



Scoping research

## **Economic Opportunities for All**

Exploration of relevant literature and  
context analysis

BY JA Europe and AlliantiePartners

## Acknowledgements

The publication wouldn't have been possible without the support of NN Group. Both JA and NN see that inequality in (economic) opportunities among young people has been increasing and it is expected this will further increase due to the consequences of Covid-19. For this reason, NN Group -through their NN Future Matters programme- supports JA Europe to explore ways to better serve youth with lack of resources and in a transition from education to employment. The current publication by JA Europe and AlliantiePartners is reflecting on the international/European context (mapping out the problem at one hand and presenting solutions), with a focus in the following countries: Greece, The Netherlands, Romania and Spain. The scope research is an important tool for Junior Achievement Europe and its European network to design an evidence-based impactful model to serve a more equal society.

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## About JA Europe

JA Europe is the largest non-profit in Europe dedicated to preparing young people for employment and entrepreneurship. JA Europe is a member of JA Worldwide which for 100 years has delivered hands on, experiential learning in entrepreneurship, work readiness and financial literacy. JA creates pathways for employability, job creation and financial success. Last school year, the JA network in Europe reached almost 4 million young people across 40 countries with the support of nearly 100,000 business volunteers and over 140,000 teachers/educators.

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## About AlliantiePartners

Our mission is to help organizations develop ecosystems-based strategies. To achieve this we use research, consultancy and training, with the labour market being one of our core sectors of expertise. We believe that employers, government, non-profit /NGOs, educational institutions and other stakeholders need to work together to enable youth sustainable integration and equip them with the skills needed for a successful working life.

Our expertise is in the field of non-profit organisations and the increasing importance of ecosystems in tackling complex social issues like sustainability, migrants integration and youth unemployment.

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## About the report

This report is based on curated content of relevant literature on youth with limited opportunities and their transition from education to employment.

- What defines “youth with limited opportunities” and what are the challenges they are facing?
- What is the effect of the Covid-19 pandemic, labour market trends and the future development of jobs and skills?
- Policies that influence the transition from education to employment of youth with limited opportunities, in order to understand the policy context in which organisations that want to support will operate.
- Existing interventions currently applied for helping youth with limited opportunities transition from education to employment, in order to define positioning and collaboration.

## EXECUTIVE SUMMARY

### THE PROBLEM AT HAND

#### *DEFINING AND UNDERSTANDING THE TARGET GROUP*

A1 The employment and entrepreneurship opportunities of young people in school will for a large part not only depend on their characteristics and barriers they face to enter the labour market, but also on the impact of Covid-19, trends in the labour market and the development of jobs and skills.

A2 The research shows the urge for organisations to invest in the employment of youth with limited opportunities to adequately respond to future developments. Covid-19 has had a strong negative impact on those young that already were facing difficulties in education and employment. Future trends in the labour market (e.g. automation, inequality), the development of jobs (e.g. decrease in agriculture) and skills that will disappear (e.g. manual skills) are predicted to impact negatively youth with limited opportunities.

A3 Key focus should be given to young people that have the least favourable characteristics, face the highest barriers and are impacted the most by the scarring effects (current and future negative effects of youth unemployment) of the Covid-19 pandemic. This group needs to cope with the least favourable effects of labour market trends and are destined to work in jobs and learn skills that are expected to be obsolete in the long term.

A4 Both the definition of Erasmus+ Inclusion and Diversity Strategy and the concept of NEET's as stated in the context of Youth Guarantee are used to define and measure the progress that is being made at the EU level. The Erasmus+ does this in terms of lowering barriers such as disability, exclusion and poverty. The Youth Guarantee and NEET's categorization looks at young people between 15-25/29-year-old and their position in the labour market.

## UNDERSTANDING THE MOST IMPORTANT ISSUES

B1 Ideally, organisations should be able to predict which young people have the highest barriers (Erasmus+ definition) and least chances in the labour market (Youth Guarantee /NEET definition) to provide support. This requires tailor made interventions that take into account the characteristics of the target group and develop adequate skills to deal with specific barriers.

B2 The theory stresses that creating opportunities for all requires solutions on both the supply (youth) and the demand (employers) side of the labour market.

B3 The research uncovers several challenges in creating *Economic opportunities for all*. The most important one is that there are legal limitations in targeting young people with less resources or opportunities<sup>1</sup>.

B4 Creative ways of reaching out to the target group via touchpoints or channels that have a high chance of connecting to them are needed. Sports, music and social media are three examples of channels or touchpoints that could prove useful.

B5 Additional challenges that need to be taken into account when designing interventions are disabilities (e.g. chronic disease, mental or physical disability), learning styles (e.g. preference for practice based and less for theory) and lack of resources to participate in interventions (e.g. money to pay for public transport).

B6 Design of the interventions should pay specific attention to all challenges and other related aspects that might prevent youth with limited opportunities from successfully participating in interventions and increase their chances of success in the labour market.

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<sup>1</sup> When the information about the risks they are facing is known, that could probably lead to stigmatisation of the same individuals already at risk and it could exacerbate the problem.



## THE MARKET

### *POLICIES IN PLACE*

C1 The research explores the efforts in three policy fields that set and/or influence the conditions for the target group: **social policy, labour market policy and economic policy.**

C2 Social policy helps the target group to be able to improve opportunities of employment and entrepreneurship by lowering specific barriers such as disability, poverty and social exclusion (in line with the Erasmus+ definition of the target group). These policies are set out to improve various aspects of the lives of youth with limited opportunities (e.g. Self-reliance; Social contact; Care for others; Contribute to society; Paid work; Financial health).

C3 The research shows that problems in the lives of the target group are often interrelated. For example, you can provide a young person skills training, entrepreneurship promotion, employment services and subsidized employment, but some young people need to take care of their sick parents, have to deal with discrimination or face the issue of transport, education or workplace settings that do not take into account disabilities, which limits their opportunities. In such cases or when the target group faces multiple challenges, it could significantly lower the chance of making a successful transition from education to employment.

C4 Labour market policies help the target group (in line with the Youth Guarantee NEET concept) with getting prepared for a job using training /education and to enter the labour market. In designing and delivering interventions organisations should work with partners to coordinate their efforts. This is necessary since the research shows that combining interventions such as entrepreneurship promotion with skills development, employment services and subsidized employment will improve the outcomes of the individual interventions and investments.

C5 Economic policies such as the EU Smart Specialisation strategy are important for creating economic opportunities and jobs in the first place. Especially in remote, underdeveloped, or regions in which economic decline is expected. Without jobs, social and labour market policies will not suffice for the successful transition from education to employment by the target group. The EU Smart Specialisation strategy actually stresses that the involvement of education and civil society actors to better align economic policies to educational efforts (skill development) and social goals (helping youth with limited opportunities) would improve the quality of economic policies.

## INTERVENTIONS

D1 An inventory of interventions in the public, private and social sectors is made and describes three types of interventions: **preventing, facilitating and consolidating measures.**

D2 With regards to the type of interventions, the emphasis often lies on facilitating interventions trying to connect young people to jobs. **Interventions that try to prevent young people from becoming unemployed (preventive measures) and those that support young people sustainable integration into the labour market (consolidating measures) are much less frequently applied.**

D3 The research did not uncover why this is the case. A possible explanation could for example be that facilitating measures provide the most tangible and measurable results. You can count the number of people that started a job. The effects of preventive and consolidating measures are more difficult to measure. Needing standardized trials that measure the difference between youth with limited opportunities that did and that did not participate in the preventive of consolidating interventions.

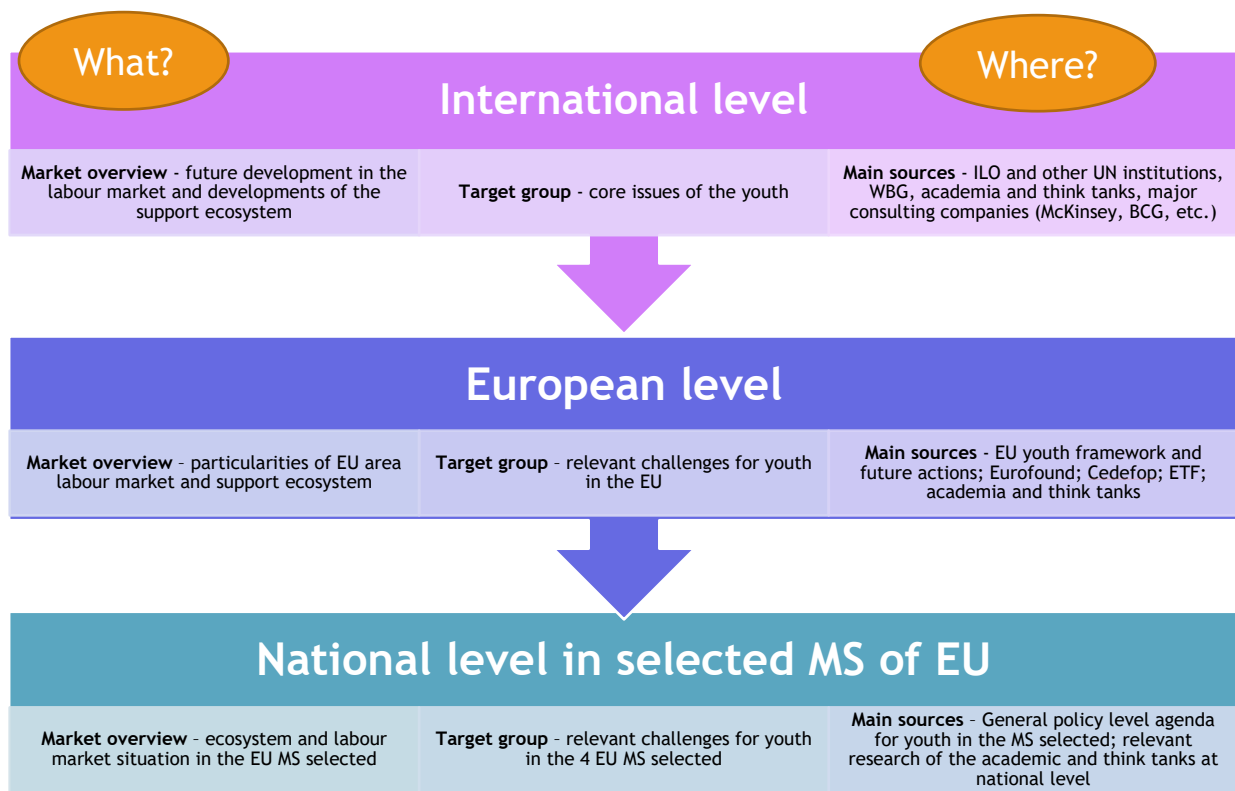
D4 Although facilitating measures are most often applied – the research shows that preventive measures in skills development and entrepreneurial promotion are more effective in supporting youth with their transition from education to employment.

## DATA COLLECTION

This report is the result of the literature review and of a context analysis.

For the literature reviewed a three-step approach is used. Starting from a general global/international perspective, an intermediate level focusing on the European Union context and a national perspective, where possible. The Figure 1 below describes the approach taken for identifying the literature and sources used in this report.

**FIGURE 1 OVERVIEW OF METHODOLOGICAL STEPS TAKEN IN SELECTING THE LITERATURE REVIEW AND SOURCES USED**



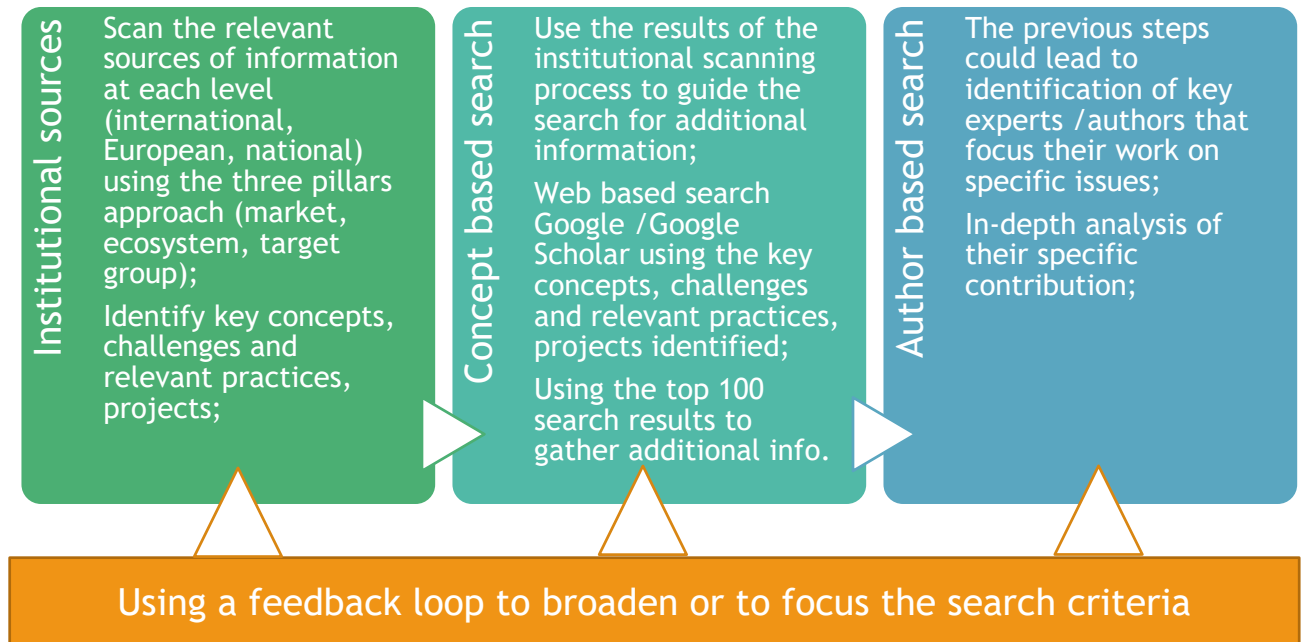
Source: AlliantiePartners

The literature review takes into consideration the academic standards depicted in Snyder (2019)<sup>2</sup> and adapting the output to fit the needs of JA Europe, network countries and partners.

It aims to:

1. Provide an adequate answer to the research questions;
2. Make the insights relevant for organisations working in the field of helping youth with limited opportunities transition from education to employment.

**FIGURE 2 METHODOLOGY USED IN SEARCHING AND SELECTING THE RELEVANT LITERATURE**



Source: AlliantiePartners

*Google* and *Google scholar* were used to conduct the search for evidences in answering the research questions. In selecting the literature cited in this report the relevance and credibility of sources were investigated and prioritized. The primary focus was on recent reports, papers and articles.

To ensure quality of the analysis, (if available) more than one source pointing in the same

<sup>2</sup> Snyder, H., Literature as a research methodology: an overview and guidelines, *Journal of Business Research*, Volume 104, November 2019, Pages 333-339. Available at: <https://www.sciencedirect.com/science/article/pii/S0148296319304564>

## CHAPTER 1: UNDERSTANDING YOUTH WITH LIMITED OPPORTUNITIES

One of the goals of this report is to help organisations understand what defines “*youth with limited opportunities*” and what challenges they are facing.

This chapter will first describe two definitions (1.1): the definition provided by the Erasmus+ Inclusion and Diversity Strategy (1.1.1) and the concept of NEET’s, which is an abbreviation for Not in Employment, Education or Training (1.1.2). The first focuses more on the **social barriers** that youth with limited opportunities are facing, the latter describes the position that youth with limited opportunities can be in when it comes to the **labour market**. Details about the target group definitions (1.1.3) and some conclusions (1.1.4) are also presented.

The chapter will then go into the challenges that youth with limited opportunities are facing and describes four influences, perspectives or angles to understand why youth with limited opportunities might not make a successful transition from education to employment:

- The first describes how **demand and supply side factors** in the labour market could prevent youth with limited opportunities to find a job (1.2.1).
- The second perspective of **constraints** provides an overview of obstacles that limits youth with limited opportunities from getting a job or start a business (1.2.2).
- The third perspective of **structural factors** describes how the personal situation of youth with limited opportunities, such as the family they grow up in, the neighbourhood and country they live in and gender and social class (being male or female and/or having parents that have graduated from university or not) can prevent them to enter the labour market (1.2.3).
- The fourth and final perspective describes how self-efficacy of youth with limited opportunity could play a role in the reduced opportunities available. The disbelief that investing time in school and civic activities will lead to improved economic opportunities can prevent youth with limited opportunities from exceeding their own position (1.2.4).



## 1.1 TARGET GROUP DEFINITIONS

### 1.1.1 YOUTH WITH LIMITED OPPORTUNITIES FROM A SOCIAL PERSPECTIVE

At EU level there is an abundance of frameworks designed and deployed that target the situation of young people<sup>3</sup>.

Still, all these frameworks - and corresponding regulations defining them - **fail to make a clear distinction of young people that are most in need from an economic and labour market perspective on EU level**. Most of the time the segmentation of groups that need and receive support is made at national and sub-national level.

The lack of a clear EU definition of the youth groups that need extensive support, can be explained by the diversity of the situation in all the member states and by the avoidance of stigmatisation of particular groups.

The Erasmus+ Inclusion and Diversity Strategy was identified as an important reference in defining and segmenting the heterogeneous group of young people with fewer/limited opportunities.

The European Commission (2014)<sup>4</sup> - Erasmus+ Inclusion and Diversity Strategy - defines young people with fewer opportunities as:

***“people who are at a disadvantage compared to their peers because they face one or more of the exclusion factors and obstacles.” (p.7)***

The strategy presents **a non-exhaustive list of obstacles** faced by *young people with fewer opportunities* that prevent them from full participation in employment, formal and non-formal education, trans-national mobility, democratic process and society at large, namely:

- *Disability*: young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities;
- *Health problems*: young people with chronic health problems, severe illnesses, psychiatric conditions and other types of health issues;
- *Educational difficulties*: young people with learning difficulties, early school leavers, lower qualified youth, poor school performance;
- *Cultural differences*: immigrants, refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion difficulties;
- *Economic obstacles*: young people with a low standard of living, low income, dependence on social welfare system, young people in long-term unemployment or poverty, young people who are homeless, in debt or with financial problems;

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<sup>3</sup> New recovery plan NextGenerationEU, the European Pillar of Social Rights, the European Social Fund Plus (ESF+) and the Recovery Assistance for Cohesion and the Territories of Europe (REACT-EU) initiative.

<sup>4</sup> European Commission (2014). Erasmus+ Inclusion and Diversity Strategy In the field of Youth. Available at: [https://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy\\_en.pdf](https://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf)

- *Social obstacles*: young people facing discrimination based on gender, age, ethnicity, religion, sexual orientation, disability or other criteria, young people in or leaving from institutionalised childcare system facilities, young people with limited social skills or anti-social or high-risk behaviours, young people in a precarious situation, (ex-) offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans;
- *Geographical obstacles*: young people from remote or rural areas, young people living on small islands or in peripheral regions, young people from urban problem zones, young people from less serviced areas (e.g., limited public transport, poor facilities).

The broadness of the social and youth framework well reflects the diversity of the target group and the challenges faced by youth with limited opportunities in their process of transition from education and training systems to the labour market and/or in their full participation in society at large.

The limitation in using the Erasmus+ definition is the **lack of information on the age interval used for youth**. This could be explained by the diversity of age groups used at national level for specific policies objectives. Generally, for labour market policies the 15-24yo or 15-29yo age groups are applied.

By using this approach **accurately quantifying the size of the target group is highly difficult** and therefore proxy indicators are used that can depict the country level situation for the specific obstacles.

First part of Annex 1 provides an example of quantification of the target group based on this framework for the four countries: Greece, Netherlands, Romania, Spain.

### 1.1.2 YOUTH WITH LIMITED OPPORTUNITIES FROM A LABOUR MARKET PERSPECTIVE

Over the last decade the policies promoted at EU level, and deployed in many Member States to reduce the high level of youth unemployment, have concentrated on the so-called *NEETs* group that are seen as a vulnerable group of youth from a labour market perspective.

The concept of NEET emerged in the 1990s in the UK as an alternative way for categorising young people who were not accumulating human capital through participation in work or learning activities (Istance et al., 1994).<sup>5</sup>

The characteristics and importance of the NEETs framework in the EU context are clearly presented by Eurofound in the report *Exploring the Diversity of NEET's* (2016)<sup>6</sup>:

Still, the NEET concept also has limitations and its use is problematic considering the heterogeneity of the population it captures. The Eurofound report identifies multiple categories within the NEET group:

- re-entrants who have already found a job or will soon re-enter education or training;
- short-term unemployed;
- long-term unemployed;
- those unavailable due to illness or disability;
- those unavailable due to family responsibilities;
- discouraged workers;
- those who are NEET for other unspecified reasons.

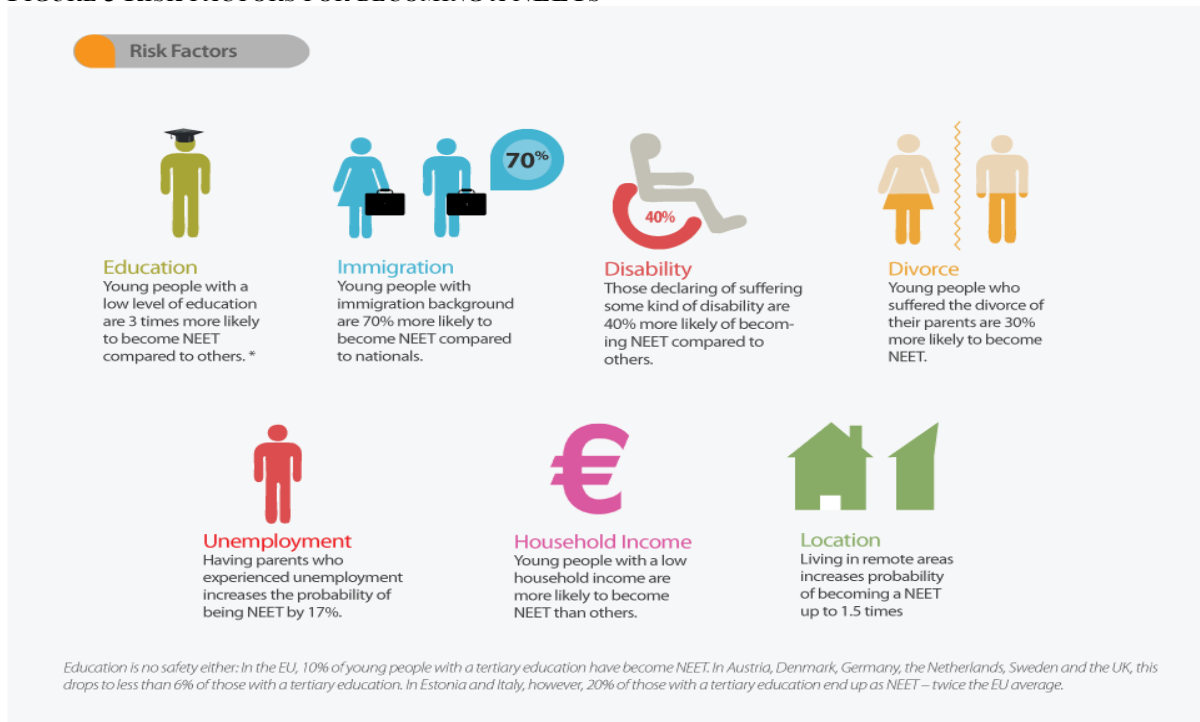
Additionally, Eurofound research in the area of better understanding the NEETs group has helped identifying some of the risk factors that could lead young people toward a NEET situation. Figure 3 shows the seven most important risk factors: **education, immigration, disability, divorce, unemployment, household income and location.**

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<sup>5</sup> Istance, D., Rees, G. and Williamson, H. (1994), *Young people not in education, training or employment in South Glamorgan*, South Glamorgan Training and Enterprise Council, Cardiff.

<sup>6</sup> Eurofound (2016), *Exploring the diversity of NEETs*, Publications Office of the European Union, Luxembourg. Available at: <https://www.eurofound.europa.eu/publications/report/2016/labour-market-social-policies/exploring-the-diversity-of-neets>

FIGURE 3 RISK FACTORS FOR BECOMING A NEETs



Source: Eurofound, <https://www.eurofound.europa.eu/young-people-and-neets-1>

Second part of Annex 1 provides details on the NEETs situation in the four countries and a typical profile for the target group.

### 1.1.3 TARGET GROUP DEFINITION

A target group is a group of people with some shared characteristics that an organization has identified as potential users for its products. Identifying the target informs the decision-making process as the organization designs an intervention, chooses the channels via which to reach the target and monitors the impact of the intervention.

In developing the interventions both the social and labour market segmentations can be used in combination. The social segmentation helps to target specific risk factors and prevent youth from becoming unemployed, especially when still in education (15-18 years old). The labour market segmentation helps to target categories of unemployed youth after leaving education (18-29 years old).

Most of the risk factors of becoming a NEET identified by Eurofound are similar to the obstacles and limitations presented in the social policy framework that can be used to understand the particularities of the group of young people with limited opportunities. This indicates that there is a strong overlap between those that can be considered young people with limited opportunities and youth that fall in the NEETs categories.

It is important to understand the limitations in timely and accurate monitoring information available for the social definition/ categorisation given the risk of stigmatisation. Using the NEETs group as a proxy for defining young people with limited opportunities is useful for having accurate and detailed quantitative information. The NEETs indicator is well defined at EU level and comparative data (by gender, age group, regional situation etc.) are collected in all Member States.

Defining youth with limited opportunities can be complex. Terms like ‘*intersectionality*’, ‘*labour market segmentation*’, ‘*downward social mobility*’ and ‘*precariat*’ are used by social scientists to describe the **determinants** – *the factors that cause lack of opportunities* – and **outcomes** – *the indicators that can be used to measure the negative results of having a lack of opportunities* (see Annex 2 for an overview of these theoretical frameworks).

When the term “youth with limited opportunities” is used in this report the more practical policy perspective is used - this means youth between 15-29 years old **with one or more of the social obstacles** that are **currently in one of the NEET categories** or **that run the risk of falling into the NEET categories when they leave school**. Further specification of the target group should happen when designing an intervention (see Annex 3 for how another organisation has operationalized this definition).



### 1.1.4 CONCLUSIONS

The question of how youth with limited opportunities should be defined for designing one particular intervention hasn't got a singular answer. Literature provides a wide variety of segmentations of youth - in order to identify those with limited opportunities - with overlapping and differentiating variables.

The NEETs framework is well established at EU and international level and manages to incorporate many youths with limited opportunities and therefore could serve as a good proxy for definition of the target group. Still, NEETs focus on young people that are not in education, employment or training, can be difficult to harmonize with existing portfolios of organisations that are mainly focused on delivering services to youth in education (primary, secondary, middle and graduate).

Ideally, organisations work back from the characteristics and risk factors that predict if a young person could become NEETs and target its specific interventions at an early age to equip children and youth with the knowledge that could ensure equal chance in the future and success in the labour market.

Different actors (e.g., employers, employment services, educational institutions etc.) within the ecosystem could use different terminologies. **We consider that organisations need to understand these different perspectives and develop internal terminologies. Especially, when organisations want to work together on common projects.** Different understandings can prevent learning between organisations and its external partners.

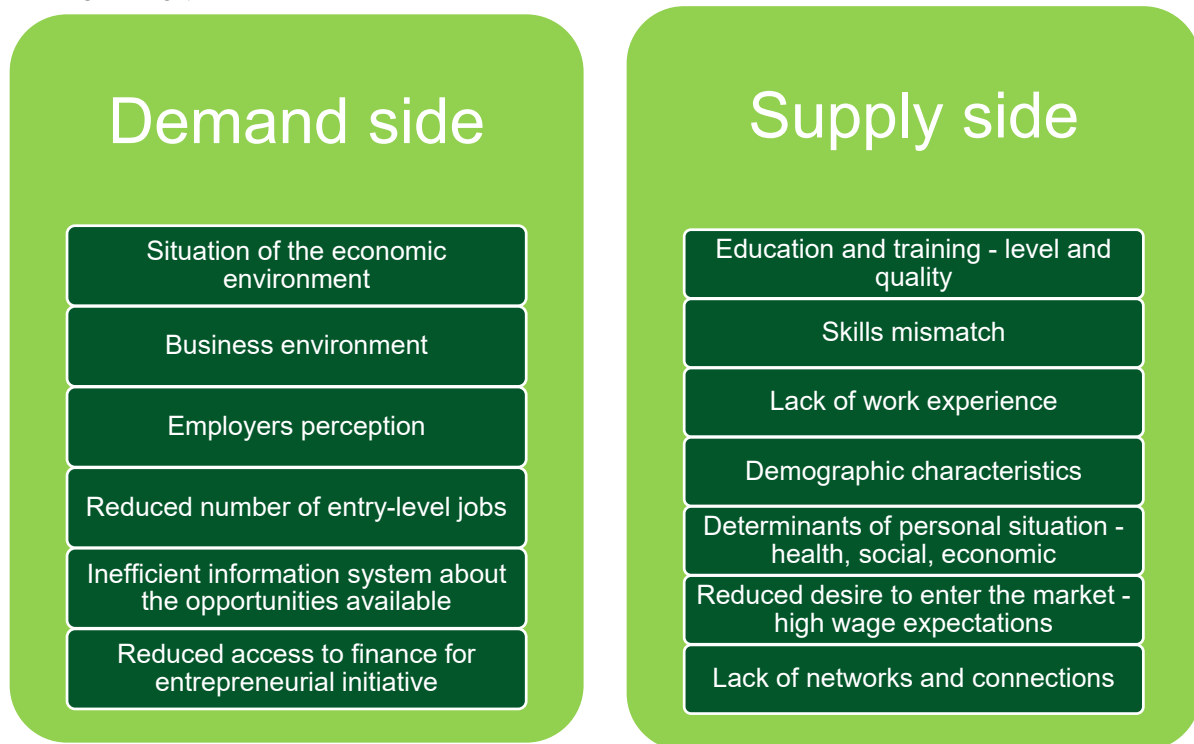
## 1.2 UNDERLYING ISSUES

### 1.2.1 DEMAND AND SUPPLY SIDE OF THE LABOUR MARKET

In general, the youth labour market situation is a main topic of interest in research and a selection of core factors – on demand and supply side - identified as influencing the participation are listed in the Figure 4 below.

This immediately shows that it's not a single-sided challenge and it requires action on both the youth side of this issue as well as on the side of employers (e.g., a more positive perception of youth with limited opportunities, better information about the opportunities available to them, etc.).

**FIGURE 4 GENERAL FACTORS CITED AS HAVING A GREAT INFLUENCE ON YOUTH LABOUR MARKET PARTICIPATION**



Source: Elaborated based on the literature investigated in Haider (2016)<sup>7</sup>

These factors, relevant for youth in general, add another layer of difficulty for integrating in the labour market for the youth with limited opportunities that are already experiencing various barriers as described in the section 1.1.

Information about the demand and supply side situation in the four countries included in the project are provided in **Annex 4**.

<sup>7</sup> Haider, H. (2016). Barriers to youth work opportunities (K4D Helpdesk Research Report). Birmingham, UK: GSDRC, University of Birmingham.

## 1.2.2 CONSTRAINTS FRAMEWORK: OBSTACLES FOR EMPLOYMENT AND ENTREPRENEURSHIP

The study of Kluve et. al. (2017) provides an overview of constraints that prevent youth in general to enter the labour market or to start a business<sup>8</sup>.

**TABLE 1 EMPLOYMENT AND ENTREPRENEURSHIP CONSTRAINTS IDENTIFIED**

<b>Employment constraints</b>	<b>Entrepreneurship constraints</b>
<ul style="list-style-type: none"> <li>• Information gap which is characterized by the lack of adequate information about job opportunities and lack of information about skills of young applicants by employers;</li> <li>• Low skill level and skills mismatch (youth are not trained for the jobs available); Missing “soft” non-cognitive skills; Lack of basic skills (numeracy/ literacy);</li> <li>• Limited access to networks;</li> <li>• Obstacles to applying for jobs (e.g., high transport costs);</li> <li>• Inadequate supply of skills – technical, cognitive, and non-cognitive;</li> <li>• No or little work experience;</li> <li>• Minimum Wages and mandatory benefits (e.g., social security contribution)</li> <li>• Youth with little or no work experience are sometimes workers that on short to medium term have a low productivity level which can’t outweigh the costs of hiring.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited access to credit;</li> <li>• Lack of financial capital;</li> <li>• Limited social networks;</li> <li>• Limited know-how in setting up a business, bookkeeping, and similar skills;</li> <li>• Value chain exclusion or disconnect.</li> </ul>

Source: Elaborated based on Kluve et. al. (2017)

The framework developed in Kluve et al. defines the constraints in relation to the type of active labour market interventions that were developed to remove such impeding factors and the impact these programs have. Although these constraints form the building blocks for many youths’ unemployment programs, the literature review provides additional ways of looking at the issue of helping youth transition from education into employment.

<sup>8</sup> Kluve J, Puerto S, Robalino D, Romero J M, Rother F, Stöterau J, Weidenkaff F, Witte M., (2017) Interventions to improve the labour market outcomes of youth: a systematic review of training, entrepreneurship promotion, employment services, and subsidized employment interventions Campbell Systematic Reviews 2017:12 DOI: 10.4073/csr.2017.12 Available at: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_508938.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_508938.pdf)

### 1.2.3 STRUCTURAL FACTORS: FAMILY, NEIGHBOURHOOD, COUNTRY, GENDER AND SOCIAL CLASS

Another perspective on the challenges that youth with limited opportunities are facing in the transition from education to employment, is revealed by looking at certain subgroups and identifying the structural factors impacting employment or entrepreneurship.

Country (and regional) specific factors – institutions, traditions and characteristics – are of high importance in explaining the huge disparities between European countries.

#### **Family**

Petrowski et al.<sup>9</sup> (2017) estimate that worldwide about 2.3 million children are institutionalised in childcare system facilities of which 370,000 in industrialized countries. Cassarino-Perez et al.<sup>10</sup> (2018) analysed educational and employment outcomes for institutionalised youth. This study indicated that placement instability (frequent moves between care facilities) could negatively influence the education and employability outcomes for these young people. This shows that the family situation has a significant effect on labour market outcomes, especially for youth with limited opportunities.

#### **Neighbourhood**

In addition to the family situation, the neighbourhood setting plays a structural role. Chetty et al.<sup>11</sup> (2020) mapped the childhood roots of social mobility in the US. Their Opportunity Atlas<sup>12</sup> is adopted in the Netherlands by Erasmus School of Economics and Tinbergen Institute and renamed as KansenKaart<sup>13</sup>. Both projects show how structural factors provided by the neighbourhoods' context influence educational and economic outcomes later in life.

#### **Country**

Macro-economic developments influence youth unemployment. Dietrich and Moeller<sup>14</sup> (2016) describe how differences between European countries can be explained by looking at business cycles and different institutional responses. The authors show that youth unemployment is more sensitive to the business cycle and developments in the demand side of the labour market. Young people act as a sort of buffer in the labour market in crisis times.

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<sup>9</sup> Petrowski et al. (2017). Estimating the number of children in formal alternative care: Challenges and results. Available at: <https://www.sciencedirect.com/science/article/pii/S0145213416302873>

<sup>10</sup> Cassarino-Perez et al. (2018). From care to education and employment: A meta-analysis. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0190740918303670>

<sup>11</sup> Chetty et al (2020). The opportunity atlas: mapping the childhood roots of social mobility. Available at: [https://www.nber.org/system/files/working\\_papers/w25147/w25147.pdf](https://www.nber.org/system/files/working_papers/w25147/w25147.pdf)

<sup>12</sup> <https://www.opportunityatlas.org/>

<sup>13</sup> <https://kansenkaart.nl/>

<sup>14</sup> Dietrich, Hans & Moeller, Joachim. (2016). Youth unemployment in Europe – business cycle and institutional effects. International Economics and Economic Policy. 13. 10.1007/s10368-015-0331-1.

## Gender and social class

Paula Rodriguez-Modroño's (2019)<sup>15</sup> study on the situation in Spain aimed to observe if inequalities have changed after the economic crisis, once youth policies designed to improve the school-to-work transition (SWT) were deployed. It found that even if the unemployment situation improved since the end of the crisis, youth employment, poverty and inequalities situations remain challenging.

Factors such as gender, country of origin and social class are usually ignored in policy debates and in designing the measures to combat youth unemployment, leading to the persistence of inequalities.

### 1.2.4 CIVIC PARTICIPATION AND MOTIVATION: SELF-EFFICACY

Youth unemployment measures could include more aspects of civic participation for youth to have greater agency in creating jobs for themselves (DeJaeghere and Baxter<sup>16</sup>, 2013; Oosterom<sup>17</sup>, 2018).

In addition, youth unemployment programs should also focus on stimulating the motivation that young people have to invest in their own future (Browman et al.<sup>18</sup>, 2019). Combining economic and psychological perspectives provides better understanding of the way that beliefs about the possibility of socioeconomic mobility influence behaviours related to socio-economic success. This knowledge is critical in motivating youth with limited opportunities to participate in learning experiences in the first place and to have them successfully apply what they have learned in seeking for and keeping a job.

### 1.2.5 CONCLUSIONS

This subchapter shows that, in order to develop an effective programme, all four levels described in this section should be taken into account. First, the level of dynamics in the (demand and supply side of the) labour market, second the constraints at the individual level, third the structural constraints in the context of the individual and fourth, motivational factors, self-efficacy and motivation.

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<sup>15</sup> Rodriguez-Modroño, P. (2019), "Youth unemployment, NEETs and structural inequality in Spain", *International Journal of Manpower*, Vol. 40 No. 3, pp. 433-448. <https://doi.org/10.1108/IJM-03-2018-0098>

<sup>16</sup> DeJaeghere & Baxter (2013). Entrepreneurship education for youth in sub-Saharan Africa: A capabilities approach as an alternative framework to neoliberalism's individualizing risks. Available at: <https://journals.sagepub.com/doi/abs/10.1177/1464993413504353>

<sup>17</sup> Oosterom, M.A. (2018) Youth Employment & Citizenship: Problematising Theories of Change, K4D Emerging Issues Report. Brighton, UK: Institute of Development Studies. Available at: <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/13833>

<sup>18</sup> Browman et al. (2019). How economic inequality shapes mobility expectations and behaviour in disadvantaged youth. Available at: <https://www.nature.com/articles/s41562-018-0523-0>



## CHAPTER 2: DEVELOPMENTS THAT IMPACT YOUTH WITH LIMITED OPPORTUNITIES

The first chapter described what “youth with limited opportunities” means and what the obstacles are or could be for this group to transition from education to employment.

This chapter will elaborate on the second goal of the report; to understand what the effect is of current and future developments on the transition from education to employment for youth with limited opportunities.

The first part describes the impact of the Covid-19 pandemic (2.1). Multiple levels of impact will be outlined:

- The effect of the Covid-19 pandemic on the wellbeing of youth in general and the expected effect on youth with limited opportunities (2.1.1);
- The effect of the Covid-19 pandemic on youth with limited opportunities in education (2.1.2) and apprenticeships’ (2.1.3);
- The career outlook of youth with limited opportunities (2.1.4);
- And the short-term labour market impact of Covid -19 (2.1.5) and increase of youth unemployment during the pandemic (2.1.6) are presented, along with potential long-term scarring effects (2.1.7).

The chapter will then turn to the effect of labour market trends (2.2). First, the impact of major trends on the transition from education to employment by youth with limited opportunities will be assessed. For example, the impact of digitalisation, robotisation, inequality, job polarization and global warming (2.2.1). Second, effect on the spatial economic development will be discussed. What does it mean for youth with limited opportunities that job growth will be concentrated, primarily in major urban areas in specific regions in Europe (2.2.2)?

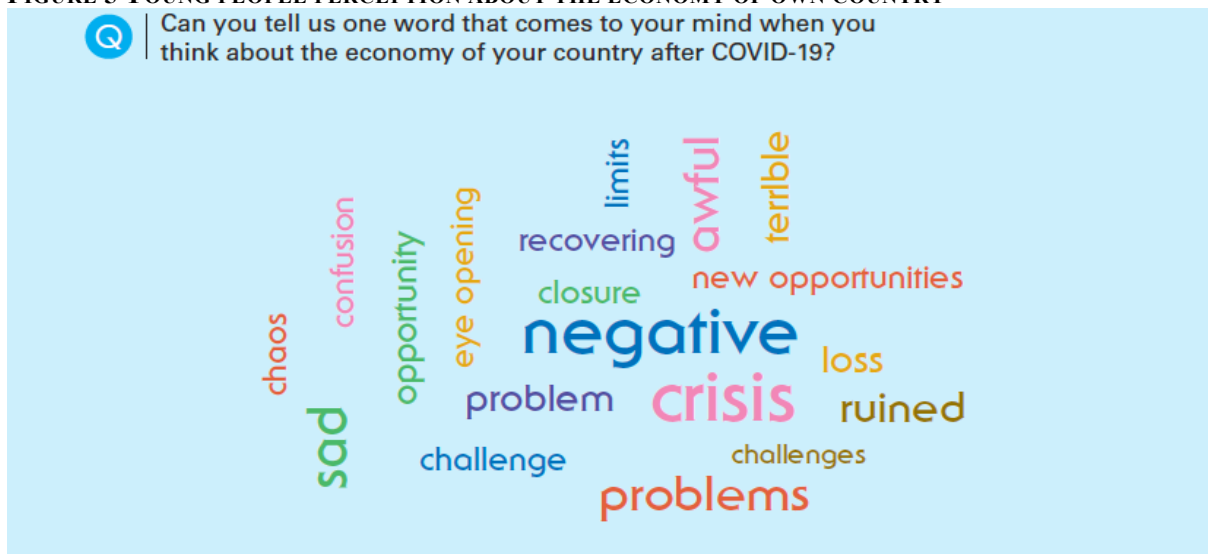
Finally, the chapter will dive deeper into the development of specific jobs and skills (2.3). How will the shift in professions impact youth with limited opportunities (2.3.1)? And what does the shift in skills mean for youth with limited opportunities and their transition from education to employment (2.3.2)?

## 2.1 IMPACT OF COVID-19

### 2.1.1 FINANCIAL FUTURE AND WELLBEING

United Nations Children’s Fund (UNICEF) and European Training Foundation (ETF) analysed the situation and views of youth through a wide consultation with more than 15,000 people in Europe and Central Asia. It found that youth’s perceptions about the home country post-COVID-19 economy was generally negative, and that pessimism tends to prevail as words with negative connotation were used in answering the survey question.<sup>19</sup>

**FIGURE 5 YOUNG PEOPLE PERCEPTION ABOUT THE ECONOMY OF OWN COUNTRY**



Source: UNICEF and ETF, (2020) Report “Preventing a Lockdown Generation in Europe and Central Asia: Building Resilient societies with young people in the era of COVID-19”. p. 17

According to the same report<sup>20</sup>, young people aged 15–24y from the countries<sup>21</sup> surveyed are concerned about being able to only find a low-quality job (34.5%), not finding a job (20%) and not having the skills to find a good job (14.9%). Overall, females seem to be more concerned than males. The biggest obstacles perceived by youth<sup>22</sup> for starting a business are lack of financial support (loans, grants, investors) (42.7%), lack of information on how to start a business (21.9%), lack of entrepreneurial skills (17.2%) and fear of failure (14.7%).

