



Together for youth

Education  
or Training

Not in  
Employment

A Toolbox for  
Teachers | Trainers  
Youth Workers | Decision Makers

# Technical Details

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**Together For NEET - [www.togetherfomeet.com](http://www.togetherfomeet.com)**

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# Introduction

The last years of economic recession in Europe have resulted in an increasing number of young people Not in Employment, Education or Training (NEET).

14 million NEET in Europe (one youth in six) are facing the effects of current and future unemployment and wage penalties, major psychological consequences such as psychological distress, disengagement and often involvement in risky behaviors.

This phenomenon is a plague in the European economy as NEETs cost 153 billion Euros per year in lost economic revenue (1.2% of European GDP) and in the European Societies as NEET youth are considered to show low levels of political and social engagement, low level of trust to institutions and society.

The situation is even worse in the acceding countries of the European Union where rate of NEET are as high as 25-45%.

The reintegration and inclusion of these young people in Education, Employment and Society is crucial for the positive development of our economies and societies.

There have been many successful actions in national and regional level for NEET youth yet the problem still persists.

Together for NEET is a transnational cooperation project with the aim to create synergies between diversified stakeholders (education institutions, youth sector, labor market) in order to explore together effective, sustainable and transferable measure for the better reintegration of youth NEET in society, education and labor market.

# Together for NEET *Project*

## *Aim*

The main aim of the project is to create synergies between diversified stakeholders (education institutions, youth sector, labor market) in order to explore together effective measures and interventions for the better reintegration of NEET youth in society, education and labor market.



## *Objectives*

To gain together better understanding of the NEET issue by sharing previous successful interventions and understanding each sector's role in the problem solving.

To equip those involved with NEET youth work with skills and competencies to better support this vulnerable target group.

To co develop innovative models of intervention methods – tools – programmes.

To explore further funding opportunities and develop a long term cooperation for future projects.

To share the results, products and findings of the project with the relevant target groups in our countries and across Europe.

# Activities



Poland Romania Bulgaria



[www.neeteract.com](http://www.neeteract.com)



Serbia Kosovo Greece Turkey



What do you NEET?



Cross Sectoral Training Course  
07 February - 13 February  
Tetovo, Macedonia

# NEET Youth

# Europe

## What are NEETs?

The term NEET is used to describe young people who are not engaged in any form of employment, education or training. The term has come into the policy debate in recent years due to disproportionate impact of the recession on young people (under 30 years old). The unemployment rate for those under thirty is nearly double the average rate.

## Factors that lead to NEET?

### Individual characteristics

1. Those who perceive their health to be low or suffer from disability have 40% higher possibility to become NEET
2. People with immigration background have 70% higher possibility of becoming NEET
3. Those with low level of education are 3 times more likely to be NEET than those with tertiary education and 2 times more likely than those with secondary education
4. People living in remote areas, small cities are 1.5 times more likely to be NEET than those who live in medium / large cities

### Family Background

1. Having parents who experienced unemployment increases possibility of being NEET by 17%
2. Those with parents with low education background are 1.5 times more likely to be NEET than those whose parents have Secondary Education and 2 times more likely than those whose parents have tertiary education
3. Young people whose parents are divorced are 30% more likely to become NEETs
4. Low household income means higher possibility to become NEET

## Social cost of NEET

- NEET young people show low levels of social engagement
- Low levels of trust to institution and society
- Not only disengage from education and employment but also become politically and socially alienated



## Individual Consequences of NEET

### Economic consequences

- Lower skills brings lower wage in the future (wage penalty)
- Lower skills and no work experience bring future unemployment (scarring effect)

### Psychological distress, Disengagement and risky behaviours

- Extended youth phase have as a result marginalization, dependence, failing to establish a sense of direction and confusion in regard to the choices given to them
- Feeling of loneliness, powerlessness, restlessness, anxiety, depression
- Disorientation - aimlessness, social isolation
- Health disorders
- Reliance - getting used to being able to draw income without having to work for it
- Often involved in risky behaviours (drugs, alcohol, early age parents, crime)
- Engagement in economically motivated criminal activities
- NEET + SUBSTANCE ABUSE = HOMELESSNESS
- Women NEET - early motherhood

## Economic cost of NEET

According to research by EUROFOUND the cost of NEET in the European countries is around 1.53 Billion Euros - 1.2% of the European GDP.

### Public Finance pays (from welfare to individuals)

- Unemployment benefits
- Disability benefits
- Sickness benefits etc.

### Resource income (the missing contribution from the individual to the society)

- Foregone earnings
- Unpaid taxes
- Unpaid social contribution etc.



## Working with NEET

# *Individual Empowerment Tools*

### *Rationale*

Individual empowerment tools are based on the fact that most of the time NEET youth are marginalized and due to continuous rejections from different engagement opportunities are most of the time lacking the self confidence and awareness to pursue their goals in life.

Hence beginning a programme with activities on individual empowerment is crucial for re-establishing self confidence that can later on lead to the next two strategies (group integration and community integration).

