



RESEARCH ON PATTERNS AMONG YOUTH IN A NEET SITUATION

Studies / analysis – case studies



IMPRESSUM

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Foreword

With the alarming rise in youth unemployment globally, youth in a NEET situation is increasingly moving to the centre of the policymakers' attention.

NEET are young people who are not in employment, education or training. It has already been 30 years since the term NEET was first introduced in the United Kingdom and it is still current at the European level. The term NEET has caught the attention of policymakers as a concept and a useful indicator for monitoring the labour market and social situation of young people. The need to focus more on the youth in a NEET situation has become evident in several policy documents from the European Commission.

As a trainer and youth worker who has been working with marginalized youth, youth workers and educators in Latvian, European and international context for the last ten years, I believe that it is essential to pay additional attention to youth in a NEET situation. That is especially the case in the rural context because the youth from rural areas is faced with a variety of risk factors to become marginalized due to different reasons - geographical, social, economic, low motivation and self-esteem etc. All-too-often young people who are in a NEET situation – or at risk of becoming NEET – are 'invisible' and 'not on the radar' of numerous policies and initiatives implemented by local municipalities and non-formal and formal educators in rural areas.

Project Constellation is a response to how to support youth workers and educators in their work with

youth, who face these challenges. Even more, the nature of the project is preventative by building the professional capacity of youth workers and educators in working with youth at risk to get into a NEET situation in rural areas.

I hope this study supported by the European Commission is a valuable addition to this growing field of NEET studies and assists in finding new tools, approaches, methods to work with youth in a NEET situation and those in risk to get in the same situation later in life.

Lauma Ziemeļniece

Project Constellation coordinator
NGO ideA, Latvia

1. Project background

Strategic partnership Constellation is a 20 month long project for youth in the field of innovation and cooperation of good practices. It is supported by Erasmus+ KA2 action.

Constellation involves 5 partner organizations from 3 European countries – Latvia (NGO ideA and public institution Jelgavas novada Izglītības pārvalde), Slovenia (NGO EMC Club and public school OS CIRKULANE-ZAVRC) and Croatia (NGO Forum for

The partnership is built among these three comparable similar countries based on geographical size, population, historical background and nature of youth work. All the partner organizations work with youth, youth workers and educators in rural areas. The context of the Project Constellation is a high number of youth who are neither in employment nor in education and training (NEET) in European Union member countries. There were 16.5 % of the 20-34-year-olds in EU in 2018 who were NEET. In Latvia, there was 15.2%, in Slovenia 11.1%, and in Croatia 18.2%. The existence of youth in a NEET situation has various consequences for the local communities due to their social exclusion and has an impact on the economic situation of a country.

The main objective of the Project Constellation is to build the capacity of non-formal and formal educators working with youth in rural areas who are at high risk of being in a NEET situation.

The specific objectives are:

- to raise awareness of the NEET concept in general and recognize patterns among the NEET population;
- to set cross-sectorial cooperation between non-formal and formal educators;

- to carry out qualitative research (Studies/analysis - a case study) on patterns among youth that can easily pull them into being NEET (Intellectual Outcome #O1);
- to create an Educational Resource Kit based on the research to answer the question of how to prevent youth at high risk of getting into a NEET situation (Intellectual Outcome #O2);

The main target groups of the Project Constellation are youth at risk of getting into a NEET situation, youth workers, educators and involved stakeholders. The Project Constellation directly involves around 275 people (155 participants with fewer opportunities). It also includes associated partners and their networks.

This report is the result of the project's Intellectual Outcome #O1 "Studies analysis - a case study". Within this frame, we carried out 60 interviews with youth in a NEET situation in Latvia, Slovenia and Croatia, created 60 case studies, and analyzed them to investigate the patterns which might be risk factors for youth to get into NEET situation.

1. Introduction

Young people's integration into the labour market, their education and skills development are all crucial for the realization of a prosperous, sustainable socio-economic environment worldwide.

16.5%

of the 20-34 year-olds in the EU in 2018 were neither in employment nor in education and training

Yet, according to the report titled 'World Social and Employment Outlook – Trends 2018' prepared by the ILO, young people under the age of 25 are less likely to find work than adults. The global youth unemployment rate stands at 13%, which is three times higher than the figure for adults, which is 4.3%. When we look closer at the situation in the EU, we see that 16.5 % of the 20-34 year-olds in the EU in 2018 were neither in employment nor in education and training (NEET). It means, there was about 15 million youth in a NEET situation EU in 2018¹. In Latvia it was 15.2%, Slovenia – 11.1 %, Croatia – 18.2%².

In the scope of the Project Constellation, the research was implemented between October 2018 and February 2019 to look at risk factors relating to rural areas in Latvia, Slovenia and Croatia by investigating young people's experiences of growing up or being in a NEET situation in rural settings. The project team believes that if we can identify those risk factors, and the experiences of youth who are in a NEET situation in rural areas, that then we might be able to design interventions to support young people who already are in a NEET situation and prevent others from getting there.

From looking at these statistical categories and numbers, it appears that rural areas might have more youth in a NEET situation compared to urban areas. In 2018, the share of young people in the EU who were in a NEET situation (in other words the NEET rate) was lowest in cities (15.1 %) and highest in rural areas (18.3 %), with towns and suburbs reporting a NEET rate (17.3 %) that was between these two extremes. The pattern of lowest NEET rates in cities (as compared with rural areas and towns and suburbs) was repeated in 17 EU Member States³.

3. NEET in rural areas: key concepts and policy context

3.1. Definition of NEET

For this study, we use the acronym NEET to refer to young people who are not in employment, education or training. The term NEET was first used in the United Kingdom in the middle of the 1990s. The issue of young people not in employment or education emerged following the changes to the British welfare system that affected 16 and 17-year-olds. The term NEET officially became part of the British political vocabulary in July 1999 when it was used in the government report 'Bridging the Gap' (Social Exclusion Unit, 1999)⁴. The term rapidly gained importance beyond Britain, and at the beginning of the last decade, equivalent definitions were adopted in almost all EU Member States.

Since 2011, the group of young people from the age of 15 to 29 who are in a NEET situation has been the highest priority in the EU youth employment policy and was referred to in many of the Union's policy documents. The Europe 2020 flagship initiative Youth on the Move (European Commission, 2010) aims at 'unleashing all young people's potential' and clearly emphasizes the importance of focusing on the NEET problem. It is considered essential to reduce the 'astonishingly' high number of NEET in Europe, by providing pathways back into education or training⁵.

For example, in Latvia, this term widely emerged thanks to the project 'KNOW and DO' within the 'Youth Guarantee' supported by European Union fund 2014-2020 operation programme "Growth and Employment". This is a new term in Latvia that was introduced for youth and their support persons three to four years ago. Working in the field of youth work has shown how significant impact raising awareness of the concept NEET has on youth and support people who work with youth:

1. it helps to acknowledge all the stakeholders involved that youth in a NEET situation exists and is a problem in our societies and that there is a shared

responsibility for preventative actions,

2. acknowledges potential risks and patterns that pull youth into a NEET situation, especially for youth in rural areas;

3. to develop potential initiatives, activities and projects which aim at prevention of such situation among youth.

3.2. Definition of rural areas

It would be easy to say that 'rural areas' are all areas outside urban clusters⁶. However, in practice, a distinction between urban and rural has been based on different criteria: the size of the population, employment in the primary job sectors (mining, farming and fishing), the official status of the place etc.

In 2010, the European Commission agreed on a new typology of predominantly rural, intermediate and predominantly urban regions based on a variation of the previously used methodology of the Organisation for Economic Co-operation and Development (OECD). The method builds on a simple approach to create clusters of urban grid cells with a minimum population density of 300 inhabitants per km² and a minimum population of 5 000. All the cells outside these urban clusters are considered as rural⁷. Based on this understanding of urban and rural areas we can say that in Croatia 47% of the population lived in rural areas, in Latvia 32%, in Slovenia 46%⁸ in 2017.

However, the distinction between urban and rural-based solely on the size of the population does not always offer a satisfactory basis for classification. In the scope of the project Constellation, our understanding of rural areas was based on the official administrative division of urban-rural areas in each partner country (mainly based on the size of the population of localities), as well as factors like the diversity of socio-economical resources (human, material, non-material) and a sense of belonging and self – identification as the inhabitant of rural area.

⁴https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1254en.pdf

⁵https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_elm/---trends/documents/publication/wcms_143349.pdf

⁶<https://ec.europa.eu/eurostat/web/rural-development/methodology>

⁷https://ec.europa.eu/agriculture/sites/agriculture/files/statistics/rural-development/2011/ch31_en.pdf

⁸<https://data.worldbank.org/indicator/SP.RUR.TOTL.ZS>

3.3. NEET: Policy context

In response to the poor situation of young people, all EU countries committed to implementing Youth Guarantee in April 2013. The Guarantee promises a good quality offer of employment, further education, an apprenticeship or traineeship to all young people under the age of 25 years, within four months of becoming unemployed or leaving formal education. To help European countries to fulfil this commitment, the EU is spending €6.4 billion on the Youth Employment Initiative (2014-2020), with an extra of €1.2 billion in 2017¹⁰.

The main focus of the policy is to include young people in a wide variety of social situations, many of whom may not be actively searching for education or employment. Being in a NEET situation can lead to disenfranchisement or disengagement from society and more long-term negative effects on their life chances.

All project countries have been taking actions to implement the policy documents to improve the life of youth in a NEET situation.

Latvia: in September 2014 Agency for International Programs for Youth started the European Union's fund 2014-2020 operation program's "Growth and Employment" specific objective 8.3.3. "To increase inclusion of SEA non-registered NEET's and foster their inclusion in education, supported measures within the framework of Youth Guarantee, and NGO's or youth centres" project "KNOW and DO". The project is co-financed by the European Social Fund. Support is provided for about 5262 young people aged between 15 and 29¹¹.

Croatia: in December 2013 The Ministry of Labour and Pension System formed a working body by bringing together 17 different stakeholders to identify and develop the measures to be established. Using the Youth Guarantee programme Croatia has created a tracking system for youth in a NEET situation and is in the process of preparing an

outreach campaign. There is a focus on personalized guidance and a systematic approach for building partnerships¹².

Slovenia: In 2016 The Ministry of Labour, Family, Social Affairs and Equal Opportunities got the role as a national coordinator of the Youth Guarantee programme for the implementation of it until 2020. Within the five years of implementing the 2016–2020 Youth Guarantee, EUR 300 billion is expected to be allocated for reaching the measures¹³.

There have been many positive outcomes of the implementation of these policies and funding:

1. Many young people have been given enormous opportunities to find their place on the job market, in education or training;
2. Support persons became more aware of the youth in a NEET situation, their issues at work, in education and training, and they have been able to grow professionally and learn how to support these young people to get back in the field;
3. Different stakeholders were brought together to cooperate at the level of local communities to be in the service for youth work. Such cooperation has created a structured synergy between formal and non-formal education, as well as employers and educational institutions.

