Economic Policy and Research (IRPET, 2021). The analysis followed the temporal evolution of the consistency and composition of young people under 30 in Tuscany from 2008 to 2019.

Although the size of the population in the age class 15-29 has remained almost constant at approximately 500,000 persons, the composition of the group has undergone a notable change: the share of inactive and unemployed young people rose by 43% and 30%, respectively, whereas, on the contrary, the percentage of employed people decreased by 19%.

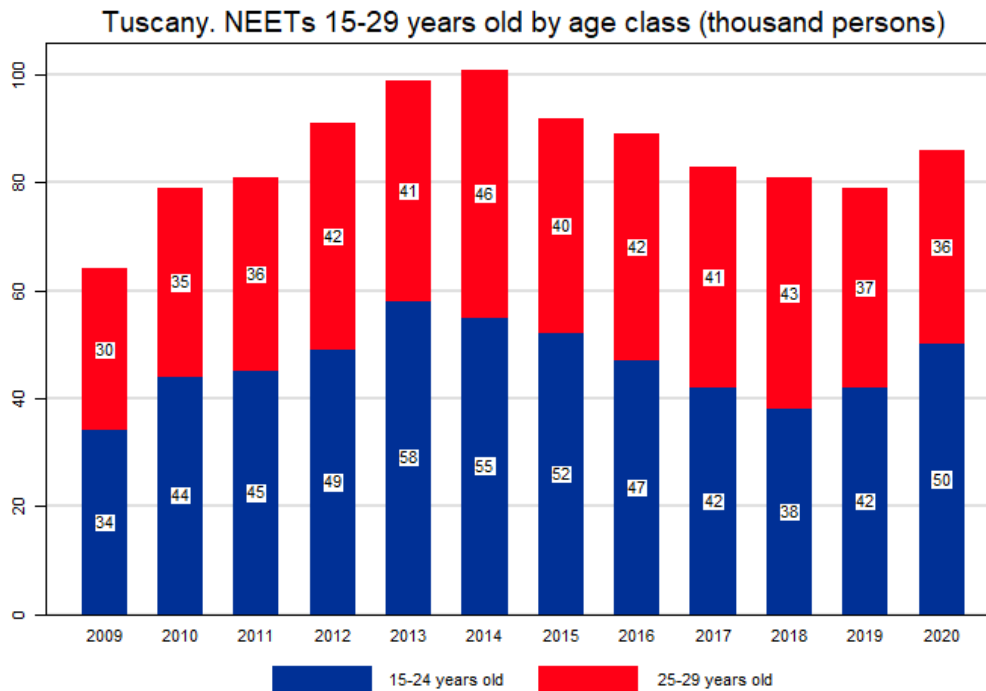
Among the young (under 30 years) employed, job quality has deteriorated due to an increase in the shares of fixed-term and collaborative contracts and involuntary part-time employment. Precarious employment and poor working conditions for the young employed are also relevant for the unemployed and inactive group as they might directly impact their motivation to find a job.

The share of NEETs aged 15-29 of the population of the same age class follows a reverse U-shaped pattern: the rate grew steadily between 2008 and 2014 (from 13% to 21%), and since then, it has stabilized at around 17% -18%. The

report highlights that, since 2010, the share of those inactive among NEETs is almost constant between 9% and 10%, hinting at "structural" difficulties in entering the labour market for young people under 30.

The data on NEETs updated to 2020 show that Tuscany accounts for 86,000 NEETs in the 15-29 age range (Figure 16). The increase of 7,000 units compared with 2019 is due to a rise in the 15-24 class age, whereas the number of target group (25-29-year-olds) decreased from 37,000 to 36,000 units.

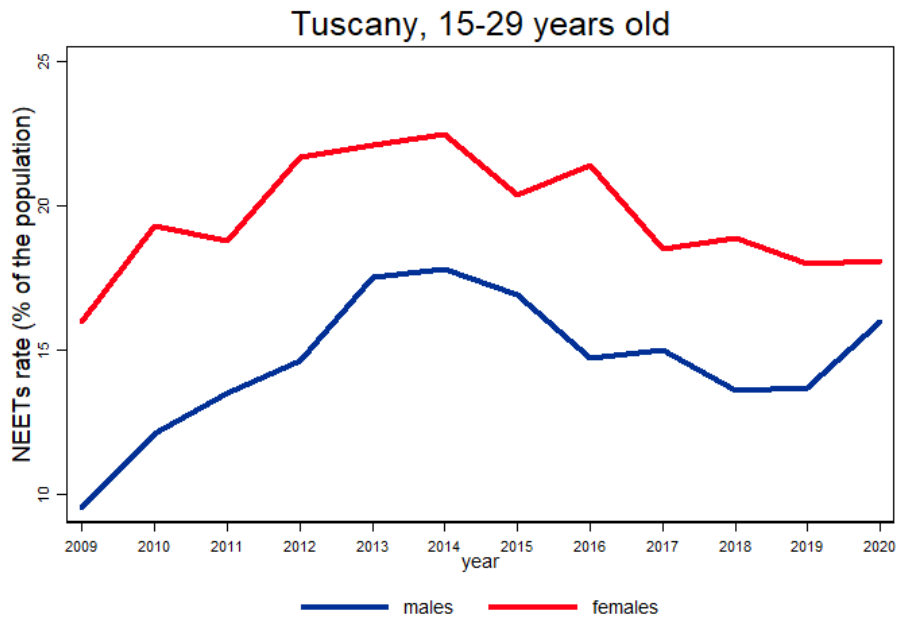
Figure 16. Tuscany, NEETs 15-29 years old, by class age. Years 2009-2020 (thousand persons)



Source: www.istat.it, i.Stat database

The gender gap in the NEET rate among the 15-29 year-olds stays relatively constant to the disadvantage of females over the period under observation, though it shrinks in 2020 (Figure 17). The fall in employment due to the pandemic from COVID-19, which hit the sector of accommodations and food service activities particularly, has increased the NEET rate of young males in the age range of 15-29 (from 13.7% to 16%), whereas it has left unchanged the NEET rate of young females in the same age range.

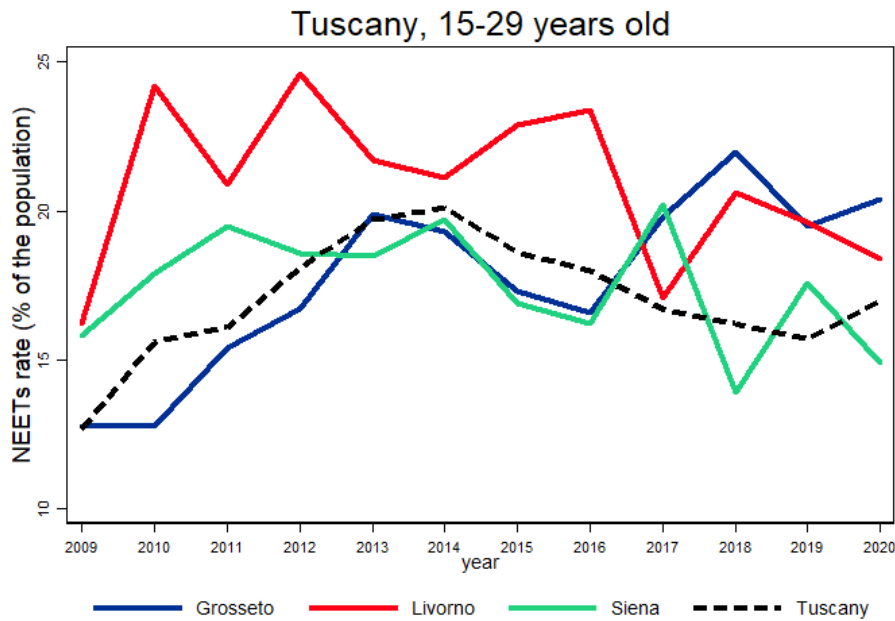
Figure 17. Tuscany, NEETs 15-29 years old by gender. Years 2009-2020 (% of the population)



Source: www.istat.it, i.Stat database

Figure 18 reports the regional values of the overall NEET rate for the age group 15-29, together with the same rate that refers to the Tuscan provinces of interest for the intervention project, namely Grosseto, Siena, and Livorno. Compared to the regional reversed U-shaped trend from 2009 to 2019, the province of Livorno records values higher than the regional average almost every year. In contrast, Grosseto shows a rise in the rate starting from 2016, in sharp contrast with the regional trend. Finally, values for the province of Siena fluctuate around the regional trend.

Figure 18. Tuscan provinces, NEETs rate among the 15-29 years old. Years 2009-2020 (% of the population)



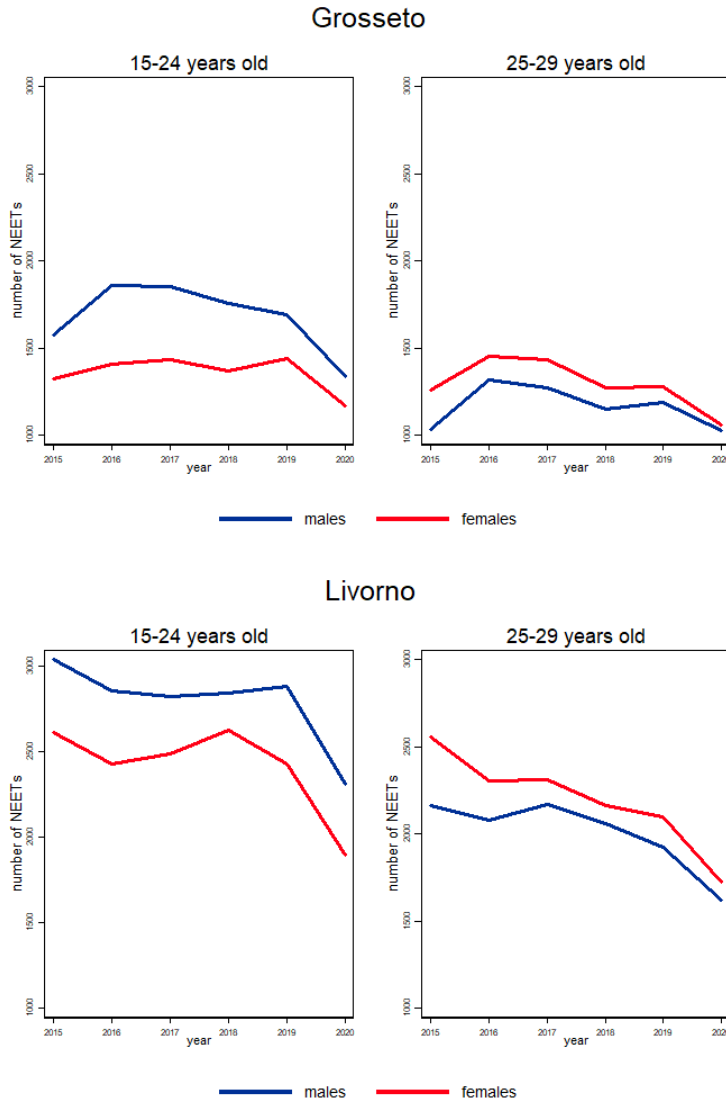
Source: Istat, BES (Benessere Equo e Sostenibile, Equitable and Sustainable Well-being) indicators

Despite excluding unemployed people from the NEET definition, Aina et al. confirmed that the shares of NEETs in the provinces of Livorno and Grosseto were among the highest with reference to the provinces in the Central regions of Italy. The pandemic mainly affected the Grosseto area, where the share of NEETs increased for people in the age class of 25-34, whereas it remained unchanged for those in the age group of 15-24⁶⁰.

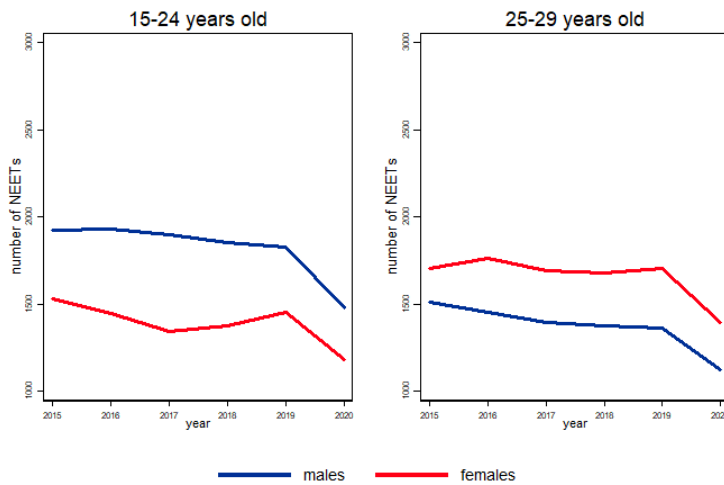
Figure 19 concentrates on a subset of NEETs, specifically those individuals not in employment, education, or training who contacted a Public Employment Service in the provinces of Grosseto, Livorno, and Siena. The corresponding time series reflects a decreasing trend in the total number of NEETs from 2015 onwards. This downward trend is more marked in the province of Livorno, where the size of NEETs is larger. As observed for the total number of NEETs in Italy and the Central regions of Italy, females outnumber males among NEETs aged 25-29 whereas the opposite is true in the 15-24 age group.

⁶⁰ Aina C., Brunetti I., Mussida C., Scicchitano S. (2021), Even more discouraged? The NEET generation in the age of COVID, INAPP (Istituto Nazionale per l'Analisi delle Politiche Pubbliche), Working Paper n. 68, luglio 2021

Figure 19. NEETs who contacted Public Employment Services (PES) in the provinces of Grosseto, Livorno and Siena, by age class and gender. Years 2015-2020



Siena



Source: Elaborations from Regione Toscana – Regional Employment Agency (ARTI)

The evolution of the NEET rate and its determinants at a national level

Several studies have documented recent trends in NEET rates, and investigated their main determinants, both in a national framework (Brunetti and Ferri, 2018; Aina et al., 2021) and through a European comparative perspective (Caroleo et al., 2020).

Brunetti and Ferri found that an upper secondary qualification and a tertiary education level decrease the probability of becoming NEET by 11.8% and 9%, respectively, compared to a low education level. Being married or divorced reduces the likelihood of becoming NEET for the age bracket of 25-34, which could be linked to family commitments that entail a need to work⁶¹.

Aina et al. show that the risk of becoming NEET significantly increased during the pandemic heterogeneously between age cohorts and geographical areas. Namely, the most affected categories have been young people in the age cohort of 25-34 and those living in Northwestern regions, which were the hardest hit by Covid-19. The categories most exposed to the risk of becoming NEET are **females**, those who live in **monoparental households or couples with children**, **foreigners**, and people with a **low level of education**. Furthermore, **receiving a subsidy** increases the probability of being NEET by about 16 percentage points, and being involved in regional training reduces it by about 3%, suggesting that **active labour market policies (ALMP)** are effective in reducing the share of NEETs. ALMP seem to be significant for individuals in the 25-34 age group only⁶².

Caroleo et al. include, among the factors that can explain the propensity to be NEET, personal characteristics and macroeconomic indicators related to the institutional and education features of the country of residence. They find that the variables that account for the **school-to-work transition** are the primary determinants of a NEET status for the younger cohort, whereas **long-term unemployment**, together with **institutional factors**, exerts the main influence on a NEET status for the older cohort. This result confirms the structural nature of the NEET phenomenon⁶³.

⁶¹ Brunetti I., Ferri V. (2018). Essere NEET in Italia: i principali fattori di rischio, Rivista Italiana di Economia Demografia e Statistica, Volume LXXII n. 2 Aprile-Giugno 2018

⁶² Aina et al. (2021)

⁶³ Caroleo, F. E., Rocca A., Mazzocchi P., Quintano C. (2020), Being NEET in Europe Before and After the Economic Crisis: An Analysis of the Micro and Macro Determinants, Social Indicators Research, 149, 991–1024

3.2.1.4. Features of their generation, specific needs, labour market related strengths and weaknesses.

An OECD study carried out in 2019 shed light on the main characteristics of the Italian labour market, particularly concerning ALMP and disadvantaged groups. The most important elements that emerged were⁶⁴:

- Italy spent 0.2% of its GDP on active labour market policies, which was just below the average spending among OECD countries (0.53% of GDP)
- Italy's budget on active labour market policies is skewed toward measures that are more susceptible to suffering from large deadweight losses as half of the budget for active labour market policies is devoted to employment incentives. More than a third of the budget is devoted to training measures, though mostly in the form of reductions in social contributions for employers during apprenticeship programs.
- ALMPs in Italy serve a similar purpose to passive measures. Two thirds of active measures are used to subsidise new employment relationships, while 40% of spending on passive labour market policies are used to subsidise continuing employment relationships.
- Only about half of the unemployed people in Italy are registered with the public employment service (PES), a lower share than in most other OECD countries. Moreover, the public employment service is not a popular channel for seeking employment: only half of the registered unemployed use these services to look for work which is a low share relative to other OECD countries. Jobseekers are reluctant to use PES services as access to active measures is low and often perceived to be of low quality.

These factors contribute to increasing labour market challenges, particularly for disadvantaged groups.

1. Women still face greater challenges than men in the labour market. The participation rate of working-age women, at 56% in 2017, remains almost 20 percentage points below that of men despite rising by over 10 percentage points in the past two decades. To promote further much needed progress in addressing gender gaps in the labour market, significant improvements are needed in the provision of caretaking facilities for children and the elderly and better targeting of active labour market policies to support women's labour market prospects.
2. Young people were hit hardest by the crisis in Italy. The unemployment rate of 15-24-year-olds stood at 43% at its peak in 2014. The labour market situation of youth has improved only mildly during the recovery.
3. Long-term unemployment remains high in Italy. Long-term unemployed persons accounted for 59% of all the unemployed in 2017 and was the second highest – together with the Slovak Republic – among OECD countries, just behind Greece. The share of long-term unemployed in the labour force was 6.5% in 2017 (for the population aged 15-74), versus 3.4% for EU countries.
4. Female participation has considerably improved, but labour market prospects for women are still lagging behind those for men. A high share of young people neither in employment nor in education and training and high long-term unemployment also constitute obstinate challenges.
5. A low level of skills characterises Italy's labour market. The share of working-age adults with a tertiary degree is low compared to other OECD countries, and the skill levels tend to be relatively low at all levels of educational attainment. In addition, there is a high incidence of mismatches on the labour market, which further contributes to low productivity and low incentives for individuals to invest in education.

In terms of strengths, the study highlights that highly specialized sectors and areas translate into having a number of productive districts that are market leaders or that successfully compete in the global market such as fashion, agri food, manufacturing, precision mechanics, automotive, and others. They are located in specific areas of the country, mainly in the Centre and North. Following the 2020 recession, Italy experienced critical post pandemic recovery and growth, which should be further sustained by additional resources from Next Generation EU and a new Programming Period.

⁶⁴ OECD (2019), Strengthening Active Labour Market Policies in Italy, Connecting People with Jobs, OECD Publishing, Paris, <https://doi.org/10.1787/160a3c28-en>

Planned investments in Green and Digital Transition represent an opportunity to create further employment and diversify the economy.

3.2.2. The key needs and challenges faced by 25-29 year-old NEETs concerning their unemployment in Italy

Main results from the survey with local stakeholders

In January and February 2022, a qualitative survey of the target group was conducted among the main stakeholders in the provinces of Grosseto and Siena. The stakeholders included, among others, municipalities, training agencies, trade associations, trade unions, and employment centres. Out of the 46 respondents, 26 stated that their activities involve the target group. Compared with past years, almost all the respondents have seen a change in both the number and profile of NEETs. The number of NEETs rose significantly after the Covid-19 pandemic. Concerning changes in their profile, they are deemed to have a higher education qualification and be more motivated than before to start a business.

Stakeholders' views on the differences between the target group and NEETs under 25 or over 29 help to better outline their specificities and needs. The target group of interest has completed its educational path, therefore any intervention project for them is likely to encounter difficulty in refocusing their skills. Moreover, compared with the youngest group of NEETs, they usually have had little, often occasional, work experience, which makes them particularly vulnerable in the labour market. At the same time, they have an urgent need to work as they have also begun to have family responsibilities. Nevertheless, compared with the 30-34 year-old group, they are considered to be less resigned and disillusioned.

In defining the main obstacles for the target group to find jobs, respondents quote three large sets of impediments: a lack of good quality job opportunities that would be consistent with their qualifications and would be available in the location where they live; a lack of skills for entering the labour market; a lack of stimulation, motivation, and confidence in their abilities, along with apathy and discouragement.

The strengths that NEETs can exploit for successful work projects are identified by their youthful enthusiasm in making their energy available for carrying out stimulating work activities and in their versatility and adaptability to new emerging occupations through technological and digital skills.

Finally, the majority of respondents think that carrying out a green job and feeling part of a worldwide movement such as Just Transition can serve as a strong motivation for the target group.