The individual empowerment part should be organized mostly in an individual level between the youth worker (coach) and the youngster and should be organized in one – two weekly meetings.

Possible challenges: the individual empowerment part lasts too long and the youngsters lose interest. – make sure that from the part where youngsters envision themselves and to the part where they really take action in groups or inside the organization the time is not too long or make sure the individual support sessions are runned at the same time with group integration activities.

Your main goals as a mentor/ Youth worker are to provide personal guidance, encouragement, and emotional support for your youngster. You can only guide and support a youngster if you have a strong, close relationship with him or her--a relationship based upon mutual trust and respect.

No manual, textbook, or expert can provide a blueprint to tell you exactly how to do these things because every relationship is unique. Youth Workers build close relationships with their youngsters by meeting with them on a regular basis; this provides the young person with a feeling of stability. By showing up every week, by acknowledging young person's feelings and concerns, by listening to his/her problems, by being honest, and by continually showing that you care, you can become a very powerful, positive influence in their life.

## Guidelines

1. *This activity is a great way for youth workers and NEET youngsters to reach a common understanding about what they want and expect from the mentoring relationship.*
2. *This form will also serve as a good self-discovery activity for both you and your youngster.*
3. *Ask the young person to help you complete each of these sections.*

What do we want to accomplish together?

---

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---

What will we do to accomplish this goal?

Youth Worker:

Young person:

---

---

---

---

How will we let each other know if we must miss our appointment?

---

---

I will do my best to complete the terms of this agreement.

Youth worker's Signature

Date

Young person's Signature

Date

---

## Guidelines

1. *This worksheet can be used on a weekly basis to keep young people focused on their short-term goals.*
2. *Make copies of this page and ask the youngster if he/she would like to fill it out.*
3. *Use the answers as the basis for further discussion on goals and ways to improve.*

1. What was the high point of the week?

---

2. Whom did you get to know better this week?

---

3. What was the major thing you learned about yourself this week?

---

4. Did you institute any major changes in your life this week?

---

5. How could this week have been better?

---

6. What did you procrastinate about this week?

---

7. Identify three decisions or choices you made this week.

---

8. What were the results of these choices?

---

9. Did you make any plans this week for future events?

---

10. Unfinished Business

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## Guidelines

1. Ask the youngster to answer these questions. Accentuate the positive aspects of each answer.
2. This worksheet is a good tool to help youth workers discover how their youngsters view themselves and the world.
3. What does the young person consider "success" and "failure"? What things does he/she fear most?
4. These are very important questions because they enable you to see things from the perspective of the young person.
5. Talking about the meanings of success and failure is a great way to get your youngsters focused on the future.

### Please finish each sentence.

1. My greatest success:

---

2. A failure:

---

3. Something I did that helped someone:

---

4. Something I've done that I'm proud of:

---

5. Something I've learned from failure:

---

6. Something I didn't like doing:

---

7. The funniest thing I ever did:

---

8. Something I did that took courage:

---

9. Something I'm afraid of:

---

10. Something I'd really like to learn:

---

## Guidelines

1. *Getting young people to focus on their dreams is another great way to get them to think positively about their futures.*
2. *Ask the young person to complete this worksheet.*
3. *Help her/him to think about ways to transform dreams into plans.*

Tell about your dream for the future.

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---

---

Tell what must be done to make this dream a reality.

---

---

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---

---

Why will your dream become a reality?

---

---

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## Guidelines

1. Ask the youngster to answer each of these questions.
2. Acknowledge the value of his/her answers.
3. Help the young person focus on ways to achieve these goals.
4. Youngsters who have concrete goals in life are more likely to be motivated to succeed.
5. Ask "How will you get there from here?" questions to get them to think practically and realistically.

### 1. Things you would like to own:

1 year \_\_\_\_\_

5 Years \_\_\_\_\_

10 years \_\_\_\_\_

### 2. Place you would like to live:

1 year \_\_\_\_\_

5 years \_\_\_\_\_

10 years \_\_\_\_\_

### 3. Place you would like to visit:

1 year \_\_\_\_\_

5 years \_\_\_\_\_

10 years \_\_\_\_\_

### 4. Job you would like to have:

1 year \_\_\_\_\_

5 years \_\_\_\_\_

10 years \_\_\_\_\_

### 5. Family life you would like to have:

1 year \_\_\_\_\_

5 years \_\_\_\_\_

10 years \_\_\_\_\_

### 6. Things you would like to know:

1 year \_\_\_\_\_

5 years \_\_\_\_\_

10 years \_\_\_\_\_

### 7. Person you want to be like:

1 year \_\_\_\_\_

5 years \_\_\_\_\_

10 years \_\_\_\_\_

## Guidelines

1. Ask the youngster to identify his/her performance goals on this page.
2. Focus on the positive things he/she needs to do to achieve them.

### 1. My Personal Goal:

State a goal that would enhance your personal life.

---

How will I accomplish this goal?

---

Who will help me accomplish this goal?

---

### 2. My Social Goal:

State a goal that would enhance your social life.