A lot of resources are needed, both financial and human, to integrate every single young person in a NEET situation back into society. Thus, the focus of the project Constellation is more on preventive actions which can be implemented in youth work and on what can be done during the school or training period so that young people do not end up in a NEET situation later in life. By investigating personal stories of young people who have had the experience of being in a NEET situation, we can learn from them what kind of support is needed before they reach this crisis.

¹⁰<https://epthinktank.eu/2018/06/10/young-people-not-in-education-employment-or-training-neets-what-europe-does-for-you/>

¹¹<http://jaunatne.gov.lv/en/jauniesu-garantija/about-project-know-and-do>

¹²<https://ec.europa.eu/social/main.jsp?catId=1161&langId=en&intPageId=3328>

¹³<https://ec.europa.eu/social/main.jsp?catId=1161&intPageId=3352&langId=en>

3.4. Criteria for targeting the respondents for the research

Age of the target group:

Based on the experience of the organisations involved in the project and the target group of young people those organizations work with, the agreement was to include young people from rural areas between the ages of 18 and 29, who have had an experience of being in a NEET situation at least once in their life. Each partner country has a different definition of who is considered a young person. In Latvia, a young person is considered to be 13-25¹⁴, in Slovenia 15-29¹⁶, in Croatia 15-30¹⁷. The final decision on the choice of the target group was based on the data taken from OECD Education at a Glance and from Eurostat Education and Training Statistics for non-OECD EU countries regarding NEET rates by five-year age groups - for 15-19 year-olds, 20-24 year-olds, and 25-29 year-olds¹⁷. According to the OECD data, the highest rates of youth in a NEET situation are between 25-29 years of age, which is followed by the group of 20-24 year-olds. On average, just under 18% of 25-29 year-olds are in a NEET situation, compared to less than 6% of 15-19 year-olds. In general, lower rates among younger age groups reflect the expansion of upper secondary education in most OECD countries.

The starting age of the respondents in this research was 18 which is one year earlier than the OECD age group 20-24. It is more likely that a young person graduates from secondary education at the age of 18 in Latvia, Slovenia or Croatia and that he/she continues to study or finds a job. If a young person does not continue studies or does not get involved in any training or job, they are more likely to get into a NEET situation. We set 29 as the maximum age of the respondents which corresponds with OECD. Most of the young people in this age group had an experience of being in a NEET situation in rural areas

partner organizations work in.

The selection of respondents according to categories of youth in a NEET situation:

Two approaches were used in the selection of respondents for the interviews. The first was based on the Eurofond project in which seven sub-groups of NEET were defined to better understand the structure of the NEET population. The other was based on the experience from the project "KNOW and DO" and the daily work with youth in rural areas in youth centres, NGOs and schools.

Eurofond categories of youth in a NEET situation:

- Re-entrants – have already been hired or enrolled in education or training and will soon stop being in a NEET situation;
- Short-term unemployed – unemployed and seeking work, and have been unemployed for less than a year; moderately vulnerable;
- Long-term unemployed – unemployed, seeking work and have been unemployed for more than a year; at high risk of disengagement and social exclusion;
- Illness, disability – not seeking work due to illness or disability; including those who need more social support because they cannot do paid work;
- Family responsibilities – cannot work because they are taking care of children or incapacitated adults or have other family responsibilities; Most of them are women; a mix of vulnerable and non-vulnerable;
- Discouraged – believe that there are no job opportunities and have stopped looking for work; at high risk of social exclusion and lifelong disengagement from employment;
- Other youth in a NEET situation – a very heterogeneous group; includes the most vulnerable, the most privileged, and those who are following alternative paths, such as artistic careers.

¹⁴<https://likumi.lv/doc.php?id=175920>

¹⁵<http://www.youthpolicy.org/factsheets/country/slovenia/>

¹⁶<https://www.youthpolicy.org/factsheets/country/croatia/>

¹⁷https://www.oecd.org/els/soc/CO_3_5_Young_people_not_in_education_or_employment.pdf

Reaching out to youth in a NEET situation

To reach out to youth in a NEET situation, partners cooperated with various local stakeholders. The research team in Croatia contacted Labour Office and institutions for adult learning which works with youth in a NEET situation. In Latvia, the research team used information about youth in a NEET situation from the Jelgava Local Municipality, local youth centres, and held personal conversations and discussions with local youth. In Slovenia, the research team worked with the head of the regional department in Ptuj for supporting children that need special help at the Governmental Social Institution and Ars Vitae. It is a day centre for children and young people. It gives support to victims of violence and homeless people. The challenges in reaching out to youth in a NEET situation were lack of information about them, for example, in Slovenia, there is no official support for this target group at local, regional or state level. There are not even any lists or statistics about them. Another challenge was the lack of awareness of what NEET stands for.

The quantity objective of the research was to include 60 young people with the experience of being in a NEET situation - 20 in each partner country (20 from Latvia, 20 from Slovenia and 20 from Croatia).

Each research team used different approaches to reaching out to youth in a NEET situation in their communities. There were many difficulties in finding respondents who fit into the sample. To start, the research team in each country made a document with the project description and presented it during meetings, workshops and seminars of other projects they have attended. The research team in Croatia contacted the Labour Office, which contacted potential respondents for the research. Additionally, respondents were contacted through adult learning institutions and non-governmental organizations which are implementing projects for the youth in a NEET situation. The Latvian research team used the information from the Jelgava Local Municipality and local youth centres and held personal conversations

and discussions with the local youth - explaining what NEET means to get information on youth who were in a NEET situation. The Slovenian research team reached out to the EMC members and attended a meeting with the head of the regional department in Ptuj for supporting children that need special help at the Governmental Social Institution. Although they are a regional institution, they had no contact whatsoever with the youth in a NEET situation. They were proactive in helping, calling around, but without results. They discovered that they have no official support for them at the local, regional or state level in Slovenia. Additionally, there are no statistics about them. Due to this situation, the research team contacted a private institution Ars Vitae that works with youngsters who have any kind of addiction and fit into the sample for the research. They run a day centre for children and young people and give support to victims of violence and homeless people. The interviews were conducted with users of their services under their supervision.

As the Latvian NGO idea is a lead organisation in the project and is cooperating with the local municipality, the research team was aware of various prevention activities which were already taking place to identify youth in a NEET situation at the national and local level. The existing structure from the "KNOW and DO"¹⁸ project was used as the basis for the research, adapting it to the needs of the project Constellation to identify the patterns among youth in a NEET situation. Based on the experience of the "KNOW and DO" project in Latvia different methods were chosen to identify and reach out to youth in a NEET situation. As Latvian partner organizations already had experience in working with that population, there was a transfer of the know-how between all the partner organizations.

Youth from rural areas were chosen as the primary focus for the research because the organizations and municipalities involved in the project are oriented towards the development of rural areas, and the daily work of the organizations focuses on youth in rural areas.

¹⁸<http://jaunatne.gov.lv/en/jauniesu-garantija/about-project-know-and-do>

4. Aim of the research

The research aimed to investigate the current situation of young people who are / were in a NEET situation (not in employment, education or training) in each partner country (Latvia, Croatia, Slovenia), to identify the repeating patterns and risk factors among youth who is / has been in a NEET situation.

To fulfil the aim of the research, we investigated the following five categories:

- a) general information about the respondent,
- b) respondent's health situation,
- c) respondent's family situation and living conditions,
- d) respondent's formal, non-formal and informative educational needs,
- e) respondent's employment experience.

5. Methodology

The research was conducted during the period between October 2018 and February 2019. The goal was to collect qualitative information, to create case studies and to analyse the repeating patterns among youth in a NEET situation in each partner country.

The data was collected through:

- a) semi-structured interviews with youth in a NEET situation (all respondents had direct experience of being in a NEET situation),
- b) case studies created and analysed based on data collected through interviews

The framework of the interview for this research comes from the “KNOW and DO”¹⁹ project, which was adapted to the context of the project. The sample of the interview was a guideline for the research process and conversations respondents with the experience of being in a NEET situation to collect qualitative information for case study analysis.

The interview was divided into six categories:

- 1) General data about the respondent
- 2) A general assessment of respondent’s health situation
- 3) Respondent’s family situation and living environment
- 4) Respondent’s work experience
- 5) Formal, non-formal and informative educational needs
- 6) Respondent’s interests and hobbies

All the interviews were anonymous, except for gender, age and nationality. The sample of the interview questions and structure can be seen in Annex 2.

Based on the data collected through the interviews

with youth in a NEET situation, case studies were created for each respondent to describe their specific NEET situation and experience. These case studies were analysed afterwards to identify repeating patterns and risk factors among youth in a NEET situation in rural areas.

¹⁹<http://jaunatne.gov.lv/en/jauniesu-garantija/about-project-know-and-do>

6. Sample

There were four categories of respondents selected to take part in the research. Mainly based on the previous experience in working with youth between the organisations involved, as well as on the available data from previous studies conducted on the level of the European Union.

Those four categories included the following:

- 1) Drop-outs from the studies / school
- 2) Early engaged in family life
- 3) Unemployed
- 4) Drop-outs from the training

There were altogether 60 respondents who participated in the research. There were 30 female respondents – 11 in Latvia, 6 in Slovenia and 13 in Croatia, and 30 were male – 9 in Latvia, 14 in Slovenia and 7 from Croatia. From the majority of respondents, 32 were between the ages of 25 and 29, 20 respondents were aged between the ages of 20 and 24, and 8 respondents were aged between the ages of 18 and 19.

The respondents' level of education ranged from elementary to college degree is shown in Table 1.

Family status of the respondents is shown in Table 2, with the majority of them being unmarried and living with their parents, a large number of lives in a partnership, as well as alone and unmarried.