3.3. Lithuania

This section of our study aims to identify how 25-29 year-old NEETs (hereafter referred to as the target group) can be successfully integrated into the labour market through green jobs in Lithuania. It discusses the main characteristics of the target group and the needs and challenges hindering their employment possibilities. The main characteristics of NEETs can be summarised as follows:

- A “typical” young jobseeker registered with the Employment Service is a man or a woman aged 25-29 with a secondary or secondary professional qualification who has work experience in the field of transport or services.
- Target group NEETs in Lithuania are equally distributed between the largest cities in Lithuania and smaller municipalities. However, since a larger part of the target group is concentrated in Lithuania’s five largest cities, the target group NEETs are over-represented in smaller municipalities and rural areas.
- There are as many target group NEET women as men in the same age group.
- The COVID-19 pandemic caused an increase in unemployment, which led to a rising number of young people registered with the Employment Service and higher long-term unemployment. However, even though the number of NEETs has grown, the tendencies in gender, education, and place of residence have remained the same.
- Over 40 per cent of target group NEETs face mobility challenges, i.e., difficulties in reaching a potential workplace.
- More than a third of young jobseekers have family circumstances that hinder their sustainable integration into the labour market.

To better understand the key needs and challenges of the target group in Lithuania, Lithuanian PES carried out a small survey for career consultants (88 respondents) and 25-29 year-old NEETs (80 respondents). The main findings of the survey are as follows:

- Compared to 18-24 year-old NEETs, young people aged 25-29 are more mature, have a better understanding of what they want and can formulate and achieve clearer goals. They already have more work experience. This age group is more likely to face family-related worries. Also, they are looking for a more stable and better-paid job.
- Professionals identified familiarization with the labour market and the education system as the best measures to help young people better integrate into the labour market. Training activities and developing social competencies would also be helpful. A lack of social competence is often the reason for a termination of employment. Career consultants pointed out that volunteering, entrepreneurship training sessions, and psychological counselling are equally effective measures.
- According to NEETs, the main reason for employment contract termination is the “desire to change jobs” and to try something new, whereas career consultants tend to think that NEETs are not satisfied with their pay.
- NEETs name a lack of knowledge as the sixth reason for a termination of employment, but when it comes to questioning what would help them re-enter the job market, they point out knowledge and skills as the main factor that could help.

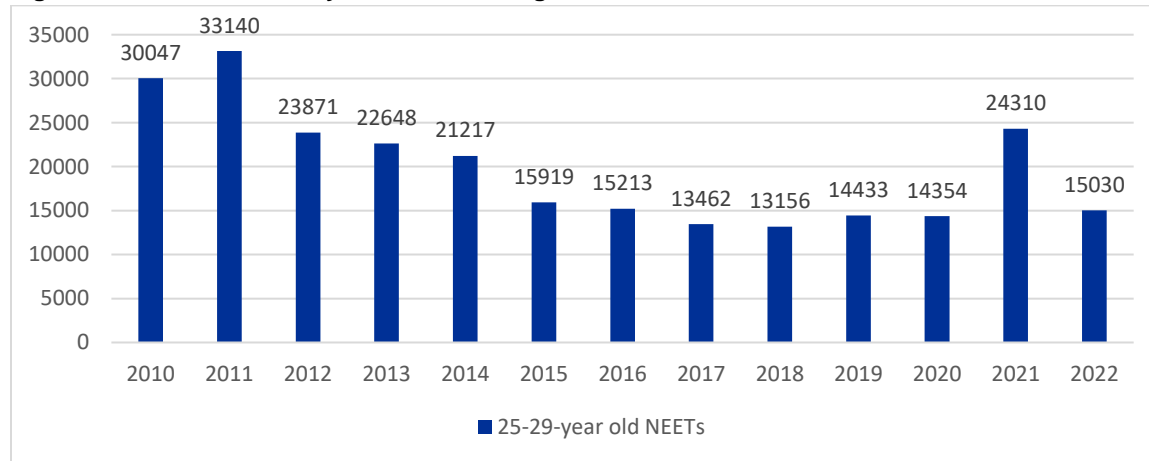
3.3.1. Characteristics of the target group (25-29 year-old NEETs) in Lithuania

This review provides estimates for the main characteristics of the population aged 25-29 in Lithuania, such as employment, unemployment, as well as important socio-demographic characteristics, such as sex, education, and family circumstances. This information was obtained from the European Union Labour Force Survey, as well as from statistical data collected by the Lithuanian Public Employment Services (LT PES).

3.3.1.1. Size of the target group and changes over time

According to the latest available data (January 2021), 24,310 target group NEETs were registered with the Employment Service. Around one-fifth of them were unemployed for more than 12 months. Historically, the number of NEETs had fluctuated, reaching its highest point in 2011 and its lowest in 2018. Figure 20 below illustrates that the highest points were reached during the crisis period (financial crisis around 2010 and COVID-19 pandemic around 2021). The data for 2022 shows the number of NEETs as of January, 2022 but it is probable that this number will grow due to Russia's invasion of Ukraine.

Figure 20. Number of 25-29 year-old NEETs registered within LT PES, 2009-2022

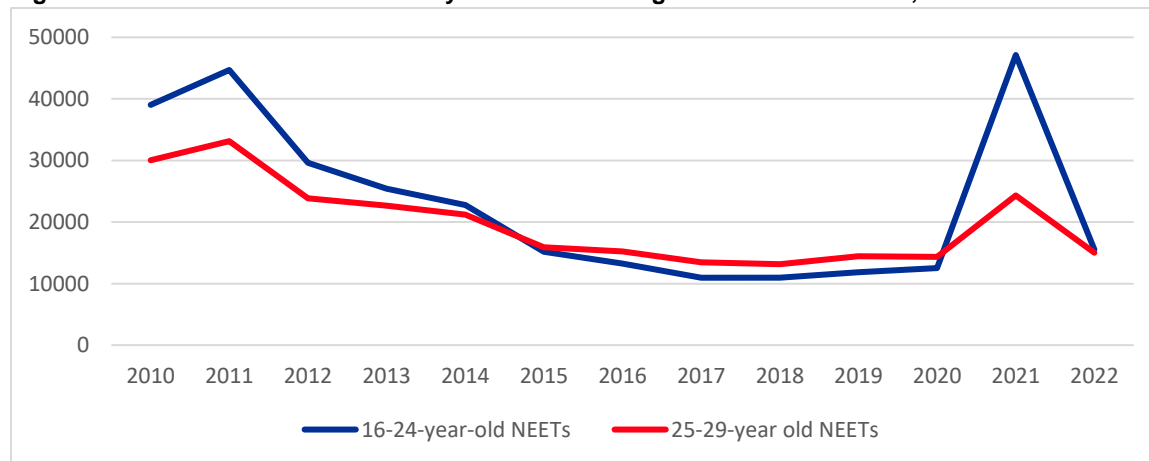


Source: LT PES Information System

Note: the number of NEETs as of January of every year

Figure 21 below shows how the number of target group NEETs changed over time in comparison to the younger age group. Even though the number is comparable and follows a similar pattern, until 2015 there were more younger NEETs than in the target group. During the COVID-19 pandemic, the situation changed again, and as of January 2022 there are almost as many 16-24 year-old NEETs as 25-29 year-old NEETs.

Figure 21. Number of 16-24 and 25-29-year-old NEETs registered within LT PES, 2009-2022



Source: LT PES Information System

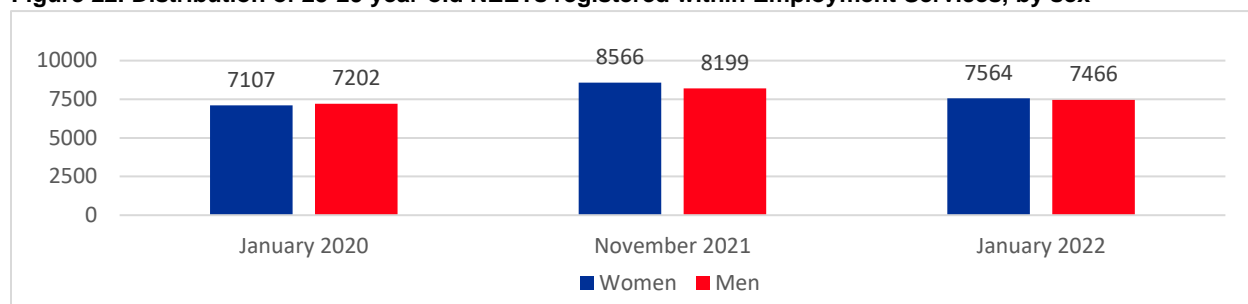
Note: Number of NEETs as of January of every year

3.3.1.2. Individual characteristics of the group

According to the European Union Labour Force Survey, there were around 57,000 NEETs aged 15 to 29 (13% of the total population) in 2020. 27,000 of them were in the 25-29 year-old age group⁶⁵. The proportion of males and females in the target group is equal (50% women and 50% men). However, in the younger age group (15-24 year-old youth) the proportion of men is higher - they make up around 58% of the NEETs' population⁶⁶.

These statistics echo LT PES statistics. There were 7,107 women and 7,202 men registered within the LT PES before COVID-19 (January 2020). Of them, 50% were women and the remaining 50% were men. The pandemic caused a rise in registered NEET numbers in the target group which later settled to an almost pre-pandemic level (see Figure 22). The latest data shows (January 2022) that there were 7,564 women and 7,466 men registered with the Employment Services. Even though the number of job seekers increased, the proportion of NEET men and women aged 25-29 remained the same (51% of all job seekers were men and 49% were women)⁶⁷.

Figure 22. Distribution of 25-29 year-old NEETs registered within Employment Services, by sex



Source: LT PES Information System

A further analysis of the target group in Lithuania shows that in November of 2021, 51% (8 525) of young jobseekers lived in the largest cities of Lithuania (Vilnius, Kaunas, Klaipėda, Šiauliai, Panevėžys). The remaining 49% (8 240) lived in smaller Lithuanian municipalities. Even though the number of jobseekers before the pandemic is lower, the tendency remains the same – 49% (6,959) and 51% (7,350) of young jobseekers lived in the largest cities and smaller municipalities accordingly⁶⁸. The small shift towards larger cities might suggest that young jobseekers tend to move to larger cities due to the greater chance of finding a better job, better access to education as well as more opportunities. However, when we look at the distribution of the total population in Lithuania, there are more people living in cities rather than in rural areas, which indicates that NEETs are over-represented in smaller municipalities and rural areas.

The majority of NEETs in Lithuania aged 25-29 who are registered within the LT PES have secondary or vocational education (51%). They are followed by those with a college or university education (32%) (See Figure 23, 2021 data). This means that young jobseekers are building on their existing competencies to be competitive in the labour market. The figure also provides 2020 data, which shows the usual tendencies (not affected by COVID-19). However, trends remain the same. Before the pandemic, 49% of NEETs had a secondary or vocational education, while 33% had college or university degrees⁶⁹.

⁶⁵ Eurostat. online data code: LFSI_NEET_A

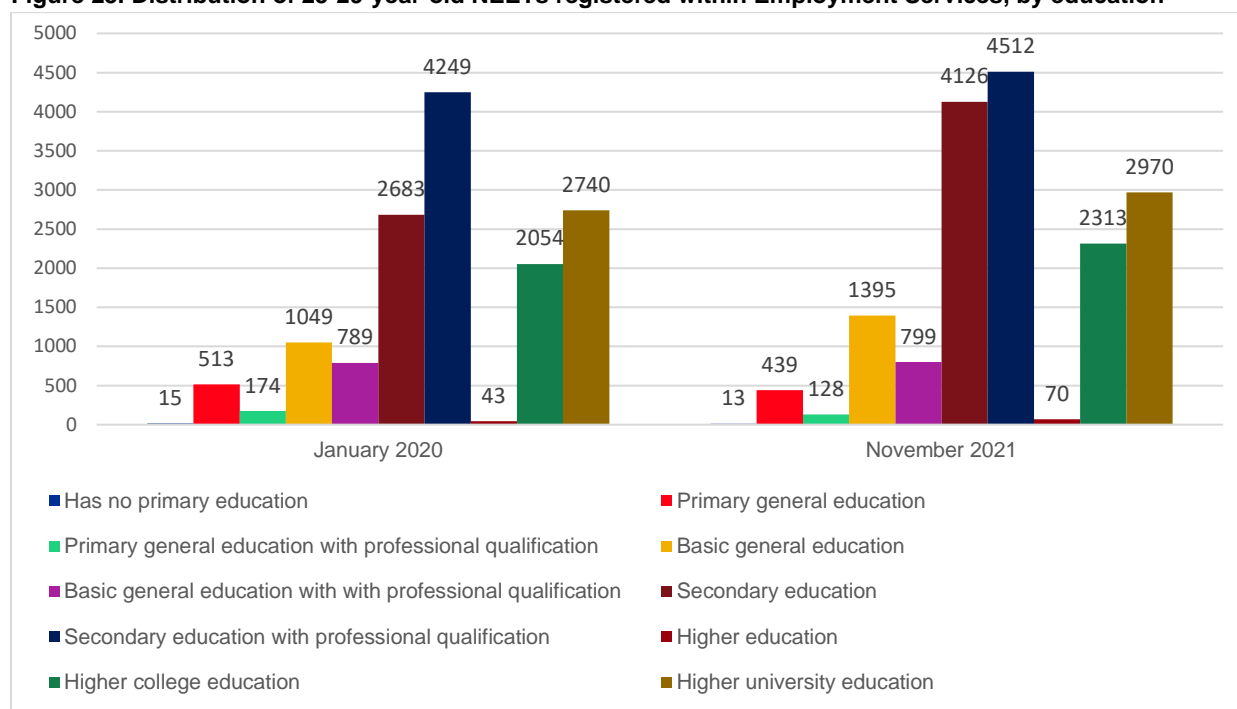
⁶⁶ Ibid

⁶⁷ LT PES Information System

⁶⁸ Ibid

⁶⁹ Ibid

Figure 23. Distribution of 25-29-year-old NEETs registered within Employment Services, by education



Source: LT PES Information System

When NEETs were asked in which sector they would like to work, the target group in Lithuania were more likely to choose wholesale and retail trade, manufacturing as well as construction and administrative/support services economic areas to work in after registering within the LT PES (see Table 5).

Table 5. Distribution of 25-29 year-old NEETs registered within Employment Services, by economic sector where NEETs choose to work

Distribution by industry/activity groups	Number of persons (January 2020)	Number of persons (November 2021)
Agriculture, forestry, and fishing	501	400
Mining and quarrying	36	20
Manufacturing	2050	2255
Electricity, gas, steam, and air conditioning supply	31	41
Water supply, sewage treatment, waste management	80	69
Construction	1051	1115
Wholesale and retail trade; motor vehicles	2532	2831
Transport and storage	751	866
Provision of accommodation and food services	917	1090
Information and communication	287	381
Financial and insurance activities	155	158
Real estate activities	81	96
Professional, scientific, and technical activities	406	466
Administrative and support service activities	1026	1222
Public administration and defence; compulsory social security	301	273
Education	311	357
Human health and social work activities	387	418
Arts, entertainment, and recreation activities	251	267
Other service activities	123	174
Other	2621	3599
No work experience	411	667

Total number	14309	16765
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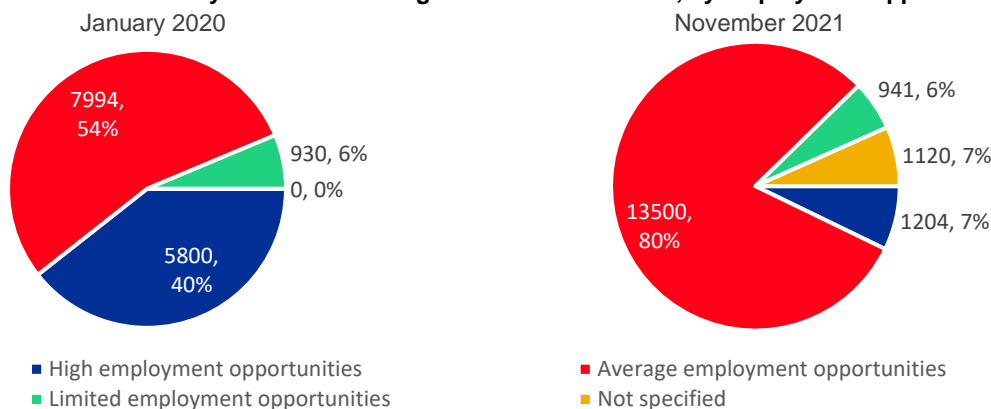
Source: LT PES Information System

3.3.1.3. Features of their generation, specific needs, labour market-related strengths and weaknesses.

After registering a jobseeker, the LT PES assesses his/her employment opportunities. The purpose of this assessment is to identify jobseekers' abilities and needs and select the most suitable labour market services or active labour market policy measures according to his/her qualifications or competencies, experience, period of unemployment, state of health and other circumstances affecting the jobseeker's employability. The LT PES classifies all jobseekers into one of the following groups: limited, average, or high employment opportunities, based on the results of their assessment of employment opportunities for the jobseeker.

Before the pandemic, 40% (5,800) of NEETs aged 25-29 were identified as having high employment opportunities. However, the situation significantly changed when the pandemic receded: in November 2021 the share dropped to 7% (1,204). This shift is mainly seen in average employment opportunities, where the share of NEETs shifted from 54% (7,994) in January 2020 to 80% (13,500) in November 2021. The percentage of NEETs having limited employment opportunities remained the same (6%)⁷⁰.

Figure 24. Distribution of 25-29 year-old NEETs registered within LT PES, by employment opportunities



Source: LT PES Information System

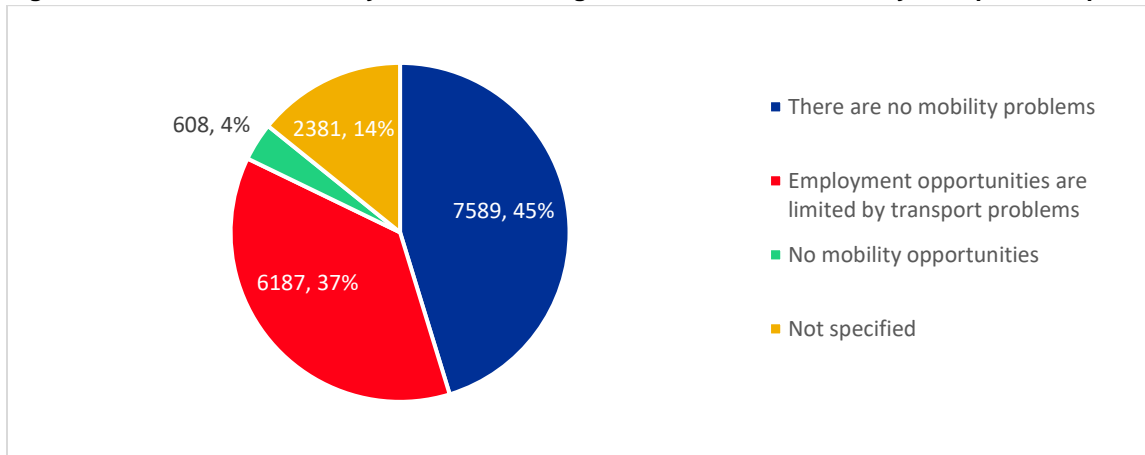
LT PES, based on the information that they have, highlighted three main areas that might hinder the integration of 25-29 year-old NEETs into the labour market:

The first challenge: mobility within the municipality (lack of public transportation). Although 45% (7,589) of the target group registered within the LT PES do not have mobility problems, a significant part of NEETs face problems connected to transportation. In November 2021, 37% (6,187) of NEETs' employment opportunities were limited by transport problems, meaning that working hours and public transport schedules were not compatible. 4% (608) did not have mobility opportunities at all. Looking at the pre- and post-COVID-19 periods, the number of NEETs not facing any mobility constraints dropped after the pandemic from 54% (7,684) in January 2020 to 45% (7,589) in November 2021. The rest remained almost the same (in January 2020 there were 12 percentage point fewer unspecified NEETs aged 25-29)⁷¹. The data illustrates that there is a problem with mobility in Lithuania. This difficulty is especially severe in rural areas and prevent NEETs from integrating into the labour market.