---

How will I accomplish this goal?

---

Who will help me accomplish this goal?

---

### 3. My Academic Goal:

State a goal that would enhance your academic life.

---

How will I accomplish this goal?

---

Who will help me accomplish this goal?

---

## Guidelines

1. Self-esteem is a belief in oneself and a belief in one's self-worth.
2. Here are six steps for building your youngsters self-esteem.
3. Ask them to think about each step before answering.
4. Use these answers to point out the positive qualities of your student.

•**Step 1:** Think of yourself as beautiful and talented just the way you are. You have your own unique qualities that make you your own person. What are your strengths? **Have the youngster write down five strengths.** \_\_\_\_\_  
\_\_\_\_\_

•**Step 2:** Be responsible for yourself and your decisions. Don't be a follower. **List three decisions you need to make on your own.**  
\_\_\_\_\_  
\_\_\_\_\_

•**Step 3:** Recognize mistakes as stepping-stones to success. No one is perfect. Don't let a defeat or a mistake cause you to lose faith in yourself. **List a mistake that helped you learn or get better.**  
\_\_\_\_\_  
\_\_\_\_\_

•**Step 4:** Feeling good about yourself spills over to others. The people you like are probably friendly and fun to be around. Show friends you have an interest in them. **List three things you can do to show people you care about them.** \_\_\_\_\_  
\_\_\_\_\_

•**Step 5:** You will feel better about yourself if you think things through. **Make a list of three things you want most to learn or improve upon.**  
\_\_\_\_\_  
\_\_\_\_\_

•**Step 6:** Get involved in activities in which you can have success. Join a club or seek friends who are doing something that will make you a better person. **List leisure activities that you want to do to improve yourself.**  
\_\_\_\_\_  
\_\_\_\_\_



## Guidelines

1. "Self-acceptance" is a specific stage in self-discovery that occurs whenever a young person are willing to look at themselves objectively (with the help of an adult).
2. When they do, they will realize that their strengths far outweigh their weaknesses.
3. Ask the youngster to reflect on these questions and try to answer them honestly.
4. This exercise can give youth workers the opportunity to validate their youngsters positive self-perception.

What three things do I like about myself?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are my strengths?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What activities can make me a better and stronger person?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Guidelines

1. Ask the young person to think of a problem that he/she has not been able to solve.
2. Use this worksheet to address the problem and come up with solutions.
3. You can use this simple method on any problem the young person may have.
4. The ability to solve real-life problems is critical in the process of personal development.

### Step 1: Identify the problem

1. Have your youngster explain the problem in detail.
2. Try to help him/her clarify all the factors.
3. Do not proceed until you both agree that you have identified the real issue.

### Step 2: Brainstorm

1. Discuss alternative solutions with the youngster.
2. Agree upon a feasible set of solutions.
3. Do not proceed until all possible solutions have been identified.

### Step 3: Evaluate

1. Help the young person identify the pros and cons of each solution.
2. Help the young predict the possible outcomes of each solution.
3. Do not proceed until every alternative has been evaluated.

### Step 4: Decide

1. Ask the young to choose the solution that has the "most pros" and "least cons."
2. Ask the young to explain why his/her solution is the best possible one.
3. Do not proceed until the young is certain of his/her decision.

### Step 5: Plan

1. Help the young identify the best ways to implement his/her solution.
2. Help the young choose the best plan.
3. Encourage the young to use the plan to resolve the problem.

## Guidelines

1. Here is a list of conversation topics to get your youngster to express his/her opinions.
2. Ask them to comment on each of these questions.
3. Use his/her answers as topics for further discussion.

- What is the greatest lesson you have ever learned?
- Describe yourself as a stranger might see you.
- Describe yourself as your best friend knows you.
- What are the qualities a best friend must possess?
- What makes you special?
- Describe the qualities you most admire in someone you might call a hero.
- Describe your favorite relative.
- How do people know when you are upset?
- Describe your favorite teacher.
- Describe the ideal job for a teenager.
- Who has it easier – girls or guys? Defend your position.
- When have you been wrongly accused? Explain.
- What must a person do to be trusted?
- What famous person would you most like to meet? Why?
- If you could live anywhere in the world, where would it be? Why?
- What is the best movie you have ever seen? Why is it the best?
- Why shouldn't parents try to pick their children's friends?

### *Rationale*

When working with young people not in employment education or training besides individual empowerment which is the first step youth workers should aim for the integration of NEET youth in groups it is important that they also organize group activities using Non formal Education methods. Preferably the activities should include youth NEET but also non-NEET youngsters.

This will help the young people gain important intercultural and social skill and develop their competencies to better deal with everyday issues in the larger society.

Here is a compilation of 8 different tools collected by the partners of the this project that have been used by our organizations in the past with NEET groups or mixed groups neet and not neet.

The tools are a mix of team building activities and group exercises that can enable young people to better cooperate with each other and explore the dynamic of working together with their peers.

The tools are especially helpful for neet youngsters that have been facing long term marginalization and they are based on non formal education methods, featuring active learning, learning by doing and non verbal communication.

