

# 3.1.3 NEETs Profiling and Roadmap Report



# GREENLAND PROJECT

## GREEN-skiLls for a sustAiNable Development

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<b>Deliverable Title</b>	<b>NEETs Profiling and Roadmap Report</b>
<b>Related Work package</b>	<b>WP3</b>
<b>Related Output</b>	Output 3.1
<b>Related Activity</b>	<b>Activity 3.1.3</b>
<b>Date of the Document</b>	<b>13 April 2022</b>
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<b>Abstract</b>	<b>NEETs Profiling and A Proposed Roadmap Report</b>

#### Versioning and contribution history

<b>Version</b>	<b>Date</b>	<b>Comment</b>	<b>Responsible Partner</b>
<b>Draft</b>	<b>13 April 2022</b>		Planning and Development Agency - PDA

# NEETS PROFILING & A PROPOSED ROADMAP

*with focus on Green and Circular Economies*



**Project Name:** GREEN-skills for a sustAiNable Development (GREENLAND)

**Donor:** ENI CBCMED

**Countries:** Italy, Lebanon, Jordan, Egypt, Palestine, Portugal, Greece

## ABOUT THIS REPORT

This report has been prepared on behalf of nine partners working in seven countries under the project entitled GREEN-skills for a sustAiNable Development (GREENLAND). It aims to map the Not in Education, Employment or Training (NEETs) and develop a roadmap focused on the potential of enhancing their employability within the Green and Circular Economy (GaCE), while providing equal opportunities to both genders. Partners involved are:

- Regione Calabria, Italy
- Planning and Development Agency (PDA), Lebanon
- National Agricultural Research Center (NARC), Jordan
- Arab Academy for Science, Technology, and Maritime Transport (ASSTMT), Egypt
- Hisham Hijjawi College of Technology (HHCOT), Palestine
- ARCES Association, Italy
- University of Algarve, Portugal
- European Regional Framework for Cooperation (E.R.F.C), Greece
- Interbalkan environment Center (I-BEC), Greece

The analysis in this report is based on (a) a first phase that focused on a Labor Market Analysis to identify sectors with the greatest potential for economic growth and for offering employment opportunities, (b) a second phase that focused on compiling a database of NEETs and women on the one hand and SMEs and other companies on the other hand in relevance to project actions, and (c) a third and final phase that provides a roadmap and recommendations for training courses that have the potential to bridge NEETs to the labor market while promoting a GaCE.

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## ACRONYMS AND ABRIVIATIONS

ASSTMT	Arab Academy for Science, Technology, and Maritime Transport
E.R.F.C	European Regional Framework for Cooperation
GaCE	Green and Circular Economy
GDP	Gross Domestic Product
GREENLAND	GREEN-skiLLs for a sustAiNable Development
HHCOT	Hisham Hijjawi College of Technology
I-BEC	Interbalkan Environment Center
ILO	International Labor Organization
NARC	National Agricultural Research Center
NEETs	Not in Education, Employment, or Training
NGO	Non-Governmental Organization
PDA	Planning and Development Agency
RLO	Regional and Local Authorities
SME	Small and Medium-Sized Enterprises
TVET	Technical and Vocational Education and Training
UNCSD	United Nations Conference on Sustainable Development
UNEP	United Nations Environment Programme
VT	Vocational Training
WP	Work Package

## EXECUTIVE SUMMARY

Economic growth and environmental management are complementary and are vital means for ensuring sustainability in light of diminishing resources. Both can be promoted if globally efforts are concentrated on the advancement of a Green Economy. All studies point out the fact that a green economy will result in a better wellbeing. This is why one of the Sustainable Development Goals, and specifically SDG 7, has set focus on ensuring access to affordable, reliable, sustainable and modern energy for all as an action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

### Main Findings

- There is no unified definition of NEETs, but this study concurs that NEETs are young people of both genders aged between 15 and 34 years, mainly citizens, and currently unemployment or not involved in further education or training in at least four weeks.
- The characteristics of NEETs mapped and consulted varied among countries. However, majority fall within the 18 to 35 years age group, are citizens, hold university degrees, and are unemployed but actively seeking employment. A small percentage suffer from disability or a chronic disease and the percentage of females is greater than that of males.
- While SMEs are willing to provide internship and employment to NEETs, they have some conditions to be met, including access to experienced trained NEETs.
- A holistic intervention is required to enhance NEETs' employability starting with recruitment, and moving to training, mentorship, and placement. Under training, three sets of skills are proposed to be provided, including life skills, lab skills, and technical skills. It is left up to each country to choose the skills to offer based on the partners' capacity and NEETs' interests in the area.



# NEETs Profiling & A Proposed Roadmap With focus on Green and Circular Economies

## I. OVERVIEW AND PURPOSE

### 1.1 Overview

Worldwide, the past two years have been quite challenging on various scales. COVID-19 has tremendously impacted the global economy, shrinking all countries' Gross Domestic Products (GDPs) and digging them into a recession. One feasible solution proposed by economists, researchers, and practitioners to get back on track and ensure sustainable development is by following the Green and Circular Economy (GaCE). The Green Economy, in particular, is defined as “a system of economic activities connected with the production, distribution and consumption of goods and services that results in a better human wellbeing in the long term, to avoid exposing the future generations to significant environmental risks and to the ecologic shortage<sup>1</sup>”. As for the circular economy, it refers to strategies that limit the environmental impact and waste of resources, as well as increasing efficiency at all stages of the product economy<sup>2</sup>.

The Secretary-General's report to the second Preparatory Committee of the United Nations Conference on Sustainable Development (UNCSD) states that “The concept of green economy focuses primarily on the intersection between environment and economy,<sup>3</sup>” and the recent report by the United Nations Environment Programme (UNEP) on the green economy makes it clear that the concept responds to the “growing recognition that achieving sustainability rests almost entirely on getting the economy right.” In other words, economic growth and environmental management are complementary.

It is important to recognize the benefits of a green and circular economy on the macroeconomic level. UNEP states in its Green Economic report that reallocating investments towards the green economy may lead to slower potential economic growth in the short run, but it will result in a faster economic growth on the long run. On the supply side, investing in the green economy reduces the negative risks associated with climate change, energy shocks, water scarcity and loss of ecosystem services. They will also result in the long term in increased employment, as green investments are generally more employment intensive, a much-needed action considering the striking unemployment rates worldwide. This is particularly true in agriculture where green technologies improve the productivity of rural smallholders. As for the demand side, such

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<sup>1</sup> [https://wedocs.unep.org/bitstream/handle/20.500.11822/8659/-%20Green%20economy\\_%20what%20do%20we%20mean%20by%20green%20economy\\_%202012Main%20briefing%202012](https://wedocs.unep.org/bitstream/handle/20.500.11822/8659/-%20Green%20economy_%20what%20do%20we%20mean%20by%20green%20economy_%202012Main%20briefing%202012)

<sup>2</sup> [https://www.eesc.europa.eu/sites/default/files/files/ceps\\_report\\_the\\_circular\\_economy\\_a\\_review\\_of\\_definition\\_s\\_processes\\_and\\_impacts](https://www.eesc.europa.eu/sites/default/files/files/ceps_report_the_circular_economy_a_review_of_definition_s_processes_and_impacts)

<sup>3</sup> UN-DESA, UNEP, and UNCTAD (N.D.). The Transition to a Green Economy: Benefits, Challenges, and Risks from a Sustainable development Perspective.

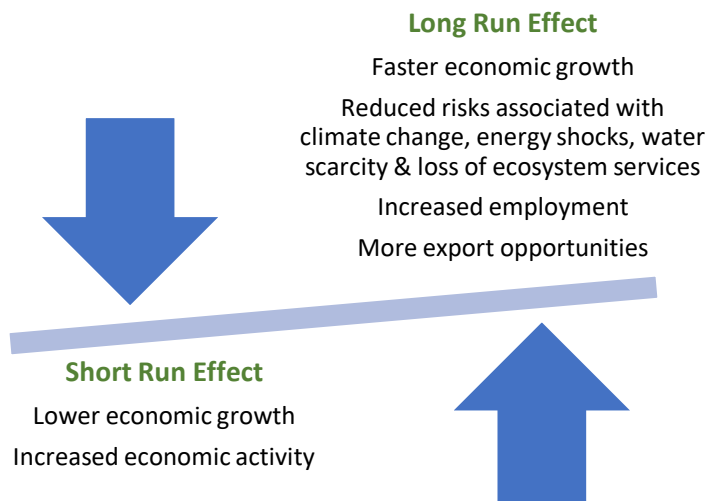


Figure 1: Perceived Benefits of GaCE

investments can help increase economic activity and employment in the short run. On another level, environmental goods also tend to provide more export opportunities with trade increasing and will thus improve the overall economy of a country in the long run.