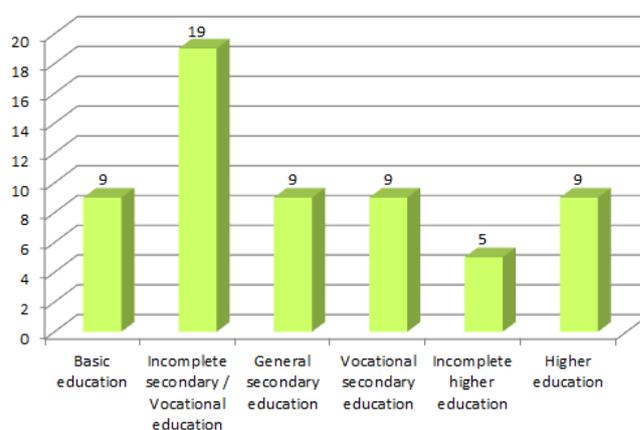


Table 1: Respondents by the level of education

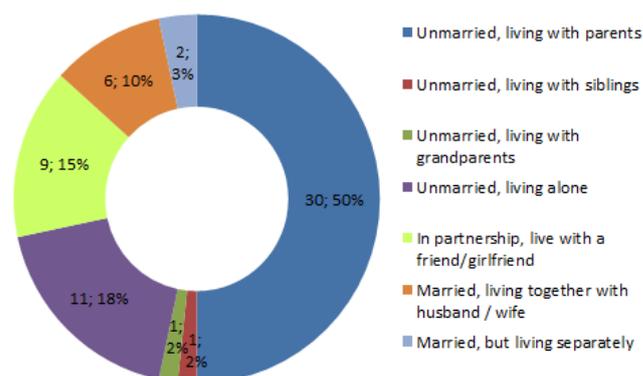


Table 2: Respondents by family status

7. Findings

7.1 Health situation

The general trend in health satisfaction among the respondents in Latvia is good. Almost all of the participants evaluate their health as good while a small number of them as average or very well. There are three common types of health conditions that respondents have recognized. The first one is that a family member is addicted, mainly, to smoking. They do not see a connection between the health situation of family members and their NEET situation or as an obstacle in getting a job or enrolling into education or training. The second one is their physical health like traumas which have affected work performance. Those are physical traumas that are lifelong like injuries and bone fractures. The third common type of health condition is mental health like depression, anxiety, confusion, and ambiguity about the future. Those have influenced their performance in education and on the job market - dropping out of the studies, no motivation to make life changes, quickly losing interest for studies or work.

In Croatia, half of the respondents evaluate their health as good or very good. The other half reported that various health conditions which were limiting factors in their choice of career - like early childhood illnesses. For some, it was difficult to accept that at first. For others, problems with behaviour resulted in losing jobs, people leaving their lives, and not wanting to have any interactions with them. Health issues are a continuous source of stress, which prevents respondents from making choices and engaging in activities that might improve their life. In other cases, parents suffered from psychological disorders, or there were family members who were heavily drinking alcohol. Behaviours resulting from such mental or addictive states had a severely negative effect on respondents, their life choices, leaving school, moving away from their parents, etc. Family tragedies such as loss of children had made

parents more protective of the rest of their children.

In Slovenia, only one-third of the respondents evaluated their health as good, while the great majority stated that they have an addiction. It's evident among all the respondents, that there is a connection between addictions and bad health. Respondents were passive in their life which also led to bad health. Additionally, they do not have a lot of motivation to improve their lifestyle to become healthier. Almost all respondents with addictions were addicted while still in school. Most of them started when they searched for a social group where they could fit in, or to hang out with "cool kids" and be ahead of their classmates by being the "grown-ups". They started with alcohol, cigarettes, and weed. Afterwards, some of them progressed to more dangerous substances.

7.2 Family situation and living conditions

Family situation

Approximately half of the respondents are unmarried and live with one or more family members (parents or grandparents). The other half either lives alone, or lives in a relationship with a partner, or are married and live together with their husband/wife.

Half of the respondents in Latvia admitted that their choices and decisions were often influenced by the thinking of their family members. Some parents forced a certain profession or studies to their children because it seemed to be the most suitable for them without taking into consideration their wishes. Others did not support the young person's decision to study at all, because of their belief that it is simply better to work on a farm and take care of children. This prevented female respondents from developing their personality. It demotivated them to study or to continue studies to have better employment opportunities.

A similar trend was observed among respondents in Croatia where parents were either making pressure on their children to attend college. There was a lack of communication between parents and children about their educational interests or needs. Also, some parents were indifferent about their children's education and both of these cases led to becoming a school dropout. On the one hand, it was because of pressure and lack of communication, and on the other because of a lack of support. Additionally, health situations in the family, such as mental health, physical health, and divorces made respondents leave education or take a destructive life path in terms of socializing with "wrong" people. Some respondents stated that independent decisions they made were welcomed positively by their parents, either regarding education or work. However, parents were against some decisions, especially if they perceived them as immature or impulsive. Many respondents had family support regarding making decisions to leave the country. Family support was crucial in cases of early parenthood. In Slovenia, not many respondents answered or claimed that they are supported by family. However, most of them live in a family house, where they receive all the basic things they need. They usually do not perceive it as help, but as a right that belongs to them as family members. They save a lot of money this way. On the other hand, receiving such support from their families demotivates them to rent their accommodation and to become independent. For them, living with parents is not seen as helpful, but mostly as a right that belongs to them.

Starting a family

There were altogether 10 respondents who participated in the research who had children at the moment of the interview - 6 in Latvia and 4 in Croatia.

The general trend among respondents with children in Latvia was that they got into and stayed in the NEET situation because of getting pregnant and having a child. Also, there is a significant gender

difference regarding this question. Female respondents saw it as a reason to drop out of studies, especially secondary education. Even more when the second child arrived. There was a lack of motivation to continue studying. Female respondents reported that they started to miss the classes and their motivation to continue the studies quickly decreased. Additionally, the judgement of society and the lack of support from their family was another reason to drop out of studies. Afterwards, it was very difficult to continue the studies or to find a job because of lack of support from their families. For male respondents, the arrival of a child was not perceived as a problem. They dropped out of studies and started to work to support the family.

The general trend among respondents with children in Croatia was that they started their own families by the age of 21, and each case was completely different. Three respondents were young mothers with one, two or three children, and one young father with one child. Having children was sometimes a limiting factor for young women when searching for the desired job since they did not have anyone to take care of children during working hours. The jobs they could find had changeable working hours which did not correspond to the working hours of the day-care they left their children while they were working. Despite those cases, they did not find having children at a young age as a limiting factor, and their partners were supportive of them in looking for a job.

Living conditions

The respondents in Latvia pointed out that it is mostly impossible to study or work close to the place where they live due to poor infrastructure – even if it is possible to get to school, work or any other urban activity, it is not possible to get back home, because the last transport leaves relatively early, and therefore school or work becomes out of reach. And not all young people have the possibility to get a driver's license or afford to keep a car.

The general trend among respondents in Croatia is that people from rural areas have fewer possibilities than ones from suburban or urban areas. Villages in rural areas are remote from institutions such as schools, kindergartens, NGOs, etc. Additionally, public transportation in rural areas is scarce. For example, bus lines are rare and the railway does not exist. This increases the logistical complexity of life in rural areas, such as getting and staying at a job for a long time, taking children to school or hospital etc. This is usually bypassed by using personal cars, but this can be a source of extra costs, especially for the unemployed ones. In rural areas, job offers are scarce, and many young people migrated to nearby cities or abroad. Jobs can be found through personal connections or acquaintances, but rarely via official job offers. In case somebody gets a job, they are either dependent on public transport or on using a personal car.

The majority of respondents in Slovenia consider that their mobility is good. This means that either they have their own transport, or they can easily rent a car from their family or friend, or they live in a place where they have everything they need. Good mobility means that they must have good access to different kinds of activities they would be interested in or institutions they can help them in their life challenges. More than half of them answered that they live in parents' apartments or their own. This shows that general living conditions are quite good.

7.3 Education

All the Latvian respondents acquired basic education. After enrolling in secondary education, they had various reasons for dropping out. Mainly because of confusion about life goals, vision about the future profession or dilemmas about the next step after primary education. Additionally, lack of motivation, self-doubt, and lack of desire prevented them from continuing their studies. Many of them had a lack of interest in studies or chosen professions. Some who entered secondary

education realized that it is not their desired profession after a while.

Becoming a parent was also a reason for dropping out of school because it was difficult to combine household and studies, sometimes also a job. In such situations, earning money became a priority over education. Young mothers do not have support from their partners, who hold them back from studying. Additionally, the relationship between young mothers and teachers becomes quite tense, and it does not motivate them to complete their studies.

Geographical location plays a big role in respondents' lives. Educational institutions are usually located in another town and city and require substantial financial resources to attend the desired school or a university. Additionally, demotivating school environments, bad learning experience and bad grades at school demotivated respondents from studying. Many of them also had a conflict or a bad relationship with their teachers which affected their decision to continue their education. In case of not graduating from secondary education in the first place, respondents, later on, enrolled in a night school to graduate. The ones who graduated from secondary school but did not enroll in higher education have several reasons. One of the reasons is a lack of clarity regarding plans related to studying or working. Confusion or doubts about their choices of the future profession bring lack of motivation. Or the profession they chose is not interesting anymore. Other reasons are a lack of finances to cover for the tuition fee or lack of family support in cases of young mothers. Respondents who dropped out of higher education report having low motivation, self-discipline and time management skills. Some could not combine household responsibilities and studies, or they stopped liking the course they chose after the first or second semester.

In Slovenia, the majority of the respondents graduated only from basic education. In general, they did not have any kind of support from their family when facing problems in school. Parents or other family members left them to study by themselves, and at some point, they stopped it because they realized that no punishment would follow.

Most of them did not realize how big of a step it would be to stop education at the moment of their decision. Most of them do not feel sorry for making this decision, though.

In Croatia, respondents have numerous reasons for dropping out of school. Some of them were in difficult family situations, some did not attend school because they were not interested in it, while others had different priorities. As students they failed grades, some did not want to attend college they had enrolled in, others had problems with teachers, and for some, it did not feel right to attend college just to satisfy their parents. The shift from secondary school to college turned out to be a source of problems for NEET youth. It manifested in social isolation and was combined with their lack of capacity to study for exams.

A trend observed among respondents in Croatia is that they do not have any educational interests, and do not know what they want regarding their education. In case they were employed and did some kind of a job, they learned it by doing, and not by attending some systematic education. Those who were NEET due to being unemployed had educational interests which were aimed at getting competencies that would help them change jobs.

The motivation for educating someone who attended or who was attending at the moment varied from case to case. Some choices were made after thorough self-questioning. This was mostly the case among the ones who became aware of their life choices. In other cases, educational choices were made to satisfy family expectations, or due to the inability to cope with stress related to the enrolment process. This is why people have chosen easier options which they left later on. Finally, the ones whose educational interests were vague, had attended education just to have a degree of some sort or did not continue their education after secondary school.

7.4 Work experience

The majority of the respondents in all three countries had some work experience, and most of it was only short-term and included jobs as workers on farms, bars, as assistant workers, seasonal workers, etc. The rest of the time they were unemployed. The general trend is that respondents were not able to find the desired job because of not having adequate education or competences, because of negative previous work experiences, because of lack of mobility, health problems or lack of financial support. Respondents were not aware of the wider context of the job market and the usefulness of their professions on the market. The jobs they had enabled them to be socially included through work.

