

StayOn_

A more inclusive, active
and creative world!

POTENTIALS ASSESSMENT REPORT

IRELAND

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1. INTRODUCTION

StayOn is a transnational project coordinated through the cooperation of eight European partners whose ultimate objective is to create conditions that enable young people to "stay on" rural areas by ensuring access to opportunities, benefits, services, and jobs. With this potentials assessment report, we intend to examine current and future labor market needs and identify potentials for implementing possible support solutions in Ireland by Meath Partnership, one of StayOn's project partners. This report is to be read as part of the project's "Impact management and research" work package, representing a systematic effort to provide credible evidence on the causal impact of interventions meant to integrate young adults, and NEETs¹ especially, in the labor market.

The work package is managed by the European Center for Social Finance (ECSF). It encompasses a series of activities, including developing a Theory of Change and related impact management framework, creating periodic impact evaluations, and learning to inform decision-making within and among the organizations involved. This report proceeds as follows. After this brief introduction, Section 2 details the methodology used to conduct the potentials assessment, Section 3 describes the context, while Section 4 reports the findings. Finally, in the last section, we interpret them and discuss the lessons learned to facilitate the translation of findings into practice for the project's partners.

2. METHODS

Data collection

Data collection took place in two phases. The first step included a questionnaire filled out jointly by two informants: a local representative employed by the project partner Association ATIS and an external stakeholder. The questionnaire, available in full in the Appendix to this report, was divided into four parts and gave the respondents the chance to support their answers with secondary sources:

- 1) The first part aimed at gathering general information about the respondents and their organizations;
- 2) The second part explored the Italian community or communities of interest in the implementation of the project;
- 3) The third part investigated ten driving forces of youth employment within the local context (these are listed in Table 1 below);
- 4) In the fourth part, the respondents were involved in ranking the driving forces according to the level of impact on youth employment and the degree of influenceability. The goal at this stage of the research process was to classify the driving forces into four categories:
 - *negligible blows* show low impact and low influenceability on youth employment;
 - *realizable trifles* are highly influenceable driving forces with low impact on youth employment;

¹ Young persons not engaged in education, employment or training.

- *unshapable trends* are characterized by high impact and low influenceability;
- *crucial potentials* are highly impactful and highly influenceable driving forces that represent prospects for action;

5) The last part allowed for final comments and the possibility to share further insights about the phenomenon.

Table 1. Driving forces of youth employment (Parola, 2020)

<i>Driving forces external to the labor market</i>	<i>Driving forces internal to the labor market</i>	
	<i>Demand for workers</i>	<i>Supply of workers</i>
A. Automation	C. State of the economy	F. Poor skills of job-seekers
B. Globalization	D. Type of contracts	G. Type of education
	E. Informal work	H. Skills mismatch
		I. Demographic factors
		J. Socioeconomic factors

As indicated by researchers at the ECSF, external stakeholders could be - but were not limited to - public officials and other public servants (e.g., mayors, council members, politicians), young people not in employment nor education and their families, youth workers, and business owners in the community or communities of interest. For this study, the external stakeholder chosen holds a Master's Degree in Social Work (Criminology) and is a project worker at the Social Inclusion and Community Activation Programme (SICAP). This program provides funding to tackle poverty, youth unemployment, and social exclusion through local engagement and partnerships between disadvantaged individuals, community organizations, and public sector agencies.

Phase two of data collection consisted of an online interview with the local representative and the external stakeholder. The goal of the interview was to have a clearer understanding of the questionnaire responses collected in phase one. The interviewees were asked a series of open-ended questions, resulting in follow-up questions by the interviewer. The interview was held in English via Zoom on 8 March 2022, lasted 55 minutes and revolved around the information provided in the questionnaire.

