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A Narrative Investigation into the Meaning and Experience of Career Destabilization in Italian NEET

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Abstract

In the last few years, changes in the work market have produced effects on the transition school-to-work and, more specifically, on the ability to plan for the future, in particular in the Italian context. This study aims to explore the experiences of young people who have encountered difficulties in transition-to-work, and how unsuccessful experience are re-elaborated on the level of autobiographical narration. Using an Italian blog, the authors obtained narrative data from 461 NEET, young people not engaged in education, employment, or training. Textual Analysis was carried out to identify the thematic clusters and obtain the network pattern of lemmas to understand the process of meaning construction of NEET. The analysis shows three clusters: “Ideals: from training to professional life”, “Necessity: the job’s function”, and “Reality: the doing”. The potential of the narrative and the possible interventions are discussed.

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1. Introduction

With youth unemployment in many countries, transition school-to-work has become increasingly difficult (Bynner & Parsons, 2012). In the 20th century, individuals constructed their careers in a society characterized by permanent jobs and bureaucratic organizations. The stable organization offered a firm basis for choosing employment and building a life and envisioning a future (Saviskas, 2012). With the beginning of the 21st century, these working conditions have given way to a new social work arrangement and a new social contract between employers and employees. Globalization, technological innovations, a mobile workforce, self-checkout technology, and among other factors, have led to a trend toward

automation and de-jobbing (Savickas, 2012). The shift in the social arrangement of work in fewer workers has contributed to considered workers such as part-time, casual, freelance, consultants, contingent, and self-employed (Savickas, 2007).

In this society, there has been increased social policy interest in young adults who are failing to make a successful transition into employment. An international indicator used to identify the failure of school-to-work transition is NEET – Not (engaged) in Education, Employment, or Training. A young person's risk of being NEET depends on country-specific unemployment rates and cultural factors (European Union Committee, 2014). According to *Life Span Developmental Psychology* (Blustein et al., 1997; Bynner, 1998; Crockett & Silbereisen, 2000; Savickas, 1985; Super, 1980), the dynamic of modern school-to-work transition must consider the context in which takes place. The Italian context is conceived as a prototype of the countries of Southern Europe where the chances of young people to develop coherent and satisfying future careers and life plans are influenced by the current socio-economic difficulty (Leccardi, 2006). In Italy, the impact of globalization and economic changes on the nature of work and career affects young people. The highest rates of young NEET have been recorded in Italy, where about a third of individuals aged 20 to 34 are neither employed nor included in education or training processes (30.7%; Eurostat, 2018). Specific to the Italian context is the big gap between the northern and southern regions: the workforce of the South is considerably lower than the North, accentuating the differences in the presence of the NEET phenomenon (North, 17.7%, Central, 21.3%, South and Islands, 38.8%).

Career destabilization set workers adrift as they try to chart their futures (Savickas, 2012). The criticality of the labour market impacts on young people, forcing them to reduce their aspirations and to limit the temporal scope of their projects (Aleni Sestito et al., 2015). This condition affected the capacity of cognitive planning of the future and fear, insecurity, anxiety seem to replace the experiences of trust, security, and hope (Ricci Bitti & Zambianchi, 2011). Once finished education, most of youth experience instability and uncertainty (Berton et al., 2009; Boeri & Galasso, 2007; Iezzi & Mastrobuoni, 2010). The vision of the future as uncertain elicits negative emotions among young people (Meijers, 2002). Many studies have shown that young people experience future anxiety in which fear outweigh hope (Zaleski; 1996; Zaleski et al., 2017), existential fear (Reiter & Schlimbach, 2015), and phobia (Merlo, 2019a; Settineri et al., 2019). Alongside this, other studies have underlined a strong link between future uncertainty and anguish (Hammarström & Janlert, 1997; Kalousova & Burgard, 2014). The young people could experience the anguish when there is an inconsistency between one's self-perception and unexpected, as the current world of work.

Economic conditions could lead to consequences in temporal subjectivities and lifestyle (Gaspani, 2008; Parola & Donsi, 2019), lack of social and political participation and adverse physical health (Nardi et al., 2013; Parola & Donsi, 2018), alcohol and drug abuse and criminality (Atkinson & Hills, 1997; Bendetto et al., 2018; Fergusson et al., 2001; Hagquist & Starrin, 1996; Henderson et al., 2017; Janlert & Hammarström, 1992; Robins & Rutter, 1990) and suicidal behavior (Fergusson et al., 2001).