Most respondents would move to a different city, region or a country for work. Limitations in searching for a job are particularly visible in rural areas, where jobs are difficult to find, public transport connections are rare, and people have families with children to take care of. On the other hand, life in rural areas has some advantages because people grow their food which saves some money. Additionally, some family members live and work abroad, which makes life easier because respondents were able to save money and make plans. In general, respondents who have been in a NEET situations for a longer period have low motivation for any kind of further education, employment or various kinds of daily activities.

Those who have clear, professional interests have strategies on how to find jobs, develop professionally, and learn new information related to their profession. On the other hand, the ones with unclear professional interests cannot name any jobs they want to do in the future. Their search for jobs is very wide, and unspecific, targeting for anything which they might get, mostly ending dissatisfied. The perception of an ideal job differs from person to person. It varied depending on their life circumstances, whether they had children or not, lived on their own etc. Some of them wanted a secure job in a state company; others wanted to do things of their own.

Unemployment experience

The respondents in Latvia had experiences of unemployment ranging from three weeks up to six years. The majority of them were unemployed between three and nine months. There are different reasons why they experienced unemployment. The potential workplace was too far from the place where they lived and public transport was rare and at inconvenient times. Some had a lack of motivation to find a job in the closest city or town and preferred doing different casual jobs around the local area. Other reasons included lack of previous employment experience, lack of adequate education, qualifications, experience and lack of time management skills. Additionally, some respondents were unemployed due to confusion about their professional interests or plans. There is a higher demand for male workers in rural areas. Male respondents showed that they worry less about being unemployed. Female respondents faced more difficulties in finding jobs in rural areas and they lacked experience for specific jobs.

Croatian respondents all had a different unemployment experience, ranging from being unemployed just for several months to several years. In that period, they spent time looking for jobs, either via social networks, labour office, and encountered various obstacles. Having a child was perceived as an obstacle among employers. Low level of education, having an only elementary school level, forced people to work in low-paid jobs in really bad working conditions. Respondents had different reasons for leaving their jobs - bad interactions at work, the inability to make progress, develop and learn, or not being paid. During unemployment, respondents were applying for different jobs and were sometimes rejected because of inadequate qualifications.

The majority of Slovenian respondents were employed before becoming NEET. There is no common pattern among them regarding the

duration of their employment before quitting the job or being fired from it. They blame their employers for being responsible for the reasons they quit or lost their jobs. Only a small number of respondents from Slovenia were motivated to learn new things to get a job to get out of the NEET situation.

Employment experience

On average Latvian respondents had their first work experience at the age of 18. The earliest work experience was at the age of 14, and the latest at the age of 25. Only one respondent did not have any previous work experience. Periods of employment lasted from three weeks up to 2.5 years. On average, respondents worked two to three months on the same job position. Their employment experiences were both reported and unreported short-term jobs in the local area, such as being a packer at the timber company, a charwoman, a catering assistant, a worker in a library, a cook assistant, a dishwasher at the recreation complex, a CNC work desk programmer at metalworking company, an assistant worker at a swamp, farm or supermarket, a salesman, a courier, operator in telemarketing etc. Some respondents mentioned that their employment was supported by local or European projects in non-governmental organizations and internships during high school studies. Most of the jobs were in rural areas. Although respondents expressed that they wanted to find a job in the closest town or city, they were not able to get it due to poor public infrastructure or high cost. Additionally, lack of experience, skills and qualification limited their choices of workplaces in rural areas.

Croatian respondents experienced periods of employment which lasted from several months to several years. Each case is completely different. In some cases, respondents worked at jobs not related to their professional and educational degrees, and sometimes they were doing it illegally. During the periods of employment, people were connected with the unemployment offices. Younger people and the ones without family consider moving as an option for finding a job.

Commonly, people from rural and remote areas migrate to larger towns because of more job offers. Some respondents have very strict criteria in searching for a job, related to their clear professional interests. However, some who have clear criteria do not seem to understand that this might not be realistic to achieve in the context they live in.

Majority of the respondents in Slovenia already had some kind of work experience. Those jobs mostly did not fit their level or field of education and were low-skilled jobs like working as waiters, helpers, work assistants, etc. Most of them did not have the opportunity to work in the field for which they were educated, either it was high school or university. The environment they come from does not provide for many opportunities for different kinds of high skilled jobs. However, at the same time, they did not invest any additional effort to develop additional competencies or gain experience which would help them to find a job in their profession.

7.5 Career choice

In Latvia, 75% young people admit that the profession they have chosen doesn't suit them, and at the moment there is confusion and ignorance about the field they would like to or could work in. Moreover, some young people have not chosen their profession until now, because there is not enough understanding and no vision of life about what could be suitable for them. So, at the moment, young people accept different occasional jobs around surroundings in the hope of ever finding a niche and a profession of interest.

7.6 Interests and hobbies

The overall trend among the majority of the respondents in terms of interests and hobbies is sports. Other areas of interest they mentioned are handicrafts, cooking, drawing, theatre, music, dance, psychology, playing the guitar, watching TV and playing computer games.

Many respondents had no specific interest at all, neither hobbies nor any kind of other professional interests.

8. Conclusion and recommendations

Based on the findings of the research and on the experience of working with youth, we have concluded that we need to take into account various factors and circumstances of young person's life when working with young people who have experienced a NEET situation. In most cases it is a combination of various events and life circumstances that lead to the same situation.

Within the framework of the project Constellation we investigated repeating patterns among youth with the experience of being in a NEET situation, their health, family situation and living conditions, education, (un)employment experience, career choice and hobbies and interests in order to be able to propose preventive recommendations. These recommendations are based on three categories of measures which we as youth workers and educators can work on with youth to prevent them from getting into a NEET situation.

They include:

- Developing a sense of belonging among youth in terms of relationships that are significant to them - belonging to a family, to a school, to a classroom, to a social group, to a community, etc.,
- Increasing independence in terms of being independent as an individual, free to make one's own choices,
- Growing self-reliance in terms of relying on one's own powers and resources rather than those of others.

The research findings and the OECD data show that special attention must be given to youth between 25 and 29 years of age because this age group has the highest percentage of youth in a NEET situation. The second most vulnerable age group are young people

between 20 and 24 years of age. We identified that youth in these two groups lack support the most because they get out of secondary education and do not have support of educators any more, while youth workers are not able to reach them since in some countries they are no longer considered youth (e.g. a young person in Latvia is considered to be until the age of 25). Even though they are considered adults, they still need support so that they do not become invisible once becoming unemployed or drop out of formal education. Youth workers are usually those who can offer support to these two age groups since most of them are already out of formal education or are close to dropping out of college. On the other hand, we have educators and school staff in formal education who work with youth while they are still in the system and can act with preventive measures during that period.

Family situation and living conditions

Majority of patterns among youth in a NEET situation that were identified in the research were linked to their relationship with family members and living conditions. Primarily relationship with their parents, having children to take care of, and living in geographically deprived areas. In most cases these circumstances could not be changed.

Under such conditions youth workers and educators can create learning spaces for youth:

- To increase their competencies dealing with relationship among family members,
- To develop a sense of belonging in terms of relationships that are significant to them - belonging to a family, to a school, to a classroom, to a social group, to a community, etc. ,
- To become aware that the current family situation and living conditions are not permanent and youth have a chance to influence or change them,
- To encourage independence (moving away from parents household, financially providing for themselves, etc.),
- To empower them to choose their own educational and professional path based on their own interests,
- To separate themselves from expectations of family members imposed on them,
- To empower finding personal and professional interests within themselves,
- To increase awareness of personal strengths, talents, self-confidence,
- To encourage them to continue studying (e.g. online) in cases of early parenthood (especially for young women).

Education

We have recognized that it is essential to identify students who are in risk of getting into a NEET situation while they are still in formal education. Chances for prevention are higher before they drop out of the formal educational system and become invisible. School staff and educators are support persons for students in this situation. In order to prevent them from dropping out, or get lost in the transition periods between primary and secondary education, and secondary and tertiary education, they can support their students and create learning spaces for them:

- To investigate their personal educational interest and motivation and choose a career based on that,
- To develop a sense of initiative,
- To discover personal life-goals and their

connection with educational path,

- To develop competences on self-directed and life-long learning,
- To develop an interest for different professions,
- To develop a future-oriented perspective (e.g. on the link between a potential workplace and their educational interests),
- To develop the competencies of self-discipline and time management,
- To self-organize and manage studies and parenting if such cases,
- To receive support in transition periods between educational levels, for example, primary and secondary, to solve personal dilemmas (e.g. is there a necessity to continue studying, which profession, educational institution to choose and which educational path would be the most suitable one),
- To receive mentoring or coaching in regard of desired professional path, or a change of it after a while.

(Un)employment experience

Findings also indicate that not having the right education, suitable qualifications or necessary competencies leads to limited choices of job offers in rural areas in the future or restricts choices working only low-qualified and low-paid jobs. Youth workers and educators can create learning spaces for youth:

- To discover their inner resources (strengths, talents, competences, also weaknesses) and learn how to manage them according to the demands of the job market,
- To explore diverse personal interests and opportunities regarding choice of career and job opportunities,
- To become future-oriented by following personal interests and shaping own path of career,
- To develop competencies of setting and reaching professional goals,

- To develop long-term thinking on how the choice of educational degree can influence potential job opportunities,
- To develop clear professional interests and strategies on how to search for jobs,
- To raise awareness of the importance of professional development, and learning new information related to their profession,
- To develop understanding that it is better to gain any kind of job experience rather than none,
- To develop competences through volunteering and internship as the first job experience, and raise awareness of the value it had for future employment,
- To become aware that there is a high demand for diverse life-long learning (especially for women who can get involved into community work, create local women circles, start their own businesses),
- To develop competencies on how to switch to a new profession,
- To learn how to deal with ambiguity and confusion.

Career choice

Lack of motivation is another repeating pattern found in the majority of the respondents. It is a common answer which needs further investigation because it seems to be one of the strongest pulls of youth into the NEET situation for longer periods of time. The longer they stay in a NEET situation, the more difficult it is to move forward. Youth workers and educators can create learning spaces for youth:

- To build new narratives on how to get out of the NEET situation,
- To understand that anyone can be in a NEET situation, and that there are ways how to get out of it,
- To develop a solution-focused thinking and awareness
- To explore positive and empowering stories of how others deal with a similar situation,
- To define personal interests and hobbies to build on their future or professional orientation,
- To become more active and motivated to make a change in their life,
- To embrace confusion and ambiguity as part of the life path,
- To learn how to deal with confusion and ambivalent situations.

Finally, this research showed that each young person had a different experience of being in a NEET situation, and there were different combinations of patterns which resulted in it. Even when we recognize some of the patterns in a young person in our community, group or a class, it is important to approach each young person individually to be able to act with measures which are suitable for them specifically to support them while they already are in a NEET situation or to prevent them from getting there in the most vulnerable parts of their life.