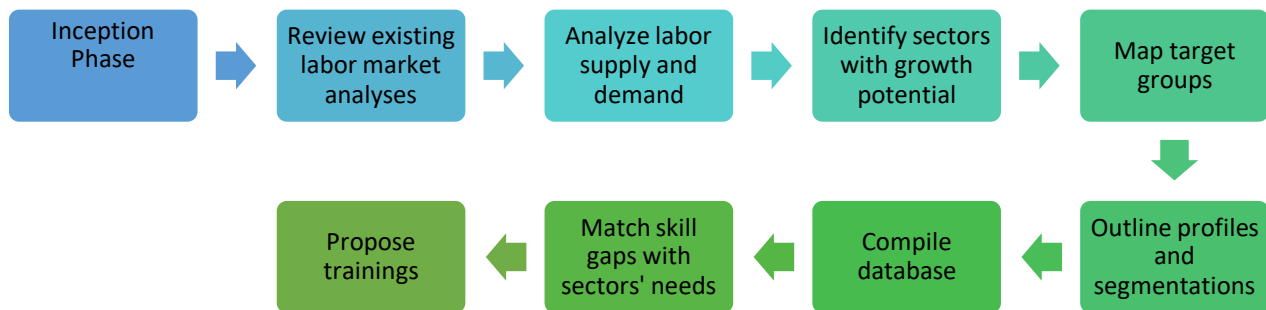
## 1.2 Purpose and Scope

This report presents the findings of the second and third phases of Work Package (WP) 3 Labor Market analysis of the NEETs and Women which has “Emerging competencies of NEETs and women in the GaCE sectors” as a key output. It bases its findings on a previous phase designed to identify employment opportunities in the domain of GaCE as well as associated skill gaps that can be promoted to improve the overall socio-economic conditions at the community/ local level in the seven targeted countries. Together the result of the three implemented phases focus on mapping the demand side of the market, identifying market-relevant short-term trainings that will lead to employment or self-employment of NEETs and women, compiling a database of NEETs, women, and SMEs in relevance to project actions, and providing a roadmap and recommendations for training courses that have the potential to bridge NEETs to the labor market while promoting a GaCE. The overall aim is to reduce the mismatch between the labor market and skills in NEETs and women by ensuring the availability of necessary provisions needed to facilitate their access into the labor market while concurrently equipping target groups with marketable skills via training courses, e-learning services, coaching, mentoring, and traineeships. The three phases are visually mapped in Figure 3.

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Consequently, the long-term objective of this study will promote sustainable entrepreneurship and the creation of GaCE enterprises and jobs, improving the conditions of the target groups by enabling them to meet their social needs.

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*Figure 2: Visual Mapping of Project Phases*

## II. METHODOLOGY AND KEY DEFINITIONS

### 2.1 Methodology

This phase collected data from three main sources:

- 
- From regional and local authorities across the seven countries to map and profile NEETs
  - From Small and Medium Enterprises (SMEs) to verify the demand side, check their willingness to employ NEETs, and assess the skills' gaps from their perspective
  - From NEETs themselves to check their needs, the challenges they face, and their willingness to participate in upskilling and internships
- 

Data was collected through direct contacts guided by survey guidelines made available to all partners' data collectors through Kobo Toolbox. Sampling was by convenience, ensuring participants' willingness and ability to provide information. Additionally, the identification of stakeholders participants in the three surveys made use of the snowball technique where consulted stakeholders referred others.

As designed, it was planned that quantitative data will be collected from a sample of NEETS selected with 95% confidence level as per YAMANE formula which uses the finite population size:

$$n = \frac{N}{1 + Ne^2}$$

n= corrected sample size, N = population size, and e = Margin of error (MoE), e = 0.05 based on the research condition

Using the above formula, the sample size for each country was set at **375** guided by the distribution of the population and NEETs identified in Table 1 below.

**Table 1: Population and NEETs Percentage Per Country**

Country	Year	% Of NEETs	Population (in millions)	Source
Italy	2020	27.8	60.4	<a href="https://ec.europa.eu/eurostat/statistics-">https://ec.europa.eu/eurostat/statistics-</a>
Portugal	2018	8.4	10.2	<a href="https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_546273.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_546273.pdf</a>
Greece	2019	12.5	10.7	<a href="https://data.worldbank.org/indicator/SL.UEM.NEET.ZS?end=2020&amp;start=2020">https://data.worldbank.org/indicator/SL.UEM.NEET.ZS?end=2020&amp;start=2020</a>
Lebanon	2020	22	6.8	<a href="http://www.enicbcmed.eu/resmyle-lebanon-233-rate-unemployment-among-young-people">http://www.enicbcmed.eu/resmyle-lebanon-233-rate-unemployment-among-young-people</a>
Egypt	2016	27.6	94.4	<a href="https://www.etf.europa.eu/sites/default/files/2019-03/Egypt%202018.pdf">https://www.etf.europa.eu/sites/default/files/2019-03/Egypt%202018.pdf</a>
Jordan	2016	36	9.5	<a href="https://www.unicef.org/mena/reports/opportunities-youth-jordan">https://www.unicef.org/mena/reports/opportunities-youth-jordan</a>
Palestine	2019	33.4	4.6	<a href="https://www.etf.europa.eu/sites/default/files/document/Country%20Fiche%202020%20Palestine%20-%20Education_%20Training%20and%20Employment%20Developments.pdf">https://www.etf.europa.eu/sites/default/files/document/Country%20Fiche%202020%20Palestine%20-%20Education_%20Training%20and%20Employment%20Developments.pdf</a>

Data was collected by the data collectors of the nine partners between October 2021 and March 2022. All responses were then compiled, consolidated, and cleaned before analysis commenced. Analysis was mainly conducted via the use of pivot tables and triangulations.

## 2.2 Limitations

A number of key limitations faced this study, including:

- The lack of a unified definition of what constitutes NEETs combined with respondents' low level of awareness towards what constitutes NEETs and GaCE.
- The presence, responsiveness, and receptiveness of regional and local authorities varied by country.
- The ability of different partners to collect information varied, with some countries falling behind the target as well as the timeframe agreed upon.
- Majority of data collection took place virtually and over digital means hindered by the COVID-19 movement restrictions.
- Data collection in some countries was restricted by the General Data Protection Regulation (GDPR) which limited the ability to transfer data outside of the European Union. Thus, privacy concerns drove some countries to focus on offline data collection and input records on excel while hiding the identity of respondents.

## 2.3 Key Definition of NEETs

As stated under the limitations, there is no one unified international definition of NEETs. The International Labor Organization (ILO) provided a definition in 2016 specifying NEETs as “the percentage of the population of a given age group and sex who is not employed and not involved in further education or training”. In order for a person to be counted as a NEET, he/she must meet these two conditions: not to be employed (i.e. are unemployed or inactive), and not to have received any education or training in at least four weeks<sup>4</sup>.

According to EUROSTAT (2021), NEETs refers to young people neither in employment nor in education or training, particularly young people aged between 20 and 34 years. These people may be subdivided into those who are unemployed and those who are considered outside the labor force (in other words, they do not have a job and they are not actively seeking employment)<sup>5</sup>.

According to EUROFOUND (2016), the age category of NEETs is set at 15 to 24 years. This age group was then broadened to include those aged 15 to 29 years, where NEETs were divided into seven subgroups with each group made up of a mix of vulnerable and non-vulnerable young people who are at the point surveyed not accumulating human capital through formal channels, whether voluntarily or involuntarily. These seven groups are:

- *Re-entrants*: Have already been hired or enrolled in education or training and will soon leave the NEETs group. These have been estimated to form 7.8%.
- *Short-term unemployed*: Unemployed and seeking work and have been unemployed for less than a year; moderately vulnerable. These have been estimated to form 29.8%.
- *Long-term unemployed*: Unemployed, seeking work and have been unemployed for more than a year; at high risk of disengagement and social exclusion. These have been estimated to form 22%.
- *Illness, disability*: Not seeking work due to illness or disability. This sub-group includes those who need more social support because they cannot do paid work. These have been estimated to form 6.8%.
- *Family responsibilities*: Cannot work because they are caring for children or incapacitated adults or have other family responsibilities. These have been estimated to form 15.4%.
- *Discouraged*: Believe that there are no job opportunities and have stopped looking for work; at high risk of social exclusion and lifelong disengagement from employment. These have been estimated to form 5.8%.

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<sup>4</sup> [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_343153.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_343153.pdf)

<sup>5</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics\\_on\\_young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training#NEETs:\\_analysis\\_by\\_sex\\_and\\_age](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_young_people_neither_in_employment_nor_in_education_or_training#NEETs:_analysis_by_sex_and_age)

- *Other NEETs*: A very heterogeneous group; includes the most vulnerable, the most privileged, and those who are following alternative paths, such as artistic careers<sup>6</sup>. These have been estimated to form 12.5%.

Based on the compilation of the various definitions and the feedback compiled from this research, the following definition of NEETs has been adopted:

- 
- Young people of both genders aged between 15 and 34 years
  - Vulnerable or moderately vulnerable with the majority being citizens
  - Currently unemployed and not involved in further education or training in at least four weeks
- 

During the data collection phase, and due to the extreme marginalization of some mapped stakeholders as identified by SMEs, regional and local authorities, and NEETs themselves, the NEETs database was broadened to include persons from other age groups, including 35 to 60 years. These formed 21% of the NEETs database with 63% being females.

### III. DATA ANALYSIS AND MAIN FINDINGS

This section presents the results of the analysis of input obtained from local and regional authorities, SMEs, and NEETs across the seven targeted countries.

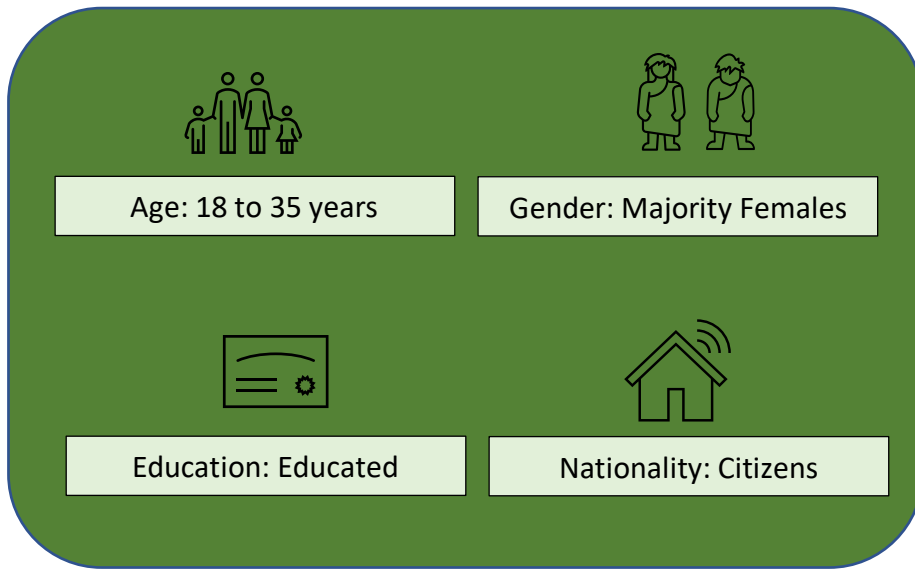
#### 3.1 Data Collected from Regional and Local Authorities

79 records were collected from regional and local authorities as shown in Table 2. Together, these regional authorities identified 787,080 NEETs present in their areas distributed over 73 districts.