⁷⁰ LT PES Information System

⁷¹ Ibid

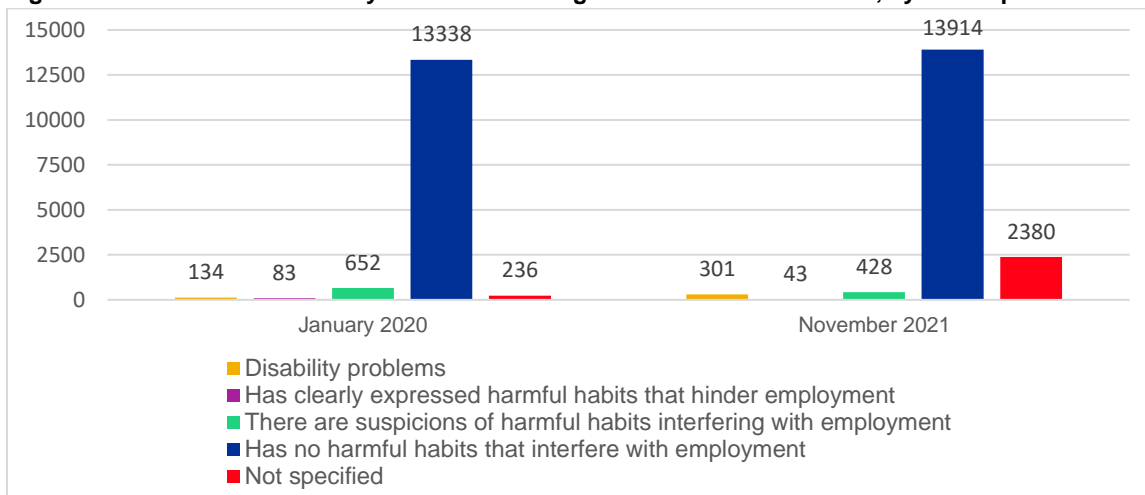
Figure 25. Distribution of 25-29 year-old NEETs registered within the LT PES by transportation possibilities



Source: LT PES Information System, November 2021

The second challenge: health problems. Looking at the latest data (November 2021), there were 301 disabled NEETs. A small share of jobseekers also had problems with harmful habits that made it difficult for them to enter the labour market. However, most young jobseekers do not have any health problems that would prevent them from integrating successfully and sustainably into the labour market. The same tendencies can be seen in the prior and post-pandemic periods (see Figure 26)⁷².

Figure 26. Distribution of 25-29 year-old NEETs registered within the LT PES, by health problems



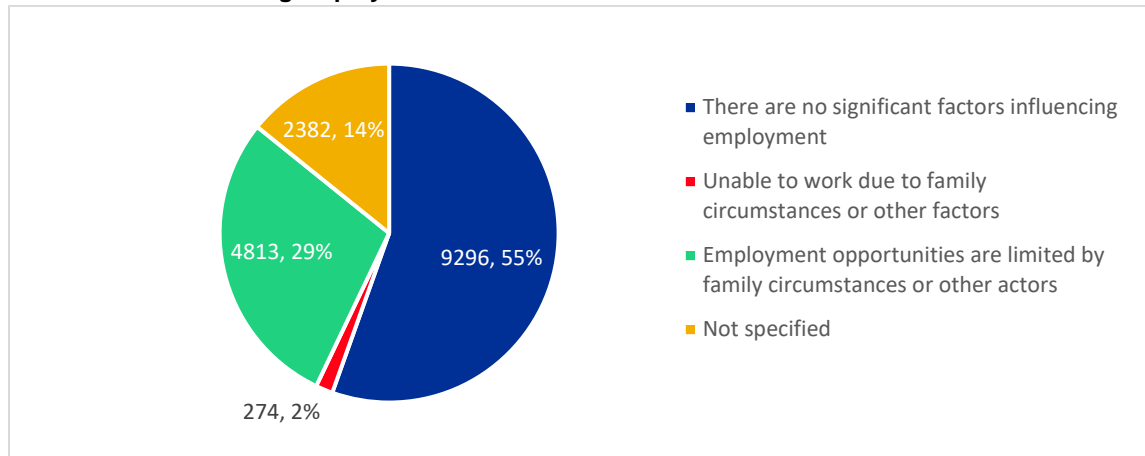
Source: LT PES Information System

The third challenge: family circumstances. Even though slightly more than half (55%) of the target group registered within the LT PES are not dependent on family circumstances, almost one third (29%) of NEETs' employment opportunities are limited due to their family obligations. However, only 2% are unable to work at all because of family-related reasons⁷³. This suggests that policies tailored towards assistance with coping with family issues might help these 29% of NEETs (whose opportunities are limited) to come back into the labour market. For example, offering free daycare might help young mothers to return sooner into the labour market.

⁷² LT PES Information System

⁷³ Ibid

Figure 27. Distribution of 25-29 year-old NEETs registered within Employment Services, by family circumstances hindering employment



Source: LT PES Information System, November 2021

In order to efficiently tackle all of the aforementioned problems, inter-institutional cooperation and a capacity to solve the problems of a specific person on an individual basis must be actively developed. New guidelines for inter-institutional cooperation are currently being developed which may help to solve or minimize these issues in the future.

3.3.2. The key needs and challenges faced by the 25-29 year-old NEETs concerning their unemployment in Lithuania

To better understand the key needs and challenges, a small survey was conducted for career consultants (88 respondents) and 25-29 year-old NEETs (80 respondents). The place of work/residence indicated by both professionals and young people reflects the general situation in the country in a sufficiently proportionate way. The career consultants and NEETs were given questions that helped to evaluate how the needs and challenges of the target group differ from other age groups (e.g., challenges of unemployed mothers, long-term unemployed people) and what are the main obstacles/reasons for unemployment.

3.3.2.1. How do the needs and challenges of the target group differ from other age groups?

According to career consultants, young people aged 18-24 are more likely to take risks, volunteer, have more expectations for work, tend to change jobs more frequently, are more motivated and have a volatile lifestyle. They are more open to innovations and new technologies. 18-24 year-old youth are often distracted by not knowing what they want, changing the direction of their studies, etc. Usually, they do not have family obligations or loans and thus live a "free-wheeling" lifestyle.

On the contrary, young people aged 25-29 are more mature, restrained, have a better understanding of what they want and can formulate and achieve clearer goals. The members of the target group already have more work experience and are better oriented in the labour market, thus they are less likely to start learning new things or to volunteer. This age group is more likely to face family worries, look for a more stable and better-paid job as well as a better quality of life. Hence, this age group is looking for jobs with higher salaries to keep up with family and housing responsibilities. However, career consultants note that there is a lack of good upskilling or reskilling targeted programs in Lithuania to help NEETs reskill or upskill and go into the better-paid jobs faster. People aged 25-29 are more sedentary since they are thinking about their own homes, have families and need kindergartens.

Many of the surveyed NEETs aged 25-29 see sustainability, ecology and a contribution to solving environmental problems as important aspects when choosing a new job. Some of them do not name importance as such but say that if they worked in a “green” workplace, they would consider it an advantage. The ones who think sustainability is important on average rank its importance at 7.8 points on a 10-point scale. In turn, career consultants, on average, rank the importance of sustainability in the workplace at 6.4 on a 10-point scale. This might indicate that sustainability is more important for the younger generation and, thus, career consultants may be more confident in motivating young people to choose green jobs.

Most of the surveyed career consultants pointed to salary as the main motivation for the target group to come back to the labour market. This was followed by such incentives as support at work and a friendly team, development and career opportunities, flexible working conditions and enjoyable work. In turn, the target group emphasises opportunities for personal development as the greatest motivation to come back into the labour market. Slightly less frequently mentioned aspects for this age group were career opportunities and competitive pay. Some less important motivating incentives appear to be social guarantees and organisational culture.

The surveyed target group and career consultants identified different **challenges** that the target group is facing. Career consultants think that younger people lack motivation, desire, responsibility, and opportunities to test themselves in practice. They need better career guidance services, work experience, and social skills. In regions with few job openings for skilled employees, young people choose to receive benefits rather than work for low wages, which are characteristic of short-term, unskilled jobs. According to career consultants, there is also a lack of self-confidence and teamwork experience.

The vast majority of surveyed NEETs mention a lack of knowledge and education as the main obstacles to coming back to employment. This shows the need to pay attention to in-house training - both to train employees consistently in the workplace and to provide access to various other trainings that strengthen key competencies. The following two most mentioned obstacles were the incompatibility of employee and employer expectations as well as the needed development of personal competencies. Employers should create a flexible internal culture and communicate career opportunities. Among the challenges, a lack of additional conditions to reconcile family and work (e.g., extra free days for childcare, subsidized child-care) were mentioned and also, a lack of motivation. Some NEETs mentioned the lack of experience, a need to overcome psychological barriers and the challenge of not knowing where they want to work.

3.3.2.2. Why does the target group not work?

According to career consultants, most NEETs lost work due to being dismissed. However, career consultants also pointed out some of the main reasons why target group members terminated their own employment contracts:

- According to career consultants, the most common reason for termination of employment from the 25-29 year-old youth side was an **inadequate salary**. A higher salary was also highlighted as a factor that motivates target age group NEETs the most to come back into the labour market.
- Further, career consultants noted **unsatisfactory working conditions**, a **wrong attitude of the employer** or a **lack of attention** of the employer in the first months when support and encouragement are very important.
- The third most common answer from career consultants was that termination from the youth side is caused by a **failure to live up to expectations**. Young people come to work led by stereotypes with an image of their dream job and with an overly optimistic assessment of their skills. In reality, things are often different.
- Fourth, **poor communication and team skills**. Career specialists noted a lack of colleague communication, lack of support from colleagues, and the inability to cooperate in a team.
- Lastly, experts note a **lack of responsibility** among young people. **Stress**, pressure, and a **lack of skills and competencies** also often lead to young people leaving work. Additionally, young people **lack motivation**, find it difficult to decide on their future careers, and are distracted or looking for a job that suits them best.

Most of the reasons for termination of their employment coincide with the reasons highlighted by career consultants. However, NEETs name a **desire to change the scope of their work** as the main reason for their employment termination, rather than salary. Career professionals think that youngsters most often leave jobs because they are dissatisfied with their pay. This is an important insight in communicating about green jobs to young people and career consultants. The motivational aspect in communication should not be the salary, but the opportunity to find meaningful and enjoyable work.

The second most frequently mentioned reason by 25-29 year-old NEETs was a **dislike of the nature of the work**, followed by the incompatibility of employee and employer **expectations** as well as a **negative work environment**. Career consultants believe that employers could offer more competitive pay, create a more attractive, less stressful, and more positive environment, and change their attitude toward young people. Young people need more motivation and focus on developing their work skills. Things like unjustified expectations or indecisiveness are common to young people, are a part of their personal growth and cannot be avoided. Therefore, we cannot reduce the influence of these factors by external means.

3.4. Malta

This section focuses on the composition, needs and challenges faced by 25-29 year-old NEETs in Malta (hereafter referred as the target group). Our analysis relies on desk research, available statistical data and information from interviews with employment officers. Key findings can be summarised as follows:

- Foreign-born residents present a substantial share (approx. 9 percent) of the population aged 25-29 living in Malta; this share of foreigners is higher in comparison to the younger aged groups.
- Almost two-thirds of the Maltese target group are female.
- Although Malta has successfully reduced the female NEET population by providing accessible free childcare, there is room for further reduction.
- Childcare related duties are the most frequent barrier to labour market participation among females and also among all Maltese NEETs aged 25-29.
- In line with internationally observable patterns, in Malta, a low level of education is also associated with NEET status and poor labour market prospects.

3.4.1. Characteristics of the target group (25-29 year-old NEETs) in Malta

We describe the target group of interest (25-29) in a comparison of three reference age groups:

- Population aged 20-24 – **Younger youth** (people in transition from education to work)
- Population aged 25-29 – **Target group** (people usually having completed education with little work experience)
- Population aged 30-60 – **Main working-age population** (the core pool of a mature workforce)

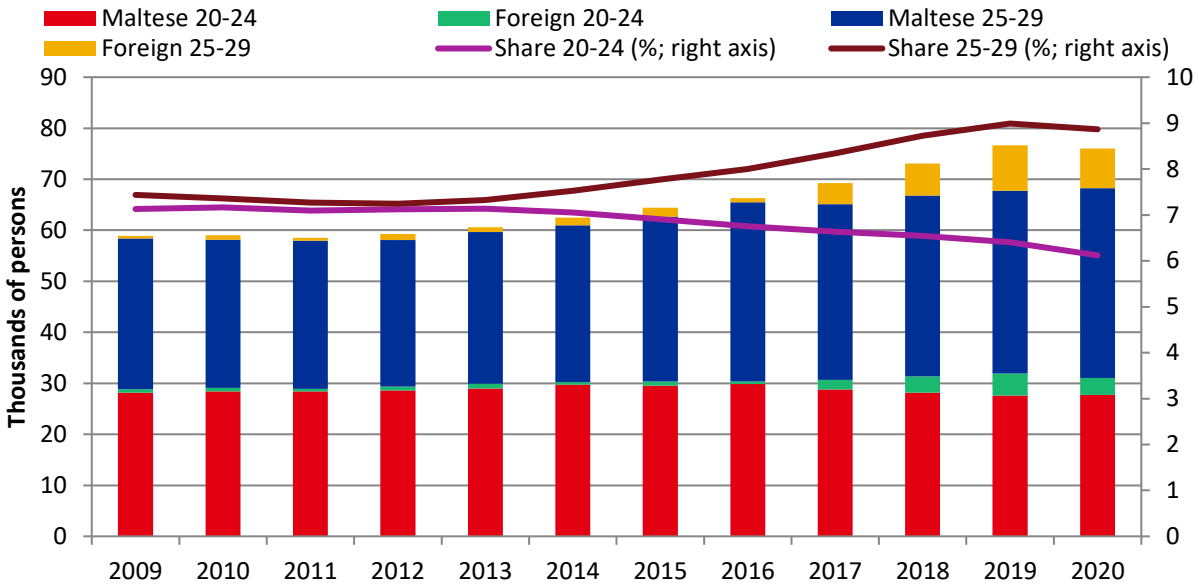
Where allowed by the data, we focus on the NEET population within the target age group (25-29).

3.4.1.1. Size of the target group and changes over time

Malta proved successful in using its foreign workforce to mitigate population ageing by maintaining its share of youth at around 15 percent over the past decade. The young population aged 20-29 has grown steadily over the past decade. However, this growth was driven by the demographic contribution of immigration that is best observable in the age group of 25 to 29. The share of youth in the total population has recently declined (see Figure 28) due to the drop in immigration caused by the COVID-19 pandemic.

There are apparent differences in the trend of the target group and younger NEETs (aged 20-24) that is also driven by different immigration intensities. While the share of younger youths decreases, in the long run, the share of the target group was only able to reverse the trend of its growth in 2020. It must be noted that, because of immigration, the total population of Malta is continuously growing, and this growth only slowed down (to 1.9%) in 2020.

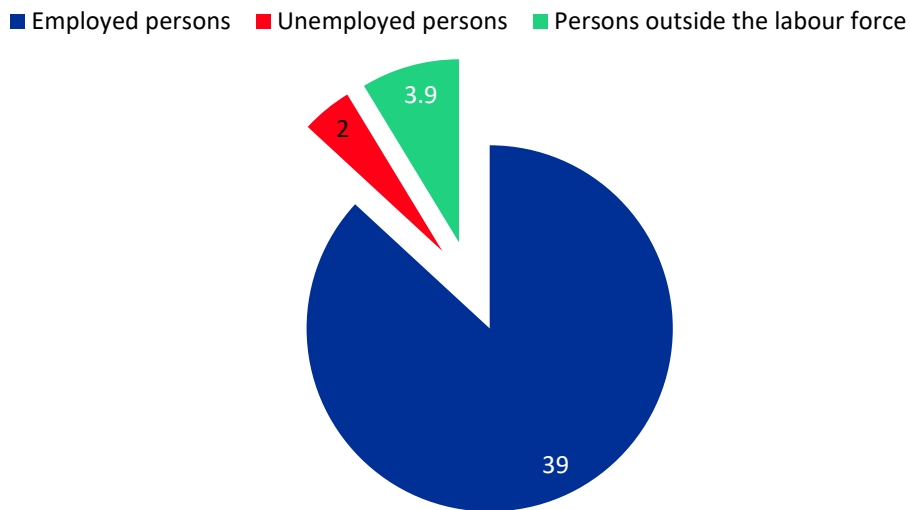
Figure 28. The development of the size of the young population, by age group and citizenship



Source: Eurostat Database [lfsa_pganws]

In 2020 there were **45 thousand young people aged 25-29 living in Malta**, out of which almost 8 thousand were foreigners. In comparison, 31 thousand persons in the age group of 20-24 lived in Malta, including slightly less than 3 thousand foreigners. Of the **45 thousand young people aged 25-29**, 39 thousand are employed, 2 thousand are unemployed, and 3.9 thousand are inactive (year 2020). As regards the **main reason for inactivity**, carrying duties were reported in 59 percent of cases. This was the case in 71 percent of young women and only 3 percent of young men in Malta (shares are aggregated for the period 2011-2020). In contrast, playing an important role in the case of the inactive aged under 25, **education and training** drops from the list of top reasons for not seeking employment and is mentioned in only 2 percent of the responses of the inactive aged 25-29 (see Table 7).

Figure 29. Population aged 25-29 by activity/employment status (in thousands of persons, 2020)

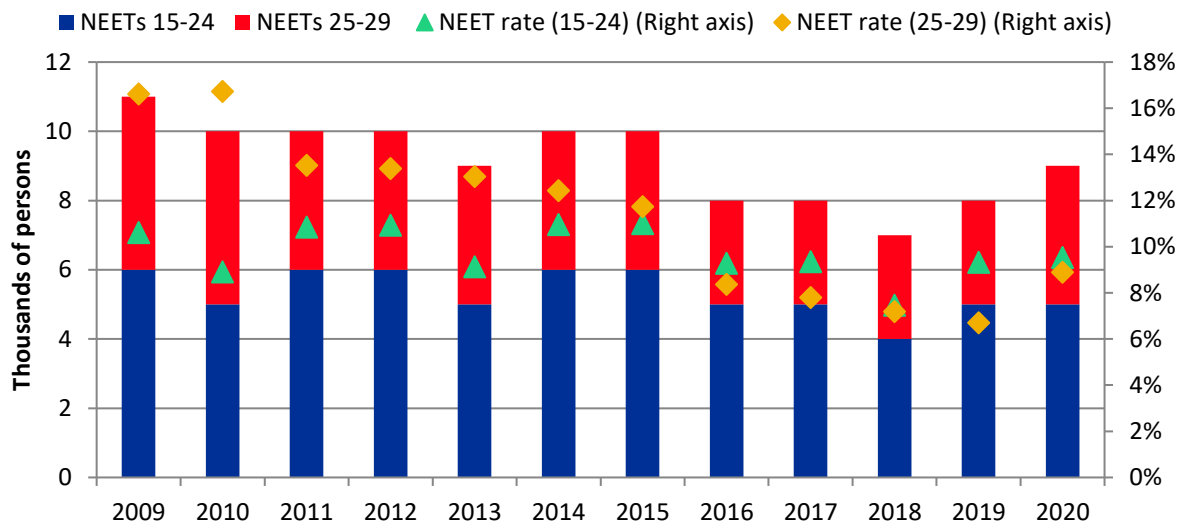


Source: Eurostat Database [lfsa_pganws]

In 2020, the group of **young people neither in employment nor in education and training (NEET)** consisted of 4.8 thousand women and 4.4 thousand men aged 15-29. The population of female NEETs aged 15-29 declined in the past decade in absolute, but predominantly also in relative terms (from 14.9% to 10.5% between 2011 and 2020). In contrast, the population of male NEETs aged 15-29 did not change to such an extent, only declining from 10.8 to 9.5 percent between 2011 and 2020⁷⁴.

Disaggregating the dynamics to narrower age-groups, the initially higher share of NEETs in the population of 25-29 year olds converged to the NEET rate observed for the population of 15-24 year olds. The share of NEETs in the total population grew from 6.7 to 8.9 percent between 2019 and 2020, suggesting a negative effect of the COVID-19 pandemic (Figure 30).

Figure 30 The population of NEETs in Malta (in thousands and % of the population)



Note: The NEETs rate is the share of NEETs on the total population in the respective age group
Source: Eurostat Database [lfsa_pganws; lfsi_neet_a]

3.4.1.2. Individual characteristics of the Maltese NEETs in 2020

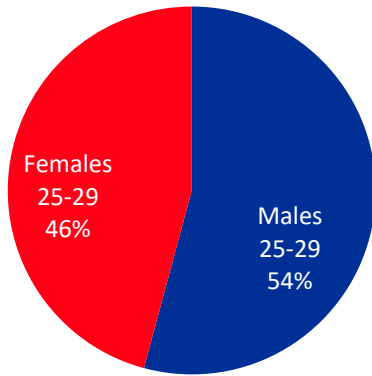
Based on the European Union Labour Force Survey (EU LFS), there were 9.2 thousand Maltese NEETs aged 15-29 in 2020. Out of these, 4.4 thousand were in the target group - aged 25-29. Slightly over one-third of them were male (approx. 1,600) and approximately two-thirds female (2,800)⁷⁵. It must be noted that the gender composition of NEETs differs from that of the total population aged 25-29 (as shown in the following charts).

