

# Mapping Community-Based Projects Promoting Participation and Social Inclusion of Youth NEETs in Rural Areas Across Europe

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Report elaborated by Working Group 1 (WG1):  
Rural NEETs social networks and social inclusion



November 2022

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## OPENING NOTE

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From 2012 and 2021, there has been a notably positive trend in school to work transitions across EU countries. For instance, rates of early school departure from education and training have declined by 2.9 percentage points between 2012 and 2021. In some countries, such as Portugal or France, the reduction of the numbers has even reached into double digits. Beyond this, tertiary education attainment of those aged 30–34 has increased by 7.1 percentage points. Likewise, youth unemployment has dropped 7.8 percentage points, whilst NEET rates have also decreased by 2.9 percentage points. This promising evolution of several indicators of the school to work transition was, however, interrupted by the COVID-19 pandemic crisis. This was especially true between 2020 and 2021, with Southern, Eastern and Baltic countries displaying a slower recovery to pre-pandemic levels. The major justification for this development is the combination of a favorable economic environment, thereby leading to an increase of job offers with the implementation of the Youth Guarantee being adopted by the different EU member states in order to tackle NEET rates.

Sadly, this optimistic scenario does not operate evenly across the continent. Non-EU countries continue to struggle with very significant NEET rates. Moreover, Northern and Central European countries fared much better than Southern and Eastern countries in reducing NEETs numbers. Furthermore, sub-national NEET rates vis-à-vis national disparities continue to be very significant in Southern and Eastern countries. Overall, in these countries remote and predominantly rural areas tend to display a higher proportion of NEETs. This represents a remarkable challenge for the viability of already vulnerable territories which are struggling with shrinking demographics and declining economies.

Finding ways to promote NEETs' social inclusion is, therefore, a building block of restoring rural communities' sustainability in the long term. The COST Action Rural NEET Youth Network (RNYN) brings together multiple stakeholders, from researchers to policymakers and non-governmental organizations with the intention of informing research policies and programs that can ultimately promote rural NEETs' social inclusion. As part of that vision, RNYN is now delivering a series of four reports which collate promising practices, programs, and case studies. Our reports cover four topics traversing RNYN's thematic working groups: social inclusion; formal and non-formal education; employment and employment services; and, rural development. Altogether, we hope that these multiple angles of analysis will inspire further research or collaboration between institutions and people interested in moving forward rural NEETs, but also rural youth in general.

These reports were only made possible with curiosity, research, and the commitment of dozens of RNYN members. However, we would not have fully fulfilled this challenging goal of our Action Plan without the outstanding co-ordination of the following persons: Maria Fernandes-Jesus; Tatiana Ferreira; Paul Flynn; Heidi Paaborg; Claudia Petrescu; Óscar Prieto-Flores; Alen Mujčinović; Štefan Bojnec; and finally, our working groups leaders and vice-leaders. As the RNYN Chair, I cannot thank them enough for making this possible.

The Action Chair

Francisco Simões



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COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

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## INDEX

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• Opening note	3
• Index	11
• List of figures and tables	11
• Acknowledgement	13
• Introduction	15
1. Rural NEETs across European countries	19
2. Social Inclusion and participation measures and policies	27
2.1. European policies and programmes	27
2.2. National policies and strategies	32
3. Mapping Rural NEETs projects across Europe	41
3.1. Methodological approach	41
3.2. Data analysis procedure	43
3.3. Quantitative analysis	44
3.3.2. Qualitative analysis	50
4. Concluding remarks and implications for research and practice	61
• References	65
• Appendix	69
• Country profiles	69
• Project fiches	77

## LIST OF FIGURES AND TABLES

---

• Table 1 – NEETs rate by country, degree of urbanisation and sex in 2021.	19
• Figure 1 – NEETs rate by country and degree of urbanisation, 2021	20
• Figure 2 – Countries represented in the survey	44
• Figure 3 – Projects ID	46
• Figure 4 – Target groups	48



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The elaboration of this report was only possible because of the active collaboration of all members of WG1 "Rural NEETs: Social Networks and social inclusion", COST Action CA18213 – Rural NEET Youth Network: Modelling the risks underlying rural NEETs social exclusion. Although a few of us have been working together since the early stages of the Cost Action, most of us actually started working together less than a year ago. Nevertheless, we soon realised that we all shared a commitment to improving the quality of life of young people in rural areas through research and intervention. Accordingly, concerned with ensuring that young people's voices and needs are fully considered, our work has been focused on how existing policies, programmes, and projects can facilitate the participation and social inclusion of rural NEETs across Europe. Specifically, we are interested in community-based projects and initiatives aiming to give voice to and empower young people in rural areas.

The elaboration of this report involved the collaboration of 19 members from 12 countries: Austria; Bosnia and Herzegovina; the Czech Republic; Italy; Lithuania; Montenegro; North Macedonia; Portugal; Spain; Sweden; Turkey; and, the United Kingdom. We would like to thank WG1 members for their contributions and enthusiasm during all the stages of this work. Our different perspectives, skills and positionings made our work truly collaborative, and we hope this report is just the beginning of many future collaborations.

Maria Fernandes-Jesus and Tatiana Ferreira, leaders of the WG1.



## INTRODUCTION

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The WG1 “Rural NEETs Social Networks and Social Inclusion” focuses on the role of social networks (family, friends, neighbours, and rural communities at large) and of social inclusion processes (risk and protective factors at the rural community level) for rural NEETs quality-of-life. How are social networks organised around rural NEETs? What are their main characteristics? What are the main factors and processes at the rural community level involved in rural NEETs social inclusion? How do social networks and rural community factors contribute to rural NEETs overall quality of life? How do these networks compensate for the lack of inadequacy of formal/institutional support in rural areas? Those are some of the questions that guide our work and inspire our collaboration.

NEET is an acronym for “Not in Education, Employment, or Training”. In our working group, we look at NEETs from a very inclusive perspective in relation to our cost action. NEETs are a diverse population (Mascherini & Ledermann, 2016), with specific socio-demographic factors (e.g., NEETs increase with age and referring to gender, young women are more likely to become NEET) and educational attainment (the likelihood of NEET decreases as educational level increases). These are key variables explaining the NEET phenomenon. The level of urbanisation is also particularly relevant since there has been some evidence suggesting that young people living in rural areas are at higher risk of becoming NEETs (Eurofound, 2012). Besides this, rural areas are also often neglected in terms of projects and initiatives targeting the support and development of the territory (Ellena et al., 2021). Against this background, this report aims to contribute to the identification of projects, programmes, or initiatives targeting youth in vulnerable situations, including young people not in employment, education or training, in rural areas across Europe.

Following Bronfenbrenner’s ecological model perspective, we argue that addressing the needs of rural NEETs is only possible if we consider the dynamic interplays between individual and environmental factors at micro, meso, exo- and macro levels (Bronfenbrenner, 1989). The microsystem includes the settings in which individuals directly interact; the mesosystem encompasses the interaction process between the multiple microsystems; the exo-system includes the social and physical environments that are external to the individual; and, the macrosystem represents the cultural context including the beliefs, values and social norms (Ettekall & Mahoney, 2017). Thus, an ecological

perspective argues that people are influenced by multiple factors and that in order to understand the NEET phenomenon in rural areas, we need to look at the existing social support structures in place. To do this, in this report we focus on the projects, programmes, or initiatives targeting youth in vulnerable situations, including young people not in employment, education or training, in rural areas across Europe.

Quality of life and social inclusion are two main concepts guiding our work. Here we consider “quality of life” from a broad perspective, one that includes several dimensions, including physical and/or psychological well-being, social development, socio-economic conditions, as well as educational and employment outcomes. Thus, physical, social and cultural environments play a role in people’s lives and quality of life (WHO, 2012). Social inclusion, namely through social networks and social support, is also an important factor in the quality of life. In the last few decades, the social inclusion of young people has been the core concept in many European policies. Kovacheva (2014) defines social inclusion from a youth perspective as the ‘process of individual’s self-realisation within a society, acceptance and recognition of one’s potential by social institutions, integration (through study, employment, volunteer work or other forms of participation) in the web of social relations in a community’ (p. 2). This definition underscores the role of existing social networks within the community and the importance of participation. Participation appears as an overarching dimension that helps to improve young people’s quality of life and, thereby, promote their social inclusion.

Engaging young people in the decision-making processes and in the development of projects and initiatives that are relevant to them is, evidently, fundamental. This is particularly relevant for young people who are in a NEET situation as they often face exclusion and are disengaged. According to the ladder of participation (Hart, 2008), relevant projects are those that are effectively able to involve young people in decision-making processes. Young people are not just assigned, consulted, and informed; rather, projects are youth-initiated and directed, and the decisions are shared with adults. Inspired by this, our goals are to examine how participation measures have been implemented across European countries and to map projects that involve young people not only as mere “participants” but as active elements in the development of responses that are relevant to them.

This report is organised into three main sections, followed by final discussion. We start with a brief statistical description of the countries involved in the report in terms of the proportion of (rural) NEETs and their socio-demographic characteristics. In the second section, we describe the main European and national measures that direct social inclusion and active participation of young people. In the third section, we present the results of a survey aimed at mapping initiatives for rural NEETs across Europe. This survey was developed within the WG1 – “Rural NEETS social networks and social inclusion”. The survey aimed to identify projects, programmes, or initiatives targeting youth in vulnerable situations, including young people not in employment, education, or training (NEET), in rural areas across Europe. The mapping process followed recommendations from the Manual for the Classification of Intervention Best-Practices with Rural NEETs (Petrescu et al., 2021) and the Manual for the Methodological Best-Practices in Research Dedicated to Rural NEETs (Erdogan et al., 2021). The initiatives described in this section are considered examples of projects across European countries which focus upon the social inclusion and participation of NEETs in rural areas.





## 1. Rural NEETs across European countries

In this section, we look at the distribution of the NEET population at the EU level and in the countries participating in this report. Based on data available in Eurostat (2021), we report the NEETs rate by country, degree of urbanisation and sex, considering the population aged 16 to 29. As can be seen below in Table 1, Turkey, Italy, Montenegro, and Spain are countries with a percentage of NEETs higher than the EU-27 average (13.1%). On the opposite side, Sweden presents the lowest NEETs rate (figure 1). Data was not available for some countries (e.g., UK, Bosnia and Herzegovina), so we also used other sources to describe and characterise the NEETs.

Table 1-NEETs rate by country, degree of urbanisation and sex in 2021

Country	Total NEETs	Cities	Towns and suburbs	Rural areas	Male	Female
<b>EU- 27 (from 2020)</b>	13.1 %	12.2 %	13.9 %	13.7 %	11.8 %	14.5 %
<b>Austria</b>	9.4 %	11.0 %	10.0 %	7.4 %	8.5 %	10.3 %
<b>Bosnia and Herzegovina</b>	:	:	:	:	:	:
<b>Czech Republic</b>	10.9 %	10.1 %	11.1 %	11.3 %	4.8 %	17.3 %
<b>Italy</b>	23.1 %	24.5 %	22.8 %	20.8 %	21.2 %	25.0 %
<b>Lithuania</b>	12.7 %	8.4 %	16.9 %	15.5 %	11.9 %	13.5 %
<b>Montenegro*</b>	26.6 %	25.2 %	:	:	26.2%	26.9%
<b>North Macedonia</b>	:	:	:	:	:	:
<b>Portugal</b>	9.5 %	8.6 %	9.9 %	10.6 %	9.3 %	9.7 %
<b>Spain</b>	14.1 %	13.6 %	15.2 %	13.5 %	14.4 %	13.8 %
<b>Sweden</b>	6.0 %	5.5 %	6.4 %	6.5 %	5.8 %	6.3 %
<b>Turkey*</b>	32.0 %	:	:	:	18.0 %	40.0 %
<b>UK**</b>	12.2 %	:	:	9.9%	11.2%	9.5%

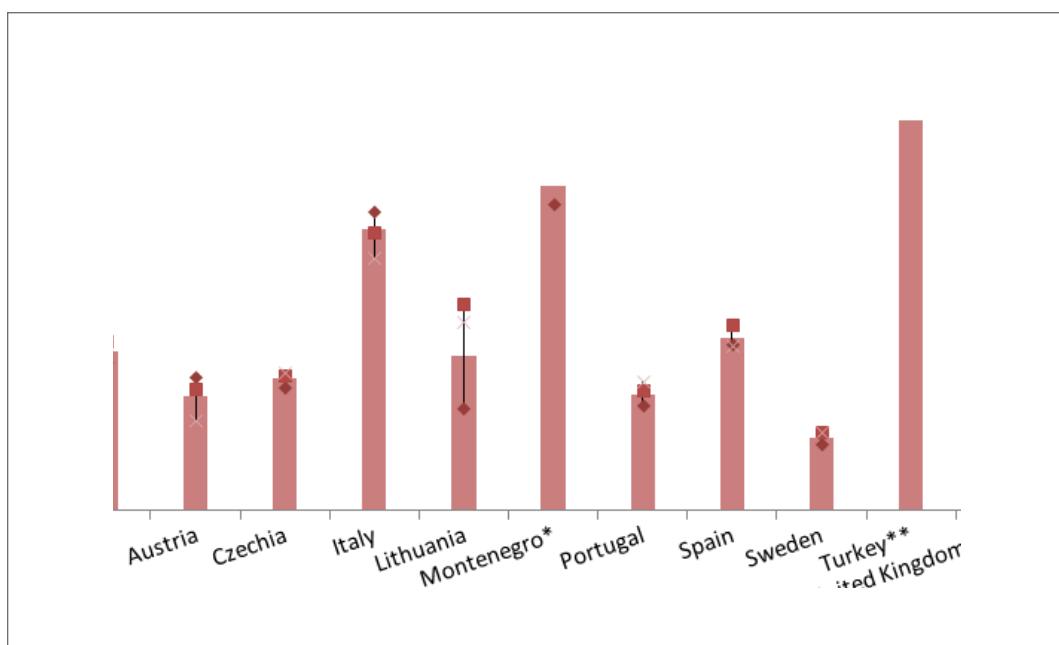
Source: (Edat\_Ifse\_29); Year: 2021; Age: 15–29 \* Montenegro: data from 2020 .\*\*Turkey: OECD statistics.

\*\*\*UK data: Office for National Statistics, 2022. Age 15–24 years old.



Although there is no information available on the NEET rates by the degree of urbanisation in some countries, according to the available data, it is possible to verify the existence of two distinct trends. In some countries, the rate of NEETs is higher in rural areas, such as the Czech Republic, Portugal, and Sweden. In other countries, the NEETs rate is higher in cities, such as Austria and Italy, or in towns, such as Spain and Lithuania (Figure 1).

Figure 1 - NEETs rate by country and degree of urbanisation, 2021.



\* Montenegro: data from 2020. data not available for towns and suburbs and rural areas.

\*\* Turkey: data not available by degree of urbanisation.

\*\*\* UK: data for 16-24 years. Data not available for cities and towns and suburbs.

Source: Eurostat (Edat\_Ifse\_29); UK: Office for National Statistics, 2022; Turkey; OECD statistics, 2022.

Below we present a short description and contextualisation of the NEET situation organised by country. Additional information on each country's population and geographical localisation can be found in Appendix 1.



According to Eurostat (2021), in **Austria**, 9.4% of young people aged 15–29 years old were NEET, a rate lower than the EU27 average (13.1%). In terms of gender, there were no significant differences, with the NEET rate being slightly higher amongst females than men (9.6% versus 9.4%, respectively). An analysis by degree of urbanisation highlights some significant differences between regions. The NEETs rate has been systematically higher in cities over the last decade, reaching a rate of 11% in 2021, 3.6 pp higher compared to rural areas (7.4%). In all degrees of urbanisation, the NEET rate is higher in 2021 than it was 10 years ago, but from 2017 onwards, a continuous decrease can be observed. The data also reveals the impact of the pandemic crisis triggered by Covid-19. In fact, in 2020, there was an increase in NEET rates in all degrees of urbanisation, reaching 12.4% in cities, 9.3% in towns and suburbs, and 6.8% in rural areas. It should also be noted that there has only been a slight recovery in cities, with a decrease of 1.4% in 2021, reaching the rate of 11%. In towns and suburbs and in rural areas, NEET rates continue to rise. In 2021, the early school leavers rate in Austria reached 8%, lower than the EU27 average rate of 9.7%. An analysis by degree of urbanisation reveals significant differences between rural areas and cities and towns and suburbs. In fact, over the last decade, the ELET (Early Leaver from Education and Training) rate has been systematically higher in cities, towns, and suburbs, compared to the rates reached in rural areas. In 2021, ELET rate in rural areas was 5.5%, in cities 9.5%, and in towns and suburbs 9.4%. In all degrees of urbanisation, ELET rates are lower in 2021 than in 2011, and all lower than the 10% targeted by EU2020 strategy (rate defined to be reached by all state members in 2020).

Structural unemployment and social exclusion (primarily affecting youth), accompanied by the gender-gap, represent one of the most significant challenges faced by **Bosnia and Herzegovina** as a transitional society. For three consecutive years (from 2017 to 2019), there was a drop in the unemployment rate amongst youth. Referring to the 2019 Labour Force Survey (LFS) data, this indicator for the 15–24 age group stood at 33.8% (BHAS, 2019). Almost one-fifth (19.3%) of young people (aged 15–24) are identified as NEETs (World Bank, 2022). Although their portion has declined over the last decade, it is substantially higher than the EU-27 average. Bosnia and Herzegovina is an exception within the broader region (the non-EU Balkan states) since the NEET rate is rather gender-balanced (Eurostat, 2019).

In the **Czech Republic**, 10.9% of young people aged 15–29 years old are NEETs, a rate lower than the EU27 average of 13.1% (Eurostat, 2021). In terms of gender, there are sig-



nificant differences, with NEET rates reaching 17.3% amongst females compared to a rate of 4.8% amongst men. Regarding the degree of urbanisation, NEET rates are slightly higher in rural areas (11.3%) compared to the rate in towns and suburbs (11.1%) and cities (10.1%). At all degrees of urbanisation, NEET rates in 2021 were lower than the rate 10 years ago in 2011, with a more prominent decrease in cities and rural areas: from 12.7% in 2011, to 11.3% in 2021 in rural areas; and, from 12.9% to 11.1% in towns and suburbs. Despite this decrease, NEET rates increased during the pandemic crisis period, reaching 10% in cities, 12.1% in towns and suburbs, and 10.7% in rural areas. In 2021, the early school leavers rate in Czech Republic reached 6.4%, lower than the EU-27 average (9.7%). Regarding gender, the ELET rate is slightly higher amongst men (7%), a trend observed over the last 10 years. When considering the degree of urbanisation, ELET rates are higher in towns and suburbs (7.5%) and lower in cities (6.6%), reaching 6.6% in rural areas. Compared to the rates reached 10 years ago, NEET rates are higher in 2021, especially in towns and suburbs and in rural areas, where they increased by 2.9 pp and 1.5 pp, respectively. Although this has slightly increased over the last few decades, in all degrees of urbanisation, ELET rates are lower than the target of 10% in 2020, as defined by the EU2020 strategy.

According to Eurostat, 23.1% of young people aged 15–29 years old in **Italy** are NEETs. There is a slight difference if gender is considered: 21.2% of males, and 25.0% of females. When considering the degree of urbanisation, it can be observed that over the past 10 years the percentage of NEETs has been slightly higher in rural areas. However, this trend seems to have had a carve-out point in 2019. Currently, the percentage of NEETs is higher in urban areas where they reach 24.5 % of youth, followed by towns and suburbs with 22.8%, and finally rural areas with 20.8%. The situation in the southern regions is highly alarming: the comprehensive percentage of NEETs reaches 32.0 %, compared with 20.0 % in the centre, and 17.0 % in the north. The situation becomes even more worrisome when considering females 25–29 years old in the South, where the percentage of NEETs peaks at 52.0 %. The levels of early school leavers over the past 10 years have been steadily declining, especially in the rural areas, where it went from 14.6 % in 2019 (higher data when compared with urban areas 13.5% and towns and suburbs 12.9%) to 11.0% in 2021 (lower data since in urban areas it even increased to 13.8%, and in towns and suburbs it slightly decreased to 12.5%).



