

NEETs and museums

*Report on a survey made within the
Heritage Training for Young Adults project*

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Introduction

In Europe today there are approximately 14 million young people who are not in education, training or employment. The economic cost of not integrating NEETs is estimated at over €150 billion, or 1.2% of GDP. The project Heritage Training for Young Adults (HETYA) aims to strengthen networking and cooperation, enhancing public and private resources that already exist in each country involved, to improve the performance of the learning system, involving public authorities and private individuals to provide services and interventions focused on the needs of NEET young people, at local and European level. A particular focus is placed on ways for heritage organisations to get involved with these youths and promote their wellbeing and progression in life. Heritage organisations are suitable places to trigger learning processes in young people. As spaces different from classrooms, away from the rules of academia, heritage organisations, such as museums, are places where it is easier to acquire skills. They are environments where one can learn not only formally but also informally soliciting interest, curiosity, exposing individuals to a variety of stimuli - visual, sensory, emotional - and especially facilitating the contact with their collective memory and with other cultures.

This report is based on a survey conducted at three museums in Sweden, Norway and Italy during the summer of 2016. The purpose was to investigate the learning needs of the staff at the museums concerning working with youths who are not in employment, education or training, and to map what the museums can offer this target group. In Sweden and Norway the survey was sent out via e-mail and the staff at the museums answered an electronic questionnaire. In Italy interviews were conducted with the same questions as in the questionnaires. The results are presented in this report. The questions can be found in appendix 1.

The museums vary in size in scope. The Italian museum is a museum mainly of natural history, while the Norwegian and Swedish museums are more oriented towards cultural history. Nevertheless, there are many different possibilities to work with NEETs at all museums. They all have a wide range of staff. There are researchers as well as janitors, museum educators as well as agricultural staff. This provides great possibilities for working with NEETs, but it also gives a wide variation of working conditions and experienced possibilities to provide for this target group. The survey was also answered by volunteers who are involved in the museum work, who have less formal responsibilities, but also more freedom to choose what aspects of the museum work they wish to engage in.

NEETs issues in the frame of the HETYA survey

NEETS is a term used within the EU for young people who are not in employment, education or training. Usually “young people” is defined as persons between 15 and 29. The percentage of NEETs have risen during the past decade, and we find particularly high rates of NEETs among young migrants who are not born in an EU country.¹ Youths who are disengaged from working life as well as education or training risk being excluded from the labour market and also risk

¹ Eurostat. http://ec.europa.eu/eurostat/statistics-explained/index.php/Young_people_-_migration_and_socioeconomic_situation#NEET_by_country_of_birth

social isolation. They will get poorer financial conditions, which in turn might make it difficult to get their own home, they also risk lower self-esteem and unstable mental and physical health.² The OECD writes that “Young people who are neither in employment nor in education or training are at risk of becoming socially excluded – individuals with income below the poverty-line and lacking the skills to improve their economic situation”.³ Thus it is important to understand why some youths get disengaged and what can be done to encourage and support their path forward. The Swedish employment agency writes in an article that there is a difference between NEETs and unemployed youths which is important to acknowledge. While unemployed youths can be students, looking for work for a part of the year or choosing to study while waiting to find a job In 2014 there were 197 000 unemployed youths, but 57 percent (113 000) were students. They define NEETs as people who don’t want to or are not able to work or study, or who has given up the hope of finding a job. ⁴

Previous studies have identified factors which increase the likelihood that a person get disengaged from work and education. Factors often mentioned are parental level of education, social-economic background, ethnicity, migration, disability, parents who are unemployed or area of residence.⁵ This also means that a person in a disadvantaged position may reproduce that to his/her children. Targeting NEETs with different measures to make that youth included into the labour market or education, into society in general, or into a social context might therefore be difficult, but it might also be something that will benefit not only that youth but also the next generation of youths – that person’s children. A person whose parents have a lower educational level is less likely to go on to higher education than a person whose parents have a higher education.⁶

However, NEETs have different characteristics and needs, not all of them are disengaged. In fact, in NEMO’s publication *Learning in museums and young people* (2015) the “disengaged” is identified as just one group of NEETs. They also find “conventionally unemployed” – people looking for work, “unavailable” – people who are unable to work or study due to illness, disability, family responsibilities or other things, “opportunity seekers” – people looking for the right job/training/education for them, and finally “voluntary NEETs” – people who are travelling, engaged in arts, music or other learning opportunities.⁷ Having a high percentage of NEETs is thus not necessarily an indication of having a large number of disengaged and socially excluded youths. However, apart from the voluntary NEETs, choosing to do something which falls outside the definitions of labour or education/training, society and the youths would most likely benefit from leaving their NEET status.

² *Learning in Museums and young people. A NEMO – LEM working group study* (2015), p. 27.

³ OECD: “Youth not in employment, education or training”. <https://data.oecd.org/youthinac/youth-not-in-employment-education-or-training-neet.htm>

⁴ Broman (2014) SCB “Sverige under EU-snittet för unga som varken arbetar eller studerar” http://www.scb.se/sv/_Hitta-statistik/Artiklar/Sverige-under-EU-snittet-for-unga-som-varken-arbetar-eller-studerar/

⁵ *NEETs. Young people not in education, employment or training: Characteristics, costs and policy responses in Europe* (2012). European foundation for the improvement of living and working conditions, Ireland. http://www.eurofound.europa.eu/sites/default/files/ef_files/pubdocs/2012/54/en/1/EF1254EN.pdf

⁶ Federighi et.al. (2013), p. 31.