These exercises can help build self esteem in youngsters, discover their selves and others, and reflect on their actions to further develop themselves.

We highly suggest that youth workers using these tools should adapt them to the needs of the group and the individual participants they are working with.

Make sure you always leave time for debriefing in the end and follow up with the young people in future activities. Combine these exercises with the exercises in the section of individual empowerment to further enhance the development and learning experience of your youth groups.

**OBJECTIVES:**

- to develop skills for emotions' recognition and understanding
- to develop empathy towards others
- to analyze emotions and their different expressions

**DURATION:** 1 hour**SPACE REQUIREMENTS/MATERIALS:** None**GROUP SIZE:** 10 to 25

**DESCRIPTION:** Facilitators prepare two situations that are familiar to participants and to which they can easily connect (eg. bullying, family discussion, sexual approach for adolescents; etc.). Each situation must be specific and simple to understand (eg. a mother and father discuss the time their daughter should come back home after going out) . The participants are asked to sit leaving a free space for the "stage". One facilitator introduce and facilitate the activity meanwhile the other two (or more) will be the protagonist of the improvisation. The facilitators/actors improvise a theatre scene starting from the prepared situations.

The rules for impro theatre the "actors" must follow are:

- 1) it is forbidden to harm yourself or the other;
- 2) explicit sex or sexual behaviours are not allowed;
- 3) it is forbidden to cause any damage to the space.

The facilitator stops the impro scene after few minutes in one of its most dramatic/intense moments. At the stop signal actors freeze keeping still their positions. The facilitator then invites participants to stand up, touch one of the characters and say what he/she thinks and feels.

After few rounds the facilitator asks the participants if any of them would like to enter the scene (that is still frozen) and substitute one of the characters to play the end of the scene. The substitution may be done different times but always restarting from the frozen moment. At the end the actors, still playing their characters, sit in front of the group and the facilitator invites the participants to ask them question on their behaviours, emotions, etc.

**OBSERVATIONS (FEEDBACK, TIPS):** The selected situation of each improvisation must be simple and realistic. The actors must respect the rules of the impro theatre. It is advisable to explicitly and commonly "get rid of the roles" at the end of the activity in order for the facilitators/actors to leave their characters behind and for the participants to understand clearly the end of the theatrical improvisation.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) Setting:

Create a "special" environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.

2) Welcome and Introduction:

The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café Etiquette, and putting participants at ease.

3) Small Group Rounds:

The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) Questions:

each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) Harvest:

After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.

Twist:

let the youngsters choose the questions themselves – this will be a great opportunity for them to explore issues that are of more interest to them and also an opportunity to discuss with their peers about actual challenges they are facing.

**Intro:**

Participants have been tasked with a specific problem and together they are expected to reach the following result:

**Planning the team's vacation for the period of the university holidays.**

Separate the group into smaller groups of 6 participants each. Each participant have a distinctive role. Participants shall be granted 5 minutes to prepare for this task. The dialogue shall not exceed 20 minutes. The moderator will cut short the discussion even if the participants have failed to fully agree on arranging their vacation time. As a follow-up, you shall have 15 minutes for debriefing with the participants.

**Time:**

Explanation of the game:	5 minutes
Preparation of participants:	5 minutes
Discussion:	20 minutes
Assessment time:	15 minutes
<b>Group size</b>	<b>6- 30 participants</b>

**General Conditions**

- The group has a contract with a company to fulfil the project within the given time (May – October)
- Highest priority : smooth running of the project tasks
- 5 Participants always have to be at work – even at the weekend
- Taking holidays only possible in July and August
- Not used holidays expire
- If the group cannot find a mutual consent within the given time, a computer system will decide on when going on holiday
- If one single student refuses the agreement, the solution of the problem will fail
- During the discussion five of eight colleagues have to stay at their seats all the time

**Questions for Debriefing:**

- 1) *Your personal results were close to the teams results?*
- 2) *Did you communicate effectively?*
- 3) *Was everybody included in the process?*
- 4) *What kind of different team roles did you perceive?*
- 5) *Did you finish the task on time?*
- 6) *Have you changed your opinion during the exercise?*

**Roles:**

**Role A** - You would like to take your vacation from July 17th to August 6th, 2008. In the beginning of the year, you have booked a language course in Italy, which would last 3 weeks starting 17th of July. Italian is your passion and your second degree; therefore, you are very enthusiastic about the upcoming summer language course in Italy!

**Role B** - You would like to take your vacation from July 24th to August 13th, 2008. You are single and you have accepted an invitation to a sailing trip in the Caribbean. This is what you have been dreaming of for years. As a matter of fact, you haven't been on summer vacation for too long now.

**Role C** - You would like to take your vacation from August 7th to September 2nd, 2008. For 2 years now, you have been promising your life partner to join him/her on a trip to visit your relatives in Kenya. Your life partner has found an affordable flight. However, it is available over this period, only. You have already hinted your wish to your team colleagues many times.