Lithuania's economy has almost doubled in size since 2000. In 2017, the UN changed the status of Estonia, Latvia, and Lithuania from Eastern European countries to the states of Northern Europe. However, Lithuania needs to cope better with the problems of youth emigration and inclusion, which are decreasing slightly, and young people who have left Lithuania are now returning to their homeland slowly. Lithuanian youth policy is targeted at young people (aged 14–29) who presently amount to more than 630,000 (21%) of the country's population. According to Eurostat, in 2021, 12.7% of the youth population were NEETs. The percentage of NEETs in rural areas is higher (15.5%), and in Towns and suburbs (16.9%) is higher than in urban areas (8.4%). There is also a higher percentage of females (13.5%) compared to males (11.9%).

According to the latest available data (Eurostat, 2020) 26.6% of young people in Montenegro aged 15–29 years old were NEETs. There is a slight difference if gender is considered, with 26.2% of males and 26.9% of females. In the previous 10 years, the share of NEETs was in a slight decline until 2019, when it increased sharply by 5.3% p.p. Considering the degree of urbanisation it can be concluded that due to the lack of data for Montenegro, there is only data for urban areas available. Thus, in 2020, the NEETs rate in urban areas was 25.2% (26.3% males, 24.8% females). When it comes to the early school leavers, the data for the past 10 years is slightly declining, with a sharp decline between 2019 and 2020 by 1.4%. The data by degree of urbanisation is not available for Montenegro.

In North Macedonia, youth unemployment remains high, with women and young people being particularly exposed to the problem of unemployment and inactivity, as are people with disabilities and low-skilled workers. According to Eurostat, in 2019 the participation of youth (age 16–24) in formal or informal voluntary activities or active citizenship was 25.2% (with male 27.8%, female 23.9%) by sex, age, and educational attainment level. The migration rate experienced an increase of 5.2% in 2020, with the percentage of male migration decreasing, amounting to 1.6% in 2020, and a steady trend of female migration of 1.7% in 2020. NEET rates (25–34 years old) have declined from 43.7% in 2009, to 33.5% in 2019. However, the rate is still very high, rendering young people vulnerable and at risk of poverty and social exclusion. According to the degree of urbanisation, the NEET rate (25–34%) is higher in urban areas (around 60%) than the rate in rural areas (33.5%). Regarding gender, NEET rates are higher for females (53.8% in 2009; 41.6% in 2019) compared to males (34.2% in 2009; 25.7% in 2019). The share of NEETs aged 15–24 increased to 33.6% in 2020. There has been a significant



decrease in ESLET in the past 10 years. The young population in the category from 18 to 24 years of age had a decrease of ELTS from 16.2% in 2009, to 7.1% in 2019 (female from 18.5% in 2009 to 8.4% in 2019 and males from 14.1% in 2009 to 5.9% in 2019 – age category 18–24).

Following EU trends, Portugal has been facing a challenge of a double ageing process in the last twenty years. This demographic transition has contributed to an increasing number of elderly and decreasing the number of young people. Consequently, in 2021 only 2.188.545 of the Portuguese population were aged 15–34 (INE, 2022). This double ageing has led to a reconfiguration of the Portuguese demographic structure, with a decrease in fertility rates and an increase in life expectancy. Portugal has also faced an exodus of the youth population, especially during the post-2008 economic and financial crisis (Ferreira et al., 2017). In 2021, 9.5% of young people aged 15–29 years old in Portugal were NEETs, which is lower than the EU27 rate of 13.1%. In this age group, NEET rates are slightly higher amongst females (9.7% versus 9.3% of men). In the last decade, NEET rates have been higher in rural areas, reaching a rate of 10.6% in 2021, 8.6% in cities, and 9.9% in towns and suburbs. After there was a continuous decline in rates following the economic and financial crisis that hit Europe in 2013, in 2020, rates increased again as a result of the impact of the pandemic crisis due to Covid-19, reaching 10.3% in cities, 11.9% in towns and suburbs and 11.2% in rural areas. In all degrees of urbanisation, this trend has been reversed, with a further fall in rates in 2021. The rate of early leavers from education and training has been continuously decreasing in the last decade, reaching 5.9% in 2021. An analysis by degree of urbanisation shows that this decrease has occurred continuously in all areas, being particularly significant in cities where the rate of early leavers dropped from 22.3% to 5% in cities, and from 23.4% to 6.1% in towns and suburbs. In rural areas, the decline was slower and less accentuated, however it still dropped from 23.5% in 2011 to 7.3% in 2021. In 2021 in all degrees of urbanisation, ELET rates are below 10%. In terms of gender, in 2021 there is a slight difference, with an ELET rate of 5.9% amongst men and 4.2% amongst females.

**Spain** has historically high unemployment rates. Indeed, youth unemployment for under 25s in Spain presented a rate of 28.52% in the second quarter of 2022, where the young female rate (29.43%) was higher than the male rate (27.75%) (INE, 2020). For the same year, NEET rates were 14.4% for men and 14.8% for young women (15–29, Eurostat 2022). To give a brief context for rural areas, the young population is decreasing, and



ageing is growing significantly in these areas. The ageing index was 125.75 in 2020 (INE, 2021). The population pyramids in rural areas are unbalanced: specifically, population ageing is much greater in rural areas, since the proportion of people aged 65 or over is 28.5%, and reaches 40% in towns with less than 100 inhabitants. On the other hand, masculinisation is another of the elements which is unbalancing rural population pyramids, a fact which makes it difficult to form new families. In 2018, the masculinisation ratio was 105 in municipalities up to 5,000 inhabitants, whilst in municipalities with more than 5,000 inhabitants it was 94.4 (Trabada Crende, 2020).

In **Sweden**, in 2021 NEETs comprised 58,200 individuals aged 15–24 years (25,600 women and 32,600 men) and 53,300 individuals aged 25–29 years (22,900 women and 30,400 men), numbers which comprise 5.1 % and 7.6 % of the total population for the corresponding year and age groups (12). Data from Eurostat (13) illustrates how early school leaving is more common amongst young people aged 18–24 years living in rural areas (11%) as compared to Towns or suburbs (9.7%) and cities (5.8%). This factor is singularly impactful in determining NEET status. This pattern is also highly gendered in Sweden, with early school leaving being numerically more prevalent amongst young men than amongst young women in all areas. Adding to this, Eurostat data (14) shows how the risk of material and social deprivation decreases with a higher level of education in Sweden. In 2021, forms of deprivation were more common amongst young people aged 20–29 years with only compulsory schooling (11.3%) as compared to those who had completed upper secondary school (1.9%).

**Turkey** has the highest rate of the NEET population when considered alongside comparative EU member states. It is one of three candidate countries with a percentage of 32%, and comes third amongst the OECD countries. Available statistics show a significant gender gap: according to the OECD statistics, 40% of females between 15–29 years old are in the NEET category whereas this ratio is only 18% amongst young males. According to the official statistics, the number of NEETs aged 15–24 years is 2 736 000, which forms 22% of the total youth population. This number is 953 000 (15%) for males, and 1 800 000 (30%) for females. These statistics reveal that as the level of education increases, the percentage of NEETs also increases for both sexes (26% and 35% at the highest level of education, respectively). Migration—internal and external; child labour; gender-related inequalities; Kurdish issues; and, polarised politics constitute the continuous political, economic, and social problems in Turkey which have multi-layered



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effects on youngsters' current and future wellbeing. Turkey has 12.04 million people aged 15–24, 15.6 % of the total population (currently 83.15 million). The country hosts 4 million refugees, the highest number in the world. 3.6 million of these refugees are registered Syrians holding temporary protection status.

In the UK, the percentage of NEETs (16–24 years old) is currently estimated at 10.4% (Office for National Statistics, 2022). There are relevant age differences amongst the NEET group, with 3.8% of young people aged 16–17 and 12.2% aged 18–24 being NEET (Office for National Statistics, 2022). In terms of gender, there were more men (11.2%) than women (9.5%) who were NEET (Office for National Statistics, 2022). Data from Eurostat indicates that in 2019, 10.9% of young people aged 18 to 24 years were early leavers from education and training. Besides this, the percentage was higher for males (12.3%) compared with females (9.4%). In rural areas, 9.8% of young people of the same age were early leavers, with 11.5% being males and 7.8% females. The percentage of NEETs in rural areas was 9.9%, with 9.1% males and 10.8% females (Eurostat, 2019).



## 2. Social Inclusion and participation measures and policies

As previously suggested, each of the countries face challenges related to social inclusion and participation of rural NEETs. In this chapter, we will consider the main European and national measures developed in order to promote social inclusion and active participation of young people.

### 2.1. European policies and programmes

Young people's social inclusion and participation have been key priorities in several policies and programmes developed by the European Union (EU). Below we describe the Youth Strategy 2019–2027, the Youth Guarantee, the Youth Guarantee reinforced, and Erasmus+.

#### Youth Strategy (2019-2027)

The EU Youth Strategy 2019–2027 is the framework for EU youth policy cooperation for 2019–2027, based on the Council Resolution of 26 November 2018. According to its aims, youth cooperation shall make the most of youth policy's potential. Furthermore, it fosters youth participation in democratic life, supports social and civic engagement, and aims to ensure that all young people have the necessary resources to take part in society. With the aim of promoting youth participation in democratic life and supporting the social and civic engagement of young people to ensure that all young people have the necessary resources to take part in society, this Youth Strategy intends to implement activities focused on three areas of intervention. They are:

1. **Engage:** taking a step forward by European institutions towards young people who want to be active participants in political life, but at the same time expect their views to be reflected.
2. **Connect:** supporting more opportunities for exchange, cooperation and civic action for young people who wish to gain experience in the European context.
3. **Empower:** particularly through innovation and improving the quality of youth work that helps young people reach their full potential.



Furthermore, as a result of the EU's sixth round of dialogues with young people to reflect on priorities and implementation of European collaboration in the youth field, 11 goals (called "Youth Goals") have been developed to reflect the views and opinions of young Europeans. These are to be achieved through the 2019/2027 Strategy. They consist of:

1. Connecting EU with Youth
2. Equality of All Genders
3. Inclusive Societies
4. Information & Constructive Dialogue
5. Mental Health & Wellbeing
6. Moving Rural Youth Forward
7. Quality Employment for All
8. Quality Learning
9. Space and Participation for All
10. Sustainable Green Europe
11. Youth Organisations & European Programmes



## Youth Guarantee (2014-2019)

The Youth Guarantee (Recommendation of the Council of the European Union, April 22, 2013) was the first European measure to promote the social inclusion and employability of young Europeans. This is not a measure strictly dedicated to youth participation, yet it is a key element in the success of interventions. It aimed at responding to the challenge of the whole school-to-work transition and countering the NEET phenomenon. The goal of the scheme program was to ensure that young people under the age of 30 were provided with a quality offer of employment, further education, apprenticeship, or traineeship within 4 months of becoming unemployed or leaving the formal education system. Each state, depending on its own characteristics, has structured and developed its own Youth Guarantee implementation plan. However, despite the structural differences very similar offers of interventions could be found amongst the different countries benefiting from this measure (Petrescu et al., 2022). In this regard, guidance and counselling services have been implemented with the aim of offering young people placement or reintegration into education and training or work experience. For example, in several countries the first phase of the Program was the so-called "Welcoming phase". During this, each interested participant could go to the employment service and get the necessary information about the different projects and, therefore, register for the program. Subsequently, there was the possibility of entering the "Orientation phase", where an operator, following an interview, would identify specific needs.

The suggested path could consist of:

1. **Training:** a training pathway aimed at acquiring skills useful for insertion into the world of work or reintegration into an educational pathway, if the applicant was under the age of 19.
2. **Accompaniment to work:** an intervention whose objectives are to support the realisation of a work experience or an apprenticeship contract; ensure support in the active search for work and in the definition of a professional project; offer support in the phase of entry into the labour market; to build in the territory a network with public and private actors; and, disseminate the different work opportunities.



3. **Apprenticeship:** it consists of a contract aimed at the first job placement. The main characteristic of this type of framing is its predominantly formative nature.
4. **Internship:** with the aim of facilitating professional choices and facilitating employment opportunities following the attainment of a degree or diploma. Alternatively, reintegration traineeships may be arranged if previous employment has been lost.
5. **Universal civic service** (in some countries e.g., Italy): with the aim of allowing young people a formative experience of civic growth and social participation, working concretely within solidarity, cooperation and assistance projects. This allows them to acquire transversal skills useful for the world of work.
6. **Support for self-entrepreneurship:** should the young people have been interested in setting up their own business, programs had been planned that could support the start-up phase and the strengthening of useful entrepreneurial skills.
7. **Vocational mobility within the national territory or in EU countries:** a voucher was provided that covered expenses for 6 months should those interested wish to carry out a work period either outside their region or outside their country.

### Youth Guarantee Reinforced (2019-2027)

In 2020, the EU Council unanimously adopted a recommendation on “A Bridge to Jobs – Reinforcing the Youth Guarantee” aimed at better supporting youth employment across the EU, particularly during the COVID-19 pandemic, during which high youth unemployment rates and increasing number of NEETs was reported. The new Youth Guarantee reaffirmed the commitment of EU member states to establish national programs through which young people can receive an offer of employment, education, traineeship, or apprenticeship within a period of four months after becoming unemployed or leaving formal education. At the same time, the recommendation extended the age limit for young recipients from 25 to 29 (already in place in some countries) and provided for better inclusion of people from vulnerable groups, such as NEETs, young



women, and people with disabilities. The Youth Guarantee will be implemented via supporting measures at the national, regional, and local levels and will take the following guidelines into account:

1. **Mapping:** identifying target groups, available services, skills, needs, and young people at risk of becoming an NEET.
2. **Awareness raising:** targeted information campaigns amongst young people and particularly NEETs.
3. **Preparation:** better profiling to meet needs and responses, counselling and guidance, and improving digital and other important skills.
4. **Supply:** employment incentives, quality and equity, and post-placement support.

Measures under the recommendation are financed by EU funds, such as the European Social Fund Plus ("ESF+"), and investments from member states. The Recovery and Resilience Facility and REACT-EU provided additional EU funding for youth employment measures.

## European Solidarity Corps

The European Solidarity Corps is a programme for young people between the ages of 18 and 30. It aims to help build a more inclusive society, provide help to vulnerable people, and respond to social problems. It offers the possibility of a learning as well as a personal and professional growth experience in one of the EU Member States, bringing positive changes in the local community. It also promotes the participation of young people with fewer opportunities and from disadvantaged backgrounds. The programme proposes different types of activities to young people, including volunteering, traineeships, work and solidarity projects. Project proposals wishing to participate in the programme must address topics such as: social inclusion; reception and integration of refugees and migrants; citizenship and democratic participation; disaster prevention and management; environmental and nature protection; health and well-being; and, education and training.



## Erasmus+

Erasmus+ is another European programme aimed at fostering youth participation and social inclusion. The main instrument of this programme is the mobility of individuals and groups in order to promote and develop certain key issues such as social inclusion, environmental sustainability, the digital transition, as well as the promotion of participation in democratic life by the younger generation. According to the principles of Erasmus+, spending time in another country to study, learn, and work should become the norm, as should being able to speak two languages other than one's mother tongue.

## 2.2. National policies and strategies

In addition to the European programmes described above, national states have policies which attempt to address this issue through both active and passive measures. Some countries have also outlined clear and detailed national and local strategic plans.

In **Austria**, the Austrian Youth Strategy (Österreichische Jugendstrategie) is an ongoing process designed to strengthen and develop youth policy. The aim is to bundle measures for young people, systematise them, and optimise their effectiveness. The youth strategy should also identify new fields of action and cooperation, identify a further need for action, and underpin this with concrete measures. Four major fields of action serve as the framework for this. An essential feature of the Austrian Youth Strategy is the active involvement of young people and professionals at all levels. Through a permanent screening as well as the proximity to the target group – thus in constant exchange with youth representatives and young people – the youth strategy can respond to changing challenges and act in a trendsetting manner. As of 2020, the Strategy defined 4 key fields of action, namely education and training, employment and entrepreneurship, life quality and social cooperation, and media and information. Corresponding to each of these fields of action, Youth Objectives (Österreichische Jugendziele) have been established. Based on the EU-Youth Strategy 2019–2027, these objectives have been linked to the European Youth Goals to contribute to their implementation. On a national level, 'Reality Checks' serve to ensure youth participation in the development of objectives and measures relevant to the Austrian Youth Strategy. In the area of Integration, the Federal Government adopted the National Action Plan for Integration (Nationaler Aktionsplan Integration). The Action Plan is the new foundation of integration policy, combining challenges, principles, and objectives in the different key action



fields. There is no specific strategy to increase young people's political and civil society participation. However, youth participation is one of the four major strategic framework objectives of the Austrian Youth Strategy (Youth Wiki, 2021a).

In **Bosnia and Herzegovina** most youth-related issues are being governed at the entity or lower levels. Consistently, there are three basic laws concerning the youth: the Law on Youth of the Federation of Bosnia and Herzegovina (Official Gazette of the Federation of BiH 36/10); the Law on Youth Organisation of the Republika Srpska (Official Gazette of the RS, 98/04, 119/08 and 1/12); and, the Law of Youth of Brčko District of BiH (Official Gazette of the Brčko District of BiH, 18/17). Each of these three laws define "youth" as persons who are of age ranging from 15 to 30 years. Besides these laws, there are other documents called youth policy (RS) and strategy (Federation of BiH and Brčko District of BiH). From local (municipalities and cities) over canton applicability, to state level in Bosnia and Herzegovina, youth councils exist.

The **Czech Republic** does not have a separate strategy for the social inclusion of young people, but social inclusion of young people is one of the key objectives of the Youth Strategy 2014–2020, whose first horizontal priority was equal opportunities. It aimed to facilitate the full integration of young people into society and gave support to both organised and non-organised young people so that they were ensured the same opportunities in everyday life, regardless of gender, disability, race, nationality, religious belief, or other discriminating factors. The Youth Strategy 2014–2020 provided several important goals: To facilitate equal access of children and youth to rights; to facilitate equal access of children and youth to information; to improve conditions for employment and employability of youth; to promote active involvement of children and young people in decision-making processes and in influencing the social and democratic life; and, to facilitate inclusion of children and young people with fewer opportunities. Furthermore, policies targeting specific groups and areas have also been addressed. The main responsible state authority regarding the Youth Strategy is the Ministry of Education, Youth and Sports, and also the Ministry of Labour and Social Affairs and the Ministry of Culture with regards to social inclusion of youth. Participation was one of the priorities of the Youth Strategy for the years 2014–2020 (Koncepte podpory mládeže na období 2014–2020, Governmental Decree no. 342 of 12 May 2014) approved by the Government. Its fourth priority was "to involve young people in the decision-making process and participation" (Youth Wiki, 2022a).



In **Italy**, interventions against poverty and social exclusion are promoted and implemented by different institutional actors at national, regional and local levels. Moreover, the third sector supports public institutions in the implementation of social policies and acts as a local mediator. In allocating the resources of the National Fund for Social Policies (FNPS), it approved the National Social Plan 2021–2023, which aims to define the framework of a structural process for the social services system. Furthermore, it approved a national strategy to combat poverty and social exclusion that includes, amongst its main interventions, the establishment of the Citizenship Income, i.e., an income support conditional on the commitment to follow a customised pathway aimed at social inclusion and employment, subsequently integrated with the GOL (Guaranteed Worker Employability) programme of the PNRR (National Plan for Resilience and Resilience). This also envisages the launch of a New National Skills Plan (NPNC), the strengthening of employment centres and the dual system. The duration of the NPNC coincides with that of the PNRR and is therefore the five-year period 2021/2025, and sees in place the National Social Plan, with reference to the National Fund for Social Policies; the Poverty Assistance and Social Services Plan, with reference to the Poverty Fund; and, the Plan for non-self-sufficiency, with reference to the non-self-sufficiency Fund. Finally, there is a supplementary plan to the so-called Poverty Strategy: The Poverty and Social Services Action Plan, 2021–2023. Concerning participation, as witnessed by the approval of Law 145/2018, the Conte Government has focused on the establishment of a specific body representing young people (the National Youth Council) to ensure and increase their participation in civic and political life (Dipartimento per le politiche giovanili e il servizio civile universale, 2022). The legal provision establishing the Council represents, therefore, a strategic tool whose main objective – in addition to ensuring youth representation – is to spread and increase youth participation. Moreover, the strategy on the issue of participation is designed, as with all youth policies on which there is concurrent competence between the state and the regions, through the “understanding” between the two parties and other territorial actors. The “understanding” represents a form of institutional dialogue between the Government and local autonomies in which financial resources, objectives, and priorities for action on youth policies are defined (Youth Wiki, 2022a).