Data analysis

We employed an amended version of the intuitive logics approach to scenario development to analyze the data, which is particularly suited to support decision-making processes by generating options for action (Kosow & Gaßner, 2008). Depending on their position in the two rankings, driving forces were assigned a weight (from one to ten). Driving forces ranked number one were assigned a weight of ten, driving forces ranked number two were assigned a weight of nine, and so forth. This process allowed for the development of an impact/influenceability matrix. We then examined the respondents' input regarding the four quadrants in which the ten driving forces appeared.

3. THE IRISH CONTEXT

Meath Partnership

Meath Partnership is a dynamic partnership company established in 2006 to deliver a range of rural, social, and economic programs at the local level across County Meath in Ireland. Meath Partnership aims to provide support and assistance to private individuals and community groups active at the local level through capital grant aid, technical assistance, guidance and mentoring, information and support, training opportunities and development initiatives. Within the StayOn project, Meath Partnership takes on the role of community catalyst partner, acting as a change agent that unlocks youth potential and assumes the responsibility for managing change activities in a community. The organization is located in Meath (in a historical town named Kells in the northwest of County Meath), the 14th-largest of Ireland's 32 counties by area and the eighth largest by population, lying on the east coast in the province of Leinster, north of Dublin. The 112 km long Boyne River is Meath's dominant geographic feature and is synonymous with the county, defining its history and culture for millennia. According to Eurostat, the Eastern and Midland region where Meath is located recorded a youth unemployment rate of 7% in 2021 (against a country average of 6.8%).

County Meath communities

The target communities identified by Meath Partnership are all located in the territory of County Meath, which can be defined as a young county. There are high levels of young people and fewer older people in Meath. A total of 29% of the population in Meath is under 18 years, the highest rate in the country, except for the Kells Municipal District, which has the highest proportion of people aged 65 years and over. The primary communities that the project will engage are the historical towns of Athboy and Kells and their rural hinterlands in County Meath, Ireland. Athboy is a small agricultural town with a population of 2,445, with 250 people aged between 20-29. At the same time, Kells has a larger population (6,135 inhabitants), inclusive of 649 aged 20 to 29, according to the most recent census (City Population, 2016). Kells is a busy local service center with a diverse and robust economy that makes it a key employment center in the north of Meath. Despite this, the latest national 'deprivation index' (Pobal Government Supporting Communities, 2016), shows Kells Municipal District, which includes Kells, Oldcastle, and Athboy, to be the most deprived area in the county, at minus 11 below the average in the county's six districts.

Figure 1. Meath rural communities (Grenham, 2022)



In Athboy and Kells, the main economic activities are manufacturing, commerce and trade, agriculture, forestry, and fishing. Due to the central locations of these towns, they offer many connections to neighboring communities. As Athboy and Kells are increasingly becoming commuter towns to the capital city of Dublin, there has been a significant leakage of associated expenditure outside of these communities. Increasing the role of tourism due to fundamental heritage and tourist assets in Athboy and Kells might contribute to economic growth. Young people living in Kells Municipal District, including Athboy, have been particularly affected by the economic crisis (National Economic & Social Council, 2013) and the lack of local job opportunities. They can only aspire to occasional jobs or move to other contexts that offer more employment opportunities. At the Meath County level, between 2011 and 2015, the number of young people under 25 years on the live register decreased from 1960 to 957. Kells experienced the most significant decrease (53.5%) (Meath County Council, 2016).

Figure 2. View of the Kells town center from above (Discover Boyne Valley, 2020)



Figure 3. Athboy, County Meath, Ireland (Strava, 2022)



4. KEY FINDINGS

Driving forces external to the labor market

According to research (Economic and Social Research Institute of Ireland, 2020), the impact of *automation* on the occupation profile of the workforce in Ireland has been slower than predicted. Presently, automation is not a significant factor affecting youth employment in the rural communities of Kells and Athboy. However, with technology replacing many labor areas that would previously have been occupied by younger people, for example, self-service checkouts in supermarkets/shops and ordering at

machines in fast food outlets, automation could be a concern affecting youth employment in these communities shortly. Entry-level jobs tend to be more at risk because they do not require specialist knowledge; however, automation risk estimates for different occupation categories should be measured in terms of sector, region, and education. According to Ireland's Expert Group on Future Skills Needs (2018), in the period 2018-2023, 34% of jobs in Ireland are at high risk of disruption from the adoption of digital technologies. When jobs at medium risk are added, the number rises to 43%.