Moreover, review and meta-analysis showed the link between unemployment and psychological health (Catalano, 1991; Fryer & Payne, 1986; Hammarström, 1994; Kasl et al., 1998; McKee-Ryan et al., 2005; Murphy & Athanasou, 1999; Paul & Moser, 2009; Winefield, 1995). Several studies have highlighted the association between unemployment among young people and anxiety (Bartelink et al., 2019; Parola et al., 2019; Virtanen, Hammarström, & Janlert, 2016), depression (Bartelink et al., 2019; Crowe & Butterworth, 2016), anguish (Reneflot & Evensen, 2014) and increased risk of alexithymia (Kauhanen et al., 1993). In this sense, alexithymia, i.e. the difficulty of identifying feelings and emotions, could be a risk factor for young adults (Craparo et al., 2018; Formica et al., 2013; Pellerone et al., 2017). Conversely, employment is beneficial to health, particularly for mental health and against depression (van der Noordt et al., 2014). Besides, somatic symptoms (Brydsten et al., 2015) and psychological symptoms (Hammarström & Janlert, 2002) in adulthood are all reported to be consequences of youth unemployment.

In this post-modern era, the transition school-to-work is not only one. The changes have also had on the number of career transitions that individuals must make. Individuals are required to face the challenges posed by society, to be involved actively in the construction of their career paths (Duarte, 2004). Moreover, individuals need to acquire problem-solving e coping capabilities (Murphy et al., 2010) to strengthen career adaptability (Savickas, 2012) and identity (Guichard, 2004, 2005). Moreover, individuals require a set of flexible career management and self-management skills to gain insight or reflexivity about themselves and their environments and to successfully navigate their increasingly unpredictable and chaotic career paths (Savickas, 2011). Youth must maintain their employability when unemployed and actively manage their careers through adaptability, intentionality, life-long learning, autobiographical reasoning, and meaning-making (Savickas, 2011).

According to Meijers and Lengelle (2012), in this dynamic, a career story helps a person define who is and how should act within a career context creating and providing meaning and direction (Wijers & Meijers, 1996) and by constructing a sense of causality and continuity about one's career path (Linde, 1993). Through meaning-making to one's experiences and

reconstructing one's career paths, allows individuals to define themselves as workers and how they have acted and should act in a career context (Meijers & Lengelle, 2012). In this sense, through career stories, people express their own vocational identity in terms of life themes (Savickas, 2005, 2011), and the identifications with a career path (Ashfort et al., 2008). This capability allows them to face social and contextual and career changes, interpreting those as opportunities. Therefore, the narrative's own story is central in the careers field.

The experiences of career orientation could be moments of self-reflection and redefinition of the self and re-elaborate on the narration (McLean et al., 2010). In this regard, the narratives return a temporal succession between the events of life, but also a coherence, essential to the construction and safeguarding of personal identity.

NEET, a challenging population to intercept, appears to be active on the web (Parola & Donsi, 2018), where they seem to find a space for sharing their experiences. The desire to narrate responds to the hope of being listened to, recognized, accepted, and understood. In this regard, the web, and in particular the blogs used by young NEETs, respond to need to find a container to share content and give it meaning.

According to Margherita and Gargiulo (2019), the blog is a symbolic space created by new codes and meanings regarding social identity. The shared stories transcend the subjective experience of the individual. Literature shows how spontaneously telling about oneself, and one's role through the online space facilitates the socialization of experiences (Di Fraia, 2007). In this regard, blogs are virtual spaces for the construction and representation of identity and also can generate a sense of belonging and support (Anderson-Butcher et al., 2010). Indeed, online narratives mediate between the individual and the external world and give a single meaning back to one's own experiences (Margherita & Gargiulo, 2019).

In this career destabilization, the web appears to be a useful container for sharing the experience of precariousness (Felaco & Parola, 2018; Felaco & Parola, 2020).

Certain career paths meet workers' needs, motivations, and aspirations, and they then become an occasion to meet new challenges and develop one's potential (Fournier & Bujold, 2005). However, other career paths, likewise characterized by alternation between jobs of varying status, unemployment, and inactivity, can lead people to or keep them in a pronounced state of job insecurity and career dissatisfaction. There is currently very little information about these forms of nonstandard career paths and about the subjective way in which people perceive them. (Collins & Watts, 1996; Hall & Mirvis, 1995; Osipow, 1996).

1.1 The current study

Several studies have investigated the role of narration as an elective device for a process of reconstructing a world of meaning (Neimeyer et al., 2010). This study aims to understand how such unsuccessful experiences in the transition to work are re-elaborated in the self-narration. We believe that the spontaneous NEET narrations are a crucial resource to construct knowledge on this condition before carrying out research-interventions.