In **Lithuania**, there is no specific strategy on social inclusion of youth as a special group. However, the Action Plan for Increasing Social Inclusion for 2014 – 2020 mentions youth amongst other target groups. In 2014, the Action Plan for Increasing Social Inclusion for 2014 – 2020 was revised, distinguishing target groups of residents, revising measures,



and planning for the funds allocated for the implementation of the measures. In 2020, the forecast on social exclusion and poverty levels demonstrated that despite COVID-19 pandemic, young people are less likely to be at risk of social exclusion and poverty than older persons. Nevertheless, rural areas in Lithuania could be characterised by emigration of young people, decreasing birth rates, and ageing of the population. Thus, the Rural Development Programme for Lithuania 2014–2020 focused on social integration and elimination of distinctions between rural and urban areas. This Programme aimed to strengthen human capital and decrease youth unemployment by providing support to vocational training, advisory services, information actions and young farmers' start-ups. No specific national strategy to increase youth participation exists. In December 2010, the Government of the Republic of Lithuania approved the National youth policy development program for 2011–2019. It is the main, overarching, strategic public document integrating the major directions to be followed in the policy making on youth at national level in Lithuania, including the encouragement of youth participation in the society. The program also develops a vision on the opportunities for young people to become active and motivated modern state citizens, being able to take responsibility for themselves and (thereby) create a fulfilling life (Youth Wiki, 2022a).

**North Macedonia** still does not have a Law on Youth. The National youth strategy (2016–2025) is the main National Youth Policy document, and it lays out the basic principles and action guidelines. Youth are targeted with other legal acts such as the Law on Secondary Education, Law on Higher Education, Law on Student Standard, partially with the Law on Sports in Macedonia, Law on Child Protection (includes ages 15–18), Law on Juvenile Justice (includes ages of 15–18), Law for Justice for Children (includes ages of 15–18), Law on Volunteerism, and different youth strategies at the local, municipality level. The Agency of Youth and Sport (AYS) is a governmental entity designated to work on youth-related issues. It is thus the leader of any youth policy process and in charge of coordinating ministries' actions and inputs related to youth. The decision-making process of youth policies includes other institutions/ministries such as the Ministry of Education and Science, Ministry of Labour and Social Policy, Employment Service Agency, Education Development Bureau, National Agency for European Educational Programmes and Mobility, and Local Self-Governments etc. (Youth Wiki, 2022a).

In 2016, for the first time in Montenegro, a Youth Law (Official Gazette of Montenegro, O25/19 and O27/19) was adopted. This now regulates youth policy and youth-related



work in **Montenegro**. It defines the activities of entities which participate in its creation and implementation, and moreover regulates issues pertaining to youth activities. According to the Youth Law, young people are defined as persons from 15 to 30 years of age. In order to achieve the objectives of the youth policy, the National and Municipal Youth Strategies have been adopted. The last implemented Youth Strategy was for the period 2017–2021. Key priority areas were presented in this Strategy, each with the aim of creating a more effective environment and greater level of participation of young people in the decision-making process. This strategy defines the measures for achievement of economic and social security of young people through facilitated access to the labour market, employment, and also education. This is because unemployed youth in Montenegro are defined as a highly vulnerable group. From the statistical point of view, this strategy confirmed that young people in Montenegro were quite “invisible” up until 2016, and relatively little effort has been invested into addressing young people’s needs, problems, interests, and goals through research. As such, there is very little data available that is relevant for this population. On the other hand, the Youth Strategy for the period 2022–2026 is as yet in the preparation phase and has not yet been presented to the public.

In **Portugal**, the main policies in the field of social inclusion for young people are framed within the Social Inclusion and Employment Operational Programme (POISE), in coordination with the Europe 2020 Strategy. In this context, in a logic of multi-level governance and subsidiarity, tools and models of organisation and operation which allow for tailored and flexible interventions were created, based on a proximity approach and with knowledge of the local realities, such as the GIP, CNAIM, or the CLAIM Network. These promote the articulation between levels of central, regional, and local administration. Moreover, the National Youth Plan (2022–2024) is the political instrument of intersectoral coordination of youth policies in Portugal. One of its key themes is “Governance and Participation”, a section with more than 40 measures, framed in five strategic goals under the priority ‘to promote multilevel, inclusive, participative and participatory government practices, in view of the institutional strengthening of youth policies’ (Simões et al, 2020; Youth Wiki, 2022a).

There is no legislation or regulation at the state level for social inclusion in **Spain**, let alone for the social inclusion of youth. Currently, the 2019–2023 National Strategy for the prevention and fight against poverty and social exclusion (Estrategia Nacional de prevención



y lucha contra la pobreza 2019–2023) is the frame of reference in terms of operational objectives, measures, and axes of action for the inclusion of society in Spain. Although it is not a policy exclusively aimed at young people, the National Strategy for the prevention and fight against poverty and social exclusion includes specific measures for the youth in terms of employment, education, housing, health, dependency, and disability. Moreover, the National Strategy for the inclusion of young people is embodied in the 2020 Youth Strategy (Estrategia Juventud 2020) and developed in the resulting Action Plans. In any case, it is not exclusively an inclusion strategy, but inclusion is one of its strategic axes, namely number 5. This axis is also responsible for developing the points regarding participation and volunteering. Within the framework of promoting participation, measures to finance the structure and maintenance of youth and third sector entities are notable. This objective is also linked to the granting of the Youth Institute General Scheme Grants, those destined for youth associations or entities which provide services to the youth, as a result of the call for IRPF grants (Youth Wiki, 2022a).

The current **Swedish** National Youth Strategy has a clear focus on social inclusion. A specific target group in the youth strategy is young people between 16 and 20 years of age, who are not in education and have not completed secondary or equivalent education. A renewed action programme was presented in March 2021 including initiatives within four main priorities: young people's mental well-being; social and labour market inclusion of young people; meaningful leisure activities for all young people; and, young people's participation in society. The main targets of this policy were: young people not in education, employment or training; long-term unemployed; young women with migrant background; young people with disabilities; and, young LGBTIQ+ people. The government offices and, more specifically, the Ministries for Education and Labour market, were responsible for actions taken within their respective domains. For each action of the strategy, the Government has commissioned a responsible actor. There is no specific strategy for increasing young people's participation in Sweden. Instead, youth participation is an important component of the Swedish youth policy objective overall. In 2013, the 'Policy for a Living Democracy' (En politik för en levande demokrati), was implemented in order to increase young people's political participation. It had five main points: a high and more equal voter turnout; broader and equal participation in elected assemblies; strengthened opportunities for influence, transparency, and participation between elections; increased democratic awareness; and, safeguarding democracy against violence-promoting extremism (Youth Wiki, 2022a).



In relation to the social inclusion of young people in **Turkey**, the National Youth and Sports Policy Document is one of the main reference points. One of the policy areas in this Document is "Disadvantaged Young People and Social Inclusion". Several important remits are presented within this document. These include: preventing the exposure of disabled young people to social exclusion; integrating young people who committed crime into society and preventing young people's inclination towards criminal behaviour; providing social integration of young people living in the streets; taking preventative measures to protect young people from addictive substances as well as performing studies on the treatment of young addicts; increasing the awareness of young people and other parts of the society regarding disadvantaged individuals and encouraging their active participation in social integration processes; ensuring the social inclusion of young people who have migrated to the city and have social adaptation problems; preventing young people from being abused; and, supporting young women in every area of life. The authority responsible for implementing and monitoring the "National Youth and Sports Policy Document" is the Ministry of Youth and Sports. One of its main political areas is "Democratic Participation and Civic Consciousness". In the policies and targets specified under this policy title, young people are encouraged to actively participate in the political process and become members of non-governmental organisations. Turkey launched a new programme NEETPro "Labour Market Support Programme for NEETs" targeting 5 000 youngsters between 15–29 years old, and with a budget of 17 million Euros. The programme is coordinated by the İŞKUR, the Turkish Employment Agency, and is based on providing guidance to the participants in addition to monthly payments (50 Euros per month) and covering relocation expenses (200 euro). Although the Development Plan aims to reduce the number of NEETs, the country doesn't have any other programme as yet.

In none of the **UK** nations, is there a single strategy for the social inclusion of young people (Youth Wiki, 2020a). However, the social inclusion of vulnerable young people is widely covered in multiple youth-related policies (Youth Wiki, 2020a; 2020b; 2020c; 2020d). For example, England has the "Unlocking Talent, Fulfilling Potential" programme, which focuses on the role of education in facilitating social mobility. It aims to facilitate equal opportunities for children and young people at four key life stages: early years, school, post-16 education, and careers (Department for Education, 2017). The responsibility for policies targeting young people is often distributed amongst different departments (Youth Wiki, 2020a). The UK approach to NEETs has focused mainly on reducing NEET rates. However, diverse policy interventions to reduce the NEET popu-



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

lution have been implemented in recent years in response to a 'fluctuating, although persistent, policy concern' (Maguire, 2021, p. 830). Overall, interventions to support the NEET group vary across the four nations (Maguire, 2021). The 2008 Education and Skills Act has raised the minimum age at which a person can leave education or training to 18 for those born after 1st September 1997 (UK Public General Acts, 2008). The raising of the participation age was implemented only in England (Maguire, 2021, p. 830). In Wales, the main NEET intervention policy has been the Youth Engagement and Progression Framework (YEPF) (Welsh Government, 2013), which combines early intervention programmes to prevent young people from becoming NEET, re-engagement programmes, and active labour market policies targeted towards the under-18s group. In Northern Ireland, a similar strategy titled Pathways to Success (Northern Ireland Executive, 2012) was implemented to reduce the number of NEETs and prevent their social exclusion (Northern Ireland Executive, 2012). In Scotland, Developing the Young Workforce: Scotland's Youth Employment Strategy represents one of the most significant policy interventions (Scottish Government, 2014).





### 3. Mapping Rural NEETs projects across Europe

European and national strategies for the social inclusion and participation of young people have facilitated the development of initiatives targeting NEETs. This section describes some examples of community-based and bottom-up projects implemented over the last few years, and considers several rural areas across Europe.

#### 3.1. Methodological approach

For this deliverable, we were interested in projects, programmes, or initiatives focusing on social inclusion and participation of young people in rural areas. We aimed to identify projects being currently implemented and projects which ended in the last five years. We used the term “project” broadly to include any programme, methodology, measure, or initiative focusing on rural NEETs – their social inclusion and quality of life in a European country. For mapping of those projects, we conducted an online survey.

The survey was developed collaboratively by the WG1 members. Topics and questions to be included were discussed in detail during several meetings, including one face-to-face meeting that took place in April 2022 in Lisbon. The questionnaire was composed of 55 questions, clustered into six main dimensions: 1) characteristics of the project; 2) conception and implementation of the project; 3) evaluation of the project; 4) resources needed to develop the project; 5) articulation/networking; and, (6) communication and dissemination. Some questions were open-ended, but most were closed-ended (see Appendix 2).

A consent form was given to the participants, who had to consent in order to participate in the study. In the introductory part of the questionnaire, after the informed consent section, we had two filter questions geared to help respondents avoid answering questions if the project was not relevant (i.e., young people as the main target group, and being implemented in rural areas). If participants responded “no” to those questions, they were sent to the end page of the survey and thanked for their interest in the mapping.



The English version of the survey was translated into national languages including: Bosnian; Portuguese; Czech Republic; Italian; Montenegrin; Macedonian; Spanish; Swedish; Turkish; and, Lithuanian. Participants could select to complete the survey in English, or in their national language. Austria, a participating country in this report, chose not to translate the survey.

The online version of the survey was added to the Qualtrics platform and disseminated through the COST Action social networks (e.g., Facebook, Twitter, Connect space). Each WG1 member sent the survey to their networks of associations and entities working with young people in rural areas in their countries.

Data was collected between 8 June 2022 and 15 September 2022. We invited CA members, practitioners (e.g., social workers, rural community organisations), researchers, and stakeholders to complete the survey. We asked potential participants to complete the survey if they were aware of a project, programme or initiative which they considered relevant, even if they were not directly involved. The survey included a few questions asking for details on where to find more information about the project (e.g., website URL, project email, etc.), so we could follow up and gather more information if required.

The quantitative data presented in this report was analysed descriptively using MS Excel software. The open-ended questions in the questionnaire were analysed via content analysis.

The overall sample obtained is a non-probabilistic, so-called “snowball” sample, and 81 responses were collected, of which 43 responses were validated. Two criteria were defined for validating the answers: having answered “yes” to the two filter questions, and having completed at least the first dimension of the questionnaire i.e., the characteristics of the project.

Given that the questionnaire was disseminated through the COST Action social networks and other COST working groups, our sample does not only include projects from our member countries, other countries such as Bulgaria, Croatia, and Slovenia are represented. From our working group members’ countries, we were only unsuccess-



ful in collecting data for the Czech Republic. In future data collection, namely through document analysis and interview collection, we intend to include data from projects implemented in the Czech Republic.

The information collected via the survey was then complemented by the authors involved in this report using a short description template for each project (see Appendix 3). The template was adapted from the Manual for the classification of intervention Best-Practices with rural NEETs, developed in the previous grant period by WG2 (Petricescu et al., 2020). This project fiche was composed of 5 dimensions: (A) general information about the project, including name, country, organisation, and funding; (B) inclusion criteria, with information about the target group and area of intervention; (C) characteristics of the intervention, including project goals, activities, and outcomes; (D) scientific evidence, including evaluation strategy; and, (E) general subjective assessment, regarding innovation dimension, project limitations and strengths. Some of the project fiches were incomplete, as the data collected through the questionnaire was not always sufficient to complete all the information. The most significant difficulties arose in completing the last two dimensions, namely those related to project evaluation and assessment. We intend to complete and deepen this information in future data collection actions, namely through interviews with the project leaders and documental analysis of the projects.

### 3.2. Data analysis procedure

The analysis of the survey comprises two parts with different methodological approaches:

1. Quantitative analysis based on the closed survey questions in order to outline a brief characterisation of the projects identified in the survey.
2. Qualitative analysis based on the open survey questions and from complementary data collected online.

Considering that the sample size is small, the data analysis is accompanied not only by the value in percentage terms, but also by the absolute number in the sample, namely in the case where the distribution of the answers by the different categories (in the case of multiple answers) meant that the number of answers by category was sometimes minimal. For reasons of reliability, it was not possible to make inferences from the data.



### 3.3. Quantitative analysis

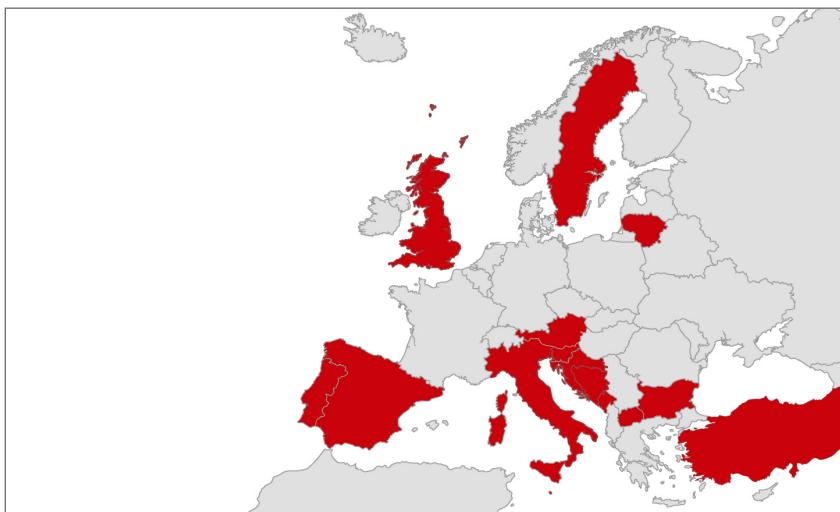


**Sample** The overall sample obtained is a non-probabilistic, so-called “snowball” sample, and 81 responses were collected, of which 43 responses were validated. Two criteria were used to validate the responses: having answered yes to the two filter questions, and having completed at least the first dimension of the questionnaire i.e., characteristics of the project. Although 74 respondents responded that the project covered rural areas, only 43 answers were effectively validated (i.e., only those completely in the first section of the survey).

Most of the identified projects are of national scope (90.7%), with only a small proportion of projects being international (9.3%).

The **countries** with the highest number of projects identified were Portugal (14%; N=6) and Spain (11.6%; N=5).

Figure 2-Countries represented in the survey



Source: Survey WG1 – “Rural NEETS social networks and social inclusion” (2022).

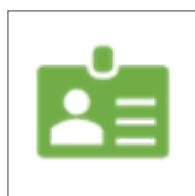
Image: freepick.com



Italy and Sweden (9.3%; N=4) were represented in 4 projects, followed by a set of countries with 3 (7%) or 2 (4.7%) projects, namely: North Macedonia, Slovenia, and Turkey (with 3 projects), and Austria, Bosnia and Herzegovina, Montenegro, and the United Kingdom with 2 projects. Bulgaria, Lithuania, and Croatia are represented with only 1 project (2.3%).

As already mentioned in the methodological note, it was not necessary to have an active role in the project to respond to our survey. In some cases, the projects were identified by members of our working group, who filled out the survey with the requested information. This justifies that amongst the respondents, 25.6% (N=11) did not play any role in the project described in the survey.

Amongst the respondents who had some **role in the project**, consultants (16.3%; N=7) and those with some coordination function (14%; N=6) stand out. Additionally, the percentage of employees is noteworthy (11.6%; N=5).



**Project ID** Concerning **longevity**, most projects started in the current year (25.6%; N=11), or less than 2 years ago (2021 – 11.6%; N=5; 2020 – 16.3%; N=7) and remain under development (67.4%; N=29). They are expected to last more than 12 months (60.5%; N=26).

Approximately 23.3% of the projects included up to 50 people, 16.3% from 100 to 200 people, and only 4.3% covered more than 1000 people.

Although most projects have not yet been evaluated (41.9%; N=18), it is expected that when such an **evaluation** occurs, it will be carried out by a funding entity (23.3%; N=10), a member of the project team (14.0%; N=6), or researchers from academia (9.3%; N=4).