**Role D** - You would like to take your vacation from July 31st to August 13th, 2008. You have to take holidays over this period as your life partner has already reserved his/her vacation for the same period. He/she works full-time and has fixed vacations during the year. Besides, over the past years you have always taken your holidays over this period. You have not devised any specific plans for your vacation yet.

**Role E** - You would like to take your vacation from August 7th to August 20th, 2008. You have agreed and promised your brother to help him with building his house. Over the past 3 years, you have never asked to take your vacation during the summer holidays.

**Role F** - You would like to take your vacation from July 31st to August 20th, 2008. Your father is divorced and you have two sisters, aged 2 and 5. All through the year, the children are taken care of by your mother. She is forced to use the time during the summer holidays to undergo surgery, which will involve a long period of recovery. Therefore, it is your father's job as well as his desire to be with his children. He asked you to help him out during the summer holidays and to live with him and your sisters. You expect your colleagues to show understanding for your situation.



This method is helpful for focusing attention on the needs in a conflict. Often it is not the needs which are discussed, but rather what happened. This conflict-mapping method helps us to clarify our own needs and fears in a conflict situation as well as those of our conflict partner. When this is done, it is easier to find adequate solutions to the conflict. Conflict and confusion often come together.

The method focuses on analysis of the reasons for the conflict, and bridges the gap between emotions and practical issues. The only way to find out the needs and fears of our conflict partner is to ask them. By starting to think like this we are already one step closer to empathy – and one step further away from demonising our conflict partner. Speaking out about our own fears and needs and making them more specific, and even demystifying them, helps us to free ourselves from preconceived positions.

**Objectives**

- to identify needs and fears in a conflict;
- to focus the attention on needs, not actions in a conflict;
- to practise how to use the tool of conflict mapping.

**Materials**

Pens and handouts with the chart

**Preparation**

Think of several conflict situations that you may suggest to participants to focus on, based on the kinds of conflict issues or the types of conflict you usually have to deal with when working with young people or that you specifically want to address in this course.

**Instructions**

1. Divide the participants into groups of four.
2. Introduce the tool with which you will ask the participants to map their conflict, and distribute to each group the handouts with the visualisation of the conflict map on it.  
Each group will need two copies.

Group size 4-24 (or any group divisible by four)

Time 60-90 minutes

3. Give each of them a clear conflict situation to discuss, for instance:

*Group 1 - A mother is angry with her daughter because she wants to go to study abroad and the family is not able to afford the fees for the expensive art school she has chosen in Paris.*

*Group 2 - Two youth leaders are fighting over the priorities of their organisation. One thinks it should be activities with the members of the organisation; the other is persuaded there should be activities with other youth organisations.*

4. In each group of four, there will be one pair that represents each side of the conflict. (In Scenario 1 this means two people will represent the mother, and two people will represent the daughter.)
5. Each pair, representing each side of the conflict, should work together to draw a conflict map and fill in the needs and fears of each party.
6. Each pair should list the analysed needs and fears to find out which ones are the most important. Often it is found that the issue that we first thought about is not the actual issue that we needed the most.
7. The pairs should then compare their conflict maps and discuss the different perspectives of their and the other side of the conflict's situation.
8. Ask the group to prepare a visual presentation of their common map on a large flip chart. This will be presented to the other participants.
9. Ask the group to present their maps in front of the other groups of participants.
10. Ask if the participants can see any solution to the problem. When a solution is suggested, the need that has been fulfilled and the fear that has been avoided on their map should be crossed out.

#### **Debriefing**

- What has surprised you in this exercise? In what ways was it difficult/easy?
- What fears were the most present in the different conflict situations?
- What needs were the most difficult ones to address?
- What kinds of things prevented you from fully understanding the perspective of the other side of the conflict you dealt with? What obstacles did you encounter in the analysis?

- Do you consider this a useful tool for analysing or mapping a conflict? If so, why? If not, why not?
- What kinds of parallels can you find in relation to conflicts you are personally involved with? • What would make this kind of analysis difficult/impossible? How could you deal with this?
- What are the necessary preconditions in a conflict situation for being able to use this analysis tool and understand the needs and fears? 5 173 Going beyond fear
- When are these preconditions not met?
- How can you, as a youth worker/youth leader/active citizen, contribute to creating preconditions for conflict analysis to be possible?

#### **Suggestions for follow-up**

Once this exercise is completed, the chart can be used as a basis to brainstorm how to reach co-operative (win-win) solutions. Any of the exercises on this issue may be relevant in order to strengthen the feeling among participants that co-operation is possible, and to explore the ways of reaching it.

#### **Handout**

To use this simple chart to analyse complex conflict situations can seem counterproductive.

However, the attempt to understand a conflict with no other help than a few

simple categories can be the most powerful tool for showing how complex the conflict

is. Many conflicts arise from several different questions, not just one. To agree on

a mutual way of presenting a problem could be a way of finding a solution.

The chart is a tool to find the needs and fears in a conflict. At this stage the focus

should not be on finding solutions.