The study aims to explore the themes present in Italian blogs written by NEET to understand the experience of the disease, from the onset to the end, to interpret these NEET's specific needs. The aim is to explore the experiences of young people who have encountered difficulties in transition-to-work, and how unsuccessful experience are re-elaborated on the level of autobiographical narration. The analysis of NEET narration proposes to highlight evaluative factors of precariousness, thoughts, meanings, needs, value judgments, and emotional projections. Moreover, we intend to investigate if and which differences are in the narrative of the experience of transition according to the specific variables, i.e., age, gender, geographic area of Italy, and transfer for work. In this way, we used an Italian blog "Lost Generation", created by the Italian newspaper Repubblica as a container for narratives on precarious employment, which stimulated young people to share their career experiences. Readers with these experiences of the unstable job were asked to narrate their experience spontaneously, through a format that guaranteed anonymity and privacy.

2. Methods

To analyze the blog, we followed several steps a) data extraction, b) creation of a corpus (pre-treatment and choice of the illustrative variables of the analysis), c) data analysis.

For the extraction, inclusion, and exclusion criteria were followed (Tab. 1).

Table 1. Inclusion and exclusion criteria

Inclusion	Exclusion
Age: from 18 to 34	Age: over 34
Status: not in education, training or employment	Status: employed (typical or atypical worker; students)
Demographical information: age, gender, the region of origin, possible transfer for work, employment status.	Incomplete Demographical information

We grouped the narratives as one corpus of text. The illustrative variables were: Age (Group 20-24; Group 25-34), Gender (M-F), Geographic area (North, Central, South and Islands), Transfer for work (Yes, No). Information is shown in Table 2.

The corpus has been analyzed from data analyses of textual data (Lebart & Salem, 1994; Lebart et al., 1998) using T-Lab software. The analysis based on a comparison of different lexical profiles, identifies dimensions of meanings present in the text, through the study of vocabulary, shared themes or issues present in the text (Bolasco, 1999). The documents were previously handled by customizing the dictionary through (i) lemmatization and (ii) disambiguation of words with the same graphic form but different meanings.

Given the semantic richness of the narrations, a Thematic Analysis of Elementary Contexts was performed: the text was partitioned into elementary context units, each being approximately the length of a sentence. The units were then classified according to the distributions of their words in terms of co-occurrences. Cluster analysis was carried out by an unsupervised ascendant hierarchical method (Bisecting K-means Algorithm).

The co-occurrence of semantic features characterizes this analysis. Each cluster consisted of a set of keywords, which were ranked according to the decreasing value of chi-square, and a label was assigned to each of them. Analysis results could be considered as an isotopy map of the clusters composed by the co-occurrences of semantic traits.

Furthermore, the illustrative variables Aged, Gender Geographic area, and Transfer for work was considered as a supplementary variable associated with clusters. Through cluster analysis, it was possible to construct and explore the contents of the narrations (Lancia, 2004, 2008). The thematic analysis allows the mapping of the specific discussion topics of these young people.

The interpretation of Factorial Axes permits to identify implicit relations that organize the subjects thought to allow the understanding of the narrator's point of view concerning the event narrated (Reinert, 1995). Interpreting a factorial axis means finding what is analogous, between all that is located to the right of the origin (or center of gravity), and between all that is on the left, and then expressing concisely and accurately the opposition between two extremes (Benzecri & Benzecri-Leroy, 1984). The latter also includes a series of evaluative factors, thoughts, meanings, value judgments, and emotional projections.

Table 2. Characteristic of sample

Variable	NEET (n=461)
<i>Gender</i>	
Male	202
Female	259
<i>Age</i>	
20-24	37
25-34	424
<i>Geographic area</i>	
North	137
Central	87
South and Islands	237
<i>Transfer for work</i>	
Yes	247
No	214

3. Results

3.1 Thematic Analysis of Elementary Contexts

The lexical corpus constitutes of 461 elementary contexts, 74380 occurrences (tokens), 9422 types, 6340 lemmas. The thematic analysis of elementary contexts produced 3 clusters (Fig.1; Tab.2), named “Ideals: from training to professional life” (29,8%), “Necessity: the job’s function” (49,1%), “Reality: the doing” (21,1%).