Regarding *globalization*, another driving force of youth employment, there are strong migration flows of young people from Kells and Athboy to urban areas such as Dublin. As a consequence, businesses are reluctant to establish bases in more rural areas due to a lack of skilled workforce. Also, because many young people move to more extensive urban regions, the government is reluctant to invest in transport infrastructure in rural areas due to a perceived lack of need.

Driving forces internal to the labor market: demand for workers

The *state of the economy* in Ireland has had a significant impact on youth employment. Many young people lost jobs in March 2020 and onwards due to the implementation of public health restrictions related to the COVID-19 outbreak. These restrictions primarily affected young people's industries (e.g., hospitality, retail, and tourism). Many of these young people were then in receipt of a pandemic unemployment payment, which was higher than what they had been earning in their employment pre-pandemic, demotivating young people to seek a job. Since the easing of restrictions, many employers report struggling to recruit qualified staff. According to monthly Central Statistics Office (CSO; 2016) figures, the traditional seasonally adjusted² youth unemployment rate reached the lowest level of the last ten years at 11% in October 2019. However, the onset of the COVID-19 pandemic and related public health measures led to an inconsistent but initially sharp upward trend, with two apparent peaks in September 2020 (19.9%) and again in April 2021 (18.8%).

In Ireland, young people face a particularly challenging labor market situation due to the *type of contracts*. Many young people are employed on temporary contracts, which gives them a minimum amount of confidence in their job security and reduces the attractiveness of job offers. Also, a fixed number of hours is not guaranteed when young people are employed occasionally, making it very difficult to plan their commute to and from the workplace. Due to this obstacle, some young adults may decide not to seek employment and remain unemployed. A recent report by the Economic and Social Research Institute of Ireland (2021) demonstrates that young people have seen consistent employment and job security inequalities in access to employment and seniority. Regarding security and stability of work, in 2019, one-third of younger workers (18-24) had a temporary contract, compared to 6% of 25-64-year-olds.

Young people are also often involved in *informal work* in the communities of Kells and Athboy in County Meath. These young adults are frequently denied their proper workplace rights and entitlements and are treated poorly by employers. However, young

² As clarified by the CSO, the data series is concurrently seasonally adjusted to correct for typical seasonal patterns.

people might be reluctant to leave these jobs as they are concerned about being paid less in a formal workplace environment. If workers accept less skilled or informal jobs in the absence of the subsidy, this can create a trap and harm their career paths regarding future employment prospects or earnings. They sometimes find it difficult to see the benefits of paying social insurance (PRSI³) and income tax (PAYE⁴).

Driving forces internal to the labor market: supply of workers

The *poor skills of job-seekers* also seem to affect youth employment in Ireland. According to the Central Statistics Office (2021), people aged 25-64 with a third-level qualification are more likely to be employed. Those with no formal education had an unemployment rate of 11%, more than double the unemployment rate of those holding a third-level qualification in Ireland. In Kells and Athboy, a part of the communities has not progressed in education due to a lack of suitable educational facilities in the area where they reside. There is a shortage of transport links which acts as a barrier to accessing third-level education since there are no third-level education facilities in Kells and Athboy. Unfortunately, there is also no public transportation in the rural areas of Kells and Athboy to access the town centers. As a result, young people miss out on developing skills that would benefit them as adults entering the labor market, increasing youth unemployment. High youth unemployment can result in less productivity at an economic level as young workers are less likely to acquire new skills due to the given obstacles.