⁷⁴ Eurostat Database [lfsa_pganws; lfsi_neet_a]

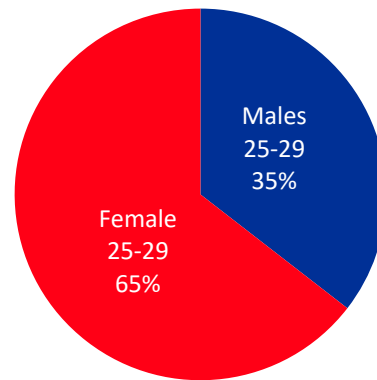
⁷⁵ Eurostat Database [lfsi_neet_a]

Figure 31 Gender composition of Maltese population (left) and NEETs (right) aged 25-29

Total population 25-29



NEET population 25-29



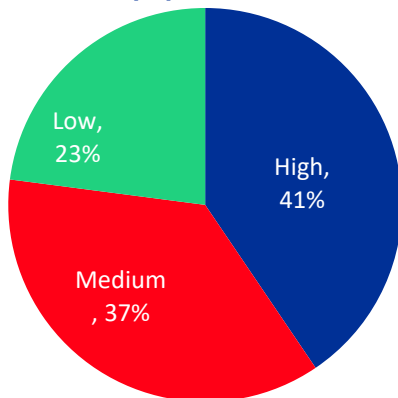
Source: Eurostat Database [lfsi_neet_a] and detailed Maltese Labour Force Survey data provided for the project

The share of the female population in NEETs aged 25-29 is disproportionately higher than that of the male population. Although the proportion of females among the target group Maltese population is less than half, females comprise over 65 percent of the Maltese NEET population aged 25-29. They are, thus, overrepresented among the Maltese NEETs. This observation aligns with the overall pattern of lower labour market participation of (not only young) women in Malta.

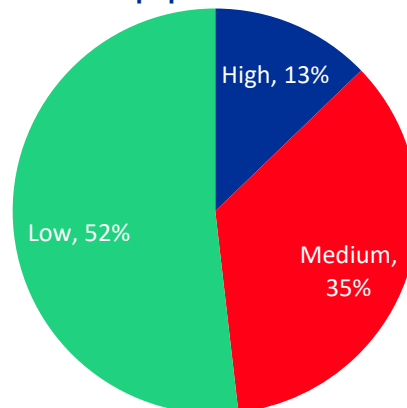
In line with the pattern observed internationally, in Malta, a low level of education is also associated with NEET status and a weaker labour market attachment in general. While the less educated (ISCED 0-2) represent only 23 percent of the 25-29 year olds, it is 52 percent among NEETs. It is mainly a high level of education that shelters them from NEET status, as its share on the total population aged 25-29 is 41 percent and only 13 percent among NEETs aged 25-29.

Figure 32 Composition of Maltese population (left) and NEETs (right) aged 25-29 based on the highest level of attained education

Educational attainment: total population 25-29



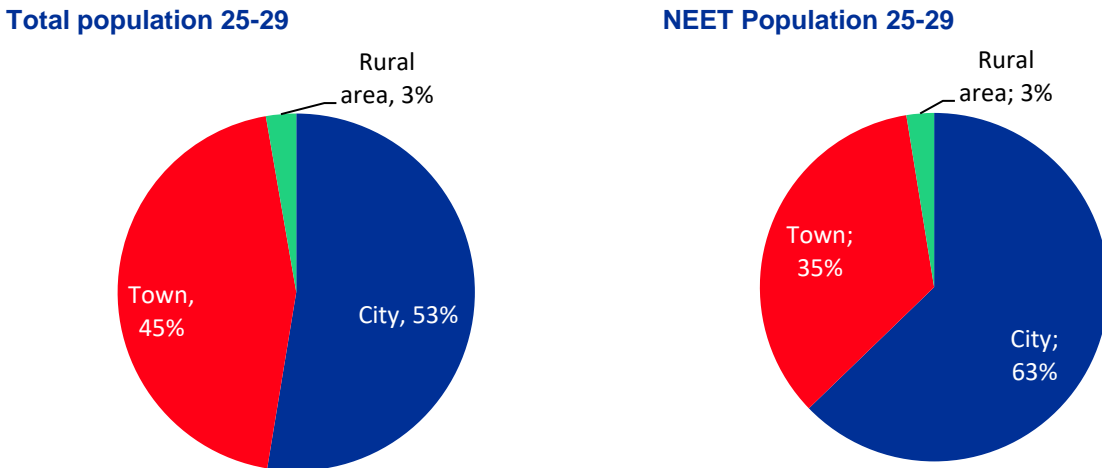
Educational attainment: NEET population 25-29



Source: European Union Labour Force Survey [lfsi_neet_q] and detailed Maltese Labour Force Survey data provided for the project
 Note: The educational attainment level of an individual is the highest ISCED (International Standard Classification of Education) level successfully completed. The ISCED levels are divided into: ISCED 0-2 (less than primary, primary, and lower secondary education), ISCED3+4 (upper secondary and post-secondary non-tertiary education), and ISCED5+ (tertiary education).

The size of a settlement of residence does not appear to play a role in determining the NEETs' status in Malta. A slightly higher share of NEETs appears to live in cities rather than in town neighbourhoods. Only a marginal share of NEETs or the Maltese population in general lives in rural areas. This shows the specific character of urbanisation in Malta.

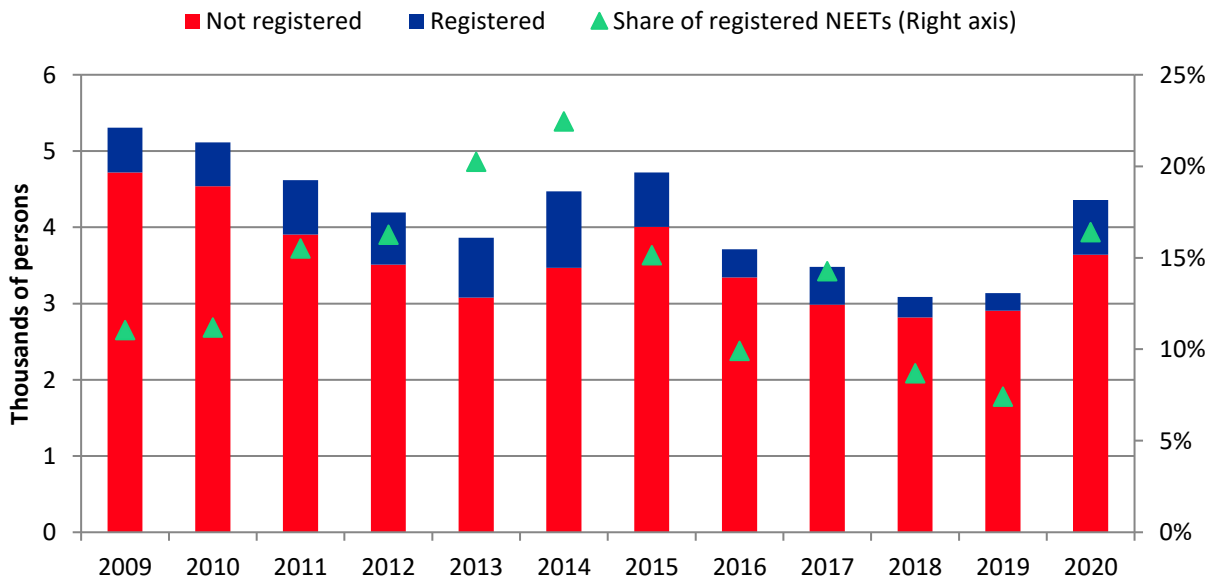
Figure 33. Composition of Maltese population (left) and NEETs (right) aged 25-29 by the size of the settlement



Source: Detailed Maltese Labour Force Survey data provided for the project

The share of NEETs aged 25-29 registered with the public employment office varies at any particular point in time. Its values range between 22 and 7 percent. This variation might be driven by the small sample size of the data source. Nevertheless, this evidence suggests that there is room for a more active outreach by public employment services towards NEETs. Despite the availability of Youth Guarantee measures for younger aged cohorts of NEETs, their share registered at the public employment service is not higher than that of all NEETs aged 25-29.

Figure 34. The share of Maltese NEETs aged 25-29 registered with the public employment office



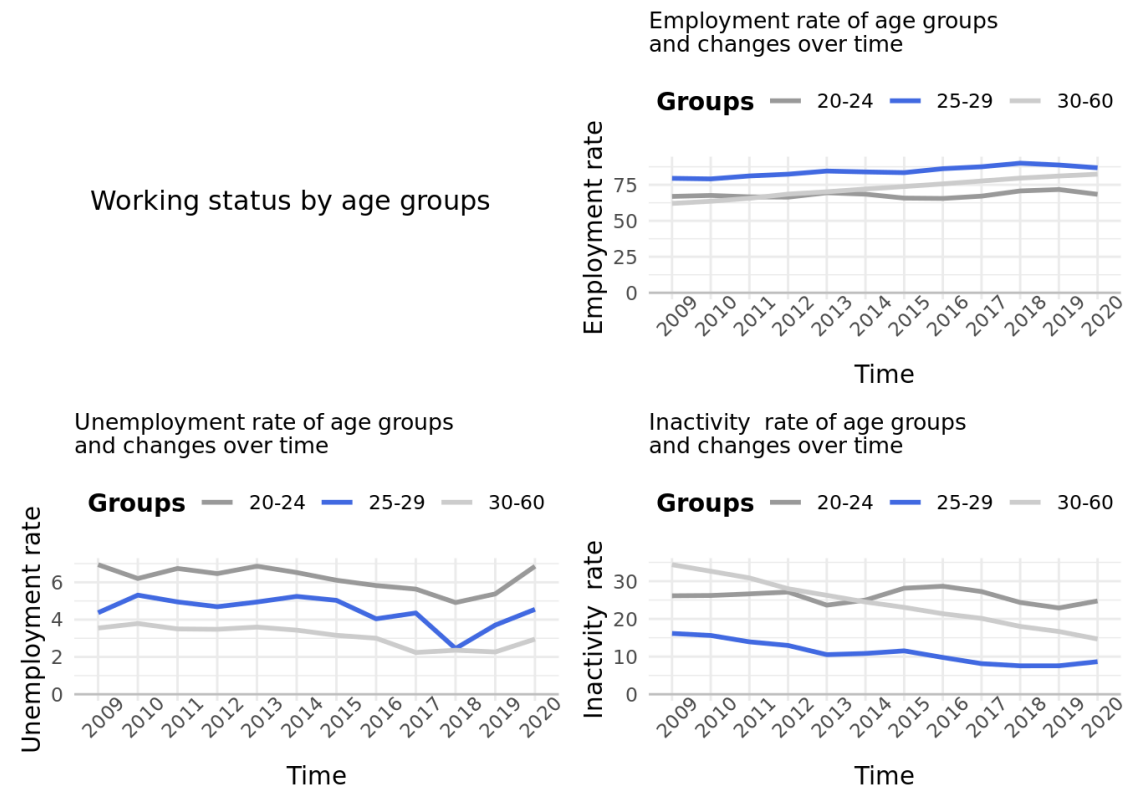
Source: Detailed Maltese Labour Force Survey data provided for the project

3.4.1.3. Features of their generation, specific needs, labour market related strengths and weaknesses.

Youth unemployment started to grow even before the pandemic

Similar to other European countries, the Maltese unemployment rate for 25-29 year olds peaked after the global crisis of 2008 with a certain time delay (5.31% in 2010) and has since bottomed out in 2018 (2.46%). At that point, it considerably approached the rate of the main working-age population (2.36%). However, it started to increase in 2019, and the arrival of the pandemic made the rise in unemployment even more pronounced. As is usually the case when an economic situation worsens, the young tend to be the hardest hit. While the unemployment rate of persons aged 30-60 rose by 0.68 p.p. year-on-year (2020), it was 0.84 p.p. for the target group and 1.48 p.p. for younger youth.

Figure 35 Development of indicators of labour market status by age-group



Source: European Union Labour Force Survey [lfsa_pganws]

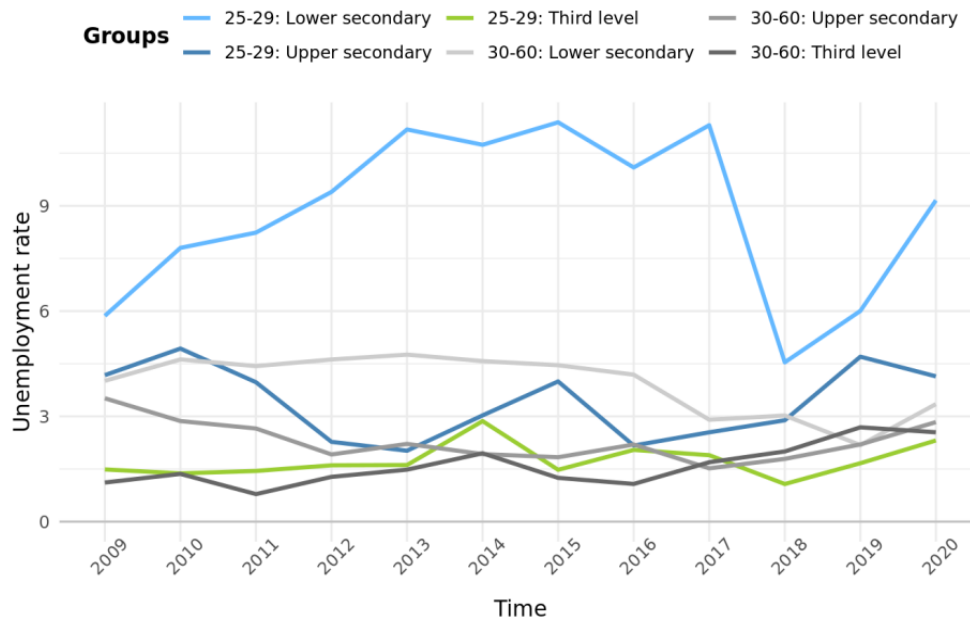
Low education is associated with NEET status and poorer labour market prospects

The unemployment rate by attained level of education and age reveals that unemployment rates for the low educated are the highest for each observed age group. However, the unemployment (9.16%) rate for the target group aged 25-29 was substantially higher than that of the main working-age population (3.35% in 2020).

The evolution of unemployment rates for young people with lower secondary education in the last two years proves that not only young people are the hardest hit by the worsening economic situation, but also that less educated young people are the most at risk. To illustrate, the unemployment rate of persons in the target group (25-29) with lower secondary education increased more than twofold in the last two years, from 4.54 percent in 2018 to 9.16 percent in 2020.

Figure 36. The Unemployment rate by age and level of education

Unemployment rate by age groups and education level and changes over time



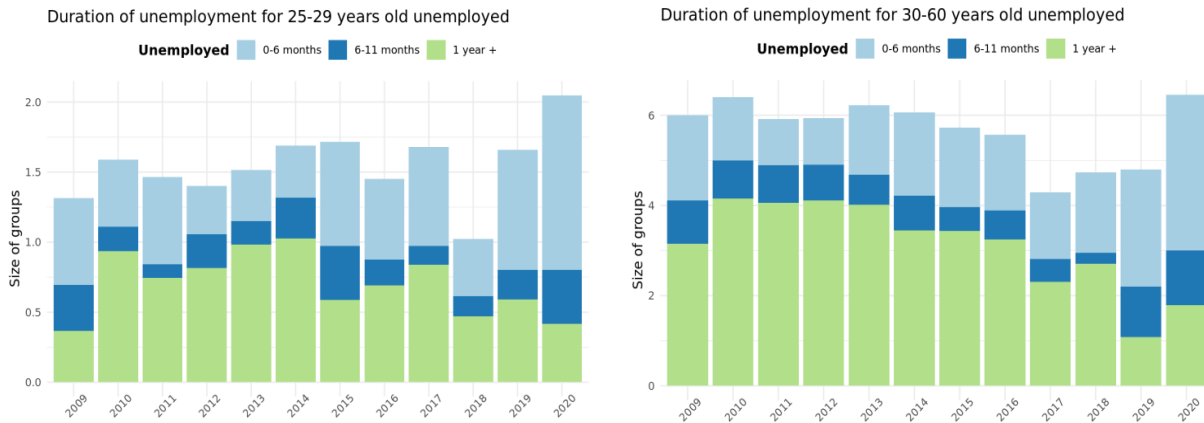
Source: European Union Labour Force Survey [lfsa_pgaed]

For comparison, the unemployment rate of persons 25-29 with an upper secondary education was 4.14 percent, and for the same age group with a third-level education, it was only 2.31 percent (which is even lower than that of the main working-age population with the same level of education). The comparison with other age groups and different levels of education reveals that lower education is associated with a higher risk of unemployment even more so than a younger age.

Minor differences between age groups as regards the trends in duration of unemployment

During the past decade, the trends in duration of unemployment were similar for both the target group and the main working-age population. The increase in long-term unemployment observed since 2010 presents the lingering effect of the global economic crisis. As the economic situation improved, the share of short-term unemployed increased. A gradual decline in the number of long-term unemployed was smoother in the group of persons aged 30-60, as the time series of the 25-29 age group is affected by smaller sample sizes. The worsening labour market situation in the last two years has been reflected in the markedly growing number of short-term unemployed in both age groups. In 2020, the short-term unemployed represented 72 percent of the total unemployed aged 30-60 and 79 percent of the total unemployed aged 25-29.

Figure 37 Trend in the duration of unemployment by age groups (left: 25-29, right: 30-60)



Source: European Union Labour Force Survey [lfsa_upgan]

3.4.2. What are the key needs and challenges faced by 25-29 year-old NEETs concerning unemployment in Malta?

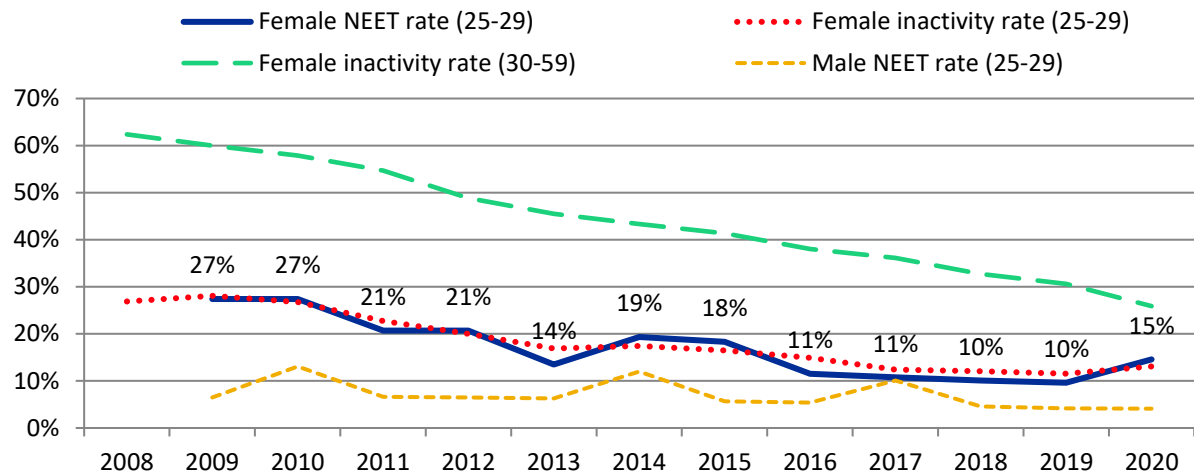
This section presents results after processing statistical data combined with findings from interviews with caseworker officers who deal with the target group in the field.

3.4.2.1. How do the needs and challenges of the target group differ from other aged groups?

Although Malta has successfully reduced the female NEET population by providing accessible free childcare, room for further reduction remains

A profound decline in the inactivity rate of the main working-age population can be observed over the past decade. It is due to a rapid decrease in the female inactivity rate, which dropped to less than half of its 2009 values (when it was approaching 60%; however, it remains at a high level of almost 30%).

Figure 38. Female inactivity and NEET rates by age groups



Note: Values displayed in the graph present the female NEET rate of 25-29 years old

Source: Eurostat Database [lfsa_pganws; lfsi_neet_a]

A downward trend in the inactivity rate of the total population of 30-60 is driven by a reduction in the female inactivity rate. Thus, even though we pointed out that the inactivity rate of women is high (which is the case in the main working-age group even more so than in the target group), it was considerably higher a decade ago. This positive development might be associated with the Free Childcare Scheme⁷⁶, introduced during the observation period. The slope of the NEET rate curve for young women aged 25-29 is practically the same as the curve of the female inactivity rate. The observed pattern manifests the importance of childcare support policies in tackling inactivity and reducing the number of NEETs among the target group in Malta. From another perspective, childcare related duties presented one of the most severe barriers to labour market participation.

As displayed in Figure 31, two-thirds of Maltese NEETs aged 25-29 are female. Despite the impressive decline in female inactivity in Malta, observable during the past decade through all age groups, the NEET rate among females remains three times higher than the male NEET rate (see Figure 38). Although the situation appears to be less pressing in the case of females aged 25-29, there is still room for a further reduction of the NEET rate by increasing access to childcare.