**Resources needed** One raw egg per 4-5 participants.

String to attach the eggs to the ceiling, lots of paper, scissors, old magazines, cardboard, glue. At least 4 by 4 meters space for each small group of 4-5 participants.

**Group Size** At least 5, at the most 35.

If you have more participants, you can split the group into several large groups that complete the entire exercise (including debrief and evaluation) separately.

**Time** About 1 hour and 15 minutes (10 minutes introduction - 30 minutes to solve the problem - 30 minutes evaluation)

### Step-by-step

1. Prepare the rooms where small groups of participants (4-5) are going to work. For each small group, bind a string around a raw egg and hang the egg from the ceiling, at approximately 1,75 – 2m from the ground. Do not wrap the egg too much, if it falls to the ground it should still be able to break... For each small group, put ready for use a pile of old paper, scissors, glue.

2. Split the large group into small groups of about 4-5 participants each. Introduce the exercise to the group: Exactly 30 minutes after the start of the exercise the facilitator will pass by the room and cut the string holding the egg. As a team, it is their task to build a construction that would prevent the egg from breaking.

*Some rules apply: \* Neither the egg itself nor the string holding it may be touched by the participants or by the material they use \* They can only use the material you have prepared for them, (chairs and tables that may be around cannot be put into use!)*

3. Watch the groups (you may need one facilitator per 2 small groups) and ensure that they observe the rules.

4. After 30 minutes exactly, stop the groups. Make a tour then cut each string and see if the teams have succeeded in preventing the egg from breaking.

5. The debrief can take place in two steps: First in the small groups (optional), then in the large group.

6. In the debrief, you can then focus on the possibilities and limits of co-operating . *What did people find most difficult in working together? How did they find compromises?*

**Aim :**

This is an exercise in which participants experience how it is to co-operate and negotiate, and to see for themselves which role they take in these processes. Next to that, they learn what it is like to communicate indirectly with another group without knowing much about them.

**Resources :** All sorts of waste material | Cardboard Glue Scissors Rulers

**Group size :** 10-20

**Time :** 2-3 hours

**Step by step :**

1. Divide the group in two. Explain that they are the inhabitants of towns that are separated by a huge river. After years of discussion, you have decided to build a bridge to cross the river ; one town will make one half, the other the second half. There is a problem however, since it is almost impossible to communicate with each other. Only one person will be able to speak with one person from the other group to discuss the design of the bridge on two intervals. This spokesperson will be elected within the group.

2. Each group then goes to a different room, from which it is impossible to see or hear the other group. In the room they will find all sorts of materials to build the bridge. The only thing they know about the design of the bridge is that it should cross the river, which – in scale – is one meter, and that the bridge, once connected, should support a toy car. They will have to work out with the other group how wide or high the bridge should be. The group then has half an hour to elect their spokesperson, divide tasks and get started. After half an hour, the spokesperson can speak in private to the spokesperson of the other group for ten minutes. They are only allowed to speak, not exchange designs. After that, the group again has half an hour to hear the report of the spokesperson, work on the bridge and adjust the design if necessary. Then, there is again ten minutes time for deliberation between the spokespersons in another room. After that, the last half hour of work starts.

3. Then, the two groups are supposed to get together again and present their part of the bridge, and the bridge is tested.

4. After the test with the toy car, the groups discuss co-operation, both within their group and with the other group, and how tasks were divided.

**Reflection and evaluation :**

*How did you organise the work ? | Did everyone have a say in it ? | How was the negotiator elected ? | Was everybody involved in the work ? | How did the negotiations work out ? | Did you stick to the original design or was it changed ? Why ? | Were there any conflicts within the group ? | Did you notice any problems in communicating with the other group ?*

## *Babel tower* Tool #7

**Aim :**

This initial team building activity encourages partnership working and teamwork.

**Resources needed :**

Newspapers Sticky tape A watch

**Group size :** Various

**Time needed :** 15 minutes for the activity 10 minutes reflection

**Step-by-step description :**

1. Divide the young people into groups of no more than six.
2. Explain that you want them to plan and then construct paper towers. The object is to build the highest tower without it collapsing.
3. Explain that each member of the group should contribute to the planning stage and that no building can take place without the whole group's approval.
4. Hand out newspaper and sticky tape.
5. Give the groups 15 minutes to build their towers.
6. Stand well back !

**Reflection and evaluation :**

At the end of the 15 minutes, invite the groups one at a time to consider how well they co-operated, whether anybody was excluded from the exercise (and why and how they felt about it) and how they achieved consensus. When all the groups have responded, encourage the whole group to examine all the towers. Ask the group with the highest tower to explain how they achieved this. If time allows, get the whole group to reflect on what they might have achieved singlehandedly.

**Description of Activity:**

It's 10 o'clock in the morning in the middle of July. Your plane has just crashed in the Sonora desert in the South-western USA. The small two-engine plane caught fire after the crash, and both the pilot and the co-pilot are dead. The fuselage was totally destroyed by the flames.