<sup>19</sup> UNICEF and ETF, (2020), Report “Preventing a Lockdown Generation in Europe and Central Asia: Building Resilient societies with young people in the era of COVID-19”. Available at: [https://www.unicef.org/eca/media/14671/file/UNICEF ETF\\_report.pdf](https://www.unicef.org/eca/media/14671/file/UNICEF ETF_report.pdf)

<sup>20</sup> Idem

<sup>21</sup> Albania, Bosnia and Herzegovina, Kosovo, Moldova, Montenegro, Romania, Serbia and Ukraine. Source: U-Report polls, June–July 2020. Note: Number of respondents is 7,216.

<sup>22</sup> Source: U-Report polls, June–July 2020. Note: Number of respondents is 6,712.

Eurofound (2020) found that young respondents (18-35 years old) have reported lower mental well-being and experienced more loneliness, tension and depression compared to other age groups. This group is most likely to feel excluded from society.<sup>23</sup>

Research by Achdut et al.<sup>24</sup> (2020) indicates that (in addition to the increase in youth unemployment) the global pandemic has caused an increase in psychological distress among young people.

### 2.1.2 EDUCATION

Covid-19 lockdowns required fast deployment of digital learning environments, exposing the difficulties in providing adequate access to all children and students. Next to this, **digital learning environments are generally better suited for academic learning purposes than for practice-oriented or experiential learning** as mostly used in VET. A large majority of countries deployed hybrid models in VET with in-person classes for practice-oriented components of the curricula and remote education for the theoretical part.

Research shows that Vocational Education and Training (VET) systems that are in line with the needs of the labour market, provide a direct and secure route towards employment for many young people, including to those with limited opportunities.

*“Reduced access to high-quality VET could hamper school-to-work transitions and increase the risk of youth being NEETs. (p.4)”<sup>25</sup>*

Covid-19 has had a strong impact on VET as described in the OECD (2021) report *Implications of the COVID-19 pandemic for Vocational Education and Training*. The pandemic has exposed many vulnerabilities of the Education and VET systems. However, it is unclear what the mid- and long-term effect of Covid-19 on VET will be and how long the short-term effect will linger.

### 2.1.3 APPRENTICESHIPS

Another recurrent challenge identified by the OECD report<sup>26</sup> is the decline in apprenticeships and work-place learning opportunities during periods of economic downturn and Covid-19 lockdowns. The reduction in opportunities to practice skills represented a dual threat. On the

<sup>23</sup> Eurofound (2020), Living, working and COVID-19, COVID-19 series, Publications Office of the European Union, Luxembourg. Available at:

[https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef20059en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef20059en.pdf)

<sup>24</sup> Achdut (2020). Unemployment and Psychological Distress among Young People during the COVID-19 Pandemic: Psychological Resources and Risk Factors. Available at: <https://pubmed.ncbi.nlm.nih.gov/33007892/>

<sup>25</sup> OECD, (2021), *Implications of the COVID-19 pandemic for Vocational Education and Training*, Available at: <https://www.oecd-ilibrary.org/docserver/55afea00-en.pdf?expires=1628512610&id=id&accname=guest&checksum=2E580AAFD1C0F7E6DDCD41AE10E52FCB>

<sup>26</sup> OECD, (2021), *Implications of the COVID-19 pandemic for Vocational Education and Training*, Available at: <https://www.oecd-ilibrary.org/docserver/55afea00-en.pdf?expires=1628512610&id=id&accname=guest&checksum=2E580AAFD1C0F7E6DDCD41AE10E52FCB>

short term it is a challenge for some students in graduating VET education where work-place learning was a mandatory component of the programme and in the medium term it has a negative impact on the transition from education to the labour market.

### 2.1.4 CAREER OUTLOOK

Costa - Dias et al. (2020) made an initial estimation of the impact of Covid-19 on young people's career prospect. The paper highlights two important trends:

- Firstly, over the last decade, young people entering the labour market have increasingly been working in occupations that are relatively low-paid and many of them were impacted severely by the onset of the Covid-19 pandemic;
- Secondly, the pandemic has severely affected the career prospects of young people and could result in prolonged negative economic impact for this target group. Reduction in demand for employees and open job opportunities could make it even harder for young people to access the career ladder and move into higher-paying occupations.<sup>27</sup>

### 2.1.5 LABOUR MARKET

The Covid-19 crisis had a strong impact on both demand (vacancies) and supply (people available to work) in the labour market. International Labour Organisation conducted a worldwide study to assess the impact of Covid-19 on youth. The main findings of this study are:

- The economic situation worsened by the severe measures' governments had to take to limit the spread of the virus, leading to reduction of most economic activities;
- The business environment faced difficulties anticipating the short- and medium-term evolution of the pandemic situation in relation to the demand of their products and services.<sup>28</sup>

### 2.1.6 YOUTH UNEMPLOYMENT

Lambovska et al. (2021)<sup>29</sup> analysed the impact of the pandemic on youth unemployment in the European Union. It observed that unemployment rates increased both in countries where the numbers were already high prior to the pandemic (Greece, Spain, Italy) and in countries with lower unemployment rates (Czech Republic, Netherland, Poland, Slovenia).

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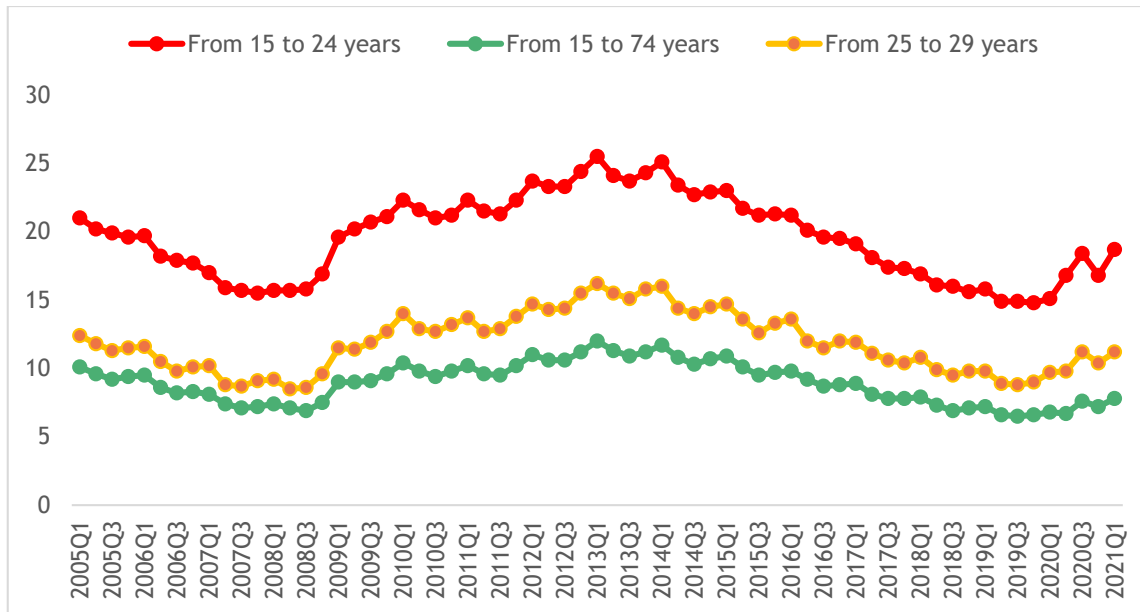
<sup>27</sup> Monica Costa Dias, Robert Joyce and Agnes Norris Keiller (2020), COVID-19 and the career prospects of young people, The Institute for Fiscal Studies. Available at: <https://ifs.org.uk/uploads/BN299-COVID-19-and-the-career-prospects-of-young-people-1.pdf>

<sup>28</sup> ILO Report: *Youth & COVID-19: Impacts on jobs, education, rights and mental well-being*, 2020. Available at: [https://www.ilo.org/global/topics/youth-employment/publications/WCMS\\_753026/lang--en/index.htm](https://www.ilo.org/global/topics/youth-employment/publications/WCMS_753026/lang--en/index.htm)

<sup>29</sup> Lambovska et al. (2021). Impact of the Covid-19 pandemic on youth unemployment in the European Union. Available at: [https://www.researchgate.net/publication/352477547\\_Impact\\_of\\_the\\_Covid-19\\_pandemic\\_on\\_youth\\_unemployment\\_in\\_the\\_European\\_Union](https://www.researchgate.net/publication/352477547_Impact_of_the_Covid-19_pandemic_on_youth_unemployment_in_the_European_Union)



**FIGURE 6 EVOLUTION OF UNEMPLOYMENT RATE YOUTH (15-24 AND 25-29 YEARS OLD) VS. GENERAL POPULATION RATE (15 -74 YEARS) 2005Q1 TO 2021Q1**



Source: Eurostat database, Quarterly data

A similar pattern was outlined by Tamesberger and Bacher (2020)<sup>30</sup> and identified in research conducted by Eurofound (2021) in the EU Member States. The Eurofound report observed that young people were impacted most by the reduction in employment levels in comparison to other age groups. **Sectors typically employing young people (hospitality, leisure, etc.) have been disproportionately affected by lockdown measures and related job losses.**<sup>31</sup> Young people were highly represented among the groups of employees that were furloughed or in other agreements that involved a temporary suspension of work.

### 2.1.7 POTENTIAL “SCARRING EFFECTS” OF YOUTH UNEMPLOYMENT

Previous research by Ronald McQuaid (2015) describes the “scarring effects” of youth unemployment. The definition of scarring effects is that unemployment early in life can have a negative impact on future wages, unemployment later in life, psychological symptoms and risky behaviour.<sup>32</sup>

<sup>30</sup> Dennis Tamesberger and Johann Bacher, (2020), COVID-19 Crisis: How to Avoid a ‘Lost Generation’, *Intereconomics*, Volume 55, 2020 · Number 4 · pp. 232–238. Available at: <https://www.intereconomics.eu/contents/year/2020/number/4/article/covid-19-crisis-how-to-avoid-a-lost-generation.html>

<sup>31</sup> Eurofound (2021), COVID-19: Implications for employment and working life, COVID-19 series, Publications Office of the European Union, Luxembourg. Available at: [https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef20050en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef20050en.pdf)

<sup>32</sup> Ronald W. McQuaid, (2015), The multiple scarring effects of youth unemployment, Technical report. Available at: [https://www.researchgate.net/publication/278303095\\_Multiple\\_scarring\\_effects\\_of\\_youth\\_unemployment](https://www.researchgate.net/publication/278303095_Multiple_scarring_effects_of_youth_unemployment)

The increase of youth unemployment due to Covid-19 has reignited the academic research around the “scarring effects” that youth inactivity and unemployment have on later career progress, wages, life chances, health and wellbeing (Ayllon et al.<sup>33</sup>(2021), Eberl et. al.<sup>34</sup> (2021), Jackson and Ortega – Marti<sup>35</sup> (2021)).

### 2.1.7 CONCLUSIONS

As previously presented Covid-19 has reverted in a short period of time some of the progress in terms of youth employment registered over the last five years. It impacted young people perception on the economic environment and future perspectives, along with their wellbeing. It unbalanced education and VET system, reduce apprenticeship opportunities and career prospects for youth.

The recurrence of the pandemic makes it extremely difficult to anticipate, quantify and understand all the effects that could unfold in terms of youth participation into the labour market. The details provided above give indication on the impact observed at this stage and on the anticipated one based on the experience of previous economic crisis.

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<sup>33</sup> Ayllón, S., Valbuena, J. and Plum, A. (2021), Youth Unemployment and Stigmatization Over the Business Cycle in Europe. Oxf Bull Econ Stat. <https://doi.org/10.1111/obes.12445>

<sup>34</sup> Eberl, A., Collischon, M., Wolbring T. (2021), Subjective Well-Being Scarring through Unemployment: New Methods, New Results?, SocArXiv. Available at: <https://files.osf.io/v1/resources/t57cd/providers/osfstorage/6037b29d035cf700adc7f8aa?format=pdf&action=download&direct&version=2>

<sup>35</sup> Jackson, P., Ortego-Marti, V., (2021), Skill Loss during Unemployment and the Scarring Effects of the COVID-19 Pandemic. Available at: <https://faculty.ucr.edu/~victorom/download/SkillLossSIR.pdf>

## 2.2 LABOUR MARKET TRENDS

### 2.2.1 TEMPORAL PERSPECTIVE: OPPORTUNITIES DECLINE IN TIME

There is large documentation available on trends that could influence the future of the European labour market (see **Annex 5** for examples from the ILO, OECD, the thinktank NESTA, the employer organisation IOE, and the employee organisation IndustriALL Global Union).

The table below describes ten trends influencing the future of the European labour market, put forward by the European Political Strategy Centre - the strategy unit of the European Commission.<sup>36</sup>

The third column outlines what the trend could mean for the future position of youth with limited opportunities in the European labour market.

**TABLE 2 TRENDS AND THEIR IMPACT ON YOUTH WITH LIMITED OPPORTUNITIES**

<b>Trend</b>	<b>Description</b>	<b>Potential Impact on youth with limited opportunities</b>
<b>Technology and new business models that are changing the concept of work</b>	Transforming what people do for a living; how they do it, what skills they need; from where they do their job; how work relations are structured, and how work is organised, distributed and rewarded.	Youth with limited opportunities are less likely to profit from this fluidity in the labour market than youth with more opportunities.
<b>The rise of non-standard work</b>	That can offer benefits by enabling a wider range of workers to enter the job market; facilitating the accommodation of family or personal obligations or activities; enabling companies to restructure their activities or improve their performance. Still, some workers are being trapped in atypical employment contracts that in many cases don't provide access to social protections (minimum wage, social security coverage, paid sick or maternity leave, or entitlements to unemployment benefits and pensions).	Non-standard work, like working from home, can lower barriers to work for those with disabilities and with little resources by reducing for example the travelling costs. But at the same time this can cause negative effects like the lack of social protection.
<b>Decline of the middle-paying jobs</b>	Increased global competition, technological progress and stagnating productivity growth in Europe leads to a decline in middle-paying jobs.	Decline in middle-paying jobs could lead to further increase of the relative size of the group of youth with limited opportunities.
<b>Lifelong learning is the new normal</b>	The transition from education to work is challenging as many new graduates find it difficult to obtain graduate-level work, especially in the field in which they have been educated. Many employers consider that new graduates lack skills needed for work which leads to a paradox that many Europeans may be over-qualified yet under-skilled. Life-long learning has become an economic imperative for each individual to cope with all the transitions that they are facing during their working life.	Lifelong learning might level the playing field for youth with limited opportunities that have the ability to learn, but those with learning difficulties will find it increasingly difficult to participate.

<sup>36</sup> The European Political Strategy Centre (EPSC) (2019), Ten trends shaping the Future of Work in Europe. Available at: <https://op.europa.eu/en/publication-detail/-/publication/e77a1580-0cf5-11ea-8c1f-01aa75ed71a1/language-en/format-PDF/source-121729338>

<b>Digital skills are part of the basic skills that are still relevant</b>	As technology and digitalisation are shaping the economy and society, almost all jobs require at least basic digital skills. At the other end, the lack of highly skilled tech professionals is hampering Europe's digitalisation and economic growth.	For youth with limited opportunities that have limitations in terms of digital participation (e.g., not having the resources to buy computers or internet subscriptions) this will limit their opportunities.
<b>Work and leisure overlapping in our 24/7 streaming society</b>	An increase in the number of workers performing extreme working hours, especially among high-skilled workers, people in the corporate and financial sectors. Flexible and remote work technologies and policies have benefits, but are also linked with the phenomenon of 'workism' defined as the implicit expectation of being available for work – or at least responding to work-related messages – outside formal working hours, thereby no longer allowing for a clear distinction between work and non-work time.	Youth with limited opportunities that are less able to mentally cope with workism will find it increasingly difficult to comply to new work-norms.
<b>Robots and algorithms becoming an integral parts of business culture</b>	The deployment of machines and robots is gradually freeing the human workforce from doing specific routine tasks. At the same time, new emerging task related to managing and troubleshooting automated systems are growing and require workers and skills adaptation. Additionally, AI improvements could lead to situations where systems outperform humans in specific professions and could make them obsolete in the medium term. Also, the rise in human-machine interactions would lead to development of new employment based on synergic work between humans and computerised systems.	The rise of automation and AI will likely further undermine the prospects of youth with limited opportunities by reducing the jobs available. But some of these new innovations might, and hopefully will be used to overcome barriers that youth with limited opportunities are currently facing for example by helping them overcome disabilities or health related problems, and to achieve better educational outcomes.
<b>Growing need for new sources of opportunities for women in the labour market as the service economy has reached a plateau</b>	Gender differences are still visible in the labour market in pay levels and types of activities that men and women perform. The pay gap is attributed to the fact that women are, on average, in part-time, non-standard, and/or low-paid jobs, with fewer chances of promotion and career advancement.	As we have seen, gender inequality is one reason for youth having less opportunities. The lack of new sources of opportunities is likely to have a negative impact.
<b>Longer working lives and the “silver workforce”</b>	Increase in life-expectancy has led in some cases to an increase in the working lives. The prolongation of working lives could be explained by general policy decisions (increases in mandatory retirement age, influenced by the need to balance pension systems) and/or by personal decisions that in some cases are based on the need to gain additional resources as pension benefits accumulated are not sufficient for decent living.	For youth with limited opportunities that are destined to do heavy manual work (e.g., construction industry) this prospect will have a negative effect.
<b>Europe is losing in the global competition of attracting the best talents</b>	The workforces of many EU countries are stagnating/declining due to population stagnation, drop in fertility rates and baby boomers exiting the labour market. Two thirds of migration flows to the EU countries are driven by family reunification or based on humanitarian grounds. Europe does not manage to attract more highly skilled migrants compared with other regions.	A general economic decline of Europe in the world economy would also imply a further decline of opportunities for European youth with limited opportunities.

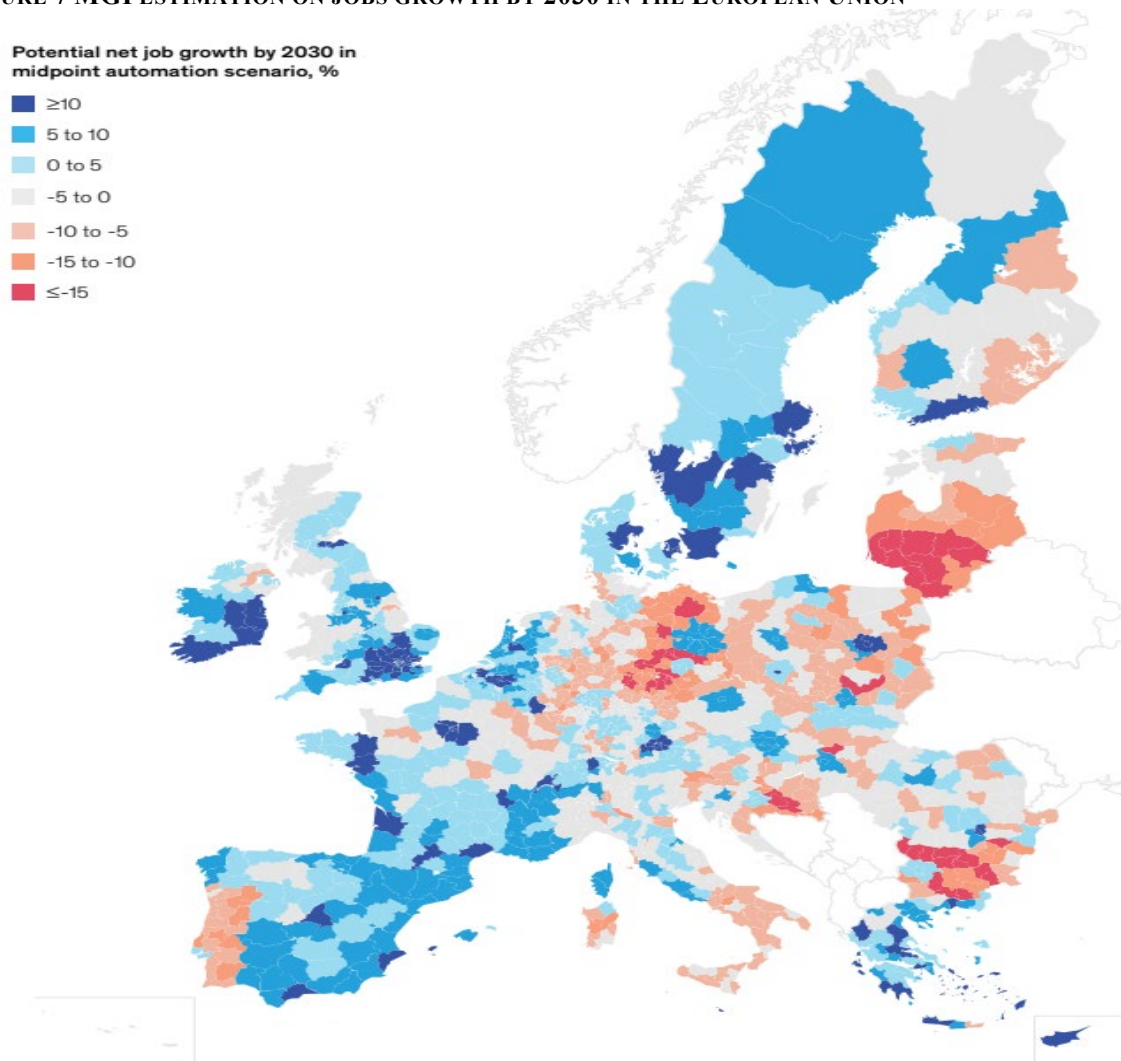
Source: Elaborated based on The European Political Strategy Centre (EPSC)

### 2.2.2 SPATIAL PERSPECTIVE: OPPORTUNITIES CONCENTRATE IN PARTICULAR PLACES

Economic opportunities are expected to be concentrated in 48 European urban hubs<sup>37</sup>. There will be a concentration of job growth for the coming decade in specific regions and decline in Eastern European countries, Eastern Germany, Southern Italy and Portugal.

This job growth perspective could lead to an increase of existing inequalities within and between European countries.

**FIGURE 7 MGI ESTIMATION ON JOBS GROWTH BY 2030 IN THE EUROPEAN UNION**



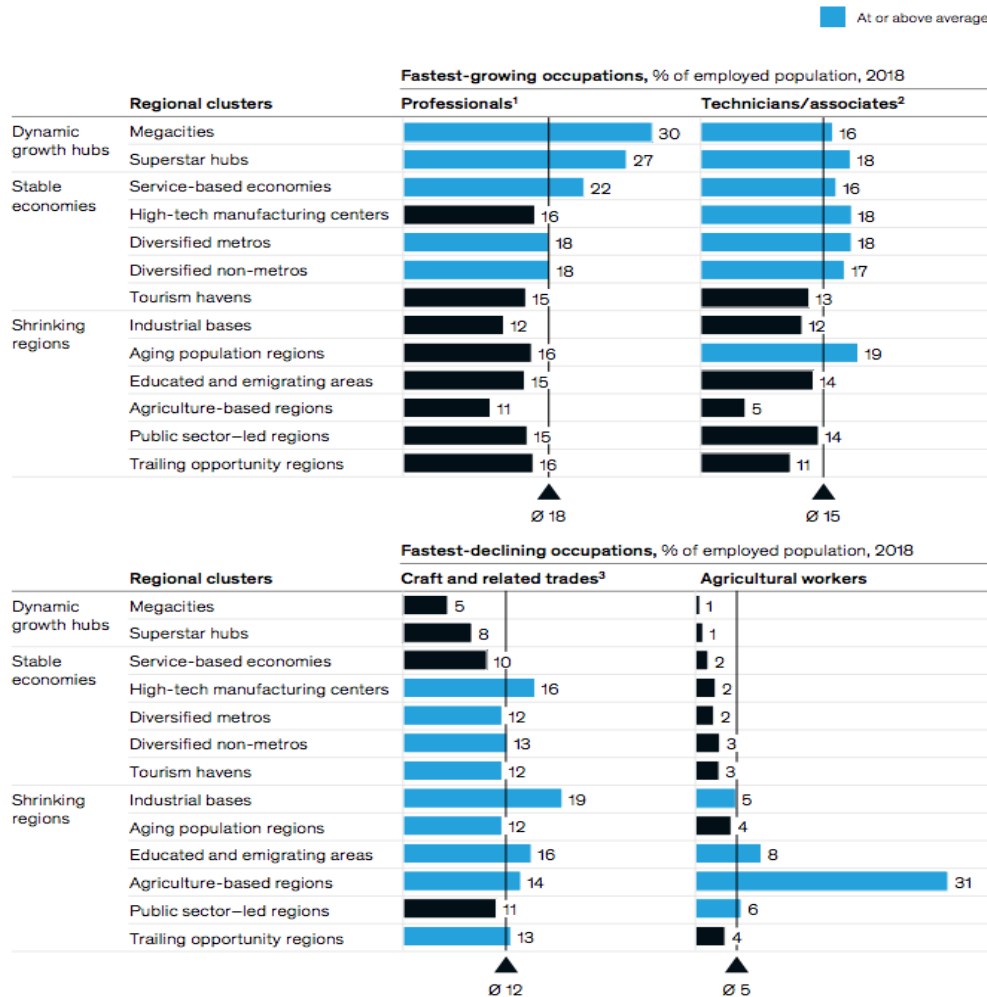
Source: McKinsey Global Institute (2020), p.27

The largest displacement of jobs will occur in specific regions of Europe. The increase in demand for professionals and technicians/associates' occupations will occur in dynamic growth hubs such as megacities (with a population over 10 million of inhabitants) and superstar hubs

<sup>37</sup> McKinsey Global Institute (2020). The future of work in Europe Available at: <https://www.mckinsey.com/~/media/mckinsey/featured%20insights/future%20of%20organizations/the%20future%20of%20work%20in%20europe/mgi-the-future-of-work-in-europe-discussion-paper.pdf>

(e.g., Amsterdam, Copenhagen, Madrid, Munich etc.), while the decline of demand for agricultural workers and craft and related trades will continue.

FIGURE 8 LOCALIZATION OF JOBS GROWTH AND TYPES OF OCCUPATIONS



Source: McKinsey Global Institute (2020), p.13

### 2.2.3 CONCLUSIONS

One key question for the coming years is: *how are countries going to react to these temporal and spatial trends?* Europe is currently developing policies to react to both the trends described in this chapter and the influence of Covid-19 pandemic. The youth marginalization in general and specifically in the labour market is just one issue in a broader set of topics that public policies have to tackle.

### 2.3 SECTOR GENERATORS AND SKILLS IN DEMAND



### 2.3.1. JOBS: EXPECTED DECLINE IN EMPLOYMENT OPPORTUNITIES

Although the future of work cannot be predicted, which is also true for the future of labour markets, it is possible to search for signals on how the future could unfold from various institutions that provide forecasts and foresight studies. The literature investigated provides some ideas about possible future outlooks.

One source is the European Center for the Development of Vocational Training (Cedefop) an independent agency of the EU. Cedefop monitors developments in terms of sectors and skills<sup>38</sup>. The latest report of April 2021 provides an overview of future sector-generators of employment opportunities in a pre-Covid-19 scenario, but also takes into account the impact of the pandemic as well the EC plan to combine the European recovery agenda<sup>39</sup> with the green<sup>40</sup> and digital<sup>41</sup> transitions.

**TABLE 3 IMPACT ON EMPLOYMENT AT SECTORAL LEVEL PRE- AND POST – COVID-19**

Scenario pre-Covid		Scenario that considers some of the Covid effects	
Employment (+)	Employment (-)	Employment (+)	Employment (-)
Public services (health and social work, education); Business services; Transport and communication; Distribution and retail; Technology and Research & Development intensive activities <sup>42</sup>	Extraction industries; Basic manufacturing; Agriculture	Essential services (e.g. healthcare, public administration); Production of pharmaceuticals, personal protective equipment and related hardware; Non-marketed services	Manufacturing; Agriculture, forestry and fishing;

Source: Own elaboration based on Cedefop (2021)

The pre-Covid scenario shows an increase in demand for occupations that require a medium to high skills level such as professionals, technicians and associate professionals and service workers.

Besides the growing and declining employment trends at occupational level, the Cedefop report considers the risk of automation in relation to future job openings. The estimated developments and risk of automation is presented in the figure below.

<sup>38</sup> Cedefop (2021). Digital, greener and more resilient. Insights from Cedefop's European skills forecast. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/154094> Available at: [https://www.cedefop.europa.eu/files/4201\\_en.pdf](https://www.cedefop.europa.eu/files/4201_en.pdf)

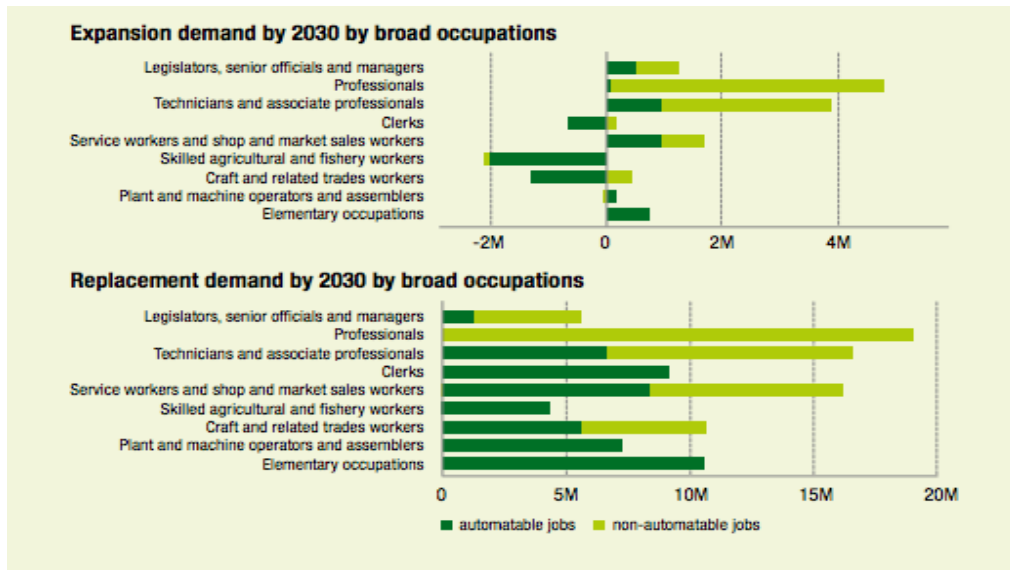
<sup>39</sup> European Commission: Recovery plan for Europe. Available at: <https://ec.europa.eu/info/strategy/recovery-plan-europe>

<sup>40</sup> European Commission, Delivering the European Green Deal, Available at: [https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/delivering-european-green-deal\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/delivering-european-green-deal_en)

<sup>41</sup> European Commission, A Europe fit for the digital age. Available at: [https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age_en)

<sup>42</sup> Why technology was removed from the post-Covid scenario is unclear.

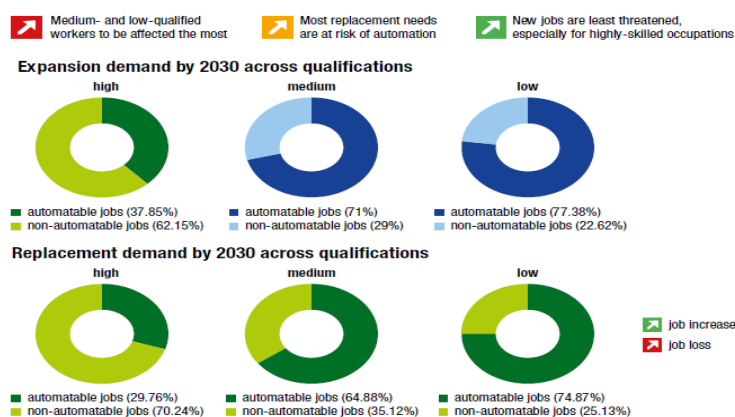
FIGURE 9 IMPACT OF AUTOMATION ON DEMAND FOR LABOUR AT OCCUPATIONAL LEVEL



Source: CEDEFOP (2021), p.24

The Cedefop report outlines that medium and low qualified workers will be affected most by the deployment of automation. **Although it is estimated that automation and automated processes will not lead to a decrease of jobs in general, it would have a negative impact among people and youth with a low level of education in comparison with those with a higher level of education.** The Professionals<sup>43</sup> occupations are expected to expand the most and register a high replacement demand. This category includes mainly occupations related to physical, mathematical and engineering science; life science and health; teaching and others. Additionally, such occupations require a tertiary level of education and highly skilled individuals to be filled.

FIGURE 10 IMPACT OF AUTOMATION ON DEMAND FOR LABOUR AT SKILLS LEVEL

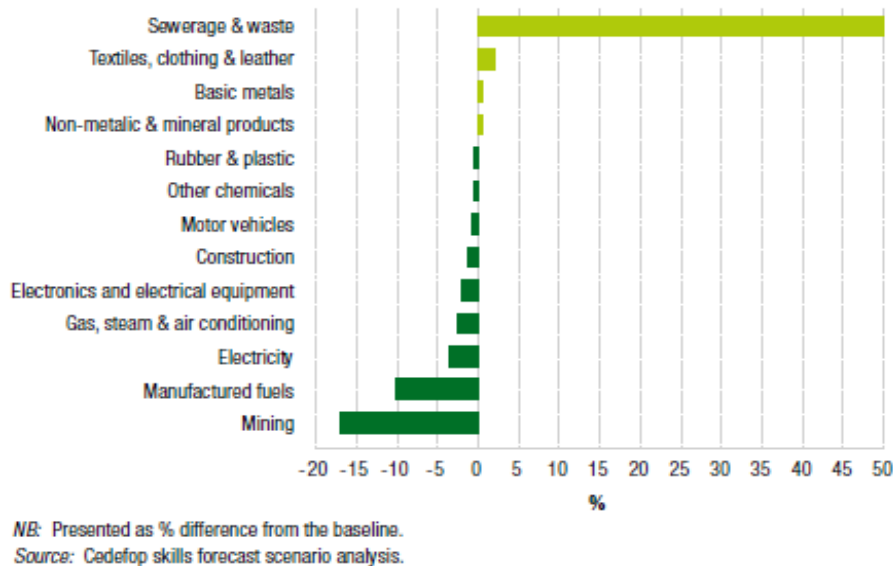


Source: CEDEFOP (2021), p.24

<sup>43</sup> Professionals is the Major Group 2 in the International Standard of Classification of Occupations (ISCO – 08). It is defined as those that ‘increase the existing stock of knowledge, apply scientific or artistic concepts and theories, teach about the foregoing in a systematic manner, or engage in any combination of these three activities.’ More details available at: <https://www.ilo.org/public/english/bureau/stat/isco/isco88/2.htm>

Cedefop provides insight in the anticipated effects of the European Green Deal on the sectors and employment in Europe. On the one hand, the green transition would result in more demand for jobs in sewage and waste sector, considering the important role of recycling in greening the EU economy.

FIGURE 11 DEMAND FOR JOBS CONSIDERING THE EUROPEAN GREEN DEAL



Source: CEDEFOP (2021), p.28

On the other hand, mining and manufacturing sectors will further decline due to the European Green Deal. There is increasing attention for the distributive effects of greening the European economy. This development is expected to have negative consequences for youth with limited opportunities living in regions of Europe with relatively high level of mining and manufacturing jobs.

Cedefop's estimations of expanding professions are in line with the overview provided by the McKinsey Global Institute in their Future of Work in Europe Report<sup>44</sup>. McKinsey forecasts a strong increase in demand for labour within 'professional, scientific and technical services' and 'human health and social work' sectors, while the biggest decline could occur in manufacturing in the medium to long term.

At occupational level, **strong growth is expected for those that require a high skill level such as STEM-related occupations, business and legal professional roles, creative and arts management roles, software developers, nursing professionals, and marketing professionals.** Some of the medium skilled occupations that are foreseen to register an increase in demand are physiotherapy technicians and healthcare assistants, equipment installers and repairers. The McKinsey report further points out that these upcoming growing sectors, professions and skills will be concentrated in certain parts of Europe.

<sup>44</sup> McKinsey Global Institute (2020). The future of work in Europe Available at: <https://www.mckinsey.com/~media/mckinsey/featured%20insights/future%20of%20organizations/the%20future%20of%20work%20in%20europe/mgi-the-future-of-work-in-europe-discussion-paper.pdf>

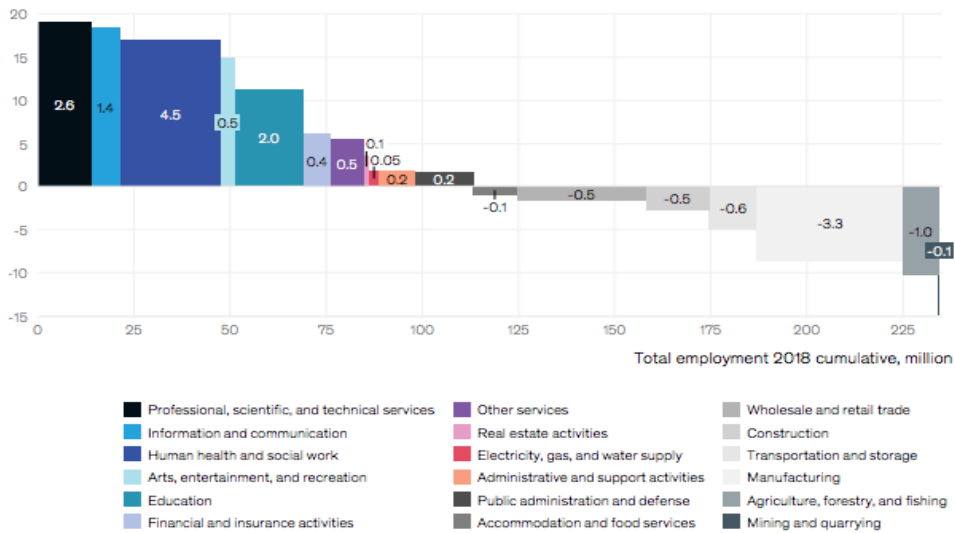
FIGURE 12 MCKINSEY ESTIMATIONS ON GROWTH OF JOBS AT OCCUPATIONAL LEVEL

Exhibit 12

**The strongest job growth is projected in professional, scientific, and technical services as well as human health and social work, while the biggest decline could occur in manufacturing.**

Potential net job growth in EU-27, United Kingdom, and Switzerland in midpoint automation scenario, million

Total change 2018–30, %



Note: Analysis of long-term labor market trends and impact of automation was conducted before COVID-19 pandemic. For discussion of the assumptions, sensitivities, and limitations of our automation scenarios, see *A future that works: Automation, employment, and productivity*, McKinsey Global Institute, January 2017.

Source: Eurostat; Oxford Economics; McKinsey Global Institute analysis

Source: McKinsey Global Institute (2020), p.20

### 2.3.2. SKILLS: RAISING THE BAR FOR YOUTH WITH LIMITED OPPORTUNITIES

There is a wide variation of classifications of skills and their developments (see **Annex 6** for an overview of classifications by McKinsey, World Economic Forum, OECD, ILO and academia).

Important information regarding the current situation and short-term developments of the roles in demand and skills needed in the labour market, can be obtained from surveys conducted by large recruitment and labour force intermediation agencies and by looking at the Cedefop database. This shows that skills are not a static concept. Both the meaning and the skills in demand by employers are always changing and the pace of change is increasing (hence the need for lifelong learning).

The Manpower Group (2021) report *Talent shortage*<sup>45</sup> provides details about the situation registered in 43 countries worldwide. The data of the most recent report (Q3 2021) indicates a recovery in terms of hiring, still 69% of companies report talent shortages and difficulty in filling the available jobs. Based on the data collected the ranking of main roles and skills in demand globally (see **Annex 7** for roles and skills in Greece, Netherlands, Romania and Spain) are:

**TABLE 4 ROLES AND SKILLS IN DEMAND IDENTIFIED BY MANPOWER GROUP (2021)**

	<b>Global</b>
<b>Roles in demand</b>	1. Operations /Logistics; 2. Manufacturing /Production; 3. Sales /Marketing; 4. IT / Data; 5. Administration /Data support; 6. Front Office/ Customer facing; 7. HR.
<b>Soft Skills difficult to find</b>	1. Accountability, reliability, discipline; 2. Resilience, stress tolerance and adaptability; 3. Initiative taking; 4. Leadership and social influence; 5. Reasoning, problem solving; 6. Creativity, originality; 7. Collaboration and team work; 8. Critical thinking and analysis; 9. Active learning and curiosity.

Source: Manpower Group (2021), *Talent shortages* Report

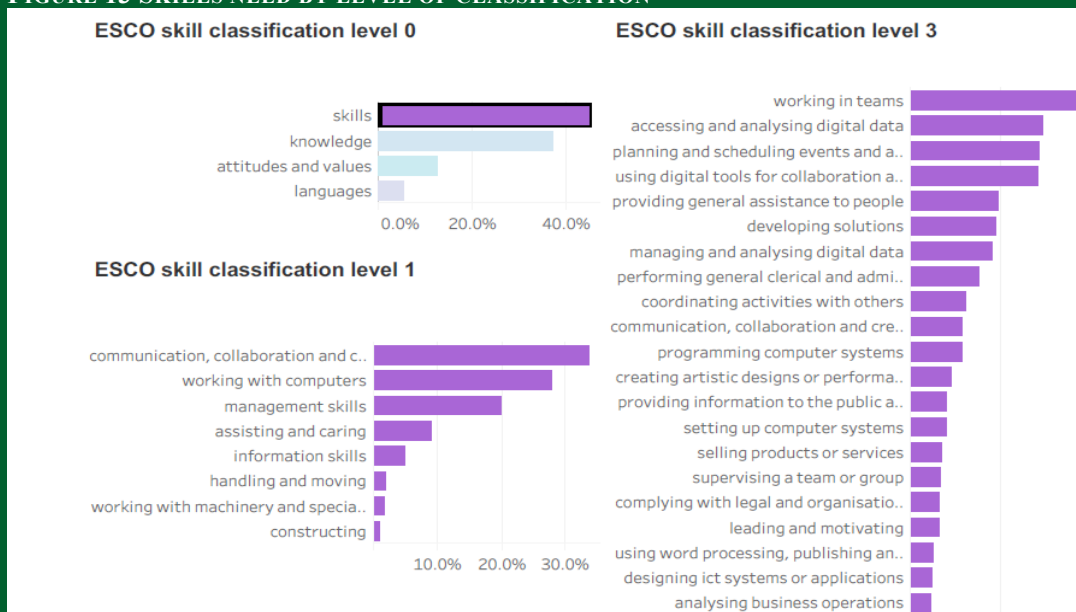
<sup>45</sup> Manpower Group, (2021), *Talen shortage*, Available at: <https://go.manpowergroup.com/talent-shortage>

### Example of a Skills needs snapshot provided by Cedefop database

The Cedefop has developed and provides information about the skills needed in EU through the Skills Online Vacancy Analysis Tool for Europe (Skills-OVATE database). This database collects detailed information on jobs and skills derived from online job advertisements placed by employers using PES portals, private job portals, recruitment agencies, online newspapers and employer websites.