Erasmus+ Project Constellation

Annexes

Annex 1: Case studies of NEETs

Case study 1

A young man (19) lives in the centre of a town. He is not married and lives with his grandparents and his little sister (13) because both of his parents are working and living abroad. Even though his parents and grandparents are smokers, he has no such addiction, and his health is good. He thinks that finding a job suitable for him is hard. He says that there are no places for him to work, only opportunities for seasonal jobs at farms. There is a good secondary school in the centre of the town where he was studying, and he believes that the educational system there is very good. There are occasional opportunities for entertainment in his community. There are some local events and activities, but there are not many events for young people.

The source of income for his family is grandparents' salaries and the money his parents send from abroad. He also earns some money from doing occasional work, and from helping neighbours and family friends. He also teaches how to play the guitar in his free time if possible. His mobility is limited because buses run at inconvenient times so he cannot go to places he wants. He does not have a driver's license, which makes his mobility even more limited. In future, he wants to learn more about music, playing music, or something related to psychology, youth work or self – growth. He had a chance to work as a music teacher after high school, but that job required a university degree which he did not have. At the moment, he is not sure what to study, and that's why he has not continued studying. He emphasizes that studying at university is quite expensive. He also admits that he lacks the motivation to do anything or to find something to do. He feels confused about what to do in life.

During his formal education, he was a very active student. He was playing the guitar, a piano, he was singing, dancing and was passionate about pantomime. Now he admits that he has not been doing anything of that kind since then and that he is stuck in his daily routine. He would like to get out of it, but he is not sure how to do it. This young man has been in NEET situation for 6 months.

Case study 2

A young man (26) lives in a rural area. His overall health is good, without having any chronic health issues that might cause problems in education or employment. He does not have any addictions, as well as any of his family members. He lives in a rural area, in a flat with his parents. He is not married and does not have any children. His father and sister work. Work opportunities in his area are scarce, so moving to another place in search of a job is an option for him. Public transport connections are not frequent. The only frequent public transportation lines lead to one bigger town, where he needs to change to other means of public transport to travel to a different place.

His unemployment experience lasted for several months, directly after graduating from college. He was focused on getting a job in his profession. He was limited due to a small number of job ads, particularly in the field of interest. Expanding the scope of his interest and sending open applications was one strategy of finding a job. He has had some experience with public bodies in his job search, mostly Employment service. Ultimately, he has managed to find a job in a civil society organization, located in the rural part of the country, away from his home. He moved and lived there for longer than a year. Due to low living costs there, his income was sufficient for an independent life. That job was partially related to his profession and was only partially fulfilling. He reached his maximum there and quit the job to continue his search for another job and other opportunities.

He attended various Erasmus+ projects as a participant during his formal education. His interests vary, and he is currently focused on non-formal education. As he is currently unemployed, he is waiting for a response from the European solidarity corps he has applied for in Sweden. His professional interests expanded after his first work experience, although there is nothing specific he focuses on. It seems that he is currently in the stage of exploring the options and finding the best surrounding for him. In searching for a job, he is mostly focused on social media and the internet. He has been in NEET situation for several months.

Case study 3

A young man (26) lives in the centre of the city. He is not married and lives alone. He is bilingual, but he does not speak the language of the country where he lives very well. His mobility is good because he moves around on a bike every day if the weather is good enough.

He thinks that finding a job suitable for him is hard. He says that there are no places for him to work in an environment where he lives. He states that there are plenty of places which offer work, but there are very few opportunities for self-growth. He has many options to get a good education as there are many educational institutions in the community - from kindergartens to the university where he was studying. He has average opportunities for entertainment. There are some local events and activities to take part in, but there aren't many events for young people to relax and have fun. He graduated from a high school where he studied for CNC work desk programming and setup. He enrolled at a university to study Machine design and production, but he realized that he is not interested in that after the first semester. He stopped studying Machine design and started studying Information Technologies. After one year he realized that he was not interested in that as well and stopped studying because he did not want to spend more money. He would like to start studying again, but he isn't sure what he likes or what he is interested in. He would like to learn about communications, marketing and business management – something generic that could be useful in many spheres.

He found himself in situations when he could not get a job he wanted because of a lack of education. He needed a certain knowledge to work in a specific field. The lack of such knowledge affects his opportunities for finding a suitable job. He mentions that the most crucial reason he cannot find a job is the fact that he doesn't speak the language of the country where he lives.

He started to work when he was 23 years old in a metalwork company as a CNC work desk programmer and setup. He worked there for 2.5 years when he left this job because the workplace was too far away from his home and he could not get there every day. Additionally, he was not interested in this profession. The only source of income is his savings from his previous job. He has been in a NEET situation for three weeks. He likes to do different things when needed in his free time because he has quite different interests.

Case study 4

A young man (20) lives in the countryside, about 8 km away from the centre of a town. He is not married and lives with his parents, a brother and a sister. His health is good and nobody in his family has any addictions. His mobility is quite good. He travels by bus every day, and he uses that time to study for a driver's license.

He thinks that finding a job suitable for him is hard. He says that there are no places for him to work in an environment where he lives, only different kinds of jobs at farms. He has good educational possibilities because there is a good high school in the centre of the town which he attended. He has occasional opportunities for entertainment because there are some local activities and events in the town, but not enough for young people to take part in.

He graduated from high school with good grades, but he was not sure about what he should study next. Because of this confusion, he doesn't know what to do next – study, work or to do nothing. He would study aviation engineering if he had no restrictions since it is quite expensive to study in that field. The only source of income for the family is his parents' salaries which isn't enough to satisfy his basic needs.

He started to work when he was 18 years old, and he was doing different jobs for short periods. Now he does not have a job, and he says that the main reason is not being sure about what he would like to do or what he is interested in.

In his free time, he likes to go to the gym, play video games, do different technical stuff (related to IT and computers) as well as he likes to read and watch different videos about innovative topics on YouTube.

Case study 5

A young woman (29) lives in a rural area with her family. Her health is good, even though she mentions social anxiety as a limiting factor.

After finishing high school, she enrolled at one college due to her parents' pressure. She had no other reason for it. She was good in natural sciences at school, so studying pharmacy seemed like a reasonable choice. She dropped out of college after the first year because courses were too difficult for her, and she could not keep up with all the obligations. She took a year off after that and then enrolled at another college. She dropped out once again during her second year because she couldn't pass some exams.

The first time she dropped out, she told it to her parents whose reactions were quite mild. She did not admit to dropping out of college for the second time. They found it out when searching through her belongings. She is quite selective with the people she wants to interact with, she is not very much connected with her peers, and likes to isolate herself. After dropping out, and having only a degree in general secondary education, she was working as a waiter, or in administrative, low paying jobs, where she encountered different types of people.

At the moment of the interview, she worked at a dry-cleaning store. She perceives the job as boring and is looking for a new one. She does it mostly by searching the web for job ads.

She lacks clarity regarding her educational and professional interests. She does not know what she wants, but she knows what she does not want. That is also why her decision to continue her formal education is still on hold. Additionally, after having such a negative experience while studying, she is doubting her capacity to attend college and fulfil the tasks set in front of her.

She still lives with her family in a house, and there are no opportunities for networking in her immediate surroundings. Organizations that exist in her rural area are not of her interest and she cannot imagine herself being part of them.

Case study 6

A young woman (25) lives in the countryside about 4 km away from a town. She is married and lives with her husband and daughter (two and a half years old). They all live in a house that her husband's parents gave them as a gift. Her parents look after their daughter if necessary because they live nearby.

She thinks that there aren't good possibilities for young people to find a suitable job in her community. There are only jobs at farms available. There is an elementary school in the town, and it is necessary to travel to another town to get a high school education. She finds that the opportunities for the entertainment of young people are very bad as there are no cultural events.

The only source of income for her family is her husband's salary. She also receives a childcare allowance and sees their financial situation as decent since her husband provides for everything they need. She sees her husband as quite jealous. He is restricting her chance to start studying or working somewhere so that she doesn't become successful and independent. He thinks that she should take care of the house and children. She has secondary education but she would also like to study at university. She is not able to do that since she needs to take care of their little daughter at the moment. She will soon start her first year in kindergarten, so the only thing that stops her from studying is their financial situation, and her husband who does not want to support her. She would like to study the Russian language or Business Management to be able to start working and to get out of the daily routine.

So far, she worked as an assistant in a kitchen for 6 months when she met her current husband and everything changed. She has been unemployed for about 5 years. She would love to work if she had a chance to find a job she loves, and to develop herself emotionally and professionally.

Case study 7

A young woman (25) lives in a rural area. She is a mother of three, married, and lives in a house with two apartments. Her husband's parents live on the ground floor. Her husband has been in Germany since the second half of 2018. She lives by herself and three children. The house has a large courtyard, where they keep pigs. This is not a highly profitable activity, but it can bring some additional income. Her husband sends money home from Germany. He plans to return from there, and invest their savings in a more profitable business.

Living in a rural area limits her in finding a job. Living with three children makes it more difficult to find a job. She also has a clear vision of the working hours, benefits etc., but the jobs offered in her surroundings don't always meet her criteria. She is pessimistic about opportunities because of nepotism. Companies often run out of business and leave people unemployed without paying them their salaries. She doesn't want to move due to life circumstances - either to a different part of the country or even abroad.

She graduated from a vocational high school and then had her first child. She was satisfied with her first and only job, where she worked for a year and a half. She gained experience in sales and working with people. Then she lost her job and needed some time to adjust to new living conditions. At the moment of the interview, she was unemployed for several months, during which she received unemployment compensation from the Employment service. She is not very optimistic about finding a new job, and she is afraid of the future.

Her low level of education does not give her a lot of options to find work, although she is satisfied by working in sales, she is limited by her family status. After finishing her formal education she has not attended any additional training, and she does not show particular interest in attending any. Furthermore, she doesn't have any other particular interests in anything else.

Case study 8

A young woman (28) lives in a rural area and is currently unemployed. She lives with her husband and two children who go to kindergarten. She lives in a house and has a piece of land that they take care of, which serves as a source of income, and is enough for their basic needs.

She dropped out of education at the age of 24 and left college. She did not pass all the exams and partially enrolled in the second year of the studies. She had some complications with exams during the second year of the studies, so she left studies. She was planning to enrol at another college in another town. However, by the time she got the document from her first college, the selection and enrolment process for college was changed. Eventually, she lost interest in studying, lost her motivation, decided not to be a financial burden for her parents, and decided to find a job.

Her job options were limited due to her having only a high school education. She did some of them illegally, others legally for which she received financial compensation. The income she has is enough to cover for her basic needs in the context of the rural area she lives in. Her husband is employed, has a steady job and his salary covers their expenses. She applied for various job positions but was turned down because she was not qualified enough for some of them. Her requirements are additional limitations in her search for a job. For example, it needs to be a steady job from 8 am to 4 pm, with the possibility of taking days off if her children are ill, free weekends, annual leave, in a public company. The environment she lives in does not provide any such kind of employment opportunities.