The pilot did not succeed in sending distress signals before the crash, but apparently the plane was 105 kilometers off the course that the pilot had submitted to the aviation authorities before take-off. The nearest settlement is about 110 kilometers North-East of you.

You all have light clothes - T-shirts, light trousers, socks and walking shoes. When you summon everything in your pockets, you have \$2.83 in coins, \$85 in small notes, a package of cigarettes and a roller-ball pen.

Before the plane caught fire, you manage to retrieve 15 items from it. **Your task is to rank these in accordance to their importance for your survival.** The most important item is given rank 1, and the least important is ranked 15. The group must stay together.

**Part 1:**

Rank the items individually. The situation is not to be discussed inside the group before everybody has finished their ranking. The individual ranking may not be altered after the groups discussion has begun.

**Part 2:**

Make a joint group ranking. You have 15 minutes to complete this task.

**To survive, the US Coast Guard claims that the deviation from their suggestion should be less than or equal to 40 points.**

**Questions for Debriefing:**

- 8) Your personal results were close to the teams results?
- 9) Did you communicate effectively?
- 10) Was everybody included in the process and shared their opinions?
- 11) What kind of different team roles did you perceive?
- 12) Did you finish the task on time?
- 13) Have you changed your opinion during the exercise?
- 14) What would you do differently next time?

**Handout 1**

Item	Part 1	Part 2	US Coast Guard	Dev. Part 1	Dev. Part 2
One flashlight					
One Bowie knife					
Part of a map					
One plastic raincoat					
One magnetic compass					
One package of bandages					
One red/white parachute					
One gun					
1000 salt tablets					
Water bottles (1 liter for each)					
Book "Edible animals in the desert"					
One pair of sunglasses for each					
2 liters 50% Vodka					
One light cotton overcoat for each					
One make-up mirror					
<b>TOTAL</b>					



**Handout 1 (give this to the group in the end of part 2)-**

Item	US Coast Guard
One flashlight	4
One Bowie knife	6
Part of a map	12
One plastic raincoat	7
One magnetic compass	11
One package of bandages	10
One red/white parachute	8
One gun	5
1000 salt tablets	15
Water bottles (1 liter for each)	3
Book "Edible animals in the desert"	13
One pair of sunglasses for each	9
2 liters 50% Vodka	14
One light cotton overcoat for each	2
One make-up mirror	1

# Working with professionals

## Training to support NEET

### Highlights from Together for NEET Training Course.

The Together for NEET Training course brought together 30 professionals from 4 different fields (youth workers, teachers, decision makers and business) together with NEET young people. The meeting of 10 different countries was organized in 4 main working blocks in order to bring together all the sectors in an attempt to better understand the NEET issue and to work together towards a holistic solution.

The objectives of the TC were:

1. To gain together better understanding of NEET as an individual, social and economic phenomena by sharing previous successful interventions and understanding each sectors role in the problem solving.
2. To equip those involved with NEET youth work with skills and competencies to better support this vulnerable target group.
3. To co develop innovative models of intervention methods tools programmes.

*Hereby we would like to share with you the most important activities of the TC that you could also use to empower those who work with NEET using Non formal education methods.*

<b>Complementary activities</b> <ol style="list-style-type: none"><li>1. Get to know each other / expectations setting</li><li>2. Introductions</li><li>3. bridges between sessions</li><li>4. Energizers</li><li>5. team building activities</li><li>6. reflections</li><li>7. Evaluations</li><li>8. Youthpass</li></ol>	
<b>The basic Stuff</b> <ol style="list-style-type: none"><li>1. Understanding employment</li><li>2. Basic concepts</li></ol>	<b>The neet stuff</b> <ol style="list-style-type: none"><li>1. Characteristics</li><li>2. Factors that lead to neet</li><li>3. Consequences</li><li>4. Challenges:<ol style="list-style-type: none"><li>4a. transitions</li><li>4b. synergies between sectors</li><li>4c. diversity of neet</li></ol></li></ol>
<b>The good stuff</b> <ol style="list-style-type: none"><li>1. Local event</li><li>2. Current solutions</li><li>3. Case studies</li></ol>	<b>The best stuff</b> <ol style="list-style-type: none"><li>1. New ideas</li><li>2. Project factory</li><li>3. Funding</li></ol>



**Together we  
can do more**

# Understanding Employment Tool #1

**Time:** 85 Minutes (10 min Introduction | 30 min round 1 of group work | 20 min round 2 of group work | 15 minutes presentations | 10 minutes plenary discussions and conclusions)

**Materials:** Flipcharts, markers, electronic devices of any type and access to internet, Publications printed or online versions)

**Group Size:** 30 participants separated into 5 groups of 6

**Objectives:**

1. *To understand the basic concepts and definitions of employment from economic and social view point.*
2. *To prepare participants for understanding more complex concept such as NEET*
3. *To support reflection on main trends of youth employment*
4. *To connect abstract definitions with real life examples*

**Step by step**

1. Introduce the activity to the participants by explaining the objectives and share the importance of clarifying concepts in order to achieve common understanding and start with common ground
2. Separate the larger group into smaller working groups and hand out materials and resources make sure you let them know that they can use internet as a source to find more information about concepts they might be hearing for the first time.
3. Give each group 3 -4 concepts to work with
4. Ask from the groups to search and discuss the different concepts and come up with a common definition.
5. Ask the groups to accompany each definition with 2-3 real life examples and ask them to put everything into a flipchart.
6. Each group should prepare a short presentation for the rest of the participants.
7. When the different groups are presenting make sure you leave space for questions for the rest of the participants, space for inputs and more dialogue.
8. Leave the definitions hanging in the working room for the rest of the Training so that are visible and easy to refer to.