*Table 2: Distribution of Regional and Local Authorities Consulted*

Country	# of Stakeholders Consulted
Egypt	2
Greece	0
Italy	0
Jordan	2
Lebanon	50
Portugal	2
Palestine	23
<b>Total</b>	<b>79</b>

<sup>6</sup> <https://www.eurofound.europa.eu/topic/neets>



*Figure 3: Characteristics of NEETs as identified by Regional & Local Authorities*

The majority of consulted stakeholders under this category stated that the dominant age group among NEETs is 18 to 35 years, with few locating NEETs who are within the age groups 15 to 18 years and 35 to 60 years. 70% of respondents found that among NEETs, women constitute between 45 to 80% depending on the area mapped, with 18% of respondents noting an equitable distribution between males and females

among NEETs. 82% of respondents specified that NEETs are educated, with some completing secondary education while others completing their university education. When it comes to nationality, majority found that NEETs are only citizens (48%) or mainly citizens (26%).

The following challenges have been identified by regional and local authorities as facing NEETs:

- COVID-19 pandemic and its influence on the labor market
- Lack of adequate training, expertise, and technical skills to participate in the labor market
- Lack of experience
- Weak social and communication skills
- Limited orientation towards specialties needed by the market
- Limited job availability and competition from foreign workers

In addition to the above, upskilling NEETs is hurdled by the shortages in equipment and material faced by Technical and Vocational Education and Training (TVET) education providers in their districts as well as the outdated curricula. Nevertheless, despite identified challenges, 47% of consulted stakeholders under this category believe that there are opportunities available to NEETs in their districts, including opportunities in agriculture, tourism, renewable energy, and technology.

When asked about recommendations to improve NEETs and women employability, authorities proposed (a) establishing large projects and production plants in areas where there are gaps and training NEETs and women to fill these gaps or (b) providing NEETs and women with entrepreneurship skills to help them set up their own income-generating businesses.

### 3.2 Data Collected from SMEs

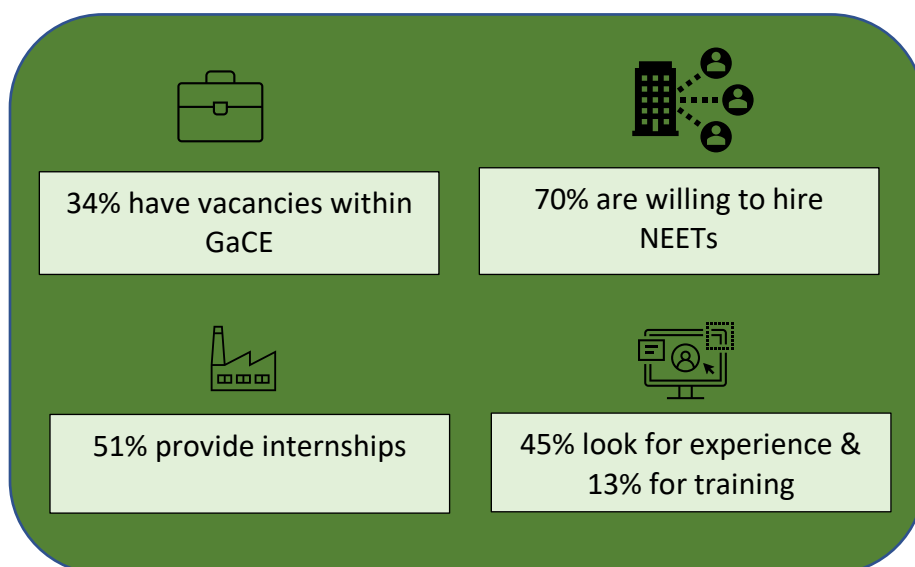
204 SMEs were consulted distributed as shown in Table 3, of whom 89% operated only locally and 11% operated both locally and internationally. 49% of SMEs worked within the agriculture sector, 12% in the dairy production sector, 11% in the production sector, and 9% in recycling and renewable energy with other sectors encompassing education, consultancy, food, service, technology, and trade, among others. 51% of the mapped SMEs are micro-enterprises having less than 10 employees, 36% are small with 10 to 49 employees, and 12% medium with 50 to 249 employees.

**Table 3:** Distribution of SMEs Consulted by Country

Country	# of Stakeholders Consulted
Egypt	27%
Greece	2%
Italy	15%
Jordan	5%
Lebanon	37%
Portugal	0%
Palestine	13%

34% of consulted companies indicated that they have vacancies within GaCE while 70% expressed their willingness to hire NEETs. Moreover, 51% provide internships with 88% expressing their willingness to hire interns upon satisfactory completion of the internship period.

Of the consulted SMEs, 24% rely on word of mouth, personal connections, and referrals in recruitment indicating a need for direct links and networking. A small percentage uses social media (9%), and even a smaller percentage advertises vacancies (2%). 45% look for previous experience when recruiting either mainly or in combination with other factors such as certifications,



**Figure 4:** Employment Perspectives of SMEs



knowledge, and skills. 13% look for relevant training and certifications. Other factors considered by SMEs as employers include work ethics, soft skills (communication and time management), and seriousness at work.

When specifically asked about basic and life skills required in new employees, communication skills, digital skills, and marketing skills were mentioned the most. Other skills mentioned included skills in promoting and maintaining occupational health and safety.

It is worth mentioning that Phase 1 of this consultancy service consulted an additional 113 SMEs to identify labor market needs and found that the majority were willing to hire people without degrees if properly trained. In fact, experience seemed to be the number one characteristic that SMEs look for in both unskilled/ semi-skilled jobs as well as skilled jobs (47.8% and 28.3% respectively). Additionally, they look for workers with a sense of responsibility and seriousness at work. As to employment gaps identified by this sector, they mainly included workers in the agriculture field (different professional levels), Laborers, and Sales and Marketing employees. Additional gaps observed include recycling, water treatment, distribution, and carpentry.

### 3.3 Data Collected from NEETs

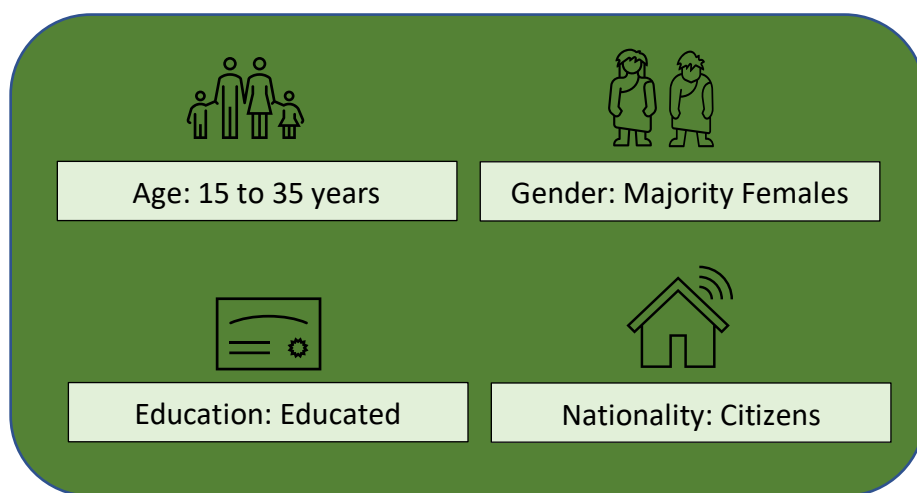


Figure 5: Characteristics of NEETs involved in this study

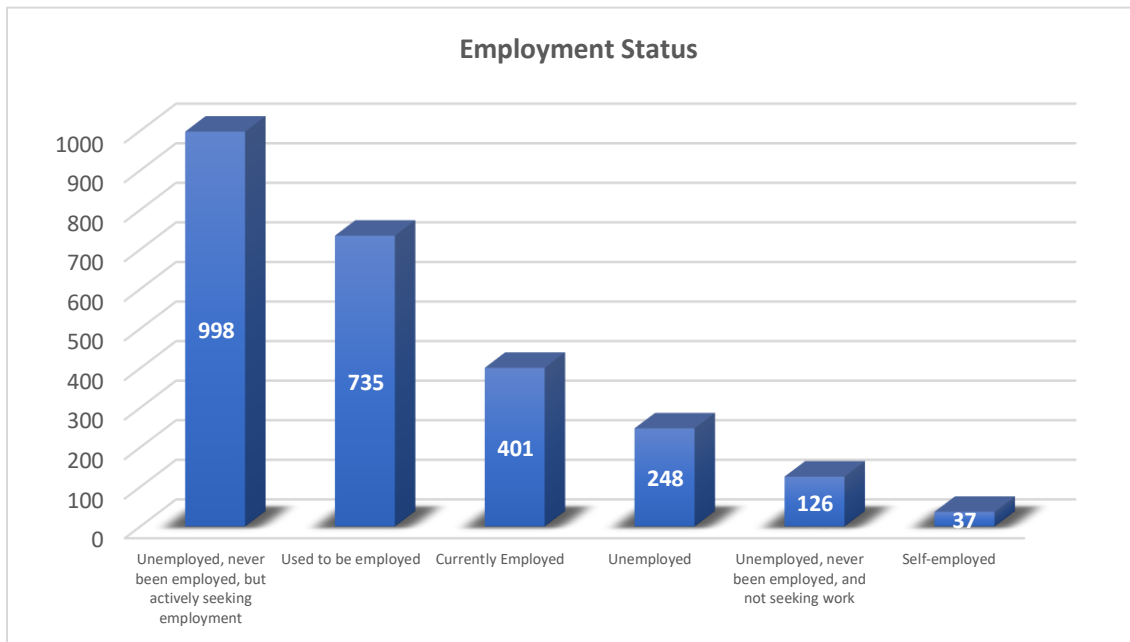
2,604 NEETs were consulted as part of this phase distributed as shown in Table 4, with 65% females and 35% males. Majority (67%) fell within the age group 15 to 35 years and were single (59%). Furthermore, 53% held a university degree with only 0.5% uneducated. 97% were citizens. Moreover, almost 5% of those consulted had a disability or chronic

disease indicating an even higher level of vulnerability.