⁷ *Learning in Museums and young people. A NEMO – LEM working group study* (2015), p. 26.

The number of NEETs varies from country to country as well as over time. In Italy in 2010 there were 20,6 per cent NEETs in the age group 15-29, which had risen to 24,3 per cent in 2015. The figure for Sweden in 2010 was 7,6 and in Norway 6,0. In 2015 these figures were 6,3 and 6,1.⁸

Table 1: Percentage of NEETs in the age group 15-29, born in the country in question

	2010			2015		
	female	male	total	female	male	total
Italy	22,1	19,2	20,6	24,6	24,0	24,3
Sweden	7,9	7,3	7,6	5,9	6,7	6,3
Norway	5,9	6,0	6,0	6,0	6,2	6,1

Source: EUROSTAT <http://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>

Within the EU there is a goal of reducing the number of early school leavers to below 10%.⁹ Since many early school leavers risk becoming NEETs, reducing the number of drop-outs from school is one important step. The educational level is an important factor to determine whether a person becomes a NEET or not. For youths (15-29) with a tertiary education (university level) the percentage of NEETs was only 0,4 percent in Italy in 2010 and 0,7 percent in 2015. In Sweden the figures were 0,3 in both 2010 and 2015.¹⁰ Thus there seem to be a connection between educational level and being outside the labour market or education/training systems.

However, according to the figures from OECD there is *not* a clear connection between employment rate and educational level. In Italy unemployment among people (aged 25 to 65) with tertiary education was 9,1% in 2014, in Sweden 4,9% and in Norway 2,4% while the unemployment rate for people with secondary education was 7,6 in Italy, 4,0% in Sweden and 1,9% in Norway.¹¹ This would indicate that a higher educational level does not necessarily mean increased likelihood of employment. Nevertheless a lower educational level – below upper secondary school – is more likely to lead to unemployment. Within this group 15,2 percent in Italy, 13,2 percent in Sweden and 6,7 percent in Norway were unemployed in 2014.¹²

⁸ EUROSTAT, <http://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>

⁹ European Commission: http://ec.europa.eu/europe2020/targets/eu-targets/index_en.htm

¹⁰ EUROSTAT <http://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>. Data for Norway not available.

¹¹ OECD: Unemployment rates by education level. <https://data.oecd.org/unemp/unemployment-rates-by-education-level.htm>

¹² OECD: Unemployment rates by education level. <https://data.oecd.org/unemp/unemployment-rates-by-education-level.htm>

Some initiatives concerning NEETs

Within the EU there is the aforementioned initiative to reduce the number of drop-outs from school to 10 percent, which is part of the EU 2020 strategy for smart, inclusive and sustainable growth. Another important initiative is the Youth on the move programme¹³ which encourages youths to study or work in another country, widening the potential labour market and possibilities of study. Yet another initiative related to youths is the youth guarantee, established in 2013, which states that all youths under 25 should receive a “good-quality offer” of a job, traineeship or education within four months after leaving education or a job.¹⁴

Within the museum sector there has also been many initiatives to provide various services and activities for this group. Museums are apt to offer support and guidance and to foster personal skills and well-being. Network of European Museums Organisations has identified a number of project applications using the informal and non-formal learning available at museums in order to act as social agents to provide experiences and opportunities that help youths improve their personal lives, their self esteem, sense of belonging and civic and social engagement.¹⁵

The HEIYA project has conducted another study based on interviews of NEETs in four countries, trying to capture the needs of NEETs as well as understand the different patterns and reasons to why some youths are outside the labour market and education. This will, together with this report form the basis of training courses for NEETs as well as for staff working with NEETs.

The museums in this survey

The museums that took part in this survey is Jamtli museum in Östersund, Sweden, Vestfoldmuseene in Norway and Museum of Natural History of the Mediterranean in Livorno, Italy.

Sweden

Jamtli is an open air and indoor museum with approximately 120 staff. It is one of the largest regional museums in Sweden. It is a museum of cultural history with a focus on cultural heritage of the region and how the region interacts with and is part of a larger context. The museum is visited by 200 000 visitors per year. It is located in Östersund in the region of Jamtland in the middle of Sweden, but quite distant from other cities. It is a sparsely populated area with 125 000 inhabitants in an area of 50 000 km². The educational level is below average in the country, with 35% with tertiary education.¹⁶ The primary industries in the area are tourism and forestry. The region is dominated by small enterprises or self-employed people, with just a six companies employing more than 1000 people and 24 employing more than 200 – including public sector

¹³ EU commission: Youth on the move. <http://ec.europa.eu/youthonthemove/>

¹⁴ EU commission: Employment, social affairs and inclusion. <http://ec.europa.eu/social/main.jsp?catId=1079>

¹⁵ *Learning in Museums and young people. A NEMO – LEM working group study* (2015), p. 28.

¹⁶ SCB, http://www.scb.se/sv/_Hitta-statistik/Statistik-efter-amne/Utbildning-och-forskning/Befolkningens-utbildning/Befolkningens-utbildning/#c_undefined. In all of Sweden 40% have tertiary education.

bodies.¹⁷ Jamtli has a tradition of focusing on learning and social inclusion. They have previously had projects aimed at NEEETs and also offer places for apprenticeships or work experience placements for youths.