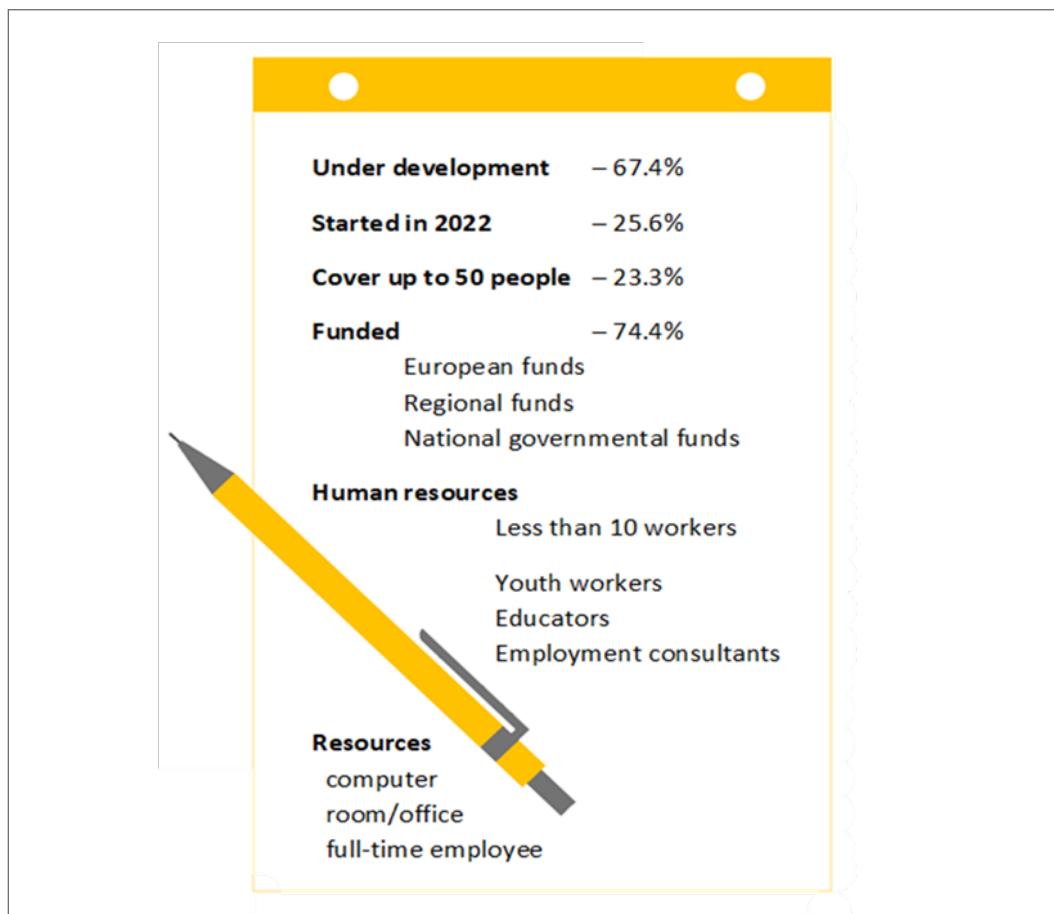
Most projects are **funded** (74.4%; N=32), with the main sources of funding being European funds (50%; N=16), regional funds (40.6%; N=13), and national governmental funds (34.4%; N=11).



Regarding **human resources**, most of the projects involve less than 10 workers (34.9%; N=15). The professionals involved in the project are mainly youth workers (54.3%; N=19), educators (40.0%; N=14), and employment consultants (37.1%; N=13).

In terms of **resources** required to implement the project, the majority mentioned a full-time human resource (81.3%; N=26), a computer (81.3%; N=26), and a room/office (78.1%; N=25).

Figure 3-Projects ID



Source: Survey WG1 – “Rural NEETS social networks and social inclusion” (2022). Image: freepick.com



The **entities responsible** for the projects are mostly non-governmental organisations (34.9%; N=15). The importance of organisations at the local level should also be highlighted, with some projects being promoted by local associations or community organisations (16.3%; N=7), as well as local government entities (11.6%; N=5).

Most of the projects involve **institutions** other than the promoting institution (69.8%; N=43). These are mainly non-governmental organisations (48.3%; N=14), local associations, or community organisations (41.4%; N=12), national governmental institutions (34.5%; N=10), and local government (31%; N=9).

The involvement of the private sector is noteworthy and comes through private companies (27.6%; N=8), youth organisations (24.1%; N=7), and international organisations (20.7%; N=6). Other partner institutions such as schools (13.8%; N=4), universities (6.9%; N=2), and labour unions (6.9%; N=2) are less relevant.



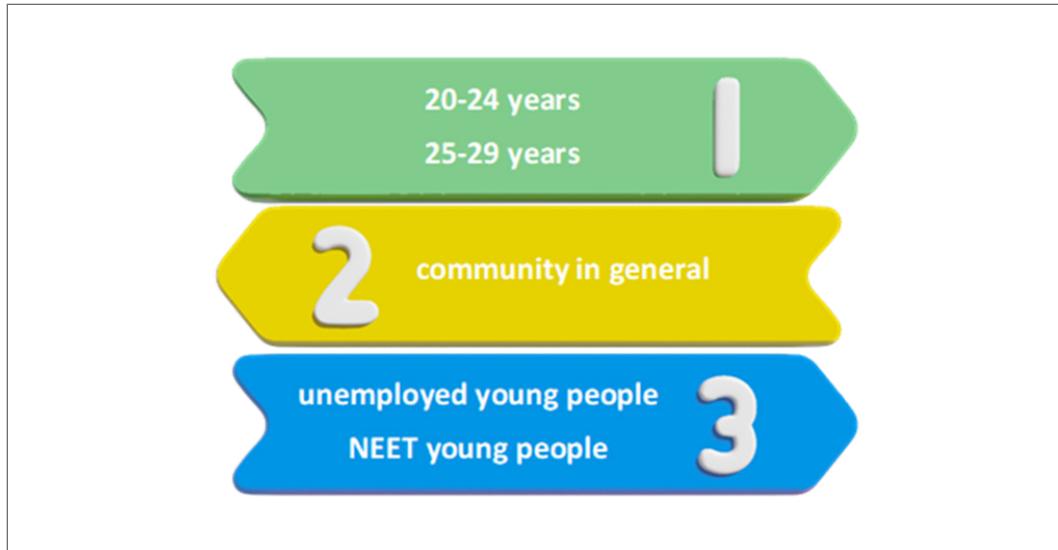
**Target groups** Data was also collected, which allowed us to succinctly characterise the project target group.

Concerning the age of the target group, the majority of the projects identified target young people aged 20–24 years (79.1%; N=34) and 25–29 years (72.1%; N=31). The proportion of projects targeting young people aged 15–19 years (65.1%; N=28) is also noteworthy.

Concerning social groups, the majority addresses the community in general (48.8%; N=21). Those targeting specific groups included women (34.9%; N=15), young people with specific needs (30.2%; N=13), migrants and refugees (25.6%; N=11), and ethnic minorities (23.3%; N=10).



Figure 4-Target groups



Source: Survey WG1 – “Rural NEETS social networks and social inclusion” (2022). Image: freepick.com

The projects also targeted various other social groups: LGBTIQ+ (18.6%; N=10); NEET young people (11.6%; N=5); young people at risk of social exclusion (11.6%; N=5); and, young people in general (9.3%; N=4).

Regarding work/education status, most projects target unemployed young people (55.8%; N=24), NEET young people (48.8%; N=21), and recent school leavers (46.5%; N=20).

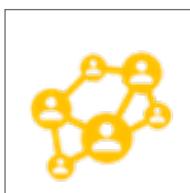


**Project goals** Respondents were also asked about the main goals of the project. Most of the project's goals were related to the integration of young people into the labour market, namely: improving job skills (68.4%; N=26); empowering young people (68.4%; N=26); creating employment (50.0%; N=19); and, facilitating school-to-work transitions (31.6%; N=12). Although less relevant, the following objectives were also mentioned in the dimension of integration into the labour market: to facilitate the match between labour demand and supply (28.9%; N=11); and, financial support to young people during their job search process (15.8%; N=6).



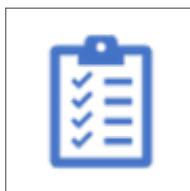
The reduction of inequalities through the work with particularly vulnerable groups is another dimension that stands out in the identified projects. In this dimension, the main objectives are the reduction of inequalities (39.5%; N=15), and fostering of social inclusion of vulnerable groups (e.g., migrants, refugees, disabled people) (39.5%; N=15).

It is also worth mentioning the objectives related to increasing participation (39.5%; N=15), promoting intergenerational relations (26.3%; N=10), and improving mental health and well-being (26.3%; N=10).

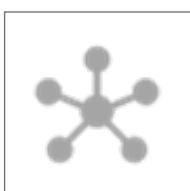


**Involvement of young people** In the identified projects, the involvement of young people was guaranteed during the implementation phase of the project, with a smaller proportion of young people participating in the initial phase of the project, namely in its design and planning (25.6%; N=11) and subsequent follow-up (37.2%; N=16).

Most young people have an involvement in the project only as participants (79.1%; N=34), or beneficiaries (48.8%; N=21). A small proportion of young people take a more active/decisive role in the project: as employees (16.3%; N=7); volunteers (14.0%; N=6); leaders (14.0%; N=6); consultants (14.0%; N=6); or, mentors (11.6%; N=5).



**Activities** Training (71.1%; N=27) and workshops (71.1%; N=27) were the main activities developed in the identified projects. Other activities should, however, also be highlighted, namely: the events directed towards the community (57.9%; N=22); life coaching/mentoring (52.6%; N=20); and, the information campaigns (52.6%; N=20).



**Communication** Finally, regarding the dissemination channels that the project uses to communicate and engage young people, the majority mobilise local institutions/organisations, such as schools, municipalities, and youth associations (78.1%; N=25), or promote their initiatives on the project webpage and social networks, or via email (78.1%; N=25).



The role of community members is also highlighted as a means of communication for 62.5% (N=20) of the projects.

Open meetings are also held (50%; N=12), and dissemination is made via the press, radio, and TV (37.5%; N=12).

### 3.3.2 Qualitative analysis

The following sections are based on qualitative data obtained through the open questions included in the survey, as mentioned before.



**Approach/methodology** Following an experimental learning logic based on an individualised approach, most projects aimed at promoting young people's personal, social, educational, and employability skills through "learning by doing" and focusing on individual needs and expectations. Some projects also emphasise the importance of involving young people in designing their own action plans, which are developed in a shared and collaborative way by young people and youth workers.

Some of these processes also include the involvement of young 'role models' who take on the role of mentors/community leaders.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe



**Project name:** Nuove Energie emergono dai Territori N.E.E.T. (New Energies Emerge from the Territories).

**Country:** Italy (Liguria – Tuscany)

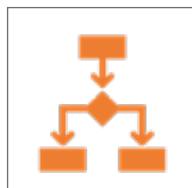
**Type of organisation:** Public.

**Target group:** Young NEETS.

**Approach:** Learning by doing.

**Innovation:** Empowerment and skill potential as well as self-entrepreneurship.

More information [HERE](#)



**Main outcomes of the projects** Most of the identified projects are still in the implementation phase. Nevertheless, it was possible to determine, in some projects, some of the main results achieved.

The projects highlighted the opportunities for developing social and employability skills and their importance for a more successful (re-)engagement in the labour market. Within this scope, business development opportunities in local activities emerge with particular emphasis. Let us consider some examples: for instance, in the wine industry, the registration of wineries, agriculture products, and the establishment of a producer group.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe



**Project name:** Slow Wine – Sustainable Local Wine in the Tikvesh Region.

**Country:** North Macedonia (Кавадарци – Cavadarzi)

**Type of organisation:** local association or community organisation.

**Target group:** Wider local community; Young people in precarious work.

**Innovation:** A complete model for supporting and building local brand and marketplace placement.

More information [HERE](#)

To achieve these results, the existence of a set of conditions favourable to their execution was determinant, primarily:

1. The essential role of networking and collaboration, insofar as many of these results were possible due to the development of synergies between different partners working in the field.
2. The continuous and close follow-up with young people.
3. Small-scale intervention work, working with small groups of young people to develop a work of proximity.

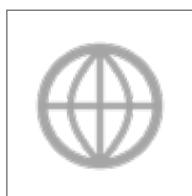


COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

With the data available, it was not possible to determine whether the emphasis was on creating business opportunities for others/adults to hire young people (i.e., create opportunities for employment); or, whether it was more about entrepreneurship (i.e., young people creating their own employment). In future data collection, we will try to delve further into this issue.



**Expected outcomes of the project** In terms of expected results, in the projects mapped in this report, the respondents highlighted two main dimensions: one related to increased youth participation and empowerment; the other related to the well-being of young people.

As for increasing youth participation, respondents expect more active youth participation by improving leadership skills and strengthening their young people's knowledge and skills which, in turn, enable them to build their life projects.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Working Group 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe



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**Project name:** Film Workshop "Our Free Spaces!" European Capital of Culture Bad Ischl Salzkammergut 2024.

**Country:** Local association/community organisation

**Type of organisation:** Austria (Scharnstein)

**Target group:** Wider local community.

**Goals and objectives/expected outcome:** reducing inequalities, stimulating economic growth and competitiveness, empowerment, increasing participation, improving intergenerational relations.

More information [HERE](#)

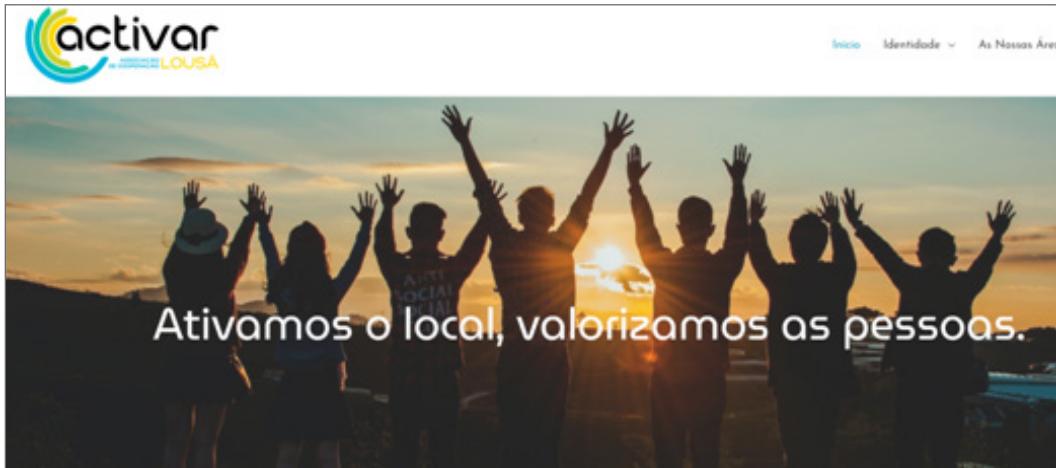
Regarding well-being, the individualised approach and the establishment of personalised goals and action plans (according to the needs and expectations of young people) can increase their self-efficacy and positive perception of interpersonal relationships. The expectation is that this strategy and approach will make it easier for young people to express their expectations: however, it needs to be more capable of problem-solving and coping with adversity.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe



**Project name:** Espaço J (Space J).

**Country:** Portugal (Lousã).

**Type of organisation:** Local association/community organisation.

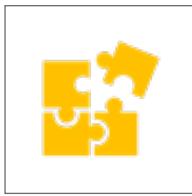
**Target group:** Vulnerable youth, school leavers.

**Expected outcome:** To promote the healthy and integrated development of personal, social and cognitive skills of young

More information [HERE](#)

These personal and social skills will enable young people to improve their self-knowledge and increase their quality of life in an environment of active development and participatory input.

The identified projects also aim to promote the reduction of school dropouts whilst increasing young people's employability.



**Innovation** Another relevant dimension of analysis in identifying projects is concerned with innovation.

Amongst the innovative elements mentioned in the projects, the following stand out:

1. Non-formal education as an intervention methodology.
2. Empowering young people to become community leaders.
3. Promotion of facilitation/mediation process between young people and the labour market and/or their community.
4. Constant reorganisation/updating of objectives, to meet the varying needs/expectations of young people.
5. Creation of micro-enterprises and social businesses based on the promotion of local activities/products.
6. Involvement of local communities, associations, and institutions and promotion of local partnerships.
7. Intergenerational dimensions.
8. "Second chance" approach, giving young people the possibility to return after leaving the project, that is, they can return whenever they want.
9. Focus on the mental health and well-being of young people, and promoting youth participation as the right of young people to have agency over their situation.
10. Mobilise educational agents as facilitators of spaces for sharing and well-being.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Motivera och aktivera



Projeket Motivera och aktivera pågick i fyra kommuner i Norrbotten och Västerbotten.

**Project name:** Motivera och Aktivera MOA (Motivate and Activate).

**Country:** Sweden (Norrbotten).

**Type of organisation:** Public, local government.

**Target group:** Young people with disabilities, Migrants and refugees, Women, LGBTQI+, Wider local community.

**Innovation:** The use of second-chance school methods.

More information [HERE](#)



**Main constraints and obstacles** The projects identified in the survey faced several constraints and obstacles in their implementation.

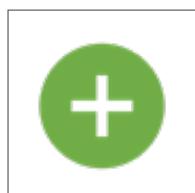


One of the main challenges was attracting young people, mainly due to their lack of confidence and motivation. In fact, in the answers given in the questionnaire, these are the two main reasons hindering young people's access. Furthermore, the responses also mentioned the difficulties in identifying their primary interests and needs.

The project's implementation was also affected by the difficulty of dealing with services in the relationship with public employment services and schools. Additionally, challenges resulting from the bureaucratic processes in the relationship with these institutions were also mentioned.

The Covid-19 pandemic also impacted the implementation of some projects, mainly as many of the services provided by some entities shifted online.

Finally, difficulties in terms of resources, namely financial and human resources, were also mentioned. The lack of financial resources makes it impossible, for example, to rent adequate spaces to implement the projects.



**Main potentialities and strengths of the project** Despite the identified constraints and obstacles, it is also possible to identify opportunities, potentials, and strengths in the identified projects. Two dimensions stand out: one related to young people; and, the other to the institutional level.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe



**Project name:** Social Map of Youth in the Municipality of Jajce, 2022.

**Country:** NGO – multi-ethnic local organisation.

**Type of organisation:** Bosnia and Herzegovina.

**Target group:** Young people.

**Innovation:** Strengthening institutions, networking of local communities.

More information [HERE](#)

First, the identified projects have created new opportunities for young people by developing more individualised intervention strategies and meeting the needs and expectations of young people. Secondly, more related to institutional relations, responders highlight the creation and the consolidation of existing partnerships. A strong community-based approach allows the mobilisation of several institutions, enhancing resources at a local level.

The data collected in the questionnaire does not allow us to assess project transferability. However, through the contacts identified in the questionnaire, we aim, in the next



phase, to conduct interviews with those responsible for implementing the project. Therefore, the transferability of the projects will be a dimension to be included in further stages of our work.

It is also important to emphasise that in some cases, what is transferable is not the results achieved, but rather the methodology of the intervention. Therefore, in the future we will also try to understand the methodological cornerstones that can be indicated as transferable from one context to another.

The criteria to be considered a relevant project for young people's social inclusion purposes will also be a dimension to be further developed in the qualitative data collection process. Even so, it was nonetheless possible to identify a pertinent set of aspects. Accordingly, thanks to the respondents of the project, the effectiveness of the identified projects can be measured according to two intersecting dimensions: reaching young people, and the consolidation of networks at the local level.

The projects mapped out in this report managed to develop strategies to reach young people, namely their ability to adapt to the specificities of the intervention contexts and their needs, based above all on flexibility and a tailored approach. The possibility to adjust the forms of intervention to their requirements was also key. Furthermore, these projects highlighted the development of design skills and the opportunity to bring proactivity and creativity into play, thereby helping young people much needed develop social skills.

Concerning the institutional dimension, these projects are essential in raising awareness within the local community of young people's needs and expectations, but also their importance and role in promoting local community development.



## 4. Concluding remarks and implications for research and practice

This report was elaborated based on multiple sources and co-produced by authors from 12 European countries. First, we began by characterising the rural NEETs across countries; we then reviewed existing European and national policies targeting the social inclusion and participation of young people. This was followed by a chapter describing the results of a survey conducted from June to September 2022.

The data collected allowed us to describe several examples of community-based projects implemented in the last few years, covering rural areas across Europe. The identified projects are illustrative of community-based projects across those countries and, therefore, should not be considered as representative of all existing projects. Nevertheless, it is still possible to draw some preliminary conclusions and these are highlighted below.

All projects presented in this report target unemployed young adults and/or in a NEET situation, aged 20–24 years, or 25–29 years old. These projects aim to facilitate labour market integration and seem to be less focused on creating opportunities for young people to resume their educational trajectory.

Most projects involve the mobilisation of existing local resources and networks within the community, and suggest the importance of social networks for the quality of life and social inclusion of rural NEETs.

The collected data underlines the importance of the local scale in addressing the social inclusion of specific vulnerable populations that are often difficult to reach by top-down programmes developed by European and national institutions.

The local level facilitates the creation of small-scale projects better suited to a more personalised, tailor-made approach to the target population. Additionally, the local approach also allows for the involvement of communities in the communication, identification, and engagement of young people at risk of exclusion in the projects aimed at them.



At a policy level, although social inclusion and participation are targeted in major European policies (e.g., the Youth Guarantee) most existing programmes lack a clear focus on the quality of life of young people, their social inclusion and participation.