The analysis of data on Q2 2020 – Q1 2021 provides the following skills needs snapshot for the EU-27:

FIGURE 13 SKILLS NEED BY LEVEL OF CLASSIFICATION



Source: Cedefop, Skills – OVATE database, Available at: <https://www.cedefop.europa.eu/en/data-visualisations/skills-online-vacancies/skills/occupations>

### 2.3.3 CONCLUSIONS

Both jobs and skills of the future are expected to raise the bar for youth with limited opportunities and make the transition from education to employment more challenging. Jobs on the rise require highly qualified young people. Jobs that can be more easily reached (those requiring only manual or simple cognitive skills) by youth as a stepping stone into the labour market are in decline. Trends such as digitalisation and greening of the European economy are expected to aggravate the challenge for youth with limited opportunities, especially for those living in mining and manufacturing predominant regions.



## CHAPTER 3: POLICIES IN PLACE

The goal of the first chapter was to understand “youth with limited opportunities” and the challenges they are facing. The second chapter helps to comprehend current and future developments in their transition from education to employment.

This third chapter will go into the third goal of the report; to provide an overview of a selection of policies that influence the transition from education to employment of youth with limited opportunities.

- The chapter will first explore the territory of the social policies (3.1). First, by showing that employment is just one piece in the puzzle of social wellbeing of youth with limited opportunities (3.1.1). Second, by investigating the link between social exclusion in general and the exclusion of youth with limited opportunities from the labour market (3.1.2). Third, by evaluating social policy as a way to improve self-efficacy by youth with limited opportunities (3.1.3).
- The chapter will then turn to labour market policies (3.2). First, by going into the Youth Guarantee and the need to improve the transition from education to employment for all European youths (3.2.1). Second, by going into the adoption of different active labour market policies under the Youth Guarantee (3.2.2).
- Finally, this chapter will explore some of the economic policies (3.3). As we have seen in the previous chapter economic policies are a precondition for the creation of jobs, and therefore for the employment of youth with limited opportunities. First, the chapter will describe the smart specialisation strategy (3.3.1). Second, in what way can this policy, and economic policies in general, be better utilized to help the transition from education to employment of youth with limited opportunities (3.3.2)?

## 3.1 SOCIAL POLICIES

### 3.1.1 EMPLOYMENT IS ONE PIECE OF THE PUZZLE OF SOCIAL WELLBEING

Policies that have the goal of stimulating the employability of youth with limited opportunities are part of a broader policy framework at the country level that try to promote the participation of all citizens into the labour market (**Annex 8** provides a snapshot for the Netherlands and Romanian situation).

### 3.1.2 THE LINK BETWEEN SOCIAL EXCLUSION AND EXCLUSION FROM THE LABOUR MARKET

The development and adoption of *the European Pillar of Social Rights* in 2017 represents an important step at EU level toward a strong social Europe that is fair, inclusive and full of opportunities. In this context, of particular importance is the Social Right no.3 *Equal opportunities* that states the following: “Regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities regarding employment, social protection, education, and access to goods and services available to the public. Equal opportunities of under-represented groups shall be fostered.”<sup>46</sup>

In this framework, the adopted *European Pillar of Social Rights Action Plan*<sup>47</sup> acts as a European employment and social inclusion strategy that aims to deliver by 2030 a strong social Europe for just transitions and recovery, achieve particular headline targets (*At least 78% of the population aged 20 to 64 should be in employment by 2030; At least 60% of all adults should participate in training every year; The number of people at risk of poverty or social exclusion should be reduced by at least 15 million by 2030*) and strengthen the implementation of the European Pillar of Social Rights at EU, national, regional or local level.

The EU Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy is another important policy designed to streamline the inclusion and participation of *youth with fewer opportunities* in programmes that are supported from EU funds in the financial framework 2021-2027. The updated version of the strategy from April 2021 focuses on young with fewer opportunities that face one or multiple barriers in accessibility and outreach. Such barriers identified are:

- *Disability*: young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities;

<sup>46</sup> European Commission, *the European Pillar of Social Rights*, Available at: [https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_en)

<sup>47</sup> European Commission, (2021), *The European Pillar of Social Rights Action Plan*, Available at: <https://op.europa.eu/webpub/empl/european-pillar-of-social-rights/en/>

- *Health problems*: young people with chronic health problems, severe illnesses, psychiatric conditions and other types of health issues;
- *Educational difficulties*: young people with learning difficulties, early school leavers, lower qualified youth, poor school performance;
- *Cultural differences*: immigrants, refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion difficulties;
- *Economic obstacles*: young people with a low standard of living, low income, dependence on social welfare system, young people in long-term unemployment or poverty, young people who are homeless, in debt or with financial problems;
- *Social obstacles*: young people facing discrimination based on gender, age, ethnicity, religion, sexual orientation, disability or other criteria, young people in or leaving from institutionalised childcare system facilities, young people with limited social skills or anti-social or high-risk behaviours, young people in a precarious situation, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans;
- *Geographical obstacles*: young people from remote or rural areas, young people living on small islands or in peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities).

The mechanism with which the program works is to provide the methodology, structures and networks to encourage and enable positive personal encounters during activities face-to-face and online interaction between people of different backgrounds (cultures, abilities, views, etc.). The acquired competences help people to navigate diversity and contribute to social cohesion. Dialogue between people with fewer opportunities and other groups should be encouraged throughout all activities supported under the EU programs, especially as a way of helping those that face barriers not to feel stigmatised considering their background.

### 3.1.3 SOCIAL POLICY AS A WAY TO INCREASE SELF-EFFICACY

Youth with limited opportunities are often not only economically, but also civically inactive. They have limited self-efficacy (*people's beliefs in their ability to influence events that affect their lives*)<sup>48</sup> in improving their own conditions. Adding citizenship skills to employability and entrepreneurship education programs can help overcome this (Oosterom<sup>49</sup>, 2018).

<sup>48</sup> Bandura, Albert (2010), "Self-Efficacy", The Corsini Encyclopedia of Psychology, American Cancer Society, pp. 1–3, doi:10.1002/9780470479216.corpsy0836, ISBN 978-0-470-47921-6

<sup>49</sup> Oosterom (2018). Youth employment & citizenship: problematizing theories of change. Available at: <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/13833>

Two concepts that also related to the importance of civic self-efficacy is that of the “*community entrepreneur*” (Johannisson<sup>50</sup>, 1990) and of the “*marginalized entrepreneur*” (Pidduk et al.<sup>51</sup> 2021). Entrepreneurs must often not only manage their business, but also institutional and political actors. This also implies that entrepreneurs not only work within their communities, but also use the resources in their communities and contribute to the resources within the community.

If marginalized entrepreneurs that become successful are able to both contribute to the wealth of their family and community and to create the (future) conditions for their successors to create a more level playing field, this would contribute greatly to the opportunities that youth with limited opportunities have for both employability as well as creating employment for others. These are aspects of entrepreneurship that should be more prominent in entrepreneurial education specifically targeted at youth with limited opportunities.

### 3.1.4 CONCLUSIONS

To conclude the social policy section organisations that want to contribute to the improving of employment opportunities for youth with limited opportunities should ideally (1) integrate the employment interventions with broader interventions creating wellbeing, (2) remove inequalities both in general and in the labour market and (3) increase self-efficacy of youth with limited opportunities.

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<sup>50</sup> Johannisson, B. (1990). Community entrepreneurship-cases and conceptualization. *Entrepreneurship & Regional Development*, 2(1), 71-88. Available at: <https://www.tandfonline.com/doi/abs/10.1080/08985629000000006>

<sup>51</sup> Pidduck et al. (2021) Learning from marginalized entrepreneurs: The merging phenomenon of transitional entrepreneurship. In: ICSB annual global micro-, small and medium sized enterprises report. Available at: <https://icsb.org/>

## 3.2 LABOUR MARKET POLICIES

### 3.2.1 THE YOUTH GUARANTEE AND EUROPE'S AMBITION TO ENSURE THE TRANSITION FROM EDUCATION TO EMPLOYMENT

When focusing on youth employment, there is one important policy at the EU level that tries to impact this domain, namely the Youth Guarantee (YG). The fact that young people are at a vulnerable position in the labour market and that they deal with multiple and various challenges when trying to sustainably integrate was recognised at EU level in 2013 along with the adoption of *Recommendation on establishing the Youth Guarantee*.<sup>52</sup> This document had the role to guide the intervention developed by each member state in order to support young people participation into the labour market, with a particular focus on young NEETs.

The efforts were strengthened in 2020 through the adoption of *the Recommendation on A Bridge to Jobs – Reinforcing the Youth Guarantee*.<sup>53</sup> This Recommendation will play a similar role in guiding the EU and member states efforts to increase young people and NEETs participation into the labour market and to overcome the negative impact of COVID-19 crisis in the medium term.

The document recommends EU Member States to “*ensure that all young people under 30 years of age<sup>54</sup> receive a good quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education.*”<sup>55</sup>

Eichhorst and Rinne, (2017) describe the Youth Guarantee as a labour market policy that aim to activate young people and to facilitate their school-to-work transitions.<sup>56</sup>

The attention of this policy has been on a few specific elements in the last couple of years, especially on:

- Early interventions and outreach to young NEETs;
- Closing the gaps in the service provided to youth;
- Improving and expanding the services offered by the public employment services to youth;

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<sup>52</sup> Council Recommendation of 22 April 2013 on establishing a Youth Guarantee (2013/C 120/01). Text available at: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013H0426\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013H0426(01)&from=EN)

<sup>53</sup> Council Recommendation of 30 October 2020 on A Bridge to Jobs – Reinforcing the Youth Guarantee and replacing the Council Recommendation of 22 April 2013 on establishing a Youth Guarantee (2020/C 372/01). Text available at: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1104\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1104(01)&from=EN)

<sup>54</sup> In the 2013 Recommendation the age group was up to 25, but MS had the possibility to extend the target group up to 29 and many decided to do so.

<sup>55</sup> School dropout policies are not made on the level of the EU. Countries and/or regional differences exist on how to prevent youth from stopping with school without a start qualification.

<sup>56</sup> Eichhorst, Werner; Rinne, Ulf (2017): The European Youth Guarantee: A Preliminary Assessment and Broader Conceptual Implications, IZA Policy Paper, No. 128, Institute of Labour Economics (IZA), Bonn. Available at: <https://www.econstor.eu/bitstream/10419/180623/1/pp128.pdf>

- Reforms of the apprenticeships and internships that have resulted into better preparation of youth for the labour market and on equipping them with more relevant skills;
- Better alignment of labour, education, social and youth policies;
- Development of new partnerships with social partners, youth services and youth organisations;
- Supporting the EU Member States with the development of plans to implement the Youth Guarantee at national level;
- Monitoring at EU level the implementation of plans at national level;
- Facilitating at EU level exchanges and mutual learning via the Mutual Learning Programme<sup>57</sup> and activities financed in the EU programme for Employment and Social Innovation (EaSI)<sup>58</sup>.

### 3.2.2 INTERVENTIONS THAT FALL UNDER THE YOUTH GUARANTEE

The overview of interventions supported under the Youth Guarantee across Europe indicate that between 2013 and 2016 start-up incentives represented less than 15% in the total of interventions designed and implemented 19 out of 130 cases. Most interventions fall under the category employment incentives and direct job creation.

FIGURE 14 TYPOLOGY OF INTERVENTIONS THROUGH YOUTH GUARANTEE PLANS

Sub-type	No of offers	Type of contract (1)			Remuneration/Support		Full/ part-time (1)		
		Open-ended	Fixed term	Either	According to national agreements	Other remuneration/ cash benefit (?)	Full-time	Part-time	Either
Employment incentives	74	13	31	29	54	20	21	3	49
Direct job creation	33	0	32	1	28	5	23	1	9
Start-up incentives	19	n.r	n.r	n.r	n.r	19	n.r	n.r	n.r
Sheltered/ supported employment	4	3	0	1	3	1	0	1	3

Source: DG-EMPL, YG monitoring questionnaires 2016 and LMP database.

Notes:

1. Employment incentives: Information for one intervention in ES is missing.
2. Includes other types of remuneration, receipt of unemployment benefits and other cash benefits.

Source: European Commission (2017), Data collection for monitoring of Youth Guarantee schemes: 2016

Source: European Commission, (2018), Employment and entrepreneurship under the Youth Guarantee - Experience from the ground, p.13

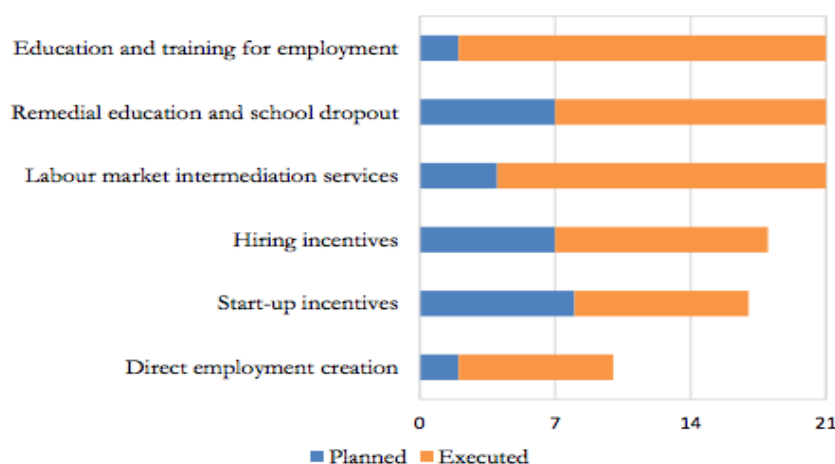
<sup>57</sup> EU Mutual Learning Programme: <https://ec.europa.eu/social/main.jsp?catId=1047>

<sup>58</sup> EU programme for Employment and Social Innovation (EaSI) <https://ec.europa.eu/social/main.jsp?catId=1081&langId=en>



Additional, information on the interventions that support youth employment under the YG can be found in Escudero and Lopez Mourelo <sup>59</sup>, (2017) an ILO report that reviews the implementation of the Youth Guarantee.

**FIGURE 15 DIFFERENCE BY TYPE OF INTERVENTION – FROM PLANS TO ACTUAL IMPLEMENTATION**



Note: This table only includes information of countries, for which the YG implementation plans are available online. For this reason, there is no information on Bulgaria, Cyprus, Greece, Malta, Slovakia, Slovenia or the United Kingdom. The information on Belgium combines all the initiatives included in its four regional plans. Information on measures executed was gathered from EC (2016b) that reviews steps taken by the European countries between April 2013 and July 2016 to implement the YG.

Source: Escudero and Lopez Mourelo, (2017), p.16

It is important to note that there are large variations in the way the Youth Guarantee was translated into national policies and local interventions. More details on the specificities of Youth Guarantee implementation in EU Members States are presented in **Annex 10**.

**Annex 11** provides details about the evaluations of the Youth Guarantee interventions effectiveness based on assessments made by academia in some of the Member States (Spain, Italy) and more general ones made by the European Court of Auditors and the European Youth Forum.

### 3.2.3 CONCLUSIONS

The labour market section concludes that (1) the Youth Guarantee uses a range of different active labour market interventions to create employment for European youth, (2) that different interventions are not equally used, most of them are employment incentives and direct job creation.

<sup>59</sup> Escudero, V., and Lopez Mourelo, E., ILO (2017). The European Youth Guarantee: A systematic review of its implementation across countries. Research Department Working Paper No. 21 Available at: [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms\\_572465.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_572465.pdf)

### 3.3 ECONOMIC POLICIES

#### 3.3.1 HOW THE SMART SPECIALISATION TRIES TO CREATE EMPLOYMENT

In EU context the **Smart Specialisation** is a policy designed to help regions (currently 170 regions in 16 countries) to improve their regional ecosystems. The policy helps regions to identifying niche areas of competitive strength, solving major societal challenges, bringing in a demand-driven dimension, fostering innovation partnerships, emphasising greater coordination between different societal stakeholders and aligning resources and strategies between private and public actors from different governance levels<sup>60</sup>. There is special support for regions that are lagging behind due to underdevelopment or low growth<sup>61</sup>. The Smart Specialisation policy is based on the assumption that a systems level innovation is needed in addition to niche innovation by individuals and single organisations in order to innovate the conditions in which individuals and organisations are operating.

The EC (2020) report *Projecting opportunities for industrial transitions*<sup>62</sup> describes the framing of policy responses of Smart Specialisation strategies and industrial transitions: *unmanaged transitions, support industrial champions, support innovation, research and entrepreneurship, support exports, support training and reskilling, transition management*. This overview shows a range of responses that can be applied to lagging regions. The most comprehensive approach of transition management assumes that a region cannot transition itself and needs strong coordination in all relevant policy domains (including training, re-skilling and entrepreneurship).

#### 3.3.2 HOW ECONOMIC POLICIES SHOULD TAKE YOUTH WITH LIMITED OPPORTUNITIES INTO ACCOUNT BY FOCUSING ON EDUCATION AND BY INVOLVING NGOS

It is recognized that education has not been involved enough and should be more involved to improve competences in the places that need it most. And to make sure that people most need are included.

*While successful industrial transitions may rely on a host of different policy areas, targeted provision of education and training is one of the most important to address. It has been largely neglected by S3, showing the limitation of traditional R&I policies (Edwards et al 2017; Hazelkorn and Edwards 2019). The most successful and innovative firms invest in different types of human competences (through recruitment or in house training), but they are geographically concentrated in more economically*

<sup>60</sup> Smart specialisation: <https://ec.europa.eu/jrc/en/research-topic/smart-specialisation>

<sup>61</sup> Smart specialisation lagging regions: <https://s3platform-legacy.jrc.ec.europa.eu/ris3-in-lagging-regions>

<sup>62</sup> European Commission (2020). Projecting Opportunities for Industrial Transitions (POINT). Concepts, rationales and methodological guidelines for territorial reviews of industrial transition. Available at: <https://s3platform-legacy.jrc.ec.europa.eu/documents/20182/392265/Projecting+Opportunities+for+INdustrial+Transitions+%28POINT%29+Concepts%2C+rationales+and+methodological+guidelines+for+territorial+reviews+of+industrial+transition/eecfbd60-d057-41d0-9c1e-a46772b1de28>

*developed regions. Public investment has a role to increase the collective availability of human competences in those places that need them most. (...)*

*Other factors affecting participation in education and training include gender and social exclusion. More generally, upskilling and reskilling increase social esteem and civic awareness, acting as a mitigating factor against the negative consequences of unemployment and globalisation. (p.15)<sup>63</sup>*

NGOs were not involved enough in the Entrepreneurial Discovery Process of the Smart Specialisation. Their involvement could make sure that the interests of youth with limited opportunities are better represented in economic policy making.

*The stakeholders include the private, research and public sector. Ideally non-governmental organisations (NGOs) and civil society should be also be involved, yet this segment of society was in practice rarely included. (p.16)<sup>64</sup>*

### 3.3.3 CONCLUSIONS

The economic policy section concludes that (1) the EU tries to improve the economic opportunities (in general, so this will also be true for youth with limited opportunities) using the Smart Specialisation strategy which focusses on the economic regions that need it the most, and (2) this economic policy can be better aligned with the interest of youth with limited opportunities by involving education and NGOs representing youth with limited opportunities in the policymaking process.

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<sup>63</sup> Idem 60

<sup>64</sup> Idem 60

## CHAPTER 4: OVERVIEW OF DIFFERENT INTERVENTIONS

The previous chapters provide an overview of what is meant with “youth with limited opportunities”, the developments that influence their transition from education to employment, and the policies that try to improve this transition. Chapter three already described several active labour market policies.

This chapter will go deeper into examples of the different interventions (4.1) as well as their availability in ‘the market’ (4.2). The chapter will also go into what is (un)known about the effectiveness of different type of interventions (4.3).

- The chapter will look into the measures that try to improve the transition from education to employment (4.1). First, by giving an overview of different preventive measures (4.1.1). Second, by giving more insight into different kind of facilitating measures (4.1.2). And third, by describing the consolidating measures (4.1.3).
- This chapter will then explore the availability of the measures / interventions in the market place (4.2). First, by looking at the ratio between the different type of measures in a sample of non-profit initiatives (4.2.1). Second, looking at the ratio in a sample of public initiatives (4.2.2). And third, looking at the ratio in a sample of private (CSR type) initiatives (4.2.3).
- Finally, the chapter will go into the effectiveness of interventions in general (4.3.1) and specifically on what is known about the effectiveness of the interventions targeting “youth with limited opportunities” (4.3.2).

## 4.1 OVERVIEW OF INTERVENTIONS: KALEIDOSCOPE OF DESIGNS

Preventive, facilitating and consolidating measures described below include initiatives/ intervention/ projects that help young people to reach their potential and have a positive impact at societal level<sup>65</sup>. In reality the boundaries between the measures are not clear cut. For example, a preventive measure can be defined as not having the aim of directly wanting to match someone with a job. It only prepares for the job and leaves it to others to actually do the matching. But often measures combine different elements to be effective.

### 4.1.1 PREVENTIVE MEASURES

Preventive measures **aim at avoiding youth becoming NEETs, long term unemployed or inactive persons**, given the consideration that is even more costly and difficult to re-engage with the NEETs population. In order to reach a high level of effectiveness, these measures would be deployed in the education level or in the first months after young people finish mandatory education, leave school early or drop-out from education.

These measures are very important to provide the support needed to young people to be successful in the long run, but for the organisation would represent "outputs" (no. of participants). It remains challenging to assess their contribution to sustainable employment or entrepreneurship outputs at the level of "outcomes".

Examples of initiatives/ intervention deployed at this stage:

- **General guidance and counselling services** to support both young people and their families to progress from a vulnerable situation and improve future perspectives. Tools for delivering include: in-depth counselling to identify the challenges faced; personal development plans, etc. **Method of delivery:** individual sessions /meetings with youth organised both in person or online. **Cost:** medium cost interventions since it involves individual delivery of services to youth and tailoring it to their specific needs. (e.g., Youth Coaching in Austria, see Labour Market Initiative database).
- **Providing information about the labour market or starting an entrepreneurial activity** (e.g., general or specific information session mostly targeted to youth in final years of lower or upper secondary education) including informative session about trends, legislation, opportunities and risks; experience sharing and testimonials about specific job profiles /careers with the support of people performing those activities. These interventions have the role to raise awareness and increase access to information by delivering adequate details about the labour market situation to young people. **Method of delivery:** sessions /meetings with multiple participants that can be organised both in person or online. **Cost:** less costly since can be delivered to multiple beneficiaries at the same time. (e.g., Asociación Cultural Soy Mamut, see Salto Initiatives database).

<sup>65</sup> There are multiple classification that can be used for different reasons, in this chapter the interventions are grouped by the authors in these three categories.

### Box 1. Resource and practices

**Kellimni.com** which provides one-on-one online support services mainly to youth at risk or facing social exclusion, abuse, neglect, and/or psychological difficulties and/or are in need of emotional, moral and social support. (<https://kellimni.com/to-whom-will-i-talk-to/>)

**Labour market information (LMI) toolkit (available in EU MS languages)** which aims to contribute to the improvement of the quality of lifelong guidance. The role of the toolkit is to highlight the importance and relevance of LMI and ICT lifelong guidance, to provide basic insights and examples and to provide an overview of useful resources. (Cedefop, <https://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit>)

**Labour Market Intelligence Applications (e.g. Burning Glass Technologies)** – which harness the power of data and technology to provide data-driven insights about the labour market. Such analyses could support the design and implementation of sustainable employability strategies that connect better education, government and companies.

More details at: <https://www.burning-glass.eu/en/about-us/>

#### 4.1.2 FACILITATING MEASURES

Facilitating measures would include support provided to young people to exit from a NEETs or other vulnerable situation by getting a job or access to further education or training (e.g. job mediation, career counselling, apprenticeships, internships, etc.). Additionally, measures included here are those that aim to stimulate development of businesses and start-up initiatives; The intervention with "tangible outcomes" (no. of people employed in further education or training, no. of businesses and start-ups operational).

Examples of initiatives/ intervention designed for this stage:

- **Needs assessment and profiling** – Personalised interventions represents the basis for successful labour market integration of any vulnerable person. The initiatives in this area are designed to identify the need and obstacles faced by young people in their transition towards the labour market. It provides valuable information for designing the pathways and future steps to ensure a sustainable labour market integration. **Method of delivery:** assessment and profiling questionnaires, individual sessions supported by different tools. **Cost:** medium costs implications, especially for the human resource involved in the individual delivery of services to youth.

### Box 2. Examples of practices



Youth Needs Assessment questionnaires that focus on developing a clear understanding of the situation in multiple areas like: family relationships; parental supervision; living arrangements and standards; educational situation; employment experience; financial management and needs; substance abuse; behavioural/emotional stability; attitudes, other risk factors.

*Well-being Indicator Tool for Youth (WIT-Y)*. More details available at: <https://www.anufs.org/documents/WIT-Y-Guide-FIN-REVISED.pdf>;

*My Journey Distance Travelled Tool* – that is designed to assess the vulnerable person situation, including youth, in the following areas: Literacy and numeracy confidence; Confidence, goal setting and self-efficacy; Communication skills; Connection with others; General work readiness. More details available at:

<https://www.pobal.ie/programmes/social-inclusion-and-community-activation-programme-sicap-2018-2022/distance-travelled-tool/>

*Jobiri* – a digital platform that connects job coaches, jobseeker, job providers (employers) and policymakers. It facilitates matching process as well as support to the different roles. Job coaches can find best practices, jobseekers find online courses and information about education and training, job providers find information about the process and policies that promote job creation. Policy makers can use the data to get insights on what policies are needed to improve the regional job market.

<https://www.jobiri.com/en/>

- **Career guidance and counselling** are personalised services that focus on keeping young people motivated and helping them choose right paths towards the labour market or an entrepreneurial activity. These services play a very important role in supporting young people educational, training and occupational choices that match their personal characteristics and challenges. **Method of delivery:** personalised conversations and group sessions; career quest exercises designed to link youth areas of interest and aptitudes with perspective jobs; Job searching techniques; support and advice in developing CVs, Motivation letters and in completing job application forms; practice interviews to build up skills and confidence; skills assessment to identify the youth job readiness based on the existing skills and competences and to inform about ways to improve skill and competences gaps; opportunities to try different activities based on personal interests, skills and capacities. **Cost:** medium costs implications, it relies on personalised delivery of services to young people.

### Box 3. Resource and practices

**JA Romania** supports NEET's by establishing small companies in Romania

(<https://www.jaromania.org/proiecte/neets-in-entrepreneurship>)

**Guide for Providing Comprehensive Career Guidance Services to Disadvantaged Youth** that provides both theoretical and conceptual details about career guidance (scope, areas of intervention, and principles) and practical details on design, implementation and methodological guidance for deploying such services.

(<https://iyfglobal.org/sites/default/files/library/Career-Guidance-Guide-EN.pdf> )

**Description of Guidance services to support youth in managing their careers**, developing services that enable motivated and positive career choices among youth. (Cedefop, <https://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit>)

In Flanders (Belgium) an app called the “Digital Advisor” is used to help school-leavers improve their job interview skills through online teleconference sessions.

- **Training and learning opportunities** – are very important to increase the skill, competences and knowledge of youth. These types of activities enhance young people employability and support the transition towards a job or an entrepreneurial activity. **Method of delivery:** instructor-led training in person or online; e-learning platforms; combination of multiple channels, etc. **Cost:** medium-high costs intervention, especially in the developing phase of the service.

### Box 4. Examples of practices

SAP Next-Gen Programme and the cooperation project between Generation Unlimited partnership, SAP and UNICEF to develop education and job skills training solutions for young people in underserved communities. (<https://www.unicef.org/press-releases/sap-and-unicef-partner-give-young-people-job-skills-training>; <https://www.sap.com/italy/about/company/csr.html#unicef>)

- **Facilitating access to apprenticeships, internships, volunteering opportunities** – these types of initiatives provide young people with work-based learning experiences that can further enhance their skills, knowledge and competences. These opportunities help people in acquiring early career experience therefore lowering a common barrier invoked by young people as hampering their prospects of finding a job, namely prior work experience. **Method of delivery:** apprenticeships are mainly a coordinator-led

work-learning experience delivered in person, since it involves acquiring practical skills and interaction with various machinery and tools, the theoretical aspects can be delivered through e-learning; internships part time, full time and long term in person or virtual. **Cost:** medium-high costs intervention.

### Interesting Case as a response to Covid-19 crisis

Development of **Virtual (online/remote) Internship** aimed at providing high school students, college students, graduates or anyone interested experience in different companies fully online. Virtual interns can perform their work-learning programs from their laptop, at home or while traveling. The communication with host organisation, peers and supervisors takes place via email, online chat, video calls and phone.

**Examples:** Environmental Law Remote Internships Greece

(<https://www.internhq.com/remote-internships/law-and-human-rights-support/environmental-law-from-greece/>); Marketing & Communications Remote Internship, Spain

(<https://www.internhq.com/remote-internships/marketing-and-communications/spain/>).

#### Box 5. Resources and practices

**European Alliance for Apprenticeships (EAfA)** a European platform that unites governments and stakeholders in order to strengthen the quality, supply and overall image of apprenticeships across Europe and to promote the mobility of apprentices. (<https://ec.europa.eu/social/main.jsp?catId=1147&langId=en>) The EAfA has built a knowledge sharing portal that provides information on practices, webinars, trainings and other information and resources about apprenticeships programs. (<https://ec.europa.eu/social/main.jsp?catId=1500&langId=en> )

**Virtual Internships** provided mainly by for profit organisation that facilitate students and high-school pupils' access to virtual in-company internships. Its aim is to increase post-program employment confidence and success. (<https://www.virtualinternships.com/> <https://www.internhq.com/remote-internships/>)

- **Job matching / intermediation** – various type of initiatives that facilitate the match between the demand for labour from the employers and the supply of labour from young people available to enter the labour market. These services rely on information about vacancies and jobseekers. Currently, many services providers are moving away from

job matching based on qualifications towards matching based on skills or competencies.

**Methods of delivery:** Online job matching systems that allow employers to post vacancies, review CVs and connect directly with jobseekers; Career fairs that can be organised on-site or online; **Cost:** medium-high costs implication, especially at the initial phase of the service.

Current developments rely on the use of “deep learning” techniques and “big data” to make **job matching more efficient**, in order to adequately track the rapid changes in employers demand influenced by economic developments and to personalise the services provided to the needs of jobseekers, especially for youth and other vulnerable groups.

## Box 6. Resources and practices

### JobNet project

**VDAB (the public employment service from Flanders) & Radix.ai (local start-up)** partnered to improve the job matching services provided with the use of “deep learning” models.

(<https://aws.amazon.com/partners/success/vdab-radix-ai/>,  
[https://www.oecd.org/els/emp/AI\\_presentation\\_VDAB.pdf](https://www.oecd.org/els/emp/AI_presentation_VDAB.pdf))

### Virtual Career Fairs

**AIESEC** is organising on 11 November 2021 a virtual Youth Career Day that includes exhibition stands, workshops, panel discussions, interviews and lectures.

(<https://www.aiesec.de/youth-career-day/en/program>)

**Workforce Solutions** in USA organises various virtual events that aim to connect young people with job openings in the State of Texas.

(<https://www.wrksolutions.com/for-individuals/job-search/job-fairs-and-hiring-events>)

**Women in Analytics** has organised the **Career Fair Week** event designed to support intermediation between data and analytics professionals of all genders and technical skill levels with job opportunities in companies active in the sector.

(<https://womeninanalytics.com/career-fair-week/>)

#### 4.1.3 CONSOLIDATING MEASURES

Consolidating measures would include those that help young people improve their labour market situation (e.g., further training and upskilling for those that are already employed) or support for the sustainable development of entrepreneurial initiatives by providing different services that can help the viability and long-term development of small businesses.

##### Examples of interventions:

- **training and learning opportunities** aimed at helping young people employed, but with a vulnerable labour market situation (in-work at risk of poverty; working part-time, but being able and wanting to work more hours; employed in a declining sector or occupation and desiring to transition to other sectors or occupations; etc.);
- **mentorship and other support programmes** designed to ensure the long-term viability of entrepreneurial initiatives and to provide help in overcoming the challenges encountered in the first years of functioning;

##### Box 7. Examples of practices

**Youth Business International** provided services to 160,000 young people to help keep their business running during the pandemic. Complementing the **Digital Accelerator programme** implemented in partnership with Accenture and supported by IKEA Foundation. (<https://www.youthbusiness.org/news/one-year-on-ybi-network-supported-over-160-000-young-people-to-help-keep-their-businesses-running-through-covid-19> )

#### 4.1.4 CONCLUSIONS

The overview of interventions section concludes that (1) different type or categories of interventions are sometimes difficult to separate. And, at the same time, it seems that (2) there are large differences between the interventions within the categories suggesting that adaptation of the measures and interventions is very important. There is a kaleidoscope of designs.

## 4.2 INDICATION OF THE MARKET: FACILITATING MEASURES MORE AVAILABLE THAN CONSOLIDATING AND PREVENTIVE MEASURES

In this part we present a snapshot on the ecosystem and interventions deployed internationally and in the EU Member States that aim to provide young people support in their journey from the education and training systems to employment or entrepreneurial activities. This section will provide only a general overview with more details on the specific interventions /service provider included in the Excel file that was used to collect the information which is provided separately.

To have a clear understanding on the typology of interventions that are deployed by NGOs, public institutions and private entities to support young people we used the framework described in part 4.1 (preventive /facilitating /consolidating interventions). Still, in some cases it is difficult to clearly separating the interventions in the 3 categories used. This was mainly due to the fact that some measures/ programs could fall in multiple categories or the providers offer youth people services that have multiple aims.

### 4.2.1 SALTO DATABASE WITH NON-PROFIT INITIATIVES

Salto-Youth works within the Erasmus+ Youth and the European Solidarity Corps programmes, being a network of seven Resource Centres working on European priority areas within the youth field. It provides non-formal learning resources for youth workers and leaders and organises training and contact-making activities for organisations that have youth as their target group for services, measures, interventions and activities.<sup>66</sup>

The database with organisation that support youth in the EU and outside contains more than 13,700 entries. In our analysis of organisations and interventions we focused only on those from Greece (393 entries), Netherlands (111 entries), Romania (862 entries) and Spain (1045 entries). Out of the more than 2400 entries in the four countries we selected 105 organisation (Greece - 16, Netherlands - 5, Romania - 30 and Spain - 54) that implemented projects or provide services, measures, interventions and activities focused on youth in line with the preventive /facilitating /consolidating framework.

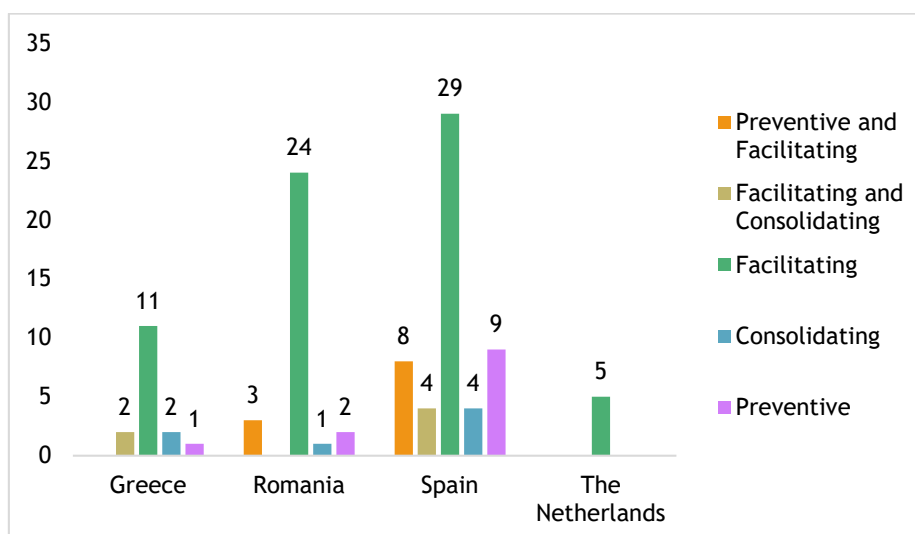
Most of the organisations identified through the Salto database in the four countries focus on implementing activities which **facilitate** access to the labour market for youth in general and for some categories that can be youth with limited opportunities. This could indicate that there is a gap in **preventive** and **consolidating** initiatives aimed at youth in the four countries, still we need to take into consideration the limitations of this source of information.

### FIGURE 16 TYPOLOGY OF INTERVENTIONS IDENTIFIED IN THE FOUR COUNTRIES

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<sup>66</sup> More details about Salto – Youth are available at: <https://www.salto-youth.net/about/>





Source: Own elaboration based on the initiatives identified in the Salto database

#### 4.2.2 LABOUR MARKET INTERVENTIONS PUBLIC SECTOR

In order to gather details about the interventions for youth deployed by public sector institutions directly or in partnership with other stakeholders we used the European Commission - *Database of labour market practices*. This database was developed under the Mutual Learning Programme to facilitate the exchange of practices and contains interventions that have proven successful in the country concerned, according to its national administration.

**TABLE 5 PUBLIC SECTOR INTERVENTIONS**

	Consolidating	Facilitating	Preventing
<b>Austria</b>			1
<b>Belgium</b>		1	
<b>Bulgaria</b>		1	
<b>Croatia</b>			1
<b>Denmark</b>		1	1
<b>Estonia</b>			1
<b>Finland</b>		1	
<b>Germany</b>		1	
<b>Ireland</b>			1
<b>Italy</b>		2	
<b>Netherlands</b>		1	
<b>Slovenia</b>		1	
<b>Spain</b>		2	
<b>Sweden</b>	1	2	1
<b>UK (Scotland)</b>		1	
<b>Total</b>	<b>1</b>	<b>14</b>	<b>6</b>

Source: Own elaboration based on the European Commission Database of labour market practices<sup>67</sup>

<sup>67</sup> More details available at: <https://ec.europa.eu/social/main.jsp?catId=1080&langId=en&practiceId=87>

In this source of information, we have identified 21 practices in 15 countries that are designed to help young people to access, enter or remain in the labour market or to support them in developing entrepreneurial activities. It shows the focus on preventive and facilitating interventions among the public institutions.

#### 4.2.3 PRIVATE SECTOR INITIATIVES

In order to have a diversified overview on the initiatives designed and implemented to help young people we also gathered information about private sector (major global corporations) efforts. The initiatives found are deployed either globally or in particular country or countries of the world (Europe means measure at a European scale; Netherlands, France and Greece are measures on a country level scale).

**TABLE 6 SUMMARY OF PRIVATE SECTOR INITIATIVES IDENTIFIED**

	Facilitating	Preventing	Consolidating	Preventing and facilitating	Preventing, facilitating and consolidating
<b>Canada</b>	2				
<b>Europe</b>		1			
<b>France</b>		1			1
<b>Ghana &amp; Uganda</b>				1	
<b>Global</b>	2	1	1	1	
<b>Greece</b>		1			
<b>South Africa</b>	2	1			
<b>The Netherlands</b>	1				
<b>United States</b>	2	1			
<b>Canada, France, United Kingdom, United States, India (late 2021)</b>				1	
<b>Total</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>1</b>

Source: Own elaboration based on the information collected

The private sector interventions identified are focused mostly on preventing youth disengagement and at facilitating their labour market integration through various measures, services provided.

An interesting practice which focuses on young people that would fall in the category of youth with limited opportunities is the Amazon Future Engineer<sup>68</sup> program aimed at increasing access to computer science education for children and young adults from underserved and underrepresented communities.

<sup>68</sup> More details available at: <https://www.amazonfutureengineer.com/>

More details on these interventions are provided in **Annex 15** and supplementary Excel file.

#### *4.2.4 CONCLUSIONS*

Facilitating measures are much more frequently found in the market than preventive and consolidating measures. The research did not uncover why this is the case, but a possible explanation is that facilitating measures provide the most tangible and measurable results. You can count the number of people that started a job. The effects of preventive and consolidating measures are more difficult to measure and need standardized trials that measure the difference between youth with limited opportunities that did and that did not participate in the preventive or consolidating interventions.

### 4.3 THE EFFECTIVENESS OF INTERVENTIONS: PREVENTION IS BETTER THAN THE CURE

This final section of chapter four goes into what is known about the effectiveness of different type of interventions. Different impact studies and meta-studies use different typologies but the connection is made between the literature on impact and evidence and the typology used in section 4.1 and 4.2.

#### 4.3.1 THE EFFECTIVENESS OF LABOUR MARKET INTERVENTIONS

In the often-cited meta study by Kluve et al. (2017)<sup>69</sup> collected and analysed 113 impact evaluations of different types of youth unemployment programs, just 17 were entrepreneurship promotion programs. This study looked at four types of programmes:

- Training and skills development, including providing trade- or job-specific technical skills, business skills training, literacy and numeracy programmes, and programmes that improve non-technical skills, such as core work skills, behavioural skills, life skills or soft skills of jobseekers.
- Entrepreneurship promotion, aiming to provide entrepreneurial skills as well as access to capital. Interventions may provide or facilitate access to credit (including microfinance programmes), provide start-up grants and technical support, and those fostering micro-franchising mechanisms.
- Employment services, delivering job counselling, job-search assistance, and/or mentoring services, which are often complemented by job placements and technical or financial assistance.
- Subsidized employment, including wage subsidies and labour-intensive public employment programmes aiming to reduce the labour cost for employers and provide employment to youth in infrastructure or social development and community projects, respectively (see also **Annex 9** on work integration social enterprises).

The analysis shows that skills training and entrepreneurship promotion (see **Annex 12** for the logical model) interventions have a consistently higher impact than the two other type of interventions in improving outcomes in terms of employment and earning.

*Skills training and entrepreneurship interventions positively and consistently impacted both the employment and earnings prospects of young people, while evidence from other intervention types showed rather lower impacts on both outcome categories. (Kluve et al. 2017, p.93)*

A major conclusion of Kluve et al. (2017) study was that programs which combine different components appear to be more effective, especially for people from disadvantaged groups. Still, the type of multi-component intervention combination that works best depends on the context and targeted beneficiaries.

<sup>69</sup> Kluve J, Puerto S, Robalino D, Romero J M, Rother F, Stöterau J, Weidenkaff F, Witte M., (2017) Interventions to improve the labour market outcomes of youth: a systematic review of training, entrepreneurship promotion, employment services, and subsidized employment interventions Campbell Systematic Reviews 2017:12 DOI: 10.4073/csr.2017.12 Available at: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_508938.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_508938.pdf)

#### 4.3.2 DESIGNING ACTIVE LABOUR MARKET POLICIES THAT WORK FOR YOUTH WITH LIMITED OPPORTUNITIES

A recent study by the Institute for Employment Studies<sup>70</sup> tried to collect evidence on what works specifically for youth with limited opportunities. The report also shows how no definitive answer or evidence of what interventions specifically targeted at youth with limited opportunities are most effective. But, it does provide the following seven recommendations:

**Accurate identification:** Trying to identify at risk young people as early as possible, through systems that track school to work transition or drop-outs.