Norway

The Vestfold Museums was established in 2009 as an inter-municipal company (IMC) that brought the museums and archive in Vestfold together under one umbrella. The Vestfold Museums belongs to nine municipalities and the county of Vestfold and has 68 employees throughout the various departments. The museums have approximately 120 000 visitors per year. Vestfold county is located in the southeast of Norway and is 2200 km². It has a population of 243 000 people, which makes it one of the most densely populated counties in Norway. The biggest city is Tønsberg and there are many different industries in the area including agriculture, forestry, oil or electronics.¹⁸

Italy

The Mediterranean Natural History Museum, founded in 1929, is a regional museum, whose mission is the protection and promotion of cultural and natural heritage. It is located in Livorno, along the coast of the Tuscany Region, in the centre of Italy. Livorno is a city of about 160 000 inhabitants and it is also the main port of the region. The area's most important economic field is the maritime and sea related economy (tourism, commerce, services, etc). The museum has 13 staff and it is visited by an average of 50.000 people every year, among which 15.000 are students. The museum work with learning and research related to various species, biodiversity of the Mediterranean geographic area, and the environment, especially of the sea. The museum is home to exhibitions on Mediterranean marine life, invertebrates, vertebrates, geology and paleontology, as well as a part displaying human's history, illustrating human's physical and cultural evolution, with particular examples from the Mediterranean area. Finally the Botanical Garden created for the flora of the region with particular focus on the communities present on the Livorno coast and in the Tuscan Archipelago. The museum has a large network to other cultural associations with 3000 members associated and it arranges lifelong learning courses attended by 6000 adults per year. In addition to this, specific projects are carried out in fields such as lifelong learning, active citizenship and social inclusion, or with particular focus on schools or disadvantaged people.

¹⁷ Regionfakta. The figures refer to 2015. <http://www.regionfakta.com/Jamtlands-lan/Arbete/Storsta-arbetsgivare/>

¹⁸ Vestfold fylkeskommune. <https://www.vfk.no/Om-Vestfold/>

HETYA's survey in museums

The survey was sent out via e-mail to all the staff at Jamtli and Vestfoldmuseerne. It was also sent out to the volunteers at Jamtli and a couple of volunteers were interviewed in Italy. The answers were gathered through a digital template. In Sweden, the survey was sent out to 187 people at Jamtli, but only about 100 of them are employed by Jamtli, the rest are people associated to Jamtli in other ways. We received 60 answers. In Norway it was sent out to 77 people at Vestfoldmuseerne and we received 24 answers. In Italy 16 people out of 21 who received the survey answered. Out of these, 14 are part of the staff (87,5%) and 2 are volunteers. Since the number of staff that answered the questionnaires is larger at Jamtli than at the other museums, that sometimes affects the overall result. The results are therefore often analysed per country, which also allows for comparisons.

The questionnaire had questions concerning three main themes: What the museums can offer NEEETs, what the museums as a whole need in order to work with NEEETs and what the individual's learning needs are. There were also questions which enabled us to see whether certain groups of staff had any particular needs or issues concerning NEEETs.

In the following the volunteers are separated from the museum staff in Sweden, since the conditions they work under are so different. This means that we have four groups in the survey. When referring to Sweden or the Swedish results this refers to the museum staff, since that is what is comparable to the answers from Italy and Norway. The volunteers are important, however, since many museums work with volunteers and they are a group with potential of making a great contribution to the museums work with NEEETs, which is why they were also included in this survey.

The results of the survey

Museums' involvement with NEEETs

Hetya surveys showed that very few members of staff, approximately 10 percent, are currently involved with NEEETs and none of the volunteers is engaged in this type of activity. However, a large majority, 69 percent, would like to be involved in activities for this target group. This shows that there is a huge potential for development within this area. There seem to be a wish to engage in this target group, but also a huge need of know-how. Since the museums vary in size and subject area the potential of what they can do varies.

If we compare the different countries and the paid staff and volunteers, we can see some differences. In Sweden 58 percent of staff say that they would like to get involved with NEEETs, while 75 percent of the volunteers would like to do so. In Norway 70 percent of the staff would like to get involved and in Italy the figure is 100 percent. In the comments there is an explanation to why the people who do not want to get involved with NEEETs feel that way. There are comments such as "we can't do it without new resources, otherwise it will take time from other important activities" or "the work I as an employee is told to do will not be done due to lack of

time since I am now to work with youths”. Thus, an important reason to seem to be a full schedule and the worry that other tasks will suffer if another thing to do is put on them.

It is interesting that the attitudes towards working with this target group varies with the occupation you have at the museum. Management, people working with learning and “other things” (including work in museum’s shop, PhD-student, marketing, agriculture, administration) are the most positive with 78 to 89 percent wanting to work with this group. The more negative groups with only 54 to 58 percent willing to work with NEETs are to be found among people working with reception/hospitality, exhibitions and collections.

What can NEETs learn at the museum?

In the questionnaire the museum staff was asked what skills and competences NEETs could develop at the museums. Twelve different skills and competences were suggested: language, IT skills, hospitality, social skills, knowledge about science, knowledge about art, knowledge about culture, knowledge about history, teamwork, organisational competences, civic competences and self esteem.

There are three competences/areas of knowledge in particular that the museums feel NEETs will develop to a large extent at the museum. The first competence is hospitality, which involves work with visitors, where skills in how to meet and greet are essential and evidently picked up by the NEETs. This also involves planning skills, ability to organise, to see to the visitors need as well as problem solving and taking initiatives.