The *type of education* is an essential factor affecting the youth unemployment rate in Ireland. Young people in Kells and Athboy may possess poor skills due to an inability to obtain relevant work experience. It can be challenging to get work experience in rural areas due to the lack of workplaces. Many employers request young people already to have prior work experience and developed skills before formal employment. Similarly, those that have left second-level education early, or those that may not have attended third-level education and want to take a more hands-on approach, may find that there is now a lack of apprenticeship programs when compared to those available to previous generations. The lack of apprenticeships in Ireland has recently been recognized. Therefore, the Irish Government has announced the development of 17 new apprenticeships to bridge skills gaps not only for professional services and pharmaceutical positions but also across the economy, including farming, construction, and logistics programs.

According to recent research by the Boston Consulting Group (2020), the *skills mismatch* (i.e., the discrepancy between the skills sought by employers and the skills that individuals possess) is a global phenomenon. Skills mismatch is an issue throughout Ireland. Recent research by the SLMRU (SOLAS, 2020) identified that of the almost 900,000 workers who held level 8-10 qualifications⁵ in Ireland, more than a quarter was employed in low and medium-skilled occupations, highlighting the issue of possible

³ Pay Related Social Insurance (PRSI) contributes to the social insurance fund, and employees over 16 must pay this.

⁴ The term PAYE stands for 'Pay as You Earn' and is the Irish Government's system to charge employees income tax.

⁵ Equivalent to honors bachelor's degrees and postgraduate qualifications.

misalignment in terms of vertical mismatch. Some third-level graduates may choose to work in occupations where they are over-qualified for various reasons, including better work-life balance and flexibility to manage family duties. The countries with the highest level of overqualification in Europe are Cyprus, with above 20% overqualification in total employment, followed by Ireland, with above 18% overqualification (European Commission, 2019). Although skills mismatches appear to occur across all occupational groups, the skills mismatch is particularly significant for those employed as clerical workers in Ireland. In the community of Meath, two examples of industries that have significant employment opportunities but a shortage of skilled staff are healthcare and IT. Healthcare assistants are required throughout the area, and there is a massive staff shortage. However, this is not an area of work that attracts young people for many reasons with low pay and the need for transportation being the two main ones. There are also several positions available in information technology and software development. However, many young people in rural areas do not have the skills and qualifications required. While the remote work element would suit rural NEETS, the skills mismatch is often a prohibiting factor.

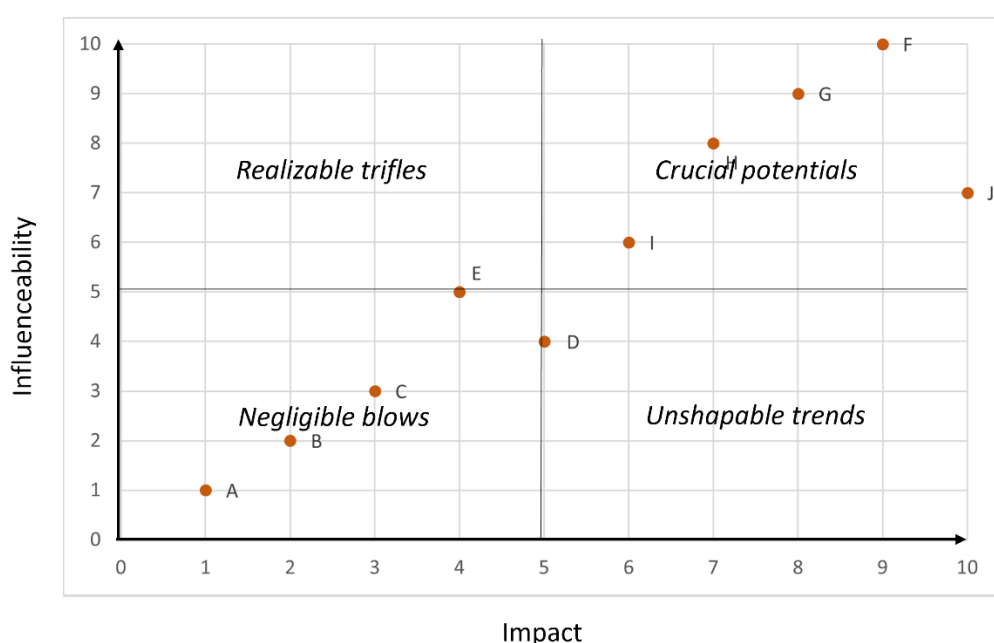
Demographic factors also play a role in finding and retaining work in Ireland in many different aspects. With the increase in the average age of the population in Ireland, ensuring sustainability in labor becomes a challenging situation. The CSO (2016) predicts that Ireland's older people (aged over 65) will increase from 629,000 in 2016 to between 1.5 and 1.6 million in 2051. Providing sustainable employment for younger workers has become a critical issue for Ireland's economy, the welfare state, and the broader EU community. Young people from ethnic minorities are also likely to experience youth unemployment due to language barriers, cultural differences, and expectations. Also, in terms of gender, construction site workers are presently primarily male in Ireland. This employment is both rural and urban-based; there is no similar level of jobs in the fields attracting young females. While young men are more likely to be unemployed (searching for work), young women are more likely not to seek a job actively. According to the CSO, in 2019, the employment rate for men was nearly 11% higher than for women.