**Effective engagement:** Using incentives, including cultural such as music, sports or arts; and financial incentives for example cash vouchers, to ensure that provision looks different to compulsory education and encourages take up.

**Effective assessment and profiling:** Accurately understanding an individual's needs in order to personalise support packages.

**A trusted, consistent advisor:** Young people need to believe support could make a difference to them achieving their personal goals and overcoming their contextual, personal and situational barriers. A consistent advisor can help sustain engagement, develop reflection/ action cycles, and help keep momentum towards the end goal.

*Delivery of personalised support packages, including options for:*

- Employability skills, job search skills, work experience;
- Capabilities – agency, self-efficacy, a goal and resilience to achieve it;
- Vocational and basic skills;
- Digital Skills;
- Addressing barriers including health and wellbeing, independent living, housing, etc and developing life skills.

**Strategies focusing on employers:** These are less common, but there is some evidence that targeted use of wage subsidies and intermediate labour markets (e.g., creating temporary, paid jobs where individuals receive additional support) can be effective.

**In work support:** The evaluation evidence is somewhat weaker on this, but suggests a stronger case for those with more significant labour market disadvantages.

The existing costs per participants for youth with limited opportunities varies as a result of the type of intervention. The estimated range is between 3.500-20.000 euro per person<sup>71</sup>.

<sup>70</sup> Institute for Employment Studies (2020). Supporting disadvantaged young people into meaningful work. An initial evidence review to identify what works and inform good practice among practitioners and Employers. Available at: <https://youthfuturesfoundation.org/wp-content/uploads/2020/04/v14-IES-evidence-review-FINAL.pdf>

<sup>71</sup> Idem

### 4.3.3 CONCLUSIONS

This section on the evidence about what works concludes that not enough is known and more evidence should be collected in the future. On a general level, the evidence points out that preventive measures (skills development and entrepreneurship promotion) seem to be more effective than facilitating measures (employment services and subsidized employment). About the effect of consolidating measures less evidence can be found. Evidence of what specifically works for “youth with limited opportunities” is still inconclusive.



## ANNEXES

Annex 1: Target group situation in the countries

Annex 2: Concepts relevant for understanding youth with limited opportunities

Annex 3: Example of defining the target group from another organisation

Annex 4: Country Fiche – Information on the demand and supply side situation

Annex 5: Overview of labour market trends

Annex 6: Different categorisations of skills

Annex 7: Roles and Soft Skills in demand for different countries

Annex 8: Snapshot of social policies relevant for youth with limited opportunities

Annex 9: Work integration social enterprises / Intermediate labour market

Annex 10: Variations in the implementation of the Youth Guarantee

Annex 11: Evaluation of the effectiveness of the Youth Guarantee

Annex 12: Zooming in on entrepreneurship promotion

Annex 13: Result chain entrepreneurship promotion

Annex 14: Entrepreneurial ecosystems

Annex 15: Interventions – Salto Database, Public and Private

## ANNEX 1: TARGET GROUP SITUATION IN THE COUNTRIES

Table below is an example of how the quantification of the target group at national level could look like from a barriers perspective.

**TABLE STATISTICAL SEGMENTATION BASED ON BARRIERS**

	<b>Greece</b>	<b>Netherlands</b>	<b>Romania</b>	<b>Spain</b>
<i>Disability</i> (15-29) in 2012 (no. of persons)	56,900	328,400	60,100	375,100
% of total youth population in 2012	3.3.%	10.6%	1.9%	5.1%
% of not employed young people (16-29 years) with self-perceived health situation	1.6%	3%	1.4%	0.5%
% of not employed young people (16-29 years) that reported <i>some or severe</i> self-perceived long-standing limitations in usual activities due to health problems in 2019;	3.5%	13.9%	5.3%	3.8%
Level of early leavers from education and training in 2019 EU-27 average of 8.4%	4.1% (18.2% in 2000)	5.5%	15.3%	17.3%
young people (15-29 years) at risk of poverty <sup>72</sup> in 2019 (no. of persons)	367,000 1/5	619,000 1/5	906,000 1/3	1,880,000 1/4
young people (15-24years) in long term unemployment (6 months and over) in 2019 (no. of persons)	61,500 1/20	26,000 <1/50	52,100 1/40	199,200 1/25

Source: Own elaboration based on Eurostat data

The barriers framework above was developed using common indicators collected at EU level that can be proxies for describing the situation at national level in the specific areas.

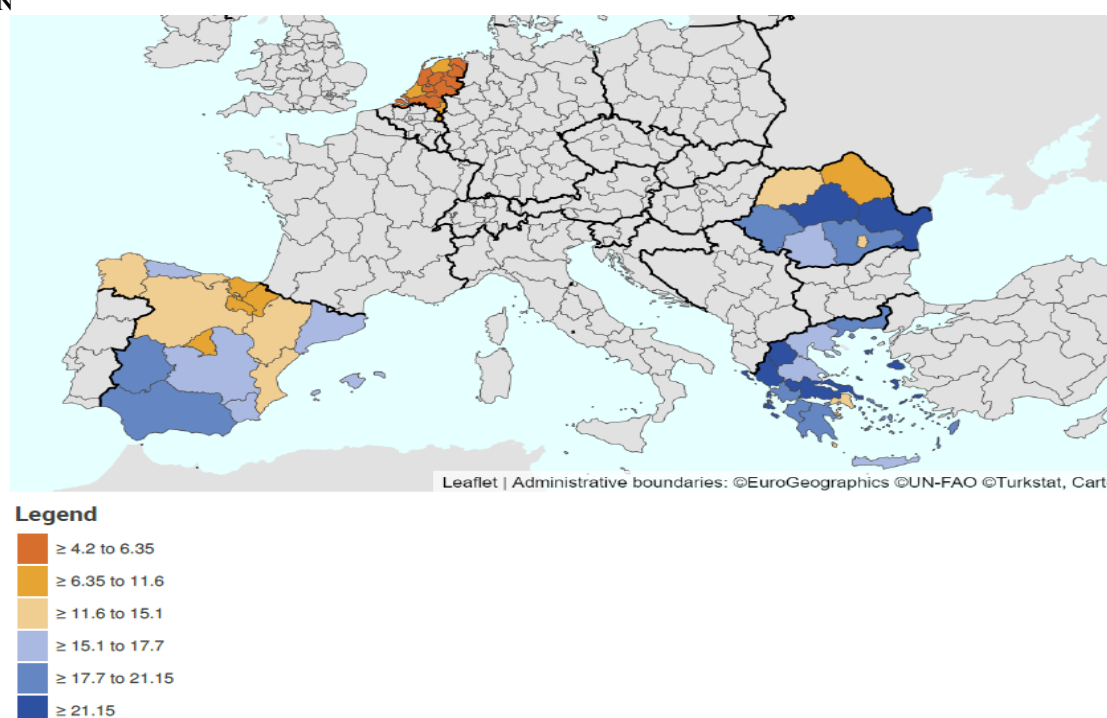
One particular challenge in building this common framework was the availability of data and especially of recent information for specific indicators that accurately reflect the situation. For specific areas like information on youth that have disabilities the data above are from 2012 when such information were last collected in an integrated manner at EU level. The lack of more recent information in this area could be explained by the difficulty in collecting such data in a more regular basis due to fear of stigmatization. More recent information could be available at national level in administrative databases, still we wanted to have a comparable overview between countries and this is difficult to build with administrative data since countries could have different ways of defining disability and identifying people with disabilities.

<sup>72</sup> The indicator *at-risk-of-poverty* includes youth people with an equivalised disposable income (after social transfer) below the at-risk-of-poverty threshold, which is set at 60 % of the national median equivalised disposable income after social transfers. More information at: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:At-risk-of-poverty\\_rate](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:At-risk-of-poverty_rate)

The four EU countries depicted above and others have various type of issues that are more prominent, still all the barriers are present in a different degree in all countries. Therefore, even when different approaches are deployed in a country, we consider that it is still possible to create synergies among countries and stimulate mutual learning.

The map below shows the large variations in NEETs rates between and within the four countries.

**FIGURE NEETs RATES - NUTS 2 REGIONS IN 2020 FOCUS ON GREECE, NETHERLANDS, ROMANIA AND SPAIN**



Source: Eurostat database available at:

[https://ec.europa.eu/eurostat/databrowser/view/edat\\_ifse\\_22/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/edat_ifse_22/default/table?lang=en)

Additionally, based on the statistical data available from Eurostat we developed a profile of the typical NEET population in the four countries presented in Table 2 below. The situation in these four countries is diverse, still overlapping characteristics are visible.

**TABLE STATISTICAL SEGMENTATION BASED ON NEETs POPULATION CHARACTERISTICS**

Area of challenge	Greece	Netherlands	Romania	Spain
Gender	Women	No significant difference	Women	No significant difference
Age group	20-29	25-29	20-29	25-29
Education	Low / medium	Low / medium	Low	Low / medium

Geography (regions)	Notio Aigaio, Sterea Ellada and Voreio Aigaio regions.	Groningen and Friesland	Centru, Sud-Est and Sud-Muntenia regions	Canarias, Andalucia, Baleares Islands and Extremadura regions and in Ciudad de Melilla and Ciudad de Ceuta.
Background	-	Foreign-born	-	-

Source: Own elaboration based on Eurostat data.

When NEET is the target group for an intervention and a targeted / segmented approach needs to be developed, such profiles can be used to create a starting point for designing interventions and communications materials.

## ANNEX 2: CONCEPTS RELEVANT FOR UNDERSTANDING YOUTH WITH LIMITED OPPORTUNITIES

This annex presents general issues that define and shape the evolvement of the target group. It provides insights on the academic work developed in this perspective and aims to clarify important concepts such as ‘intersectionality’, ‘labour market segmentation’, ‘downward social mobility’ and ‘precariat’. These concepts are important to better understand the challenges and limitation of the narrow and wider understandings of the target group.

### Intersectionality

Zuccotti and O'Reilly (2019) try to explain why young people become NEETs using an intersectional analysis. The concept of intersectionality was introduced by Kimberlé Williams Crenshaw in 1989 in order to understand how aspects of a person's social and political identity combine to create different modes of discrimination and privilege. The article shows how factors like having unemployed parents, coming from a certain minority group and gender influences the results and chances of specific youth in the labour market.

*“On average, young people with workless parents have a higher likelihood of becoming NEET compared to individuals from households with at least one employed parent, this does not apply universally to all ethnic minority groups, nor equally to young men and women. An intersectional analysis illustrates the universal and differentiated effects of disadvantage among youth.”<sup>73</sup>*

The study outcomes are UK specific, but similar dynamics could be present in other countries and factors like gender, household situation and ethnicity would interact and result into lower chances for specific groups of youth.

### Labour market segmentation theory

Further depth into the diversity and characteristics of young people with limited opportunities can be found in the scientific literature related to labour market segmentation theory.

In the book *Making work more equal: A new labour market segmentation approach*, O'Reilly et al.<sup>74</sup> (2017) explain the influence of factors like gender, household situation and ethnicity on youth labour market outcomes and inequalities.

Labour market segmentation theory tries to explain the inequalities in the labour market and, in opposition to neo-classical economics, states that labour markets are not perfect markets of

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<sup>73</sup> Zuccotti and O'Reilly (2019). Ethnicity, Gender and Household effects on becoming NEET: An intersectional analysis. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/0950017017738945>

<sup>74</sup> O'Reilly et al. (2017). *Making work more equal: A new labour market segmentation approach*. Chapter 13: The social reproduction of youth lab (our market inequalities. The effects of gender, household and ethnicity. Available at: <https://library.oapen.org/bitstream/handle/20.500.12657/31207/Making%20work%20more%20equal.pdf?sequence=1#page=266>

buyers and suppliers. Due to differentiation and specialisation workers are unable to switch easily between occupations and such changes require significant investment in skills and training. Another limitation for workers is that switching locations would incur costs and disruption in their lives.

The segmentation of the labour market results in inequalities due to the interaction between the market settings and what is termed “social reproduction” in academic literature. A term that was made popular by Thomas Piketty and his book *Capital in the 21<sup>st</sup> Century*<sup>75</sup>. Social reproduction is defined as the reproduction of social inequalities throughout generations.

A related term “social mobility” refers to the change in social status between individuals within the same family. Social mobility is a concept actively being pursued by the Organisation for Economic Co-operation and Development (see the report: *A broken elevator: How to Promote Social Mobility*<sup>76</sup>) and the EU (report *Beyond Averages: Fairness in an economy that works for people*<sup>77</sup>). Further details on these aspects and from these sources are provided below in the social mobility section.

## Labour market discrimination theory

Another challenging aspect that was identified and intensively researched in the academic literature is the recurrence of discrimination, especially in recruitment practices. We consider this an important aspect from the perspective that it can further reduce the chances of some categories of youth to access the labour market.

From the ample academic research on the influence of discrimination in hiring practices, we considered relevant to present the meta-study of Zschirnt and Ruedin (2016) investigating the ethnic discrimination in hiring practices.

*“(...) such discrimination has remained widespread across OECD countries in the last 25 years. Correspondence tests clearly indicate that the discrimination of ethnic and racial minority groups in hiring decision is commonplace: Equivalent minority candidates need to send around 50 per cent more applications to be invited for an interview than majority candidates.”*<sup>78</sup>

<sup>75</sup> Thomas Piketty, (2014), *Capital in the Twenty-First Century*. Harvard University Press

<sup>76</sup> OECD (2018). *A Broken Social Elevator? How to Promote Social Mobility*. Available at:

<https://read.oecd.org/10.1787/9789264301085-en?format=pdf>

<sup>77</sup> d'Hombres, B., Neher F. (eds.), Colagrossi, M., Blaskó, Z., Naszodi, A., Pontarollo, N., Schnepf, S., Agúndez García, A., Barrios, S., Bastianelli, E., Benczúr, P., Cassio, L. G., Cseres-Gergely, Zs., Cuccu, L., d'Andria, D., De Palo, C., Dessart, F. J., Dewandre, N., Ftergioti, S., Jara, H. X., Harasztosi, P., Karagiannis, S., Kvedaras, V., Langedijk, S., Maftai, A., Marandola, G., Martínez-Turégano, D., Mondello, S., Picos, F., Raab, R., Saisana, M., Serra, N., Teixeira Mendonça, F., Thiemann, A., Tumino, A., *Beyond averages - Fairness in an economy that works for people*, EUR 29995 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-11243-3, doi:10.2760/261169, JRC118959. Available at:

[https://publications.jrc.ec.europa.eu/repository/bitstream/JRC118959/fr\\_fairness\\_online.pdf](https://publications.jrc.ec.europa.eu/repository/bitstream/JRC118959/fr_fairness_online.pdf)

<sup>78</sup> Zschirnt, Eva; Ruedin, Didier, (2016), *Ethnic discrimination in hiring decisions: A meta-analysis of correspondence tests 1990–2015*, *Journal of Ethnic and Migration Studies*, ISSN 1469-9451, Taylor & Francis,



Additional insights from the literature on this topic provides details about: *taste-based discrimination* defined as having an open preference for hiring people from your own race; *statistical discrimination* being the result of the fact that an employer cannot cope with the amount of information in CV's and uses shortcuts in selection of candidates such as last names to scan for abilities of candidates.

Still, the paper of Zschirnt and Ruedin (2016) shows that taste-based discrimination remains dominant.

Although there are laws against discrimination in hiring practices the issue remains over present. In some cases' large size organizations hire diversity officers to create awareness within organizations on this aspect. A 2019 survey<sup>79</sup> amongst global diversity officers show that the top three activities include:

- Recruiting and retaining diverse talent;
- Diversity and inclusion training, learning and development;
- Fostering a diverse and inclusive workplace culture.

Discrimination remains a relevant factor that explains why in many cases some categories of youth don't have access to economic opportunities and impedes them to fully participate in society.

### **Social mobility and the risk of downward evolutions**

Understanding social mobility is important from the role played in achieving and ensuring equality of opportunities. This idea was reflected in the Europe 2020 Strategy which emphasizes the role of social mobility in terms of equal opportunity: "*It is about ensuring access and opportunities for all throughout the lifecycle.* (p.16)"<sup>80</sup>

In this context, Eurofound has investigated the social mobility in the EU especially taking into consideration the growing concern that younger generations have fewer opportunities for upward social mobility than preceding generations. The study conducted defines both *absolute social mobility* - the extent and nature of structural, occupational change and societal progress, as well as *relative social mobility* (or 'social fluidity') – people's chances of moving between certain occupational classes. One of the conclusions reached was that *downward mobility* of

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Milton Park, Abingdon, Vol. 42, Iss. 7, pp. 1–19, <http://dx.doi.org/10.1080/133693183X.20105.11303279>, <http://www.tandfonline.com/doi/abs/10.1080/133693183X.20105.11303279>

<sup>79</sup> Weber Shandwick (2019). Chief Diversity Officers Today: Paving the Way for Diversity & Inclusion Success. Available at: <https://www.webershandwick.com/wp-content/uploads/2019/09/Chief-Diversity-Officers-Today-report.pdf>

<sup>80</sup> The Europe 2020 Strategy. Available at: <https://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf>

men has increased in a majority of EU member states (18 out of 24) as for women this trend was visible in only 1/3 of the 24 member states analysed.<sup>81</sup>

The Organisation for Economic Co-operation and Development (OECD)<sup>82</sup> signals a trend of declining income mobility. Additional insights can be found in the inclusive growth initiative and framework<sup>83</sup> of OECD. Middle-class families face a higher risk of downward mobility and factors such as family structure and education are consistently associated with downward mobility for both men and women, whereas drug use increases downward mobility among men.<sup>84</sup>

Taking into consideration that inclusive growth and equal opportunities are central to the EU Social Agenda and imbedded as principle in the European Pillar of Social Rights, research on inequality and social mobility has developed considerably. The European Commission, through its science and knowledge service, the Joint Research Center (JRC) and the Eurofound have published reports that investigate these aspects from different perspectives.

In the 2020 report *Beyond Averages - fairness in an economy that works for people*, JRC provides some indications regarding the situation of social mobility in the EU context. Some of the main conclusions are: in Europe, educational achievement still depends on family socio-economic background, which indicates limited equality of opportunity; a reduction in intergenerational social mobility affects talented individuals from low socio-economic backgrounds who face difficulties to achieve a better place up the social ladder; the low social mobility poses challenges both from the equality of opportunity and from the economic development perspective, since individuals that could exhibit a positive impact are impeded to do so. Additionally, the report observes that inequalities in education are transmitted from one generation to the next and that around 74% of individuals with highly educated parents also complete higher education, compared to only 28% in the case of those with less highly educated parents. In Romania, Greece and Spain, the educational attainment of children was also influenced by the grandparents' level of education. Students with highly educated parents also have a higher participation in students mobility programs compared with their peers with less highly educated parents. As for self-perceived intergenerational mobility in the EU, 1/3 of individuals believe they have moved up the social ladder and 23% consider that their social status is lower than that of their parents.<sup>85</sup>

The Eurofound (2021) report *Wealth distribution and social mobility* analysed the wealth inequality trends in 21 EU Member States based on the Household Finance and Consumption Survey (HFCs). It found an increase in wealth inequality in Greece, the Netherlands and to a

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<sup>81</sup> Eurofound (2017), Social mobility in the EU, Publications Office of the European Union, Luxembourg. Available at: [https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef1664en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1664en.pdf)

<sup>82</sup> OECD (2018). A broken elevator? How to promote social mobility. Available at: <https://www.oecd.org/social/broken-elevator-how-to-promote-social-mobility-9789264301085-en.htm>

<sup>83</sup> OECD (2018). The OECD inclusive growth framework. Available at: The OECD Inclusive Growth Framework

<sup>84</sup> Acs, G., (2011) Downward Mobility from the Middle Class: Waking Up from the American Dream, The Pew Charitable Trusts and the Economic Mobility Project, Available at: <https://www.urban.org/sites/default/files/publication/24856/1001603-downward-mobility-from-the-middle-class-waking-up-from-the-american-dream.pdf>

<sup>85</sup> Idem

lower extent in Spain among other EU MS that exhibited such trends. It observed that in the Netherlands, the wealthiest 5% of society holds around 43% of total wealth, while the bottom 50% of the population holds less than 2% of total net wealth. Also, in the MS analysed the majority of people with a migration background are poorer than local-born citizens, and those from non-EU countries are poorer than immigrants from other EU countries. It reconfirmed the JRC findings that having a tertiary-educated parent increases the likelihood that the descendant will complete tertiary education and observed that parental wealth and the conditions in childhood are also important. Also, higher housing wealth is associated with higher probabilities of better educational achievements of children and with greater prospects for social mobility.<sup>86</sup>

### Downward social mobility and precariat

A recent report by the UK Social Mobility Commission<sup>87</sup> provides an in-depth overview of the different aspects of downward mobility as well as insights on research into the narratives around this phenomenon in society and its impact on new generations.

*In exploring downward mobility, this research challenges a notion of success defined only in the relatively narrow, linear terms of gaining material wealth and ascending the career ladder. Many of those defined as downwardly mobile had re-evaluated success over the course of their lives, pointing to their contribution to the community, the essential nature of their low-status work, and their efforts in caring for children and others, as markers of a successful life. However, the research also highlights the way in which the zero-sum game does not always provide a comfortable outcome for those who move downward. For some, involuntary downward mobility leads to a vicious cycle of low wages, long hours, caring for children and low prospects for career advancement, making life difficult and draining. In addition, the effects of lowered status in the eyes of society can cause emotional distress, affecting people's mental health and wellbeing. (p.58)*

In academics this group is termed “precariat” defined as the social class that is formed by all people (both young and adults) that are suffering from precarity, which means existing without predictability or security. This influenced their material and psychological welfare.

A 2019 survey in several European countries tried to provide insight into the size of the precariat. One of their criteria is the ability to have money at the end of the month for discretionary spending. In Greece this is only 5%, Romania 25%, Spain between 25-30% and Netherlands 30%. These numbers are for the general population including parents with children that would fall under the wider definition of youth that run the risk of downward social mobility.

<sup>86</sup> Eurofound (2021), Wealth distribution and social mobility, Publications Office of the European Union, Luxembourg. Available at:

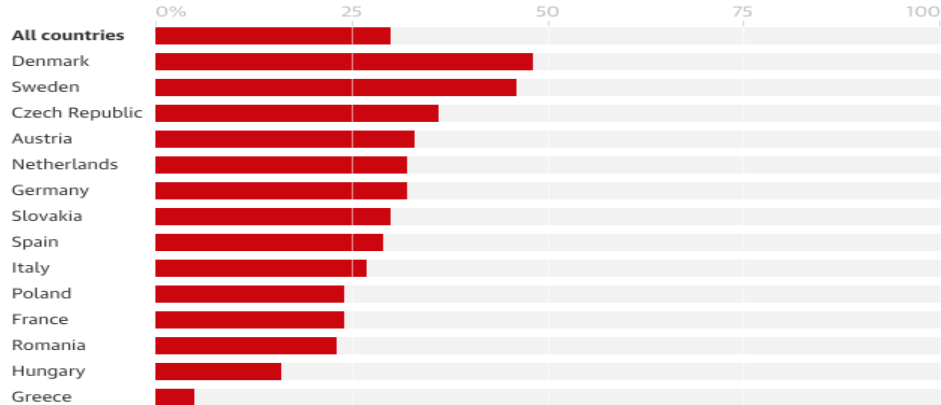
[https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef20034en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef20034en.pdf)

<sup>87</sup> Social Mobility Commission (2020). Changing gears: Understanding downward social mobility. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/936038/SMC\\_Changing\\_gears\\_Downward\\_mobility\\_Main\\_Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936038/SMC_Changing_gears_Downward_mobility_Main_Report.pdf)

**FIGURE PERCENTAGE OF PEOPLE THAT HAVE MONEY FOR DISCRETIONARY SPENDING AT THE END OF MONTH**

**Fewer than one third of Europeans have money left over at the end of the month for discretionary spending**

Percentage of people saying they have surplus cash each month for treats



Guardian graphic | Source: ECFR/YouGov survey

Source: European Council on Foreign Relations (2019)<sup>88</sup>

In the academia part we presented general societal challenges such as inequality and social mobility that have an important impact on the equality of opportunities. These general trends and factors could explain some outcomes at national level and the lack of opportunities faced by some of the youths today.

<sup>88</sup> Available at: <https://www.theguardian.com/world/2019/may/15/cash-credits-and-crisis-life-in-the-new-european-precariat>

### ANNEX 3: EXAMPLE OF DEFINING THE TARGET GROUP FROM ANOTHER ORGANISATION

The different types of segmentations of youth with limited opportunities provide ample choices on how to define the target group. A pragmatic way to determine that choice is to look at how other organisations defined their target group of youth with limited opportunities or resources. We found one such example in the *Youth Futures Foundation* from the U.K. in the report *Supporting disadvantaged young people into meaningful work*:

*The Youth Futures Foundation's mission and ambition is to support those young people furthest away from the labour market to move towards and into sustainable work. The Youth Futures Foundation target group is aged between 11 and 24 years, and experience multiple barriers at the point at which they attempt to enter the labour and this can have implications for them being able to sustain their position in employment. The barriers they experience can be both systematic and individual and cover combinations of: being from a disadvantaged background, experience of poverty, being post-addiction/in recovery, history of offending, health conditions and disability, learning difficulties/disabilities/cognitive function impairments, having caring responsibilities (adult or child), being in care /care leaver, having limited qualifications /low skills and other factors. A key concern for Youth Futures is how the intersection between race /cultural background combines with any of the above barriers to hinder progression into and within work.*

*However, the Youth Futures Foundation was also aware that interventions may not specifically target those with multiple barriers, but that their group of interest may have received support from 'universal' interventions. It therefore did not wish the 'what works' evidence identified and reviewed to be limited simply to interventions concerned with minimising the effect of multiple barriers.<sup>89</sup>*

The Youth Futures Foundation definition also uses the spatial lens for the youth with (multiple) disadvantages, place-based interventions delivered in partnership with frontline support agencies, statutory bodies and employers are very valuable. Spatial characteristics not only enable local collaboration, but also adaptation of interventions to the local context that influences young people's outcomes (e.g., The effects of local transport infrastructure, operation of local labour markets, etc).

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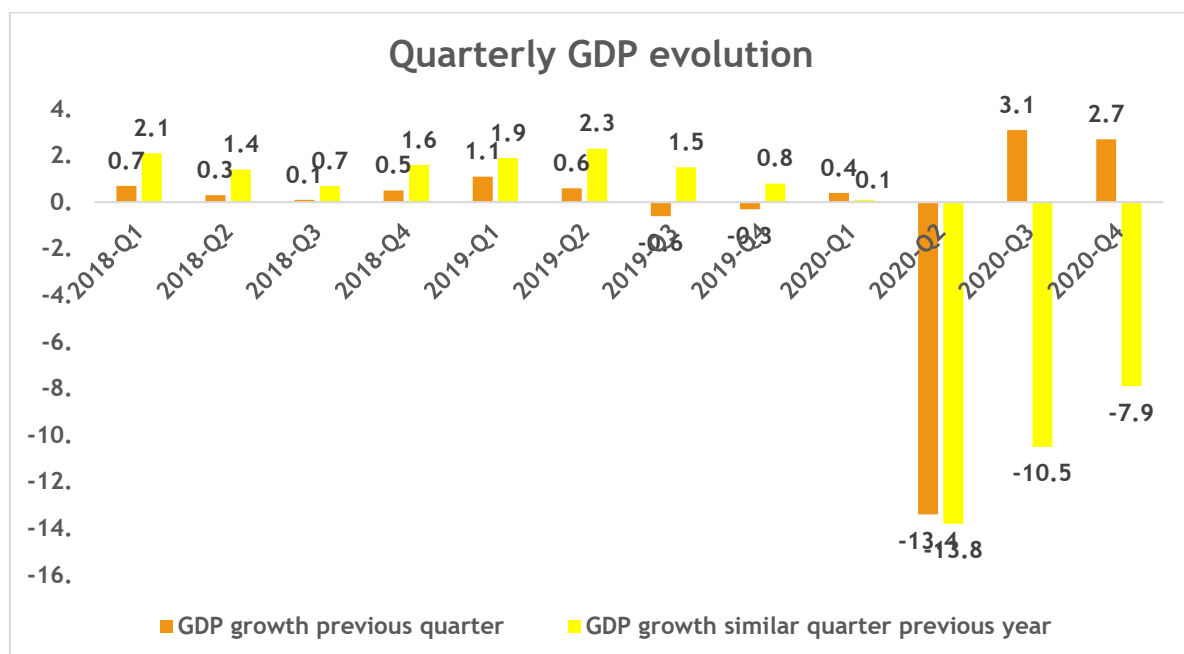
<sup>89</sup> Institute for employment studies (2020). Supporting disadvantaged young people into meaningful work. An initial evidence review to identify what works and inform good practice among practitioners and Employers. Available at: <https://youthfuturesfoundation.org/wp-content/uploads/2020/04/v14-IES-evidence-review-FINAL.pdf>

## ANNEX 4: COUNTRY FICHE – INFORMATION ON THE DEMAND AND SUPPLY SIDE SITUATION

### GREECE - Demand side analysis

#### 1. Economic evolution and impact of COVID-19

The Greek economy was growing at a modest pace before the COVID – 19 crisis and the pandemic has had a strong negative impact. In the second quarter of 2020, GDP fell abruptly registering a strong decrease both in comparison with the previous quarter and with the similar period of 2019. Compared with the situation in the previous years the reduction of GDP continue throughout 2020.



Source: Eurostat database, provisional data

In terms of labour market evolution, the unemployment for the general population (15+ years) has remained high (16,7% in 2020Q2 highest value registered during the year), without registering an increase compared with the quarterly evolutions in the previous year (16.9% in 2019Q2). Still, the situation has worsened for the youth population 36% in 2020Q2 (15-24 years) and 29.6% in 2020Q4 (25-29 years) with around 3 percentage points more compared with the situation in similar quarters of 2019.

According to Eurofound estimations in the 2020Q2 compared with 2019Q2 the employment registered a decrease of -2,8% and the weekly hours worked of -1,4. Greece was among the EU Member States that registered the highest proportion of people employed but not working 20.3 (percentage points).<sup>90</sup>

<sup>90</sup> Eurofound (2021), COVID-19: Implications for employment and working life, COVID-19 series, Publications Office of the European Union, Luxembourg, p.9,



## 2. Situation of business sector and easiness of starting an entrepreneurial activity

In 2020, Greece was ranked 79 out of 190 countries with a score of 68.4 in the Doing Business Report. Greece is among the best performers in terms of starting a business rank 11, but ranks 119 in terms of getting credit which could have an influencing factor in developing and sustaining new businesses.

<b>Starting a Business (rank)</b>	<b>11</b>	<b>Getting Credit (rank)</b>	<b>119</b>
Score of starting a business (0-100)	96.0	Score of getting credit (0-100)	45.0
Procedures (number)	3	Strength of legal rights index (0-12)	2
Time (days)	4	Depth of credit information index (0-8)	7
Cost (number)	1.5	Credit registry coverage (% of adults)	0.0
Paid-in min. capital (% of income per capita)	0.0	Credit bureau coverage (% of adults)	69.9

Source: Doing Business Report Greece<sup>91</sup>

## 3. Evolution of vacancies

The number of job vacancies in 2020Q4 recorded a decrease of 31.4% in comparison with the similar quarter of 2019 (7,382 and 10,767 respectively). The number of job vacancies in each quarter of 2020 has been lower than the situation in the previous year. In 2020Q2 just 5,600 job vacancies were accounted by the Greek statistical office a decrease of 61% compared with the situation in the same quarter of 2019.<sup>92</sup>

## 4. Trends of the Greek labour market at local level

The OECD Local Economic and Employment Development (LEED) Programme has developed various analysis and reviews of the local labour market evolutions.

<sup>91</sup> <https://www.doingbusiness.org/en/data/exploreeconomies/greece>

<sup>92</sup> Hellenic Statistical Press Release, Job Vacancies 4<sup>th</sup> Quarter, 14 April 2021, Available at: <https://www.statistics.gr/en/statistics/-/publication/SJO41/->

**Table 16.2. Trends in the jobs at risk of automation, Greece**

A. Creating jobs, predominantly in less risky occupations	B. Creating jobs, predominantly in riskier occupations	C. Losing jobs, predominantly in riskier occupations	D. Losing jobs, predominantly in less risky occupations
North Aegean		Attica	Ionian Islands
		South Aegean	
		Crete	
		East Macedonia, Thrace	
		Central Macedonia	
		West Macedonia	
		Epirus	
		Thessaly	
		Western Greece	
		Continental Greece	
		Peloponnese	

*Note:* Type A and Type C regions experienced an increase in the share of jobs at low risk of automation with respect to occupations at high risk of automation. Type B and Type D regions experienced an increase in the share of jobs at high risk of automation. In both Type A and B regions, aggregate employment grew, while in type C and D regions employment declined.  
*Source:* OECD elaborations.

Source: Job Creation and Local Economic Development 2018, Preparing for the Future of Work, p.196

The analysis conducted at local level by OECD<sup>93</sup> on Greece in 2018 highlights discrepancies in the evolution of local labour markets, especially in relation to occupations that are considered at risk of being displaced by automation. Only the **North Aegean** region was identified as a place where jobs were created in *less risky to automation occupations*. All other regions included in the analysis were flagged as having negative job creation evolutions.

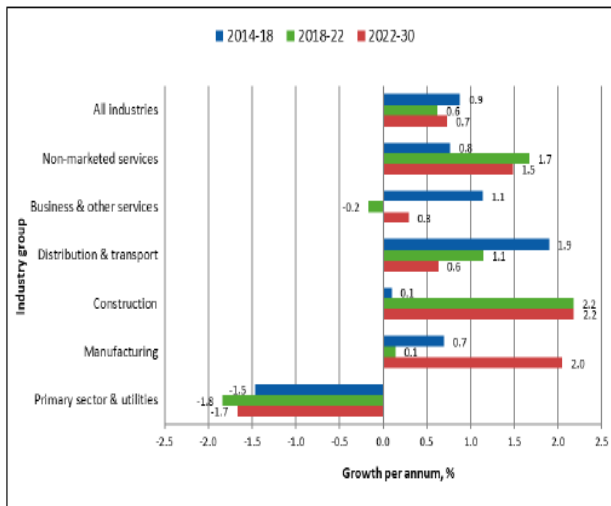
## 5. Labour market forecasts

The Cedefop prevision regarding the evolution of the Greek labour market<sup>94</sup> provide the following insights:

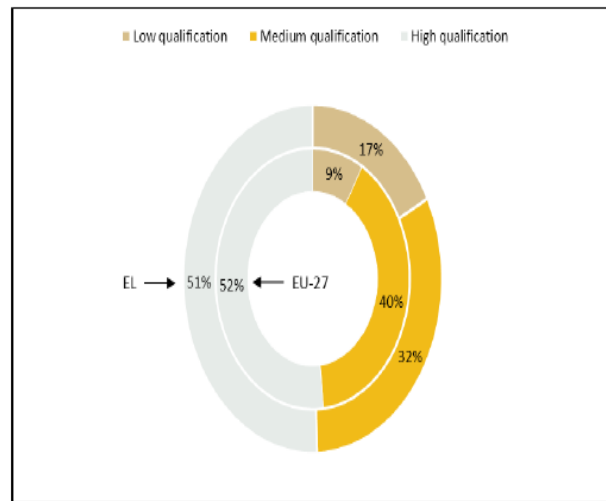
- employment could grow at around 2.5% throughout the decade and to be faster than the EU-27 average;
- strongest employment growth is expected in the *construction* sector with more than 2% per year;
- *Non-marketed services* could have a strong employment growth, with employment increasing by at least 1.5% per year on short- and longer-term perspective, especially driven by health and education sectors;
- *Manufacturing* could also register growth in the long term;
- *primary sector and utilities* are the sectors with a negative evolution of employment throughout the forecasted period.

<sup>93</sup> Job Creation and Local Economic Development 2018, Preparing for the Future of Work, Available at: [https://read.oecd-ilibrary.org/employment/job-creation-and-local-economic-development-2018\\_9789264305342-en#page1](https://read.oecd-ilibrary.org/employment/job-creation-and-local-economic-development-2018_9789264305342-en#page1)

<sup>94</sup> Cedefop (2020). Skills forecast 2020: Greece. Cedefop skills forecast. [https://www.cedefop.europa.eu/files/skills\\_forecast\\_2020\\_greece.pdf](https://www.cedefop.europa.eu/files/skills_forecast_2020_greece.pdf)



Source: Cedefop (2020 Skills Forecast).



Source: Cedefop (2020 Skills Forecast).

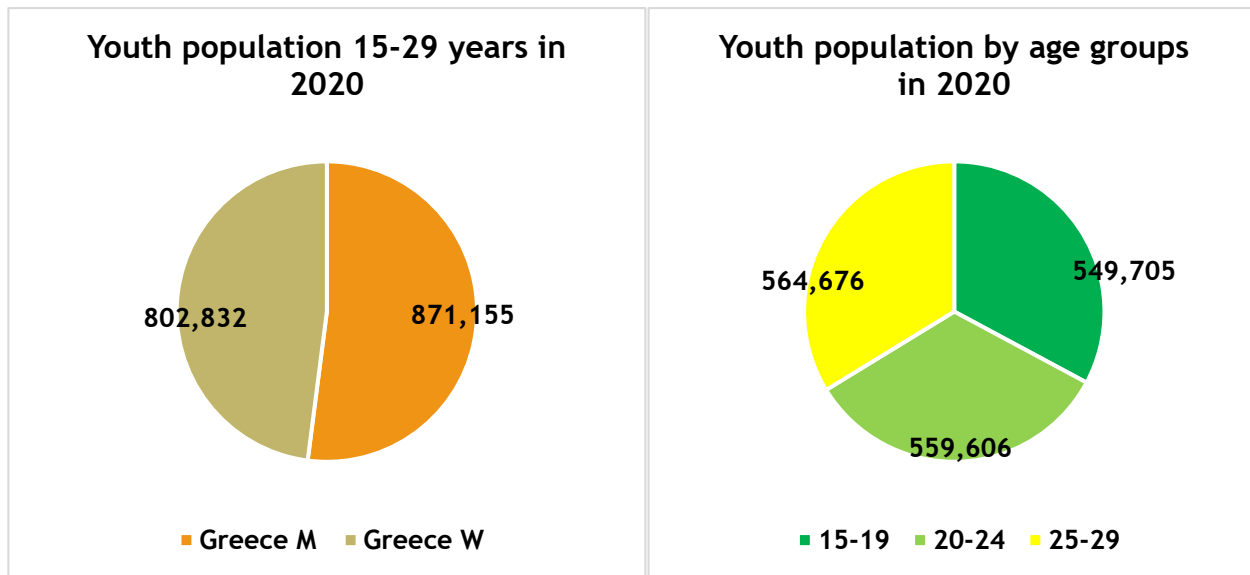
The Cedefop forecast indicates that more than half of the new jobs created in Greece in the long term would require a high qualification level (51%), 32% a medium level of qualification and only 17% could be filled by people with a low qualifications level.

The growth of jobs that require a high level of qualification is in line with the transition to a service-oriented economy that is increasingly based on digitalization and the use of technology.

## GREECE -Supply side situation

### 1. Demographic evolution

The youth population in Greece has declined with about 9% between 2013-2020, in absolute values the age group 15-29 has declined by around 160,000 to 1.67 million persons in 2020. The 25-29 age group has registered the steepest decline with more than 104,000 persons and the 20-24 years has reduced by about 58,000 persons. The number of young people 15-19 years old has registered an increase of 3,500 persons between 2013-2020.



Source: EUROSTAT database

With 871,000 persons, Men represent 52% of the youth 15-29 population in 2020 and the same proportion is registered for the 3 youth age groups (15-19, 20-24 and 25-29 years old). The 25-29 group is the largest 34% of the total population 15-29 years old.

The baseline demographic forecast of the youth population (15-29 years old) indicates a level of 1.68 million persons in 2025 and a decline to 1.66 million persons by 2030.

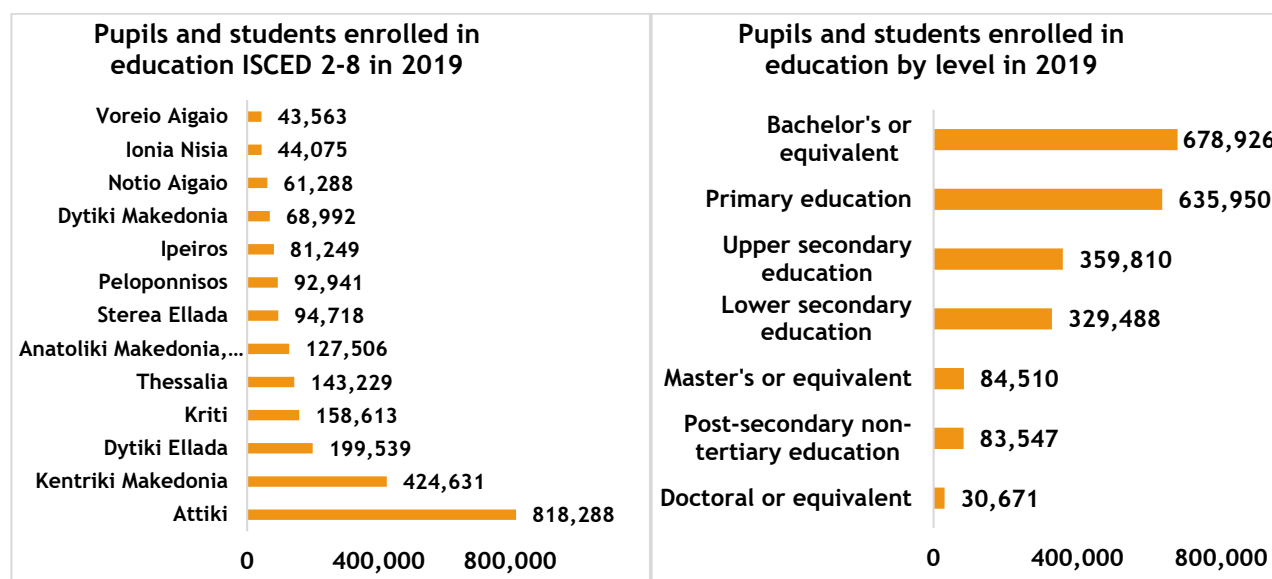
### 2. Educational participation

In 2019 Greece registered around 2.36 million pupils and students enrolled in education<sup>95</sup> with a gender share of 51/49 men/women.

Attiki the capital area region had the highest number of pupils and students enrolled in education with more than 818,000 persons representing around 35% of the total. The lowest numbers were registered in Ionia Nisia (44,000 persons) and Voreio Aigaio (43,500) just 2% each of the total population of pupils and students enrolled in 2019.