**Table 4:** Distribution of NEETs Consulted by Country

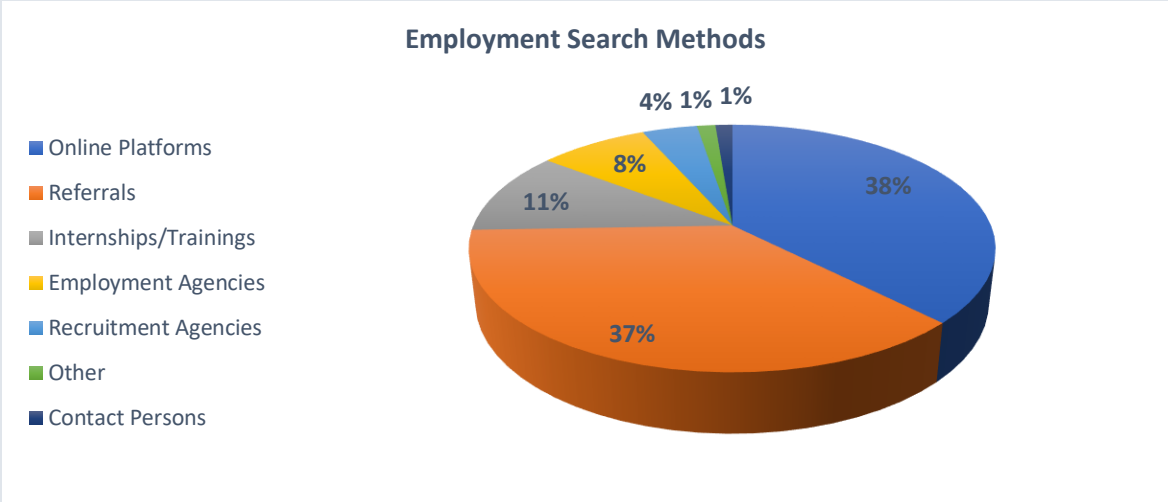
Country	# of Stakeholders Consulted	% of Stakeholders Consulted
Egypt	553	21%
Greece	235	9%
Italy	140	5%
Jordan	611	23%
Lebanon	433	17%
Portugal	374	14%
Palestine	254	10%
Others	4	1%
<b>TOTAL</b>	<b>2,604</b>	<b>100%</b>

As shown in Figure 6, the majority of consulted NEETs are unemployed and actively seeking employment. 74% of those who used to be employed lost their employment between 2019 and 2021.



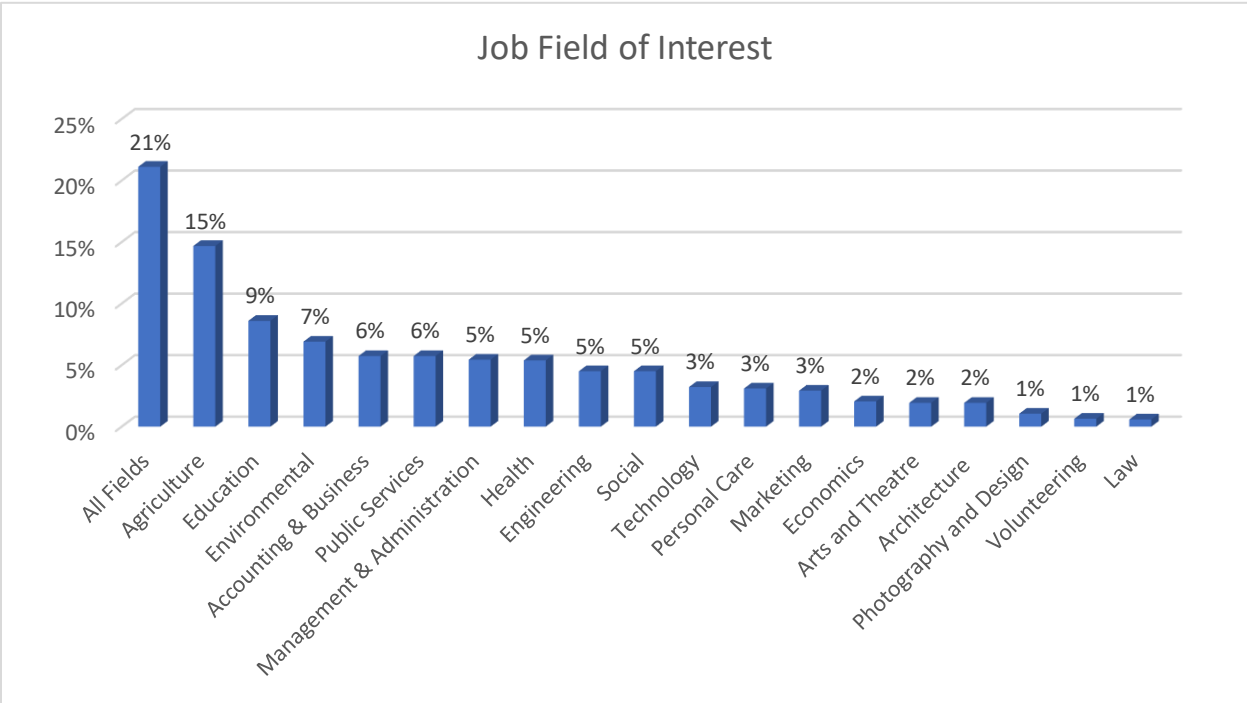
**Figure 6:** Employment Status of Mapped NEETs

When searching for employment, referrals seem to be the number one means adopted by NEETs followed by online platforms as shown in Figure 7.



*Figure 7: Employment Search Methods Adopted by Mapped NEETs*

When asked about their field of interest, the majority indicated being open to any field that would secure employment opportunities for them while a considerable percentage expressed interest in agriculture as shown in Figure 8.



*Figure 8: Field of Interest of Mapped NEETs*

Job shortage, economic conditions, and lack of experience were the most rated challenges faced by NEETs in securing employment. Other cited challenges included lack of technical knowledge, nepotism, lack of skills, changing labor market, and language. 94% of the NEETs have not undergone training while almost an equal percentage (95%) indicated that they have time to undergo training. Identified training needs are presented in Figure 9 as an aggregate while Annex B provides an overview of training needs identified by NEETs for each country.



*Figure 9: Training Needs of Mapped NEETs*

### 3.4 Main Findings

When comparing and consolidating findings from the various countries involved in this study, one can deduce the following characteristics of NEETs:

- Majority fall within the 18 to 35 years age group
- Majority are citizens with a small percentage suffering from a disability or a chronic disease
- A large percentage holds university degrees but are unemployed and actively seeking employment
- Despite their education, the majority indicated a lack of skills that can give them an edge and promote their employability
- Percentage of females is greater than that of males

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Other findings indicate that there is willingness among SMEs to employ NEETs in various fields with emphasis on GaCE if the latter are provided with relevant skills, certificates, and/ or experience. Moreover, many are willing to provide internships prior to employment as a means to help the NEETs acquire experience while concurrently giving them the chance to prove themselves. Concurrently NEETs realize that, despite their education, they have skill gaps that hinder their employability and have expressed their interest to be trained.

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## IV. PROPOSED ROADMAP

This study concludes with a proposed roadmap designed to promote the employability of NEETs.

### Step 1: NEETs Recruitment and Selection

The definition elaborated under the main findings in Section III above can be used to recruit NEETs into this project to enroll in trainings and upskilling interventions noting that 95% of those consulted indicated their willingness to receive training. Recruitment should be done via word of mouth, referrals, and social platforms since these are the most common recruitment methods used by the mapped NEETs.

### Step 2: NEETs Mentorship and Training

NEETs should be provided with coaching and mentorship to identify the specific areas in which they require training and guide them through the process from training to employment. Training should be divided into three sets: (a) life-skills and basic skills, (b) lab skills, and (c) technical skills.

- a. **Life-Skills and Basic Skills Training:** this can include training on Communications skills, English as a second language, Digital skills, Marketing (and Social Marketing), Career Development, and Entrepreneurship skills. Life-skills can be provided in parallel with the lab or technical skills. For English, it is recommended that the course is adapted depending on the lab and technical skills implemented to provide the key words used in the chosen sector.
- b. **Lab Skills Training:** this can include training in Organic Farming, Food Hygiene, Solar Panel Technicians, Solar Drying, Zero Waste Captain, and Dairy Production.
- c. **Technical Skills Training:** this can include training on Climate Smart Agriculture, Agribusiness, Aqua-business, Land Fill Site Assistant, Manufacturing and Recycling, Eco-tourism, and Natural Resources Conservation and Restoration.