The first cluster “Ideals: from training to professional life” includes terms that, on the one hand, refer to a description of one’s educational path (“school”, “high school”, “law”, “Multi-year education”, “degree”, “graduation with honors”, “academy”) and on the other hand with the range of possible professions to be undertaken in line with one’s course of study (“job”, “psychologist” “teaching bracket”). These are associated with emotional evaluations that characterize the difficulty of the school-work transition with the ensuing collapse of ideals (“waiting”, “protest”, “resignation”, “dying”, “desperate”). In temporal terms, narratives are more oriented to the dimensions of the past as students and of the future as workers. The “transferred_no” variable falls in the cluster, signaling how much the subjects of this cluster have not undertaken, for now, and transfer to another country for work, perhaps an indication of a trust still placed towards the possibilities that their context should offer, then “wait” or, probably, “resignation”.

I got a law degree, and later I attended various training courses. After completing my studies, I have tried to get a job that was suited to my abilities, but to no avail (Sex_F; Age_25-34; Area_Central; Transfer_no; Score 105.782).

I graduated from Conservatory in the meanwhile. I have been waiting for a permanent job; anyway, I cannot find any job. In some cases, I even have to hide my degree; otherwise, they (employers) won't even listen to you! What must young people do about it? (Sex_F; Age_25-34; Area_South; Transfer_no; Score 62.986).

I am 30 years old. I got a high school diploma, a law degree with full marks, a post-graduate degree in Law and other training courses, as well as European Computer Driving Licence. Every day I try to find a job. I applied for a lot of job positions. I think that education, competences, and hard work are not needed anymore today. Each morning I'd wake gritty in the hope of a better future that would allow me to stop being financially dependent on my mother, and so every night I go to bed very discouraged! (Sex_F; Age_25-34; Area_South; Transfer_no; Score 50.216).

The second cluster, “Necessity: the work’s function” contains the entries concerning the function that work performs. There are the words that recall, on the one hand, its function in terms of sustenance (“necessity”, “pay”, “salary”, “contract”, “maintenance”) and, on the other hand, all that in practical terms is possible to do to find a job (“temporary agency”, “foreign”). Within this cluster, there are no headings that give an account of the emotional dimension.

[...] I have been paying the first two installments of honor loans. Plan B. consists of moving abroad within one month because I'd like to enjoy some normality in my life (Sex_F; Age_25-34; Area_South; Transfer_yes; Score 631.680).

Moving back again would mean having to worry about paying expensive rents and various expenses again, and I don't really want to. Let's see what 'Chaos' offers us at this point (Sex_M; Age_20-24; Area_South; Transfer_yes; Score 631.680).

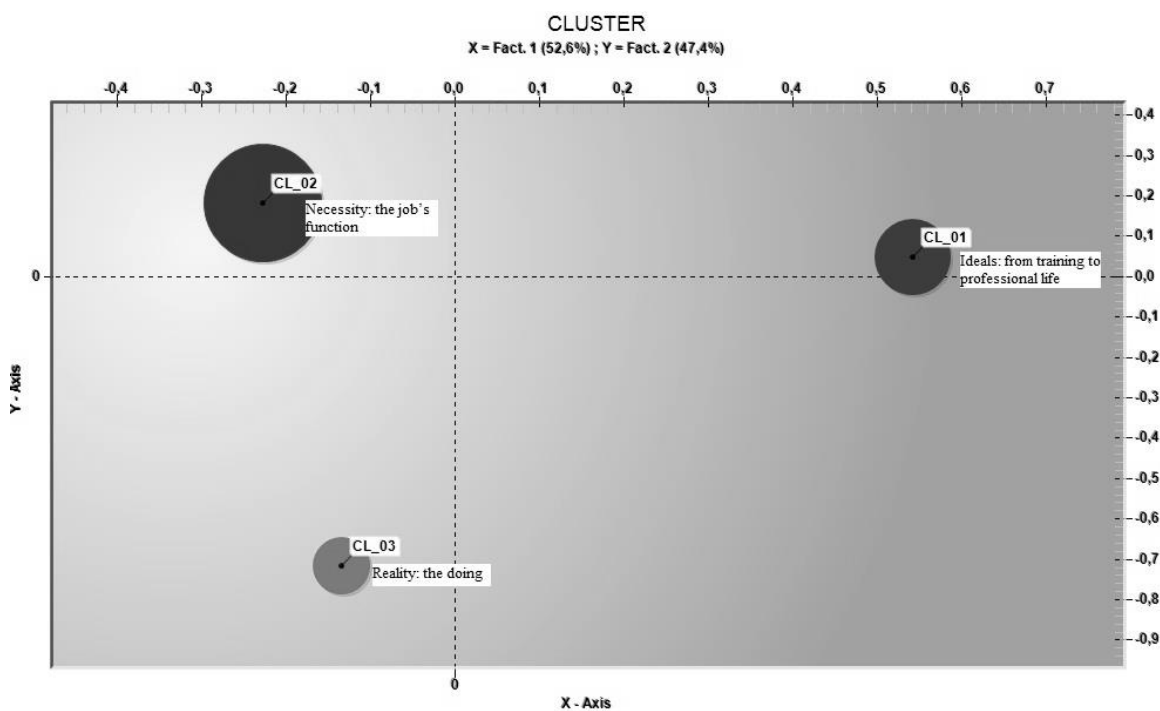
This dimension does not necessarily coincide with the aspect of doing which, instead, belongs to the third cluster renamed “Reality: doing”. In this cluster, all the words that address the reality of the lack of a working possibility in the present (“bumping into”, “recommendation,” “meritocracy”), including the practical dimension connected to it (“feeling abandoned” “failure”), are gathered. Furthermore, the solutions found are also described: relocating (“Spain”, “Germany”, “Pisa”), networking (“belonging”, “collaboration”, “association”, “friendship”, “help”). Within the cluster fall the variables “sex_male”, “trasfer_yes”, “area_south”, “age_25-34”. The size of the making-transfer within the cluster is confirmed by the presence of the “transfer_yes” variable, but also by the “area_south” variable, an Italian area most affected by the NEET phenomenon and exposed to migration, to the North, and abroad.