Finally, regarding *socioeconomic factors*, we have seen how education disadvantage yields a significant problem in Ireland. Intergenerational unemployment and poverty play a big part in the employment status of rural youth here in Ireland. Many young people did not have the opportunity to attend third-level education due to their families' financial circumstances and experienced unemployment. This has impacted their employability in their rural communities and their ability to migrate from their rural homeplace to find suitable employment. According to CSO data (2021), of those teenagers who lived in households experiencing financial disadvantage, 18.2% were now, as adults, living at risk of poverty, and 39% experienced enforced deprivation. In County Meath, it has been observed that families with economically vital and large farms can provide financial support and job opportunities for their children. However, those who are financially unstable and relatively small farm owners cannot provide sufficient financial support to their children and they cannot offer employment opportunities even on their own farms.

The impact/influenceability matrix

Based on the analysis, all ten driving forces were classified in one of the four quadrants of the impact/influenceability matrix, as shown in Figure 3 below⁶. Firstly, according to the data collected, 'negligible blows' include A. Automation, B. Globalization, C. State of the economy, D. Type of contracts and E. Informal work since these driving forces are considered to have a low impact on youth employment and are difficult to influence. Secondly, the left upper corner of the matrix is the category of 'realizable trifles', which does not include any driving forces. Thirdly, no driving forces have been classified in the quadrant, 'unshapable trends'. Finally, five driving forces have been identified as 'crucial potentials' and, therefore, represent prospects for action: F. Poor skills of job-seekers, G. Type of education, H. Skills mismatch, I. Demographic factors and J. Socioeconomic factors are shown in the upper right quadrant of the matrix. We explore these in more detail in the next section.

Figure 4. Impact/influenceability matrix



5. RECOMMENDATIONS FOR ACTION

Crucial potentials

As this report shows, young persons in Ireland face many obstacles with regard to finding and retaining employment. We investigated barriers to youth employment deriving from forces external to the labor market, such as automation and globalization as well as internal factors playing a significant role in shaping the supply of labor and those affecting the demand for workers. It should be noted that even though external factors are driven by external stimuli, including technological advances and international trade, governments can influence them through policies like tax incentives, tariffs, and quotas, for instance. Thanks to this potentials assessment, we identified five highly

⁶ For the sake of simplicity, left/lower quadrants were preferred when driving forces were astride two quadrants.

impactful and influenceable factors to provide career support for NEETs: the *poor skills of job-seekers*, *type of education*, *skills mismatch*, *demographic factors*, and the *socioeconomic factors*. This section describes the key findings implications and suggests potential next steps for Meath Partnership.