Below is a summary of proposed training courses while Annex A provides an outline for each training course recommended. Courses can be delivered in a hybrid modality with the theoretical part covered online and the practical part covered physically either through simulations,

internships, or field work. It is also recommended that the entrepreneurship skills course be given to all NEETs to give them an option to establish their own business.

1. Climate smart agriculture. This field will focus on training NEETS to use technologically advanced farming to work towards a sustainable and profitable food system with minimal environmental impact.
2. Agri-business. This trains participants on managing the whole process of agricultural business, including managing the finances of a farm, packaging, sales, marketing, providing supplies and equipment to farms. Potential jobs created here can include agronomy salesperson and agricultural accountant.
3. Aqua business. This curriculum will provide training to NEETs on how to use biotechnology in aquafarming, including the use of technology in hatcheries to enhance fast-track productivity while concurrently preserving the sea eco-system.
4. Solar panel technicians. This can range from manufacturing to installation and repair. The countries we are addressing have abundance in sun light. Solar power is low in emissions, economical, and suitable for remote areas that are not connected or have weak connection to energy grids. Electricians can be retrained to become installers of photovoltaic solar panels. Concurrently, this will create new professions integrating NEETs through targeted training.
5. Land fill site assistant. This specialization focuses on assisting with the day-to-day management and administration related to the operations of landfills. Key tasks include weigh-pad technology operation.
6. Planting and organic farming. Roof garden planting and organic farming. This field trains participants on a system of management and agricultural production that combines a high level of biodiversity with environmental practices that preserve natural resources and has rigorous standards for animal welfare.
7. Manufacturing and recycling technicians. Trainees in this field work on collecting and organizing metals, glass, wood, paper, plastic, electronics, and more into their appropriate containers, they unload and load recyclables on trucks and may clean materials as needed for recycling requirements.
8. Eco-tourism. This field focuses on training employees in the tourism sector on tourism that centers around awareness of the environment and the local community.
9. Workers in natural resources conservation and restoration. In this field, participants are trained to find policies for sustainable use to ensure that natural resources are protected and well-managed.
10. Solar drying of agricultural products. In this field, trainers are responsible to dry agricultural products in the sun which facilitates extraction of humidity from crops inside a drying chamber.

11. Zero waste captain. These captains go to events to clean and gather all plastics and recyclable wastes. These are then transferred into a value chain of recycling including recycling of food wastes for manure
12. Dairy productions, including food hygiene. Workers in this field are responsible for ensuring clean environment through the production process, especially with dairy production.

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It is recommended that life-skills and basic skills are provided across countries and to all participants. However, for lab and technical skills, each country/ partner can select the ones that fall within their capabilities and represent areas of priority to the NEETs in their pool. A training needs assessment should be implemented after the recruitment of NEETs and prior to the initiation of any training to ensure that gaps are properly identified and addressed. Moreover, it is highly recommended that all NEETs are provided with entrepreneurship skills to enable them to assess the feasibility of establishing their own business.

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### **Step 3: Placement of NEETs**

Placing NEETs should be either in internships or employment depending on what is available. Each partner needs to reconnect with SMEs who have vacancies or accept internships and support NEETs for at least two months in the process. To ensure that experience is gained, internships should be for periods ranging between two to six months, depending on the sector. Even NEETs who do not get employed following this step will at least have benefited from (a) training that is more market sensitive and (b) experience acquired through the internship. As such, they can have the choice and the skill to establish their own business.

# ROADMAP FOR NEETS EMPLOYABILITY



## WHAT

Steps proposed to improve the employability of NEETs within the GaCE in the seven targeted countries

## WHO

Focus on citizens aged between 18 and 35 years, mainly educated, with equal access provided to females and disabled

## HOW

### 1 RECRUITMENT AND SELECTION OF NEETS

Recruit NEETs interested in upskilling and training through word of mouth, referrals, and social media.

2

### 2 MENTORSHIP AND TRAINING

Mentor NEETs and then provide them with training and upskilling to narrow skill gaps and come closer to match the needs of SMEs

### 3 PLACEMENT OF NEETS

Provide guidance for NEETs to help them secure internships and/ or employment

*Figure 10: Proposed Roadmap*



# ANNEX A: TRAINING OUTLINES

## Climate Smart Agriculture<sup>7</sup>

### COURSE OBJECTIVES

Climate-Smart Agriculture (CSA) is an integrative approach to address these interlinked challenges of food security and climate change that explicitly aims for three objectives:

- Sustainability increasing agricultural productivity, to support equitable increase in farm incomes, food security and development
- Adapting and building resilience of agricultural and food security systems to climate change at multiple levels; and
- Reducing greenhouse gas emissions from agriculture (including crops, livestock and fisheries)

### COURSE DURATION

Six weeks

### COURSE CONTENT

Although there are many aspects of CSA practices under this section, only certain areas will be introduced as follows:

#### Week One: Soil Management

- Conservation agriculture
- Biomass recycling and soil health
- Integrated farming – nutrient management

#### Week Two: Crop Management

- Use of diverse and appropriate varieties
- Crop and livelihood diversification
- Organic farming for sustainable agriculture
- Participatory seed production and seed saving
- Seed system

#### Week Three: System of Rice Intensification

- Introduction
- Operations
- Contributions to CSA

#### Week Four: Crop and Livelihood Diversification

- Crop diversification to reduce risk in adversely affected areas
- Integrated farming system
- Mixed, Inter, Relay Cropping and Cropping System

#### Week Five: Water Management

- Water harvesting and saving techniques
- Improved micro irrigation for vegetables

#### Week Six: Landscapes and Ecosystems

- Landscape goals embracing multiple objectives at different scales
- Adaptive planning, management, and collaboration
- Comprehensive sector involvement.

<sup>7</sup> <https://www.fao.org/3/ca3676en/ca3676en.pdf>

## COURSE OBJECTIVES

By the end of the course, the trainee will be able to:

- Understand basics in agribusiness enterprise development
- Gain knowledge on agribusiness diversification
- Gain skills in farm management planning
- Understand how the economic forces affect both agribusiness and rural development

## COURSE DURATION

Five weeks

## COURSE CONTENT

### Week One: Basic Concepts in Agribusiness

- What is Agribusiness?
- Entrepreneurship in farming and rural development
- Agribusiness development and rural development
- Agribusiness development and food security
- Factors hindering agribusiness development in rural areas

### Week Two: Agribusiness Enterprise Development

- Basic concepts in agro-entrepreneurship
- Production resources
- Nature of agribusiness products

- Risks and risk management in agriculture
- Agricultural marketing and management
- Value addition of agricultural products
- Cooperatives and their role in agribusiness development

### Week Three: Farm Management Plan

- Strategic plans
- Business plans
- Viability analysis
- Management strategies plan
- Natural resources plan

### Week Four: Agribusiness Diversification

- What is agribusiness diversification?
- Drivers of diversification
- Types of diversification
- Opportunities for diversification
- Non-farm diversification

### Week Five: Cross-cutting Issues in Agribusiness Enterprise Development

- Economic importance of agriculture and sustainable development
- Gender and marginalized group's role in agribusiness rural development
- Role of technology in agribusiness and rural development
- Role of government in agribusiness enterprise development
- Agribusiness incubation and innovation

<sup>8</sup> <https://data-afriqueconsultancy.org/courses/?TRAINING-COURSE-ON-AGRIBUSINESS-ENTERPRISE-DEVELOPMENT-AND-MANAGEMENT&id=1772&courseid=143195&schedule=1&category=Agriculture>

**COURSE OBJECTIVES**

By the end of this course, the trainee will:

- Understand the fundamentals and essential processes in aquaculture
- Be able to identify risk signs in aquatic animals
- Be able to determine suitable environments for aquaculture

**COURSE DURATION**

Six weeks

**COURSE CONTENT**

**Week One: Marketing Aquaculture**

- Describe some scientific skills required to maintain the quality fish and fish products
- Recognize that development of a marketing plan and strategy requires research
- Describe processing
- Describe the grading process
- List factors to consider when exploring marketing alternatives
- Identify food fish processing cuts and forms with their correct descriptions

**Week Two: Aquatic Management Practices**

- Describe ways seeds are produced for different species
- Explain how sex is determined in fish
- Discuss methods of controlling reproduction in fish
- Describe procedures in reproducing aquatic animals
- Describe the sexual reproduction processes of aquatic animals
- Describe aquatic species and their current culture or potential for culture
- Demonstrate a familiarity with the scientific names for different aquatic animals

- Describe breeding systems and their purposes

**Week Three: Fundamentals of Nutrition in Aquaculture**

- Identify the parts of the digestive system
- Explain the role of the digestive system in absorption
- List factors that influence energy requirements
- List three sources of energy
- Explain the role of essential fatty acids and essential amino acids
- Name ten essential amino acids
- Name two essential fatty acids
- List the fat-soluble and water-soluble vitamins
- Name the microminerals and the macrominerals
- List ten functions of minerals

**Week Four: Health of Aquatic Animals**

- Define terms associated with disease conditions
- Discuss disease resistance
- Define terms associated with severity of disease or conditions
- Discuss the role of stress in fish diseases
- List signs of stress and disease
- Discuss common diseases caused by pathogenic viruses and bacteria
- Describe a fungal infection

**Week Five: Water Requirements for Aquaculture**

- Describe the properties of water
- List cations and anions found in water
- Describe how and why aquatic solutions change
- Explain how changes in water affect aquatic life

<sup>9</sup><https://static1.squarespace.com/static/55f4a554e4b07856e007eada/t/596d11194402430bb862c43a/1500320025198/Ag560-Aquaculture-science.pdf>

- Match compounds and elements with their chemical
- Discuss the importance of oxygen in water quality management
- Discuss the role of temperature in oxygen management

**Week Six: Aquatic Structures and International Agencies and Regulations**

- Identify species for pond, cage, raceway, tank or silo culture
- List steps in determining a site's water quality
- Determine whether soil is suitable for pond construction
- Describe the biological concerns in a recirculating or closed system
- Compare some of the biological concerns with cages and closed systems

**COURSE OBJECTIVE**

The training course will develop personnel who understand PV technology properly and enable trainees to conduct monitoring and user training properly. This course will cover the following topics:

- Basics of Solar PV System
- Basics of Electricity
- Solar Energy
- PV Module and PV Curve
- Type and Features of Batteries
- Type and Features of Charge Controllers
- Type and Features of DC Light
- Type and Feature of Inverters
- General Maintenance of PV System
- Inspection and Monitoring
- Troubleshooting
- Procurement
- Design of PV System
- Key points of user training

**COURSE DURATION**

5 weeks for PV System Designer, and 4 weeks for PV System Installer.