I found myself again at the start of a race-race because the anxiety and agitation of a ransom attacked me. I have to run because in the 21st century we have to run! But for my realization, an obstacle course completely uphill, unfortunately (Sex_F; Age_25-34; Area_South; Transfer_yes; Score 36.692).

We are witnessing a mass murder ... insecurity, lack of economic resources, always feeling precarious, objects, and numbers lead to a great depression. But we must build a future for ourselves (Sex_M; Age_25-34; Area_South; Transfer_yes; Score 57.715).

I'm N., 28 years old and unemployed. I mean, my current full-time job is to find a job. [...] And my days are all the same. I wake up at 9 am, have breakfast and start to find a vacant position on the web until 1 pm, then lunch break, and from 2 pm to 6 pm I take care of sending my CV, paying attention to make different letters of presentation according to the specific job. This is my work, from Monday to Friday, with night-time overtime, when I cannot sleep, I surf the net for hours, visiting the website of any kind of a company, organization, association or foundation in which to have the privilege of having my long-awaited experience in the hope to find a job [...] (Sex_F; Age_25-34; Area_North; Transfer_yes; Score 37.874).

Graphic I – Cluster Analysis



Note. The figure shows the factorial map. CL_01= Ideals: from training to professional life; CL_02= Necessity: the job's function; CL_03= Reality: the doing. The figure has been faithfully extracted from the T-Lab software used for data analysis.