Regarding needs related to the *poor skills of job-seekers*, it is essential to highlight that young adults in rural areas in Ireland are often not highly educated or do not have the transportation opportunity to access third-level education. This calls for support in guiding adult school leavers with low educational attainment through local access possibilities to learning in formal education and vocational training. Such services would allow young adults to recover interrupted studies or start new courses to reach a high school diploma at local evening schools. The government could fund public transport infrastructure such as the Local Link Transports in County Meath, which serves voluntarily and helps the community with transportation from rural areas to town centers. Additionally, organizations such as Meath Partnership might want to address the poor skills of job-seekers by providing opportunities to build specific emotional capabilities, especially in terms of soft skills development that relate to work (interpersonal and communication skills, time management, and empathy, among others). Forms of this type of support might include training, coaching, and community development groups that come together to create healthy communities, as many careers require consistent, if not constant, interaction with other people.

Regarding needs related to the *type of education*, it is worth noting the correlation between the employment rates and level of education. Employment rates increase as the level of education attained increases. Although 53% of 25-64-year olds in 2021 have a third-level education in Ireland (Central Statistics Office, 2021), concerns remain regarding early school leaving and the poor labor market outcomes for people with low or no formal educational qualifications. Providing an equally accessible and high-quality education and training for each citizen should be the focus of Ireland's government, social inclusion programs, projects, and organizations such as Meath Partnership. Training and coaching sessions that support young people might be offered to create an active and engaging environment for finding and retaining work. For instance, career guidance mentors in Meath Partnership might want to address the needs of apprentices in the construction industry to prevent the surge in costs and delayed building projects.

Considering needs arising from the *skills mismatch*, our analysis reveals that the problem is not only linked to the type of qualifications (low versus high), but it has to do with the contents and topics of the qualifications chosen too. Career counselors at Meath Partnership should follow Ireland's mismatch priority occupations when developing training courses and curricula that offer technical skills. Additionally, the context and environment of the identified County Meath communities should be considered, and the local needs prioritized. Given the lack of enterprises in the Irish rural areas chosen, young adults should be supported in discovering social, technical, natural, and economic resources around them as well as in acquiring knowledge of new technologies such as information technology and software development, given the absence of involvement of local universities and authorities. This would help enhance rural areas' human and social capital to boost community-led rural innovations.

Finally, crucial potentials are *demographic* and *socioeconomic factors*, which represent significant driving forces of youth unemployment in Ireland. In order to succeed in addressing these challenges, Meath Partnership might need to undertake a multi-disciplinary long-term approach in collaboration with other stakeholders such as the government, public entities, and local NGOs. These solutions also require attracting youth to stay in rural areas, decreasing the migration rate to bigger cities offering more job opportunities, thus creating a more balanced gender distribution in the labor market, homogenous financial circumstances in the society, and sustainable employment for young workers.

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APPENDIX

StayOn: a community-based and driven project

Study: Potentials assessment

Questionnaire and Interview guidelines

Introduction and instructions:

With this analysis, we intend to generate knowledge about the context in which Stay-on's participants live. More specifically, we aim to examine current and future labor market needs and identify potentials for implementing possible support solutions. All information collected during our research will be treated confidentially. The data collected will enrich impact management CLUSTER 4, *Outcome indicators Group F*. We will share the results of this study in a report which is part of activity 3.2.10, as foreseen in the project proposal.

Data collection will happen in two steps:

I Questionnaire: One person per each project partner (project partner's contact) is responsible for identifying at least ONE external stakeholder and, in consultation with him/her/them, fill the questionnaire. External stakeholders can be - but are not limited to - public officials and other public servants (e.g., mayors, council members, politicians), young people not in employment nor education and their families, youth workers, and business owners in the community or communities of interest.

II Interview: The project partner's contact should schedule an online interview with researchers at the ECSF between 23.02.2022 and 16.03.2022. During the interview, the external stakeholder should also be present. The interview will last between 30 and 60 minutes and will revolve around the information provided in the questionnaire. The interview can be held in English (or Italian) and might require the project partner's contact to help researchers with translations if the external stakeholder/s do not speak either one of these languages.

The deadline for the submission of the questionnaire is 22.02.2022.