**COURSE CONTENT FOR PV SYSTEM DESIGNER (5 WEEKS)**

The content/material for PV system designer is summarized as follows:

- The different ways to harness the sun's energy (including solar water heater, solar PV, and solar thermal electricity generation);
- Different types of solar PV installation;
- Recognizing field conditions (shadowing, existing electrical issues, existing structural issues, etc.);
- Local standards and safety codes for solar PV installation and electrical installation;
- Common electrical symbols;
- Single line and 3-line diagram generation;

- Installation procedures common to the industry (batteries, inverter, grid inverter, solar panels, etc.) with examples from several big brands' installation procedures;
- Reading specifications and manuals to specify equipment;
- Cost payback period calculations;
- Simple investment analysis/financial modeling;
- Basis electrical design to match with local codes and standards as well as manufacturers requirements (such as cable sizing, miniature circuit breakers, etc.);
- Electrical load demand analysis;
- Basic system design and sizing (watt/watt peak/ampere/voltage/watt hour);
- Commercial software system design;
- Perform site survey;
- Develop site survey questions;
- Analyze site survey data to design a solar PV system.

**Course Content for PV Installer (4 Weeks)**

The content/material for PV system installer is summarized as follows:

- The different way to harness the sun's energy (including solar water heater, solar PV, and solar thermal electricity generation);
- Different types of solar PV installation;
- Recognizing field conditions (shadowing, existing electrical issues, existing structural issues, etc.)
- Local standards and safety codes for solar PV installation and electrical installation;
- How to read installation drawings (electrical, mechanical, civil);
- Installation procedures common to the industry (batteries, inverter, grid

<sup>10</sup> <https://www.apec.org/Publications/2016/02/Training-Curriculum-for-Solar-PV-Installers-and-System-Designers>

inverter, solar panels, etc.) with examples from several big brands' installation procedures;

- Safety procedures;
- Basic electrical workmanship;
- Performance verification methods;
- Remote monitoring systems;
- Perform site surveys;
- Chageman/wireman course for PV.

### COURSE OBJECTIVE

Upon completion of this course, participants will understand:

- The role of the sanitary landfills as a component of an integrated solid waste management system
- Key functions and associated processes within landfill operations
- The basics of landfill gas and leachate management and groundwater monitoring
- Essentials of equipment selection, cell construction and litter management
- The fundamentals of accident prevention

### COURSE DURATION

3 weeks

### COURSE CONTENT

#### Week One:

- Composting Process and Principles
- Solid Waste Management
- Spotting and Waste Screening

- Composting Process and Principles
- Cell Construction and Compaction

#### Week Two:

- Pest and Health Issues
- Landfill Gas Generation
- Landfill Safety
- Hard-to-Handle Wastes
- Special Wastes

#### Week Three:

- Leachate\* Production and Management
- Groundwater Monitoring
- Facility operation

\* Landfill leachate is formed when rainwater infiltrates and percolates through the degrading waste, while landfill gas is a microbial degradation byproduct under anaerobic conditions

<https://swananorthernlights.org/training/courses/landfill-operations-basics/>

### **COURSE OBJECTIVES**

By the end of this course, the trainee will:

- Gain knowledge on the definition of organic agriculture and its principles;
- Understand certified organic products
- Gain sufficient information on the conversion period to organic agriculture as well as record keeping
- Acquire practical information about pest management in organic agriculture, preparation and use of plant extracts, extracting and preserving seeds, soil fertilization and composting

### **COURSE DURATION**

Ten weeks

### **COURSE CONTENT**

#### **Week One: Introduction to Organic Agriculture**

- Definition of organic agriculture
- Principles of organic agriculture

#### **Week Two: Conversion to Organic Agriculture, Certification, and Record Keeping**

- Certified organic agriculture products
- Content of organic agriculture certificate
- Record keeping in organic agriculture

#### **Week Three and Four: Pest Management in Organic Agriculture – Preventive Measures**

- Starting an organic farm
- The choice of the varieties
- The choice of seeds and seedlings
- Crop rotation
- Intercropping
- Fertilization
- The suitable choice of irrigation systems
- Field hygiene

#### **Week Five and Six: Pest Management in Organic Agriculture – Curative Measures**

- Mechanical management
- Biological management
- Chemical management

#### **Week Seven and Eight: Plant Extracts and Seeds Collection and Preserving**

- Plant extracts
- Collecting and preserving seeds

#### **Week Nine and Ten: Soil Fertilization and Composting**

- Soil fertilization
- Green manure
- Composting

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<sup>11</sup> <https://www.fao.org/3/cb3998en/cb3998en.pdf>



### **COURSE OBJECTIVE**

This course will allow trainees to look at the potential benefits of circular procurement and how recycling technologies and more efficient ways of collecting and recycling critical raw material (CRMs) can make business and production more resource resilient. Scarcity in the supply chain can not only damage business but also negatively impact economic development and the environment. For this reason, the course will also discuss environmental issues and electric and electronic waste regulations.

### **COURSE DURATION**

Five weeks

### **COURSE CONTENT**

#### **Week One: Urgency and Challenges with CRMs and Waste**

- How can we find out what CRMs are in products, and how can we get them back?
- The effects of materials shortage, future development and geo-politics on raw materials.
- Current waste management of products containing CRMs in general
- Waste management of commercial and household waste
- Regulation of electric and electronic waste

- Environmental problems such as leaching heavy metals from incinerator ashes and landfills
- Partial metals retrieval from incinerator ashes

#### **Week Two: Recycling and Remanufacturing**

- Different collection systems for recycling and remanufacturing/refurbishment
- Recycling psychology and the separate waste collection of commercial and household waste.

#### **Week Three: Recycling Technology**

- Pre-processing, metallurgy and its challenges
- Recycling economics and the problem of <1% CRMs recycling

#### **Week Four: Remanufacturing and Refurbishment Systems**

- Return of product (reverse logistics)
- Disassembly and repair of the product
- Market demand and economics

#### **Week Five: Improving Recycling and Manufacturing**

- Product design using better recycling or remanufacturing and refurbishment
- Substitution of materials

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<sup>12</sup> <https://www.classcentral.com/course/edx-waste-management-and-critical-raw-materials-11610>

**COURSE OBJECTIVES**

By the end of this course, the trainee will be able to:

- Develop knowledge, understand, and appreciation of environmentally responsible travel to relatively undisturbed natural areas that promotes biodiversity conservation, has low negative visitor impact, and provides for socio-economic benefits to the local stakeholder communities;
- Develop knowledge and understanding of resources, products, best management practices, and opportunities in the ecotourism sub-sector.
- Incorporate the guiding principles of ecotourism into the other sub-sectors of the travel industry.

**COURSE DURATION**

Ten weeks

**COURSE CONTENT****Week One: Why Ecotourism?**

- Definition of ecotourism
- Social and Ecological impacts of tourism

**Week Two: Concept of Ecotourism**

- Ecotourism and related sub-sectors of the tourism industry
- Ecotourism criteria

**Week Three: Ecotourism Resources**

- Identifying, listing, understanding ecotourism resource categories (natural, built, events)
- Definition, categories, and roles of protection areas

**Weeks Four and Five: Components of Ecotourism**

- Ecotourism and the environment
- Ecotourism and conservation
- Ecotourism and protected areas
- Ecotourism and economic benefits
- Ecotourism and social benefits
- Ecotourism and local community
- Ecotourism and education

**Week Six: Community-based Tourism**

- Community-based tourism management
- Monitoring the success and impacts of community-based tourism

**Week Seven and Eight: Ecotourism Practices**

- Transportation
- Facilities (reduce, replace, reuse, recycle)
- Services (types, activities, and code of ethics)
- The Ecotourists (types, and code of ethics)
- Eco-labeling and green-washing

**Week Nine: Developing an Ecotourism Product**

- Identifying products, developing partnerships, tapping local knowledge, incorporating research, zoning, developing policies and guidelines, educating and marketing
- Knowledge, skills, attitude and commitments of ecotourism service providers

**Week Ten: Ecotourism in the National/Global Context**

- Convention on Biological Diversity
- Millennium Development Goals
- Ecotourism-based/related employment: scope and areas of employment

<sup>13</sup> <https://www.keiabroad.org/documents/thailand/syllabus/ICTM319.pdf>

**COURSE OBJECTIVES**

This course provides students with a diverse overview of the conservation and management of natural resources. Course objectives are to recognize the finite limits of non-renewable resources and the social costs of resource utilization, while stimulating critical thinking and developing global perspectives. Current local, regional, and global issues are examined. By the end of the course, the trainee will be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weakness of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

**COURSE DURATION**

Five weeks

**COURSE CONTENT**

**Week One: Complex Conservation Issues**

- Broad understanding of key elements affecting environments
- Relationship between lands, wildfire, and people
- Identify root issues that cause problems