After leaving college she had additional professional training - about writing a CV or developing some skills which she needed for previous jobs. Apart from that, she has not had any additional training. Before having children, she was active in the local community, where she organized different events and collaborated with various institutions.

Case study 9

A young woman (22) lives in the countryside about 6 km away from the town centre and 30 km away from the closest city. She is married and has two children (2-year-old and a 10-month-old) and they all live with her mother and stepfather. Her youngest brother (age 10) and two sisters (age 16 and 19), as well as stepfather's son (age 18), live with them. Her mother, stepfather or his son can look after her children if necessary. The young woman has no addictions, but her husband and stepfather are smokers.

There are not many employment opportunities for young people in her environment, and she cannot find a suitable job. Most of the jobs are seasonal. There are no frequent public buses at convenient times to go to the closest city. She does not have a driver's licence.

She has opportunities for getting a good education because there is a good secondary school in the centre of the town. However, that environment is still pretty new to her because she moved there from another part of the country 2 years ago. She thinks that there is not enough information about events or activities for young people, and it is possible to attend only several events or do sports only as a hobby.

Her husband's and mother's salaries are the only sources of income for the entire family. She receives childcare allowance, but this is not enough to satisfy her basic needs. She did not graduate from high school. She was in school to become a costume design specialist in a technical school. She couldn't attend school during the last year because of childbirth, and she did not graduate. The relationship with her teachers became quite tense when she got pregnant, and she was not motivated to finish her education. She would like to graduate from school to get a profession, and she would like to learn something about beauty care. However, she does not have any information about the possibilities to learn about it. If she has no restrictions or children, she would like to work as a stewardess.

She started to work when she was 18 as a catering assistant for three months, and then in a library for two months. Now she has been unemployed for 3 years and has very little work experience.

She enjoyed jogging and arts when she was in school. She paints and would like to improve her painting skills.

Case study 10

A young woman (25) lives in the centre of a city in a rented apartment. She is married and lives with her husband and two daughters (4 and 6 years old). Family members look after the children if needed. Her health is good even though she and her father are smokers.

There are not many employment opportunities for young people in her environment, and she cannot find a suitable job. It is required to have at least secondary education and there are not many jobs for young people. There are many educational institutions for every age in her surroundings and she has possibilities for a good education. Entertainment opportunities for youth exist but not enough of cultural events and activities

The only source of income for the family is husband's salary, and childcare allowance she receives, thereby she rates their financial situation as insufficient. She did not graduate from high school, but she wants to continue going to school and complete her secondary education. She is not sure what she would like to study and where. She has the possibility of attending night school to graduate, to have some kind of a profession. She left school because she got pregnant with her first child. She didn't continue her education afterwards because she had to work and couldn't manage the household, work and school.

She started to work when she was 20 years old. Her first job was in a pizzeria as a saleswoman for about 5 months, then she worked as a bartender for a year, and about two years ago she worked as a waitress for three months. She has been in a NEET situation for 7 months. She mentioned previous unpleasant work experiences, a low salary, lack of education and no required qualifications and skills as a reason for not finding a job. Additionally, she has a family to take care of, and many of the potential jobs are too far away from her home. If she had no restrictions, she would try to work in a travel agency, but she is not sure if she would like that kind of job.

She likes cooking, reading, watching series and spending time outdoors, going on field trips with her family, organizing picnics and travelling around the country.

Case study 11

A young man (20) lives in the countryside. He is not married and lives with his parents and he is the youngest of all children. He also has an older sister (33 years old) and a brother (36 years old) but they live far from the family. His health is good even though he and his father are smokers. There are not many employment opportunities for young people in his environment, and he cannot find a suitable job. Most of the jobs are at farms where he works if his help is needed. There is only a secondary school in the centre of the town, and he thinks that teachers in the school treat students very badly.

There are not many entertainment opportunities for youth in his environment with only several activities and events that meet his need to go to the city to have some fun and relax.

The main source of income for his family is the father's salary and mother's pension as well as income from occasional jobs he does. His mobility is average because buses go rarely and at inconvenient times which restricts his possibilities to go to the city or anywhere else. He doesn't have a driver's license which makes his mobility even more restricted.

He has not finished high school which he finished afterwards by attending a night school programme. He has no motivation or desire to study, and he prefers to find a job and make money instead. He is not sure what he would like to do next, he will see what life can offer.

He started to work at the age of 16 as a worker in rural areas. He was an assistant worker at a big farm for one year and a half. Now he is planning to move abroad to his girlfriend and sister and try to find a job there. He has been in NEET situation for three months.

He enjoys doing different technical things in his free time, such as repairing a car or a motorcycle. He also likes to play football with his friends.

Case study 12

A young woman (21) lives in the countryside, 5 km away from the town centre. She is a single mother of a two and a half-year-old daughter. They both live with her parents as well as her sister, foster sister and two foster brothers. Her aunt is available to look after her little daughter if necessary. She has no addictions, and one of the foster brothers is the only smoker in the family.

She cannot find a suitable job for her, and she thinks that there are not many employment opportunities for young people to find a job. She thinks that she does not have good possibilities for a good education because there is only an elementary school in the town. It is necessary to go to another town or a city to study in a secondary school. Her opportunities for entertainment are average because there is a youth centre and a recreational complex nearby. She has to go to the city if she wants to relax and have fun.

The only source of income in her family is her parents, but she does not get much financial support from them. She receives child care compensation, but that is not enough to satisfy her basic needs. If she wants to go to the city, she needs to get on a bus to get to the city. However, the bus lines are quite rare and at inconvenient times. She doesn't have a driver's licence to drive to the city.

She graduated from a vocational high school as a cook. She graduated by attending night school because her child was born during the last year of high school. She says that being a cook is not something that she wants to continue to do. Also, she does not know if she wants to continue to study something else. If she had no restrictions, she would like to study bookkeeping. She is interested in acting, and everything connected to culture and organization.

She started to work when she was 19 years old and had two jobs. She worked as a dishwasher at a recreational complex for three weeks. Afterwards, she took part in a non-governmental project for 6 months to gain more experience and skills. She organized activities and events and improved her social skills. She did not find a suitable job after the project in a similar field of interest, and she has been unemployed for 8 months with poor work experience.

Case study 13

A young man (21) lives in the centre of a town. He is not married and lives with his parents and a younger sister (19 years old). His health is good, and there are no addictions in his family.

He is very critical about the employment opportunities offered to young people in his surroundings. He thinks that finding a suitable job is very hard and that there are no job opportunities for young people in the surrounding area. There are possibilities for some occasional jobs, but there are not any suitable workplaces where he could work.

He thinks that he does not have good educational possibilities because he cannot get any education in his town. He needs to go to another town or a city to study in. He doesn't have any entertainment possibilities at all and needs to go to the city for that.

He is mobile because he has a driver's license and can use the family car whenever he needs it.

He graduated from high school, but during his final year, he didn't attend school and studied from home because he started to work and didn't have any motivation to continue going to school. Afterwards, he enrolled at university to study agronomy. He realized that was not what he wanted to study after the first semester, and that he wasn't interested in that. He only wanted to study agronomy to help his parents because they have a lot of lands that need to be tended. He would like to study Russian because it is very useful while searching for a job. He would like to study, but he is not sure where because he is interested in music and production. He would like to participate in some courses for DJs and perform at festivals. He is not sure if he wants to continue to study at university because of previous bad experiences, and he has no money to afford to study and living too far away from his home. That's the source of lack of motivation.

He started to work at the age of 18. He worked as a sales consultant for about 3 to 4 months. Then he worked as a courier for about 6 months. In his last job, he worked as a seller for about 8 months. He has been unemployed for half a year, and he mentions that he was not able to find a job because of low salaries.

He likes to play volleyball in his free time and to do different technical things. He also likes to listen to music, mix music, read magazines and specific articles about different topics.

Case study 14

A young man (21) lives in a complex family situation which was determined by many events in his life. His father suffers from PTSD (post-traumatic stress disorder) gained in the Homeland war. His mother also has some health problems but it's not clear what exactly. The divorce of his parents had a significant effect on him. It was very difficult to live with them, so he moved away to live on his own.

He dropped out of school after the first year of studying in a vocational high school. After taking a year off, he was transferred to another school where he did not attend classes and failed the first grade again. He was banned from continuing his formal education within the regular educational system. After leaving the formal educational system, he spent some time in a facility for minors. He is currently attending a vocational school for a cook. However, he is not attending lessons frequently. He has been working in a restaurant for several months. His advice to others in a similar situation would be to make better choices. He blames external situational factors for his life choices. He is very talkative, although his flow of thought is quite incoherent and disconnected.

He does not share anything about his health and addictions, however, he was seen consuming marijuana outside of school. Additionally, he does not understand that doing something like that can get him expelled from school.

Case study 15

A young man (19) lives in a city with his mother who is employed. His health is good, except for suffering from asthma and allergies. His parents do not live together, and he does not mention his father.

He was attending a vocational school to become a cook but dropped out of it after the first grade. He was a trainee in a hotel, but it was very difficult for him to work there, so he stopped coming. He felt demotivated, and as a consequence, he failed the first grade. After that, he took a year and a half off.

He registered at the Employment Service and searched for a job by all means possible - through social networks, job ads, and other web pages. Finally, he got a job in a city at the seaside, far away from his hometown. That job was demanding for him, and an additional source of his dissatisfaction was bad social relations among colleagues and a boss who was unfair to his employees. Eventually, he quit that job without being paid. Working only seasonally was enough for him since he does not have any family and can move to other places to work. Since he doesn't have a high school degree, he could only work as an assistant in the kitchen.

delivery boy and is quite satisfied with it. The money he earns is enough to cover his expenses.

He lives with his mother who is also employed.

He likes sports and tries to incorporate it into his daily routines, which is one of his major interests in life apart from cooking. Cooking is an area he still wants to develop professionally, learn and get new experiences. One of his professional goals is to become a kitchen chef and own his restaurant.

He shows good time management skills, determination in what he does and clear professional interests. His advice to other young people who have left education is to go for their goals and not to give up no matter how hard it is.

Case study 16

A young man (29) comes from a rural area and lives in a city at the moment. He was born in a mixed marriage - his parents come from different cultures, as well as his grandparents. His parents are divorced and living in different parts of the country. His health is good at the moment, however, he suffered from epileptic seizures in his childhood.

Since an early age he wanted to be a professional driver and a car mechanic, but he could not get into that kind of profession due to health limitations. He chose another school, but he got expelled from there because of the inability to control his aggression. By the age of 18, he had run away from home several times and was returned by the police.