Please, send it to: giulia.parola@ecsocfin.com and mine.tulu@ecsocfin.com

Thank you for your input and contribution to this study!

1. General information

Project partner (*insert the organization's name and country*):

Questionnaire filled on (*insert the date*):

Interview scheduled on (*insert the date*):

Project partner's contact (*insert name, surname, and contact details of the person filling the questionnaire*):

External stakeholder (*insert name, surname, organization's name, contact details of the person present in the interview, and role in the implementation phase - if any*):

2. Community or communities of interest

(*insert name of the village/s chosen for the implementation phase, indicate the geographical location within the country and the main economic activities*):

3. Driving forces of youth unemployment

The following table lists ten driving forces of youth unemployment according to literature (*read the table and think how these driving forces relate to the labor market in your community or communities of interest*):

Driving forces	Explanation
A. Automation	Process of substituting technology for human labor to perform specific tasks or jobs
B. Globalization	Migratory patterns of young people from rural areas into urban areas
C. State of the economy	General economic situation at the national and regional levels
D. Types of contracts	Typical job arrangements available for young people (e.g., temporary contracts)
E. Informal work	Working off the books can affect and distort unemployment levels as it represents a social safety net for those who are unemployed
F. Poor skills of job-seekers	This refers to poor educational systems producing adults who are not particularly highly skilled
G. Type of education	This refers to secondary education systems with fragile links with the labor market (usually, students have little-to-no practical experience and competencies)
H. Skills mismatch	Discrepancy between the skills that are sought by employers and the skills that young people possess
I. Demographic factors	Some demographic factors such as gender, disability, ethnicity have shown closer links to youth unemployment
J. Socioeconomic factors	Socioeconomic variables such as educational attainment, migration backgrounds, and household income play a role in young people's ability to access the labor market

3A. Does AUTOMATION affect youth employment in your community or communities of interest? What role does it play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3B. Does GLOBALIZATION affect youth employment in your community or communities of interest? What role does it play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3C. Does the STATE OF THE ECONOMY affect youth employment in your community or communities of interest? What role does it play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3D. Do the TYPE OF CONTRACTS affect youth employment in your community or communities of interest? What role do they play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3E. Does INFORMAL WORK affect youth employment in your community or communities of interest? What role does it play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3F. Do the POOR SKILLS OF JOB-SEEKERS affect youth employment in your community or communities of interest? What role do they play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3G. Does the TYPE OF EDUCATION affect youth employment in your community or communities of interest? What role does it play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3H. Does SKILLS MISMATCH affect youth employment in your community or communities of interest? What role does it play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3I. Do DEMOGRAPHIC FACTORS affect youth employment in your community or communities of interest? What role do they play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

3J. Do SOCIOECONOMIC FACTORS affect youth employment in your community or communities of interest? What role do they play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

4. “Impact” ranking

(Please, considering the driving forces’ impact on the community or communities of interest, rank them from 1 to 10, from 1=most impactful to 10=least impactful, typing a number in the second column):

Driving forces	“Impact” ranking
A. Automation	
B. Globalization	
C. State of the economy	
D. Types of contracts	
E. Informal work	
F. Poor skills of job-seekers	
G. Type of education	
H. Skills mismatch	
I. Demographic factors	
J. Socioeconomic factors	

5. “Influenceability” ranking

(Please, considering your organization’s ability to the driving forces impact on the community or communities of interest, rank them from 1 to 10, from 1=most easily influenced to 10=least easily influenced, typing a number in the second column):

Driving forces	“Influenceability” ranking
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A. Automation

B. Globalization

C. State of the economy

D. Types of contracts

E. Informal work

F. Poor skills of job-seekers

G. Type of education

H. Skills mismatch

I. Demographic factors

J. Socioeconomic factors

6. Final comments

(Are there any other driving forces affecting youth employment in the community of communities of interest that have not been mentioned in the questionnaire? If yes, please indicate them and add any other comments you consider useful to this study's objectives):

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