<sup>95</sup> All ISCED 2011 levels excluding early childhood educational development

In terms of level of education registration was the highest in *Bachelor's or equivalent level* around 31% of the youth enrolled in education. In *primary education* around 636,000 pupils were registered representing 29% of the total.



Source: EUROSTAT database

Between 2013-2019 the enrolment in *Bachelor's or equivalent level* education has registered a permanent increase, the level reached in 2019 is with 90,000 students more than at the beginning of the period. A steady increase was registered also for *Master's or equivalent level* more than 36,000 students enrolled in 2019 than the level of 2013. Although, enrolment and participation is very high in the tertiary education level most of the educated adults have smaller labour-market advantages in Greece than in other countries.<sup>96</sup>

A very steep increase was registered in the *post-secondary non-tertiary education* which had enrolled little over 13,000 pupils in 2013 and reached a level more than 6 times higher in 2019 (over 83,000 pupils enrolled).

The number of 15-29 years old enrolled in education in 2019 was more than 925,000 persons, 49% women and 51% men. At regional level around 1/3 of the young people enrolled in education were in the capital area Attiki and 19% in Kentriki Makedonia. At the lower end of the enrolment were Voreio Aigaio, Notio Aigaio and Ionia Nisia regions each with around 2% of the total youth 15-29 years enrolled in education.

Table Number of youth 15-29 years old enrolled in education in 2019 by regions and gender

	Women	Men	Total
Attiki	150673	154393	305066
Kentriki Makedonia	87403	87013	174416
Dytiki Ellada	37955	39155	77110

<sup>96</sup> OECD (2019), Education at a Glance 2019: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/f8d7880d-en>.

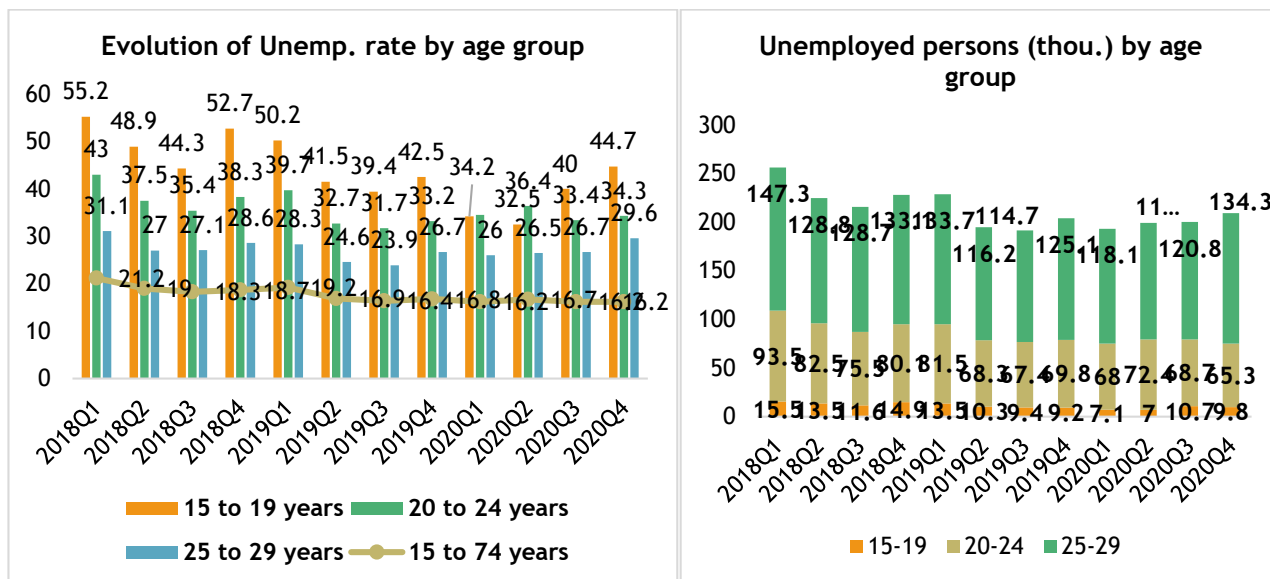
<b>Kriti</b>	32617	35099	67716
<b>Thessalia</b>	25692	30126	55818
<b>Anatoliki Makedonia, Thraki</b>	25753	26858	52611
<b>Ipeiros</b>	20522	17994	38516
<b>Stereia Ellada</b>	14206	22162	36368
<b>Peloponnisos</b>	15512	16231	31743
<b>Dytiki Makedonia</b>	12794	17111	29905
<b>Voreio Aigaio</b>	9159	9833	18992
<b>Notio Aigaio</b>	10144	8844	18988
<b>Ionia Nisia</b>	9114	8728	17842
<b>Total</b>	<b>451544</b>	<b>473547</b>	<b>925091</b>

Source: EUROSTAT database

### 3. Youth Unemployment rates and absolute values

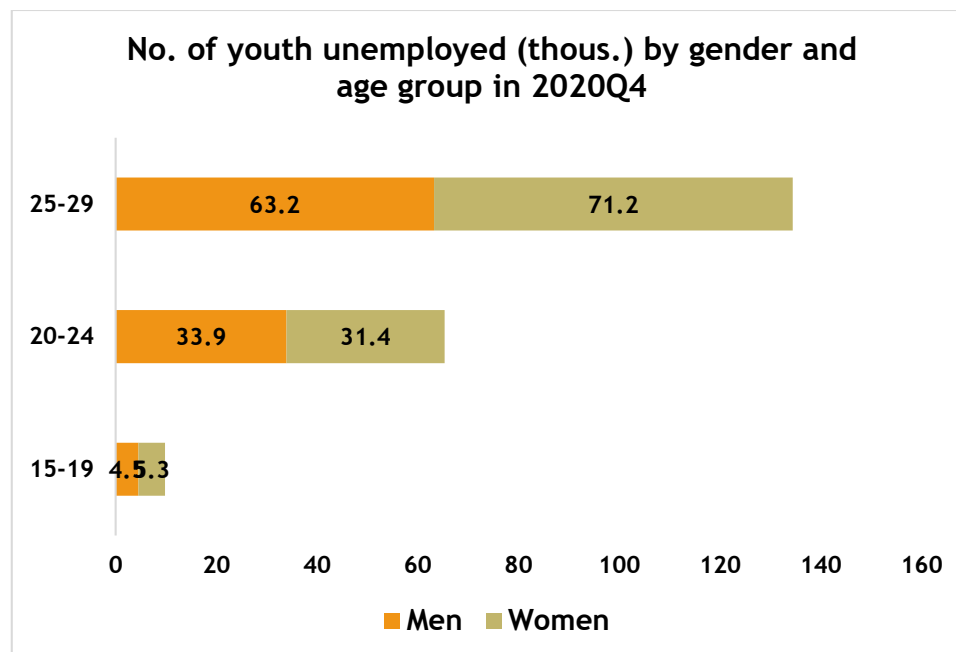
The Unemployment rates for youth remain above the general population unemployment rate (15-74 years old) for all the youth age groups. The impact of COVID-19 crisis on the unemployment rate of youth can be observed in the 2<sup>nd</sup> part of 2020 (Q3 and Q4). The highest rates of youth unemployment were registered in 2020Q4 for 15-19 years old 44.7%, for 20-24 years old 34.3% and 29.6% for the 25-29 years old. The women 15-19 years (72.3%) have a rate of unemployment more than double compared with the one for men (31%) in 2020Q4. Other youth age groups don't exhibit such large differences on gender.





Source: EUROSTAT database

In absolute values 134.300 persons (25-29 years old) were unemployed in the 2020Q4, increasing by more than 9.000 persons compared with the same quarter of 2019 and representing approx. 64% of the total unemployed persons 15-29 years old. In 2020Q4 the number of unemployed women was higher than men for 15-19- and 25-29-years age group.



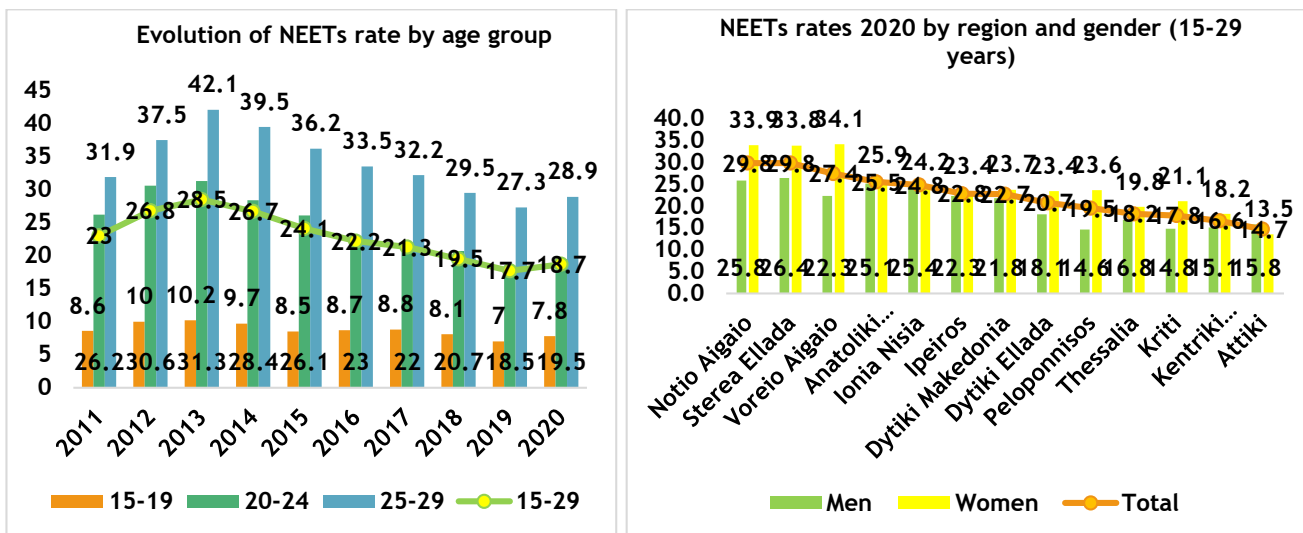
Source: EUROSTAT database

#### 4. Young NEETs

The NEETs rates in Greece were persistently high over the last 10 years and well above the EU 27 average. The NEETs rates are particular high for the age group 25-29 years (28.9% in 2020). The maximum value of the NEETs rate was recorded in 2013 with a 28.5% for 15-29 years old, since that high point the rate declined up until 2019. In 2020 the NEETs rate in Greece was 18.7% increasing with 1 percentage point compared with the previous year. The NEETs rates for young women (19.7% in 2020 for 15-29 age group) are slightly higher than those registered for men (17.8%).

The latest NEETs data 2020Q4 (19.1%) indicate an increase compared with the similar quarter of 2019 (17.4%), which could signify an important impact of COVID-19 crisis on the youth NEETs (15-29 years old) in Greece. In absolute values, the number of NEETs (15-29 years old) in the 2020Q4 was 307,000 persons (approx. 150,000 men and 157,000 women) increasing by 26,000 persons compared with the similar quarter the previous year.

NEETs rates are particularly high for **young women with a lower education level less than primary, primary and lower secondary education (ISCED 0-2) or Upper secondary and post-secondary non-tertiary education (ISCED 3-4)**. In 2020, the NEETs rates of women with *less than primary, primary and lower secondary education (ISCED 0-2)* level were 64.5% for 20-24 years old and 75.6% for 25-29 years old, for men the corresponding rates were 39.1% and 36.7%. For 25-29 years with *tertiary education (ISCED 5-8)*, the NEETs rate in 2020 was 27.1% women and 26.1% men.



Source: EUROSTAT database

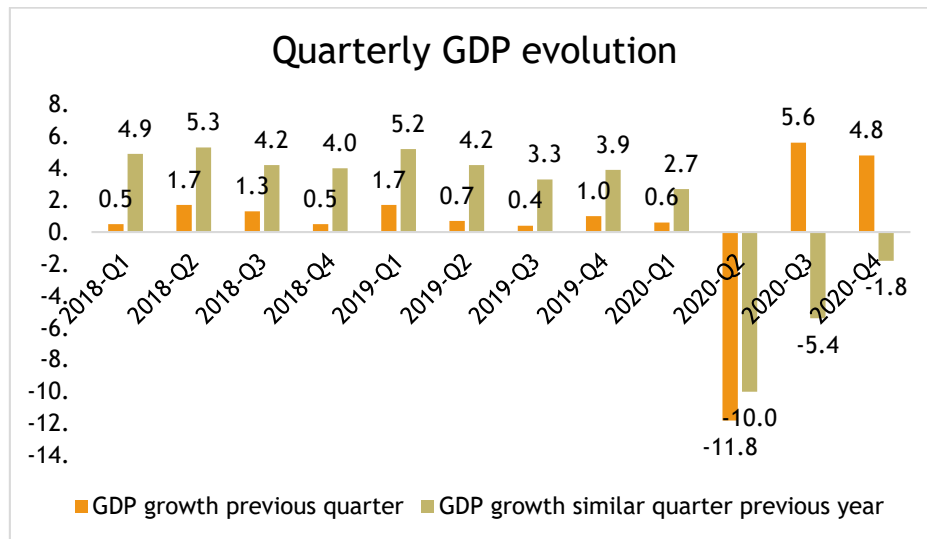
In 2020, regions like Notio Aigaio (29.8%), Stereia Ellada (29.8%) and Voreio Aigaio (27.4%) had NEETs rates double compared with capital city region Attiki (14.7%). The regions with

high NEETs rates had particular higher levels for young women. Attiki was the only region where the NEETs rate for women (13.5%) was lower than the one registered for men (15.8%).

## **ROMANIA - Demand side situation**

### **1. Economic evolution and impact of COVID-19**

The Romanian economy was severely hit by the COVID – 19 crisis and the measures adopted to limit the spread of the virus have had a great impact on the GDP evolution, especially in the second quarter of 2020.



Source: Eurostat database, provisional data

The impact on the labour market was significant in the second quarter of 2020 compared with the similar period of 2019 with decreases of employment -3,5% and weekly hours worked -1,4 and 8.6 employed but not working (percentage points).<sup>97</sup> Some of the policies adopted to cushion the impact of the crisis on people employed included access to short-time working schemes and temporary lay-offs, still these measures would only ensure a replacement of around 75% of previous employment income.

### **2. Situation of business sector and easiness of starting an entrepreneurial activity**

The Doing Business Index developed by the World Bank is a good proxy for assessing the business regulations and their enforcement in world countries and the easiness of starting an entrepreneurial activity.

In 2020 Romania was ranked 55 out of 190 countries with a score of 73.3 over the areas that are included in this index: starting a business, dealing with construction permits, getting electricity, registering property, getting credit, protecting minority investors, paying taxes, trading across borders, enforcing contracts, resolving insolvency and employing workers. The top performer country in this index is New Zealand with a score of 86.8.

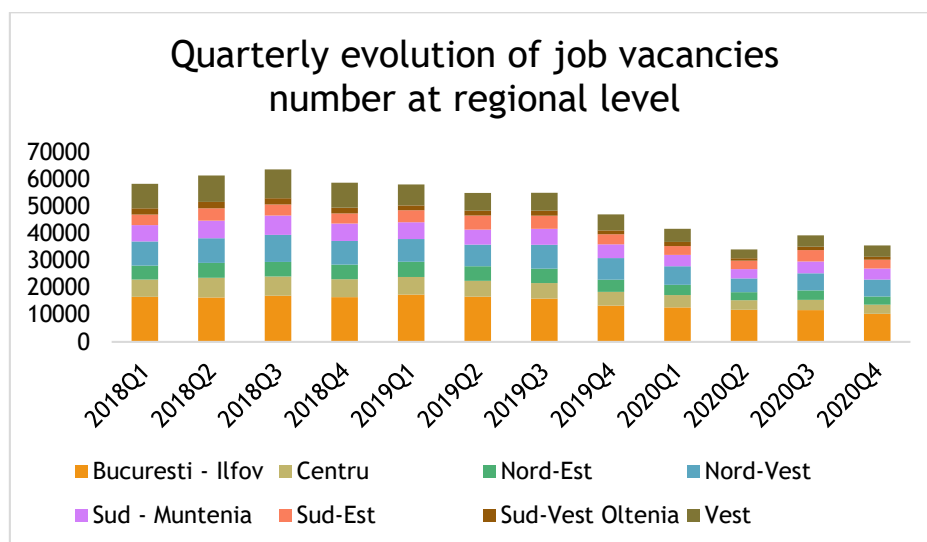
<sup>97</sup> Eurofound (2021), COVID-19: Implications for employment and working life, COVID-19 series, Publications Office of the European Union, Luxembourg, p.9,

✓ <b>Starting a Business</b> (rank)	91	<b>Getting Credit</b> (rank)	25
Score of starting a business (0-100)	87.7	Score of getting credit (0-100)	80.0
Procedures (number)	6	Strength of legal rights index (0-12)	9
Time (days)	20	Depth of credit information index (0-8)	7
Cost (number)	0.3	Credit registry coverage (% of adults)	19.4
Paid-in min. capital (% of income per capita)	0.4	Credit bureau coverage (% of adults)	54.5

Source: Doing Business Report Romania<sup>98</sup>

### 3. Evolution of vacancies

The number of job vacancies has reduced significantly in all regions of Romania, especially in the second quarter of 2020 when severe measures to reduce the COVID -19 spread were adopted.



Source: Eurostat database

In 2020Q2, the Sud-Vest Oltenia and Vest regions had half the number of job vacancies compared with the corresponding quarter of 2019 and only 39% and 34% compared with 2018Q2.

Things have improved slightly over in Q3 and Q4 of 2020, but still the number of vacancies remains around 25% lower compared with the previous year situation.

Capital area remains the pole of development with around 30% of total vacancies reported in 2020Q4 at national level, still the levels are smaller compared with the situation in the previous year. Other highly developing cities (Cluj, Iasi, Craiova, Timisoara, Arad, Oradea) report more vacancies compare with other areas through the National Employment Agency database.

<sup>98</sup> <https://www.doingbusiness.org/en/data/exploreeconomies/romania>

**Table Quarterly evolution of job vacancies number by economic activity**

Economic Activity	2018 Q1	2018 Q2	2018 Q3	2018 Q4	2019 Q1	2019 Q2	2019 Q3	2019 Q4	2020 Q1	2020 Q2	2020 Q3	2020 Q4
Agriculture, forestry and fishing	1424	1242	1320	1088	1506	1504	1280	1748	916	830	1040	974
Industry and construction	38158	43210	44832	37396	39638	34816	36168	28584	24848	16456	22066	19546
Wholesale and retail trade, transport, accommodation and food service activities	21218	22836	23532	23136	24016	24224	22508	22932	17598	13978	14092	14270
Information and communication	5556	5912	5892	6206	4682	5292	5172	4550	4500	4934	3568	3770
Public administration, defence, social security, education, health and social work activities; arts, entertainment and recreation	19349	19144	20910	19966	18175	17055	17086	13676	13964	12988	14729	12963

Source: Eurostat database

The number of vacancies reduced in all main economic activities, particularly for *Industry and Construction* and *Wholesale and retail trade, transport, accommodation and food service* activities which tend to provide more opportunities for the young people.

#### 4. Labour market forecasts

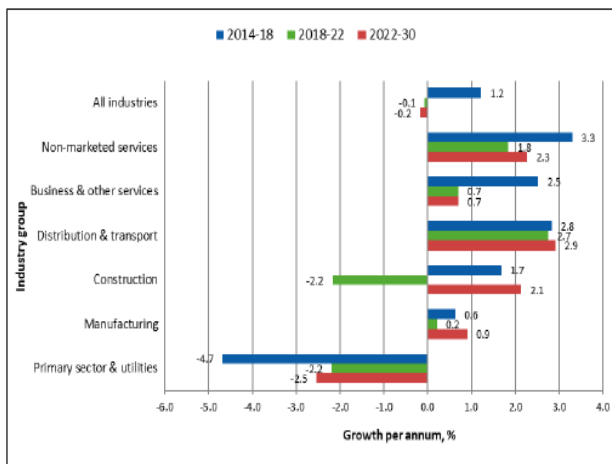
The 2020 Cedefop forecast analysis of the Romanian labour market<sup>99</sup> emphasizes the following aspects:

<sup>99</sup> Cedefop (2020). Skills forecast 2020: Romania. Cedefop skills forecast.

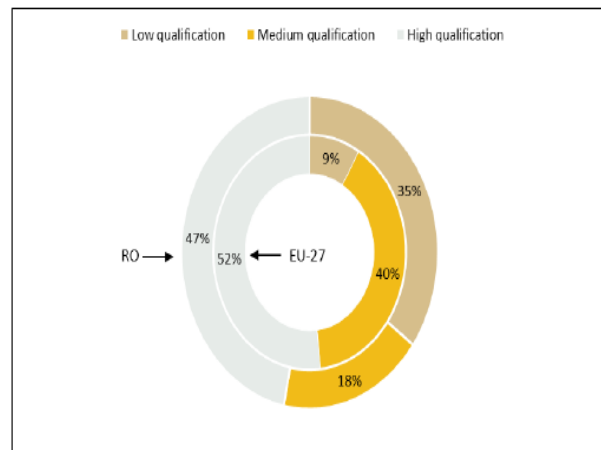
<https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/romania-2020-skills-forecast>



- employment growth in most sectors is expected to slow in the short term and resume in the longer term (over 2022-30 period);
- the increase of employment in services could continue, mainly in non-marketed services, distribution and transport, business and other services;
- employment in distribution and transport sector could have a positive evolution both on medium and long term;
- the construction sector is expected to grow relatively strongly over the longer term;
- employment in agriculture would continue its decline and manufacturing will have a stable evolution over the forecasted period.



Source: Cedefop (2020 Skills Forecast).



Source: Cedefop (2020 Skills Forecast).

In terms of qualification level, the Cedefop forecast estimates that around 47% of the new job openings are expected to require a high qualification, 18% a medium qualification and 35% would require a low qualifications level.

This anticipated evolution could lead to a **strong polarization of the labour market**, since jobs that require a low qualification level tend to be in the lower end of the pay scale while jobs with a high qualification are better paid.

### Specific challenges of the labour market<sup>100</sup>

**Demographic change and migration** influence heavily the labour market dynamics. The overall population, including the youth population, is continuously decreasing due to the negative population growth and high external migration (estimated that at least 3.5 million Romanians live abroad in Europe mainly).

**Regional disparities and inequalities** in development that have an impact on labour market participation and distribution of employment opportunities.

<sup>100</sup> Country Reports developed by the European Commission under the European Semester

**High gender gap in participation to the labour market** that is mainly attributed to high early school leaving rates and insufficient childcare facilities and services which affect women labour market participation, especially in rural areas.

**Active labour market policies** have little impact on reducing inactivity. The government labour market intervention in the employment sphere is mainly targeted in providing subsidies to employers.

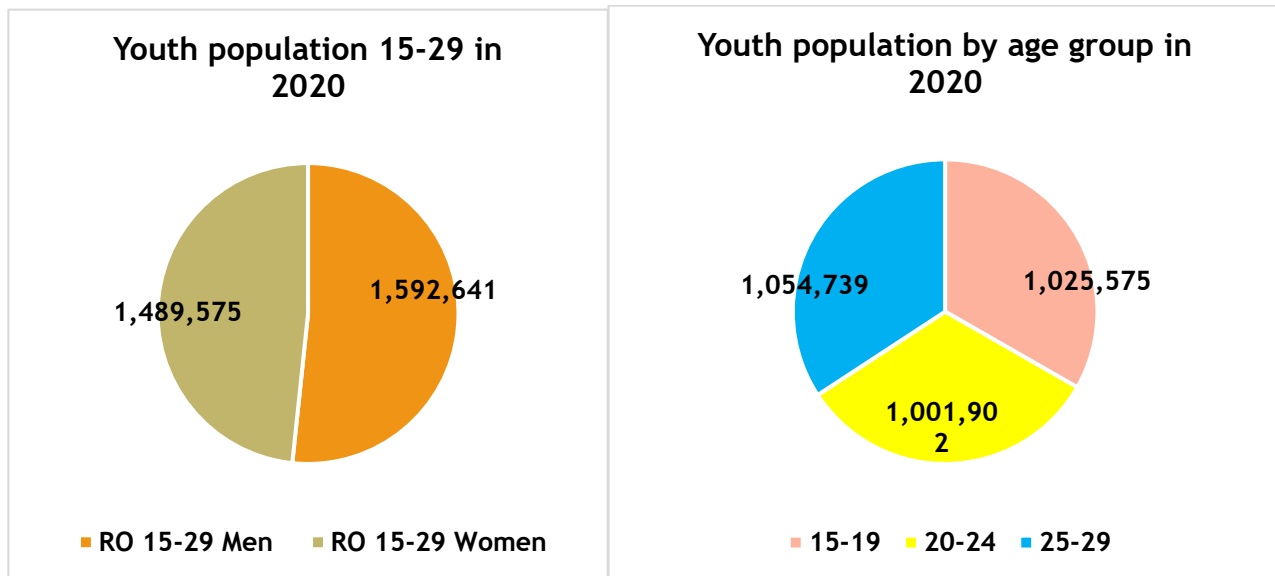
**Persistent skills mismatch** reflected by the country situation in the European Skills Index which measures the performance of EU skills systems and indicates Romania among the worst performers, especially in skills development and activation.

**Minimum wage both in gross and net terms is among the lowest in EU**, approximately 20% of people with a full-time contract receive the minimum wage. Romania has a very compressed wage distribution and high taxation level, that can indicate a high incidence of envelope wages.

## **ROMANIA -Supply side situation**

### **1. Demographic evolution**

Youth population in Romania has registered a steep decline between 2013-2020. The age group 15-29 years has reduced by more than 627,000 persons to 3.08 million persons in 2020. Mainly within the cohorts 20-24 (271,800 persons) and 25-29 years old (289,800 persons). The evolution for 15-19 years old cohort was more stable with a decline of approx. 65,800 persons.



Source: EUROSTAT database

Men represented about 52% of the youth 15-29 population in 2020 and there are limited differences between the 5 years cohort, each representing around 1/3 of the total population 15-29 years old.

The EUROSTAT baseline demographic projection of 2019 indicates a continuous decline of the youth (15-29 years) population in Romania reaching 2.97 million persons by 2025 and 2.86 million persons by 2030.

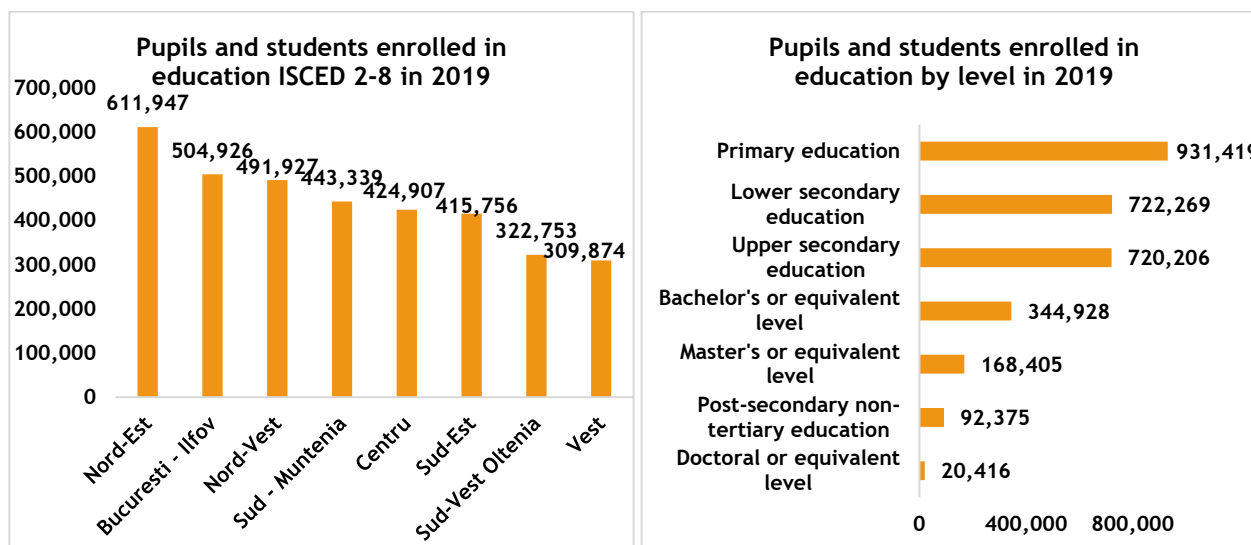
### **2. Educational participation**

In 2019 more than 3.5 million pupils and students were enrolled in education<sup>101</sup> with an equal share between both genders.

Nord- East region registered the highest number of pupils and students enrolled in education with approximately 612,000 persons representing around 17% of the total. The lowest number was registered in Vest region with 310,000 persons representing 9% of the total.

Majority of pupils were registered in primary education, lower and upper secondary education with more than 2,73 million pupils.

<sup>101</sup> All ISCED 2011 levels excluding early childhood educational development



Source: EUROSTAT database

As for the age group 15-29 years old, 1.16 million persons were enrolled in education in 2019, 52% women and 48% men. At regional level, around 19% of the young people enrolled in education were in capital area Bucuresti-Ilfov and 17% in Nord- East region. At the lower end of the enrolment were Vest and Sud-Vest Oltenia regions each with around 9% of the total youth 15-29 years enrolled.

**Table Number of youth 15-29 years old enrolled in education in 2019  
by regions and gender**

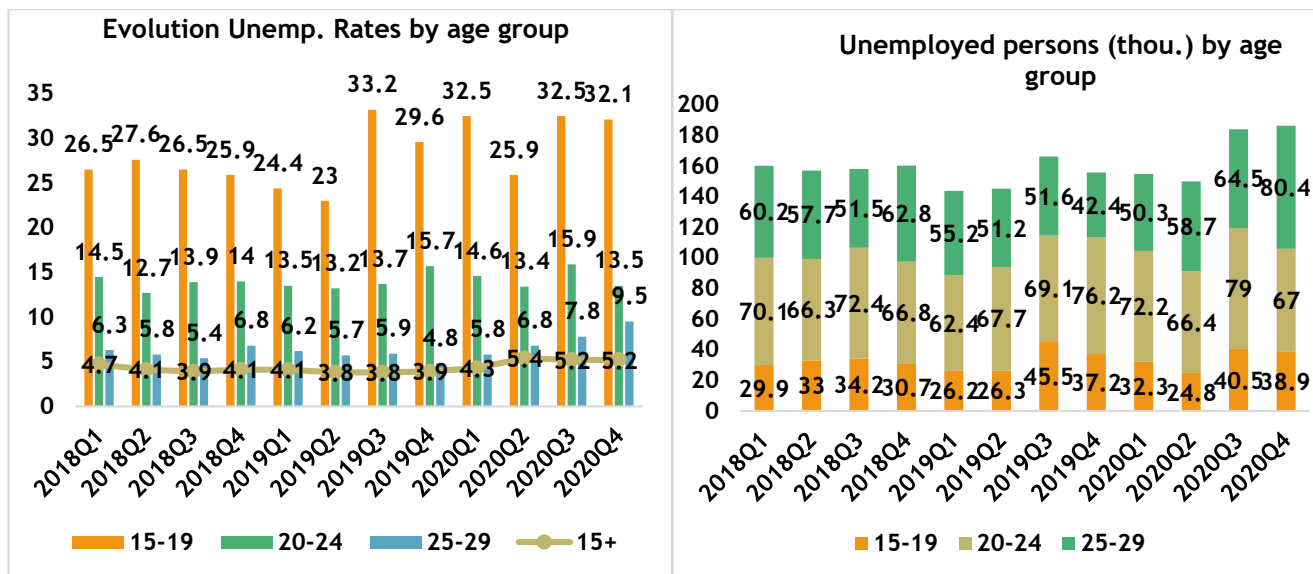
	Women	Men	Total
<b>Bucuresti - Ilfov</b>	119328	104339	223667
<b>Nord-Est</b>	100917	92260	193177
<b>Nord-Vest</b>	93800	82704	176504
<b>Centru</b>	66690	61974	128664
<b>Sud-Est</b>	59990	58952	118942
<b>Sud - Muntenia</b>	57409	58154	115563
<b>Vest</b>	55462	51933	107395
<b>Sud-Vest Oltenia</b>	50309	48855	99164
<b>Romania</b>	<b>603905</b>	<b>559171</b>	<b>1163076</b>

Source: EUROSTAT database

### 3. Youth Unemployment relative (rates) and absolute (number) values

The Unemployment rates for youth were above the general population unemployment rate (15+ years old) for all the youth age groups (15-19, 20-24, 25-29 years old) before the impact of COVID-19 crisis and remained high throughout 2020. The highest rate was registered for the age group 15-19 years old 32.5% in the 2020 Q3 and for 20-24 years old 15.9% in the same quarter. The gender differences are small and fluctuant when looking at quarterly data.

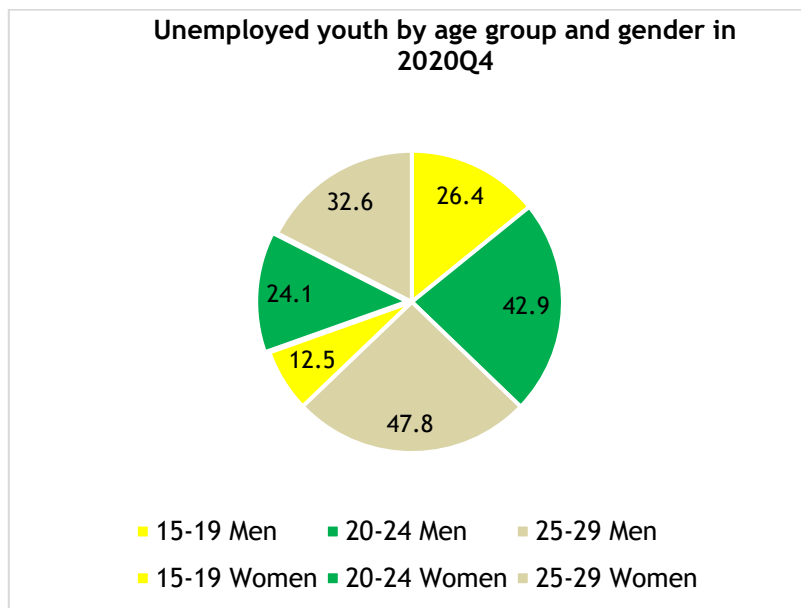
In Romania people with a lower educational level tend to have a reduce participation into the formal labour market, to cluster into subsistence farming, although decreasing in the last few years, and to register higher unemployment rates for all age groups.



Source: EUROSTAT database

In absolute terms 80.400 persons (25-29 years old) were unemployed in the 4<sup>th</sup> quarter of 2020, increasing by about 38.000 persons compared with the same quarter of 2019 and representing approx. 43% of the total unemployed persons 15-29 years old. For all youth age groups the number of unemployed men was higher than the number of unemployed women in 2020Q4.

The number of youth unemployed 15-29 years old represent about 40% of the total number of persons unemployed in 2020Q4.



Source: EUROSTAT database

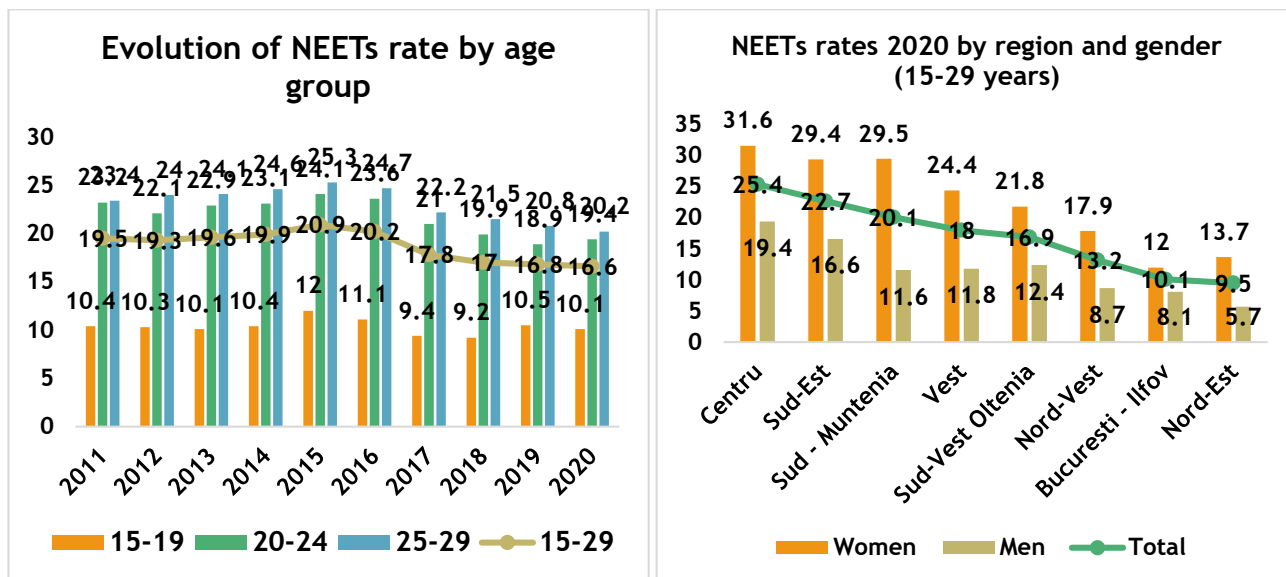


#### 4. Young NEETs

The NEETs rates in Romania remained high over the last 10 years and permanently above the EU average. The NEETs rates are particular high for the age groups 20-24 and 25-29 years. Although, the rates declined since the maximum values reached in 2015 the Romanian NEETs rates remain among the highest in EU MS.

The latest NEETs data for the 2020Q4 (16.3%) indicate a marginal increase compared with the 2019Q4 (16%), but a decrease compared with the previous quarter of 2020 (17.2%), making it difficult to quantify the impact of COVID-19 on the 15-29 years old people not in employment, education or training. In absolute values the number of NEETs (15-29 years old) in Romania in 2020Q4 was 497.000 persons (184.000 men and 313.000 women)

NEETs rates are particularly high for young people that have a lower education level *less than primary, primary and lower secondary education* (ISCED 0-2), especially for women. In 2020, the NEETs rates of women were 61.4% for 20-24 years old and for 25-29 years old 60.8%, as for men the rates were 28.5% and 21.3% for the two age groups.



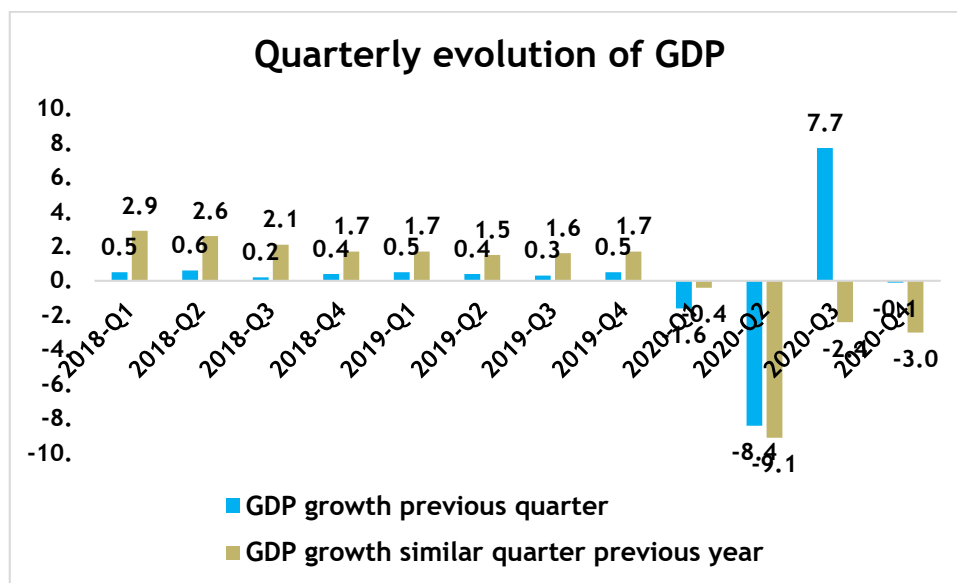
Source: EUROSTAT database

The snapshot of youth (15-29 years) NEETs rates in a regional perspective is very heterogenous. In 2020, regions like Centru, Sud-Est and Sud-Muntenia registered rates more than double compared with the minimum values from Nord-Est and capital city area Bucuresti – Ilfov. And the situation was particularly difficult for young women in these regions with rates more than double compared with the ones registered for men.

## NETHERLANDS - Demand side situation

### 1. Economic evolution and impact of COVID-19

The Netherlands has registered constant positive growth before the pandemic impact. In terms of quarterly evolution, the GDP registered a strong downfall in 2020Q2 of -9.1 compared with the similar quarter of 2019, still this was less severe compared with the other 3 countries analysed (Greece, Spain and Romania). The automatic stabilizers deployed and the stronger resilience of the economy could explain the fast rebalance of the economy and reduce impact of the pandemic crisis.



Source: Eurostat database, provisional data

The unemployment for the general population (15+ years) has remained particular low (4,3% in 2020Q3 highest value registered during the year), increasing with 1.1 pp compared with the similar quarter or 2019. Women tend to have a slightly higher unemployment rate 4.6% (2020Q3) compared with 4% registered among men. The youth unemployment rate has increased in 2020 compared with the situation in the previous year, especially among the age group 15-19 years 12.6% in 2020Q3, 4.8 percentage points more compared with the situation in 2019Q3.

Eurofound estimations point out that employment registered a decrease of -0,6% and the weekly hours worked of -0,8. As for the proportion of people employed but not working this was only 3.1 (percentage points) the second lowest after Sweden in the EU Members States.<sup>102</sup>

<sup>102</sup> Eurofound (2021), COVID-19: Implications for employment and working life, COVID-19 series, Publications Office of the European Union, Luxembourg, p.9,

## 2. Situation of business sector and easiness of starting an entrepreneurial activity

The Netherlands was ranked 42 in the Doing Business Report 2020 with a score of 76.1. It appears to be quite easy to start a business with only 4 procedures that take around 3.5 days to complete, still rather difficult in getting credit, ranking in the 119 place.

<b>Starting a Business (rank)</b>	<b>24</b>	<b>Getting Credit (rank)</b>	<b>119</b>
Score of starting a business (0-100)	94.3	Score of getting credit (0-100)	45.0
Procedures (number)	4	Strength of legal rights index (0-12)	2
Time (days)	3.5	Depth of credit information index (0-8)	7
Cost (number)	4	Credit registry coverage (% of adults)	0.0
Paid-in min. capital (% of income per capita)	0.0	Credit bureau coverage (% of adults)	98.7

Source: Doing Business Report Netherlands<sup>103</sup>

## 3. Evolution of vacancies

The number of job vacancies has registered the lowest level in 2020Q2 with about 200,000 vacancies a decrease of 30% compared with the similar quarter of 2019. Among the 4 MS, Netherlands has registered the highest number of vacancies throughout 2020 with quarterly values close or above 200,000 vacancies signifying the stronger dynamism of the economy. In 2020Q4 more than half of the vacancies were registered in *Commercial services* (111.900 vacancies), especially in *Wholesale and retail trade* (39.900 vacancies). A big number of vacancies were registered in *Health and social work activities* (37.300 vacancies).<sup>104</sup>

## 4. Trends of the labour market at local level

According to OECD<sup>105</sup> research, North Holland, Utrecht and North Brabant were the region's economically dynamic that registered high gains in terms of jobs created. At the other end, Overijssel, Gelderland, Limburg and Groningen were the registering a decline in demand for labour.