In Malta, children up to three years of age are eligible for free childcare. After a child reaches this age, potential bottlenecks appear. Parents have to rely on public kindergartens, where limited capacities might be an issue. Additionally, accepting a child into a kindergarten might be sluggish, and regulated prices might present a barrier in some cases. Caseworkers have reported examples of single mothers not being able to save up for the advance payment covering the first month of childcare. These cases might be more frequent in the target group.

JOBSPPLUS employment officers also provide counselling in household budgeting and financial responsibility. This factor is also present in the individual action plans created for cases during the employment counselling and mediation processes. Employment officers have reported that single mothers prefer to stay inactive on social benefits in many cases because they are not aware that this barrier could be overcome. Besides this, for women entering new employment, it is often problematic to take sick leave if they need to take care of a sick child; they have to depend on their families. It is especially an issue for the non-Maltese (single mothers in particular) who are willing to work but have no family support network. For young mothers, it is difficult to plan a career as the need for immediate income is more important than planning. There are also sector-specific issues, e.g., in the hospitality, long-term care or health industry, women usually do not work office hours. (Tourism presents a substantial part of employment in Malta). Childcare services are not available outside of office hours.

⁷⁶ Government of Malta, Free Childcare Scheme. Retrieved from: <https://education.gov.mt/en/pages/free-childcare.aspx>

Programmes implemented under the Youth Guarantee that target age groups under 25, present increased support, including the motivating increase of income (in comparison to social benefits). Extending these programmes to the age group of 25-29 might help to reach these groups. Therefore, the availability of childcare should be an issue accounted for when designing an extended programme.

In Malta, the tapering off of social benefits during the initial years after entering employment is enabled by an existing scheme. Moreover, combining social contributions with other social transfers (e.g., unemployment benefits) is possible for 28 weeks. This setting is, thus, feasible to target single mothers through more intensive activation.

3.4.2.2. Why the target group does not work

Childcare responsibilities dominate among the barriers to labour market participation

Based on the Labour Force Survey, we were able to trace the reasons that NEETs aged 25-29 were not available to start working. We also observed that the share of those available to start work is significantly higher among men. Over 12 percent of the female NEET population aged 25-29 would seek work, but it is not available because of personal or family responsibilities, and almost 60 percent of them do not seek employment at all.

Table 6. The proportions of NEETs aged 25-29, based on the reason for not being available for employment in the following two weeks (in %)

	Male	Female	Total
Available for work	69.84	23.65	38.74
Seeking work, but not available	4.92	17.04	13.08
he/she must complete education or training	1.47	0.40	0.75
personal or family responsibilities (including maternity)	0.15	12.34	8.35
own illness or incapacity	1.81	1.55	1.63
other reasons	1.49	2.76	2.34
Not seeking employment	25.24	59.30	48.17
Total	100.00	100.00	100.00

Source: European Union Labour Force Survey

Out of those NEETs aged 25-29 who were not seeking employment, half of the men declared disability or illness as the main reason for not searching for employment. In contrast, this was the case in only 10 percent of female responses. Moreover, females stated that family-related responsibilities (36 percent) and looking after children (35 percent) were the most frequent reasons for not seeking work.

Table 7. The proportions of NEETs 25-29, based on the reason for not searching an employment (in %)

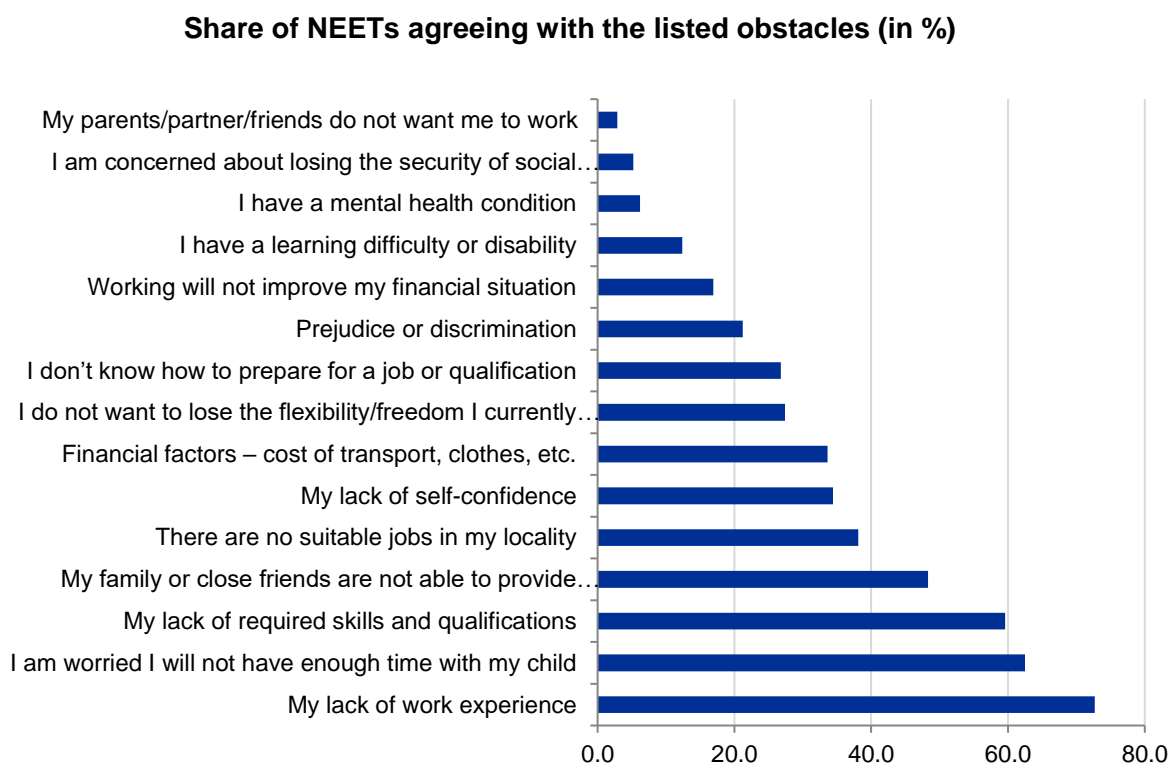
Reasons for not searching employment:	Male	Female	Total
Awaiting recall to work (persons on lay-off)	1%	0%	0%
Own illness or disability	48%	10%	16%
Looking after children or incapacitated adults (from 2006)	2%	35%	29%
Other personal or family responsibilities	1%	36%	30%
Education or training	9%	1%	2%
Belief that no work is available	2%	0%	0%
Other reasons	2%	0%	1%

Total	100%	100%	100%
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Source: European Union Labour Force Survey

The evidence of the declared reasons for not entering or seeking a job underlines the importance of accessible childcare in activating Maltese NEETs aged 25-29. In the NEETs Census of 2015, NEETs were asked to list the obstacles preventing them from getting a job. The most frequently mentioned obstacles involved a lack of work experience or skills and childcare related issues.

Figure 39. Barriers and obstacles preventing NEETs from getting work, education or training identified by CENSUS

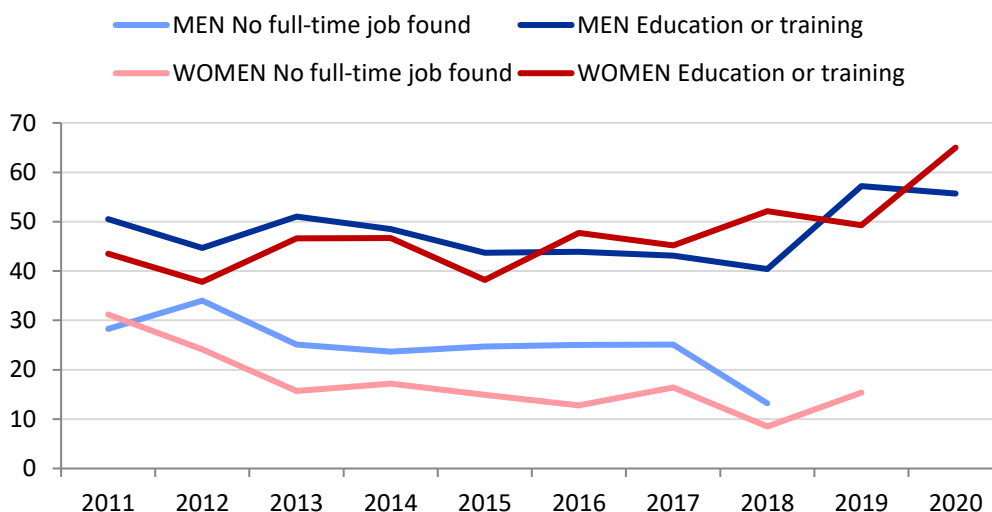


Source: Census on Youths NEET: Report on Findings. Youth Guarantee ESF-3.231, Ministry for Education and Employment, ESF Malta 2007-2013, 2015

Job opportunities offered by the Maltese labour market appear to improve in time

An improvement of the employment situation of youth in Malta over the past decade may indirectly be demonstrated by the trends related to full-time and part-time jobs. As shown in the following figure, the share of those reporting the main reason for having a part-time job is the absence of opportunities to find a full-time job has decreased significantly for both young men and young women (their share has declined from 30 percent in 2011 to 11 percent in 2020 for both genders). The proportion of those for whom education or training is the main reason has risen, particularly in the last few years (it had increased from 47 percent in 2011 to 61 percent in 2020 for both genders). There were no significant differences between young men and young women (aged 15-29).

Figure 40. Two main reasons for part-time employment among young men and women (15-29) in % of the total number of part-time employed



Source: Eurostat Database [lfsa_epgar]

3.5. NEETs: key findings from South Tuscany, Lithuania, and Malta

Table 8. NEETs: key findings from South Tuscany, Lithuania, and Malta

	South Tuscany	Lithuania	Malta
Changes in the number of 25-29-year-old NEETs over the past decade	The share of NEETs in South Tuscany has been growing with some fluctuations and a more notable Covid-induced increase in 2020.	The share of NEETs has steadily declined, with a small Covid-induced bump in 2021.	The share of NEETs has steadily declined, with a small Covid-induced bump in 2020.
Characteristics of NEETs	Typically, females with lower secondary education and limited job experience.	Typically, a person from a smaller municipality or rural area with secondary education.	Typically, females with lower secondary education and limited job experience.
Characteristics of Core NEETs (NEETs with social and behavioural issues)	Typically, females who live in monoparental households or in couples with children, foreigners, and people with a low level of education. Usually face family-related worries.	Persons with a secondary or secondary professional qualification who have work experience in the transportation or services fields; typically live in the smaller municipalities or rural areas and face challenges of reaching the workplace as well as family-related worries.	Persons with multiple disadvantages: lower educational attainment, females with caring responsibilities or males with illness/disabilities, lower aspirations and no prior work experience.
Features of their generation, specific needs, labour market-	Women face greater challenges than men in the labour market.	The target group is over-represented in smaller municipalities and rural areas.	Target group unemployment started to rise even before the pandemic.

<p>related strengths and weaknesses</p>	<p>A low level of skill characterises Italy's labour market.</p> <p>Young people were hit hardest by the crisis in Italy.</p> <p>Long-term unemployment remains high in Italy.</p>	<p>Over 40 percent of NEETs aged 25-29 face mobility challenges, i.e., difficulties in reaching potential workplaces.</p> <p>More than a third of young jobseekers have family circumstances that hinder their sustainable integration into the labour market.</p> <p>Low education is associated with the NEET status and poorer labour market prospects</p>	<p>Minor differences between age groups as regards trends in duration of unemployment.</p> <p>Women face greater challenges than men in the labour market.</p> <p>Low education is associated with the NEET status and poorer labour market prospects.</p>
<p>How the needs and challenges of the target group differ from other age groups</p>	<p>They have family responsibilities and are more likely to face family-related worries.</p> <p>Usually have had little, often only occasional, work experience.</p> <p>Compared with the 30-34 year olds group, they are considered less resigned and disillusioned.</p>	<p>Compared to 18-24 year-old NEETs, young people aged 25-29 are more mature, have a better understanding of what they want and can formulate and achieve clearer goals. They already have more work experience. This age group is more likely to face family-related worries. Also, they are looking for more stable and better-paid jobs.</p>	<p>Although Malta has successfully reduced the female NEET population by providing accessible free childcare, room for further reduction remains.</p>
<p>Why the target group does not work</p>	<p>Lack of job opportunities of good quality, consistent with the qualifications of the young, in their area of residence.</p> <p>Lack of skills for entering the labour market.</p> <p>Lack of stimulation, motivation, and confidence in their abilities, apathy, and discouragement.</p>	<p>According to the NEETs, the main reason for employment contract termination is the "desire to change jobs" and to try something new, whereas career consultants tend to think that NEETs are not satisfied with their pay.</p> <p>Knowledge and skills would help NEETs to re-enter the job market.</p>	<p>Childcare responsibilities dominate among the barriers to labour market participation.</p>

Source: compiled by the authors

4. Cross case analysis of activation measures

This chapter provides a cross-case analysis, which relies on identified ALMP practices in Europe, with a specific focus on partner countries (see Ch 6. Appendix).

Our analysis of 19 good practices has shown that there is only one project that has a similar aim to that of INTERCEPT. The YENESIS project⁷⁷ (see Table 12 in the annex) promotes the employment of 23-31 year-old NEETs residing on European islands and hires them for green jobs in the four areas of energy efficiency, renewables, sustainable tourism, and mobility. The project was funded by a grant from Iceland, Liechtenstein, and Norway through EEA and the Norway Grants Fund for Youth Employment. Participants could apply via an open call, after which local organisations reviewed applications and interviewed the selected candidates. Once all of the participants were selected, they were informed and invited to a week-long educational course followed by a month-long internship on one of the islands. Finally, participants returned to their home countries for a six-month-long placement⁷⁸.

Even though NEETs aged 25-29 fall into the target group age range of the aforementioned project, our analysis showed that there is a niche available for a project targeting 25-29 year-old NEETs and employing them in green jobs. For this reason, this chapter aims at presenting how NEETs were selected for the programme, what measures were taken to activate NEETs and integrate them into sustainable employment and what were the main lessons learned.

A close examination of 19 good practices revealed a common approach that might be used to better integrate NEETs into the labour market. Following it, NEETs should attend training courses and then continue their education/work exposure via longer traineeships or apprenticeships. In addition, some success factors/measures might help during the process.

Figure 41 summarises the common features of good practices targeted at NEETs, which will be explained in detail further on in this chapter. In the figure, NEETs are divided into three sub-groups, followed by the lessons learned at the NEET Census (see Table 24 in the annex) programme. Particular attention may be drawn to the fact that a one-size-fits-all approach to activation, employment and upskilling does not bring the desired results and different NEET sub-groups should be activated in different ways. These groups are as follows:

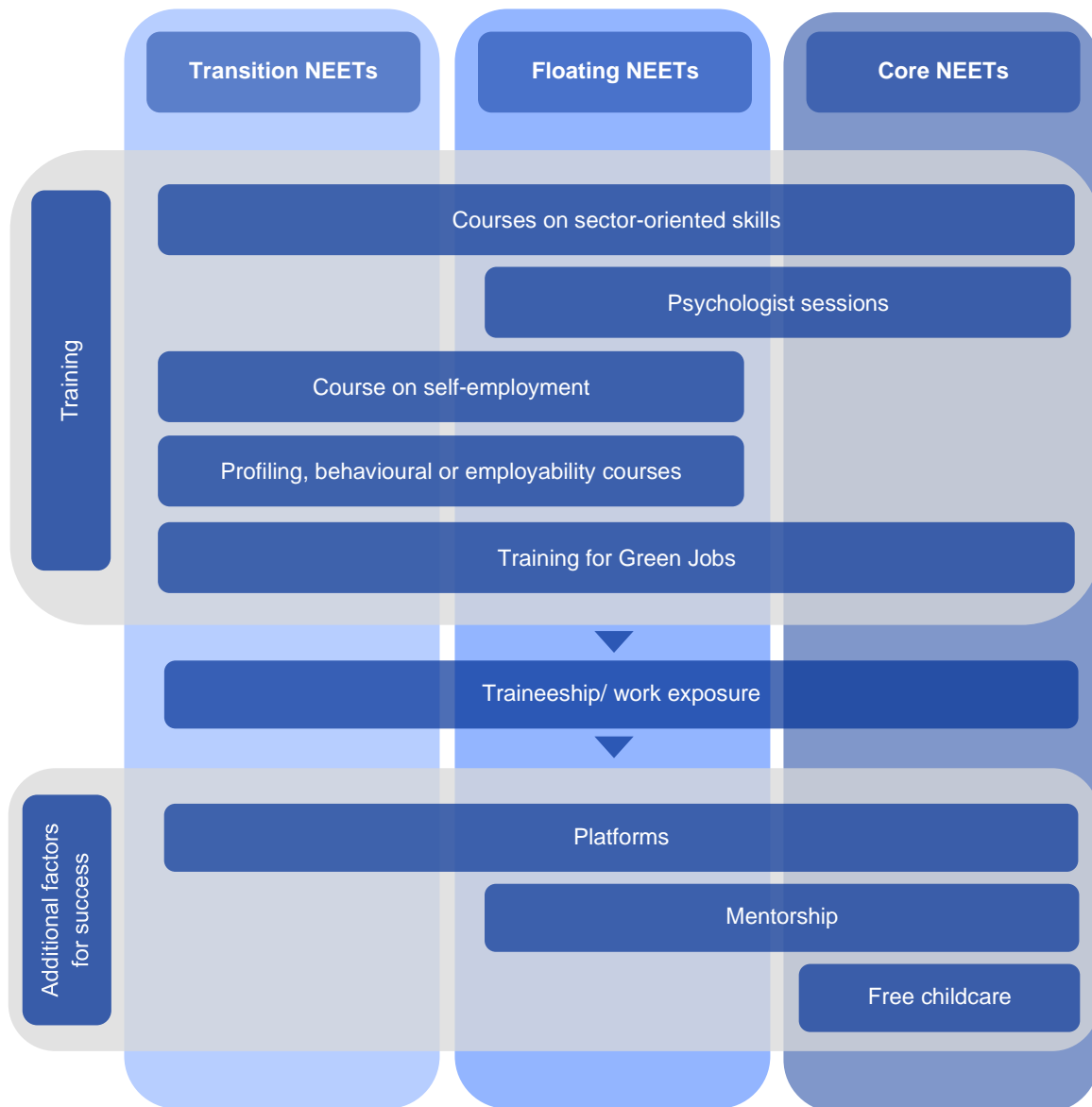
- Transition NEETs – young people who took a gap year before progressing further in their education or careers
- Floating NEETs – lacking direction and the motivation to work or learn
- Core NEETs – people with social and behavioural issues

While our target group might not have transition NEETs, floating and core NEETs could play more significant roles in the project. For this reason, outreach strategies and training should be tailored in a twofold manner – by looking into motivational aspects as well as into hard/soft skills training.

⁷⁷ For more information see <https://yenesi.eu/>

⁷⁸ FAQ of YENESIS, see <https://yenesi.eu/faqs/> (last visited 04/05/2022)

Figure 41. Common features of good practices targeted at NEETs



Source: compiled by the authors, based on the reviewed good practices, see Annex.

Note: Transition NEETs – young people who took a gap year before progressing further in their education or careers; Floating NEETs – lacking direction and motivation to work or learn; Core NEETs – people with social and behavioural issues.

Measures designed to activate NEETs, improve soft skills, and integrate them into sustainable employment

Training

Most of the analysed best practices included training sessions. However, the content and purpose of the training differed. The most common training topics were as follows:

- **Courses on sector-oriented skills.** Targeted and job-oriented training is more efficient than courses that are too broad. For instance, the FIT4 Green & Build Jobs programme in Luxembourg provided training for specific professions in the construction sector. Participants could choose one out of nine professions (e.g., Green Tech installers) and be provided with theoretical and practical courses. After the intervention and completion of the training, 80% of trainees found sustainable employment in the construction sector (for more information see Table 11 in the appendix). Such sector-oriented skills training could be used for all types of NEETs as they provide targeted, concentrated information that can be used straight away in the labour market.
- **Psychologist sessions.** Such sessions are designed to help identify problems that hinder successful integration into the labour market and to make an action plan on how these problems can be solved. Sessions can be group or individual ones during which participants listen to short courses and afterwards discuss, analyse and model situations that could help them later on in the labour market. Some topics that might be explored during psychologist sessions include life purpose and fulfilment; the application of critical and creative thinking at work; the strengthening of self-expression; emotional intelligence, and other topics relevant to young people's needs (for more information see Table 20 in the appendix). Psychologist sessions would mostly be relevant for floating and core NEETs since people in these groups lack motivation and guidance and have social or behavioural issues that hinder their successful employment.
- **Course on self-employment.** There is a group of NEETs who refuse to work for a company due to several reasons and would like to start their businesses, however, they lack the knowledge of how to do so. For this reason, courses on self-employment can be helpful in activating NEETs. For instance, in Lithuania, such sessions are organised in two parts: (1) a theoretical part and (2) meetings with self-employed entrepreneurs. Classes for the theoretical part include topics such as: ways to start doing business and how to develop a business plan; possibilities for financial assistance and the criteria for receiving financial support; an introduction to opportunities for participation in training and how to choose the training that best meets their needs; introduction to ways of publicising start-up activities and the basics of marketing; and many others (for more information see Table 21 in the appendix). Courses on self-employment could benefit transition and floating NEETs more than the core NEET group.
- **Profiling, behavioural, and employability courses.** Courses ensure personalised assistance tailored to the immediate needs of the participants. This might include training on motivation and behaviour, guidance on employment, development of communication skills that can help to find a job and basic job placement training such as CV writing and interview skills (for more information see Table 25 in the appendix). Such training would be the most beneficial for transition NEETs (who are usually younger and trying to find their career paths) and floating NEETs who lack direction and motivation. However, core NEETs usually know what path they want to follow and do not request additional career guidance.
- **Training for Green Jobs.** This training was designed to broaden knowledge in specific fields related to the green economy and to foster the integration of a new generation of entrepreneurs into the green job market. Topics varied from renewable energy, eco-building, energy efficiency, and sustainable agriculture to eco-tourism and waste recycling (for more information see Table 17 in the appendix). Since the aim is to employ the target group in green jobs, this kind of training could be beneficial for all types of NEETs who would like to pursue a career in sustainable business.