All of the projects examined, more or less explicitly, have as their objective the development of skills and the empowerment of young people. However, only a few involve young people in the decision-making processes. Our data suggests that young people are mostly considered beneficiaries, with only a few projects regarding young people as co-designers.

Overall, these results suggest the need for increasing the focus on social inclusion and participation of young people. These findings suggest the need for further research on the perspectives of those involved in the projects identified in this report, particularly young people. Furthermore, based on the mapping of community-based projects and analysis of social inclusion and participation measures and policies, we now outline three main recommendations and implications for research and practice.

### Rural areas as spaces of opportunity

Although there are fragilities that are transversal to all young people in the NEET condition, the impact and prevalence of these fragilities differ according to the territorial contexts in which they live. Indeed, as we have discussed here, young people from rural or geographically isolated areas generally tend to have limited opportunities and fewer educational, training, social, and economic resources than young people from other territories. These barriers can make it even more difficult for them to reverse their structural vulnerabilities, limiting not only their participation opportunities, but also their educational and professional expectations, thereby increasing the risk of social exclusion.

Based on a knowledge of the territory, through a prior and rigorous diagnosis of the problems, needs, opportunities, and specific potential of each territorial context, it is possible to act locally, mobilising local resources and networks. The results of our survey



strongly emphasise the importance of enhancing local opportunities, for example, through the promotion of economic activities related to agriculture. The revitalisation of local activities, such as those traditional activities that are often devalued and considered minor, can be accomplished through innovative and alternative solutions which can, in turn, help to promote employment and contribute to the development of rural territories.

In this sense, rural areas can be seen as spaces of opportunity. If we create social structures that help to promote social inclusion and simultaneously change the negative view associated with rurality, it may be possible to attract more young people to rural areas.

### From consultation to collaboration and co-design

Whilst many of the identified projects include in their design and implementation some mechanism for consulting young people on their needs, expectations, and motivations, most of them do not go beyond this stage. More than consulting young people, it is important to involve young people in the whole process of design, development, and evaluation of projects. This enables them to become key actors in the design, implementation and evaluation of projects relevant to them. In such challenging times, young people may find themselves in need not only of acquiring competencies and skills but, even more fundamentally, of finding meaning in living and in what is happening. It is therefore important to listen to their voice and ask them what could help them cope with life's challenges. It will be important to verify the outcomes of these projects, considering what will emerge from the ongoing evaluation process, given that several projects are still in place. Thus, whilst consulting it is not only important to give young people a voice, but above all to give them the space and conditions to become both active and participative elements within those projects. It is key to involve young people directly from the moment of defining the issues that are important to them.



## Developing and improving local partnerships

Our analysis also indicates how important it is to establish and foster a partnership network. Cooperation and networking indeed emerged as a fundamental axis in implementing community-based projects.

On the one hand, from an organisational point of view, local partnerships allow institutions to enhance their capacity for action, mobilising a diversified set of partners, which enables them to respond more effectively to the issues and challenges faced by young people.

On the other hand, local partnerships allow the connection of young people with a diversity of partners, allowing them to (re-)connect with local communities and organisations. At the same time, it also allows them to practice their social and relational skills and helps to provide young people with a network of relevant contacts for their professional future.

Whilst there are several indications that social networks are important for community well-being and the quality of life of young people, we argue that these partnerships need to be led by young people. Local and bottom-up approaches can promote the social inclusion of young people, particularly if young people are the leaders of those partnerships.

Overall, our exploratory findings suggest that there are community-based projects trying to work on issues of social inclusion via the participation of young people. However, the identification of the policies and programmes suggests a higher focus on employment and education issues is necessary. Our mapping of projects shows the need to go beyond these categories and look at how youth participation is considered both as a path and outcome of social inclusion. More research, particularly participatory research which grants power to young people, could help to overcome some of the issues mentioned whilst simultaneously facilitating our understanding of the challenges faced by young people in rural areas. Moreover, it is also important to continue to map and work towards identifying good and promising practices around the social inclusion and participation of young people in rural areas.



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COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

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COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

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## APPENDIX

### Country profiles



**Austria** is located in central Europe. It is a landlocked democratic republic with nine federal states. The capital and largest city in Austria is Vienna (Wien), with a population of approximately 1.8 million inhabitants, followed by Graz and Linz. Austria has a total population of around 8.8 million inhabitants, a number which has been increasing steadily and is estimated to grow above nine million by 2023.

The municipality with the largest population is Vienna, which had 1.92 million residents at the beginning of 2021. A fifth of Austria's population thus lives in the federal capital, followed by the provincial capitals. Of the 8.93 million residents of Austria, about less than 1.29 million are children under 15 years of age. About 5.93 million are in the 15 to 64-year range, and another 1.72 million Austrian men and women are 65 years or older. This means that 14.4% of the population are preschool and compulsory school-age children, about two-thirds (66.4%) are of working age, and 19.2% are elderly persons in retirement age. The number and percentage of the senior population of 65 and older are increasing, henceforth even more, as the Baby Boom Generation reaches retirement age in the foreseeable future. The potential workforce is remaining relatively stable; however, the population of working age is also increasing. The migration numbers have been decreasing in the last 5–6 years, but on the other hand, the rate of naturalisation has been increasing in the same period ([www.austria.org/population](http://www.austria.org/population)).



**Bosnia and Herzegovina** is a multicultural, multi-ethnic and multi-confessional state situated in south-eastern Europe, that is, the Balkan Peninsula. The country covers a total area of 51 209 km<sup>2</sup>, with a relatively short coastline on the Adriatic Sea. Immediately after declaring its independence from Yugoslavia in March 1992, a horrible war broke out causing long-standing demographic and



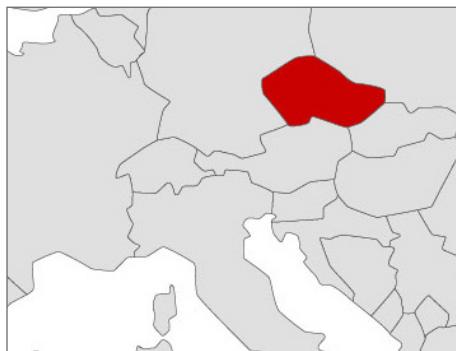
socio-economic issues. The war ended with the signing the Dayton Peace Accords in December 1995, introducing the era known as "Dayton Bosnia and Herzegovina" as the agreement incorporates the constitution as well. One of the main features of the Dayton Peace Accords is the establishment of a complex administrative system of Bosnia and Herzegovina: two entities (Federation of Bosnia and Herzegovina and Republika Srpska), as well as the self-governing Brčko District of BiH (a city on the banks of Sava River). Unlike the Republika Srpska (RS) entity, which is constituted of local self-government units only, the Federation of Bosnia and Herzegovina (FBiH) (51 % of the territory) comprises ten cantons with competences in many sectors. The cantons are subdivided into local self-government units, namely municipalities and cities. Such institutional architecture with a rather weak (and frequently dysfunctional) central level and a high degree of autonomy amongst entities and cantons in the Federation of Bosnia and Herzegovina reflects policies in domains such as employment, education, health care, social services, housing, culture, and others. In that sense, the labour market in Bosnia and Herzegovina is decentralised from a functional and policy point of view between entities and the district (RCC, 2021, p. 6).

According to the last census (conducted in 2013), the total population in Bosnia and Herzegovina was 3.53 million, which is almost 20 % less compared to the pre-war population size (in 1991). The population is not only constantly shrinking due to multi-annual negative natural change coupled with outmigration, but also ageing at an unprecedented pace. In addition to increasing death rates, Bosnia and Herzegovina has been recording its lowest low fertility rates for the last twenty years (less than 1.3 children per woman of childbearing age since 2002) (BHAS, 2020). Consequently, the total population is estimated at 3.3 million (WB, 2021), with an ever higher old-age dependency ratio.

The country (both by indicators and definitions) is one of the most rural countries in Europe (UNDP 2013, p. 9). Out of 1,155,552 total households, 46% are urban, whilst 54% belong to a different category (rural, urban, etc.) (BHAS, 2017). Taking into consideration conflict-driven migration during the war (mostly by force), and the ongoing outflow of (young) people, the decline in fertility, as well as urbanisation, the share of the rural and urban population, tends towards convergence (at 51% and 49% respectively) (World Bank, 2021). In light of such long-lasting trends, rural areas face depopulation and progressive ageing, which is notable in the rising number of empty (deserted) villages across the country. In the framework document titled "Strategic Plan for Rural



Development of Bosnia and Herzegovina (2018–2021)" (SPRD), SWOT analysis outlined increasing rural–urban migration, ageing rural households and loss of a young, educated population as threats (T) (Ministry of Foreign Trade and Economic Relations of Bosnia and Herzegovina, 2021).



**Czechia** The Czech Republic (recently renamed "Czechia") is a country located in the Central Europe. Its capital is Prague and its 10 main regions, with 10.5 million inhabitants in total, is fairly homogenous given the somewhat narrow and restricted immigration policy. The Czech Republic entered the EU in May 2004. It is a 'dependent' post-socialist economy closely connected to Germany. The employment market remains focused on cheap labour as a strategy of market competition.

The Czech Republic's median age is 43.2 against a global value of 30.3 years.

The population in the Czech Republic fluctuated between 2010 and 2019. The number of people over age 64 continues its upward trend, reaching 2.1 million in 2019. The number of young people under age 14 is also growing. In 2019, the number of children increased by one percent from the previous year. In 2021, about 15.81 percent of the Czech Republic's total population were aged 0 to 14 years. The Czech Republic's rural population for 2021 was 2,759,991, a 0.54% decline from 2020 (Statista, 2019).



**Italy** is a peninsula located in southern Europe. To the north, it is bounded by the Alps and borders, from west to east, with France, Switzerland, Austria, and Slovenia. However, most of the territory is surrounded by the Mediterranean Sea, including numerous islands, two of which are autonomous regions (Sicily and Sardinia). Within the Italian territory, the states of Vatican City, San Marino (enclaves of the Republic), and Campione d'Italia (exclave)

can be found. Italy is the third largest country in the European Union by population (af-



ter Germany and France), with a total of 60,359,546 inhabitants. It is characterised by many older people, a low fertility rate, and a life expectancy of 80.6 years for men and 85.1 years for women.



**Lithuania** is located in at the east of the Baltic Sea and is bordered by Latvia in the north, Poland in the south, Belarus in the east, and the Russian enclave of Kaliningrad in the west. It has a total area of 65.300 km<sup>2</sup>. Its lands were united under Mindaugas in 1236. Over the next century, through alliances and conquest, Lithuania extended its territory to include most of present-day Belarus and Ukraine.

By the end of the 14th century Lithuania was the largest state in Europe. On 11 March 1990, Lithuania became the first of the Soviet republics to declare its independence, but Moscow did not recognise this proclamation until September of 1991 (following the abortive coup in Moscow). The National anthem is Vincas Kudirka's Tautiška Giesmė. On 1 May 2004, less than 14 years after renewal of its independence, Lithuania joined the European Union, which signified its success in becoming an internationally recognised constitutional democracy.

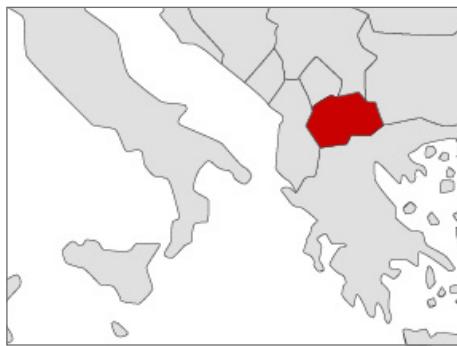


**Montenegro** is an independent and sovereign state, located in South-eastern Europe, on the Balkan Peninsula with territorial access to the Adriatic Sea. Montenegro borders Serbia to the east and northeast, Croatia and Bosnia and Herzegovina to the west and northwest, Kosovo to the east, and Albania to the southeast. In the southwest, the Adriatic Sea separates it from Italy. The total extension of

the territory is 13,812km<sup>2</sup>, the land borders are 625 km long, and the length of the coast is 293.5 km. In the middle of 2019, there were 617,683 inhabitants in Montenegro (Monsat, 2022). Independence was declared on 3rd June 2006 via withdrawal from the state union with Serbia. Hence, Montenegro is one of the youngest European countries. The national government of Montenegro consists of 18 Ministries, including the Ministry of



Sports and Youth. In addition to the national government, the municipalities function as subnational administrative units. There are a total of 25 municipalities in Montenegro.



**North Macedonia** is a small, landlocked country, situated in south-eastern Europe on the Balkan Peninsula, with a total area of 25.713 km<sup>2</sup>, and a specific geostrategic position representing a major transportation corridor from Western and Central Europe to Southern Europe and the Aegean Sea. The total population in the country is 2.1 million inhabitants (resident population 1.836.713 – latest census

in 2021), of which 50,4 % are male and 49,6 % female. The largest group of the population (7%) falls in the 40–44 years, age category. It is the 6th poorest country in Europe, and about 450,000 of North Macedonia's population (21.5%) is suffering from poverty. Rural areas cover about 88.7% of the territory, where 47.5% of the total population is situated. There are 80 municipalities with 1783 settlements out of which 34 are cities and 1749 villages.



**Mainland Portugal** is in the south-westernmost point of Europe Continental, on the Iberian Peninsula and covers two groups of islands in the northern Atlantic Ocean (Azores and Madeira). It is a Republic with a representative democracy and a semi-presidential system. In 2021, the country had an estimated resident population of 10.352.042. Administratively, it is divided into 308 municipalities

and 3,092 civil parishes. Continental Portugal has 18 districts. In addition, the archipelagos of Azores and Madeira are autonomous governed regions. Of the 308 municipalities, only 159 are considered statistical cities, where 43.1% of the Portuguese population (around 4.5 million persons) live.



**Spain** Spain is a state located in the extreme southwest of Europe, sharing a peninsula with Portugal. The country transitioned to democracy in 1978, after the death of dictator Franco and 40 years of dictatorship. Since then, a territorial administration has been developed with 17 autonomous regions that are acquiring management competencies. Youth Policies make sense more so when analysed through

this regional administration framework too. In 2022, the total population of Spain was around 47.6 million people. The annual population growth in Spain decreased by 0.6 percentage points in 2021 in comparison to the previous year. The year 2021 marks a significant change in the population growth compared to the previous year. Population growth deals with the annual change in total population, and is affected by factors such as fertility, mortality, and migration.



**Turkey** is a Middle Eastern country whose membership application to European Union has been “in progress” since 1987. Turkey is always in an in-between position – Europe and Asia; West and East; developed and developing; and, the gap between the regions in the country is also enormous. The administrative system is organised in a two-tier structure composed of central and local government.

The central government is composed of central bodies (ministries and agencies) and their local branches appointed by the central government. The local administration is organised into three different and autonomous types of local government which is locally elected: special provincial administrations, municipalities, and villages. The country is composed of 81 (NUTS3) provinces and 957 districts (NUTS4). The governors of provinces and sub-governors of districts are appointed by the Ministry of Interior. In addition, there are currently approximately 1,394 municipalities and 18,247 villages. The municipalities are organised into several types: metropolitan municipalities (30 overall), province capitals (51 overall), district municipalities (519 in metropolitan municipalities, 400 in other provinces), and town municipalities (394). Each district also hosts its municipality, whilst many small settlements are organised as



town municipalities. Mayors of these municipalities are elected through popular vote. Municipalities consist of several neighbourhoods, each of which has its own basic administration consisting of a headman (muhtar) and an assembly of aldermen. The latter is elected for a five-year term and has an advisory function. Villages represent the smallest form of local administration in rural areas and usually have a population of 150 to 5,000 inhabitants. The local administration of a village consists of a headman (muhtar) and an assembly of aldermen (European Committee on Regions, 2020b).



**Sweden** is located on the Scandinavian Peninsula in Northern Europe with a land border in the west with Norway and in the northeast with Finland. The country has a three levels of domestic government: the central level, the regional level comprising 21 regions and the local level comprising 290 municipalities of which 197 are classified as rural or sparsely populated rural (1). Out of a population of approximately

10 million, about 34 % live in either type of rural areas.



**The United Kingdom** (UK), composed of England, Scotland, Wales and Northern Ireland, is an island country located off the north-western coast of mainland Europe. The UK population in mid-2020 was estimated to be 67.1 million (Office for National Statistics, 2021a), from these, 51% were females (Office for National Statistics, 2021b). 17% of the population lived in rural areas (Department for Environment Food & Rural Affairs, 2022).

In June 2021, 9% of the population living in the UK had a nationality of a different country (Vargas-Silva & Rienzo, 2021). Since the 90s, the number of people migrating to the UK has been greater than those emigrating (Sturge, 2022), and migration is the main driver of the UK's population growth. Nevertheless, the large majority of the population in rural areas are white British. In 2020, minoritised ethnic groups accounted for only 1.5% of those in rural areas (Department for Environment Food & Rural Affairs, 2022). In terms of age, the average age is higher in rural areas (around 46 years old compared to 40.5 years).



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe



## Project files - completed

### Austria - Scharnstein

#### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Austria
<b>Region</b>	Scharnstein
<b>Intervention name</b>	Film Workshop "Our Free Spaces!" European Capital of Culture Bad Ischl Salzkammergut 2024.
<b>Type of intervention</b>	Project
<b>Organisation</b>	Wonderland
<b>Type of organisation</b>	Non-governmental organisation.
<b>Period</b>	Since May 22 – completed – 2 months.
<b>Funding</b>	Regional funds.
<b>Data source</b>	<a href="https://wonderland.cx/news/film-workshop-our-free-spaces-european-capital-of-culture-bad-ischl-salzkammergut-2024/">https://wonderland.cx/news/film-workshop-our-free-spaces-european-capital-of-culture-bad-ischl-salzkammergut-2024/</a>
<b>Other relevant information</b>	There are 2 more organisations involved – Local association or community organisation. An informal association of people- grassroots.

#### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Wider local community.
<b>Age</b>	15 – 29 years
<b>Area of intervention</b>	Young people in informal work.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
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Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Reducing inequalities, stimulating economic growth and competitiveness, empowerment, increasing participation, improving intergenerational relations.
<b>Level of implementation</b>	National
<b>Number of participants</b>	12
<b>Outcomes</b>	<a href="https://wonderland.cx/news/film-workshop-our-free-spaces-european-capital-of-culture-bad-ischl-salzkammergut-2024/">https://wonderland.cx/news/film-workshop-our-free-spaces-european-capital-of-culture-bad-ischl-salzkammergut-2024/</a>
<b>Activities</b>	Workshops, life coaching/mentoring, information campaigns.

### Part D - Scientific evidence

Variables	Description
<b>Goals and objectives</b>	Reducing inequalities, stimulating economic growth and competitiveness, empowerment, increasing participation, improving intergenerational relations.

### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Young people could map vacant/underused spaces and imagine how it could be improved.
<b>Acceptance</b>	Well accepted.
<b>Limitations</b>	Identifying un- or underused spaces of a village (perception of spaces).
<b>Strengths</b>	Young people re-thought places and how they could be used differently.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Vienna

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Austria
<b>Region</b>	Vienna
<b>Intervention name</b>	Spatial Justice
<b>Type of intervention</b>	Project
<b>Organisation</b>	Wonderland Architecture
<b>Type of organisation</b>	International organisations
<b>Period</b>	January/2022- ongoing - 24 months - until 2024
<b>Funding</b>	European funds
<b>Data source</b>	<a href="https://www.facebook.com/groups/1166717360830157">https://www.facebook.com/groups/1166717360830157</a>
<b>Other relevant information</b>	There are 6 more organisations working on the project – International organisations.