## 5. Labour market forecasts

The forecasted evolution of the Netherlands labour market developed by Cedefop<sup>106</sup> highlights the following:

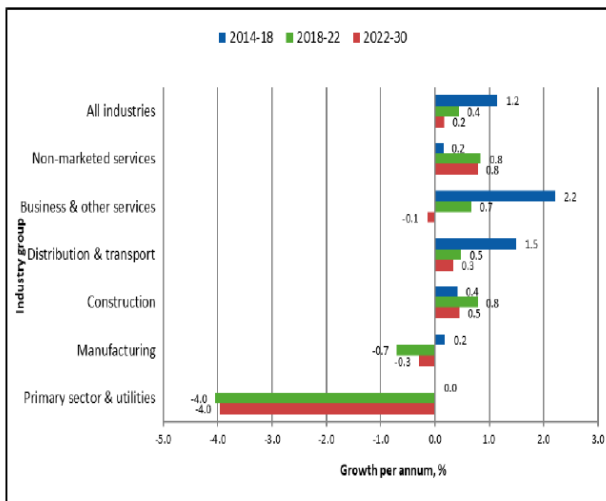
<sup>103</sup> <https://www.doingbusiness.org/en/data/exploreconomies/netherlands>

<sup>104</sup> Statistics Netherlands' database <https://opendata.cbs.nl/#/CBS/en/dataset/80474eng/table?ts=1620919940692>

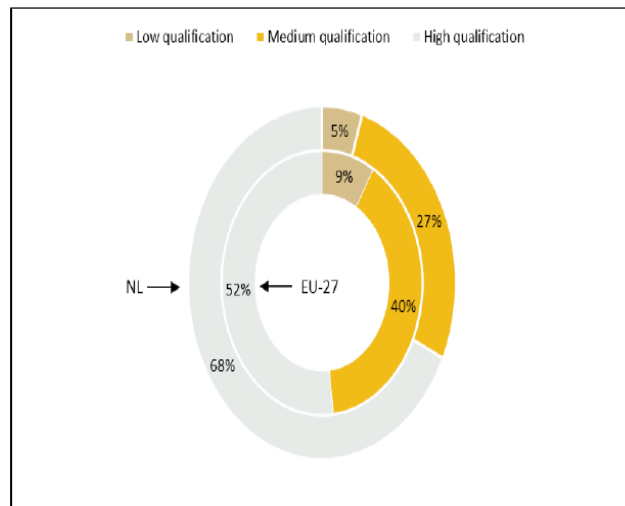
<sup>105</sup> Job Creation and Local Economic Development 2018, Preparing for the Future of Work, Available at: [https://read.oecd-ilibrary.org/employment/job-creation-and-local-economic-development-2018\\_9789264305342-en#page1](https://read.oecd-ilibrary.org/employment/job-creation-and-local-economic-development-2018_9789264305342-en#page1)

<sup>106</sup> Cedefop (2020). Skills forecast 2020: Netherlands Cedefop skills forecast. [https://www.cedefop.europa.eu/files/skills\\_forecast\\_2020\\_netherlands.pdf](https://www.cedefop.europa.eu/files/skills_forecast_2020_netherlands.pdf)

- employment could register a positive evolution towards 2030;
- strongest employment growth is expected in *Non-marketed services, construction and distribution and transport* sectors;
- employment is anticipated to contract strong in *Primary sector and utilities* with decreases of around 4% per year during the forecasted period;
- a decline of employment, but less severe is expected in *manufacturing sector*.



Source: Cedefop (2020 Skills Forecast).



Source: Cedefop (2020 Skills Forecast).

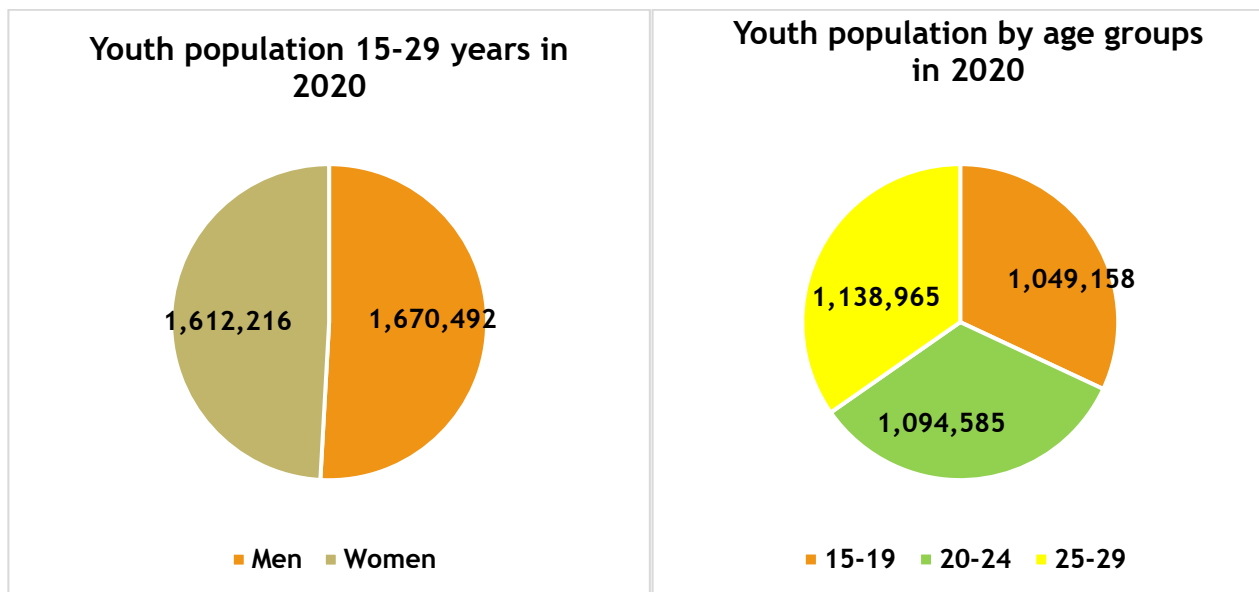
Among all 4 countries, Netherlands is expected to register a strong demand of highly skilled workers. The forecast indicates that more than 2/3 of the new jobs created would require a high qualification level (68%), 27% a medium level of qualification and only 5% a low qualifications level.

The anticipated strong demand for highly educated is expected to be matched by the increasing supply of higher educated workers, still it is forecasted that labour shortages could emerge in medium and low qualified jobs that in some cases would be filled by overqualified people.

## NETHERLANDS -Supply side situation

### 1. Demographic evolution

The youth population in Netherlands has grown over the last ten years by 8%. From 3.04 million in 2011 to 3.28 million in 2020. The gender distribution is 51% men and 49% women in 2020. The 25-29 age group has registered the highest growth over the last ten years with 137,400 persons more in 2020 compare with the situation of 2011. A smaller pace growth was registered among the 15-19 years (+42,400 persons) and 20-24 years (+59,800 persons) between 2011 – 2020.



Source: EUROSTAT database

The 25-29 group represents around 35% of the total population 15-29 years old.

The Eurostat demographic forecast anticipates a decline of the youth population (15-29 years old) over this decade to a level of 3.25 million persons in 2025 and further to 3.14 million persons by 2030.

### 2. Educational participation

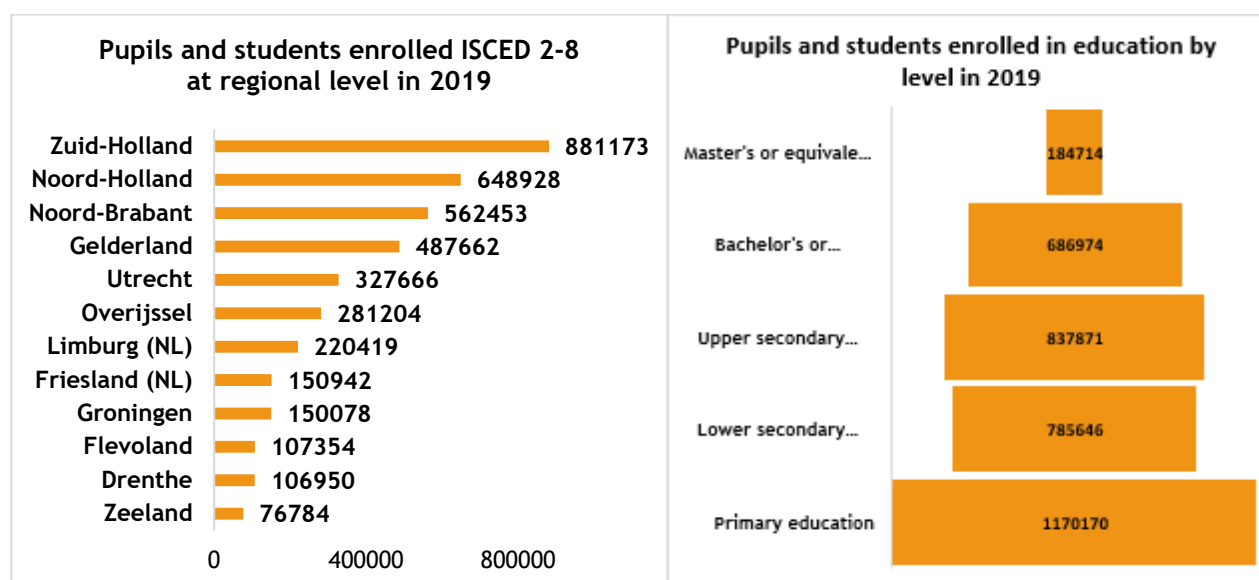
In 2019, 4.18 million pupils and students were enrolled in education<sup>107</sup> with an almost equal share by gender.

Zuid – Holland had the highest number of pupils and students enrolled in education with more than 881,000 persons representing around 22% of the total. Other regions with a high number of pupils and students enrolled in education were Noord – Holland (16%), Noord – Brabant

<sup>107</sup> All ISCED 2011 levels excluding early childhood educational development

(14%) and Gelderland (12%). The lowest numbers were registered in Flevoland and Drenthe with around 107,000 persons, and in Zeeland (76,800 persons).

By level of education, 1.17 million pupils were in *primary education* the largest number (about 32% of the total). In *Bachelor's or equivalent level* around 687,000 youth enrolled representing about 19% of the total.



Source: EUROSTAT database, Short-cycle tertiary education (25,400 persons in 2019) and doctoral or equivalent (15,200 persons in 2018) are not included in the distribution by educational level

Over the last 5 years, the enrolment in tertiary education (*Bachelor, Master and Doctoral*) and in *Upper secondary education* has registered a constant increase. For the *primary and lower secondary education*, the enrolment levels in 2019 were below those registered in 2015.

The increase participation in the tertiary education is in line with the forecasted higher demand for workers with a high level of education.

The number of 15-29 years old enrolled in education in 2019 was more than 1.72 million persons, 49% women and 51% men. At regional level, the highest level was in Zuid – Holland with about 375,000 persons 15-29 years enrolled in education. At the lower end was Zeeland with about 29,600 persons 15-29 years enrolled in education.

**Table Number of youth 15-29 years old enrolled in education  
in 2019 by regions and gender**

Region	Women	Men	Total
Zeeland	14257	15331	29588



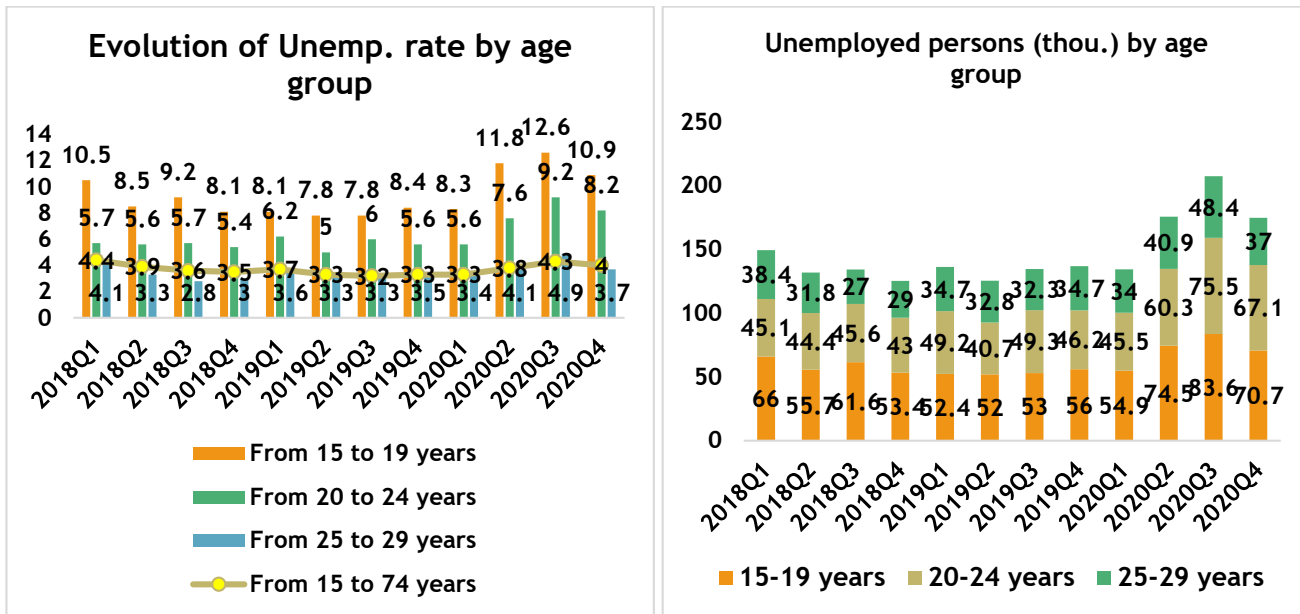
<b>Flevoland</b>	20441	21725	42166
<b>Drenthe</b>	20765	22324	43089
<b>Friesland (NL)</b>	31437	32470	63907
<b>Groningen</b>	39776	38740	78516
<b>Limburg (NL)</b>	50047	49784	99831
<b>Overijssel</b>	57914	62735	120649
<b>Utrecht</b>	69714	69041	138755
<b>Gelderland</b>	104780	105839	210619
<b>Noord-Brabant</b>	117540	124867	242407
<b>Noord-Holland</b>	136602	135792	272394
<b>Zuid-Holland</b>	184377	190554	374931

Source: EUROSTAT database

### 3. Youth Unemployment

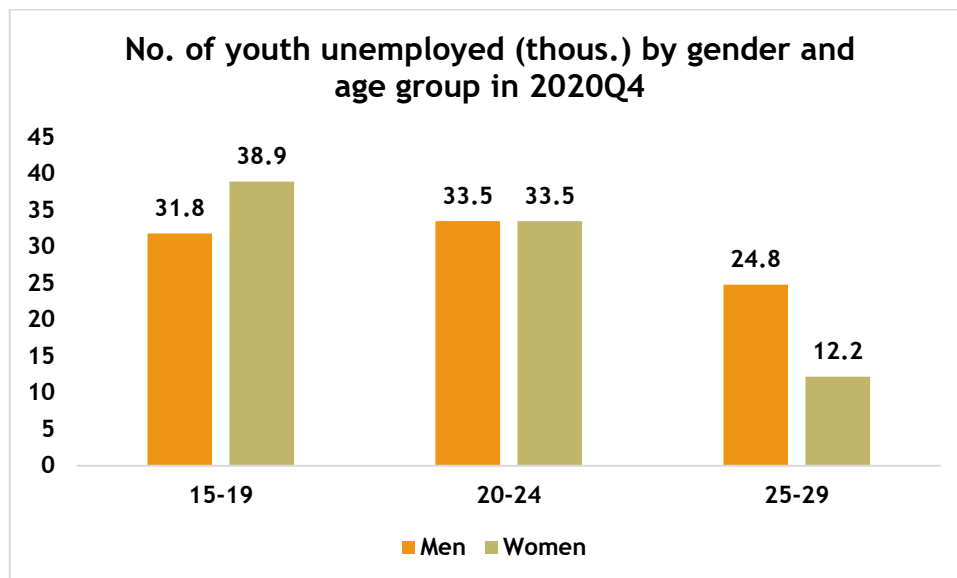
The unemployment rates of youth are above the levels for the general population (15+years), but much lower than the levels registered in the other 3 countries analysed. The impact of COVID-19 can be identified in 2020 Q2 and Q3 with an increase compared with the levels in the previous year. The highest rates of youth unemployment were registered in 2020Q3 for 15-19 years old 12.6%, for 20-24 years old 9.2% and 4.9% for the 25-29 years old. There are no major differences by gender.

In 2020Q4 the number of young unemployed was 174.800 persons (15-29 years), increasing by 37,900 persons compared with 2019Q4. 40% of the total young unemployed persons (15-29 years) were from the 15-19 years age group, and only 21% from 25-29 years.



Source: EUROSTAT database

The number of young unemployed persons (15-29 years) represented around 47% of the total number of persons unemployed registered in the Netherlands in 2020Q4. In the same quarter of 2020, the number of young unemployed men (25-29 years) was more than double the number of unemployed women. For the 15-19 years age group the number of unemployed women was higher than the level for men.



Source: EUROSTAT database

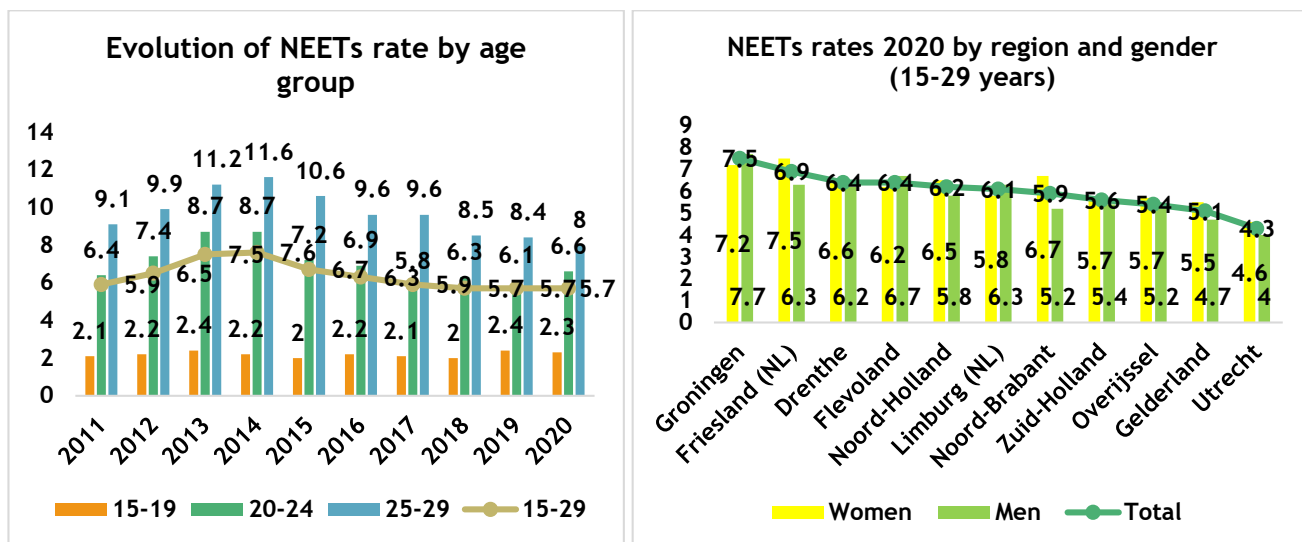
#### 4. Young NEETs

The NEETs rates in Netherlands are under the EU 27 average. The NEETs rate for the age group 15-29 years was stable at 5.7% over the last 3 years. The values are marginally higher for the age group 25-29 years 8% in 2020, especially for women 9% compare with 6.9% for men. Still, over the last years the NEETs rate among 25-29 years has declined by 3.6 pp from the maximum of 11.6% registered in 2014 to the values of 2020. The decline was of 5.1 pp for women in the same period.

The quarterly evolution of the NEETs data in 2020 were quite stable compare with the situation in the previous year. In 2020Q4 the NEETs rate reached 5.9% with only 0.2 pp more than in the similar quarter of 2019. The number of NEETs (15-29 years old) in the 2020Q4 was 192,000 persons (96,000 men and 96,000 women) increasing by 9,000 persons compared with the similar quarter the previous year.

About 50% of the total youth NEETs (15-29 years) are from the age group 25-29 years and this proportion has remained stable over the last few years.

NEETs rates are particularly high for **young women with a low and medium education level less than primary, primary and lower secondary education (ISCED 0-2) or Upper secondary and post-secondary non-tertiary education (ISCED 3-4)** in the 20-24 years and 25-29 years age groups. In 2020, the NEETs rates of women with *less than primary, primary and lower secondary education (ISCED 0-2)* level was 19.7% for 20-24 years old and 32.7% for 25-29 years old, for men the corresponding rates were 15.8% and 22.2%.



Source: EUROSTAT database

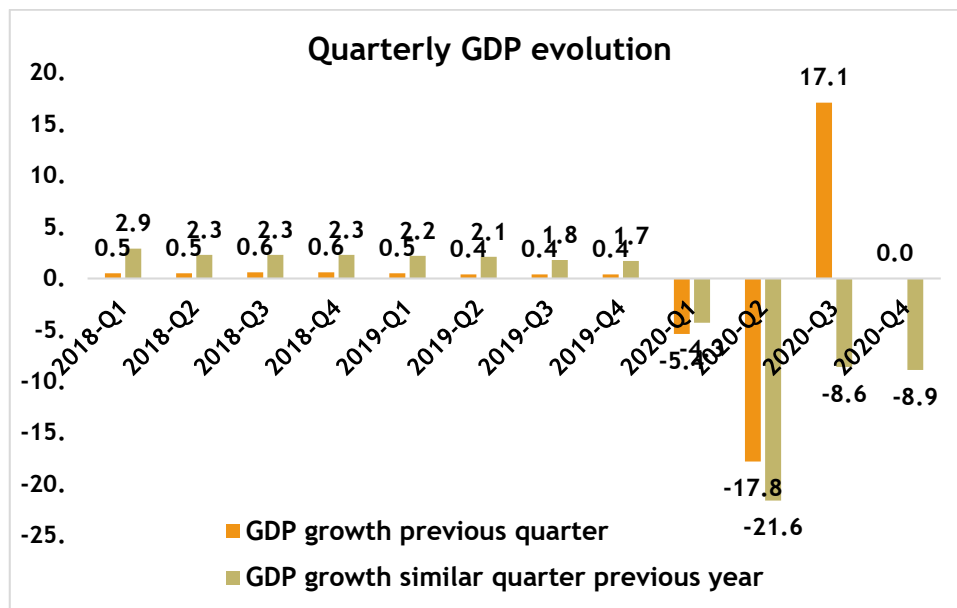
At regional level in 2020, Groningen and Friesland registered NEETs rates much higher than the country average, while in Utrecht and Gelderland the situation was better with NEETs rates below the average.

NEETs rate was particular high for the foreign-born youth (15-29 years) 10.5% in 2020, double the values registered for young people born in the Netherlands (5.1%). The rates were higher for foreign-born women 13.7% than men 7.3%.

## SPAIN - Demand side situation

### 1. Economic evolution and impact of COVID-19

The Spanish economy has registered small positive growth before the COVID – 19 crisis. The economic slowdown was first felt in 2020Q1, but severely hit the economy in 2020Q2 when the decrease was 17.8 compared with the previous quarter and 21.6 compared with the level of 2019Q2. Out of the 4 MS analysed Spain registered the highest drop in GDP growth. In 2020Q3 the GDP growth strong compared with the previous quarter but were still below the levels of the same quarter in 2019.



Source: Eurostat database, provisional data

The economic impact of COVID-19 has translated into the labour market, the unemployment rate for the general population (15+ years) reaching a high point of 16,3% in 2020Q3, with 2.4 percentage points higher than the corresponding quarter of the previous year. The situation was much worse for women (18.4% in 2020Q3) compared with men (14.4% in 2020Q3). The youth unemployment rate was 40.4% in 2020Q3 (15-24 years) with 8.7 pp more than in the corresponding period of 2019.

Data analysed by Eurofound indicate in the 2020Q2 compared with 2019Q2 a decrease of employment by 6.1% and of the weekly hours worked of -0,4. Spain along Cyprus, Greece Italy and Slovakia were the EU MS that registered the highest proportion of people employed but not working. In Spain the value was 20.5 (percentage points).<sup>108</sup>

<sup>108</sup> Eurofound (2021), COVID-19: Implications for employment and working life, COVID-19 series, Publications Office of the European Union, Luxembourg, p.9,

## 2. Situation of business sector and easiness of starting an entrepreneurial activity

Spain is ranked 30 out of 190 countries with a score of 77.9, the best positioned out of the 4 MS analysed. Still, starting a business takes a bit longer compared with other countries fact that ranks Spain on the 97<sup>th</sup> place and 80<sup>th</sup> place in terms of getting credit.

<b>Starting a Business (rank)</b>	<b>97</b>	<b>Getting Credit (rank)</b>	<b>80</b>
Score of starting a business (0-100)	86.9	Score of getting credit (0-100)	60.0
Procedures (number)	7	Strength of legal rights index (0-12)	5
Time (days)	12.5	Depth of credit information index (0-8)	7
Cost (number)	3.9	Credit registry coverage (% of adults)	68.6
Paid-in min. capital (% of income per capita)	11.6	Credit bureau coverage (% of adults)	7.5

Source: Doing Business Report Spain<sup>109</sup>

## 3. Evolution of vacancies

Apart from 2020Q1, the number of job vacancies throughout 2020 were lower than in corresponding periods of 2019. With 76,007 vacancies in 2020Q4 the number of vacancies was around 25% lower than the level of 2019Q4.

At regional level, Comunidad de Madrid (17,419), Cataluna (16,217) and Andalucia (12,471) registered the highest number of vacancies in 2020Q4, at the other end Illes Balears (353), La Rioja (400) and Cantabria (527) had lowest number of vacancies. Illes Balears (-78%) and Canarias (-66%) registered the steepest declines in terms of the number of job vacancies in 2020Q4 compares with the situation in the previous year.<sup>110</sup>

## 4. Trends of the Spanish labour market at local level

The OECD<sup>111</sup> analysis on the trends of the labour market at local level and the risk of automation has identified some negative evolutions in Aragon, Andalusia and Murcia that are creating jobs mostly in occupation at risk of automation and in Castile and Leon and Castile – La Mancha that are losing jobs predominantly in *less risky to automation occupations*.

Valencia, Balearic and Canary Islands were the regions that manage to create jobs in predominantly less than risky to automation occupation.

<sup>109</sup> <https://www.doingbusiness.org/en/data/exploreconomies/spain>

<sup>110</sup> Spanish National Institute of Statistics database, Info available at: <https://www.ine.es/jaxiT3/Datos.htm?t=6064#!tabs-tabla>

<sup>111</sup> Job Creation and Local Economic Development 2018, Preparing for the Future of Work, Available at: [https://read.oecd-ilibrary.org/employment/job-creation-and-local-economic-development-2018\\_9789264305342-en#page1](https://read.oecd-ilibrary.org/employment/job-creation-and-local-economic-development-2018_9789264305342-en#page1)

**Table 35.2. Trends in the jobs at risk of automation, Spain**

A. Creating jobs, predominantly in less risky occupations	B. Creating jobs, predominantly in riskier occupations	C. Losing jobs, predominantly in riskier occupations	D. Losing jobs, predominantly in less risky occupations
Valencia	Aragon	Galicia	Castile and Leon
Balearic Islands	Andalusia	Asturias	Castile-La Mancha
Canary Islands	Murcia	Cantabria	
		Basque Country	
		Navarre	
		Rioja	
		Madrid	
		Extremadura	
		Catalonia	

*Note:* Type A and Type C regions experienced an increase in the share of jobs at low risk of automation with respect to occupations at high risk of automation. Type B and Type D regions experienced an increase in the share of jobs at high risk of automation. In both Type A and Type B regions aggregate employment grew, while in the Type C and Type D regions employment declined. Regions of Ceuta and Melilla are excluded.

*Source:* OECD Database

Source: Job Creation and Local Economic Development 2018, Preparing for the Future of Work, p.250

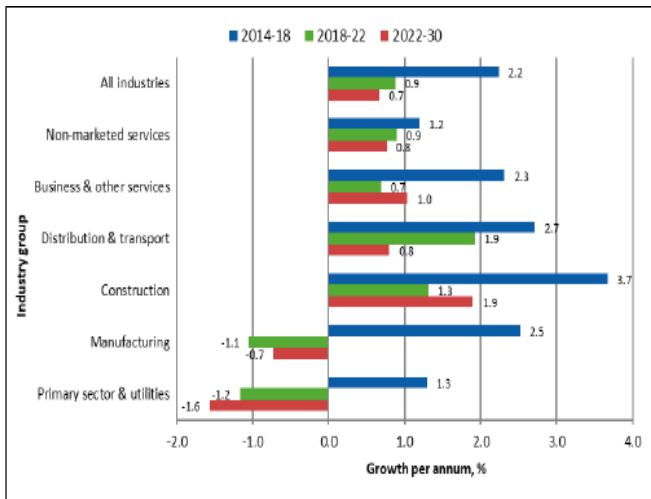
## 5. Labour market forecasts

The Cedefop forecast on the Spanish labour market<sup>112</sup> evolution over the next years highlight the following:

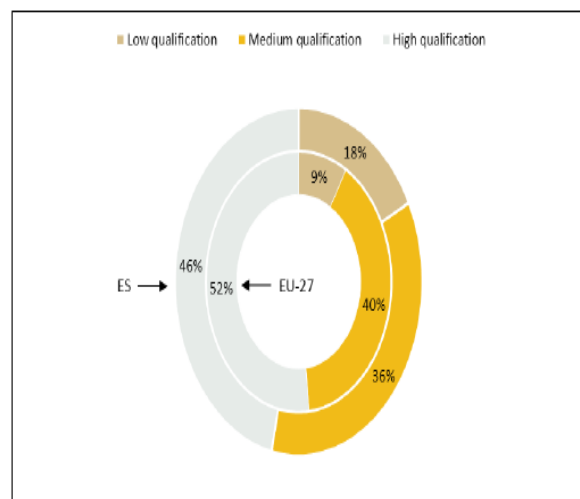
- employment could grow at a smaller pace over the next 9 years;
- employment is expected to register strong growth in *construction* and in *distribution and transport* sectors;
- for *Business and other services*, the growth forecasted over the medium and long term is attributed mainly to financial and insurance services and to admin and support services sub-sectors;
- in *non-market services* the employment growth could be driven by increase of employment in *education* and *public administration* sectors;
- *Manufacturing* along with *primary sector and utilities* are expected to register negative evolution of employment over the medium and long term.

<sup>112</sup> Cedefop (2020). Skills forecast 2020: Spain. Cedefop skills forecast.  
[https://www.cedefop.europa.eu/files/skills\\_forecast\\_2020\\_spain.pdf](https://www.cedefop.europa.eu/files/skills_forecast_2020_spain.pdf)





Source: Cedefop (2020 Skills Forecast).



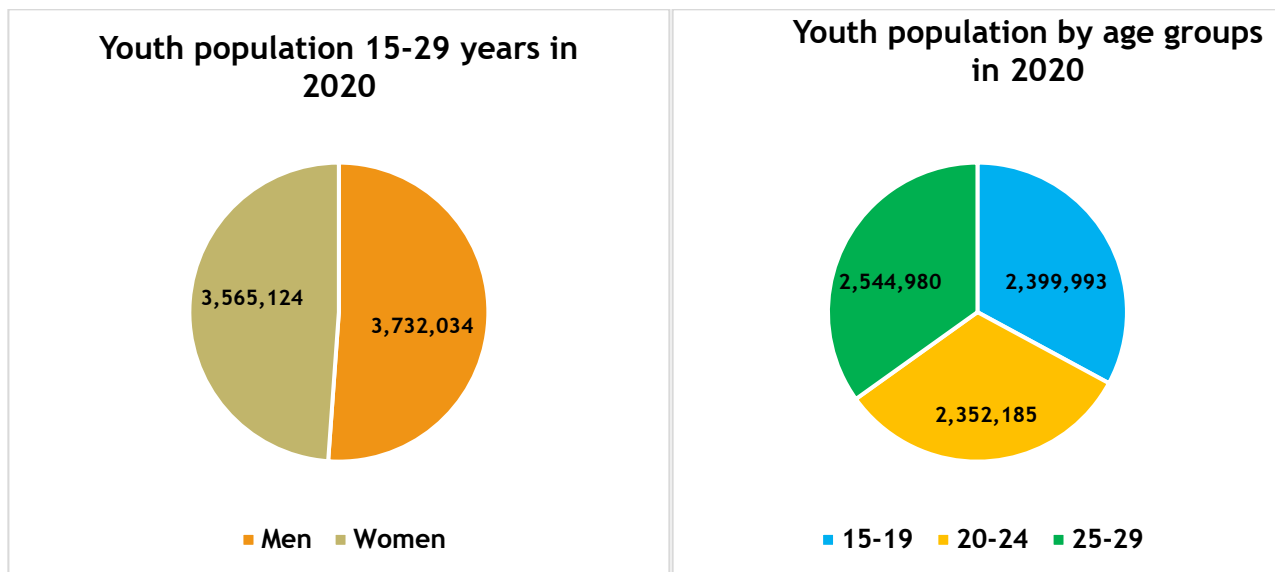
Source: Cedefop (2020 Skills Forecast).

In terms of skill required for the new jobs created in the Spanish labour market, the Cedefop forecast indicates that 46% would require a high qualification level, 36% a medium level of qualification and 18% low qualifications level. The trends are similar to the evolution anticipated for the EU-27.

## SPAIN -Supply side situation

### 1. Demographic evolution

The Spanish youth population 15-29 years has reached its lowest point in 2017 with around 7 million persons, but registered an increase of 4% in the last 3 years reaching about 7,3 million people in 2020. The 25-29 age is the largest group representing around 35% of the total 15-29 years population and this group has registered the lowest increase compared with 2017, only 27,000 persons. The number of young people 15-19 years old has registered an increase of more than 176,900 persons in the last 3 years reaching 2,4 million people in 2020.



Source: EUROSTAT database

Men represent 51% of the youth 15-29 population in 2020. The larger proportion of men is registered for the 3 youth age groups (15-19, 20-24 and 25-29 years old).

The population projections estimate an increase of the youth population (15-29 years old) 7.85 million persons in 2025 and further to 8.07 million persons by 2030.

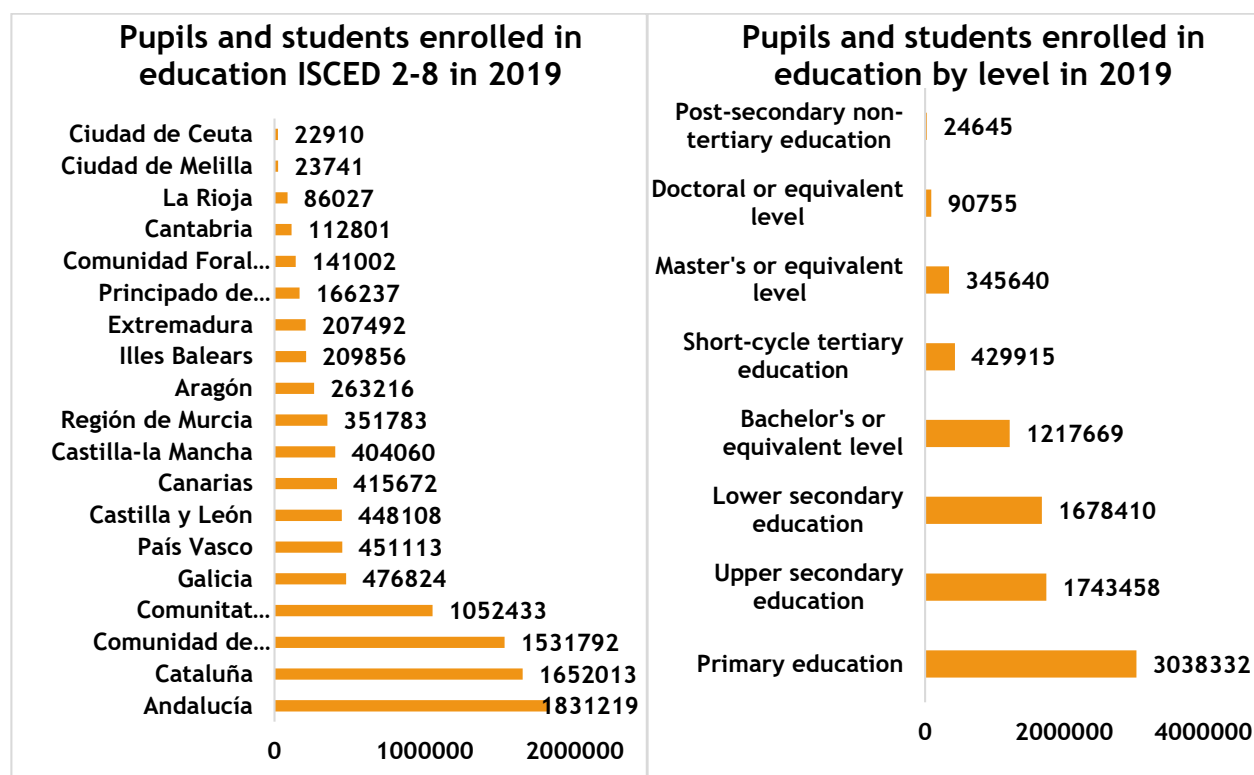
### 2. Educational participation

In 2019, Spain had 9.84 million pupils and students enrolled in education<sup>113</sup> with an almost equal share distribution on gender.

At regional level, Andalusia had the largest number of pupils and students enrolled in education with more than 1.83 million persons, about 19% of the total. Other regions with a high share of pupils and students enrolled in education were Catalonia, Comunidad de Madrid and Comunitat Valenciana. The lowest numbers were registered in Cantabria (112,800 persons) and La Rioja (86,000), Ciudad de Melilla (23,700 persons) and Ciudad de Ceuta (22,910 persons).

<sup>113</sup> All ISCED 2011 levels excluding early childhood educational development

By level of education, around 35% of the total pupils and students enrolled were in *Primary education*, 20% each in *lower and upper secondary*. *Bachelor's or equivalent level* represented 14% of the youth enrolled in education.



Source: EUROSTAT database

Enrolment in *Bachelor's or equivalent level* education has registered the strongest increase between 2013-2019 with approximately 132,000 students. Increases of more than 100,000 pupils in the same period were registered in *Primary and Upper secondary education*. A very steep reduction of enrolment was registered in *Master's or equivalent level*, the level in 2019 is with more than 168,000 persons lower than 2013 data.

The number of 15-29 years old enrolled in education in 2019 was 3.5 million persons with 51% women and 49% men. At regional level about 62% of the young people (15-29 years) enrolled in education were in 4 regions Andalucía, Comunidad de Madrid, Cataluna and Comunitat Valenciana.

**Table Number of youth 15-29 years old enrolled in education  
in 2019 by regions and gender**

Regions	Women	Men	Total
Andalucía	328470	316539	645009
Comunidad de Madrid	302645	288515	591160

<b>Cataluña</b>	292339	280657	572996
<b>Comunitat Valenciana</b>	192125	181596	373721
<b>Castilla y León</b>	88713	84316	173029
<b>Galicia</b>	86607	85482	172089
<b>País Vasco</b>	78033	84680	162713
<b>Canarias</b>	73195	71395	144590
<b>Castilla-la Mancha</b>	64996	64330	129326
<b>Región de Murcia</b>	62870	60324	123194
<b>Aragón</b>	45867	47528	93395
<b>Extremadura</b>	36873	35439	72312
<b>Illes Balears</b>	30995	29942	60937
<b>Principado de Asturias</b>	28863	29862	58725
<b>Comunidad Foral de Navarra</b>	25887	24810	50697
<b>Cantabria</b>	19037	19634	38671
<b>La Rioja</b>	16745	13220	29965
<b>Ciudad de Melilla</b>	3751	3350	7101
<b>Ciudad de Ceuta</b>	3766	3330	7096

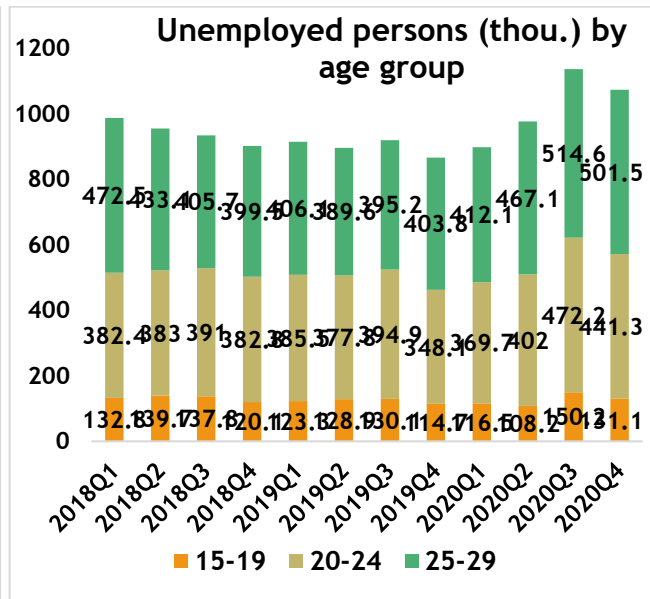
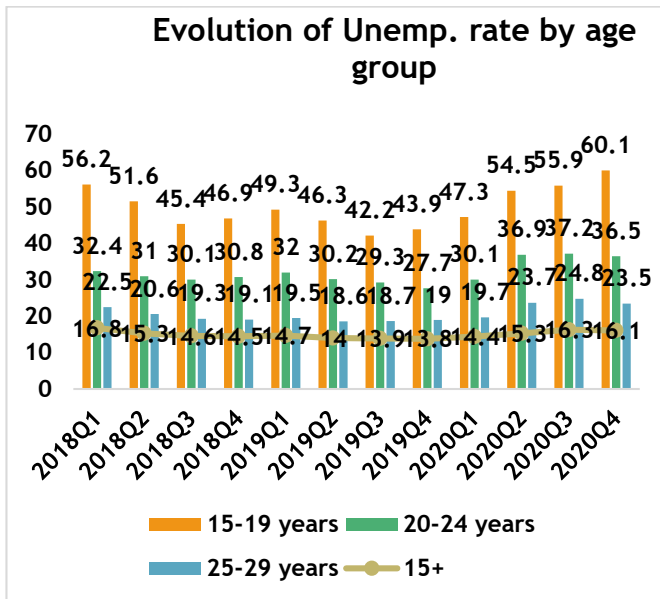
Source: EUROSTAT database

### 3. Youth Unemployment

The impact of Covid -19 has reversed some of the progress that Spain made in terms of unemployment before 2020. Rates of unemployment for youth were above the rate of the general population.