The second is social competences which indicates that the NEETs are trained in being part of a social context at the workplace. It could also mean that the work they engage in involves working with visitors or volunteers. At least we can be certain that they need to engage in some sort of dealings with other people (users and workers like colleagues, superiors, suppliers), which will help them understand different contexts and interaction.

The third area is knowledge about history, closely followed by knowledge of culture. For Italy the answer is instead knowledge about science, which reflects that the museums in Sweden and Norway are more focused on cultural history while the Italian museum is more about science. This is of course easy to pick up and also an easy knowledge to transfer for staff at a museum which is constantly engaged in learning about history, culture, science and many other things. Teamwork and self esteem also score high among the competences learnt. From this we can conclude that Museums can make a large contribution to competences essential for work, which might be difficult to gain for example in the formal educational system.

The areas which score lower are IT-skills and for Sweden and Norway knowledge about science. Out of the twelve competences and skills areas we asked about these are the only areas where the majority of the answers were on “to a low extent”. In all other categories the majority of the answers were on either “to a large extent” or “to a very large extent”.

Table 2: Skills learnt at museums (%)

	to a large extent	to some extent	to a small extent	not at all
Language	17	42	36	4
IT-skills	4	37	53	7
Hospitality	56	37	8	0
Social competences	54	43	4	0
Knowledge about science	15	35	43	8
Knowledge about art	32	43	22	3
Knowledge about culture	42	46	12	0
Knowledge about History	44	42	13	1
Teamwork	40	54	6	0
Organisational skills	29	49	18	4
Civic competences	19	65	11	5
Self esteem	33	62	4	1

Looking at competences from another perspective we chose EU's key competences for lifelong learning (2011).¹⁹ It is not surprising that "cultural awareness and expression" is the category most informants choose as the number one competence to be learnt, but it is closely followed by "social and civic competences". In third place we can find learning to learn. From the perspective of NEETs it is not a good sign that "literacy and basic competences in maths, science and technology" comes in as the alternative which the least number of people chose. However, in Italy the situation is quite different from Sweden and Norway, with this competence scoring high, actually the second most popular alternative. The basic competences in literacy, maths and science are competences that many NEETs may lack, since statistics show that a proportion of them are drop-outs from school. That the museums say this is not what is primarily learnt is, however, not necessarily the same as saying it cannot be learnt if it is brought forth as an important part of working with NEETs.

There was also an opportunity for the respondents to give their own opinion about what could be learnt. The question was phrased: "What kind of professional or other skills (not mentioned above) can be learnt at your museum?" which means that all sorts of different skills were listed. Here many people suggested crafts, but also photography, learning to work independently, planning skills, problem solving, giving guided tours, pedagogical skills and gaining an understanding of society and changes in society through reflection on past times. Another thing that could be learnt is first person interpretations, that is, acting out, playing the part of a person from the past. In Italy the answers also included skills on teaching science. As can be seen there is a wide range of knowledge, skills and competences that can be learnt at the museums. This would suggest that the museum as a learning arena is suitable for many different people and that they can cater for many different needs and wishes.

¹⁹ The competences are: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression

The museum staff think that work experience placements or job shadowing is a good method to work with NEETs. This is probably due to their previous experience, since many of them have had people in their departments doing placements as part of their education or from the employment agency if they are long term unemployed. It might also be an easier option to involve someone in the daily work rather than creating special activities such as seminars or cultural activities. Few people answered that they could offer apprenticeships, which might reflect the larger responsibility connected to this when it comes to assessment of knowledge and connection to an educational organisation. In Italy, however, this is a more popular alternative, which might be due to differences in the educational systems, since apprenticeships are surrounded by strict regulations in Norway in is quite uncommon in Sweden. To get the NEETs involved in voluntary activities is also a popular option – from all museums, not only the Swedish volunteers who participated in the survey. In Italy alternatives such as cultural activities in the area and arranging seminars scores higher than in Sweden and Norway.

What do museums need in order to work with NEETs?

It is not always easy to take care of youths. In particular people who have been disengaged from the labour market or education and training for a longer period of time and therefore have become more socially isolated, lost confidence and have deteriorated health. The staff at the museums seem to be aware of the demands on them when it comes to giving these youths a good experience, because there seem to be a commitment to creating a valuable experience for the youths.

First of all the museum staff want more staff. This was the number one answer at all the museums, even though they vary in size and number of people employed. This reflects that it takes time to engage in the youths which might mean setting other tasks aside. It might also be an indication that what the staff need is training in how to work effectively and keep good level of performance, and for managers how to guide and support staff in working with NEETs. Second, they want training for staff and ideas on what the youths can do at the museum. However, the needs and wishes vary between different museums/countries and between staff and volunteers, which is shown in diagrams 1 to 4. While all the museums put the need for more staff as their primary wish, the volunteers want closer cooperation with them. What is interesting though, is the experienced need to get new ideas on what the youths can do. As shown above many different things can be learnt, but there is still need to inspire and motivate staff to find concrete projects for the youths to work on in order to realise this learning potential. This need is most urgently felt among the volunteers, but it comes as the second most needed thing in Norway. The proportion who chose this alternative is, however, similar in Norway (17 percent) and Sweden (17 percent). Since there are fewer respondents in Italy the percentage varies more for each respondent choosing a particular answer, but this option was in fourth place at the Mediterranean Natural History Museum. Then again, a proportionally big difference is the need for training for staff. 24 percent in Sweden would like that, while the figure is only 10 percent in Norway, while it is 56 percent in Italy and the second most popular option there.