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Wider local community
<b>Age</b>	Under 15 – 19 years
<b>Area of intervention</b>	Unemployed young people, youth workers.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Facilitating school-to-work transitions, reducing, inequalities, empowerment, increasing participation.
<b>Level of implementation</b>	National
<b>Outcomes</b>	To empower youth in rural areas by giving workshops/trainings. The trainers will be educated in advance so we try to empower both the youth and the trainer.
<b>Activities</b>	Training, workshops, information campaigns.
<b>Activities</b>	Workshops, life coaching/mentoring, information campaigns.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Bosnia and Herzegovina Herzegovina

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Bosnia and Herzegovina
<b>Region</b>	Herzegovina
<b>Intervention name</b>	Podrška mladim u zapošljavanju u IT sektoru (Support for young people in employment in the IT sector)
<b>Type of intervention</b>	Project
<b>Organisation</b>	Asocijacija za ekonomski razvoj REDAH Mostar (REDAH- Economic development association)
<b>Type of organisation</b>	NGO
<b>Period</b>	2022-2023
<b>Funding</b>	EU funds
<b>Data source</b>	<a href="https://redah.ba/implementation-of-the-eu-project-support-for-young-people-in-employment-in-the-it-sector-has-started/?lang=en">https://redah.ba/implementation-of-the-eu-project-support-for-young-people-in-employment-in-the-it-sector-has-started/?lang=en</a>

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people (unemployed)
<b>Area of intervention</b>	Education and employment
<b>Focus of intervention</b>	Skills development and employment



### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving digital skills, improving job skills, creating employment, facilitating school-to-work transitions, stimulating economic growth and competitiveness, facilitate the match between labour demand and supply, financial support to young people during their job search process, empowerment, fostering social inclusion of vulnerable groups (e.g., migrants, refugees, disabled people).
<b>Level of implementation</b>	Local level within the region (Herzegovina).
<b>Number of participants</b>	At least 45.
<b>Delivery mode</b>	Specific intervention.
<b>Eligibility criteria</b>	Being unemployed young people.
<b>Setting</b>	Mostar and Herzegovina.
<b>Outcomes</b>	Still unknown.
<b>Activities</b>	Training, information campaigns, professional support (e.g., psychological guidance or counselling).

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet.
<b>Reference of evaluation study</b>	Yes, in the region.



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Not
<b>Degree of dissemination</b>	In the region amongst stakeholders.
<b>Acceptance</b>	Still unknown.
<b>Limitations</b>	Rather weak interest of young people in training.
<b>Strengths</b>	Strong local partnership.
<b>Transferability</b>	If the context is similar, might be transferable.
<b>Level of evidence</b>	Promising intervention.
<b>Reasons for considering a best practice</b>	Effectiveness – better prospects of youth on demanding the labour market.
<b>Priority criteria</b>	Level of community engagement.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Central Bosnia Canton

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Bosnia and Herzegovina
<b>Region</b>	Central Bosnia Canton
<b>Intervention name</b>	Social Map of Youth in the Municipality of Jajce, 2022.
<b>Type of intervention</b>	Project
<b>Organisation</b>	U.G. "Centar za obrazovanje i druženje" – Jajce (COD) – "Centre for Education and Socialising".
<b>Type of organisation</b>	NGO
<b>Period</b>	2022
<b>Funding</b>	Regional funds.
<b>Data source</b>	<a href="https://www.codjajce.com/">https://www.codjajce.com/</a>
<b>Other relevant information</b>	There are 6 more organisations working on the project – International organisations.

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people
<b>Age</b>	15–30
<b>Area of intervention</b>	Employment and education.
<b>Focus of intervention</b>	Skills development and employment.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Creating employment, stimulating economic growth and competitiveness, facilitate the match between labour demand and supply, empowerment, fostering social inclusion of vulnerable groups (e.g., migrants, refugees, disabled people).
<b>Level of implementation</b>	Local
<b>Number of participants</b>	Not specified.
<b>Delivery mode</b>	General/universal intervention.
<b>Eligibility criteria</b>	Being between 15 and 30 years old.
<b>Setting</b>	Jajce (municipality with high percentage of rural population).
<b>Outcomes</b>	Still unknown.
<b>Activities</b>	Community events (e.g., cultural/sport events). Information campaigns.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet
<b>Reference of evaluation study</b>	Yes, in the municipality
<b>Study design</b>	Other
<b>Data type</b>	Quantitative
<b>Sample size</b>	Youth population residing in Jajce (not sampled)



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Working Group 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Italy

### Liguria - Tuscany

#### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Italy
<b>Region</b>	Liguria - Tuscany
<b>Intervention name</b>	Nuove Energie emergono dai Territori N.E.E.T.
<b>Type of intervention</b>	Project
<b>Organisation</b>	Municipality of Genova and Livorno.
<b>Type of organisation</b>	Public
<b>Period</b>	June 2021– April 2022.
<b>Funding</b>	National government funds: 320.000; The NEET- New Energies Emerge from the Territories project was funded by the Presidency of the Council of Ministers – Department for Youth Policy and Universal Civil Service, and ANCI – National Association of Italian Municipalities.
<b>Data source</b>	<a href="https://www.comune.livorno.it/progetto-neet">https://www.comune.livorno.it/progetto-neet</a> ; <a href="http://www.informagiovani.comune.genova.it/contenuti/neet-nuove-energie-emergono-dai-territori-2021">http://www.informagiovani.comune.genova.it/contenuti/neet-nuove-energie-emergono-dai-territori-2021</a>

#### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young NEETS
<b>Age</b>	20-24 y.o., 25-29 y.o.
<b>Area of intervention</b>	Entrepreneurship
<b>Focus of intervention</b>	To help young people by enhancing their team working skills, proactivity, and creativity in order to design and implement projects that can contribute to local communities.



### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	The NEET – New Energies Emerge from the Territories project aimed to enhance the talents, motivations, interests, curiosity, and ideas of young people through the activation of an experimental workshop by permanently involving institutions, associations, territories, and citizenship to invite girls and boys to "take the floor".
<b>Level of implementation</b>	Municipality level.
<b>Number of participants</b>	About 45.
<b>Delivery mode</b>	Specific intervention.
<b>Eligibility criteria</b>	Young people 20–29.
<b>Setting</b>	Local communities.
<b>Outcomes</b>	For the NEET Project – New Energies Emerge from the Territories this, in which the Municipality of Livorno took part, was the second edition. The first edition, carried out in Genoa between 2018 and 2019, supported 60 young people in the generation of ideas and their transformation into realised projects, bringing into play and measuring their own resources, co-opting other necessary skills, acquiring the means, planning the actions, and participating in the evaluation of the results.
<b>Activities</b>	The methodologies adopted have ranged from participatory planning to the transmission of knowledge and experience amongst peers (peer education), passing through the practical feedback of theoretical study (learning by doing) and confrontation, learning and in-depth study in small groups (study circles), as well as guidance (mentoring, counselling, skills assessment, groups) integrating them in an innovative way adapted to the participants.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes
<b>Reference of evaluation study</b>	<a href="https://smart.comune.genova.it/sites/default/files/archivio/documenti/SINERGIE_NEET_DEF_WEB.pdf">https://smart.comune.genova.it/sites/default/files/archivio/documenti/SINERGIE_NEET_DEF_WEB.pdf</a>
<b>Study design</b>	Longitudinal.
<b>Data type</b>	Qualitative and quantitative.
<b>Sample size</b>	45
<b>Comparison group</b>	No
<b>Assessment period</b>	Beginning and end of the project.
<b>Evaluation findings</b>	Positive outcomes, NEETs weren't outreach. Participants in the end weren't NEETs.



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Empowerment and skill potential as well as self-entrepreneurship.
<b>Degree of dissemination</b>	Local level.
<b>Acceptance</b>	Well accepted.
<b>Limitations</b>	NEET weren't reached.
<b>Strengths</b>	Developing creativity, team working, producing ideas for local communities.
<b>Transferability</b>	Yes.
<b>Reasons for considering a best practice</b>	<p>With the NEET project, the City of Livorno identified 30 young people, aged between 18 and 29, interested in getting involved with city innovation ideas and needs expressed by young people themselves.</p> <p>Each phase of the project and the youth idea yard was intertwined with actions that took place in the city of Genoa, with 15 other young people. Young people from the two cities got to know each other, met, exchanged ideas and visions, and shared the salient steps of this journey.</p> <p>After an initial training period, a working group was set up to design actions in line with Goal 11 of the United Nations Agenda 2030 – Making cities and human settlements inclusive, safe, durable and sustainable – for cities that are centres for new ideas for culture, science, productivity, social development and more, until an innovative project was achieved. So, there are many reasons to consider the present project a best practice: the close connection with local communities and their needs; the development of design skills and the opportunity to bring proactivity and creativity into play; and, the group work that helps young people develop social skills and team working useful for the world of work.</p>
<b>Priority criteria</b>	Skills development; self-entrepreneurship; local communities' involvement.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Various regions

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Italy
<b>Region</b>	Abruzzo, Basilicata, Calabria, Campania, Puglia, Molise, Sardegna, Sicilia, Lazio, Umbria, Toscana, Emilia Romagna, Piemonte, Liguria e Marche
<b>Intervention name</b>	Progetto Policoro
<b>Type of intervention</b>	Project
<b>Organisation</b>	Conferenza Episcopale Italiana (CEI): In addition to the national offices of the CEI and the many dioceses involved, various Christian-oriented youth associations such as: MLAC (Movement of Catholic Action Workers); Acli Youth; Christian Worker Youth; Italian Catholic Guides and Scouts Association. Also adhering are various entities operating in the social and labour world including: Confederation of Italian Cooperatives; Cenasca-CISL; National Union of Italian Cooperatives; Christian Associations of Italian Workers; Ethical Bank; Christian Union of Managerial Entrepreneurs; Society for Youth Entrepreneurship.
<b>Type of organisation</b>	Italian bishops' permanent assembly.
<b>Period</b>	Since 1995.
<b>Funding</b>	Italian Church.
<b>Data source</b>	<a href="https://www.progettopolicoro.it/">https://www.progettopolicoro.it/</a>



## Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young NEETs
<b>Age</b>	15-29 y.o.
<b>Area of intervention</b>	The figure on which the implementation of the project is based is that of the community animator. This consists of about 250 people whose task is to link the various offices in their dioceses with young people and voluntary associations, training organisations and public and private institutions operating in the area. Also, at the local level in many dioceses the project has activated special information desks to which young people can turn both to obtain advice on their insertion into the world of work and for concrete support in the possible creation of new entrepreneurial realities.
<b>Focus of intervention</b>	The main lines of action of the project are: the implementation of a way of working that brings diocesan pastoral work in synergy with associationism as well as better coordination amongst the various dioceses; the formation of new conceptions of work in the consciousness and mentality of young people; the implementation of concrete gestures of solidarity such as the creation of new businesses. In addition to actions aimed specifically at local communities, young people and people involved in the project participate and/or organise events of national scope as well.



## Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Its original purpose was to help unemployed or underemployed young people in southern Italy to improve their working conditions either through personal training and information or through the founding of cooperatives or small businesses; however, over time these activities were also extended to various regions in northern Italy.
<b>Level of implementation</b>	National with local implementation.
<b>Number of participants</b>	More than 3000.
<b>Delivery mode</b>	General Intervention
<b>Eligibility criteria</b>	15–19 years, 20–24 years, 25–29 years, early school leavers, young people not in education or in training, unemployed young people, young people in precarious work, and young people in informal work.
<b>Setting</b>	Different dioceses.
<b>Outcomes</b>	In its years of operation, the project has promoted the emergence of more than 500 work experiences (particularly consortiums, cooperatives, and small businesses), which in turn are said to have created about 4,000 new jobs. Some of these small businesses have received management of land confiscated from the Mafia.
<b>Activities</b>	Training, workshops, community events (e.g., cultural/sport events), peer support, information campaigns.

## Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes, by academic researchers.
<b>Reference of evaluation study</b>	Report delivered to the commissioning party.
<b>Study design</b>	Longitudinal
<b>Data type</b>	Qualitative (Focus Groups).
<b>Sample size</b>	It differs according to the specific intervention.
<b>Assessment period</b>	It differs according to the specific intervention.
<b>Evaluation findings</b>	It differs according to the specific intervention.
<b>Evaluation findings</b>	Positive outcomes, NEETs weren't outreach. Participants in the end weren't NEETs.



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Real and concrete active participation of young people, recipients and protagonists, implementation of integrated pastoral work, community development.
<b>Degree of dissemination</b>	Very well-known intervention.
<b>Acceptance</b>	High degree of acceptance.
<b>Limitations</b>	Use of different languages between different levels and functions.
<b>Strengths</b>	Being able to intercept vulnerable young people and rehabilitate them.
<b>Transferability</b>	It already includes different contexts.
<b>Level of evidence</b>	Promising intervention.
<b>Reasons for considering a best practice</b>	It can be considered a best practice for two principal reasons. The first for its ability to effectively reach out to young people in need and vulnerability. The second is its ability to recover and effectively rehabilitate them. The ability to have a widespread presence in the territory also undoubtedly represents a reason to consider the present project a best practice. Moreover, its organisation can certainly serve as an example for other types of public and laic services.
<b>Priority criteria</b>	Skills development; self-entrepreneurship; local communities' involvement.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Italy

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Italy
<b>Region</b>	Italy
<b>Intervention name</b>	NEETs in entrepreneurship.
<b>Type of intervention</b>	Project
<b>Organisation</b>	Junior Achievement Italia.
<b>Type of organisation</b>	ONG
<b>Period</b>	2018– 2021
<b>Funding</b>	The NEETs in Entrepreneurship project is funded by Iceland, Liechtenstein, and Norway through the EEA and Norway Grants Fund for Youth Employment.
<b>Data source</b>	<a href="http://neets-entrepreneurship.org">http://neets-entrepreneurship.org</a>

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Ethnic minorities, women, wider local community, early school leavers, young people not in education or in training, unemployed young people, young people not seeking a job, young people in precarious work, young people in informal work.
<b>Age</b>	20–24 years, 25–29 years.
<b>Area of intervention</b>	Education, Entrepreneurship.
<b>Focus of intervention</b>	A prevention track program on school dropouts developed to enable a better cooperation between schools and students, ensuring the integration of good practices into the educational systems. A blended learning program delivered to 1,600 NEETs from Romania, Bulgaria, Spain, and Italy on topics related to career and entrepreneurship using both online and live sessions. Entrepreneurial practice provided to 400 NEETs through a basic business incubator; 40 of them will receive money for setting up their own businesses.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Between 2018 and 2021, 1,600 NEETs in Bulgaria, Italy, Romania and Spain received training and support to acquire the skills needed to find a job or start their own business. Additionally, the project aimed to prevent another 1,000 young people enrolled in a vocational and technical education school from falling into the NEET category, by providing them with training and counselling.
<b>Level of implementation</b>	National
<b>Number of participants</b>	400 in Italy.
<b>Delivery mode</b>	Specific intervention.
<b>Eligibility criteria</b>	20-24 years, 25-29 years, NEETs.
<b>Setting</b>	Italy
<b>Outcomes</b>	Delivered about 80 individual mentoring activities and 9 business start-up grants.
<b>Activities</b>	Training on topics related to career and entrepreneurship using both online and live sessions, Entrepreneurial practice.

## Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	No



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	The introduction of an intergenerational mentoring dimension.
<b>Degree of dissemination</b>	Online website and dissemination conferences; well known in the entrepreneurship sector: <a href="https://www.jaitalia.org/2021/09/27/si-chiude-con-successo-il-programma-neets-in-entrepreneurship-in-europa/">https://www.jaitalia.org/2021/09/27/si-chiude-con-successo-il-programma-neets-in-entrepreneurship-in-europa/</a>
<b>Acceptance</b>	Well accepted.
<b>Limitations</b>	Pandemic, with the shift online of activities, no final evaluation.
<b>Strengths</b>	Ability to overcome territorial and generational fences.
<b>Transferability</b>	It already included different contexts.
<b>Level of evidence</b>	Promising intervention.
<b>Reasons for considering a best practice</b>	The project succeeded in its intent both in terms of the target audience involved and the results achieved.
<b>Priority criteria</b>	Self-entrepreneurship.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Lithuania

Vilnius

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Lithuania
<b>Region</b>	Vilnius
<b>Intervention name</b>	Improving children's mental and physical health.
<b>Type of intervention</b>	Summer camp
<b>Organisation</b>	Atsigrežk i vaikus
<b>Type of organisation</b>	NGO
<b>Period</b>	2022 July–August
<b>Funding</b>	Organisation funds.
<b>Data source</b>	Atsigrežk.lt

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Foster children with behavioural and emotional disorders.
<b>Age</b>	7-18
<b>Area of intervention</b>	Education
<b>Focus of intervention</b>	Emotional support.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving children's mental and physical health using the change of environment from urban to rural and giving physical activities – swimming in the lake, games, cycling, others.
<b>Level of implementation</b>	Local
<b>Number of participants</b>	10
<b>Delivery mode</b>	Specific intervention.
<b>Eligibility criteria</b>	Only Foster children with behavioural and emotional disorders.
<b>Setting</b>	Ciziunai village, Vilnius district.
<b>Outcomes</b>	To help children learn how to relax, vent emotions through physical activities.
<b>Activities</b>	Swimming in the lake, games, cycling, hiking, camping, making food in outside in grill.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	No



### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Not innovative.
<b>Degree of dissemination</b>	Well-known intervention.
<b>Acceptance</b>	Very acceptable.
<b>Limitations</b>	Number of participants (children).
<b>Strengths</b>	Well known place for children and social workers, local people accept children well.
<b>Transferability</b>	Can be easily transferable.
<b>Level of evidence</b>	Evidence based intervention.
<b>Reasons for considering a best practice</b>	Intervention is very effective.
<b>Priority criteria</b>	Community engagement



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Lithuania
<b>Region</b>	
<b>Intervention name</b>	Policy/program/project title: Socio-emotional and Steam in Leisure time: Ugdykime vaikus
<b>Type of intervention</b>	Summer Camp 2022 m. Jun 27 d. – July 1 d.
<b>Organisation</b>	NGO: Ugdykime vaikus
<b>Type of organisation</b>	NGO: Ugdykime vaikus
<b>Period</b>	2017-2022
<b>Funding</b>	Private, National, Municipality.
<b>Data source</b>	<a href="http://www.ugdykim.lt/paslaugos/emocinio-intelekto-eq-lavinimo-vaike-saros-stovykla/">http://www.ugdykim.lt/paslaugos/emocinio-intelekto-eq-lavinimo-vaike-saros-stovykla/</a>
<b>Other relevant information</b>	<a href="http://www.ugdykim.lt/">http://www.ugdykim.lt/</a>

## Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Children with disturbed social-emotional behaviour.
<b>Age</b>	14 years.
<b>Area of intervention</b>	Rural: Plunges municipality, Varkaliai.
<b>Focus of intervention</b>	<a href="http://www.ugdykim.lt/seimu_gyvoji_ekukacija_persikele_i_plunges Raj_varkaliu_kaima/">http://www.ugdykim.lt/seimu_gyvoji_ekukacija_persikele_i_plunges Raj_varkaliu_kaima/</a>



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Include children with families in experimental educations camps and seminars.
<b>Level of implementation</b>	Local
<b>Number of participants</b>	20-40
<b>Delivery mode</b>	Creativity interventions.
<b>Eligibility criteria</b>	Families with children with behavioural and emotional disorders.
<b>Setting</b>	Varkaliai village, Plunge municipality, Vilnius district.
<b>Outcomes</b>	To help children learn how to relax, vent emotions through physical activities.
<b>Activities</b>	Active educational games. Enactment of educational activities, charades, educational conversations together with educators.
<b>Activities additional information</b>	more: <a href="https://www.facebook.com/ugdykim/posts/3430013737102976/">https://www.facebook.com/ugdykim/posts/3430013737102976/</a>

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Intervention evaluated after every camp and after one year.
<b>Reference of evaluation study</b>	<a href="https://www.peterlang.com/document/1254616">https://www.peterlang.com/document/1254616</a> ; <a href="http://www.ugdykim.lt/produkjas/steam-ikimokykliniame-ugdyme/">http://www.ugdykim.lt/produkjas/steam-ikimokykliniame-ugdyme/</a>
<b>Study design</b>	2019; 2020; 2021.
<b>Data type</b>	2020, 2021.