**Week Two: Environmental Management Topics**

- Biodiversity evaluations
- Policy analysis
- Systematic planning

- Administrative procedures
- Strategic communications
- Land, animal, and human management
- Leadership with internal and external publics
- Individual and institutional sustainability
- Record keeping and reporting
- Adaptive management

**Week Three: Create Action Plans to Solve Conservation Issues**

- Human, wildlife, and land management plans
- Sustainability recommendations
- Critical reviews of biodiversity
- Legislative bills
- Strategic communications and leadership

**Week Four: What is Conservation?**

- Difference between conservation and preservation
- Benefits of conservation
- The dynamic systems that help with adaptive management of land, animals, and people

**Week Five: A Cross-disciplinary Approach**

The many considerations involved in solving natural resource challenges require a multi-disciplinary and holistic approach. Learn to account for, and integrate, all of the elements affecting decisions and actions when developing action-oriented conservation solutions, including:

- Physical and biological processes
- Economics
- Money and trade
- Psychology of individuals and personal beliefs
- Social norms
- Cultures

<sup>14</sup> <https://www.online.colostate.edu/certificates/conservation-actions/>

- Meaningful logistics
- Skills

- Technology
- Legal and political systems

### **COURSE OBJECTIVES**

At the end of this course, the trainee will be able to:

- Understand the differences between traditional drying and solar drying
- Properly use solar dryers in an efficient and sustainable manner
- Learn how to produce jams, compotes, and preserved food (home mortar)
- Maintain solar dryers

### **COURSE DURATION**

Six weeks

### **COURSE CONTENT**

#### **Week One: Introduction**

- Link between traditional drying of food, sustainable human development, and energy consumption
- Disadvantages of open sun drying

#### **Week Two: Solar Drying**

- What is solar drying
- Advantages of solar drying
- How high-quality products are ensured through solar drying

#### **Week Three: Solar Dryers and Types**

- Direct mode solar dryers
- Indirect mode solar dryers
- Mixed mode solar dryers

#### **Week Four: The Tunnel Solar Dryer**

- Applicability of tunnel solar dryers
- Major components and constituent parts
- Description of dryer parts

#### **Week Five: Using the Tunnel Solar Dryer**

- Steps that should be followed when drying
- Steps for optimum drying conditions
- Areas on solar dryer to be avoided for drying
- Food inspection

#### **Week Six: Maintenance of the Tunnel Solar Dryer**

- How and what to repaint on dryer
- Cleaning dust from dryer fans
- Maintaining proper cleanliness of drying surface

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<sup>15</sup> <https://womenenvironmentalprogramme.files.wordpress.com/2017/03/training-manual-on-solar-dryer.pdf>

### COURSE OBJECTIVES

This course aims at helping trainees to:

- Understand the post-show sorting process of all recycling, composting, and landfill materials
- Learn how to clean up the venue to make any event environmentally friendly
- Become an ambassador to all crew members to help them understand their role in achieving a venue's sustainability goals
- Assist in employee engagement programs such as post-show sort giveaways and water bottle recycling

### COURSE DURATION

4 weeks

### COURSE CONTENT

#### Week One: Foundations of SRM

- Introduction to Sustainable Resource Management (SRM)
- An overview of the history of Solid Waste Management
- SRM infrastructure

- Introduction to Zero Waste

#### Week Two: Becoming a Zero Waste Captain

- Zero Waste Communities and Market Development
- Understanding the meaning of Zero Waste events
- Tracking, Measurement, and Auditing

#### Week Three: Managing Events

- Zero Waste at Special events
- Incorporating reuse into any operation
- Creatively diverting commodities from the waste stream

#### Week Four: Zero Waste and the Economy

- Tools to help businesses successfully contract for Zero Waste
- Zero Waste and Climate Change
- Inspiring the Call to Zero Waste actions
- Markets for a Circular Economy

### **COURSE OBJECTIVES**

By the end of this course, the trainee will be:

- Equipped with background knowledge on causes of milk spoilage and quality control
- Educated on hygienic milk handling practices and quality control
- Enabled to practice the quality control and hygienic tests under normal milk marketing conditions and determine those that are viable in their businesses.

### **COURSE DURATION**

Five weeks

### **COURSE CONTENT**

#### **Week One: Introduction**

- How to ensure good quality dairy products?
- How is good quality milk ensured? What are its characteristics?

#### **Week Two: Hygienic Milk Production at the Farm**

- Ensuring good hygiene within milkers hand/milking machines
- Cooling temperature
- Types of cooling techniques

#### **Week Three: Milk Transport to Processing Factory**

Important hygienic considerations and a description of the following types of transportation:

- Bulk milk transport
- In-can milk transport

#### **Week Four: Dairy Sanitation at the Farm**

It is in the interest of every farmer and milk processor that the following are observed at the dairy farm:

- Process of proper sanitation of milk cans
- Process of proper sanitation of milking machines
- Ensuring proper milking hygiene – and which cow milk to discard
- Process of proper sanitation of milk transport vessels (cans and tanks)

#### **Week Five: Hygienic Milk Handling at Dairy Factories**

- General guidelines
- Cleaning and disinfections of plant and equipment.
- Packaging process and material
- Hygienic storage of finished products.
- Hygienic transport
- Personnel hygiene and health.
- Laboratory quality control

**\*Food hygiene can be provided as part of Dairy Production or as a separate lab skill.**

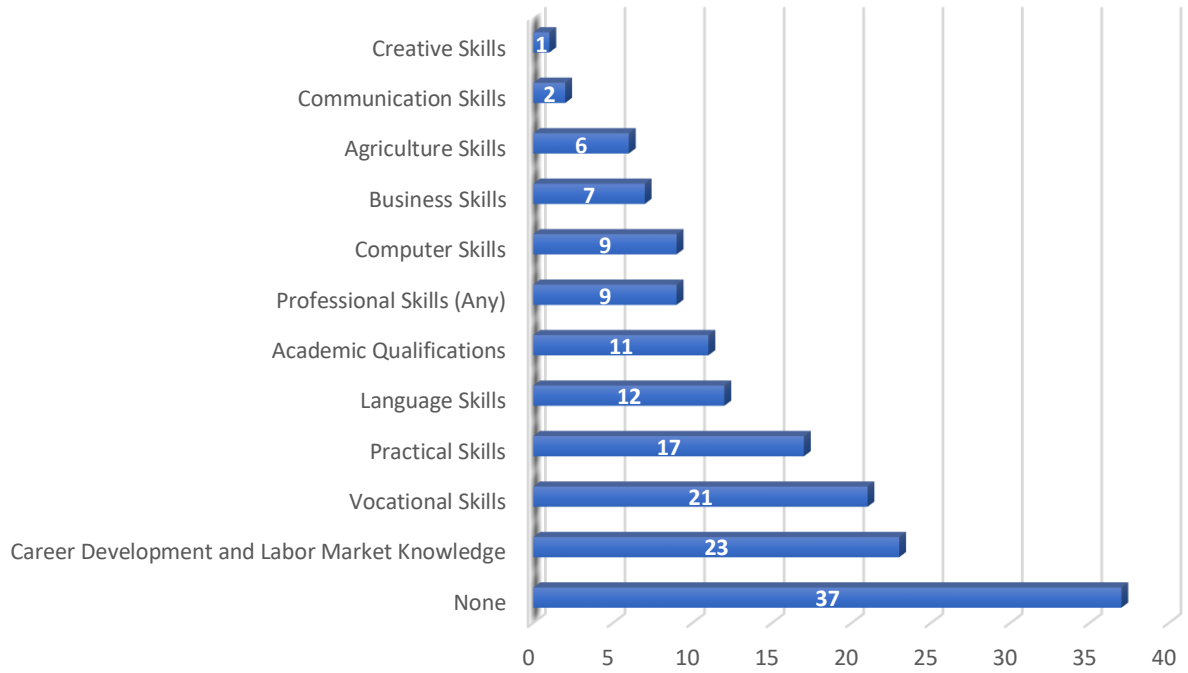
<sup>16</sup> <https://www.fao.org/ag/againfo/resources/documents/mpguide/mpguide1.htm>

## ANNEX B: TRAINING NEEDS BY COUNTRY

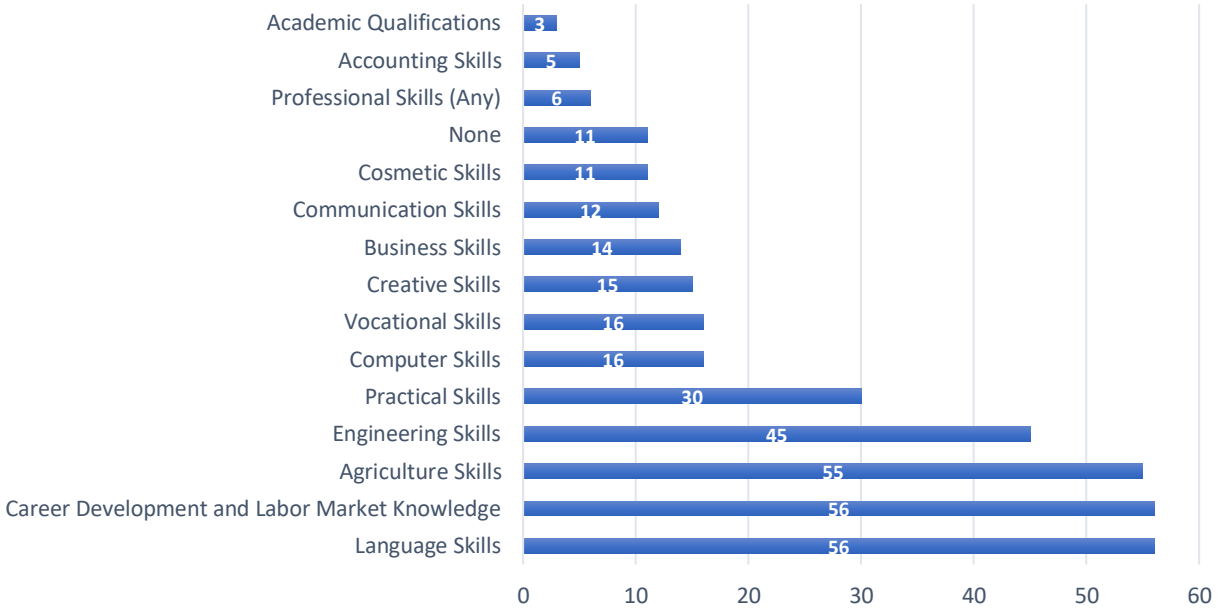




### Training Needs - Italy



### Training Needs - Jordan







# TRAINING OUTLINES FOR LIFE SKILLS

## Communication Skills

### COURSE OBJECTIVES

Affected by different personalities and different circumstances, communicating with people is a skill that has to be developed. Proper training enables communicators to properly choose tools and media that can vary from a simple letter to an elaborate presentation. Thus, the objectives of this course are:

- To understand communication in general and its value
- To master listening and questioning skills
- To maximize efficiency in communication
- To deliver persuasive presentations

### COURSE DURATION

Four weeks to cover four Levels in a total of 28 hours.