Diagram 1: What staff think the museum need in order to work with NEETs at Jamtli (%)

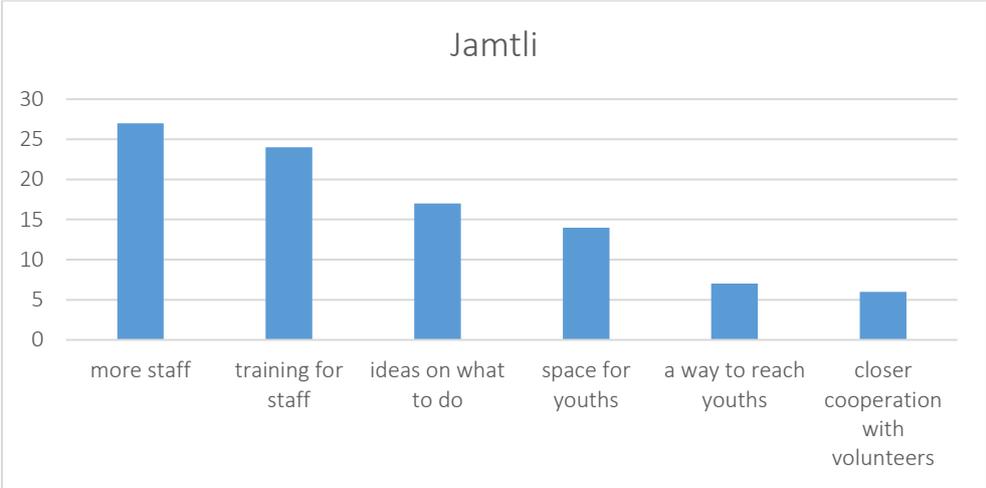


Diagram 2: What staff think the museum need in order to work with NEETs at Vestfoldmuseene (%)

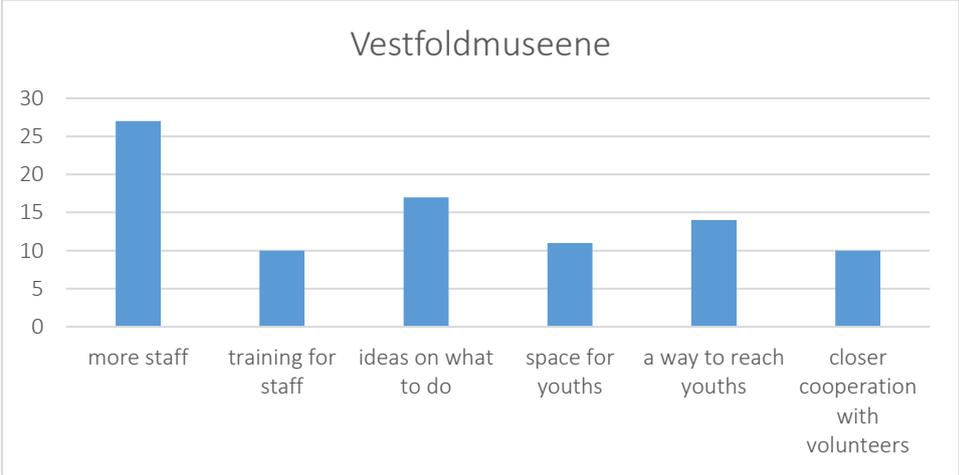


Diagram 3: What volunteers think the museum need in order to work with NEETs at Jamtli (%)

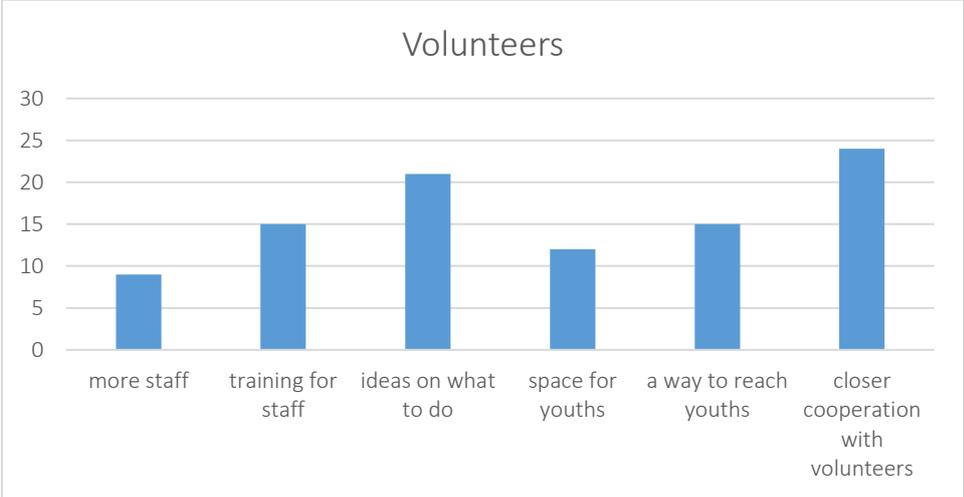
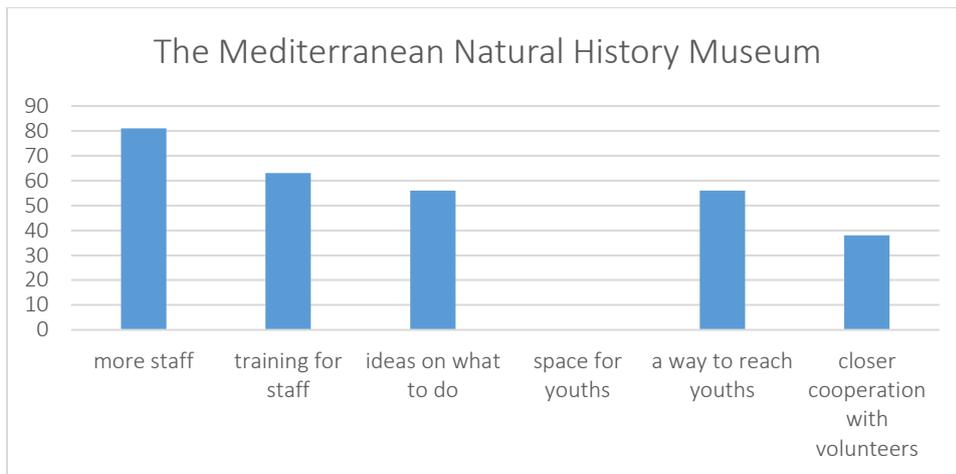