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Sumer Camp on Steam.
<b>Degree of dissemination</b>	MA degree; examples in Monograph.
<b>Acceptance</b>	Very Acceptable
<b>Limitations</b>	Number of children and families.
<b>Strengths</b>	<p>Well known place for children and social workers, local people accept children well. To what extent it can be transferred to another context? Intended to get to know each other through practical experience in developing social-emotional, art therapy, and wood carving skills. By providing intelligent floristic education, the community spirit and creativity of young people are strengthened by creating individual floristic works and one common floristic work. Photo therapy. "Photo voice", "The world through my eyes" and emotion recognition methods will be tested using photo education.</p> <p>Self-knowledge will be based on knowing one's roots, strengthening the national identity of young people. To develop this skill, we will use historical knowledge, games, social drama and a creatively simulated "Battle of Gondinaga", which took place between Curonians, Vikings, and Crusaders. Social drama methods are used to recognise one's emotions and feelings whilst being mentored by an experienced educator. During the activities, problematic life situations will be acted out and ways of solving them will be simulated. Experiential ethno-cultural education in the preparation of Sami dishes. The day is dedicated to strengthening cooking skills by making local dishes yourself.</p>
<b>Transferability</b>	<p>Easily transferable. Intended to get to know each other through practical experience in developing social-emotional, art therapy, wood carving skills.</p> <p>By providing intelligent floristic education, the community spirit and creativity of young people are strengthened in creating individual floristic works and one common floristic work. Photo therapy. "Photo voice", "The world through my eyes" and emotion recognition methods will be tested using photo education.</p> <p>Self-knowledge will be based on knowing one's roots, and strengthening the national identity of young people. To develop this skill, we will use historical knowledge, games, social drama and a creatively simulated "Battle of Gondinaga", which took place between Curonians, Vikings and Crusaders.</p> <p>Social drama methods are used to recognise one's emotions and feelings whilst being mentored by an experienced educator. During the activities, problematic life situations will be acted out and ways of solving them will be simulated. Experiential ethno-cultural education in the preparation of Sami dishes. The day is dedicated to strengthening cooking skills by making local dishes yourself.</p>
<b>Level of evidence</b>	Evidence based.
<b>Reasons for considering a best practice</b>	Interventions are popular between families and are very effective.
<b>Priority criteria</b>	Family and Community based.



## North Macedonia

### Кавадарци – Cavadarzi

#### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	North Macedonia
<b>Region</b>	Кавадарци – Cavadarzi
<b>Intervention name</b>	Slow Wine – Sustainable Local Wine in the Tikvesh Region, North Macedonia.
<b>Type of intervention</b>	Project
<b>Organisation</b>	Slow Food Bitola  Macedonia
<b>Type of organisation</b>	Local association or community organisation.
<b>Period</b>	October 2020
<b>Funding</b>	European funds, self-funded, private company.
<b>Data source</b>	<a href="http://www.slowfood.mk/">http://www.slowfood.mk/</a> <a href="https://www.linkedin.com/in/slowfoodmacedonia/">https://www.linkedin.com/in/slowfoodmacedonia/</a> <a href="https://www.instagram.com/slowfood.mk/">https://www.instagram.com/slowfood.mk/</a> <a href="https://twitter.com/SlowFoodMacedon">https://twitter.com/SlowFoodMacedon</a>
<b>Other relevant information</b>	<p>There are 3 more organisations working on the project – Local associations or community organisations. For the successful implementation of a project, a work plan must be prepared, a professional and skilled team must be involved, as well as motivated volunteers with whom the project will achieve a greater and more visible impact that would make a difference in the local community.</p>

#### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Wider local community, and young people in precarious work.
<b>Age</b>	20 – 34 plus years.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Stimulating economic growth and competitiveness, financial support to young people during their job search process, empowerment.
<b>Level of implementation</b>	National
<b>Number of participants</b>	30
<b>Outcomes</b>	Small wineries registered, 6 wineries on the market, over 30 new wine labels developed, first organic wines certified.
<b>Activities</b>	Training, community events (e.g., cultural/sport events), peer support, information campaigns, professional support (e.g., psychological guidance or counselling).

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes
<b>Reference of evaluation study</b>	The results were presented at more workshops and conferences in Macedonia and abroad, and more articles and reports were published.
<b>Data type</b>	Reassessment of achievements and planned results.

### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	A complete model for supporting and building local brands and marketplace placements.
<b>Acceptance</b>	Well accepted.
<b>Limitations</b>	Limited resources for the sub-thematic realisation of the whole idea and implementation of the model.
<b>Strengths</b>	Recognised brand (Slow Wine) professional and skilled team and motivated students and professionals in a large international network.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## All regions

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	North Macedonia
<b>Region</b>	All regions.
<b>Intervention name</b>	Youth Entrepreneurship Support Network
<b>Type of intervention</b>	Project
<b>Organisation</b>	Foundation for Management and Industrial Research
<b>Type of organisation</b>	Youth organisation
<b>Period</b>	2015–2017 (but the network is still ongoing, and it was enlarged to becoming a regional/WB alliance) – completed – 24 months
<b>Funding</b>	European funds
<b>Data source</b>	<a href="http://www.yes-network.org/en">http://www.yes-network.org/en</a> ; <a href="http://www.pretpriemac.mk/">http://www.pretpriemac.mk/</a>
<b>Other relevant information</b>	There are several organisations working in the project, including a non-governmental organisations, labour unions, and international organisations.

### Part B - Inclusion criteria

Variables	Description
<b>Young entrepreneurs (potential/existing) regardless of their nationality, sexual orientation, religion etc.</b>	Wider local community, and young people in precarious work.
<b>20 – 34 years.</b>	20 – 34 plus years.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Supporting young people in starting and developing their businesses, providing assistance to business support providers and municipalities across the countries in order to better assist young entrepreneurs.
<b>Level of implementation</b>	National
<b>Number of participants</b>	Over 2000.
<b>Outcomes</b>	National network of youth entrepreneurship support organisations established, CSOs/municipalities trained in all 8 regions, re-granting of local-actions, campaigning activities, young entrepreneurs promoted as community leaders, networking events, peer-learning events, matchmaking opportunities, business support and scaling-up services.
<b>Activities</b>	Training, workshops, community events (e.g., cultural/sport events), life coaching/mentoring, peer support, information campaigns, other. If other, please specify.
<b>Activities additional information</b>	Business and innovation support services.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes
<b>Reference of evaluation study</b>	It undergoes ROM evaluation (results-oriented monitoring).
<b>Data type</b>	Was found to be well performing project that achieved its planned results and provided a ground for lasting impact on the youth entrepreneurship development in the country.



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Empowering young entrepreneurs as community leaders, introducing them as early as possible in the public policy processes, connecting them with peers in the WB but also at European level, creating an action plan of the network completely in line with the EU's Entrepreneurship action plan.
<b>Acceptance</b>	High level of acceptance.
<b>Limitations</b>	Young entrepreneurs not being sufficiently empowered to participate in the public policy processes, particularly at the local level.
<b>Strengths</b>	The creativity of the young people, knowledge and experience of the partners, joint actions introduced via re-granting scheme where local CSOs and at least 2 municipalities introduce measures for supporting young entrepreneurs, setting up a national platform for youth entrepreneurship and its integration at the European level.



## Portugal

V. N. de Gaia

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Portugal
<b>Region</b>	V. N. de Gaia
<b>Intervention name</b>	Escola de Segunda Oportunidade de Gaia - E2OG
<b>Type of intervention</b>	Project
<b>Organisation</b>	Câmara Municipal de Vila Nova de Gaia
<b>Type of organisation</b>	Local association or community organisation.
<b>Period</b>	September 2019 – Ongoing (27 months)
<b>Funding</b>	Câmara Municipal de Vila Nova de Gaia
<b>Data source</b>	<a href="https://www.idis.pt/projetos">https://www.idis.pt/projetos</a>

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Vulnerable school leavers
<b>Age</b>	15–19 years
<b>Area of intervention</b>	Education
<b>Focus of intervention</b>	Employability skills



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving job skills, creating employment, reducing inequalities, empowerment, increasing participation, fostering social inclusion of vulnerable groups.
<b>Level of implementation</b>	Local
<b>Number of participants</b>	46
<b>Eligibility criteria</b>	15-19 years old vulnerable school leavers.
<b>Setting</b>	Vila Nova de Gaia
<b>Outcomes</b>	Significant reduction of school dropout, continuation of studies, professional training and integration.
<b>Activities</b>	Training

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Presentation of results to project partners

### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Social inclusion through education, creation of micro-enterprises, or social businesses.
<b>Acceptance</b>	Insufficient available facilities.
<b>Limitations</b>	Youth engagement and community involvement.
<b>Strengths</b>	Yes



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Montemor-o-Novo

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Portugal
<b>Region</b>	Montemor-o-Novo
<b>Intervention name</b>	"À Volta das Conversas"
<b>Type of intervention</b>	Project
<b>Organisation</b>	Between (Ass. Entretodos)
<b>Type of organisation</b>	Network of professionals constituted as a non-profit association.
<b>Period</b>	March 2021 to July 2022.
<b>Funding</b>	70000 by National government funds
<b>Data source</b>	<a href="https://www.between.pt/~volta-das-conversas">https://www.between.pt/~volta-das-conversas</a> / <a href="https://www.facebook.com/search/top?q=between%20-%20partnerships%204%20development">https://www.facebook.com/search/top?q=between%20-%20partnerships%204%20development</a>
<b>Other relevant information</b>	There are 4 organisations working in the project – non-governmental organisations, labour unions, international organisations.

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Wider local Community, Youth, Early school leavers.
<b>Age</b>	Under 15 years, 15-19 years, 20-24 years.
<b>Area of intervention</b>	Education
<b>Focus of intervention</b>	Skills development



### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving mental health and wellbeing, increasing participation, promoting collaboration.
<b>Level of implementation</b>	Regional
<b>Number of participants</b>	130
<b>Delivery mode</b>	???
<b>Eligibility criteria</b>	Young people between 14 and 19 years old, studying in the target schools.
<b>Setting</b>	Group of Schools of Montemor-o-Novo; Group of Schools of Benfica; Group of Schools of Paço de Arcos; Professional Agricultural School D. Dinis – Paiã.
<b>Outcomes</b>	Increase in young people's sense of self-efficacy, increased positive perception of their relationships, increased problem-solving ability, greater clarity on the concept of well-being, increased ease in expressing their needs, increased empathetic listening skills, increased collaborative capacity, increased capacity to adapt to change, improved ability to deal with adversity.
<b>Activities</b>	Training, Workshops, community events (e.g., cultural/sport events), life coaching/mentoring, peer support, information campaigns.
<b>Activities additional information</b>	Sessions with young people.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	The project is subject to evaluation. The collection of data was carried out and it is in process of analysis.
<b>Study design</b>	Quasi-experimental
<b>Data type</b>	Quantitative and qualitative
<b>Sample size</b>	114 young people
<b>Comparison group</b>	The evaluation does not include a control group.
<b>Assessment period</b>	Before starting implementation, at the end of implementation and after 6 months of project conclusion.
<b>Evaluation findings</b>	Not yet available.



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	The project brings together participation with well-being and mental health, assuming participation as the right to have an agency over reality and, in itself, to also be a promoter of mental health. Uses non-formal education tools. It invites educational agents (often teachers) to assume the role of facilitators of spaces for participation and well-being. It has been applied in school contexts considered traditional, becoming a challenging and transformative process, which invites reflection from all those involved (i.e., young people, teachers, management, parents, amongst others). The project was applied in 4 different school contexts, and in the context of professional training, with very different involvements on the part of the educational agents (some by choice, others by decision of the school board). Also, in a class context, and in a club context (completely voluntary participation of young people), allowing collection of very interesting information.
<b>Degree of dissemination</b>	It is not a well-known intervention. There is an article about the methodology used by the project.
<b>Acceptance</b>	
<b>Limitations</b>	Difficulties in managing time for educational agents to participate in training activities. Restrictions raised by the difficulty of allowing a true participation of young people. Need for greater awareness of the type of communication to facilitate participation. Difficulties in opening the school space to the community.
<b>Strengths</b>	The project as it was applied in different contexts, we can say that if some basic conditions are guaranteed, it can be very transformative both for young people and for the educational agents directly involved. Once the good conditions are guaranteed, even covering a smaller number of participants, the project can be very powerful and impactful upon the other young people in the school, families, and the community.
<b>Transferability</b>	The project's methodology has already been applied both in a school context and in a community context, with young people from rural areas, young people from urban areas, and young emigrants or descendants of emigrants.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Angra do Heroísmo

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Portugal
<b>Region</b>	Angra do Heroísmo
<b>Intervention name</b>	As Nossas Quintas
<b>Type of intervention</b>	Project
<b>Organisation</b>	Caritas Ilha Terceira
<b>Type of organisation</b>	Non-governmental organisation
<b>Period</b>	September 2013 – ongoing (24 months)
<b>Funding</b>	Regional funds
<b>Data source</b>	<a href="https://acores.caritas.pt/as-nossas-quintas/">https://acores.caritas.pt/as-nossas-quintas/</a>

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young NEETs; Early school leavers; Unemployed young people.
<b>Age</b>	20-24 years; 25-29 years.
<b>Area of intervention</b>	Employment
<b>Focus of intervention</b>	Employment



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving job skills, creating employment, reducing inequalities, facilitating the match between labour demand and supply, empowerment.
<b>Level of implementation</b>	Regional/ Local
<b>Number of participants</b>	100
<b>Eligibility criteria</b>	Young people aged between 14 and 21 in a situation of greater social vulnerability, with low levels of academic qualifications, in absenteeism or school dropout, without a job and without prospects of inclusion in the labour market.
<b>Setting</b>	Angra do Heroísmo
<b>Outcomes</b>	Employability
<b>Activities</b>	Training, life coaching/mentoring, professional support (e.g., psychological guidance or counselling).

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	The project is subject to evaluation.

### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Proximity, recognition of trainers, and opportunities generated by internships.
<b>Limitations</b>	Mobilisation of beneficiaries
<b>Strengths</b>	Practical component



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Lousã, Coimbra

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Portugal
<b>Region</b>	Lousã, Coimbra
<b>Intervention name</b>	Espaço J
<b>Type of intervention</b>	Project
<b>Organisation</b>	Activar – Associação de Cooperação da Lousã
<b>Type of organisation</b>	Local association or community organisation
<b>Period</b>	January 2021 – Ongoing (24 months)
<b>Funding</b>	Local municipality funds
<b>Data source</b>	<a href="https://linktr.ee/espacojlousa">https://linktr.ee/espacojlousa</a>

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Vulnerable youth, school leavers.
<b>Age</b>	Under 15 years and up to 24 years.
<b>Area of intervention</b>	Education and Employability
<b>Focus of intervention</b>	Social inclusion and skill development.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	To promote the healthy and integrated development of personal, social, and cognitive skills of young people in the Municipality of Lousă that enable the construction of their life projects.
<b>Level of implementation</b>	Local level
<b>Number of participants</b>	300
<b>Setting</b>	Lousă
<b>Outcomes</b>	To promote the healthy and integrated development of personal, social, and cognitive skills of young people in the Municipality of Lousă that enable the construction of their life projects.
<b>Activities</b>	Training, Workshops, Community events, Peer support.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	The project is evaluated every six months by the Program that finances it. Additionally, an external assessment was recently carried out by an autonomous entity. We hold weekly team meetings to assess the work being carried out. Every 2 months, a meeting is held with the consortium made up of partner entities in the municipality, also to evaluate the work carried out.

### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Non-formal education is a methodology used par excellence, as it allows a work of relational proximity which can favour the change of behaviours towards greater social inclusion.
<b>Limitations</b>	Insufficient funding.
<b>Strengths</b>	Partnerships and collaborations.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## International

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Portugal, Bulgaria and Macedonia
<b>Region</b>	International
<b>Intervention name</b>	EcoMap "Road map of ecological practices in youth work in rural area and urban suburbs"
<b>Type of intervention</b>	Project
<b>Organisation</b>	AEQUALITAS
<b>Type of organisation</b>	NGO
<b>Period</b>	November 2021 – Ongoing (15 months)
<b>Funding</b>	European Funds (60,000 Eur)

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Youth organisations and young workers.
<b>Age</b>	No age restrictions
<b>Area of intervention</b>	Employability
<b>Focus of intervention</b>	Improving digital skills, improving job skills, empowerment, increasing participation.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving digital skills, improving job skills, empowerment, increasing participation.
<b>Level of implementation</b>	International
<b>Number of participants</b>	100
<b>Setting</b>	International
<b>Outcomes</b>	Provide skills to youth organisations to be greener and map their needs.
<b>Activities</b>	Workshops, community events, life coaching/mentoring, peer support, information campaigns.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet.

### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	The mapping of needs.
<b>Limitations</b>	Reach of the targets.
<b>Strengths</b>	Networking



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Spain

### Valencian Region

#### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Spain
<b>Region</b>	Valencian Region
<b>Intervention name</b>	Joop
<b>Type of intervention</b>	Project
<b>Organisation</b>	IVAJ
<b>Type of organisation</b>	Youth Public Organism in Regional Government.
<b>Period</b>	May 2022 – September 2022
<b>Funding</b>	EU
<b>Data source</b>	Project Facilitator

#### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people with disabilities, migrants and refugees, ethnic minorities, women, LGBTQI+.
<b>Age</b>	15-19
<b>Area of intervention</b>	Education
<b>Focus of intervention</b>	Improving job skills.



### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving job skills, empowerment, fostering social inclusion of vulnerable groups (e.g., migrants, refugees, disabled people).
<b>Level of implementation</b>	Local level
<b>Number of participants</b>	12
<b>Delivery mode</b>	Specific intervention
<b>Eligibility criteria</b>	
<b>Setting</b>	Cox (Valencia)
<b>Outcomes</b>	Increased employability and/or return to Regulated Training.
<b>Activities</b>	Training, workshops, community events (e.g., cultural/sport events), life coaching/mentoring, peer support, professional support (e.g., psychological guidance or counselling).

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Ease of access. Absence of developmental rigidity. Constant reorganisation of objectives.
<b>Degree of dissemination</b>	Local level, by local resources and channels.
<b>Acceptance</b>	7
<b>Limitations</b>	Local resources
<b>Strengths</b>	New opportunities for youth.
<b>Reasons for considering a best practice</b>	Best practice (at description level).
<b>Priority criteria</b>	Level of community engagement.

## Valencian Region

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Spain
<b>Region</b>	Valencian Region
<b>Intervention name</b>	JOVE
<b>Type of intervention</b>	Project
<b>Organisation</b>	IVAJ
<b>Type of organisation</b>	Youth Public Organism in Regional Government.
<b>Period</b>	February 2022 – July 2022
<b>Funding</b>	EU
<b>Data source</b>	Project Advisor



## Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people with disabilities, migrants and refugees, ethnic minorities, women, LGBTQI+.
<b>Age</b>	15–19
<b>Area of intervention</b>	Education
<b>Focus of intervention</b>	Improving digital skills.

## Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving digital skills, improving job skills, reducing inequalities, improving mental health and wellbeing, empowerment, increasing participation, fostering social inclusion of vulnerable groups (e.g., migrants, refugees, disabled people), improving intergenerational relations.
<b>Level of implementation</b>	Local
<b>Delivery mode</b>	Specific intervention
<b>Setting</b>	Altura (Castellón)
<b>Outcomes</b>	Participants to resume their studies or can access the job market
<b>Activities</b>	Training, workshops, community events (e.g., cultural/sport events), life coaching/mentoring, peer support, professional support (e.g., psychological guidance or counselling).



#### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet.