Table 3. Clusters, associated lemmas, χ^2 values, and significance

Clusters	Lemmas
Cluster 1 Ideals: from training to professional life	School ($\chi^2=64.96$; $p=.000$); Age ($\chi^2=44.71$; $p=.000$); Ranking ($\chi^2=32.85$; $p=.000$); Qualification ($\chi^2=29.18$; $p=.000$); Renovation ($\chi^2=26.13$; $p=.000$); Activity ($\chi^2=24.96$; $p=.000$); Doctor ($\chi^2=23.52$; $p=.000$); Trainee ($\chi^2=15.55$; $p=.000$); Substitution ($\chi^2=13.92$; $p=.000$); Job ($\chi^2=13.67$; $p=.000$); Teacher ($\chi^2=13.06$; $p=.000$); Clerk ($\chi^2=12.82$; $p=.000$); Law ($\chi^2=11.95$; $p=.000$); Long-term education ($\chi^2=11.78$; $p=.001$); Waiting ($\chi^2=11.15$; $p=.001$); Graduated cum laude ($\chi^2=10.62$; $p=.001$); Academy ($\chi^2=10.45$; $p=.001$); Arts ($\chi^2=10.45$; $p=.001$); Teaching bracket ($\chi^2=10.45$; $p=.001$); Judiciary ($\chi^2=10.45$; $p=.001$); Painting ($\chi^2=10.45$; $p=.001$); Protest ($\chi^2=10.45$; $p=.001$); Resignation ($\chi^2=10.45$; $p=.001$); Educational level ($\chi^2=9.56$; $p=.002$); Being listened to ($\chi^2=9.28$; $p=.002$); Dying ($\chi^2=9.11$; $p=.003$); Decree ($\chi^2=9.95$; $p=.003$); Psychologist ($\chi^2=8.95$; $p=.003$); Waiting ($\chi^2=8.95$; $p=.003$); Desperate ($\chi^2=8.86$; $p=.003$); TRANSFER_NO ($\chi^2=8.86$; $p=.003$); Graduated ($\chi^2=8.72$; $p=.003$); Strain ($\chi^2=7.11$; $p=.008$); Accumulate ($\chi^2=6.84$; $p=.009$); Exercise ($\chi^2=6.84$; $p=.009$); Preparation ($\chi^2=6.84$; $p=.009$); Specialization ($\chi^2=6.20$; $p=.013$); High school ($\chi^2=4.56$; $p=.033$); Wish ($\chi^2=4.53$; $p=.034$); Hope ($\chi^2=4.47$; $p=.034$)
Cluster 2 Necessity: the job's function	Pay ($\chi^2=24.71$; $p=.000$); End of the month ($\chi^2=23.94$; $p=.000$); Salary ($\chi^2=17.19$; $p=.000$); Euro ($\chi^2=16.36$; $p=.000$); Contract ($\chi^2=15.27$; $p=.000$); Company ($\chi^2=14.69$; $p=.000$); Accept ($\chi^2=13.50$; $p=.000$); London ($\chi^2=13.07$; $p=.000$); Working ($\chi^2=12.67$; $p=.000$); Transferring ($\chi^2=12.64$; $p=.000$); Milan ($\chi^2=10.45$; $p=.001$); Affording ($\chi^2=9.39$; $p=.002$); Feeling like being replaced ($\chi^2=9.39$; $p=.002$); Temp agency ($\chi^2=9.35$; $p=.002$); Retribution ($\chi^2=89.34$; $p=.002$); Useful ($\chi^2=8.61$; $p=.003$); VAT ($\chi^2=8.60$; $p=.003$); Employee ($\chi^2=7.68$; $p=.006$); Refund ($\chi^2=7.59$; $p=.006$); Lux ($\chi^2=7.04$; $p=.008$); Room ($\chi^2=7.04$; $p=.008$); Marketing ($\chi^2=6.92$; $p=.009$); Office ($\chi^2=5.15$; $p=.023$); Experience ($\chi^2=5.15$; $p=.023$); Monthly income ($\chi^2=4.76$; $p=.029$); Budget ($\chi^2=4.69$; $p=.030$); Type of contract ($\chi^2=4.67$; $p=.031$); Rent ($\chi^2=4.01$; $p=.045$); Supporting yourself ($\chi^2=4.01$; $p=.045$); Adult ($\chi^2=3.93$; $p=.047$); Overseas ($\chi^2=3.93$; $p=.047$)
Cluster 3 Reality: doing	Lack ($\chi^2=36.06$; $p=.000$); Employment ($\chi^2=34.59$; $p=.000$); Pisa ($\chi^2=29.98$; $p=.000$); Germany ($\chi^2=29.95$; $p=.000$); Occurring future ($\chi^2=25.85$; $p=.000$); Advantage ($\chi^2=25.85$; $p=.000$); SEX_M ($\chi^2=25.85$; $p=.000$); Spain ($\chi^2=23.84$; $p=.000$); Bari ($\chi^2=21.32$; $p=.000$); Run ($\chi^2=20.68$; $p=.000$); Politics ($\chi^2=18.62$; $p=.000$); Backing ($\chi^2=16.72$; $p=.000$); Belonging ($\chi^2=15.72$; $p=.000$); Crisis ($\chi^2=13.49$; $p=.000$); Collaboration ($\chi^2=12.63$; $p=.000$); Prospective ($\chi^2=12.35$; $p=.000$); Security ($\chi^2=11.47$; $p=.001$); Institution ($\chi^2=11.25$; $p=.001$); Foundation ($\chi^2=11.25$; $p=.001$); AREA_SOUTH ($\chi^2=10.83$; $p=.001$); Help ($\chi^2=10.43$; $p=.001$); Benefits ($\chi^2=10.26$; $p=.001$); Association ($\chi^2=10.18$; $p=.001$); Rotten ($\chi^2=10.18$; $p=.001$); Morally ($\chi^2=10.18$; $p=.001$); Funding ($\chi^2=8.64$; $p=.003$); France ($\chi^2=8.64$; $p=.003$); Feeling close to ($\chi^2=8.64$; $p=.003$); Underpaid ($\chi^2=8.64$; $p=.003$); Nation ($\chi^2=8.59$; $p=.003$); Resource ($\chi^2=8.59$; $p=.003$); Italy ($\chi^2=8.56$; $p=.003$); AGE_25-34 ($\chi^2=8.13$; $p=.004$); Employer ($\chi^2=7.81$; $p=.004$); Meritocracy ($\chi^2=7.79$; $p=.005$); Going back ($\chi^2=7.53$; $p=.006$); Strong ($\chi^2=7.33$; $p=.007$); Friendship ($\chi^2=7.06$; $p=.008$); Gratification ($\chi^2=7.06$; $p=.008$); Rule ($\chi^2=7.06$; $p=.008$); Travel ($\chi^2=7.06$; $p=.008$); Remain ($\chi^2=6.74$; $p=.009$); Family ($\chi^2=6.74$; $p=.009$); Expertise ($\chi^2=5.96$; $p=.015$); TRANSFER_YES ($\chi^2=5.87$; $p=.015$); Mortgage ($\chi^2=5.29$; $p=.021$); Negativism ($\chi^2=5.05$; $p=.025$); Optimism ($\chi^2=5.05$; $p=.025$); Jobs ($\chi^2=5.05$; $p=.025$); Bump into ($\chi^2=5.05$; $p=.025$); Unemployed ($\chi^2=4.72$; $p=.030$); Feeling abandoned ($\chi^2=4.56$; $p=.033$); Permanent job ($\chi^2=4.08$; $p=.043$); Internship ($\chi^2=4.21$; $p=.040$); Truth ($\chi^2=4.21$; $p=.040$)