Diagram 4: What volunteers think the museum need in order to work with NEETs at The Mediterranean Natural History Museum (%)



The free text comments convey that the training the staff is looking for is focused on communication with youths, leadership and how to have a clear role as a team leader. When it comes to communication it concerns how to communicate with youths in general, but more specifically how to meet someone who is not feeling well, maybe with mental health issues. It also has to do with how to explain things in a way that the youth understands, pedagogical skills.

Here there are some differences between the countries. While the Norwegian answers are focused on pedagogical skills the Swedish answers are more focused on handling the youths' sometimes problematic background with mental health issues, drugs, long term unemployment and similar things. That way the Swedes seem to worry more about potential problems and feel the need to be able to handle those, while the Norwegians are more focused on communication and learning in general. To simplify it we could say that the Swedes want psychology and the Norwegians pedagogy. One of the Swedish comments captures what many others are also saying: "Insight into the problems of exclusion, basic knowledge of how to handle situations which might arise in a group with low level of previous knowledge, lacking confidence and motivation. Consciousness of how people with possible diagnoses could react and act and how to handle that". On the other hand a typical Norwegian answer would be "pedagogy, sociology, psychology". These comments are important because not only do they tell us what learning needs there are, but also that the attitudes towards and expectations on the NEETs are very different. Italy places itself somewhere in between. The answers emphasise communication skills and ability to relate to the NEETs, but they do not go as much into the knowledge and understanding of problematic backgrounds as the Swedish answers. They do, however, mention the ability to understand and relate to the NEETs to a larger extent than the Norwegian answers. This might be due to the differences of the NEETs in the different countries, where Italian NEETs may have different reasons for being NEETs than the Scandinavian ones.

When asked about competences and knowledge they already have and which they can contribute to work with NEETs the Norwegian museums answer that they can contribute planning organisational skills and provide good service. This is similar to the Italian answers which also focus on planning and organisational skills, event organisation and communication skills. On the other hand the Swedish museums answer that they can contribute knowledge about history, social competences, pedagogical skills, language skills, crafts and knowledge about the museum.

Staff's learning needs

In general staff seem to be pleased with their own development and learning. 41 percent claim that they agree to a large extent that they are pleased with the knowledge and skills acquired through their work. And 48 percent are pleased to some extent.

Most of them learn through the new and demanding tasks they are given, as well as through the part they play in development of the museum and activities and methods at the museum. Here there is a difference where the staff at the Norwegian and Italian museums claim to learn more through being involved in development of museum activities (33 percent in Norway and 40 percent in Italy), while the staff at the Swedish museum only learn by development of museum activities to 17 percent. Instead they learn through challenging tasks (34 percent) It seems that the museums also arrange education or courses for the staff from time to time, which also enhance their development.

Table 3: How museum staff are supported in their learning at the museum (percent)

	Norway	Italy	Sweden	Volunteers
I get challenging tasks	27	3	34	0
The museum arranges courses from time to time	23	3	18	38
I have colleagues who motivates me	15	33	23	23
I actively participate in development of museum activities	33	40	17	31
I have a mentor	2	13	3	8
other	0	8	5	0

When asked about their personal learning needs and their work place learning the staff identifies some areas where they need to develop their skills in order to be able to work with NEETs and other support they might need. Among the most important issues brought up is how to evaluate the youth's contribution together with knowledge about how to communicate with youths. This is closely followed by information on practical issues around NEETs, such as working time regulations, insurance issues and similar things. However, the top priority for most museum staff in Sweden and Norway is to share the responsibility with a colleague. There is a clear difference compared to the Italian museum where communication with youths is put as the top priority. This is to some extent similar to the volunteers, who also regard communication with youths as their primary learning need. There are some other differences in the order of the top priorities among the museums, but the volunteers break the pattern clearly by ranking evaluation of the youth's contribution much lower than where the museums put that priority.