### COURSE CONTENT

Course content will integrate a series of webcasts along with the course material presentation.

#### **Week One: The Basics of Communication**

- What is communication and why is it important?
- What are the directions of communication and the effect on overall organizational efficiency?
- What are the competencies of a successful supervisor?
- How does the communication process work and what are the barriers to effective communication?
- What workplace distractions hinder clear communication?
- How does communication work in a team?
- How can Johari's technique be used to enhance communication skills?

- What is the role of silence in communication?

*Quiz 1 should be successfully completed before the participant can move forward to Level 2.*

#### **Week Two: Mastering Communication**

- How to master questioning and listening skills?
- How to manage information and provide proper feedback?
- How to manage conflicts through effective communication?
- How to optimize the use of the various communication channels?
- How to communicate with different personalities?
- How to assess global implications: cultural barriers, context, and communication?

*Quiz 2 should be successfully completed before the participant can move forward to Level 3.*

#### **Week Three: Communication and Netiquette**

- A closer look on written communication
- Using the pyramid approach in written communication
- Overview of electronic communications and netiquette
- Acquiring communication prioritization skills
- Meetings as a means of communication

*Quiz 3 should be successfully completed before the participant can move forward to Level 4.*

#### **Week Four: Presentations as a Communications Tool**

- Assess your presentation skills
- Making use of the Presentation Planning checklist

- Utilizing the diamond approach
- Tips on persuasion and presentation techniques
- Learning how to communicate complex ideas simply

- Managing presentation nerves  
*Quiz 4 should be successfully completed to acquire a course certificate.*

### **COURSE OBJECTIVES**

This course is designed to help participants acquire entrepreneurship skills by learning how to prepare a comprehensive and well-integrated business plan. More specifically, the course aims at:

- Equipping participants with the basics of elaborating the different sections of a business plan
- Learning the principles of undertaking a thorough analysis of the different organizational functions needed to successfully operate a business

### **COURSE DURATION**

Four weeks to cover four Levels in a total of 32 hours.

### **COURSE CONTENT**

Course content will integrate a series of webcasts along with the course material presentation.

#### **Week One: Introduction to Entrepreneurship Skills**

- What constitutes a good business idea?
- Relating your business to you
- Describing your business
- Considering the legal structure and regulations
- Formulating your vision, mission, objectives, and goals
- Defining your products/ services
- Determining your strategy

*Quiz 1 should be successfully completed before the participant can move forward to Level 2.*

#### **Week Two: Marketing Plan**

- Defining your target market and identifying your customers
- Segmenting your market
- Assessing your competition and determining your strategy
- Outlining your 4 Ps: Product, Promotion, Place, and Price

*Quiz 2 should be successfully completed before the participant can move forward to Level 3.*

#### **Week Three: Management Plan and IT Resources**

- Setting your organizational structure
- Departmentalization
- Key management and staffing levels
- Leadership
- Managing your human resources
- Determining your IT structure

*Quiz 3 should be successfully completed before the participant can move forward to Level 4.*

#### **Week Four: Operating and Financial Plans**

- Sources of funding
- Breakeven analysis
- Cumulative cash flow
- Profit and loss statements

*Quiz 4 should be successfully completed to acquire a course certificate.*

### **COURSE OBJECTIVES**

This course is designed to help participants improve their employability by understanding how behavioral preferences impact their career success. It aims to:

- Introduce participants to the practical frameworks with which to explore careers compatible with their overall skills, aptitudes, and life goals
- Examine the world of work, assess interests and abilities, and make realistic career decisions

### **COURSE DURATION**

Four weeks to cover four Levels in a total of 20 hours.

### **COURSE CONTENT**

Course content will integrate a series of webcasts along with the course material presentation.

#### **Week One: Bridging your Personality Type to Your Career Path**

- Identify behavioral preferences
- Determine your personality type using Holland's six types of personality
- Determine your personality type using the Myers Briggs Type Indicator
- Determine your person-job fit

*Quiz 1 should be successfully completed before the participant can move forward to Level 2.*

#### **Week Two: Developing the Basics**

- How to choose an appropriate design
- How to develop your resume
- How to list key words and outline your core competencies
- How to fill job applications competitively
- Using social media; how to complete a Linked In account

*Quiz 2 should be successfully completed before the participant can move forward to Level 3.*

#### **Week Three: Managing Correspondence**

- How to prepare a cover letter
- How to determine what references to provide
- Why and how to draft a follow-up letter and a thank you note

*Quiz 3 should be successfully completed before the participant can move forward to Level 4.*

#### **Week Four: Job Searches and Interviews**

- How to execute a job hunt and develop your job search skills
- How to identify suitable job opportunities
- How to Ace an Interview
- Interview Do's and Don't's

*Quiz 4 should be successfully completed to acquire a course certificate.*

### **COURSE OBJECTIVES**

This course is designed to build the critical digital skills needed in the modern workplace. It aims at helping participants use technology effectively through:

- Learning how to utilize office applications that are commonly used in the working life
- Ensuring a safe, legal, and productive use of technology in the workplace

This course is modular. Participants can choose to take one or more module from the below.

### **COURSE DURATION**

Five weeks to cover four Levels in a total of 50 hours.

### **COURSE CONTENT**

Course content will integrate a series of webcasts along with the course material presentation.

#### **Week One: Computer and online essentials**

- Main concepts in using computers and devices
- File and application management
- Connecting to a network
- Online information and communication: managing browser settings
- Send, receive and manage emails
- Use calendars

*Quiz 1 should be successfully completed before to acquire a certificate for module 1.*

#### **Week Two: Documents**

- Understand the key concept of word processing
- Learn about the different file formats
- Apply proper formatting
- Understand the different types of data that can be added into a document
- Make use of mail merge
- Prepare a document for printing

*Quiz 2 should be successfully completed before to acquire a certificate for module 2.*

#### **Week Three: Spreadsheets**

- Understand the key concepts of spreadsheets
- Use formula and functions properly
- Communicate information using charts and graphs
- Analyze information using pivot tables

*Quiz 3 should be successfully completed before to acquire a certificate for module 3.*

#### **Week Four: Presentations**

- Understand the key concepts of using presentation software
- Use layouts, designs, and themes to impress
- Apply good practices in formatting
- Add charts, tables, pictures
- Use animation and transitions properly

*Quiz 4 should be successfully completed before to acquire a certificate for module 4.*

#### **Week Five: IT Security and Data Protection**

- Understand potential threats and ways to protect computers, data, and devices
- Make use of good practices to protect your computer, devices, and networks
- Understand basic concepts related to personal data and protection
- Make use of good practices to secure data management
- Understand the background and scope of the EU's General Data Protection Regulation (GDPR)
- Learn how to implement a data protection policy and what to do in cases of breach

*Quiz 5 should be successfully completed before to acquire a certificate for module .*



### **COURSE OBJECTIVES**

This course is designed to help participants lay the foundations for marketing with focus on social marketing. The course aims to enable participants to:

- Understand the general principles of marketing
- Make use of social media channels to market their products/ services

### **COURSE DURATION**

Four weeks to cover four Levels in a total of 28 hours.

### **COURSE CONTENT**

Course content will integrate a series of webcasts along with the course material presentation.

#### **Week One: Marketing 101**

- Understand the importance of being marketing oriented
- Evaluate market conditions and customer needs when forming a marketing strategy
- Identify the marketing mix tools
- Describe the common strategies used with the marketing mix

*Quiz 1 should be successfully completed before the participant can move forward to Level 2.*

#### **Week Two: Media Marketing**

- A historical perspective: from traditional to digital and social media marketing
- A view of social media platforms and how they function
- The anatomy of social media
- The influence and role of social media in marketing

*Quiz 2 should be successfully completed before the participant can move forward to Level 3.*

#### **Week Three: Media Platforms**

- Define your target audience and outline the customer journey

- Create SMART goals
- Identify KPIs
- Learn what makes a social media platform effective
- Select the right social media platform

*Quiz 3 should be successfully completed before the participant can move forward to Level 4.*

#### **Week Four: Social Media Policies and Ads**

- Understand the policies set by different social media platforms
- Develop the right social media policies for your business
- Determine when and why to use paid advertising on your social media account
- Craft compelling visuals for social media ads

*Write a brief and create a social media ad  
Quiz 4 should be successfully completed to acquire a course certificate.*