Traineeship/work exposure

Once NEETs are theoretically skilled, they can then put those skills into practice. This might be done via vocational training or apprenticeships. These are beneficial since theoretical knowledge is combined with practice. If a participant performs well, he/she might be offered a job in the company. This allows not only the participant to try out a workplace, but also an employer to see whether a participant would be a good fit for their company.

Additional factors for success

Besides the most common approaches, these additional examples of good practices can be highlighted:

Platforms

Some programmes proved that various platforms might be effective tools in finding NEETs, matching them with employees and promoting various activities. Some examples of how platforms might be used include:

- **NEETs → employers.** On the one hand, employers face difficulty in finding skilled or suitable candidates. On the other hand, NEETs are not employed or are looking for a job in a non-traditional way. Thus, platforms might be the perfect tool for employers to find potential employees and for NEETs to find jobs. This might be done in various forms, e.g., by completing online training for needed skills or by having a competence assessment.
- **Skills mapping.** Since 2009, My Competence Platform (see Table 9) has provided a description of sector competencies and skills for key job positions. This helps potential jobseekers understand what skills are needed for different positions and what skills they need to develop to get a job. This is done for 25 industrial sectors, out of which some are related to the green economy (e.g., energy, electric vehicles, building).
- **Competence assessment.** NEETs can complete competence assessments to find the gaps that need to be filled for potential occupations or to find the most suitable job position that tallies the best with the NEET's profile.
- **Online training courses.** NEETs might participate in online courses to develop competencies needed for their potential job or fill the gaps that were indicated during a competence assessment (e.g., this was done in the YENESIS project, see Table 12 in the annex).
- **Information.** A platform might work as an information dissemination tool for employers or the Public Employment Services of that country. A platform might provide information not only about job openings but also about various programmes, training sessions or useful learning material. In addition, NEETs sometimes struggle to find information about labour law and, thus, a platform could be used for that.
- **Good practices.** NEETs might be inspired by examples of success stories, good practices, and idea-sharing as was found in the YENESIS programme (see Table 12 in the annex).

Mentorship

Participants might be provided with business and technical mentoring to encourage entrepreneurship or better integration into the labour market (see Table 12 the annex). Mentorship and coaching were also used to better integrate young people, women, and NEETs into the labour market, as well as to help identify professional needs (see Table 16 in the annex).

It seems that this kind of measure would be the most beneficial for floating and core NEETs, as they lack motivation, and direction or have social or behavioural issues. Periodic mentorship might help to discuss issues and keep NEET motivated in the project leading to a smaller drop-out rate.

Free childcare

A free childcare programme was implemented in Malta in 2013 (see Table 27 in the annex). The programme significantly improved the participation of Maltese females in the labour market (see Figure 38 in Chapter 3.4.2.1). Since low women's participation in the labour market is one of the biggest problems in Malta and Italy, such a practice might help to reduce the number of NEET women in these countries. In Lithuania, there is no specific problem related to low women's employment, however, family-related worries are an important factor that hinders target group employment. Thus, free childcare might also be beneficial for Lithuania. Core NEETs could benefit the most from additional measures such as free childcare as this group faces social or family worries the most. Combining additional measures with training and work exposure can bring better and more targeted results.

How the NEETs were selected for programmes

In the programmes analysed, three types of selected participants were mentioned:

- **Selected by PES counsellor.** An advantage of this type of selection is that career counsellors can choose unmotivated and more problematic NEETs who would not look for a job themselves. However, this might result in a high drop-out rate from the programme (e.g., FIT4 Green & Build Jobs, see Table 11 in the annex).
- **Own initiative by sending in an application.** This way helps to find motivated NEETs who will likely successfully finish the programme and be permanently employed. However, core NEETs might be poorly reached (e.g. YENESIS, see Table 12 in the annex).
- **20-minute face-to-face interviews** with NEETs to help them understand the current situation regarding employment and education, to discuss their future plans, and determine whether the person has any issues (e.g., NEET Census, see **Table 24** in the annex).

Main lessons learnt

The best practices that were analysed brought forth many lessons to be learned for other programmes or projects.

First, with regards to green jobs, it is important to **address problems systematically**, as a part of skills development policies. Advantages and the need for better quality jobs should be discussed and low skilled workers should not be underestimated. In fact, some programmes proved that there is significant interest in **upskilling activities** related to a green economy. Thus, the proper **identification of emerging skills** should be done to ensure effective mentoring, tailored policies, and training.

Second, employers should also be assisted. It is important **to help firms and organisations innovate** in the green economy where knowledge develops rapidly. For this, **dynamic communication tools** could be created (e.g., a regional skills observatory or a skills ecosystem advisory group) that support firms to interact externally and beyond their own business environments.

Third, regarding NEETs, some projects proved that **training tailored to a specific sector** increases the effectiveness of the activities and employment. One successful practice was for NEETs to choose occupations out of suggested ones and then receive tailored training courses in their chosen areas rather than trying motivation or more general topics. Most of the participants remained in the labour market after the completion of the project and became proof of its success. In addition, a **more active awareness campaign** for NEETs was identified as a need for a successful programme. Finally, **professionals involved in the project** and working with NEETs **need to be well informed** about the project and its activities. Some projects proved that a lack of communication might result in the slow or insufficient transfer of information (see Table 25 in the annex).

Lastly, as was mentioned earlier in this chapter, the **one-size-fits-all approach** to activation, upskilling, and employment measures **might not work** or produce the desired results. Thus, training should be tailored to the needs of the target group.

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6. Appendices

6.1. Appendix 1: Good practices from the EU

Table 9. My Competence Platform/Bulgaria

My Competence Platform/Bulgaria	
Database of labour market practices - Employment, Social Affairs & Inclusion - European Commission (europa.eu)	
Start and end date of implementation	2009-Ongoing
Geographical scope of the policy or measure	Bulgaria
Characteristics of the target group	Entrepreneurs and start-ups, large enterprises, long-term unemployed, NEETs, Older workers and unemployed (50-64 years), SMEs, Young people (16-25 y.o).
Specific problem that is being addressed	The Bulgarian job vacancy rate is high, employers face difficulties finding skilled candidates. This project offers opportunities to upskill and decrease the unemployment rate.
What strategies/measures were taken to activate NEETs/employ in green jobs? <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	<p>My Competence Platform/Bulgaria/since 2009: My Competence delivers various services:</p> <ul style="list-style-type: none"> a description of sector competencies and skills for key job positions - encompasses a number of tools to make jobseekers' and workers' skills more transparent and visible, such as sector competence models for 25 industrial sectors, job descriptions and assessment tools". Among the 25 economic sectors, a handful are related to green activities such as construction, energy, electric vehicles, and building. a competence assessment that allows users to find gaps that need to be filled and also identifies the most suitable job positions that match the profiles of job seekers. online training courses to develop key competencies.
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	By the end of 2019, 26,000 users completed a self-assessment or engaged in an online training course. In that same year, the website reached 2.5 million visits. The platform was primarily used by HR managers, students, university teachers and jobseekers.
Assessment of relevance: <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 years old NEETs/green jobs, unemployed mothers? 	The My Competence platform takes part in the development of green activities, focuses on all of the NEETs and can be used by the unemployed to find an occupation.
What are the key lessons?	The programme might be assumed to be a success story for the Bulgarian ALMP. Given the fact that it addressed a broad group of people, it is well recognized among individuals seeking upskilling or employment, as well as among employers. It also addresses the challenges of different sectors – including sectors requiring green jobs. Therefore, recommendations from the programme are to try to link or disseminate information about the measure to the broadest group possible and to make it a part of the ALMP rather than something separate.

Table 10. Scheme for job placement and training of tertiary-education graduates/Cyprus

Scheme for the job placement and training of tertiary-education graduates/Cyprus	
Database of labour market practices - Employment, Social Affairs & Inclusion - European Commission (europa.eu)	
Start and end date of implementation	1983 - Ongoing
Geographical scope of the policy or measure	Cyprus

Characteristics of the target group	NEETs + young people (16-25 years old). The scheme is in line with the flagship initiatives of “Youth on the Move” and “An agenda for new skills and new jobs”. It supports the transition from education to work in line with the wider EU target of achieving a 75% employment rate for the working-age population.
Specific problem that is being addressed	Fighting unemployment among tertiary-education graduates, maximizing the utilisation of valuable human resources, modernising the economy and supporting businesses. The scheme is also promoted as one of the main training measures to support the transition towards a greener economy.
What strategies/measures were taken to activate NEETs/employ in green jobs? <ul style="list-style-type: none"> · Outreach strategies · Measures designed to activate NEETs (e.g. consultations, profiling) · Measures designed to improve soft skills and professional training · Measures aimed at integrating NEETs into sustainable employment 	Scheme for the job placement and training of tertiary-education graduates / Cyprus / since 1983: Cyprus faces a high unemployment rate (15.5% in 2013), especially amongst tertiary-education graduates. Also, there is a mismatch between demand and skill supply. This scheme “aimed at strengthening the management capacity of enterprises and organizations through the employment and training of young tertiary education graduates (with less than 12 months of relevant work experience who have completed their education not longer than 3 years prior to the date of employment)”.
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> · Were impact, efficiency and effectiveness assessed? If so, what are the results? 	Scheme for the job placement and training of tertiary-education graduates: after the scheme, 81.9% of participants were employed ; 73.4% of those employed were working at the firm in which they completed their practical training ; 62.5% of participants believed that the scheme provided a concrete contribution to their employment.
Assessment of relevance: <ul style="list-style-type: none"> · How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	From 2011, the scheme (the HRDA declared 2011 as the Year for Green Skills) was promoted as an important training measure and was offered as support for the transition towards a greener economy. The project also focused on NEETs.
What are the key lessons?	The proposed trainings were closely attached to employers’ requirements and were aimed at providing the training at their own premises. This increased the chances of staying in their employment for a longer period of time.

Table 11. FIT4 Green & Build Jobs – trainings for NEETs in the construction sector / Luxembourg

FIT4 Green & Build Jobs – trainings for NEETs in the construction sector / Luxembourg	
https://ec.europa.eu/social/BlobServlet?docId=20134&langId=en ; FIT4GREEN&BUILDJOBS – Fit for green & build jobs (fit4greenjobs.lu)	
Start and end date of implementation	2015 - 2020
Geographical scope of the policy or measure	Luxembourg
Characteristics of the target group	Young people aged 18-29 years old who were registered with PES.
Specific problem that is being addressed	Facilitating the integration of NEETs into the labour market through technical training adapted to the requirements of employers within the construction sector.
What strategies/measures were taken to activate NEETs/employ to green jobs? <ul style="list-style-type: none"> · Outreach strategies · Measures designed to activate NEETs (e.g. consultations, profiling) · Measures designed to improve soft skills and professional training 	FIT4 Green & Build Jobs / Luxembourg / 2015-2020: Launched in 2015 for an initial period of 30 months, the practice was expanded in 2018 and was due to end in 2020. Objective: <ul style="list-style-type: none"> • Young jobseekers were either selected by their PES counsellors or pursued the training measure on their own initiative with PES and by sending in an application • Medical check-ups for those who were registered • Selection of one of nine professions in the construction sector • Practical and theoretical classes

<ul style="list-style-type: none"> Measures aimed at integrating NEETs into sustainable employment 	<ul style="list-style-type: none"> Trainee was awarded a contract as an assistant worker in a company which participated in the program. <p>Co-financed by the European Social Fund, the project had an overall budget of over EUR 1.8 million</p>
<p>Outputs and outcomes of the policy or measure.</p> <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>FIT4 Green & Build Jobs / Luxembourg / 2015-2020: As of March 2017, 190 young people were evaluated, of which 135 were trained. 80% of the trainees found sustainable employment in the construction sector after the completion of their training.</p>
<p>Assessment of relevance:</p> <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	<p>FIT4 Green & Build Jobs / Luxembourg / 2015-2020: Focused on green jobs (for instance, project proposed training to become a Green Tech installer) and NEETs.</p>
<p>What are the key lessons?</p>	<p>Training was custom-tailored to the specific requirements of the sector. This increased the effectiveness of activities in terms of employability.</p>

Table 12. YENESIS / Islands

YENESIS / Islands	
YENESIS – Yenesi – Youth Employment Network for Energy Sustainability in Islands	
Start and end date of implementation	NA
Geographical scope of the policy or measure	Islands from Cyprus, Greece, Croatia, Norway, Estonia, Portugal, Spain, and Italy
Characteristics of the target group	Unemployed NEETs who face several challenges such as a lack of job opportunities.
Specific problem that is being addressed	Fighting unemployment and promoting innovative and green practices. The main objective is to reduce the unemployment of young NEETs between the ages of 23-31 by creating green jobs in islands in the four areas of renewable energy, energy efficiency, sustainable transport, and mobility. The partners aim to support discouraged young people who have stopped looking for work and are thereby socially excluded.
<p>What strategies/measures were taken to activate NEETs/employ in green jobs?</p> <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into a sustainable employment 	<p>A project's methods are divided into four distinct stages: research stage, learning stage, application stage and capitalization stage. Projects rely on:</p> <ul style="list-style-type: none"> A guide on sustainability competences for green jobs Training course in 4 environmental topics and business innovation Transfer of know-how from the expertise partner to participants Job matching, good practice and idea sharing online platform Standardised and accredited educational programme based on the training material Young NEET professionals participating in local sustainability projects Business and technical mentoring of participants to encourage entrepreneurship Engagement of stakeholders for the adoption of good practices Policy recommendations for national governments and EU institutions <p>EUR 2.3 million grant from Iceland, Lichtenstein and Norway through EEA and the Norway Grants Fund for Youth Employment.</p>
Outputs and outcomes of the policy or measure.	No information available. 84 NEETs were beneficiaries of the project; there were 10 partners.

<ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	
<p>Assessment of relevance:</p> <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	Older NEETs + green jobs (sustainability, development etc.) and digital skills.
What are the key lessons?	No detailed information was available in order to provide specific key lessons from the project's activities.

Table 13. Glasgow Green Wardens scheme / Scotland

Glasgow Green Wardens scheme / Scotland	
Glasgow Green Wardens' traineeship programme (metropolis.org)	
Start and end date of implementation	2013-2020
Geographical scope of the policy or measure	Glasgow
Characteristics of the target group	Opportunities in the green sector for people with a low employability profile through a traineeship. Precisely targeted early school leavers, NEETs, former soldiers – people discharged from the Armed forces.
Specific problem that is being addressed	Carbon reduction project, decrease in energy use, exclusion of unemployed people.
<p>What strategies/measures were taken to activate NEETs/employ in green jobs?</p> <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	The 'Green Wardens' scheme was a traineeship programme within the council's Carbon Management Team (CMT). It aimed to build up the skills and expertise of people who had been long term unemployed; early school leavers, young people not in education, training or employment (NEETs), and people recently discharged from the Armed Forces. Examples of activities: carrying out energy audits to identify potential energy savings in specific departments; supporting implementation of these action plans; analysing the council's transport fleet and creating plans to make the fleet more carbon efficient; identifying sites where waste is not correctly sorted and recommending and planning improvements; promoting behavioural change to support carbon reduction targets.
<p>Outputs and outcomes of the policy or measure.</p> <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	The scheme was active for 7 years. 16 wardens were taken and four of them secured full time employment. The implemented solutions decreased energy use by 5.751.281 kWh and CO2 emissions by 1.979 tonnes annually.
<p>Assessment of relevance:</p> <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	The project provided employment in the Green Sector for people with low employability profiles through a traineeship scheme with the city council.
What are the key lessons?	There is significant interest in upskilling activities related to the green economy.

Table 14. Birmingham Energy Saves (BES) & Warm Up North (WUN) / United-Kingdom

Birmingham Energy Saves (BES) & Warm Up North (WUN) / United-Kingdom	
BES: Birmingham or bust Features Building ; https://use.metropolis.org/case-studies/local-strategies-to-implement-national-energy-efficiency-schemes	
Start and end date of implementation	2010 - 2012 for Birmingham; ongoing since 2013 for Newcastle
Geographical scope of the policy or measure	Birmingham & Newcastle

Characteristics of the target group	Long term unemployed, older people who have been made redundant, people who need reskilling, recent graduates, NEETs.
Specific problem that is being addressed	Improve the situation of energy inefficient buildings (and concurrently decrease the carbon impact and health problems resulting from pollution) and the youth unemployment rate.
What strategies/measures were taken to activate NEETs/employ in green jobs? <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	Both the BES and WUN programs in the field of energy efficiency in buildings deliver through public-private companies that are responsible for installing energy efficiency measures. Both cities check if the delivery partners have created local employment and facilitate access to jobs for vulnerable groups (NEETs). These partners agreed to : focus on the supply chain of local companies; create schemes that enable people from disadvantaged backgrounds to access jobs that arise as a result of the programs; provide training opportunities and placements to assist people in getting jobs/better career choices. Specific measures that were provided: insulation of lofts, communal heating, solar panels (Birmingham), installation of new boilers, solar panels and compatible thermal heating, comprehensive energy efficiency retrofitting of houses (Newcastle).
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	Jobs created (64 in B and 120 in N); 489 people from priority groups were assisted with job placement or training opportunities (in B), 2.480 training weeks were provided to low skilled unemployed (in B) and 2.900 hours (in N); there was a reduction of around 10,000 tonnes of CO2 in both cities.
Assessment of relevance: <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	The partnerships between the public and private sectors in Birmingham and Newcastle focus on improving energy efficiency in their housing stock etc. and creating opportunities for people from disadvantaged backgrounds.
What are the key lessons?	A public private partnership for combating energy efficiency challenges and improving employability within the sector seems to be an effective strategy.

Table 15. RESMYLE

RESMYLE / 5 countries	
RESMYLE ENI CBC Med	
Start and end date of implementation	30 August 2019 – 29 August 2022.
Geographical scope of the policy or measure	France, Italy, Jordan, Lebanon and Tunisia
Characteristics of the target group	NEETs in the Mediterranean + environmental protection (waste sorting, eco-mobility, risk prevention)
Specific problem that is being addressed	Promotion of social inclusion and the fight against poverty
What strategies/measures were taken to activate NEETs/employ in green jobs? <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	The project mobilizes 9 Mediterranean operators (cooperatives, associations, universities) in 5 countries (France, Italy, Jordan, Lebanon and Tunisia) around 3 complementary areas: the inclusion of sustainable development topics in support actions carried out by organizations (associations, social centers working on the integration of NEETS in the Mediterranean area); the testing of a set of hands-on-field trainings for young people that focus on sustainable development and are based on mobility, intercultural exchanges and real environmental issues; the creation of a Mediterranean network of eco-incubators for youth-led activities based on a common method and shared tutoring/trainings. The total budget is EUR 2.1 million (EU contribution = EUR 1.9 million)
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	700 NEETS benefited and 300 young graduates are looking for jobs in the environmental sector; there are 100 social and educational agents in charge of the integration of NEETs; 25 Mediterranean communities and local NGOs involved in environmental challenges. Expected achievements: 300 job opportunities created, 1 online platform for social

	educators with training tools, 12 educational projects on eco-innovation, 16 training workshops etc.
Assessment of relevance: · How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers?	Promotion of social inclusion + Promotion of Sustainable Development and green activities + Professionalization of young people (NEETS) and women.
What are the key lessons?	The project is still ongoing, no specific lessons are yet available.