Diagram 5: What staff need in order to work with NEETs at Vestfoldmuseene (%)

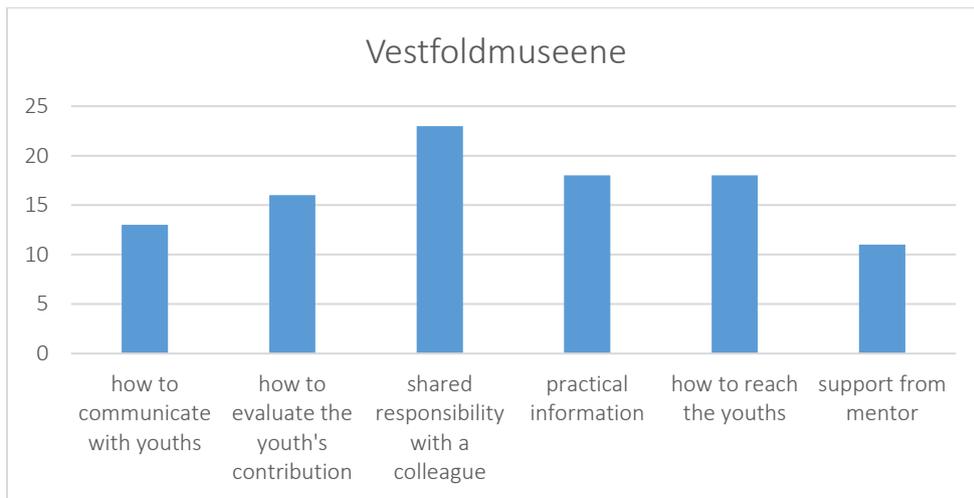


Diagram 6: What staff need in order to work with NEETs at Jamtli (%)

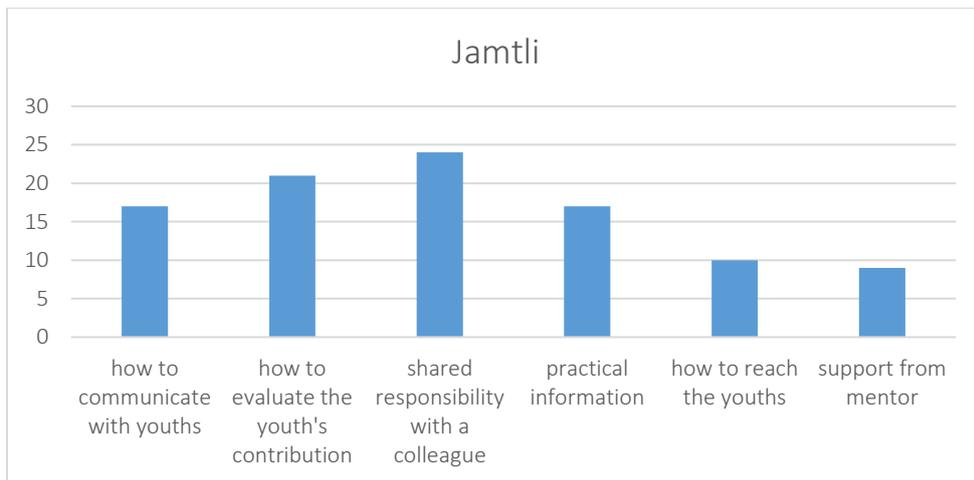


Diagram 7: What volunteers need in order to work with NEETs (%)

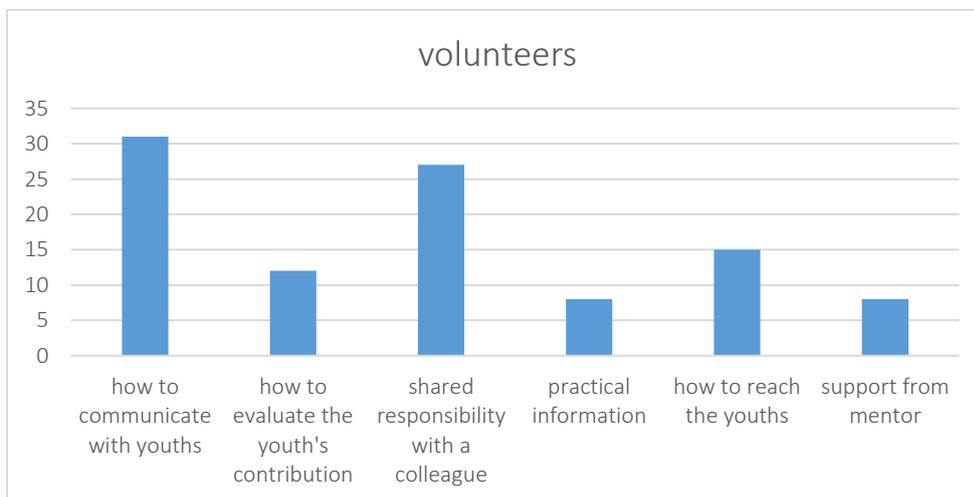
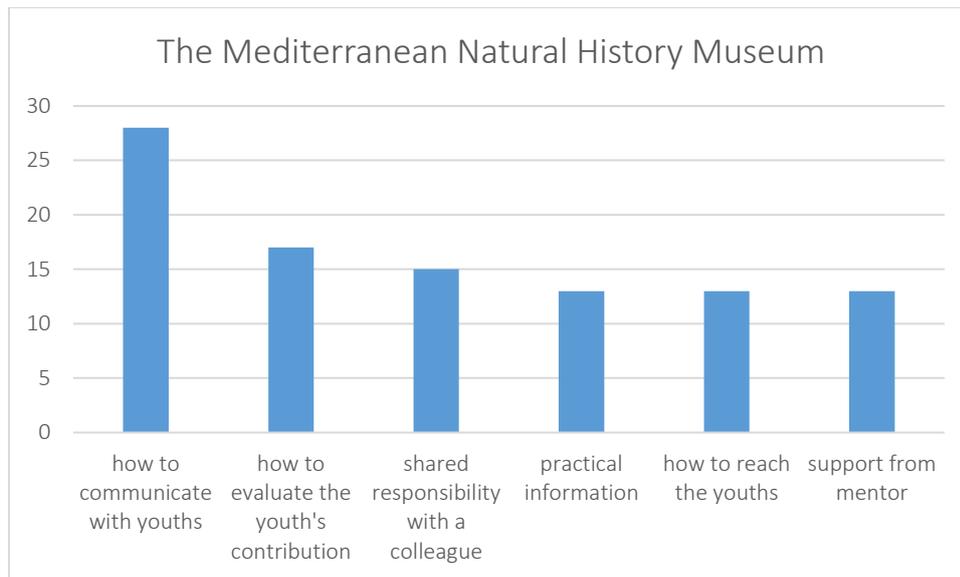