3.2 Analysis of Factorial Axes

Through the projection of the clusters on the factorial level, it is possible to observe the relationships between the different threads of the clusters and understand the factors that connect them. The first factor, which includes the horizontal axis, “From what I need to do in practice”, shows a polarity between clusters 2 and 3, while the second factor, “What I would like to do and what I do”, unites clusters 2 and 3 contrasting them with cluster 1. In the case of the first factor, the analysis highlights what emerges in the thematic analysis, that is the more mental dimension of having to work, where reflection on the meaning of work comes into play, on the economic and saving function it performs and on the need to work to “live”, and the actual dimension of doing. That is the transition from the dimension of thought to that of action. Thoughts and actions opposed to one factor, but united in their opposition to the area of potential, of creativity, of becoming, a cluster which, placed in the intersection of the axes, connotes that dimension that is still in existence not wholly occurred. This area belongs to the exploration of the possible, in search of one’s place in the world, aware of the skills obtained during training but at the same time in a clash with reality.

4. Discussion

Our analysis revealed three main themes linked to the experience of transition to work. The first cluster represents the transition. Youth describe the education or training experience, in terms of qualifications (diploma, degree, doctorate, master), recognizing a significant weight for inclusion in the world of work. According to the literature, school paths have a direct and indirect influence on career aspirations and, therefore, also on career choices (Dietrich et al., 2012; Guichard et al., 2012; Lannegrand-Willems & Bosma, 2006). According to Felaco and Parola (2020), the university would indiscriminately allow students to define and re-define themselves, given the acquisition of future roles and the preparation for the world of work. The subjects link the dimension of training and transition to work. In the same cluster, there are both the stories of the training experiences and the collision with the labour market. The world of work does not “contain” them, with a subsequent weakening and/or collapse of the ideals (“I studied to be a teacher, I wanted to be a teacher, but ...”). The past dimension is strongly represented in its like with the future, precisely, in comparison with idealized goals in education. The lack of transition school-to-work brings with it emotions with harmful content. In line with the literature of NEET mental health, the narratives show feelings of malaise. The NEET condition is linked to psychological problems, feelings of loneliness, impotence, restlessness, but also anxiety and depression (Creed & Reynolds, 2001; Hammer,

2000). Moreover, young people may anguish over the absence of a match between their education path and available job.