Table 16. MYSEA

MYSEA – Mediterranean Youth, NEETs and women advancing Skills, Employment and Awareness in the blue and green economy / 5 countries	
MYSEA ENI CBC Med	
Start and end date of implementation	16 October 2020 – 15 April 2023
Geographical scope of the policy or measure	Italy, Greece, Lebanon, Tunisia, Jordan
Characteristics of the target group	Young people, women and NEETs in the agri-food and waste management industries. Young people (18-24 years old), business and non-governmental actors involved in the agrifood and waste management industries.
Specific problem that is being addressed	NEETs and women - because of demographic changes, skill mismatches, rigid regulations, gender gaps and the persistence of certain socio-cultural norms – are underrepresented in the labour market.
What strategies/measures were taken to activate NEETs/employ to green jobs? · Outreach strategies · Measures designed to activate NEETs (e.g. consultations, profiling) · Measures designed to improve soft skills and professional training · Measures aimed at integrating NEETs into sustainable employment	The MYSEA project (MYSEA-Mediterranean Youth, NEETs and women advancing Skills, Employment and Awareness in the blue and green economy” aims at identifying existing and emerging skills and professional needs through oriented training, coaching, and mentoring. Also, to involve Technical and Vocational Education and Training (TVET) institutions and enterprises encouraging sector-skills alliances through apprenticeships, traineeship and on-the-job training. The total budget is EUR 3.6 million (EU contribution = EUR 3.3 million).
Outputs and outcomes of the policy or measure. · Were impact, efficiency and effectiveness assessed? If so, what are the results?	15 training packages on transversal, digital and sector-oriented skills; 1,000 certificates of traineeship and on-the job training, 450 potential employment contracts etc.
Assessment of relevance: · How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers?	Promotion of social inclusion + Promotion of Sustainable Development and green activities + Professionalization of young people (NEETS) and women
What are the key lessons?	Proper identification of emerging skills help provide effective mentoring.

6.2. Appendix 2: Good practices from the South Tuscany region (Italy)

Table 17. EGREJOB

Progetto EGREJOB (Italy)	
https://www.sviluppo.toscana.it/egrejob	
Start and end date of implementation	Started in 2013 - Ended in 2015
Geographical scope of the policy or measure	ENI CBC Med Programme, 14 countries: Cyprus, Egypt, France, Greece, Israel, Italy (Tuscany), Jordan, Lebanon, Malta, Palestine, Portugal, Spain, Syria (participation currently suspended), Tunisia.
Characteristics of the target group	Public and private institutions, stakeholders in the green economy sector, young people under 35 years of age.
Specific problem that is being addressed	<p>EGREJOB aimed at narrowing the 'skills - unemployment gap' in the green economy sector to enhance young and decent employment and boost the competitiveness of the involved territories.</p> <p>The project built a Euromed incubation system of skills in the green job field that resulted in:</p> <ul style="list-style-type: none"> - easing entry into the labour market for young people and women in particular, with decent conditions - for public authorities, catching the green jobs opportunity to implement labour policies with high occupation potential and "decent" conditions. - for the Mediterranean Systems of concerned territories, a linking of the youth unemployment issue to the green jobs opportunity with a goal towards developing the territories. <p>The project analysed the development prospects of green work in the various countries involved (Italy, Spain, Tunisia, Lebanon); it dealt with the training of the various professional figures and raised awareness on the strategic importance of the green economy at social and political levels.</p>
What strategies/measures were taken to activate NEETs/employ in green jobs? · Outreach strategies · Measures designed to activate NEETs (e.g. consultations, profiling) · Measures designed to improve soft skills and professional training · Measures aimed at integrating NEETs into sustainable employment	<p>Although EGREJOB didn't target the NEET phenomenon in specific ways, it trained 100 young people - half of them being women - from Italy, Lebanon, Spain and Tunisia in fields such as renewable energy, eco-building, energy efficiency, sustainable agriculture, eco-tourism and waste recycling. This was done to foster the integration of a new generation of students and entrepreneurs into the green jobs market.</p>
Outputs and outcomes of the policy or measure. · Were impact, efficiency and effectiveness assessed? If so, what are the results?	<p>The training courses' outcome was to provide participants with uniform professional standards in the environmental sector, allowing them to better meet the needs of employers looking for qualified green workers in the Euro-Mediterranean area. Trainees were also introduced to green business models so that aspiring entrepreneurs who had a passion for the environment could also develop the skills necessary to create sustainable products and services that are competitive in regional and international markets.</p> <p>In Tuscany, the focus was on the creation of experts of energy sustainable interventions at a territorial level (ESCO managers). The training focused on Energy Saving competences, lasted 120 hours and involved young people (maximum age of 35 years) of whom 50% were women.</p>
<p>Assessment of relevance: · How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers?</p> <p>As already stated, the project did not specifically target NEETs, however it had an interesting training package for under-35s, 50% of whom were women. These youngsters participated in public procedure selections to access EGREJOB training opportunities and the 50%-female-candidate criterion was applied to all calls at the local level. Such a practice could also be used within the INTERCEPT framework.</p>	

What are the key lessons?

Among the main key lessons of project EGREJOB, which may be partly relevant for the INTERCEPT policy recommendation are:

- 1) Consider which additional measures are needed to better understand the private sector's need for green skills and what steps can be taken by the public sector to put them into practice. Address the gaps between the demand and supply of green skills in the region. Take steps to analyse environmental needs, regional skills needs and skills availability, existing value chains and their constraints.
- 2) Facilitate the awareness of companies on the diverse range of green skills existing and/or needed in each business and their role for business innovation. Promote networking opportunities and knowledge sharing initiatives to enhance their benefits for business growth and sustainability; establish long-term partnerships with universities and research institutions to enhance internal know-how and the information transferability of firms.
- 3) Create dynamic tools (e.g. a regional skills observatory, a regional skills ecosystem advisory group) to support firms to interact externally, beyond their immediate business environment, and to assist firms and organizations to innovate in the green economy where new knowledge is being rapidly developed.
- 4) Promote knowledge sharing activities among Euro-Mediterranean countries and regions where the successes and failures of programmes and initiatives for green skills development are discussed and lessons learned are shared among stakeholders, which include the public sector and social partner actors.
- 5) Address in a systematic way, as part of the skills development policies, the ILO's decent work indicators creating instruments such as regional observatories of green jobs. Consider the advantages/need for better quality jobs as well as for low skilled and do not underestimate the job creation potential for unskilled workers.
- 6) Design instruments for the coordination and development of policy synergies at national, regional and local levels and across different agencies for employment and labour market policy, educational institutions, and the environment.
- 7) Support Vocational Education and Training programmes to provide tailored skills development solutions for green firms with rapid responses to their needs. Design incentives for firms to engage in the training of their workers and in particular to stress involvement of the low skilled.
- 8) Promote social dialogue at the regional level in a systematic way in order to transfer labour market signals for updating training programmes which will also encourage the participation of young, educated school leavers.
- 9) Evaluate the effectiveness of initiatives to promote green business and green skills development in the participant regions to facilitate learning at the regional and national level about the impact of policies and strategies for the green economy. Initiate and apply an appropriate Monitoring and Evaluation system for any such initiatives.

Table 18. ConNEETtor

Progetto ConNEETtori (Italy)	
https://www.regione.toscana.it/bancadati/atti/Contenuto.xml?id=5183719&nomeFile=Delibera_n.592_del_04-06-2018-Allegato-1	
Start and end date of implementation	Started in 2018 - Ended in 2019
Geographical scope of the policy or measure	Tuscany <ul style="list-style-type: none"> an average-sized municipality (Area Vasta Centro, Campi Bisenzio) a municipality with a significant peripheral ring (Area Vasta Ovest, Pisa) a municipality of an internal area (Area Vasta Sud Est, Castiglione D'Orcia)
Characteristics of the target group	The focus of the project was on NEETs aged 15 – 24, at high risk of social exclusion. Statistics on NEETs often cover an age range up to 35; although this was not the key target of ConNEETtori, the project also delivered some actions targeting older NEETs.
Specific problem that is being addressed	<ul style="list-style-type: none"> Intercepting NEETs aged 15-24. As this age group is not normally taken in charge by the municipal services, it is therefore poorly known. Reaching out to these NEETs is particularly challenging. The discouragement of young NEETs in relation to opportunities. NEETs' lack of information on institutional and non-institutional tools to access the labour market and training opportunities. The role of the Italian family: the Italian NEET finds security in the family and that prevents him/her from falling into social exclusion. In turn, this prevents an authentic reading of the NEET phenomenon.
What strategies/measures were taken to activate NEETs/employ in green jobs?	<ul style="list-style-type: none"> ConNEETtori's innovative training strategy allowed participants to develop greater self-awareness, identify their transversal skills, which could be used to get out of their NEET condition and face the difficulties of an extremely complex labour market.
Outreach strategies	

<ul style="list-style-type: none"> Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	<ul style="list-style-type: none"> Use of social networks and local newspapers to reach out to NEETs and get them involved Internships and training courses to improve professional skills Meetings to develop their soft skills and transversal skills mapping Volunteering and active citizenship experiences in sports, cultural and social sectors A "NEET Parliament Day" to allow youngsters to design their own paths using a bottom-up approach, while representing their key resources and limitations Networking strategy to keep local and regional administrations together and create synergies on common policy objectives to reach out to NEETs Getting to know the local context through meetings/interviews with representatives of the sector Use of theatrical techniques and practical exercises Use of Whatsapp chats to allow for the continuous exchange of information on work
<p>Outputs and outcomes of the policy or measure.</p> <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>Main outcomes at local level</p> <p>PISA: Strengths: - High quality of participation - Regular frequency Weaknesses: - The desired number has not been reached - Some people did not take the course continuously</p> <p>CASTIGLION D'ORCIA Weaknesses: It was not possible to find young people who fell within the project parameters and/or were willing to take part in the project's activities.</p> <p>CAMPI BISENZIO Weaknesses: It was not possible to find young people who fell within the project parameters and/or were willing to take part in the project's activities.</p> <p>PIOMBINO Strengths: People actively participated in the meetings, showed interest and a willingness to get involved while developing a growing capacity for self-analysis. This path led to the identification of their core areas of interest: as a result, the participants were oriented towards an active search for specific work or training.</p> <p>EMPOLI Strengths: The group was mainly made up of students, unemployed Italian/ foreign people, and women. They were very interested in the main topics (video curriculum, colloquial relationship setting, opportunity search methodology, communication skills).</p>
<p>Assessment of relevance:</p> <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? <p>ConNEETtori is relevant to INTERCEPT due to the type of activities that were carried out to reach out to NEETs and get them out of their condition, even if there was no specific focus on people aged 25-29/on the green sector. ConNEETtori showed the importance of strengthening the institutional network to effectively deal with the NEET phenomenon. The institutional network must 1) ensure that the education sector, with its training and professional orientation activities, is connected with the social and educational services of the municipalities; 2) consolidate the levels of knowledge of the opportunities for NEETs through targeted information, guidance-training, tutoring and new communication strategies, 3) put all stakeholders' knowledge into a system to create and maintain a real permanent</p>	

network, to favour targeted guidance services, circulate the training offer and the opportunities of the labor market. The recognition of such a network is a stimulus for young people and for the organizations that are part of it: these actions make it possible to intercept discomfort, prevent dropouts and redirect the choices of young people towards the most appropriate channels.

What are the key lessons?

1) *Put the development of interpersonal skills and greater self-awareness at the core of your NEET training strategy.*

ConNEETori developed an innovative training strategy on based on: 10 meetings were organised for each territorial area. The participants developed interpersonal skills and a greater awareness of themselves and their context. Following the implementation of the training strategy, a meeting was held to report on the activity carried out and the results achieved: the meeting involved both the institutional level and the participating NEETs. In that context, key strengths and weaknesses were identified and the project's impact on the target group was assessed.

2) *Let the NEETs be the real protagonists and have their say.*

In the second phase of the project, as part of a NEET Parliament Day, the young participants presented themselves to possible employers, highlighting their educational and motivational skills. They talked about their experience, expressing their evaluations on the limits and opportunities that the training course offered. They contributed in evaluating and re-shaping the project's training strategy.

Table 19. NEET Working

NEET Working, the 2022 national plan to support NEETs in Italy, approved by the Ministry for Youth Policies and the Ministry for Labour and Social Policies	
https://www.politichegiovani.it/media/fodnvowp/piano_neet-2022_rev-gab.pdf	
Start and end date of implementation	<ul style="list-style-type: none"> 2021 – 2023: plan time frame Ministerial decree for the adoption of the plan: Jan.19th 2022 Launch of the plan in March 2022.
Geographical scope of the policy or measure	National plan
Characteristics of the target group	<p>There are more than 3 million 15–34 year-old NEETs in Italy, with 1.7 of them being women. In 2020, Italy had the greatest number of NEETs (25.1% of youngsters are NEETs) in Europe, after Turkey, Montenegro, and Macedonia (EUROSTAT, 2020).</p> <p>A recent technical report elaborated by the Interministerial table 'Pandemic, youth distress and NEETs (Oct. 2021) and the OECD's report on Youth and Covid-19 both claim that the NEET phenomenon has gotten even worse in Italy due to the pandemic.</p> <p>The older the NEETs age, the more this group becomes predominantly female: the female share among NEETs aged 15-19 stands at 45%; it rises to 49% for NEETs aged 20-24, 59% for NEETs aged 25-29, which is the target group of INTERCEPT, and reaches a share of 66% for the 30-34 year-old NEET group (INAPP, 2019). The INAPP data disaggregated by family roles shows a majority of 'young mothers' and 'sons' among NEETs (26% NEETs are mothers, only 2% are fathers in Italy). According to the OECD, in Italy, one in two women does not work and 25% of girls under 30 do not work / study / seek employment (of the 8.6 million women in this condition in Europe, one third belongs to Italy).</p> <p>2 out of 3 NEETs are inactive in Italy (they are unemployed and not looking for education / training / job opportunities – INAPP, 2019).</p> <p>At a geographical level, Italy is divided into two macro-blocks: the central-northern area, which is in line with or below the European average for the NEET phenomenon (15%), and the Southern area which shows a much more critical situation (20-30%).</p> <p>The educational qualifications of the parents strongly condition the scholastic success and permanence in the education and training system: in the second quarter of 2020, 13.5% of young people between 18 and 24 years old dropped out of the education and training system (ISTAT, 2020).</p>

	<p>According to the Second evaluation report of the Youth Guarantee (ANPAL, 2019), the key factors that make a young person a NEET in Italy are:</p> <ul style="list-style-type: none"> • having a low level of academic achievement • living in a low-income family • coming from a family where a parent has experienced periods of unemployment • growing up with in a single parent family • being born in a country outside of the EU • living in a rural area • having a disability • being a woman and a young mother
<p>Specific problem that is being addressed</p>	<p>Rather than approaching a specific problem regarding the NEET phenomenon or a single age segment, the plan aims to support all NEETs to get out of their current condition through mapping actions, governance initiatives coordinated by the Ministry, and bottom-up participation activities.</p>
<p>What strategies/measures were taken to activate NEETs/employ in green jobs?</p> <ul style="list-style-type: none"> • Outreach strategies • Measures designed to activate NEETs (e.g. consultations, profiling) • Measures designed to improve soft skills and professional training • Measures aimed at integrating NEETs into sustainable employment 	<p>2021 – 2023: time frame</p> <p>Phase A) Outreach A series of actions aimed at mapping best practices (also by using the new platform GIOVANI2030) by local actors and channels that can provide information as well as reach out to NEETs will be carried out in pilot areas. All mapped initiatives will be evaluated in terms of common traits of success and elements of weakness that prevent or reduce the generation of scalable impacts. Based on this, a bottom-up outreach and communication campaign will be designed.</p> <p>Phase B) Engagement Very little information is provided on this aspect by the plan, since the most suitable engagement actions both for NEETs and key actors will be managed at the local level.</p> <p>Phase C) Activation This phase is about reorganising personalized services and programs for the integration of NEETs into the labour market. The offer of such services should be consistent with the needs of the local labour market and its trends. Among governance actors, ANCI will be responsible for a public call to select municipal projects that empower NEETs.</p> <p>Among the key tools that will be used for the plan's implementation:</p> <ul style="list-style-type: none"> • A reinforced Youth Guarantee: refinanced, strengthened and improved within the new National Operational Program "Young people, women and work" 2021 – 2027. • Permanent and reinforced governance to create synergies between existing and upcoming schemes, such as the new Employability Guarantee for Employees. • Youth Centres at PES offices funded by 2022 Budget Law to provide support for young people who are at risk of social and/or psychological distress. • An itinerant information campaign by the Department for Youth Policies and Voluntary Service (first half of 2022) will involve approximately ten to twelve cities identified as those with the highest presence of young people in a NEET condition. A truck will remain 1-2 days in each municipality, stationing in urban areas with the highest rate of school dropouts and/or youth unemployment. It will be a place where young people can get in touch with the local PES, create their CVs, take a job interview, register for training courses / Voluntary Service / Youth Guarantee Schemes, access national or regional incentives and subsidies and obtain a digital identity to communicate more effectively with the PA.

	<ul style="list-style-type: none"> • GIOVANI2030 (G2030) is an online platform created with the aim of becoming the single point of access for young people aged 14 to 35 to all useful information to guide their future choices in the field of training, volunteering, work, international and cultural initiatives throughout the national territory. • European programs managed by the National Youth Agency (NYA): Erasmus+, European Solidarity Corps, NYA's Multiannual Plan 2021-2027 on the inclusion of young people with fewer opportunities in Erasmus + and the European Solidarity Corps. • Youthpass and Europass for recognition of the formal and informal skills of young people.
<p>Outputs and outcomes of the policy or measure.</p> <ul style="list-style-type: none"> • Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>The plan has just been launched (Mar. 2022).</p>
<p>Assessment of relevance:</p> <ul style="list-style-type: none"> • How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	<p>The plan has just been launched (Mar. 2022). Based on the documents available at the moment, the plan doesn't seem to be focusing on the NEET phenomenon in terms of age or gender segments/sectors of employment.</p>
<p>What are the key lessons?</p>	<p>The plan has just been launched (Mar. 2022).</p>

6.3. Appendix 3: Good practices from Lithuania

Table 20. Training sessions led by psychologists

Training sessions led by psychologists, Lithuania	
Start and end date of implementation	2019.05.27-2022.04.30
Geographical scope of the policy or measure	Lithuania
Characteristics of the target group	Unemployed, not in education or training young people aged 16-29 registered with the Employment Service.
Specific problem that is being addressed	Obstacles to successful integration into the labour market.
What strategies/measures were taken to activate NEETs/employ in green jobs? <ul style="list-style-type: none"> • Outreach strategies • Measures designed to activate NEETs (e.g. consultations, profiling) • Measures designed to improve soft skills and professional training • Measures aimed at integrating NEETs into sustainable employment 	<p>Purpose of the service: to help identify problems for successful integration into the labour market and to create a plan on how problems can be solved.</p> <p>Methodology used in psychologists' sessions: short lectures, individual and group consultations, situation modelling, analysis, and discussions. There is also a career guidance test with the psychologist that identifies skills and abilities and offers a proposal for potential learning programs.</p> <p>Description of psychologists' sessions: individual or group counselling sessions were organized for project participants, during which problems were discussed and identified with the participants, and further actions were planned to solve them.</p> <p>Topics during the group session with a psychologist: life purpose and fulfilment; the application of critical and creative thinking at work; the strengthening of self-expression; emotional intelligence, and other topics relevant to young people's needs were discussed.</p> <p>One meeting lasted an average of 2-3 hours. The number of meetings was not limited. Topics for the sessions were prepared by the psychologist together with career counsellors. The need for classes was determined during classes conducted by a career counsellor.</p>
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> • Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>The target for the project "Increasing the Social Competences of Youth" was a 50 percent involvement in studying or working.</p> <p>Unemployed participants who started studying gained a qualification, or started working, including self-employment, achieved a value of 54 percent.</p> <p>During the project, 6,535 people out of the planned 6,250 people participated in group and individual meetings with a psychologist.</p>
Assessment of relevance: <ul style="list-style-type: none"> • How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	<p>As this practice was applicable to young people aged 18-29, including mothers with young children, we believe that this practice can also be used in the framework of the INTERCEPT project.</p>
What are the key lessons?	It is recommended to clearly communicate the purpose of each activity and the desired result - in this case, successful integration into the labour market through soft and active labour market policies is more likely to happen.