Diagram 8: What staff need in order to work with NEETs at The Mediterranean Natural History Museum (%)



Conclusions

Museums have a great potential for working with NEETs. There are many competences, skills and knowledge to be learnt at the museum that may be used in working life. In particular it is interesting to note that there are many skills or competences which are difficult to learn in the formal educational system, but which are still essential in today's society, which museums have the ability and willingness to work with. This would for example include social skills, learning to work independently, problem solving or an understanding of society. There is a willingness among museum staff to work with NEETs, but in order to do that they need support and training. In particular it seems important to staff to get more knowledge about the learning needs of young NEETs and their lives in general. They want to understand what it is like to be NEET and the problems these youths are facing, and most importantly how to act around these people which might suffer from low self esteem, feeling of disengagement, mental health problems, drugs, low educational level or uncompleted education.

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**Erasmus + 2014-2020 project
HETYA – HERITAGE TRAINING for YOUNG ADULTS
n. 2015-1-IT02-KA204-015018**

**Survey to Museum workers/operators: interviews for project HETYA
"Museums as learning places"**

1. What field of work is your primary position within the museum?

- Management
- Learning
- building and maintenance
- front-of-house/hospitality
- collections management
- exhibitions
- project management/commissioned work
- research and development
- volunteer
- other

If "other", please specify: _____

2. Are you presently involved in any activities for youths who are not in employment, education or training?

- Yes
- No

If yes, describe the activities you offer _____

3. If you are not involved in any activities for this group: Would you be interested in creating activities for this target group?

- Yes
- No

4. What would your department of the museum be able to offer youths who are not in education, employment or training to participate in?

- Seminars/workshops

- jobshadowing/work practice
- Voluntary activities
- Apprenticeship
- Cultural activities in the area
- other

If “other”, please specify: _____

5. To what extent can youths learn the following skills/competences at your museum (not only in your department)?

- 1 – to a very large extent
- 2- to a large extent
- 3 – to a small extent
- 4- not at all

- Language
- IT skills
- Hospitality
- Social skills
- Knowledge about science
- Knowledge about art
- Knowledge about culture
- Knowledge about history
- Teamwork
- Organisational competences
- Civic competences
- Self esteem

6. What kind of professional or other skills (not mentioned above) can be learnt at your museum?

7. Out of EU's eight key competences for lifelong learning choose THREE which you would say your museum contribute the most to (for youths who are not in employment, education or training)?

- Communication in mother tongue
- Communication in foreign languages
- Literacy and basic competences in maths, science and technology
- Digital skills

- Learning to learn
- Social and civic responsibility
- Initiative and entrepreneurship
- Cultural awareness and creativity

8. How could the museum document the competences acquired?

- Certificate of competences achieved
- Formal degree in cooperation with school
- Certificate of attendance
- Letter of recommendation
- other

9. What would the museum need in order to start working with/improve their work with youths who are not in education, employment or training?

- A way to reach the youths
- More staff in order to take care of the youths
- Training for staff
- Space for youths to be in
- Closer cooperation with volunteers
- More information on practical issues, such as insurance, health and safety responsibilities of the museum
- Good ideas of what the youths can do
- other

If “other”, please specify: _____

10. What kind of training, skills or competences are required of staff working with youths who are not in education, employment or training?

11. What skills, knowledge or competences could you contribute to this target group?

12. What kind of training would you personally need in order to be able to work with youths who are not in employment, education or training?

- Skills in how to reach youths
- skills in how to address youths
- information on practical issues (insurance, work hours etc)
- Support from a mentor
- Shared responsibility with a colleague
- Training in how to assess the youth's contribution/learning
- Other

If “other”, please specify: _____

13. How are you supported in your learning by the museum?

- The museum offers training/courses from time to time
- I have a mentor to support me
- I'm given challenging tasks
- I have motivating colleagues
- I take active part in improving the museum's activities
- other

If “other”, please specify: _____

14. How useful do you find the competences, skills and knowledge you have gained through your work for helping others become active citizens and facilitate their learning?

- 1 – to a large extent
- 2 – to some extent
- 3 – to a small extent
- 4- not at all

15. How satisfied are you with the competences, skills and knowledge you have gained through your work?

- 1 – to a large extent

2 – to some extent

3 – to a small extent

4- not at all

Thank you for time!

HETYA project staff