#### Part E - General Subjective assessment

Variables	Description
<b>Degree of dissemination</b>	The coach role: direct and permanent contact with young people. This ensures that they do not lose interest and continue to participate in the project.
<b>Acceptance</b>	Local level
<b>Limitations</b>	Mobility (lack of transport in the rural).
<b>Strengths</b>	Ability to generate in the participants the necessary motivation to achieve the objectives of the project.
<b>Reasons for considering a best practice</b>	Best practice (at description level).
<b>Priority criteria</b>	Level of community engagement.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Valencian Region

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Spain
<b>Region</b>	Valencian Region
<b>Intervention name</b>	Anigmatik
<b>Type of intervention</b>	Project
<b>Organisation</b>	IVAJ
<b>Type of organisation</b>	Youth Public Organism in Regional Government
<b>Period</b>	IVAJ and town councils
<b>Funding</b>	Project Managers and Youth Centre Manual
<b>Data source</b>	Project Advisor

### Part B - Inclusion criteria

Variables	Description
<b>Age</b>	12 to 17
<b>Area of intervention</b>	Education
<b>Focus of intervention</b>	Reading animation.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Foster community and young relations outside local town through reading animation.
<b>Level of implementation</b>	Local and 'county level'.
<b>Number of participants</b>	50
<b>Delivery mode</b>	Specific intervention.
<b>Eligibility criteria</b>	
<b>Setting</b>	Vilafranca, Benassal, Ares, Atzeneta, Vall d'Alba (Castellón)
<b>Outcomes</b>	Creation of youth networks.
<b>Activities</b>	Monthly meetings for reading animation.
<b>Activities additional information</b>	3 rural High Schools involved.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Chosen at the High Quality for Youth Centres Manual ( <a href="http://brfonds.lv/wp-content/uploads/2019/05/Ideal_Youthcenter_Manual_HQYC_EN.pdf">http://brfonds.lv/wp-content/uploads/2019/05/Ideal_Youthcenter_Manual_HQYC_EN.pdf</a> )



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Spain
<b>Region</b>	Valencian Region
<b>Intervention name</b>	INTERCONEXIÓN
<b>Type of intervention</b>	Project
<b>Organisation</b>	IVAJ
<b>Type of organisation</b>	Youth Public Organisation in Regional Government.
<b>Data source</b>	Project Manager



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Sweden

### Västernorrland

#### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Sweden
<b>Region</b>	Västernorrland
<b>Intervention name</b>	UTAS- Unga Till Arbete eller studier
<b>Type of intervention</b>	From project to ordinary practice
<b>Organisation</b>	Sollefteå Municipality
<b>Type of organisation</b>	Public, local government
<b>Period</b>	May 2015 – ongoing
<b>Funding</b>	European funds, regional funds.
<b>Data source</b>	<a href="https://www.solleftea.se/utbildning--barnomsorg/reveljen-vuxenutbildning/utas---unga-till-arbete-eller-studier">https://www.solleftea.se/utbildning--barnomsorg/reveljen-vuxenutbildning/ utas---unga-till-arbete-eller-studier</a>

#### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people with disabilities, migrants and refugees, ethnic minorities, women, LGBTQI+, wider local community.
<b>Age</b>	15-19 years, 20-24 years, 25-29 years.
<b>Area of intervention</b>	To education/employment.
<b>Focus of intervention</b>	Skills development/employment/emotional and social support – support young people in reaching their goals and with government contacts. For example, to complete their education at the lower and/or upper secondary level and get a job. Method used: second chance school.



### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Break isolation, get young people the help they need from authorities/government agencies and reduce the number of NEETs locally amongst young people
<b>Level of implementation</b>	Local level
<b>Number of participants</b>	146 persons so far
<b>Delivery mode</b>	Specific
<b>Eligibility criteria</b>	The young person should be NEET
<b>Setting</b>	Sollefteå municipality
<b>Outcomes</b>	Young people starting or completing their education at lower and/or upper secondary level, finalising VET, getting their drivers licence or own place of living and moving from welfare dependency to self-sufficiency
<b>Activities</b>	Workshops, Community events (e.g., cultural/sport events), Life coaching/Mentoring, Peer support, Professional support (e.g., psychological guidance or counselling).

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes, by the funding agency
<b>Data type</b>	Qualitative
<b>Sample size</b>	
<b>Comparison group</b>	No
<b>Assessment period</b>	Post intervention (after finalising the project in 2018).



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Yes, the use of the second chance school method, supporting the participants with government contacts = guide, coordinate, sit in on various meetings, etc. Own house that the staff have been able to design to suit the participants.
<b>Degree of dissemination</b>	No, not beyond the region
<b>Acceptance</b>	High at local/regional/community level, moving from project to ordinary practice is a sign of that.
<b>Limitations</b>	
<b>Strengths</b>	Great need for the intervention, a place for young people who are far from the labour market to get advice, support and guidance.
<b>Transferability</b>	By synthesising and contextualising the practices.
<b>Level of evidence</b>	Promising intervention.
<b>Reasons for considering a best practice</b>	Promising intervention.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Norrbotten

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Sweden
<b>Region</b>	Norrbotten
<b>Intervention name</b>	Motivera och Aktivera MOA
<b>Type of intervention</b>	Project
<b>Organisation</b>	Skellefteå, Älvsbyn and Arvidsjaur municipalities together with Region Norrbotten, Sparbanken Nord, Samordningsförbundet Södra Norrbotten
<b>Type of organisation</b>	Public, local government.
<b>Period</b>	2019-03-01-2022-03-04
<b>Funding</b>	European funds.
<b>Data source</b>	<a href="https://www.pitea.se/invanare/arbete/Vagen-till-arbete/Projekt/avslutande-projekt/motivera-och-aktivera/">https://www.pitea.se/invanare/arbete/Vagen-till-arbete/Projekt/avslutande-projekt/motivera-och-aktivera/</a>

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people with disabilities, migrants and refugees, women, LGBTQI+, wider local community.
<b>Age</b>	15-19 years, 20-24 years, 25-29 years.
<b>Area of intervention</b>	To education/employment
<b>Focus of intervention</b>	Skills development/employment/emotional and social support – support young people in reaching their goals and with government contacts. For example, to complete their education at the lower and/or upper secondary level and get a job. Methods used: Supported employment, outcome rating scale, session rating scale.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Get NEET young people closer to the labour market or formal education, for example, by enhancing self-esteem, increased self-confidence, and improved collaboration between actors.
<b>Level of implementation</b>	Local level.
<b>Number of participants</b>	165 persons
<b>Delivery mode</b>	Specific
<b>Eligibility criteria</b>	The young person should be NEET and between 15–29 years old.
<b>Setting</b>	Älvsbyn and Arvidsjaur municipalities
<b>Outcomes</b>	77 young people to education or employment.
<b>Activities</b>	Workshops, community events (e.g., cultural/sport events), life coaching/mentoring, peer support, professional support (e.g., psychological guidance or counselling).
<b>Activities additional information</b>	Benefits of working closely with the individual, action planning based on the participant's needs and goals.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes, by external evaluator (non-academic).



## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Work closely with the individual, individual. Planning based on the participant's needs and goals, meeting at home, "walk and talk" meetings, bringing the participant to meetings, followed the participant to the health centre and others contacts, continue to support and assist after programme exit. Have patience—do not give up, hand-holding, strength and solution-focused, and frequent follow-ups during internships, for example.
<b>Degree of dissemination</b>	No, not beyond the region.
<b>Acceptance</b>	High at local/regional/community level.
<b>Limitations</b>	Time limited, to achieve long-term and sustainable results for the participants, more time is required.
<b>Strengths</b>	Context specific, flexible, and tailored to the young people's needs.
<b>Transferability</b>	By synthesising and contextualising the practices.
<b>Level of evidence</b>	Promising intervention.
<b>Reasons for considering a best practice</b>	Innovation and local adaptation, context specific, flexible and tailored to the young people's needs.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Sweden
<b>Region</b>	Västerbotten
<b>Intervention name</b>	SIKT 2.0
<b>Type of intervention</b>	Project
<b>Organisation</b>	Region Västerbotten together with Storuman, Vilhelmina, Åsele, Dorotea, Lycksele, Malå, Norsjö, Sorsele, Arvidsjaur and Arjeplog municipality (RIO)
<b>Type of organisation</b>	Public, local government.
<b>Period</b>	Nov 2020 – ongoing
<b>Funding</b>	European funds, regional funds.
<b>Data source</b>	<a href="https://www.storuman.se/Naringsliv--arbete/Arbetsmarknadsfragor/projekt-sikt/">https://www.storuman.se/Naringsliv--arbete/Arbetsmarknadsfragor/projekt-sikt/</a>

## Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people with disabilities, migrants and refugees, ethnic minorities, Women, LGBTQI+.
<b>Age</b>	15-19 years, 20-24 years, 25-29 years, 30-34 years, + 34 years.
<b>Area of intervention</b>	To education/employment.
<b>Focus of intervention</b>	Skills development/employment/emotional and social support.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Strengthen the participants' knowledge and skills.
<b>Level of implementation</b>	Local level
<b>Number of participants</b>	162 persons
<b>Delivery mode</b>	Specific
<b>Eligibility criteria</b>	Young people between 15–25 years and immigrant, long-term unemployed, partial disability or has been on long-term sick leave and has a need for support for returning to work. Referral from the Swedish Public Employment Service, Social Services, or the Swedish Social Insurance Agency.
<b>Setting</b>	Storuman, Vilhelmina, Åsele, Dorotea, Lycksele, Malå, Norsjö, Sorsele, Arvidsjaur and Arjeplog municipalities.
<b>Outcomes</b>	
<b>Activities</b>	Training, workshops, community events (e.g., cultural/sport events), life coaching/mentoring, peer support, information campaigns.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not completed yet.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Local anchoring is a must and a key to success. Local contact person.
<b>Degree of dissemination</b>	No, not beyond the region.
<b>Acceptance</b>	High at local/regional/community level.
<b>Limitations</b>	Time limited, to achieve long-term and sustainable results for the participants, time is required.
<b>Strengths</b>	Based on a model with 4 pathways (skill-building, preparatory work, placements/training, work or studies).
<b>Transferability</b>	By synthesising and contextualising the practices.
<b>Level of evidence</b>	Promising intervention.
<b>Reasons for considering a best practice</b>	Innovation and local adaptation, context specific, flexible and tailored to the young people's aspirations.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Turkey

### Various regions

#### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Turkey
<b>Region</b>	Adana, Ankara, Bursa, Diyarbakır, Erzurum, İstanbul, İzmir, Konya, Mardin, Trabzon, Van.
<b>Intervention name</b>	Young Women Building Their Future.
<b>Type of intervention</b>	Project
<b>Organisation</b>	Sabancı Foundation; UNDP; Turkish Ministry of Family and Social Services; Turkish Ministry of Labour and Social Security.
<b>Type of organisation</b>	Non-governmental organisation.
<b>Period</b>	Since February 2022 – ongoing – 36 months – until 2025.
<b>Funding</b>	Self-funded.
<b>Data source</b>	<a href="https://www.sabancivakfi.org/en/social-change/young-women-building-their-future">https://www.sabancivakfi.org/en/social-change/young-women-building-their-future</a> ; <a href="https://www.geleceginikurangenckadinlar.org">https://www.geleceginikurangenckadinlar.org</a>
<b>Other relevant information</b>	There are 3 more organisations working in the project – National governmental institutions, and international organisations.

#### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Women
<b>Age</b>	15–19 years, 20–24 years, 25–29 years
<b>Area of intervention</b>	Early school leavers, young people not in education or in training, unemployed young people, young people not seeking a job.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving digital skills, improving job skills, facilitate the match between labour demand and supply, empowerment, increasing participation.
<b>Level of implementation</b>	National
<b>Outcomes</b>	To raise the problems and needs of the NEET women in national fora and activate the relevant stakeholders and institutions. To ensure awareness raising and empowerment of NEET women and to improve the reachable NEET women's skills and employment opportunities.
<b>Activities</b>	Training, Life coaching/mentoring, information campaigns, other. If other, please specify.
<b>Activities additional information</b>	Internship, digital information platform, and Grant program for NGOs.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet

### Part E - General Subjective assessment

Variables	Description
<b>Strengths</b>	The project offers a grant program for NGOs in 11 selected provinces in order to conduct the project's training, counselling, and mentorship programs with NEET women.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Turkey
<b>Region</b>	
<b>Intervention name</b>	First Chance
<b>Type of intervention</b>	Project
<b>Organisation</b>	Esas Sosyal / Esas Social initiative
<b>Type of organisation</b>	Private company.
<b>Period</b>	2016 – ongoing – (no information)
<b>Funding</b>	Unknown.
<b>Data source</b>	<a href="http://www.ilkfirsat.org/em">http://www.ilkfirsat.org/em</a> ; <a href="https://twitter.com/EsasSosyal">https://twitter.com/EsasSosyal</a> <a href="https://www.facebook.com/esassosyal">https://www.facebook.com/esassosyal</a> ; <a href="https://twitter.com/EsasSosyal">https://twitter.com/EsasSosyal</a>
<b>Other relevant information</b>	There are more 52 organisations involved – non-governmental organisations, private companies.

## Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Recent university graduates, and unemployed young people.
<b>Age</b>	20-24 years; 20-34 years.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving job skills, facilitating school-to-work transitions, facilitate the match between labour demand and supply.
<b>Level of implementation</b>	National
<b>Outcomes</b>	Providing work experience and on the job training; increasing social awareness of youth; building critical skills for employment; contributing to human resources and the capacity of NGOs.
<b>Activities</b>	Training, life coaching/mentoring, other. If other, please specify.
<b>Activities additional information</b>	Facilitation of school-to-work transition, financial support to NGOs in order to cover employment costs.



## İstanbul - Bilinmiyor

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	Turkey
<b>Region</b>	İstanbul – Bilinmiyor
<b>Intervention name</b>	Türkiye'de Ne Eğitimde Ne İstihdamda (NEET) Gençlerin İhtiyaçları, Problemleri, Gelecekte Beklentileri Neither in Education nor in Employment (NEET) Needs, Problems and Future Prospects of Young People in Turkey.
<b>Type of intervention</b>	Project
<b>Organisation</b>	YADA
<b>Type of organisation</b>	Non-governmental organisation.
<b>Period</b>	Since 2021 – completed – 6 months.
<b>Funding</b>	Unknown
<b>Data source</b>	<a href="https://yada.org.tr/wp-content/uploads/2022/03/T%C3%BCrkkiye%E2%80%-99de-NEET-Gen%C3%A7lerin-%C4%B0htiya%C3%A7lar-Problemleri-Beklentileri_Nisan-2021_YADA.pdf">https://yada.org.tr/wp-content/uploads/2022/03/T%C3%BCrkkiye%E2%80%-99de-NEET-Gen%C3%A7lerin-%C4%B0htiya%C3%A7lar-Problemleri-Beklentileri_Nisan-2021_YADA.pdf</a>
<b>Other relevant information</b>	For detailed information, you can contact Rümeysa Çamdereli. I am just a young person who is interested in the NEET issue and I believe that these examples are very important abroad. However, I believe that they are ignored in Turkey despite being experienced by many young people.



## Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Women, wider local community, students.
<b>Age</b>	25-29 years
<b>Area of intervention</b>	
<b>Focus of intervention</b>	Young people not in education or in training, unemployed young people, young people not seeking a job, young people in precarious work, young people in informal work.

## Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving job skills, facilitating school-to-work transitions, facilitate the match between labour demand and supply.
<b>Level of implementation</b>	National
<b>Outcomes</b>	Providing work experience and on the job training; increasing social awareness of youth; building critical skills for employment; contributing to human resources and the capacity of NGOs.
<b>Activities</b>	Training, life coaching/mentoring, other. If other, please specify.
<b>Activities additional information</b>	Facilitation of school-to-work transition, financial support to NGOs in order to cover employment costs.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

#### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Not yet completed.

#### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	To reveal the difference between NEET and non-NEET youth through in-depth one-to-one interviews.
<b>Degree of dissemination</b>	
<b>Acceptance</b>	Well accepted.
<b>Limitations</b>	Analysing the psychological situation of young people.
<b>Strengths</b>	To be able to distinguish between NEETs and non-NEETs.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## United Kingdom

### Humber - Hull and East Riding

#### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	UK
<b>Region</b>	Humber - Hull and East Riding (Village/neighbourhood).
<b>Intervention name</b>	Springboard project
<b>Type of intervention</b>	Project
<b>Organisation</b>	Humber Learning Consortium
<b>Type of organisation</b>	Non-governmental organisation
<b>Period</b>	Since 04/2014, until 2023 (110 meses) – ongoing.
<b>Funding</b>	European funds.
<b>Data source</b>	<a href="https://www.hlc-vol.org/our-programmes/springboard/">https://www.hlc-vol.org/our-programmes/springboard/</a>
<b>Other relevant information</b>	There are other organisations involved in the project as partners – three local authorities.

#### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Early school leavers, young people not in education or in training, unemployed young people, young people not seeking a job.
<b>Age</b>	15-19 years, 20-24 years, 25-29 years.
<b>Focus of intervention</b>	NEETs



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Part C - Characteristics of the intervention

Variables	Description
<b>Level of implementation</b>	Improving digital skills, improving job skills, creating employment, facilitating school-to-work transitions, improving mental health and wellbeing.
<b>Outcomes</b>	National
<b>Activities</b>	Springboard is a youth employment partnership project which aims to help young people access learning or work through specialist support and training.
<b>Activities additional information</b>	Training, workshops, peer support.

## Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes, by an external non-academic organisation.
<b>Reference of evaluation study</b>	There is a public report of the evaluation. It's available online: <a href="https://www.humberlep.org/wp-content/uploads/2015/02/Springboard-Report-May-2017-final.pdf">https://www.humberlep.org/wp-content/uploads/2015/02/Springboard-Report-May-2017-final.pdf</a>



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



WORKING GROUP 1  
Social networks and  
Social inclusion  
COST Action CA18213:  
RURAL NEET YOUTH

Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

## Various regions

### Part A - General intervention information

Variables	Description
<b>Country of intervention</b>	UK
<b>Region</b>	Angus, Lanarkshire, Outer Hebrides, Rural Perth and Kinross, and the Scottish Borders.
<b>Intervention name</b>	Rural Youth Project
<b>Type of intervention</b>	Project
<b>Organisation</b>	An informal association of people – grassroots.
<b>Type of organisation</b>	Since 2018 – ongoing – 50 meses – until 2022/23.
<b>Period</b>	European funds, national government funds, regional funds.
<b>Funding</b>	<a href="https://www.ruralyouthproject.com/about">https://www.ruralyouthproject.com/about</a>
<b>Data source</b>	
<b>Other relevant information</b>	There are 19 other organisations involved in the project – youth organisations, local associations or community organisations, non-governmental organisations, local government, national governmental institutions, international organisations.

### Part B - Inclusion criteria

Variables	Description
<b>Target group</b>	Young people with disabilities, migrants and refugees, ethnic minorities, women, LGBTQI+, other. if other, please specify.
<b>Age</b>	Angus, Lanarkshire, Outer Hebrides, Rural Perth and Kinross, and the Scottish Borders.
<b>Area of intervention</b>	Rural youth.
<b>Focus of intervention</b>	Empower young rural people: leadership, business and enterprise skills, positive activism.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe

### Part C - Characteristics of the intervention

Variables	Description
<b>Goals and objectives</b>	Improving job skills, creating employment, reducing inequalities, stimulating economic growth and competitiveness, facilitate the match between labour demand and supply, financial support to young people during their job search process, empowerment.
<b>Level of implementation</b>	National
<b>Number of participants</b>	Unknown.
<b>Outcomes</b>	The Rural Youth Project is a movement for positive change to empower young people (18 to 28 years of age) This is done through developing their leadership, business and enterprise skills, whilst encouraging positive activism to help to play their part in making rural places attractive and viable for young people to build their lives and their futures.
<b>Activities</b>	Workshops, community events (e.g., cultural/sport events), life coaching/mentoring, peer support, other. If other, please specify.
<b>Activities additional information</b>	The project is creative in how it works, using Ideas Festivals and workshops, story seeking and telling, and sharing the voices of young people. It also fosters international relationships and learning via learning journeys and joint events with other nations.

### Part D - Scientific evidence

Variables	Description
<b>Evaluation of the intervention</b>	Yes

### Part E - General Subjective assessment

Variables	Description
<b>Innovation</b>	Involves a combination of research with action: "[it is a] research-based project [which] aims to develop feasible strategies to facilitate the involvement of young people in agricultural and rural activity by better understanding their current situation, aspirations, opportunities, and challenges."
<b>Degree of dissemination</b>	Press media, radio, TV, webpages, emails, social media (e.g., Facebook), Other. If other, please specify.



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe



COST Action CA18213  
Rural NEET Youth Network:  
Modeling the risks underlying rural  
NEETs social exclusion



Mapping Community-Based Projects  
Promoting Participation  
and Social Inclusion of Youth NEETs  
in Rural Areas Across Europe