In 2020Q4, the highest rate of youth unemployment was registered 15-19 years old 60.1% more than 16.2 pp compared with the situation in 2019Q4, for 20-24 years old the rate was 36.6% and in 23.5% for the 25-29 years old.

Similar to the situation registered in Greece, the women 15-19 years (69.2%) have a higher rate of unemployment compared with the one for men (53.8%) in 2020Q4. Women tend to have higher rates of unemployment for the general population and for other youth age groups, but the differences are much smaller than the ones registered for the 15-19 years old.

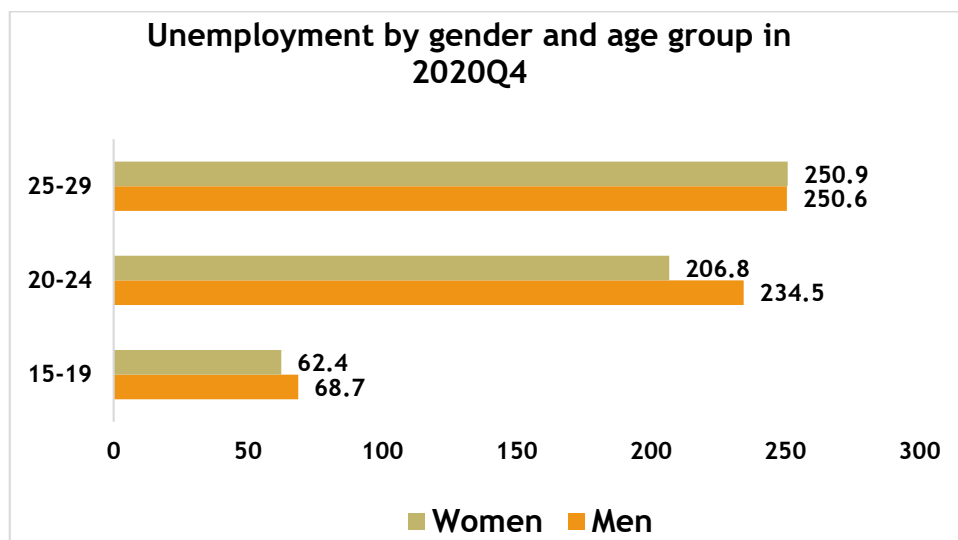


Source: EUROSTAT database

In 2020Q4, 501.500 persons (25-29 years old) were unemployed, increasing by more than 97.700 persons compared with the same quarter of 2019 and representing approx. 47% of the total unemployed persons 15-29 years old. For those 20-24 years the number of unemployed increased by 93.200 persons in 2020Q4 compared with 2019Q4.

The number of unemployed young people 15-29 years represented 29% of the total number of unemployed persons 15+ registered in Spain in 2020Q4.

The number of women unemployed represented 48% of the total of youth unemployed 15-29 years in 2020Q4.



Source: EUROSTAT database

#### 4. Young NEETs

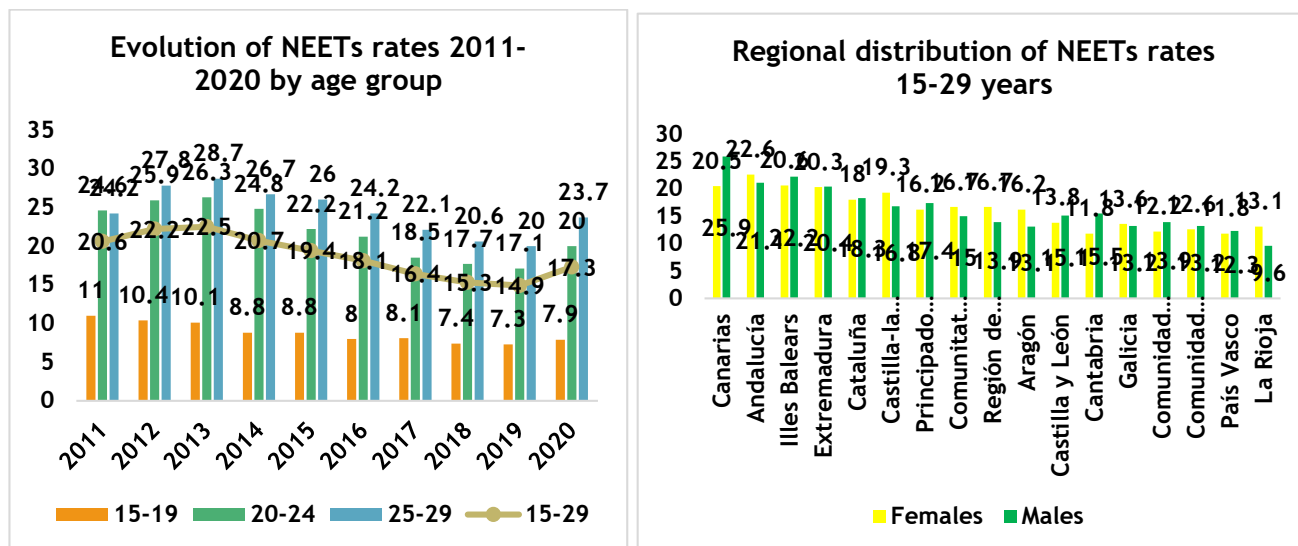
The NEETs rates were above the EU 27 average, but registering a constant decline after the highest point 22.5% (15-29 years) registered in 2013. In 2019, the rate reached its lowest point over the last 10 years registering 14.9%. Still, the impact of the Covid-19 crisis has worsened the situation and the NEETs rate increased by 2.4 pp to 17.3% in 2020.

The NEETs rates are particular high among the age group 25-29 years (23.7% in 2020). For 15-29 years there is no difference on gender as women and men have the same NEETs rate 17.3% in 2020, women register smaller rates than men for 15-19 (7.1% W vs. 8.8%M) and 20-24 years (18.9% W vs. 21% M), but a higher level among the 25-29 years (25.4% W vs. 22.1% M).

The data for 2020Q4 indicate a number of young NEETs 15-29 years of 1.174 million people increasing by 115,000 persons compared with the similar quarter of the 2019. The number of NEETs Men was 608,000 persons, representing 52% of the total young NEETs, by 84,000 persons more that in 2019Q4.

Similar to Greece and Romania, the NEETs rates are particularly high for **young women with a lower education level less than primary, primary and lower secondary education (ISCED 0-2)**.

In 2020, the NEETs rates of women with *less than primary, primary and lower secondary education* (ISCED 0-2) level were 45.6% for 20-24 years old and 49% for 25-29 years old, for men the corresponding rates were 39.5% and 36.4%. For 25-29 years with *tertiary education* (ISCED 5-8), the NEETs rate in 2020 was 16.2% women and 14.7% men.



Source: EUROSTAT database, data for Melilla and Ceuta not included in the regional graph

At regional level in 2020, Melilla and Ceuta along with Canarias, Andalucia, Baleares Islands and Extremadura registered NEETs rates above 20%. Comunidad de Madrid, Comunidad Foral de Navarra, País Vasco and La Rioja registered the lowest NEETs rates.

The NEETs rates were higher for men in Canarias (5.4 pp), Cantabria (3.7 pp), Comunidad de Madrid (1.7 pp) and Baleares Islands (1.6 pp). In Ciudad de Melilla (4.2 pp), La Rioja (3.5 pp), Aragon (3.1 pp), Murcia (2.8 pp), Castilla -la Mancha (2.5 pp) and Comunitat Valenciana (1.7 pp) were the regions with a higher NEETs rate for women compare with the level for men.



## ANNEX 5: OVERVIEW OF LABOUR MARKET TRENDS

### Different perspectives: trend analysis by ILO, OECD, employers and employees representatives' perspective and think tanks

International Labour Organisation's view on the trends that are shaping the labour markets at international level are presented in the *Work for a brighter future* report of the Global Commission on the future of work. The megatrends identified are: **technological advancement** that includes artificial intelligence, automation and robotics; **greening of economies** and adoption of sustainable practices and clean technologies; **changes in demographics** with the coexistence of areas /countries that on the one side experience expanding populations and others that are facing an ageing population which puts pressure on labour markets and social security systems.<sup>114</sup>

The mega trends identified by OECD as impacting the labour market with different intensities are: **technological progress, demographic change, globalization and changes in values and preferences**. The effects of these trends are seen in: the quantity and quality of jobs; the need for inclusiveness and to reduce polarization and inequality; the pressure on existing social security systems; the need for activation policies; redefining the role of some labour market institutions (the minimum wage, employment protection legislation, working time regulations and occupational health and safety regulation, etc.); equipping people with the right type of skills; consolidating the social dialogue.<sup>115</sup>

Insights on the employers' views regarding the trends that shape the labour market could be found in the International Organisation of Employers (IOE) Brief - *Understanding the Future of Work*. Main areas of change presented are: job creation vs. job transformation – changes in the labour market would displace, transform and create new employment opportunities; technological change that will require new skills for the new evolving roles; change in business models and the way people work (global talent competition and new forms of work; working time and remote work; individual productivity and worker autonomy).<sup>116</sup>

The employee's perspective is reflected in the position of trade unions. To this end, the IndustriALL Global Union has identified the following forces that change the way people work: **climate change** and the need to shift to a carbon-neutral economy; **Industry 4.0**, the use of robots and the development of digital production processes; **development of the gig economy**

<sup>114</sup> International Labour Office – Geneva, (2019), *Work for a brighter future – Global Commission on the Future of Work*. Available at: [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms\\_662410.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms_662410.pdf)

<sup>115</sup> OECD, (2017), *Future of Work and Skills*, Available at: [https://www.oecd.org/els/emp/wcms\\_556984.pdf](https://www.oecd.org/els/emp/wcms_556984.pdf)

<sup>116</sup> International Organisation of Employers (IOE), (2017), *IOE Brief - Understanding the Future of Work*. Available at: <https://www.ioe-emp.org/index.php?eID=dumpFile&t=f&f=128041&token=b6bf27696af48d82f3ef792d83f64b15a6f84b8d>

and other new forms of technologically-facilitated precarious work; **globalized market-lead economic development**, leading to long and complicated supply chains.<sup>117</sup>

Nesta, the UK's innovation foundation for social good, produced two interesting reports. One on skills in 2030<sup>118</sup> and the other on the way that workers at risk due to automation of jobs can be helped with transitioning with new skills to new jobs<sup>119</sup>. The first report describes seven trends that impact the future of work: *environmental sustainability, urbanisation, increasing inequality, political uncertainty, technological change, globalization and demographic change*.

#### FIGURE KEY TRENDS THAT IMPACT THE FUTURE OF WORK

##### KEY TRENDS

The future of work isn't only influenced by automation. Our model includes an analysis of the following key trends to determine the bigger picture of work.

##### ENVIRONMENTAL SUSTAINABILITY

- Climate change consensus largely intact, but with notable cracks.
- Structural changes resulting from emerging 'green economy sector' and 'green jobs', but vulnerable to political reversals.

##### URBANISATION

- More than half of world population lives in cities—70 percent by 2050. Cities attract high-value, knowledge-intensive industries, offer more varied employment and consumption opportunities.
- Uncertainties include fiscal policy, infrastructure investments, high public debt ratios.

##### INCREASING INEQUALITY

- Rise in income and wealth inequality, middle class squeeze.
- Disparities in education, healthcare, social services, consumption.

##### POLITICAL UNCERTAINTY

- Indices of geopolitical uncertainty have remained high since 9/11 spike.
- Mirrored by political and policy uncertainty—capacity of institutions and policymakers to act credibly and consistently.
- Uncertainty negatively affects economic activity in government-influenced sectors, such as defence, finance, construction, engineering, and healthcare.

##### TECHNOLOGICAL CHANGE

- Perennial fears about impact of automation on employment.
- Estimates of future automation impact range, from 47% of US employment at risk to only 9%.
- Conversely, technology amplifies human performance in some occupations—and gives rise to entirely new occupations and sectors.

##### GLOBALISATION

- Global labour markets increasingly integrated.
- Benefits (e.g., advanced manufacturing, knowledge-intensive services) and costs (e.g., employment and wage impacts, trade deficits, legacy manufacturing).
- Post-financial crisis headwinds (e.g., sluggish world trade growth, rising protectionism).

##### DEMOGRAPHIC CHANGE

- Pressures to control age-related entitlements vs. investments in education, R&D, infrastructure.
- Ripple effects through healthcare, finance, housing, education, recreation.
- Rising Millennial generation, with divergent consumption and work behaviours.

Source: Nesta (2017). The future of skills. Employment in 2030. p.12

<sup>117</sup> Industriall Global Union, The Future of Work, Available at: <http://www.industriall-union.org/future-of-work-0>

<sup>118</sup> Nesta (2017). The future of skills. Employment in 2030. Available at: [https://media.nesta.org.uk/documents/the\\_future\\_of\\_skills\\_employment\\_in\\_2030\\_0.pdf](https://media.nesta.org.uk/documents/the_future_of_skills_employment_in_2030_0.pdf)

<sup>119</sup> Nesta (2020). Mapping Career Causeways: Supporting workers at risk. Available at: [https://media.nesta.org.uk/documents/Mapping\\_Career\\_Causeways\\_01\\_G2XA7Sl.pdf](https://media.nesta.org.uk/documents/Mapping_Career_Causeways_01_G2XA7Sl.pdf)

## Scenario's

Deloitte's views on the trends that could shape the future of work and the worker-employer relationship considering the talent supply and government impact are depicted in four scenarios envisioned for the future:

- **Work as fashion:** employers are in constant motion as they chase worker sentiments, competitor actions, and marketplace dynamics. The worker-employer relationship is Reactive: Employers feel compelled to respond in the moment to workers' expressed preferences, and to competitor moves, without connecting those actions to a sustainable workforce strategy.
- **War between talent:** workers compete for limited jobs due to an oversupply of talent. The worker-employer relationship is Impersonal: Employers view workers as interchangeable and easily replaceable, and workers are more concerned with competing with each other for jobs than with the quality of their relationship with their employer.
- **Work is work:** workers and employers view organizational responsibility and personal and social fulfilment as largely separate domains. The worker-employer relationship is Professional: Each depends on the other to fulfil work-related needs, but both expect that workers will find meaning and purpose largely outside of work.
- **Purpose unleashed:** purpose is the dominant force driving the relationship between workers and employers. The worker-employer relationship is Communal: Both workers and employers see shared purpose as the foundation of their relationship, viewing it as the most important tie that binds them together.<sup>120</sup>

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<sup>120</sup> Deloitte Insights, The worker-employer relationship disrupted. If we're not a family, what are we? Available at: <https://www2.deloitte.com/us/en/insights/focus/human-capital-trends/2021/the-evolving-employer-employee-relationship.html#>

## ANNEX 6: DIFFERENT CATEGORISATIONS OF SKILLS

The MGI (2020) report provides some estimations on the type of skills that would be required to fill the future job opportunities. MGI uses a framework based on five categories of skills: physical and manual; basic cognitive (literacy and numeracy); advanced cognitive (problem solving and project management); socioemotional (teaching and training others); and technological (programming). Considering this framework, the estimations point out that:

- activities that require **technological skills** will grow in all industries and this would increase the demand for workers with **STEM skills**;
- an increase would also be seen for **socioemotional skills**;
- requirement for basic cognitive skills and for physical and manual skills would decline by 2030 across Europe.

The World Economic Forum (2020) based on a survey conducted at company level provides insights on some of the skills that would be in demand by 2025, namely: analytical thinking and innovation; active learning and learning strategies; complex problem-solving; critical thinking and analysis; creativity, originality and initiative; leadership and social influence; technology use, monitoring and control; technology design and programming; resilience, stress tolerance and flexibility; reasoning, problem-solving and ideation; emotional intelligence; troubleshooting and user experience; service orientation; systems analysis and evaluation and persuasion and negotiation.<sup>121</sup>

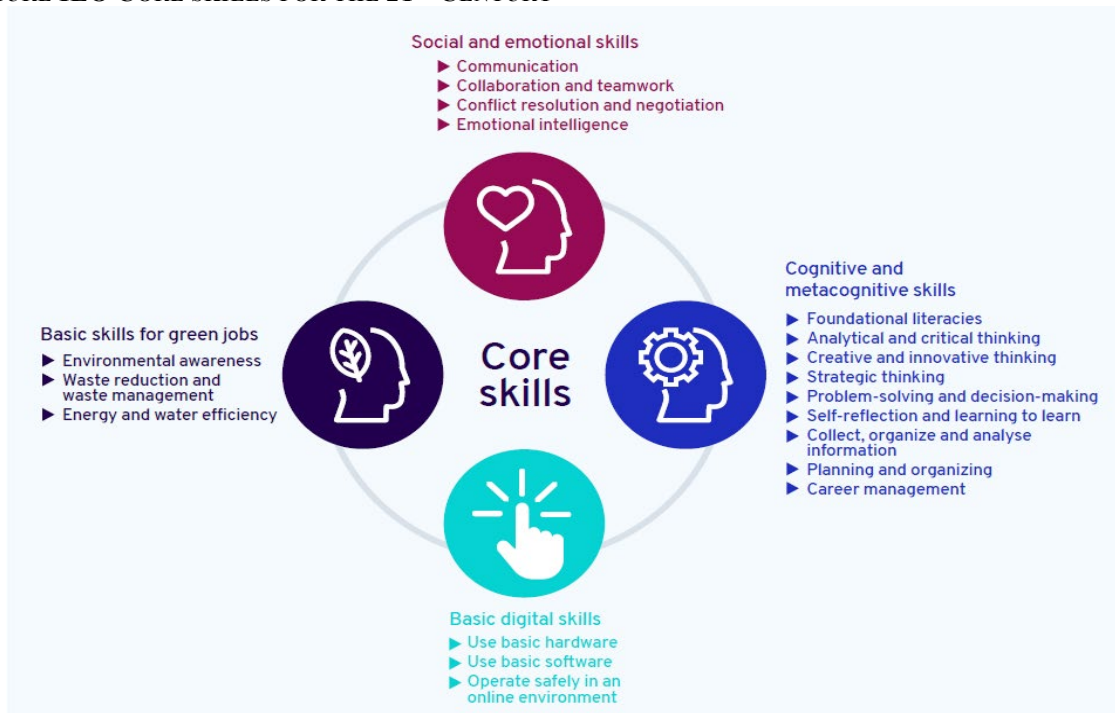
The ILO (2021) proposes an international perspective on the skills needed for life and work in the future by defining a group of core skills in the Report *Global Framework on Core Skills for the 21<sup>st</sup> Century*.<sup>122</sup> This framework was developed in consultation with representatives of academia, experts in the area of skills development, representatives of other UN agencies and of national authorities for skills development. The four major categories of skills defined are: *Social and emotional*; *Cognitive and metacognitive*; *Basic digital skills* and *Basic skills for green jobs*.

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<sup>121</sup> World Economic Forum, (2020), The Future of Jobs Report 2020, Available at: [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2020.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf)

<sup>122</sup> International Labour Organisation, (2021), Global framework on core skills for life and work in the 21st century. Available at: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---emp\\_ent/documents/publication/wcms\\_813222.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_813222.pdf)

FIGURE ILO CORE SKILLS FOR THE 21<sup>ST</sup> CENTURY



Source: ILO (2021), p.26

The OECD framework has clustered the main types of skills that would be required in the future and ensure workers and students labour market integration and improved resilience during transition time. The main categories identified are: **cognitive and meta-cognitive skills** (including critical thinking, creative thinking, learning-to-learn and self-regulation); **social and emotional skills** (empathy, self-efficacy, responsibility and collaboration); **practical and physical skills** (using new information and communication technology devices).<sup>123</sup>

A country level perspective of relevant skills for employability in the future could be found in Rakowska and Juana-Espinosa (2021). The paper provides some examples of generic and specific skills that will be relevant in **Spain and Poland** in the perspective of year 2024. For Spain the relevant skills identified were: **generic** (*Novel & adaptive thinking; Social intelligence; Cognitive load management; Cross cultural competency; Computational thinking*) and **specific** (*Building trust and good relations; E-cooperation; Flexibility; Learning skills; Social entrepreneurship*). As for Poland these were: **generic** (*Novel & adaptive thinking; Cognitive load management; Transdisciplinarity; Cross cultural competency; Virtual*

<sup>123</sup> OECD (2019), Future of Education and Skills 2030 Concept Note. Available at: [https://www.oecd.org/education/2030-project/contact/OECD\\_Learning\\_Compass\\_2030\\_Concept\\_Note\\_Series.pdf](https://www.oecd.org/education/2030-project/contact/OECD_Learning_Compass_2030_Concept_Note_Series.pdf)

collaboration) and **specific** (*Flexibility; E-cooperation; Web-based collaborative innovation; Ability to work in diversified teams; High technology entrepreneurship*).<sup>124</sup>

## ANNEX 7: ROLES AND SOFT SKILLS IN DEMAND FOR DIFFERENT COUNTRIES

**TABLE 9 ROLES AND SKILLS IN DEMAND IDENTIFIED BY MANPOWER GROUP (2021)**

	<b>Global</b>	<b>Greece</b>	<b>Netherlands</b>	<b>Romania</b>	<b>Spain</b>
<b>Roles in demand</b>	1. Operations /Logistics; 2. Manufacturing /Production; 3. Sales /Marketing; 4. IT / Data; 5. Administration /Data support; 6. Front Office/ Customer facing; 7. HR.	1. IT / Data; 2. Manufacturing /Production; 3. Operations /Logistics; 4. Sales /Marketing; 5. HR; 6. Administration /Data support; 7. Front Office/ Customer facing.	1. Operations /Logistics; 2. Manufacturing /Production; 3. Sales /Marketing; 4. IT / Data; 5. Administration /Data support; 6. Front Office/ Customer facing; 7. HR.	1. Operations /Logistics; 2. Manufacturing /Production; 3. Sales /Marketing; 4. IT / Data; 5. Administration /Data support; 6. Front Office/ Customer facing; 7. HR.	1. Operations /Logistics; 2. Manufacturing /Production; 3. Sales /Marketing; 4. IT / Data; 5. Administration /Data support; 6. Front Office/ Customer facing; 7. HR.
<b>Soft Skills difficult to find</b>	1. Accountability, reliability, discipline; 2. Resilience, stress tolerance and adaptability; 3. Initiative taking; 4. Leadership and social influence; 5. Reasoning, problem solving; 6. Creativity, originality; 7. Collaboration and team work; 8. Critical thinking and analysis; 9. Active learning and curiosity.	1. Leadership and social influence; 2. Initiative taking; 3. Creativity, originality; 4. Critical thinking and analysis; 5. Resilience, stress tolerance and adaptability; 6. Reasoning, problem solving; 7. Accountability, reliability, discipline; 8. Active learning and curiosity. 9. Collaboration and team work.	1. Leadership and social influence; 2. Critical thinking and analysis; 3. Accountability, reliability, discipline; 4. Initiative taking; 5. Creativity, originality; 6. Resilience, stress tolerance and adaptability; 7. Collaboration and team work. 8. Reasoning, problem solving; 9. Active learning and curiosity.	1. Resilience, stress tolerance and adaptability; 2. Accountability, reliability, discipline; 3. Initiative taking; 4. Reasoning, problem solving; 5. Leadership and social influence; 6. Collaboration and team work. 7. Critical thinking and analysis; 8. Creativity, originality; 9. Active learning and curiosity.	1. Accountability, reliability, discipline; 2. Initiative taking 3. Leadership and social influence; 4. Critical thinking and analysis; 5. Reasoning, problem solving; 6. Collaboration and team work. 7. Creativity, originality; 8. Active learning and curiosity; 9. Resilience, stress tolerance and adaptability.

Source: Manpower Group (2021), *Talent shortages Report*

<sup>124</sup> Rakowska, A., Juana-Espinosa, S., (2021), Ready for the future? Employability skills and competencies in the twenty-first century: The view of international experts, Journal: Human Systems Management, vol. Pre-press, no. Pre-press, pp. 1-16, 2021, Available at: [https://rua.ua.es/dspace/bitstream/10045/114467/1/Rakowska\\_de-Juana\\_2021\\_HumanSystManag\\_accepted.pdf](https://rua.ua.es/dspace/bitstream/10045/114467/1/Rakowska_de-Juana_2021_HumanSystManag_accepted.pdf)



## ANNEX 8: SNAPSHOT OF SOCIAL POLICIES RELEVANT FOR YOUTH WITH LIMITED OPPORTUNITIES

Taking the Netherlands as an example: policies that are relevant for youth with limited opportunities consist of eight laws and many more formal and informal arrangements that try to have a positive impact on six domains in life.

These policies together influence the daily lives of people in the Netherlands that are facing limited resources of opportunities, both adults as well as youth and children.

**TABLE LEGISLATIVE FRAMEWORK AND SPECIFIC DOMAINS OF INTERVENTIONS IN THE NETHERLANDS**

Domain	Informal	Formal	Laws
Self-reliance	Informal care Voluntary home care	Tailor made facilities	Appropriate Education Act - All children are given an appropriate place in education. If possible, the child attends a regular school. The possibilities and educational needs of the child are decisive, not the limitations. Long-term Care Act (Wlz) - Reimburses the most severe, long-term care for people who can no longer live at home. Health Insurance Act (Zvw) - Arranges that everyone who lives in the Netherlands and/or pays wage tax, required to take out basic insurance. Public Health Act (Wpg) - Regulates the organization of public health care, including youth health care.
Social contact	Buddy contact Living room of the neighbourhood	Community center coordinator Youth worker	Youth Act - Regulates entitlement to, access to and funding for youth care. Social Support Act 2015 (Wmo) - Arranges that people with disabilities can receive support. This may concern the elderly, disabled or people with psychological problems.
Care for others	In your own social network For others via volunteer centers	Volunteer center Informal care support	-
Contribute to society	Citizen's initiatives; Social entrepreneurship	Community organizing Volunteer center	-
Paid work	Network for applicants Recognition of Previously Acquired Competencies (EVC)	Reintegration Job coaching	-
Financial health	Regulation assistance	Debt assistance Income support	Participation Act - More people to work, also with an occupational disability.



	Administrative assistance		Municipal Debt Assistance Act - Resolving or preventing (problematic) debts in order to overcome barriers to participation of citizens.
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Source: Adapted from Movisie (2015)

This overview shows that paid work is just one elements of a larger ecosystem of policies and interventions that try to improve the lives of youth with limited opportunities.

The variation between and within European countries provides both a challenge for scaling and an opportunity in terms of experimentation and learning (see for another example the Greek youth policy: Strategic Framework for the Empowerment of Youth<sup>125</sup>).

Additional information on the specific youth policies framework deployed at national level in some EU Member States, including policies focused on employment and entrepreneurship, can be obtained from the European Commission *YouthWiki*<sup>126</sup> website.

In the case of Romania, some of the main legislative acts and provisions that focus on the situation of young people with limited opportunities are presented in the table below.

**TABLE LEGISLATIVE FRAMEWORK AND SPECIFIC DOMAINS OF INTERVENTIONS IN ROMANIA**

Domain	Legislative framework
<b>Education</b>	<b>The Law of National Education no. 1/2011</b> <ul style="list-style-type: none"> <li>Establishing among others the access to assessment, psycho-educational assistance, school guidance and career guidance of children, pupils and young people with special educational needs provided by the County Resources and Educational Assistance Centers; (Mostly focused on youth with disabilities and special needs.)</li> <li>Guarantees and supports access to education and continuous vocational training for different categories of young people with limited opportunities;</li> <li>Establishes Community Lifelong Learning Centers that have an important role in reconnecting school drop-outs and early school leavers with education and learning activities that can improve their educational level. Still, these Centers are not adequately developed.</li> </ul>
<b>Social assistance</b>	<b>The Law of Social assistance no.292/2011</b> <ul style="list-style-type: none"> <li>Establishing types of social assistance benefits that are provided among others to different categories of vulnerable young people;</li> <li>Access to social services such as fixed-term residential centers to prevent and combat the risk of becoming homeless for young people leaving the child protection system.</li> </ul>
<b>Employment integration</b>	<b>The Law on the unemployment insurance system and the stimulation of employment no.76/2002</b> <ul style="list-style-type: none"> <li><b>Defines young person at risk of social marginalization</b> as - a person aged 16-26 who that is unemployed, registers with the employment agencies and falls into one of the following categories: a) is in or comes from the child protection system; b) has disabilities; c) has no family or whose family cannot provide adequate support; d) has dependent children; e) has executed one or more custodial sentences;</li> </ul>

<sup>125</sup> General secretariat for youth and lifelong learning (2018). Strategic framework for the empowerment of youth. Available at: [https://pjp-eu.coe.int/documents/42128013/50359073/Neolaia\\_Entipo\\_ENG\\_dig.pdf/6ee8b162-57df-a302-e394-9f58850f9fbf](https://pjp-eu.coe.int/documents/42128013/50359073/Neolaia_Entipo_ENG_dig.pdf/6ee8b162-57df-a302-e394-9f58850f9fbf)

<sup>126</sup> European Commission, *YouthWiki*, Details about the frameworks in Romania are available at: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/romania/3-employment-entrepreneurship> For The Netherlands at: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/netherlands/3-employment-entrepreneurship> and for Spain at: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/spain/3-employment-entrepreneurship>

	<ul style="list-style-type: none"> <li>• <b>Defines young NEET</b> as- a person between the ages of 16 and up to the age of 25, who does not have a job, does not attend a form of education and does not participate in vocational training activities;</li> <li>• Establishing services and measures provided by public employment agencies that aim at to promoting the participation in the labour market of young people at risk of social marginalization (e.g. solidarity contract) and NEETs (e.g. job subsidies for employers that hire them).</li> </ul>
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## ANNEX 9: WORK INTEGRATION SOCIAL ENTERPRISES / INTERMEDIATE LABOUR MARKET

The GAP between social and labour market policies is being bridged by what are called Work Integration Social Enterprises. These types of social enterprises create safe spaces for youth that are not yet ready to enter the ‘real’ labour market and provides them with a place to put in practice what they have learned and/or learn new skills by performing certain activities.

A developing practice in Europe is the emergence of social enterprises<sup>127</sup>. One of the typical activities of a social enterprise is the “*social and economic integration of the disadvantaged and excluded*”.

To this end, a specific type of social enterprise is the *Work Integration Social Enterprise* (WISEs) that focus on improving employment prospects of disadvantaged and vulnerable people in the labour market by providing a wide range of work-based opportunities such as: work experience; CV writing; interview practice; training and others. Additionally, in many EU countries the legal framework regulating WISEs provided as a mandatory requirement that at least 30% of the workforce should be represented by disadvantaged individuals or persons with disabilities.

Social enterprises could represent a form of supporting young people with limited opportunities into employment and create a more equitable society for youth by “*strengthening democracy, civil rights and digital participation*”.

In the Box below we provide some examples from the Netherlands of social enterprises that help blind and visually impaired people to integrate into the labour market.

### Examples of Work Integration Social Enterprises in the Netherlands

Ctaste is a Ltd that operates as a work integration social enterprise (WISE). It provides blind and visually impaired people job opportunities. Established in 2007 by Sandra Balij and Bas de Ruiter, it works with Start Foundation and Horecavakpunt as key partners. Ctaste’s financial structure consists mainly of impact investment and market revenues. The main areas of interest are economics and entrepreneurship, employment and social affairs. Ctaste started as a restaurant and led to interesting spin-offs. At Ctaste, the ‘experts from the dark’ serve patrons in the dark. Ctaste has successfully run the restaurant without subsidies or grants.

Ctalents, the training and talent agency—and also the secondment agency—for people with a sensory challenge (blind, visually impaired, deaf and hearing impaired) was then founded on the need to make the talents of sensitively challenged people visible to employers. One of its more recent activities develops various sign language coffee bars, in which patrons order coffee using sign language.

<sup>127</sup> European Commission (2015). A map of social enterprises and their eco-systems in Europe. Available at: <https://ec.europa.eu/social/BlobServlet?docId=12987&langId=en>

CtheCity, a sensory tour through Amsterdam, represents another spin-off. The initiative has provided jobs for over 150 people. It demonstrates that many more opportunities can be offered to the deaf and visually impaired people, of which around 70% are stuck at home without work.

<http://ctaste.nl>

Source: Bosma<sup>128</sup> (2019).

The social enterprises ecosystems and the legal frameworks regulating such enterprises are extremely diverse in the EU Member States. Many social enterprises are organised as associations, cooperatives and mutuals, foundations, conventional enterprises and specific types of non-profit organisations (European Commission, 2020).<sup>129</sup>

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<sup>128</sup> Bosma, N., (2019). Social enterprises and their eco-systems in Europe. Country report Netherlands.

<https://ec.europa.eu/social/BlobServlet?docId=21133&langId=en>

<sup>129</sup> European Commission (2020). Social enterprises and their ecosystems in Europe.

<https://ec.europa.eu/social/BlobServlet?docId=21133&langId=en>

## ANNEX 10: VARIATIONS IN THE IMPLEMENTATION OF THE YOUTH GUARANTEE

It is important to note that there are large variations in the way the Youth Guarantee was translated into national policies and local interventions. There are however regional patterns that can be explained using the ‘policy regimes’ framework proposed by Andersson and Minas, (2021) <sup>130</sup>. This framework emphasizes the institutional and structural differences between countries in the educational system, social security system and social work to better understand the national context influence on the youth policies.

The main regional clusters and its specific characteristics identified by Andersson and Minas, (2021) are presented in the table below.

TABLE TYPOLOGY OF EU MEMBER STATES CLUSTERS AND YOUTH INTERVENTIONS

Countries	Type
<b>Denmark, Finland, Sweden</b>	The <i>universalistic</i> country type has an encompassing education system, making it easier to organise and provide prevention towards youth in school environments and tracking dropouts. The social security system is fairly encompassing, though comparatively less so for young people with no employment record. Social work is largely publicly provided and combines services with cash benefits and controlling functions. This regime type generally does not have a strong tradition of community work. One would expect a low need of outreach and social work involvement, as the education and social security systems facilitate entry points for youth before and after unemployment.
<b>Austria, Belgium, Germany, Luxembourg and The Netherlands</b>	The <i>employment-centred</i> country type has a highly selective education system with a well-developed dual-track vocational education system as a primary route towards employment. This system is more fragmented and unequal, providing less favourable conditions for preventive action towards youth via education. The social security system is strongly connected to labour market position, largely excluding youth (particularly those without work experience). Public social work is limited and mostly involves social control. However, there is a strong tradition of social work provided by corporate and non-profit organisations. Social work is often specialised, including a wide range of services.
<b>Cyprus, Greece, Malta, Spain</b>	The <i>sub-protective</i> country type has an encompassing school system, however, with high dropout rates and combined with an underdeveloped training system. Social insurance/ benefit-systems do not provide coverage for youth and public social work is described as poorly organised and coordinated. There are blurred lines between informal and formal care and the family, church and NGOs are essential providers of social services.
<b>Croatia, Czech Republic, Latvia, Poland, Slovakia</b>	The <i>post-communist</i> country type is more difficult to predict than the other four. These countries share a past of stable yet rather rigid trajectories. Since the 90s, this part of Europe has become a mix of countries that share similarities in some policy areas and diverge vastly in others. The school system is principally non-selective but varying and mismatch between education and employment is generally high. Social work post-communism is no longer exclusively provided by the government. Market principles have entered social service provision and NGOs’ (often international) play an important role. The social work legislation has been modernised towards

<sup>130</sup> Andersson and Minas (2021). Reaching without outreach: A comparative policy study of EU member states policy agenda on youth unemployment. Available at: <https://onlinelibrary.wiley.com/doi/10.1111/ijsw.12470?af=R>

<b><i>Romania was not included because the YG was not available in English</i></b>	community work; however, implementation of such work is lagging behind (Zavirsek, 2015). Generally, the development trend is towards a liberal or employment-centred rationale, however, with quite underdeveloped areas, such as social work.
<b>Ireland</b>	The <i>liberal</i> country type has a comprehensive school system, yet, with increasingly diversified post-compulsory education with various entry and exit points. Access to social security for young people is limited in time and with low benefit rates. Public social work provides only a minimum standard and has a controlling function. Preventive work is generally provided through voluntary work.

Source: Andersson and Minas (2021).

The Escudero and Lopez Mourelo <sup>131</sup> (2017) analysed the design features of the Youth Guarantee national schemes. The figure below shows the differences in terms of maximum period of being without employment, education or training, age group targeted, if the target group is defined as NEET or as unemployed and if there is a specific focus on certain groups within the youth or NEETs population.

#### FIGURE CHARACTERISTICS OF YOUTH GUARANTEE INTERVENTIONS

<sup>131</sup> Escudero, V., and Lopez Mourelo, E., ILO (2017). The European Youth Guarantee: A systematic review of its implementation across countries. Research Department Working Paper No. 21 Available at: [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms\\_572465.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_572465.pdf)

Countries	Maximum period	Age group	Main target group NEETs	LTU targeted specifically	Specific focus
Austria, Belgium, Cyprus, Germany, Ireland, Luxembourg, Malta, Sweden	• 4 months • Austria, Germany, Sweden: 3 months	Under 25	✓	×	
Hungary	4 months	Under 25	✓	✓	
Finland	3 months	Under 25	✓	×	Particular educational levels (recent graduates under 30)
Romania	4 months	Under 25	✓	×	• Roma populations • Women
France	4 months	Under 26	✓	×	
Netherlands	4 months	Under 27	✓	×	
Croatia, Czech Republic, Denmark, Estonia, Greece, Lithuania, Portugal	• 4 months • Denmark: 3 months	Under 30	✓	×	
Latvia, Slovakia	4 months	Under 30	✓	✓	
Slovenia	4 months	Under 30	Unemployed	✓	
Bulgaria	4 months	Under 30	✓	✓	• Roma populations • Particular educational levels
Italy	4 months	Under 30	✓	✓	Roma populations
Poland	4 months	Under 30	✓	✓	Individuals with disabilities
Spain	4 months	Under 30	✓	×	• Women • Individuals with disabilities • Particular educational levels
UK	4 months	Under 30	✓	✓	• Individuals with disabilities • Particular educational levels

Source: Escudero and Lopez Mourelo, (2017), p.12

## ANNEX 11: EVALUATION OF THE EFFECTIVENESS OF THE YOUTH GUARANTEE

### Academia assessments on the Youth Guarantee schemes – success factors and gaps

Alonso et al. (2021) focused their analysis of the Youth Guarantee programs in countries that registered high levels of NEETs, namely Greece, Spain, Italy and Cyprus. Main aspects revealed by the analysis were the following: a short-term perspective could point out that Youth Guarantees programmes haven't had the impact desired, still the NEET situation was improving in the countries considered; measures such as subsidizing offers did not contribute to a better policy performance; Youth Guarantee interventions at national level are influenced by external and internal factors such as the moment of time when the policy is implemented, the size of its budget, the status of the general economy, etc.<sup>132</sup>

Brunetti and Ricci (2021) evaluated the effects of incentive provided under the Youth Guarantee framework to employers in Italy. It concluded that based on the empirical results, the overall impact of YG has been relatively weak in magnitude which could induces doubts on the efficiency from the public finance perspective. Additionally, the fact that YG incentive

<sup>132</sup> Pesquera Alonso, C.; Muñoz Sánchez, P.; Iniesta Martínez, A. Youth Guarantee: Looking for Explanations. *Sustainability* **2021**, *13*, 5561. <https://doi.org/10.3390/su13105561>



has had positive employment effects mainly in Centre and North regions of Italy supports the hypothesis that such ALMPs may widen the geographical imbalance of the Italian labour market.<sup>133</sup>

Duarte et al. (2020) used counterfactual impact evaluation methods to assess the YG programmes implemented in Portugal and funded through Youth Employment Initiatives (YEI). The main measures used by Portugal to support integration of NEETs into the labour market were internships and hiring support and the impact evaluation conducted by the study revealed positive impact of these interventions both on short and medium term. The interventions increased the probability of youth being employed within 36 months from leaving the support. The effect was stronger for longer intervention and also in the case of combinations of interventions, the average effect on employment probability goes from 7.7 pp for individuals undertaking an internship of up to 6 months to 31.7pp for individuals participating in both a 7 to 12-month internship and a 7- to 12-month hiring support. The evaluation also revealed a positive medium-term effect on the earnings of those included in the interventions compared with youth that didn't not participate. As for impact on specific groups within the youth population the study revealed that the 25 to 29 years old youth had a higher employment probability from participation in shorter internships and that internship programs seem to have a greater positive effect for individuals with higher qualifications, while hiring support schemes seem to be more effective for less educated individuals.<sup>134</sup>

Tosun et al. (2019) has looked into the YG impact on the convergence of ALMPs in the EU Member States. It has identified that the Youth Guarantee has induced lagging behind countries to expand the coverage of their youth-oriented ALMPs to new sectors. Still, the YG has failed to encourage laggard countries to increase the volume of their policy output and has led to an increase in the gap to leader countries which adopted more diversified instruments than before.<sup>135</sup>

## General Evaluation of Youth Guarantee

European Court of Auditors (2017) has conducted a general assessment focused on identifying if the YG was delivering results in the EU Member States and if the Youth Employment Initiative supported the achievement of the desired results. The assessment observed, in countries and for the period analysed, the following trends: the reduction in the NEET

<sup>133</sup> Brunetti, I., Ricci, A., (2021), Evaluating the Youth Guarantee Incentive: Evidence from employer-employees data, Istituto nazionale per l'analisi delle politiche pubbliche (INAPP), Roma, INAPP WP n. 63, Available at: [https://oa.inapp.org/bitstream/handle/123456789/887/INAPP\\_Brunetti\\_Ricci\\_Evaluating\\_youth\\_guarantee\\_incentive\\_WP\\_63\\_2021.pdf?sequence=1&isAllowed=y](https://oa.inapp.org/bitstream/handle/123456789/887/INAPP_Brunetti_Ricci_Evaluating_youth_guarantee_incentive_WP_63_2021.pdf?sequence=1&isAllowed=y)

<sup>134</sup> Duarte, N., Geraci, A., Granato, S., Mazzarella, G. and Mortagua, M.J., The evaluation of the Youth Employment Initiative in Portugal using Counterfactual Impact Evaluation methods, EUR 30318 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-20904-1 (online), doi:10.2760/368100 (online), JRC120942. Available at: <https://publications.jrc.ec.europa.eu/repository/handle/JRC120942>

<sup>135</sup> Tosun, J., Treib, O., De Francesco, F., (2019). The impact of the European Youth Guarantee on active labour market policies: A convergence analysis. *International Journal of Social Welfare* 28(4), 358-368. <https://doi.org/10.1111/ijsw.12375>

population was not due to an increase in the number of young people employed, but more could be attributed to transitions into education or demographic factors (decline of the youth population); YG had a limited impact on the identification and registration of NEETs with the service providers; it was registered an increase in positive exits, but the results could have been hampered by the insufficient availability of offers; sustainable integration of youth into the labour market remains a challenge even after participation in YG interventions.