His family situation is complex. His family moved to another country as refugees during the Homeland war. They received a house from the government in a rural area. He and his brother lived with their mother who divorced their father. The two brothers were too demanding for their mother, and they were separated by the court, and his brother moved to their father. After a while, his brother was given to a foster family to take care of him.

He left his home at the age of 18 and moved around the country in search of a job. He worked in physically demanding jobs, such as shipyards. He lost several jobs due to his inability to control his behaviour. He lived on the street, trying to find another job. Since the age of 18, he managed to accumulate less than 3 years of work experience. He was in a NEET situation for more than 9 years. During the period when he lived on the streets, away from home, he was always in contact with his mother and brother, but not with his father. His mother wanted to support him financially, which he refused. He did not speak to his father for nine years. When he realized that he became exactly like his father, who he was judging, he made contact with him.

He is very aware of the situations he found himself in life and which led to his current life position. He learnt not to trust everybody, and to question his decisions before taking action. He lost touch with many people because of aggression.

His professional interests are still the same. He wants to be a professional driver and managed to find such a job in Germany, where he lived for several months. Afterwards, he returned to his home country and now he works as a taxi driver, repaying his debts and doing his best to build a stable lifestyle. He is now happy and content, ready to move on with his life.

Case study 17

A young man (28), lives in a rented flat in a city with a partner. He suffers from an addiction. His family members were also addicted. His contact with the family is very rare or there is no contact at all. His parents have been divorced for years already. He says that he never got any support from the family, and as he claims this to be one of the main reasons why he didn't finish school.

He sees opportunities for a good job in his town as average, opportunities for getting an education as good, and free-time activities as bad. Currently, the main source of his income is social support. He has had about 10 different jobs so far, from working in a factory or shops to fieldwork, etc. However, he was not very much satisfied with those jobs. He has been unemployed for two years now. He names several reasons for his unemployment - he has to take care of his partner, willpower, his plans for life fell apart.

does not know how to manage time, plus recovery from addiction is taking up his time. He would be willing to move for a job. What he wants in life is to have a regular job in a good company and a nice family with a kid or two. He also wants to be an honest person. He is very honest about his reasons why he didn't continue studies. He became an addict and was on drugs most of his time. Besides that he did not have any motivation and willpower, his plans for life fell apart.

If there were no restrictions in his life, he would love to finish his school and get higher education in management. He knows how to find opportunities for educating himself. But at the same time, he is not using any of them and saying that he has no plan soon to use them. He is also interested in handcrafts, watching TV and recreationally using drugs.

Case study 18

A young man (28), has good health, lives with his parents and a sibling in a rented flat in a city. He is addicted to substances. There is also someone else who is an addict in the family. He dropped out of high school and started using drugs. He says that many of his peers and some school mates did drugs too, and that pulled him even deeper in addictions. Most of the people he spends time with are somehow connected with drugs. He is happy that he can get help in his town to get over the addiction. But he is not sure if that will help. The main source of income in the household is social support, which is not enough to cover for everything. He perceives opportunities for finding a job in his city as average, while education and free time activities as good. He had one job so far, and he worked in a factory. He has been unemployed for 9 years. The main reasons are lack of education and experience, as well as his addiction.

He might move somewhere else for a job if it would be necessary, but from the response most probably this would not happen. His interest is to become a better person.

If there were no limitations and restrictions on what he could do, he would do nothing. He has only primary school education and did not graduate from middle school because of drug abuse. He also does not have any motivation to continue studying. If there would be no limitations on what he could study, he would choose to become a basketball player or a lawyer. Otherwise, he is interested in sports and computer games.

Case study 19

A young woman (26) is more or less satisfied with her health conditions. She is addicted to substances. The members of her primary family are not addicted. She lives with a partner in a rented flat outside of the city centre. She considers opportunities for education and free time in her city as average and job situation as bad. The main source of her income is social support, which is not enough for basic living expenses. She has had one job so far, working in catering.

She had a bad working experience. Currently, she has been unemployed for a few months. The main reason for not having a job is her health and being addicted. She wants to have a family. If she could do anything, she would be a veterinarian. She did not finish school, because it was difficult for her to study with all the health problems she had. She did not participate in other forms of education, even though she knows how to find opportunities.

Lack of education is limiting her in search of a job, as well as lack of financial resources and health problems. She likes watching TV and movies, walking, crafting and enjoys cooking.

Case study 20

A young woman (22) has only primary school education and lives alone. She moved away from her parents at an early age since she wanted to be independent. She claims that this gave her too much freedom and turned her life in the wrong direction.

She assesses her health as bad. She perceives the situation in her city as bad. It is hard for her to find a good job or to get a good education. Free time activities which are available to her are average. She is currently living on government support, but it is not enough to cover all the expenses. She has work experience, mostly as a waitress and a factory worker. She has been unemployed for a few months now and doesn't show much motivation to get another job, besides she has a drug addiction.

She would be willing to move because of a job, but her addiction is the main reason why she does not see herself in the job market yet.

Previously, she could not get a job due to lack of education. Additionally, she does not have enough motivation to get a higher level of education, and learning seems hard to her.

She shows some interest in foreign languages but does not know how to find opportunities to learn them. It would be much easier for her to get more education if there was someone with the same or similar interests as her. In her free time, she likes to cook, do some sports and watch TV. She also tends to blame the system, such as the educational system, government, etc., for her reality. She wants more help from outside. Her primary goal right now is her health and to free herself from the addiction.

Annex 2: The sample of interview questions and structure

The sample of the interview is sourced from the project ‘KNOW and DO’ within the ‘Youth Guarantee’ supported by European Union fund 2014-2020 operation programme “Growth and Employment” (<http://jaunatne.gov.lv/en/jauniesu-garantija/about-project-know-and-do>).

1. GENERAL DATA ABOUT RESPONDENT



Age	
Sex	
The actual place of residence	
Language	
Citizenship	

2. GENERAL ASSESSMENT OF RESPONDENT’S HEALTH SITUATION

	questions	characteristics	notes
1.	How do you assess your health?	<input type="checkbox"/> very <input type="checkbox"/> good <input type="checkbox"/> good <input type="checkbox"/> <input type="checkbox"/> satisfactory bad very bad	<i>Clarify why satisfactory, bad or very bad?</i>
2.	Do you have any addiction?	<input type="checkbox"/> Jā / yes <input type="checkbox"/> Nē / no	<i>Specify what!</i>
3.	Does any of your family members have addictions?	<input type="checkbox"/> Jā / yes <input type="checkbox"/> Nē / no	

3. RESPONDENT'S FAMILY SITUATION AND LIVING ENVIRONMENT

	questions	characteristics	notes
1.	What is your marital status now?	<input type="checkbox"/> unmarried, living with parents <input type="checkbox"/> unmarried, living alone <input type="checkbox"/> partnership, live with a friend/girlfriend <input type="checkbox"/> married, living together with husband / wife <input type="checkbox"/> Married, but living separately <input type="checkbox"/> divorced <input type="checkbox"/> widow other	<i>The age of a youngster should be taken into account, paying more attention and asking additional questions accordingly!</i>
2.	How many people are in your family / household?		
3.	Name all with whom you live together?	<input type="checkbox"/> I live alone <input type="checkbox"/> spouse / permanent partner <input type="checkbox"/> Your children your parents <input type="checkbox"/> Your grandparents <input type="checkbox"/> Your brothers / sisters <input type="checkbox"/> spouse / partner's parents <input type="checkbox"/> spouse / partner grandparents <input type="checkbox"/> other	
4.	If there are children: How much children do you have and how old are they? Who looks after them?		
5.	<i>Do You have a person with special needs to be taken care of?</i>	<input type="checkbox"/> Yes, child <input type="checkbox"/> Yes <input type="checkbox"/> parents <input type="checkbox"/> other not	

6.	Where do you live now?	<input type="checkbox"/> in my apartment, <input type="checkbox"/> private property <input type="checkbox"/> rented residence <input type="checkbox"/> living with parents <input type="checkbox"/> bed place <input type="checkbox"/> living in an institution <input type="checkbox"/> without a specific place <input type="checkbox"/> of <input type="checkbox"/> residence <input type="checkbox"/> other			
7.	What type of neighbourhood do you live in?	<input type="checkbox"/> city <input type="checkbox"/> in the centre of the <input type="checkbox"/> county in the centre of <input type="checkbox"/> the municipality in the <input type="checkbox"/> countryside no <input type="checkbox"/> permanent place of <input type="checkbox"/> residence			<i>Specify!</i>
8.	How do you rate your mobility?	<input type="checkbox"/> good, there is regular public transportation or I have access to a vehicle; average, there is either convenient public transportation or private vehicle, but it is not always available (cannot afford etc.) <input type="checkbox"/> bad, there is either no public transportation, or ³⁴ private vehicle			
9.	How do you rate opportunities for young people in your place of residence: a) Find a suitable job b) Get a good education c) Have fun / leisure opportunities	a) <input type="checkbox"/> good <input type="checkbox"/> <input type="checkbox"/> average bad	b) <input type="checkbox"/> good <input type="checkbox"/> <input type="checkbox"/> average bad	c) <input type="checkbox"/> good <input type="checkbox"/> average <input type="checkbox"/> bad	

1 0.	What are the main sources of income for you / your family?	<input type="checkbox"/> someone from the family is employed/ <input type="checkbox"/> supported by parents <input type="checkbox"/> self-earned (how?) <input type="checkbox"/> benefits received by yourself pension or <input type="checkbox"/> benefits received by a family member <input type="checkbox"/> income from the holding/farm berry picking/ other occasional types of work	<i>Specify!</i>
1 1.	Is your income sufficient to satisfy your basic needs?	<input type="checkbox"/> enough <input type="checkbox"/> almost <input type="checkbox"/> enough Not <input type="checkbox"/> enough	

4. EVALUATION OF YOUNGSTER'S WORK EXPERIENCE AND FEATURES

	questions	characteristics	notes
1.	Have you have done work for salary?	<input type="checkbox"/> yes <input type="checkbox"/> no	
2.	What was your age? How many jobs have you had? Please name the jobs you have done.		<i>Important to find out the youngsters work experience!</i>
3.	How long have you been unemployed / not doing a job with pay?		