Table 21. Introduction course for self-employment

Introduction course for self-employment, Lithuania	
Start and end date of implementation	2015.09.21-2018.09.30
Geographical scope of the policy or measure	Lithuania

Characteristics of the target group	Unemployed, not in education and training young people aged 16-29 registered with the Employment Service.
Specific problem that is being addressed	Lack of knowledge about starting own business.
<p>What strategies/measures were taken to activate NEETs/employ in green jobs?</p> <ul style="list-style-type: none"> • Outreach strategies • Measures designed to activate NEETs (e.g. consultations, profiling) • Measures designed to improve soft skills and professional training • Measures aimed on integrating NEETs to a sustainable employment 	<p>The purpose of the service: 16-29 year old unemployed youth who were not ready for the labour market. Activities were focused on starting self-employment (a certificate of individual activity, a personal enterprise, the activity of a small business partnership, an activity carried out by a farmer). Methodology used in the classes: short lectures, individual and group practical tasks, situation modelling, analysis, and discussions.</p> <p>Description of the sessions: the sessions consisted of two parts: a theoretical part and meetings with self-employed entrepreneurs. The duration of one session was 3 hours. Group sessions had to be organized for each project participant for 5 days and a total of 15 hours. The number of meetings with self-employed entrepreneurs was unlimited. The topics of the theoretical classes were:</p> <p>1 topic. Project participants were introduced to the ways of starting business activities and how to develop a business plan. During the group session project participants were introduced to the specific ways of starting a self-employed activity, the differences between legal forms of self-employment, their advantages and disadvantages, and the most commonly used business models, market and sales analysis methods.</p> <p>Slides and/or footage were shown. Project participants completed tasks to identify at least two options for self-employment, selected at least two business models, and developed at least one business plan. An assessment, discussion of choices and business plan structures and preparation of a business plan were performed, indicating main mistakes and ways to avoid them.</p> <p>2 topic. Project participants were introduced to the possibilities of financial assistance and the criteria for receiving financial support. National financial instruments available for self-employed beginners were explained to project participants as well as where to apply for financial support and the criteria for receiving financial support, i.e. what requirements a person must meet in order to receive financial support to start a self-employed activity. Slides and / or footage were shown. Project participants completed tasks to identify personal eligibility for financial support. The project participant's compliance with the criteria for receiving financial support was assessed and discussed.</p> <p>3 topic. Project participants were introduced to learning opportunities for young people seeking to become self-employed. Project participants were introduced to opportunities for participation in training and how to choose the training that best met their needs. Slides and/or footage were shown. Project participants completed tasks to find training that met their needs. An evaluation and discussion of the training search and content selection was performed, indicating the main mistakes and ways to avoid them.</p> <p>4 topic. Project participants were introduced to ways of publicizing start-up activities and the basics of marketing. Project participants were taught how to choose publicity channels and the publicity methods used in them, how not to "get lost" in the offers of publicity agencies and what to pay attention to when choosing a publicity agency. Also, they learned the basics of marketing and the most common marketing mistakes. Slides and/or footage were shown. Project participants completed tasks to select channels and methods of publicity. An assessment and discussion of the choice of publicity channels and methods was carried out, indicating the main mistakes and ways to avoid them.</p>

	5 topics. Project participants were introduced to the threats of the Internet. Project participants were trained on how to recognize whether a co-operation offer received via email is legal, the basic steps to check a supplier's details and actual existence, and where to go if you suspect an illegal offer. Slides and/or footage were shown. Project participants completed at least three tasks to identify online threats. They assessed and discussed the identification of Internet threats, identifying the main mistakes and ways to avoid them.
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	At the end of the "Discover Yourself" project, an evaluation was carried out on the effectiveness and efficiency of the European Union's Investment and Youth Employment Initiative, including implementation of the Youth Guarantee Initiative. During it, all project participants were interviewed anonymously and rated the efficiency of the service at almost 70 percent. The introduction to self-employment was attended by 2,678 people out of the planned 2,678 people.
Assessment of relevance: <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	As this practice was applicable to young people aged 18-29, including mothers with young children, we believe that this practice can also be used in the framework of the INTERCEPT project.
What are the key lessons?	During the session, individual consultations were organized with each project participant who expressed a wish to refine and develop a specific business idea.

Table 22. Introduction course to the labour market and the education system

Introduction course to the labor market and the education system, Lithuania	
Start and end date of implementation	2019.05.27-2022.04.30
Geographical scope of the policy or measure	Lithuania
Characteristics of the target group	Unemployed, not in education and training young people aged 16-29 registered with the Employment Service
Specific problem that is being addressed	Labour supply and demand discrepancy
What strategies/measures were taken to activate NEETs/employ in green jobs? <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	<p>Purpose of the service: to introduce project participants to the real workplace and the educational institution that prepares you for a specific workplace.</p> <p>Methodology used in the classes: short lectures, discussions, individual and group consultations, visiting the employer, and/or visiting an educational institution.</p> <p>During the visit, the project participant, in coordination with the employers, had to be acquainted with at least 3 professions corresponding to the project participant's work abilities and professional interests.</p> <p>Activities were organized in the municipality where the project participant was registered. After a visit to the employer, a visit to an educational institution was planned, which prepared one for his/her desired profession.</p> <p>One session lasted 3 hours. The number of classes was not limited. The topics of the sessions were prepared by the career consultant. Which employers or educational institutions were visited were decided upon based on the needs of project participants.</p>

<p>Outputs and outcomes of the policy or measure.</p> <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>The target value of the project "Increasing the Social Competences of Youth" "Unemployed participants who have started training, acquired a qualification or started working, including self-employment" is 50 percent involvement, currently - 54 percent.</p> <p>During the project "Introduction to the labor market and the education system", 7,039 people participated out of the planned 6,250 people. Based on these figures, we can see that a need for these activities is growing.</p>
<p>Assessment of relevance:</p> <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	<p>As this practice was applicable to young people aged 18-29, including mothers with young children, we believe that this practice can also be used in the framework of the INTERCEPT project.</p>
<p>What are the key lessons?</p>	<p>Communication has to be very clear about the purpose of each session and the desired outcome, in this case, a successful integration into the labour market through soft and active labour market policies is more likely to happen.</p>

Table 23. Group sessions

Group sessions, Lithuania	
Start and end date of implementation	2015.09.21-2018.09.30
Geographical scope of the policy or measure	Throughout the territory of Lithuania.
Characteristics of the target group	A new early intervention project "Enhancing Youth Social Competencies" was aimed at young people aged 16-29 years, who were not in education, employment or training, had medium or low employment opportunities, and were registered with the Employment Service.
Specific problem that is being addressed	Lack of social competencies
<p>What strategies/ measures were taken to activate NEETs/employ in green jobs?</p> <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g. consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	<p>Purpose of the service: to motivate project participants to get involved in active social life by returning to the education system or integrating into the labour market.</p> <p>Methodology used in group sessions: short lectures, discussions, individual and group practical tasks, situation modelling, analysis, and discussion.</p> <p>Description of group sessions: group sessions consisted of 14 topics. One session lasted 3 hours. Each participant could be assigned 2-14 topics. Topics were selected as needed with the help of coordinators. Each of the themes was unique. On average, one participant participated in 8 sessions.</p> <p>The topics of the group sessions were:</p> <ol style="list-style-type: none"> "Assessment of participants 'motivation", the aim of this group activity was a self-assessment of project participants and an assessment of the project participants' motivation to work or return to the education system. Participants in group activities identified and disclosed to the group their expectations and fears and discussed how to achieve common goals and avoid obstacles. "Self-knowledge". The aim of this group activity was to reveal the importance of self-knowledge of the project participants and ways to do it. Knowing one's feelings, needs, desires and fears is the ability to understand them and learn to manage them. During the session, project participants realized that many of the answers lie in them and that they needed to start looking for them on their own. "Strengthening self-confidence". The aim of this group session was to help project participants realize that we must respect ourselves regardless of the adversities we face in life. Positive self-esteem is the first step towards change.

	<p>4. "Promoting intrinsic motivation". The aim of this group session was to discuss with the project participants: How to stimulate human motivation? Who needs that? How is it formed? Can motivation be changed? How does motivation depend on the environment we are in?</p> <p>5. "Social Communication and the Social Environment". The aim of this group session was to introduce project participants to what social roles are and how they manifest themselves in our lives.</p> <p>6. "Stress and its management". The aim of this group session was to find different ways to resolve conflicts. When should they be avoided and how? How to prevent conflicts from turning into personal hatred and how to manage it? How can conflicts turn into stress?</p> <p>7. "Expression of feelings". The aim of this group session was to develop the ability of project participants to clearly express feelings. During this session, project participants were taught to recognize feelings and express them in a way that did not offend others and helped those around them to better understand themselves and their needs.</p> <p>8. "My personal contribution to the development of my well-being". The aim of this group session was to introduce project participants to the development of an individual plan - a personal contribution to their future. Where do I start planning? Is it important to plan? How much does the project participant's future and well-being depend on it?</p> <p>9. "Working in a group". The aim of this group session was to introduce project participants to the concept of the group as a unit and to discuss how it affects our behaviour.</p> <p>10. "Responsibility". The aim of this group session was to introduce project participants to the dynamics of a well-functioning group (e.g. family, work team) whose activities are based on trust and respect. How to achieve this?</p> <p>11. "Leadership". The aim of this group session was to introduce project participants to group leadership - what it is and what it means. Different roles in a group - how to choose and maintain them? How to lead and how to develop leadership skills?</p> <p>12. "Active social life". The aim of this group session was to introduce various opportunities for young people to improve their skills through various activities: internships, youth exchanges, trainings, seminars, activities offered by Youth Work Centers.</p> <p>13. "Non-governmental organizations". The aim of this group session was to introduce project participants to: What is a non-governmental organization? What activities are they involved in? How are they different from other companies? How do you choose the right NGO?</p> <p>14. "Acquired profession - the beginning of a successful career". The aim of this group session was to introduce project participants to the needs of the labor market that should be considered when choosing a profession. What behaviour and qualities does an employer expect from an employee and why?</p> <p>15. "Volunteering". The aim of this group session was to introduce opportunities provided by volunteering to the project participants. Where can I volunteer? What criteria do you have to meet to become a volunteer? Who do I contact to find out about volunteering opportunities?</p> <p>16. "Financial Management". The aim of this group session was to introduce the most important elements of personal financial management to project participants. This session was designed to help project participants plan and distribute their personal funds, learn to plan, and achieve their financial goals.</p>
<p>Outputs and outcomes of the policy or measure.</p> <ul style="list-style-type: none"> • Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>At the end of the "Discover Yourself" project, an evaluation of the effectiveness, efficiency and impact of the European Union's Investment and Youth Employment Initiative, including the Youth Guarantee Initiative, was carried out, with an anonymous survey of almost 70%. According to the coordinators who were recruited during the "Discover Yourself" project, one of the best activities of the project was the group activities, as project participants were the most active in the year in this activity, choosing activities that were the most relevant to them and about which they lacked knowledge. During the project, 19,477 people out of the planned 18,000 participated in the group</p>

	sessions, which means that during the project there was a greater need for organizing such sessions.
Assessment of relevance: <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year old NEETs/green jobs, unemployed mothers? 	As this practice was applicable to young people aged 18-29, including mothers with young children, we believe that this practice can also be used in the framework of the INTERCEPT project.
What are the key lessons?	Professionals who conduct group sessions must be trained (the training should be provided for the selected candidates), or a very clear qualification requirement or knowledge must be set for the candidate when selecting professionals. Well prepared methodology is also very important to make sure that all participants from different groups receive the same standard of training and service.

6.4. Appendix 4: Good practices from Malta

Table 24. NEET Census

NEET Census, Malta	
(1) https://education.gov.mt/en/youthguarantee/Documents/Neets%20FINAL%20REPORT_ETC.pdf https://education.gov.mt/en/resources/News/Documents/Youth%20Guarantee%20Implementation%20Plan%20-%20Malta.pdf	
(2) https://ec.europa.eu/social/BlobServlet?docId=20135&langId=en	
Start and end date of implementation	2015 (July - October 2015)
Geographical scope of the policy or measure	The whole country
Characteristics of the target group	NEETs (15-24)
A specific problem that is being addressed	To provide a comprehensive picture of Maltese NEETs (15-24 year-olds). Aimed to provide policymakers in Malta with better information on Maltese NEETs. This would enable policymakers to reduce the NEET rate through initiatives tailored to NEETs' circumstances: <ul style="list-style-type: none"> by identifying the needs, aspirations and challenges of Maltese Youth NEETs encouraging greater enrolment in the Youth Guarantee scheme in part as a result of better-tailored initiatives.
What strategies/measures were taken to activate NEETs/employ in green jobs? <ul style="list-style-type: none"> Outreach strategies Measures designed to activate NEETs (e.g., consultations, profiling) Measures designed to improve soft skills and professional training Measures aimed at integrating NEETs into sustainable employment 	<ul style="list-style-type: none"> participation of NEETs in a 20-minute face-to-face interview to explore: <ul style="list-style-type: none"> -- whether there are any issues in relation to the parameters used when including a young person in the NEETs' database. -- the current situation of individuals concerning employment, education, and training. -- future plans concerning employment, education, and training. the design of tailored services for this target group, as well as recommendations focused on preventative and activation measures.
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<ul style="list-style-type: none"> The research identified three sub-categories of NEETs: <ul style="list-style-type: none"> -- Transition NEETs: young people who have taken time out before progressing onto further or higher education. The majority (45.8%) of study participants were identified as Transition NEETs -- Floating NEETs: young people who lack direction and motivation. They tend to have NEET spells in-between further education or employment. 15% of study participants were identified as Floating NEETs. -- Core NEETs: young people with social and behavioural issues, including those from families where unemployment is the norm and not much importance is attached to further education. A new database Changes in the management of information and identification of NEETs
Assessment of relevance: <ul style="list-style-type: none"> How relevant is the practice to this project: are the practices focused on 25-29 year- 	The measure focused on 15–24 year-old NEETs. The measure aimed to count the number of NEETs and identify the sub-groups of NEETs to create better measures.

old NEETs/green jobs, unemployed mothers?	
What are the key lessons?	<ul style="list-style-type: none"> • Research highlighted that Malta's Youth Guarantee mostly targeted Floating NEETs and sub-segments of Core/Floating and Floating/Transition NEETs. A one-size-fits-all approach to activation, employment and upskilling measures might not work or produce the desired results" (2). • A more active awareness campaign of measures for NEETs is needed • Issues with the existing NEETs database were identified

Table 25. NEET Activation Scheme I and NEET Activation Scheme II

NEET Activation Scheme I & NEET Activation Scheme II, Malta	
https://ec.europa.eu/social/BlobServlet?docId=20138&langId=en https://education.gov.mt/en/resources/News/Documents/Youth%20Guarantee%20Implementation%20Plan%20-%20Malta.pdf	
Start and end date of implementation	NEET Activation Scheme I: 2014-2015 NEET Activation Scheme II: Started 2016
The geographical scope of the policy or measure	The whole country
Characteristics of the target group	NEETs (15-24)
A specific problem that is being addressed	NEET Activation Scheme I: The program aimed to encourage the reintegration of young people detached from the education system or the labour market through targeted intervention and empowerment. NEET Activation Scheme II: The aim is to improve the NEET Activation Scheme I by focusing more on psycho-social services provided to young people throughout the scheme.
What strategies/ measures were taken to activate NEETs/ employ to green jobs? <ul style="list-style-type: none"> • Outreach strategies • Measures designed to activate NEETs (e.g., consultations, profiling) • Measures designed to improve soft skills and professional training • Measures aimed at integrating NEETs to a sustainable employment 	NAS consists of three different phases. <ul style="list-style-type: none"> • Phase 1: Profiling, Behavioural and Employability Courses: ensures personalised assistance that is tailored to the immediate needs of participants (motivational and behavioural training, guidance on employment, development of communication skills, CV writing and interview skills) • Phase 2: Continued Education/Work Exposure: Participants can choose continued education or 12 weeks of work exposure. • Phase 3: Traineeship: Following the work exposure phase and depending on their performance, young people are offered up to six months of traineeship based on a dual system of vocational training providing a combination of theoretical knowledge supplemented by related hands-on practical training.
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> • Were impact, efficiency and effectiveness assessed? If so, what are the results? 	NEET Activation Scheme I: A total of 606 individuals applied for NAS I between 2014 - 2015. Excluding no-shows, 346 NEETs participated in NAS I, of which 75 undertook a traineeship, 32 exited to education, 33 were employed, and 77 were registered unemployed, with 129 unknowns. NEET Activation Scheme II: By 2016, 342 NEETs had participated in NAS II, of which 289 left the scheme in the same year. Amongst the scheme leavers, the majority (269) undertook a traineeship, 3 exited to education, 6 were employed, and 7 were registered unemployed, with 4 unknowns.
Assessment of relevance: <ul style="list-style-type: none"> • How relevant is the practice to this project: are the practices focused on 25-29 year-old NEETs/green jobs, unemployed mothers? 	Measure focused on unemployed youth, people, and NEETs under 25 years of age.
What are the key lessons?	<ul style="list-style-type: none"> • Professionals working with young people were not always fully aware of all aspects of NAS I. • There was a lack of communication between the professionals working with participants - suggesting either a slow or insufficient transfer of information.

	<ul style="list-style-type: none"> • more psycho-social professionals are needed for highly vulnerable young people with volatile behaviour and psycho-social needs. • Outreach to NEETs through sharing data about who and where NEETs can be found needs to be continued.
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Table 26. MCAST Work-Based Learning

MCAST Work-Based Learning, Malta	
https://education.gov.mt/en/resources/News/Documents/Youth%20Guarantee%20Implementation%20Plan%20-%20Malta.pdf https://www.um.edu.mt/library/oar/bitstream/123456789/20843/1/OA%20Book%20-%20The%20School%20to%20Work%20Transition%20of%20Young%20People%20in%20Malta.pdf	
Start and end date of implementation	Started 2015
The geographical scope of the policy or measure	The whole country
Characteristics of the target group	MCAST students
A specific problem that is being addressed	Decreasing drop-out rates. Supporting young people in furthering their educational prospects. Providing an education and training pathway which is labour market-relevant.
What strategies/measures were taken to activate NEETs/employ to green jobs? <ul style="list-style-type: none"> • Outreach strategies • Measures designed to activate NEETs (e.g., consultations, profiling) • Measures designed to improve soft skills and professional training • Measures aimed at integrating NEETs into sustainable employment 	<p>The three-tier framework at MCAST:</p> <ul style="list-style-type: none"> • Foundation College: Level 1 – 3 -> aim is to accustom students to acquiring knowledge within an authentic work environment. -- Level 1: Industrial Visits and Seminars -- Level 2: Work Placements -- Level 3: Apprenticeships and Work Placements • Technical College: Level 4 -> offering apprenticeships in 45 different courses • University College: Level 5-7 -> the possibility of an internship which is an opportunity to integrate a career-related experience into an educational programme. This programme is expected to facilitate the transition from education to employment.
Outputs and outcomes of the policy or measure. <ul style="list-style-type: none"> • Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>“It appears that great efforts are being made by vocational schools, particularly MCAST, to build closer links with secondary schools. Training provided at MCAST is more job oriented due to the vocational inclination of the institution. Therefore, employers tend to prefer young people from MCAST, even for clerical and administrative jobs.”</p>
Assessment of relevance: <ul style="list-style-type: none"> • How relevant is the practice to this project: are the practices focused on 25-29-year-old NEETs/green jobs, unemployed mothers? 	<p>The first target population are NEETs, who tend to drop out of education. The second target group is potential NEETs, students who have problems progressing to higher levels of education.</p>
What are the key lessons?	It is important to smooth the transition from compulsory to postsecondary education and give students a second chance to progress to higher levels of education.

Table 27. Structure for analysis of the practice; Free Childcare

Free Childcare, Malta	
https://jobsplus.gov.mt/free-childcare https://ec.europa.eu/social/main.jsp?langId=en&catId=1047&newsId=2204&furtherNews=yes	
Start and end date of implementation	Started 2013
The geographical scope of the policy or measure	The whole country
Characteristics of the target group	Parents/guardians of children under 3 years of age who are in employment or are pursuing their education. Also includes single parents who are following the Youth Guarantee scheme.
A specific problem that is being addressed	Low female labour market participation and employment rates.
What strategies/ measures were taken to activate NEETs/ employ to green jobs? <ul style="list-style-type: none"> • Outreach strategies 	<p>Implemented through publicly funded child-care centres; based on individual applications: https://education.gov.mt/en/pages/free-childcare.aspx</p>

<ul style="list-style-type: none"> • Measures designed to activate NEETs (e.g., consultations, profiling) • Measures designed to improve soft skills and professional training • Measures aimed at integrating NEETs into sustainable employment 	
<p>Outputs and outcomes of the policy or measure.</p> <ul style="list-style-type: none"> • Were impact, efficiency and effectiveness assessed? If so, what are the results? 	<p>“Substantial progress has been achieved in enhancing the provision and affordability of child-care in Malta through the provision of free child-care.”</p> <p>https://ec.europa.eu/social/BlobServlet?docId=14040&langId=en</p>
<p>Assessment of relevance:</p> <ul style="list-style-type: none"> • How relevant is the practice to this project: are the practices focused on 25-29 year-old NEETs/green jobs, unemployed mothers? 	<p>The target population is not explicitly focused on youth or NEETs, but it appears to have significantly improved the labour market participation of Maltese females aged 25-29. Since the scheme's introduction, improvements have been visible at the aggregate/country level.</p>
<p>What are the key lessons?</p>	<p>Child-care related duties present an essential barrier to labour market participation of Maltese women.</p>