The main factors that were identified as impacting the results of the YG were: unclear strategies lacking clear milestones and objectives to reach all NEETs (some countries only targeted a narrow part of NEETs); relevant stakeholders' roles and involvement in the scheme were not clearly defined; overall cost needs and available funding not properly assessed by countries; the interventions used had an impact on the sustainable integration of NEETs; weak quality of data collected at national level had a clear negative impact on the assessment of YG results.<sup>136</sup>

The European Youth Forum a platform of youth organisations in Europe that promotes the interests of youth in European and global development and social agenda has released in 2018 a position paper<sup>137</sup> on the implementation of Youth Guarantee. The document recognises the importance that YG can play in helping young people transition from education and training system to labour market. Still, it emphasizes some areas that need improvement to ensure the effectiveness of YG such as: better targeting and enhancing access of vulnerable young people; integrated delivery of services should be strengthened to provide adequate support to young people that face multiple challenges in transitioning to labour market (one-stop shops that provide a diversified range of services to young people, from counselling, financial guidance, information about healthcare services, to educational and employment opportunities); enhance quality of services and deploy effective monitoring and evaluation systems of YG implementation; ensure adequate funding for initiatives implemented in the framework of the Youth Guarantee.

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<sup>136</sup> European Court of Auditors, (2017), Special Report Youth unemployment – have EU policies made a difference? An assessment of the Youth Guarantee and the Youth Employment Initiative, Luxembourg: Publications Office of the European Union. Available at: <https://www.eca.europa.eu/en/Pages/DocItem.aspx?did=41096>

<sup>137</sup> European Youth Forum, (2018), Updated position on the Implementation of the Youth Guarantee. Available at: <https://www.youthforum.org/sites/default/files/publication-pdfs/Updated-position-on-the-implementation-of-the-Youth-Guarantee.pdf>

## ANNEX 12: ZOOMING IN ON ENTREPRENEURSHIP PROMOTION

The entrepreneurship policy at EU level has evolved progressively. It was first focused on measures to encourage individuals to become entrepreneurs and creating new firms around 2003 and became more sophisticated around 2013 by supporting initiatives that promote high-growth and innovative businesses where entrepreneurial ecosystems play a pivotal role as revealed by Arenal et al. (2019)<sup>138</sup> in the paper that uses text mining to analyse the entrepreneurship policy agenda in the EU. Still, the effectiveness and capacity to support innovation of the EU entrepreneurial policy efforts were questioned by Henrekson and Sanandaji 2017<sup>139</sup>.

Current entrepreneurship efforts at EU level identified in relation to the scope of this report were *the European entrepreneurship competence framework (EntreComp)* and *Erasmus for Young Entrepreneurs*.

*EntreComp* is a framework that aims to create common understanding of the knowledge, skills and attitudes needed to become entrepreneurial and emphasizes entrepreneurship as a competence that all EU citizen should have access to. It also aims at developing a common language for the different levels of education and training, and to better link the education systems and labour markets. Inside this framework it supports communities of practice and projects by 2023 (*EntreComp Europe project* and *EntreTime project to train the trainers*).<sup>140</sup>

*Erasmus for Young Entrepreneurs* is a cross-border programme that aims to increase the exchange of entrepreneurial and management experience among entrepreneurs from different EU Member States. It supports learning experiences for newly established or potential entrepreneur that can stay for a period with well-established and experienced entrepreneurs that run a small or medium-sized enterprise (SME) in another country.<sup>141</sup>

Entrepreneurship is not exclusively a topic in creating employment in Europe. The EU strategic framework for European Cooperation in Education and Training mentions entrepreneurship education as an important driver of economic growth in Europe.

*Being entrepreneurial is a valuable skill for EU citizens, both for their personal and professional development. Entrepreneurship education plays a key role for Europe's competitiveness and for the continuous growth of Europe's economy.*<sup>142</sup>

<sup>138</sup> Arenal, Alberto; Feijoo, Claudio; Moreno, Ana; Ramos, Sergio; Armuña, Cristina (2019): Text mining the entrepreneurship policy agenda in the EU: From naïveté into reality, 30th European Conference of the International Telecommunications Society (ITS): "Towards a Connected and Automated Society", Helsinki, Finland, 16th-19th June, 2019, International Telecommunications Society (ITS), Calgary

<sup>139</sup> Henrekson, M., & Sanandaji, T. (2017). *Schumpeterian Entrepreneurship in Europe Compared to Other Industrialized Regions* IFN Working Paper No. 1170, 2017. Available at: <https://www.ifn.se/wfiles/wp/wp1170.pdf>

<sup>140</sup> European Commission, [https://ec.europa.eu/growth/smes/supporting-entrepreneurship/education\\_en](https://ec.europa.eu/growth/smes/supporting-entrepreneurship/education_en)

<sup>141</sup> European Commission, <https://www.erasmus-entrepreneurs.eu/index.php>

<sup>142</sup> European Commission entrepreneurship in education: [https://ec.europa.eu/education/policies/european-policy-cooperation/entrepreneurship-in-education\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/entrepreneurship-in-education_en)

Still, this part is focused on the role of entrepreneurship and entrepreneurial education in creating systemic employability.

Entrepreneurship interventions have proven to be impactful in increasing the employability of youth (Kluve et al, 2017), but the Youth Guarantee does not prominently place this type of intervention in the description of what the Guarantee is or wants to achieve.

Entrepreneurship and start-up incentives in the context of YG are analysed in a European Commission Report from 2018.

*Start-up incentives are much less common in the YG implementation plans than wage subsidies in terms of volume, although most Member States run such programmes. Overall, compliance with the YG Recommendation in relation to this issue is reported as full or partial in half (54 %) of Member States, indicating that more could be done in this area. In the framework of the YG, youth entrepreneurship programmes usually offer financial support for the establishment of new businesses, often complemented with the training and mentoring necessary to increase their survival rate.*<sup>143</sup>

The EC report *Employment and entrepreneurship under the Youth Guarantee - Experience from the ground*<sup>144</sup> has identified three types of entrepreneurship interventions deployed at Member State level:

- Entrepreneurship training;
- Entrepreneurship coaching and mentoring;
- Improving access to capital (programmes that facilitate access to credit, start-up grants or fostering micro-franchising mechanisms).

The EC report provide examples of the three types of entrepreneurship support measures used in several countries.

**TABLE 12 TYPOLOGY OF INTERVENTIONS AT EU MEMBER STATES LEVEL**

Entrepreneurship training	Access to finance	Coaching and mentoring	Evaluations
Spain Belgium (with Estonia, Finland, Italy, Latvia and Flanders) Bulgaria Poland Spain Croatia	Italy Cyprus Hungary	Portugal Lithuania Finland Spain Ireland Slovenia Latvia Netherlands	Sweden Germany Austria U.K. Comparison France, Germany, UK, Sweden, Netherlands, Estonia

Source: Own elaboration based on European Commission, (2018), *Employment and entrepreneurship under the Youth Guarantee - Experience from the ground*.

<sup>143</sup> European Commission (2018). *Employment and entrepreneurship under the Youth Guarantee - Experience from the ground* (see page 21-26). Available at:

<https://ec.europa.eu/social/main.jsp?catId=738&langId=nl&pubId=8143&furtherPubs=yes>

<sup>144</sup> Idem

The report further remarks that 2/3 of EU Member States had limited or null implementation with regard to encouraging schools to promote entrepreneurship and self-employment at the time of assessment (2016).

The success factors for implementing entrepreneurship interventions mentioned are:

- Combining ‘soft’ assistance (counselling, support for networking) and ‘hard’ assistance (financial support). Since, research suggests that emphasis should be placed on minimising the job creation challenges perceived by young entrepreneurs, including financial costs, appropriate skills and experience, and legal obligations (Sheehan et al.<sup>145</sup>, 2016).
- Building partnerships for promoting self-employment and business start-ups of young people. Education institutions can play an important role by better connecting with the business and research areas. Other approaches include the setting-up of young entrepreneur clubs or linking to such clubs. Additionally, Chambers or business associations should set up specific networking programmes for young people.
- Carefully evaluating business plans.
- Trust-enhancing measures towards clients and cooperation partners and guidance for young people should be an element of measures designed to access financial capital.
- Counselling and mentorship are crucial elements at all stages of entrepreneurship. Mentors need to be well selected as regards their capability to transmit knowledge and experience.
- Support programmes for young people should also include specific programmes for business succession by young people.
- Follow-up support for young entrepreneurs during the first years of entrepreneurship is likely to increase business survival rates.
- Evaluating and monitoring start-up support programmes, by tracing participants over a period of three to five years and by including socio-economic indicators as well as quality of work indicators. These should be part of programmes that aim to promote self-employment among young people. These evaluations would represent an important basis for improving support for youth self-employment.<sup>146</sup>

Additionally, European Commission, (2018), *Employment and entrepreneurship under the Youth Guarantee - Experience from the ground* report describes five risks that can affect the impact of entrepreneurship interventions:

- Deadweight effects, meaning that the start-up would have been created even without the start-up incentive;
- Risk of promoting young people who do not have the ability to be entrepreneurs;

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<sup>145</sup> Sheehan et al. (2016). Business Start-Ups & Youth Self Employment A Policy Literature Review. Synthesis Report. Available at: [https://www.style-research.eu/wp-content/uploads/ftp/D\\_7\\_1\\_Business\\_Start-Ups\\_Youth\\_Self-Employment\\_Policy\\_Literature-Review\\_FINAL.pdf](https://www.style-research.eu/wp-content/uploads/ftp/D_7_1_Business_Start-Ups_Youth_Self-Employment_Policy_Literature-Review_FINAL.pdf)

<sup>146</sup> European Commission (2018). Employment and entrepreneurship under the Youth Guarantee - Experience from the ground (see page 21-26). Available at: <https://ec.europa.eu/social/main.jsp?catId=738&langId=nl&pubId=8143&furtherPubs=yes>

- Precarious employment;
- Bogus self-employment;
- Failure may negatively affect career prospects and self-esteem (in particular if ‘*a culture of failure*’ is missing in the country).<sup>147</sup>

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<sup>147</sup> Idem



## ANNEX 13: RESULT CHAIN ENTREPRENEURSHIP PROMOTION

**FIGURE 22 ENTREPRENEURSHIP PROMOTION: RESULTS CHAIN**

Inputs	Activities	Outputs	Outcomes
1. Budget 2. Staff 3. Local counterparts 4. Trainers 5. Partnerships 6. Facilities 7. Equipment 8. Supplies 9. Technical expertise 10. Curricula	Business and management training / business advisory services / mentoring and coaching	1. Training delivered 2. Advice delivered	1. Increased employment probability or number of hours worked 2. Increased earnings or consumption among young entrepreneurs 3. Business started 4. Increased business investment, performance and competitiveness (e.g., profits, sales, capital and investment, business survival)
	Access to markets and value chains	1. Support business networks 2. Provide technology necessary for value chain inclusion	1. Increased knowledge of markets and networks 2. Increased access to business networks and supply chains As above
	Credit or access to credit	1. Provide credit to young entrepreneurs 2. Match entrepreneurs with credit agencies	1. Increased access to adequate financial services 2. Lower costs for finance 3. Higher probability of obtaining a loan, insurance or savings As above
	Grants (monetary or in-kind)	Provide grants to young entrepreneurs	Beneficiaries possess sufficient capital to start a business As above
	Microfranchising	1. Match participants with franchisors 2. Intermediate between franchisors and potential franchisees	Increased incentives (lower barriers) to start own business/franchise As above
		3. Distribute information about franchising 4. Assist in setting up franchise business 5. Support existing franchisees	
<b>Assumptions</b>		1. Content, intensity and delivery of services is tailored to the needs of the target group and to the programme objective 2. Correct group is interested in the intervention and is targeted (e.g., participants are credit constrained) 3. Target group participates in programme and completes entire programme cycle	1. Participants learn from training and advisory service (sufficient skill level) 2. Training and advice prompted expected behavioural change 3. Credit or grant is used for enterprise 4. Credit agency/franchisor does not exploit entrepreneur 1. Created and supported businesses meet existing consumer demand 2. Adequate regulatory and business environment 3. Fertile macroeconomic environment 4. Adequate economic, social, institutional and administrative conditions 5. Start-ups benefit from additional investment/credit/networks 6. Credit or grant is used for productive investments

Source: Kluge et al. (2017), p.37-38.



## ANNEX 14: ENTREPRENEURIAL ECOSYSTEMS

The term “*Entrepreneurial Ecosystem*” refers to the context in which an entrepreneurial activity takes place. Entrepreneurs on one side are influenced by the communities in which they operate and on the other side exercise a shaping influence on the ecosystems and their communities.

The OECD defines an entrepreneurial ecosystem as:

*“a set of interconnected entrepreneurial actors (both potential and existing), entrepreneurial organisations (e.g. firms, venture capitalists, business angels, banks), institutions (universities, public sector agencies, financial bodies) and entrepreneurial processes (e.g. the business birth rate, numbers of high growth firms, levels of ‘blockbuster entrepreneurship’, number of serial entrepreneurs, degree of sell-out mentality within firms and levels of entrepreneurial ambition) which formally and informally coalesce to connect, mediate and govern the performance within the local entrepreneurial environment” (p.5) <sup>148</sup>*

The OECD uses Isenberg’s model of Entrepreneurial Ecosystems which includes 6 elements: Human Capital, Supports, Culture, Finance, Policy and Markets. <sup>149</sup>

With regard to policies the OECD underlines that the concept of (Entrepreneurial) Ecosystem can increase inequality within and between cities and regions due to the fact that policies related to them are designed to pick the start-ups that are the potential winners of tomorrow and invest in them the most. Locations that are already favourable will get more attention and places with less potential will receive less attention from policymakers.

Stam <sup>150</sup> argues that entrepreneurial ecosystems are not always increasing inequality, but that this can be an outcome.

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<sup>148</sup> Mason and Brown (2014). Entrepreneurial ecosystems and growth-oriented entrepreneurship. Available at: <https://www.oecd.org/cfe/leed/entrepreneurial-ecosystems.pdf>

<sup>149</sup> Isenberg, D. The Entrepreneurship Ecosystem Strategy as a New Paradigm for Economy Policy: Principles for Cultivating Entrepreneurship; Babson Entrepreneurship Ecosystem Project; Babson College: Babson Park, MA, USA, 2011.

<sup>150</sup> Stam and Welter (2020). Geographical contexts of entrepreneurship: Spaces, places and entrepreneurial agency. Available at: [https://www.ifm-bonn.org/uploads/tx\\_ifmstudies/workingpaper\\_04\\_20.pdf](https://www.ifm-bonn.org/uploads/tx_ifmstudies/workingpaper_04_20.pdf)

## ANNEX 15: INTERVENTIONS – SALTO DATABASE, PUBLIC AND PRIVATE

### Salto Database

Country	Name	Type of measures	Contact details
Greece	Hellas for us	Facilitating and consolidating	<a href="https://hellasforus.com/">https://hellasforus.com/</a> Email: hellasforus@gmail.com / Tel: +306944359298
Greece	Entrepreneurship and Social Economy Group (Eko)	Facilitating	<a href="https://ekogreece.com/">https://ekogreece.com/</a> Email: info@ekogreece.com / Tel: +30 210 5232 44
Greece	Youthmakers Hub	Consolidating	<a href="https://youthmakershub.com/">https://youthmakershub.com/</a> Email: info@youthmakershub.com / <a href="https://www.linkedin.com/company/youthmakershub/">https://www.linkedin.com/company/youthmakershub/</a>
Greece	Roes Cooperative	Facilitating	<a href="https://roes.coop/">https://roes.coop/</a>
Greece	Artifactory	Preventive	<a href="https://www.artifactory.eu/">https://www.artifactory.eu/</a> Email: secretariat@artifactory.eu / president@artifactory.eu
Greece	Svoura	Facilitating	<a href="https://www.svoura.org/the-organization/projects/">https://www.svoura.org/the-organization/projects/</a> Email: svouragreece@gmail.com / Tel: +306977940500
Greece	Katheti	Facilitating	<a href="https://katheti.gr/en/event-categories/work-skills-en/">https://katheti.gr/en/event-categories/work-skills-en/</a> Email: info@katheti.gr / Tel: + 30 22980 43825
Greece	Young Entrepreneurs of Thessaloniki - YET	Consolidating	<a href="https://yet.org.gr/en/yet-english/">https://yet.org.gr/en/yet-english/</a> Email: info@yet.org.gr / Tel: +30 2312 311371
Greece	Ergasia Ekpedefitiki S.A.	Facilitating	<a href="https://www.ergasiakkek.gr/en/?page_id=1200">https://www.ergasiakkek.gr/en/?page_id=1200</a> Email: ergasia@ergasiakkek.gr
Greece	Solidarity Mission	Facilitating	<a href="https://solidaritymission.org/en/homepage/">https://solidaritymission.org/en/homepage/</a> Email: info @solidaritymission.org / Tel: +30 2103009888
Greece	Aloe youth	Facilitating	<a href="https://aloeyouth.wordpress.com/">https://aloeyouth.wordpress.com/</a> Email: aloeyouth@gmail.com / Tel: +30 697 564 4322
Greece	Creative Youthland	Facilitating	<a href="http://www.creativeyouthland.org">www.creativeyouthland.org</a> Email: creativeyouthland@gmail.com / Tel: (0030) 6976222558
Greece	Youth Horizons	Facilitating	<a href="https://youthhorizons.gr/">https://youthhorizons.gr/</a>
Greece	Job Fair Athens	Facilitating	<a href="https://www.jobfairathens.gr/">https://www.jobfairathens.gr/</a>

Greece	ECTE - European Center in Training for Employment	Facilitating and consolidating	<a href="http://www.ecte.gr/">http://www.ecte.gr/</a> Email: info@ecte.gr / Tel: +302831042428
Greece	Youth Entrepreneurship Club	Facilitating	LinkedIn: <a href="https://www.linkedin.com/company/youth-entrepreneurship-club/posts/?feedView=all">https://www.linkedin.com/company/youth-entrepreneurship-club/posts/?feedView=all</a>
Romania	AIDE Association	Facilitating	<a href="https://asociatia-aide.ro/povestea-aide/">https://asociatia-aide.ro/povestea-aide/</a> Email: contact@asociatia.aide.ro
Romania	Petrus Communications	Facilitating	<a href="http://www.petruscommunications.com/">www.petruscommunications.com /</a> <a href="https://www.linkedin.com/company/petrus-communications/">https://www.linkedin.com/company/petrus-communications/</a>
Romania	GEYC	Facilitating	<a href="https://www.geyc.ro/">https://www.geyc.ro/</a> <a href="https://www.linkedin.com/company/geyc/">linkedin.com/company/geyc/</a>
Romania	Vox Civica Association	Facilitating	<a href="http://www.voxcivica.ro">www.voxcivica.ro</a> Email: office@voxcivica.ro / Tel: +40 745021776
Romania	Asociatia Comunitatilor Interculturale	Facilitating	<a href="http://interculturalcommunities.ro/en/">http://interculturalcommunities.ro/en/</a> Email: hello@interculturalcommunities.ro
Romania	A.T.I.C. Galati Asociatia Tinerilor cu Initiativa Civica	Facilitating	<a href="https://aticromania.wordpress.com/">https://aticromania.wordpress.com/</a>
Romania	Center of Strategies for Youth Development	Facilitating	<a href="https://www.facebook.com/CSDT.ro/">https://www.facebook.com/CSDT.ro/</a> Email: programe.csdt@outlook.com
Romania	Right to Education Foundation	Facilitating	<a href="https://www.okcenter.ro/en/">https://www.okcenter.ro/en/</a> Email: open@okcenter.ro
Romania	Sprijin si Dezvoltare	Facilitating	<a href="https://sprijinsidezvoltare.wordpress.com/category/proiect-youh-unemployment/">https://sprijinsidezvoltare.wordpress.com/category/proiect-youh-unemployment/</a> Email: sprijinsidezvoltare@yahoo.com / Tel: +40 755 072 690
Romania	Sigma Development Center	Preventive and facilitating	<a href="http://www.sigmadevelopment.ro/">http://www.sigmadevelopment.ro/</a>
Romania	Asociatia TB - Think Big	Facilitating	<a href="https://www.facebook.com/TBThinkBig/">https://www.facebook.com/TBThinkBig/</a>
Romania	Asociatia Tineri pentru Comunitate Bistrita	Facilitating	<a href="https://asociatiatineripentrucomunitate.ro/">https://asociatiatineripentrucomunitate.ro/</a>
Romania	CFCECAS	Preventive	Romanian website: <a href="https://cfcecas.ro/">https://cfcecas.ro/</a>
Romania	EduBiz	Facilitating	Romanian website: <a href="https://www.edubiz.ro/">https://www.edubiz.ro/</a> Email: contact@edubiz.ro / Tel: +40 753 535174
Romania	School of Values (Școala de Valori)	Facilitating	Romanian website: <a href="https://scoaladevalori.ro/">https://scoaladevalori.ro/</a> Email: office@scoaladevalori.ro / Tel: + (40) 737 548 712

Romania	Ikaros Foundation Romania	Facilitating	<a href="https://fundatiaikaros.ro/who-we-are/?lang=en">https://fundatiaikaros.ro/who-we-are/?lang=en</a> Email: office@fundatiaikaros.ro / Tel: (+4) 0756-192.579
Romania	Aripi pentru tineri	Preventive and facilitating	Romanian Fbpage: <a href="https://www.facebook.com/Aripi-pentru-tineri-1366556646722896/">https://www.facebook.com/Aripi-pentru-tineri-1366556646722896/</a>
Romania	Fundatia Calistrat Hogas 1911	Preventive	(Very old) Romanian website: <a href="https://sites.google.com/site/fundatiacalistrathogas1911/home">https://sites.google.com/site/fundatiacalistrathogas1911/home</a>
Romania	ASK Yourself	Facilitating	<a href="https://www.facebook.com/askyourselfromania/">https://www.facebook.com/askyourselfromania/</a>
Romania	Fundația Orizont	Facilitating	Romanian website: <a href="http://fundatiaorizont.ro/">http://fundatiaorizont.ro/</a>
Romania	Economical College of Mountainous Banat Resita	Facilitating	Romanian website: <a href="http://colegiulmontan.ucoz.com/">http://colegiulmontan.ucoz.com/</a>
Romania	Young Entrepreneurs Association from Romania	Facilitating	Romanian website: <a href="http://www.ptir.ro/">http://www.ptir.ro/</a>
Romania	Zamolxes Foundation	Facilitating	Romanian website: <a href="https://zamolxes.ro/">https://zamolxes.ro/</a> FB: <a href="https://www.facebook.com/fundataiazamolxes/">https://www.facebook.com/fundataiazamolxes/</a>
Romania	Zig Zag prin Romania	Facilitating	Romanian website: <a href="https://zigzagprinromania.com/">https://zigzagprinromania.com/</a>
Romania	Asociatia De Formare In Educatie Formala Si Nonformala "Vasile Sav"	Facilitating	Romanian website: <a href="http://vasilesav.ro/index.html">http://vasilesav.ro/index.html</a>
Romania	Initiative Sociale	Facilitating	FB: <a href="https://www.facebook.com/InitiativeSocialeAssociation/">https://www.facebook.com/InitiativeSocialeAssociation/</a> <a href="http://initiative-sociale.ro/">http://initiative-sociale.ro/</a> Email: office@initiative-sociale.ro / Tel: +40 744 408 654
Romania	Asociatia Idei si Proiecte pentru Tineri Activi	Preventive and facilitating	Romanian website: <a href="https://ipta.ro/">https://ipta.ro/</a>
Romania	Young Initiative Association	Facilitating	<a href="https://www.younginitiative.org/about-us-2/">https://www.younginitiative.org/about-us-2/</a> Email: info@younginitiative.org
Romania	New Horizons Foundation	Facilitating	<a href="https://www.noi-orizonturi.ro/en/">https://www.noi-orizonturi.ro/en/</a>
Romania	Ofensiva Tinerilor	Consolidating	<a href="http://www.ofetin.ro/index.php/en/">http://www.ofetin.ro/index.php/en/</a>
Spain	Participa Joven CR	Preventive	<a href="https://www.facebook.com/participajovencr/">https://www.facebook.com/participajovencr/</a> Email: participajovencr@gmail.com
Spain	B-LIVE	Facilitating and consolidating	<a href="https://blive-spain.org/">https://blive-spain.org/</a>

Spain	Dideas Desarrollo Corporativo	Facilitating	<a href="http://www.dideas.es/home">http://www.dideas.es/home</a> Email: dideas@dideas.es
Spain	Esplai Social	Facilitating	<a href="https://www.salto-youth.net/tools/otlas-partner-finding/organisation/esplai-social.19170/">https://www.salto-youth.net/tools/otlas-partner-finding/organisation/esplai-social.19170/</a>
Spain	Trainee+ Up	Facilitating	<a href="https://www.traineeup.com/en/">https://www.traineeup.com/en/</a> Email: info@traineeup.com
Spain	Radio ECCA Foundation	Consolidating	<a href="http://www2.radioecca.org/">http://www2.radioecca.org/</a>
Spain	Asociación Nawat	Facilitating	<a href="https://nawat.es/blog/">https://nawat.es/blog/</a>
Spain	Foehn Desarrollo	Facilitating	<a href="https://www.foehndesarrollo.es/">https://www.foehndesarrollo.es/</a> Email: proyectos@foehndesarrollo.es / Tel: 649 7839 17
Spain	CEIBA	Facilitating	<a href="https://www.salto-youth.net/tools/otlas-partner-finding/organisation/ceiba.17740/">https://www.salto-youth.net/tools/otlas-partner-finding/organisation/ceiba.17740/</a>
Spain	Santa María la Real fundación	Facilitating and consolidating	<a href="https://santamarialareal.org/en/">https://santamarialareal.org/en/</a> Email: comunicacion@santamarialareal.org / Tel: 979 12 50 00
Spain	EuroMuevete	Preventive	<a href="https://euromuevete.org/">https://euromuevete.org/</a> Email: info@euromuevete.org
Spain	Fundación Hermanos Obreros de María	Preventive	<a href="http://www.fundacion-hom.org/">http://www.fundacion-hom.org/</a>
Spain	ATPERSON	Preventive	<a href="https://atperson.com/">https://atperson.com/</a>
Spain	Fundación Plan B Educación Social	Facilitating	<a href="https://planbeducacionsocial.com/foundation/">https://planbeducacionsocial.com/foundation/</a> Email: contacto@planbeducacionsocial.com
Spain	Acción Laboral	Facilitating	<a href="https://www.accionlaboral.com/en/">https://www.accionlaboral.com/en/</a> / Tel: 900 869 854
Spain	Talents Lab Spain	Facilitating	<a href="https://talentslabspain.com/">https://talentslabspain.com/</a> Email: training@talentslabspain.com / Tel: +34 623 04 11 76
Spain	Manfred on Tour	Facilitating	<a href="https://www.manfredontour.es/en/">https://www.manfredontour.es/en/</a> Email: ajmanfredontour@gmail.com / Tel: (+34) 634441706
Spain	Adefo Cinco Villas	Consolidating	<a href="https://adefo.com/">https://adefo.com/</a> Email: adefo@adefo.com / Tel: 976 67 72 72
Spain	Asociación Bienestar y Desarrollo	Preventive	<a href="https://abd.ong/en/our-causes/inequality/">https://abd.ong/en/our-causes/inequality/</a> Email: comunicacion@abd-ong.org /
Spain	Asociación EUROACTIVA-T	Facilitating	<a href="https://euroactiva.wixsite.com/mysite/working-on-employability">https://euroactiva.wixsite.com/mysite/working-on-employability</a> Email: euroactiva.general@gmail.com
Spain	Emprende Empleo European Network	Facilitating	<a href="http://www.emprendeempleo.com/rise/">http://www.emprendeempleo.com/rise/</a> Email:

Spain	WEDU Sociedad & Educación SL	Consolidating	<a href="http://wedu.pro/">http://wedu.pro/</a> Email: wedu@wedu.pro / Tel: +34 886 129 214 / +34 604 024 685
Spain	ASOCIACIÓN P.O.D.	Facilitating	<a href="http://pod-org.com/">http://pod-org.com/</a> Email: contact@pod-org.com / Tel: +34.623360391
Spain	CISE (Santander Internacional Entrepreneurship Centre)	Consolidating	<a href="https://www.cise.es/en/european-projects/">https://www.cise.es/en/european-projects/</a>
Spain	Youth BCN	Facilitating	<a href="https://youthbcn.com/">https://youthbcn.com/</a> Email: hello@youthbcn.com
Spain	Asociación Vivamus	Preventive	<a href="https://www.asociacionvivamus.org/">https://www.asociacionvivamus.org/</a> Email: asociacionvivamus@gmail.com / Tel: +34 699569706
Spain	Asociación Cultural Soy Mamut	Preventive	<a href="https://soymamut.com/">https://soymamut.com/</a>
Spain	Espai Jove Alfafar (Youth Information Center: municipal service)	Preventive and facilitating	Municipal website: <a href="http://www.alfafar.es">www.alfafar.es</a> Email: alfafar@alfafar.es / Tel 1: +34963182126 / Tel 2: +34963182438
Spain	Fundacion Ibercaja	Facilitating and consolidating	<a href="https://www.fundacionibercaja.es/">https://www.fundacionibercaja.es/</a>
Spain	Fundación Ramón Rey Ardid	Facilitating and consolidating	<a href="https://www.reyardid.org/">https://www.reyardid.org/</a>
Spain	Euducate	Preventive	<a href="https://www.facebook.com/EUducate/">https://www.facebook.com/EUducate/</a>
Spain	City Council of Albacete: Employment and Economic Promotion Service	Facilitating	<a href="http://www.albacete.es/es/por-temas/empleo">http://www.albacete.es/es/por-temas/empleo</a>
Spain	La Rueca Asociación	Preventive	<a href="https://larueca.info/">https://larueca.info/</a>
Spain	PATER (Territorial Employment Pact in the Ribera County)	Preventive and facilitating	<a href="https://consorcidelaribera.com/?lang=en">https://consorcidelaribera.com/?lang=en</a> / Tel: 962414142
Spain	Asociación PROJUVEN	Facilitating	<a href="https://www.facebook.com/ProjuvenNGO/">https://www.facebook.com/ProjuvenNGO/</a> Tel: +34 612 48 91 67
Spain	Asociación Malagueña para estudios e	Facilitating	<a href="http://ameis.es/en/">http://ameis.es/en/</a> Tel: +34 722 436 000

	investigaciones sociales (AMEIS)		
Spain	Asociación Europa 2020	Preventive and facilitating	Spanish website: <a href="http://www.aeuropa2020.com/">http://www.aeuropa2020.com/</a> Email: aeuropa2020@gmail.com / Tel: + 34 671037657
Spain	Oficina Jove de la Terra Alta	Preventive and facilitating	Spanish website: <a href="http://joveterraalta.org/">http://joveterraalta.org/</a>
Spain	CEIPES	Facilitating	<a href="https://ceipes.org/">https://ceipes.org/</a> Email: info@ceipes.org / Tel: +39 0917848236
Spain	Espamob'	Facilitating	<a href="https://www.espamob.com/en/">https://www.espamob.com/en/</a> Email: contact@espamob.com / Tel: +34 931 78 00 15
Spain	Escuela de Jóvenes Emprendedores, El Recetario Financiero®	Facilitating	<a href="https://escueladejovenesemprendedores.com/que-hacemos/">https://escueladejovenesemprendedores.com/que-hacemos/</a> Email: info@escueladejovenesemprendedores.com / Tel: +34 686 524 109
Spain	Asociación Dianova España	Preventive and facilitating	Spanish website: <a href="https://dianova.es/">https://dianova.es/</a>
Spain	Asociación Arrabal-AID	Preventive and facilitating	Spanish website: <a href="https://asociacionarrabal.org/">https://asociacionarrabal.org/</a>
Spain	DASYC	Preventive and facilitating	Spanish website: <a href="https://fundaciondasyc.org/">https://fundaciondasyc.org/</a>
Spain	Casa De Juventud Aleste	Preventive and facilitating	Spanish website: <a href="https://www.alestecasaj.org/">https://www.alestecasaj.org/</a>
Spain	NGO Ecos do Sur	Facilitating	Spanish website: <a href="http://www.ecosdosur.org/what-we-do">http://www.ecosdosur.org/what-we-do</a>
Spain	A. J. Inter	Facilitating	Spanish website: <a href="http://ajinter.org/">http://ajinter.org/</a>
Spain	Fundación Pascual Tomás	Facilitating	Spanish website: <a href="https://www.fundacionpascualtomas.org/">https://www.fundacionpascualtomas.org/</a> Tel: +34 96 356 79 45
Spain	CIAJ, Centre d'Informació i Assessorament per a Joves	Facilitating	Spanish website: <a href="https://ajuntament.barcelona.cat/joves/ca">https://ajuntament.barcelona.cat/joves/ca</a>
Spain	Suspergintza Elkartea	Facilitating	Spanish website: <a href="https://edefundazioa.org/?lang=eu">https://edefundazioa.org/?lang=eu</a>
Spain	Mojo de caña	Facilitating	<a href="https://www.xn--mojodecaa-s6a.org">https://www.xn--mojodecaa-s6a.org</a> Email: info@mojodecana.org, Tel: +34 928 98 30 34 / +34 626 817 044



Spain	ANCCP	Facilitating	<a href="https://www.ancpp.es/">https://www.ancpp.es/</a> Email: nfo@ancpp.es
Spain	AC OS ZAGALES	Facilitating	Spanish website: <a href="https://oszagales.com/">https://oszagales.com/</a>
Spain	Fundación Universitaria de Las Palmas	Facilitating	Spanish website: <a href="https://www.fulp.es/">https://www.fulp.es/</a>
Netherlands	Cherry International Foundation	Facilitating	<a href="https://www.cherryinternationalfoundation.com/">https://www.cherryinternationalfoundation.com/</a> Email: contactcherrygroup@gmail.com
Netherlands	Heimat Foundation	Facilitating	<a href="http://heimatfoundation.com/">http://heimatfoundation.com/</a> Email: admin@heimatfoundation.com
Netherlands	Olde Vechte Foundation	Facilitating	<a href="https://oldevechte.com/">https://oldevechte.com/</a> Email: info.oldevechte@gmail.com / Tel: +31 529 451 963
Netherlands	International Labour Association	Facilitating	<a href="http://www.ilabour.eu/">http://www.ilabour.eu/</a> Email: info@ilabour.eu / Tel: +31246690531
Netherlands	International Office B.V.	Facilitating	<a href="https://www.stage-zoeken.nl/">https://www.stage-zoeken.nl/</a>

## Public sector Initiatives

Country	Name	Type of measures	More details
Italy	SELFIEmployment (Fondo Rotativo Nazionale), and YES I Start Up training course	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=87">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=87</a> <a href="https://www.invitalia.it/cosa-facciamo/creiamo-nuove-aziende/selfiemployment/risultati">https://www.invitalia.it/cosa-facciamo/creiamo-nuove-aziende/selfiemployment/risultati</a>
Netherlands	STAR/T: pre-startup community voor statushouders in Twente	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=84">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=84</a> <a href="http://www.star-t.nl/">http://www.star-t.nl/</a>
Estonia	OSKA skills forecast system	Preventing	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=81">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=81</a> <a href="https://oska.kutsekoda.ee/en/">https://oska.kutsekoda.ee/en/</a>
Bulgaria	MyCompetence Platform	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=80">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=80</a>
Denmark	The Local Job Barometer	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=71">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=71</a>
Sweden	Special introduction and follow-up support (SIUS)	Consolidating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=69">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=69</a>
Spain	Gijón Youth Activation Agency	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=62">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=62</a> <a href="https://www.gijon.es/es/eventos/agencia-de-activacion-juvenil-2020-2a-edicion-abierto-plazo-de-inscripcion">https://www.gijon.es/es/eventos/agencia-de-activacion-juvenil-2020-2a-edicion-abierto-plazo-de-inscripcion</a>
Sweden	The Occupational Compass - Yrkeskompassen	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=61">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=61</a>
Sweden	Introduction Programme	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=60">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=60</a>
Denmark	Building Bridge to Education	Preventing	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=56">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=56</a>

Croatia	Croatia Lifelong Career Guidance Centre CISOK	Preventing	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=52">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=52</a>
Sweden	Motivational study course in folk high schools	Preventing	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=50">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=50</a>
Ireland	Youthreach	Preventing	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=22">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=22</a> <a href="https://www.education.ie/en/Learners/Information/Youthreach/#:~:text=The%20Youthreach%20programme%20provides%20two,and%2020%20years%20of%20age.&amp;text=Learners%20on%20the%20Youthreach%20programme%20are%20entitled%20to%20receive%20training%20allowances">https://www.education.ie/en/Learners/Information/Youthreach/#:~:text=The%20Youthreach%20programme%20provides%20two,and%2020%20years%20of%20age.&amp;text=Learners%20on%20the%20Youthreach%20programme%20are%20entitled%20to%20receive%20training%20allowances</a>
UK (Scotland)	Local Employability Partnerships (LEPs)	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=21">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=21</a> <a href="http://www.employabilityinscotland.com/partnership/local-employability-partnerships/">http://www.employabilityinscotland.com/partnership/local-employability-partnerships/</a>
Finland	Youth workshops	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=15">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=15</a> <a href="https://minedu.fi/en/workshop-activities-and-outreach-youth-work">https://minedu.fi/en/workshop-activities-and-outreach-youth-work</a>
Austria	Youth Coaching	Preventing	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=9">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=9</a>
Germany	Pre-training programme (aimed at qualifying young people for apprenticeships)	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=8">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=8</a>
Slovenia	PLYA programme	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=6">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=6</a>
Spain	The Acceder programme	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=4">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=4</a>
Belgium	Work Experience Programme for Young People	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=24">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=24</a>
Italy	Pathways to education, employment and integration for young migrants	Facilitating	<a href="https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=74">https://ec.europa.eu/social/main.jsp?catId=1080&amp;langId=en&amp;practiceId=74</a>

### Private sector Initiatives

Country /ies	Name	Type of measures	More details
The Netherlands	Move your Skills	Facilitating	Dutch website: <a href="https://www.albeda.nl/moveyourskills">https://www.albeda.nl/moveyourskills</a>
South Africa	LevelUp Digital Hub	Facilitating	<a href="https://www.unilever.co.za/news/news-and-features/2020/unilever-launches-digital-hub-to-empower-south-african-youth.html">https://www.unilever.co.za/news/news-and-features/2020/unilever-launches-digital-hub-to-empower-south-african-youth.html</a>
Greece	Youth Empowered	Preventing	<a href="https://gr.coca-colahellenic.com/en/a-more-sustainable-future/youth-empowered">https://gr.coca-colahellenic.com/en/a-more-sustainable-future/youth-empowered</a>
United States	Summer Youth Employment	Facilitating	<a href="https://www.jpmorganchase.com/news-stories/creating-opportunity-thru-syep">https://www.jpmorganchase.com/news-stories/creating-opportunity-thru-syep</a>
Global	New Skills for Youth	Preventing	<a href="https://www.jpmorganchase.com/content/dam/jpmc/jpmorganchase-and-co/documents/JPMC_NSFY_brochure_AW4_accessible.pdf">https://www.jpmorganchase.com/content/dam/jpmc/jpmorganchase-and-co/documents/JPMC_NSFY_brochure_AW4_accessible.pdf</a>
United States	Career launch	Facilitating	<a href="https://www.bgca.org/news-stories/2020/August/BGCA-and-The-Coca-Cola-Company-Partner-to-Close-the-Employment-Gap-for-Over-4-Million-Youth">https://www.bgca.org/news-stories/2020/August/BGCA-and-The-Coca-Cola-Company-Partner-to-Close-the-Employment-Gap-for-Over-4-Million-Youth</a> / Careerlaunch: <a href="https://www.bgca.org/programs/career-development/career-launch">https://www.bgca.org/programs/career-development/career-launch</a>
Global	Passport to Success Traveler	Facilitating	<a href="https://www.passporttosuccess.org/pts-traveler">https://www.passporttosuccess.org/pts-traveler</a>
Global	Green Entrepreneurship Initiative	Consolidating	<a href="https://ikeafoundation.org/story/ikea-foundation-launches-new-green-entrepreneurship-initiative/">https://ikeafoundation.org/story/ikea-foundation-launches-new-green-entrepreneurship-initiative/</a>
Global	Summer Internship Program	Facilitating	<a href="https://home.kpmg/ca/en/home/careers/students/undergraduate/summer-internship-program.html">https://home.kpmg/ca/en/home/careers/students/undergraduate/summer-internship-program.html</a>
United States	EY College MAP	Preventing	<a href="https://www.ey.com/en_us/corporate-responsibility/how-a-decade-of-college-map-has-changed-young-lives">https://www.ey.com/en_us/corporate-responsibility/how-a-decade-of-college-map-has-changed-young-lives</a>
Canada	Young People Project	Facilitating	<a href="https://www.linkedin.com/pulse/introducing-pwcs-young-people-project-empowering-temple-csr-p/">https://www.linkedin.com/pulse/introducing-pwcs-young-people-project-empowering-temple-csr-p/</a> <a href="https://www.pwc.com/ca/foundation">https://www.pwc.com/ca/foundation</a>
Global	Alliance for YOUTH	Preventing and facilitating	<a href="https://www.globalallianceforyouth.org/homepage">https://www.globalallianceforyouth.org/homepage</a>

France	Fondation Agir Contre l'Exclusion's (FACE)	Preventing	<a href="https://www.fondationface.org/">https://www.fondationface.org/</a>
Ghana & Uganda	Youth Forward Initiative	Preventing and facilitating	<a href="https://mastercardfdn.org/work/employability/">https://mastercardfdn.org/work/employability/</a>
Canada	Opportunity for all youth	Facilitating	<a href="https://www.opportunityforall youth.ca/">https://www.opportunityforall youth.ca/</a>
South Africa	Equipping youth from low-income communities for employment	Preventing	<a href="https://hmfoundation.com/project/equipping-youth-for-employment/">https://hmfoundation.com/project/equipping-youth-for-employment/</a>
South Africa	YES programme	Facilitating	<a href="https://yes4youth.co.za/vwsa-welcomes-520-yes-candidates-for-2021-intake/">https://yes4youth.co.za/vwsa-welcomes-520-yes-candidates-for-2021-intake/</a> <a href="https://serr.co.za/the-yes-programme-a-youth-job-creation-hero-of-note-by-gideon-gerber">https://serr.co.za/the-yes-programme-a-youth-job-creation-hero-of-note-by-gideon-gerber</a>
Europe	Tackling Youth Unemployment with Nissan and the UEFA Foundation For Children	Preventing	<a href="https://www.streetfootballworld.org/latest/blog/tackling-youth-unemployment-nissan-and-uefa-foundation-children">https://www.streetfootballworld.org/latest/blog/tackling-youth-unemployment-nissan-and-uefa-foundation-children</a>
France	Sport dans la Ville	Preventing, Facilitating and Consolidating	<a href="https://www.sportdanslaville.com/en/">https://www.sportdanslaville.com/en/</a>
Canada, France, United Kingdom, United States, India (launching late 2021)	Amazon Future Engineer	Preventing and facilitating	<a href="https://www.amazonfutureengineer.com/">https://www.amazonfutureengineer.com/</a>