4.	Why have you not been able to find a job? What prevents you from getting a job?	<input type="checkbox"/> health problems, disability <input type="checkbox"/> negative previous work experien unable to be <input type="checkbox"/> mobile lack of financial resources there is a person with special ne at home <input type="checkbox"/> the potential job is too far or no <input type="checkbox"/> external reasons <input type="checkbox"/> Low potential pay <input type="checkbox"/> not having the right education, appropriate qualifications, do n <input type="checkbox"/> skills and abilities <input type="checkbox"/> I cannot plan the time <input type="checkbox"/> I get enough social help <input type="checkbox"/> I have my own survival strategie from relatives, acquaintances, d preparing and selling various thi other	<i>Specify!</i>
5.	What have you been wanting to do until now - what have been your interests?		
6.	What would you like to do now?		
7.	Would you be prepared to move to another place of work if necessary?		<i>If yes/ no, why?</i>
8.	Do you have experience in cooperation with some state or municipal institutions (Social Service, Police, Crisis Centre, etc.)?	<input type="checkbox"/> yes <input type="checkbox"/> no	

5. FORMAL, NON-FORMAL AND INFORMATIVE EDUCATIONAL NEEDS

	questions	characteristics	notes
1.	What is your level of education? How many classes have you graduated?	<input type="checkbox"/> illiterate, unable to read and write <input type="checkbox"/> incomplete primary education (grade _____) basic <input type="checkbox"/> education incomplete secondary / vocational education (_____ classes) <input type="checkbox"/> general secondary education vocational <input type="checkbox"/> secondary education <input type="checkbox"/> higher Education <input type="checkbox"/> incomplete higher education	<i>If basic or secondary education is not completed – there should be a question about reasons for the termination!</i>

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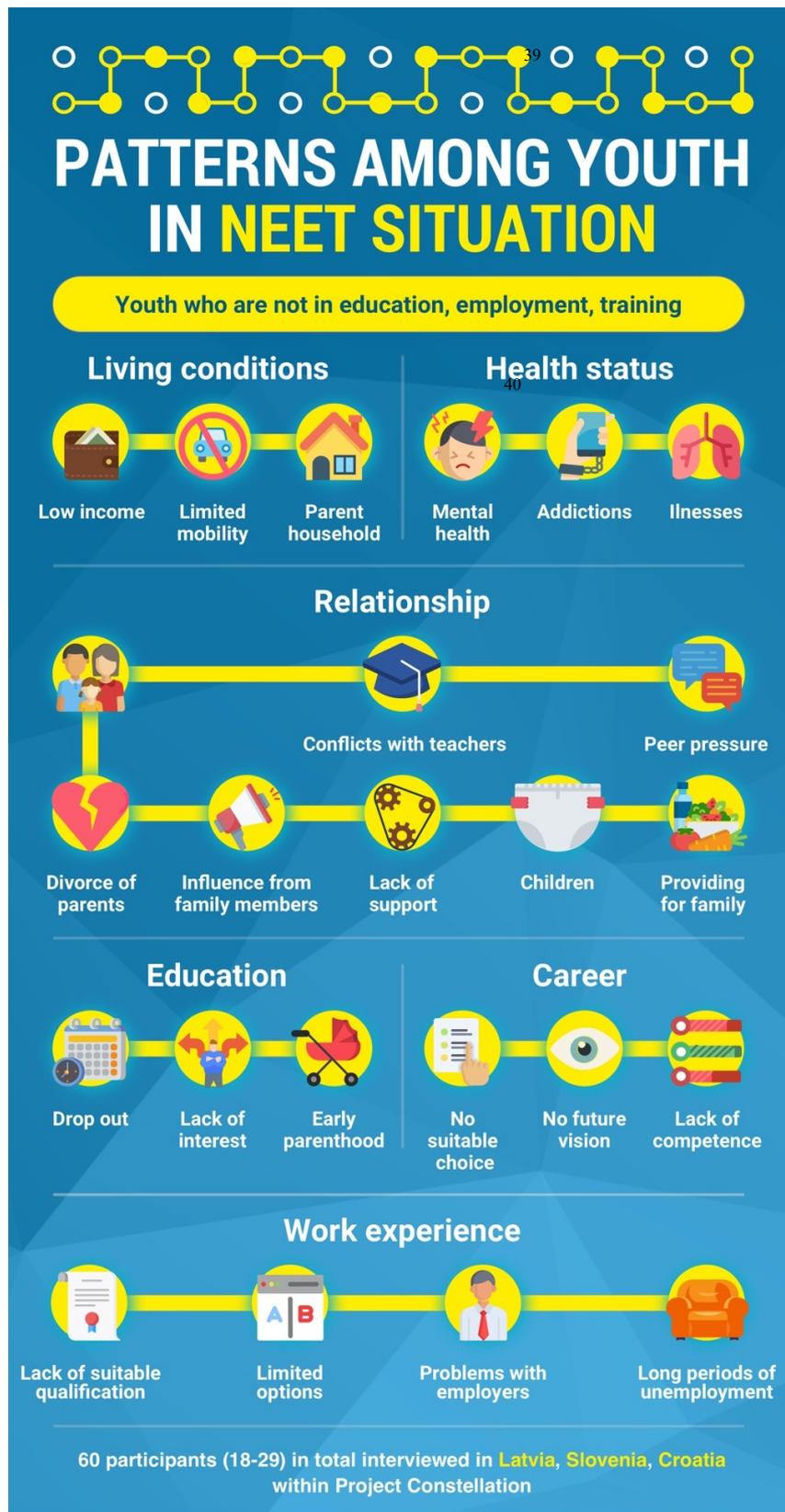
2.	Why did you stop, or not finish training/ school?	<input type="checkbox"/> had to work, unable to combine learning with work conflict in the school <input type="checkbox"/> was expelled (why?) <input type="checkbox"/> did not like to learn, insufficient learning achievements family circumstances, childbirth <input type="checkbox"/> health problems other	<i>You should write down youngster's own explanation, and also you must identify the main reasons!</i>
3.	Do you have any other skills and competences? Have you attended some courses, seminars or training? Do you have a diploma / certificate for certain qualifications?	<input type="checkbox"/> yes <input type="checkbox"/> no	<i>Specify! What kind of profession and where did you learn it?</i>
4.	Have there been cases when, you have not been able to do the job that you wanted, due to lack of education.	<input type="checkbox"/> yes <input type="checkbox"/> no	<i>If yes - provide more details!</i>

5.	What has prevented you from continuing to learn and getting the education you wanted? Why don't you want to study or who discourages you from learning?	<input type="checkbox"/> health problems <input type="checkbox"/> disability <input type="checkbox"/> negative previous learning experience <input type="checkbox"/> unable to be mobile <input type="checkbox"/> lack of financial resources there is a person to be taken care of at home <input type="checkbox"/> An educational institution is too far or it is complicated to visit it <input type="checkbox"/> don't have the necessary learning skills, don't know how to plan my time, don't have self-discipline skills no time no motivation other	
6.	What would you like to learn, if there were no restrictions?		
7.	Did you know how to find information about educational opportunities?	<input type="checkbox"/> yes <input type="checkbox"/> no	

6. RESPONDENT'S INTERESTS AND HOBBIES

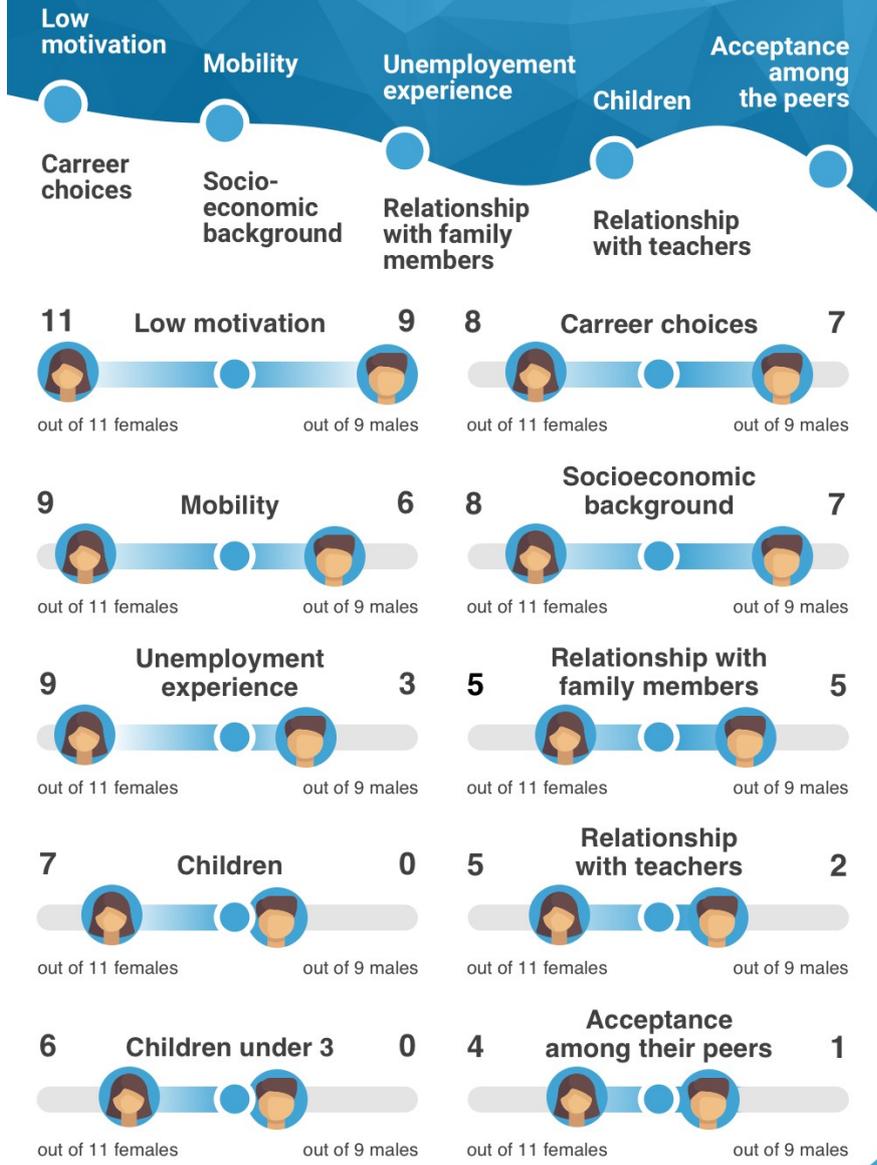
	questions	characteristics	notes
1.	What are your interests and hobbies? What do you like to do in your free time?	<input type="checkbox"/> Sport <input type="checkbox"/> Handicrafts <input type="checkbox"/> cooking <input type="checkbox"/> gardening <input type="checkbox"/> computer games <input type="checkbox"/> technical <input type="checkbox"/> operation <input type="checkbox"/> reading <input type="checkbox"/> TV <input type="checkbox"/> fishing <input type="checkbox"/> other	<i>Specify!</i>

Annex 3: Infographics



Patterns, why youth become NEET?

Youth who are not in employment, education or training.



20 participants (19-27) in total were interviewed in Jelgava county

- 8 drop outs from the school
- 5 early engaged into the family life
- 7 unemployed youth



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RESEARCH ON PATTERNS AMONG YOUTH IN A NEET SITUATION

Studies / analysis – case studies

April, 2020