The second cluster shows the plan of necessity. Working belongs to urgent needs. In fact, on the one hand, career restores the sense of its value and responds to the need for self-realization (Sheldon & Elliot, 1999), but on the other hand, it guarantees the practical need for economic support. The lack of one's financial independence is among the factors responsible for the delay of young people in the transition to adulthood. This delay is typical of the Italian context (Livi Bacci, 2008). Study in the Italian context (Aleni Sestito & Sica, 2010; Crocetti & Palmonari, 2011; Crocetti et al., 2012) show how, considering the socio-economic dynamics, the difficulties of transition to work add up to the criticality of the transition to adulthood, creating difficulties especially around planning and not allowing the achievement of a stable configuration of personal and professional identity. However, the prolonged moratorium could have significant repercussions on the health of young people who could develop anxiety, depression, and poor psychological well-being (Luyckx et al., 2006). In the third cluster, young people describe the possible solutions they are looking for when looking for a job. According to the literature, young people aspire to decent work (Duffy et al., 2016; Ghai, 2003). The dimension of the support is also strongly present: the family and friends can offer young people instrumental and emotional support to moments of transition (Marcionetti & Rossier, 2017), or become a limit if they do not occur (Zhao et al., 2012). In this cluster, there are most of the illustrative variables and, in particular, the young people of the South, mainly males, of the most advanced age group and who in the past have moved from their country to work. These subjects are those most at risk, now far from the dimension of future aspirations, but strongly linked to the present and the implementation of concrete actions to transition to work.

The factorial map shows the flow of thought of young people passing through the plan of ideals, needs, and reality. The dimension of needs appears to be a mediator between the ideal and reality. Through necessity, the subject can resize ideals and make them adhere to objective reality, in a funnel-based metaphor.

The analysis also shows the potential of the narrative. Autobiography allowed young people to mediate between ideal, necessity, and reality. The young people through the narration have re-think their experiences, to signify them, and to think about the possible alternatives. Therefore, storytelling allows us to think about emotions. In fact, according to Ricoeur (1990), the narrative fosters a mediation between subject and experience, sets space between the self and the violence of emotions. The narration is brought into being of thought and re-

elaboration of the emotions associated, i.e., construction, reconstruction, and containment. Indeed, the narration provides an interpretative unity to personal events, giving historical continuity to one's self, always in a dynamic re-elaboration. Therefore, the blogs act as a tool leading towards awareness of personal distress (Margherita & Gargiulo, 2019). From this perspective, blogs could also provide an insight into the request for professional help. Although the requests for a clinical setting appear necessary in situations of profound fear and anguish (Merlo 2019a; Merlo, 2019b; Sommantico et al., 2017) a significant number of young adults avoid asking for help (Mannarini & Rossi, 2019; Mannarini et al., 2018, 2020; Rossi & Mannarini, 2019).

The results appear as a starting point for re-thinking possible intervention for the Italian NEET population. Moreover, the need for preventive interventions to support career paths during the education or training period (high school, university) emerges.

If uncertainty threatens the trust and planning of the future, the support interventions must move towards the improvement the career adaptabilities that allows integrating the personal, developmental, contextual and identity aspects (Fusco et al., 2019; Santilli et al., 2017; Savickas, 2005, 2012). The negative emotions emerge from the narratives of young people underline the importance of enhancing the effective coping strategies of young people and emphasize the importance of supporting hope, optimism, and future orientation (Ginevra et al., 2016, 2018).

In this perspective, the life-design intervention (Savickas, 2012) supports the reflective capacities of young people through narration. Autobiographical stories lead young people by creating scenarios that link future goals to past career achievements. From this point of view, the narration can be a transformative process (Tessitore & Margherita, 2020; Tessitore et al., 2019) that helps young people to situated in this specific social and economic context.

Besides, in this XXI century scenario, a set of policies on the youth in precarious positions should be taken into account (Carcillo & Königs, 2015; Deuchar & Bhopal, 2017; Pharr & Putnam, 2000). The creation of a NEET category, which in part replaces that of unemployment, aimed to activate new policies to support vulnerable young people. Unfortunately, the numbers of the NEET condition are always on the rise. According to Furlong (2006), it must be necessary to recognize the patchwork of experiences of youth to re-thinking a more imaginative approach towards labour policy. Although from a psychological point of view, interventions can be focused on enhancing the young flexibility; however, new employment policies on young vulnerability are needed. Along with this, policies labour

demand in the new economy should provide opportunities for long-term security for young people. This security could assuage fear and anguish to the unknown labour market.

The study is not free from limitations. First, youth has voluntarily responded to an online inquiry, and the narrative products could be affected by social desirability. Second, the anonymity of users reduces socio-demographic information availability. Finally, the contents could be influenced by the previous narrations left by other users.

Even considering these limitations, this study has a significant advantage over the possibility of access to the thought of young NEE'Ts that are often vulnerable and far from circuits that can be reached. For this reason, the use of blogs has made it possible to study the subjective experiences of young people. In this sense, the study is in line with the other numerous studies that highlight how the use of the narratives contained in blogs and forums allows the access to the most vulnerable populations (Boursier et al., 2019; Carlino et al., 2020; Felaco & Parola, 2018; Gargiulo & Margherita, 2019; Murphy et al., 2020).

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