# Understanding Employment Tool #1

Handout - Concepts:

<p><b>Working age population</b> Definition: Example:</p>	<p><b>Active population</b> Definition: Example:</p>	<p><b>Seeking employment</b> Definition: Example:</p>
<p><b>Discouraged workers</b> Definition: Example:</p>	<p><b>Underemployment</b> Definition: Example:</p>	<p><b>Length of employment long term short term</b> Definition: Example:</p>
<p><b>Conjectural employment</b> Definition: Example:</p>	<p><b>Structural employment</b> Definition: Example:</p>	<p><b>Scarring effect</b> Definition: Example:</p>
<p><b>Demand and supply</b> Definition: Example:</p>	<p><b>Labor market polarization</b> Definition: Example:</p>	<p><b>Yo-yo trajectory</b> Definition: Example:</p>
<p><b>Dependency ratios</b> Definition: Example:</p>	<p><b>Early school leaving</b> Definition: Example:</p>	<p><b>Disengaged youth</b> Definition: Example:</p>

## Understanding NEET Tool #2

**Time:** 75 minutes total (10 min introduction, 15 minutes collective intelligence, 20 min plenary discussion, 20 minutes group work, 10 min wrap up and conclusions)

**Materials:** Flipcharts, markers, post-it papers – 3 colors, pens(one per participant)

**Objectives:**

1. To better understand the NEET YOUTH group
2. To understand and discuss the factors and risk situations that might lead to becoming a NEET.
3. To understand the consequences of becoming a NEET in personal level and socioeconomic level.

**Step by step:**

1. In the big group introduce the activity to the participants by explaining the objectives, explain the basic definition or meaning of the initials NEET to make sure everybody is aware.
2. Handout pens and post-it papers to the participants 3 colors for each participant
3. Ask the participants to reflect a couple of moments and write in each post-it
  - a. One factor that they believe can lead to becoming a NEET
  - b. One consequence of being NEET in personal level
  - c. One consequence of being NEET in socio economic level
4. Ask the participants to stick the post-its into the 3 flipcharts you have prepared in the wall
5. In the big group read out loud the post-its one by one and with the help of the participants regroup them into similar ideas
6. Separate the participants into smaller groups based on the number of similar ideas created in the re-grouping of the post-its.
7. In the smaller group the task is to discuss and analyze further the ideas given and create a short presentation for the rest of the group.
8. Give time to each group to present and to the rest of the participants space to ask questions or give further inputs.



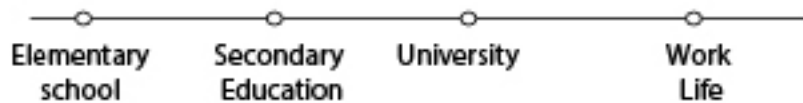
**Time:** 70 min total ( 10 minutes introduction, 30 minutes preparation of role-plays in groups, 20 minutes presentation the role plays, debriefing after each role play around 20 min in total)

**Objectives:**

1. To understand in the timeline of a young person the "moments" that are more risky for becoming a NEET
2. To identify the different role of individuals surrounding the young person in preventing them from becoming a NEET or supporting their reintegration.

**Step by step**

1. In the big group present a flipchart with a basic timeline of the young peoples life:



2. Ask the participants to reflect and share where possibly someone can fall out of the system and become a NEET
3. Group the answers into similar
4. (During secondary education if they drop out| After secondary education if they do not continue to study in university | During university if they drop out | After their studies if they don't find a job or further training | if they lose their job etc)
5. Separate into smaller groups and give to each group one of the situations above – ask them to come up a real life situation when something like this happened and analyze the factors that lead to it and also the individuals who have some part of responsibility
6. Ask participants to create a short role play to illustrate the example and present it to the rest of the group.
7. After each role play debrief
  - a. So what happened in this situation?
  - b. Why the young person fall out of education / training / employment? Why they become a neet? What are the factors that lead to it?
  - c. Who were the people that could prevent this from happening?
  - d. What could be done differently?
  - e. What would you do if this happened to someone in your life?
  - f. What structures exist in your country to prevent this from happening or to support a young person who has become a NEET?



### The milk simulation

*The milk simulation is an exercise that is used to help participants especially if they come from different sectors and backgrounds to understand the thin line between the individual responsibility and the systemic viewpoint of a social problem. In our case the main aim was to provoke to the participants to think about how can a system create problems and not be able to support the neet youth if the different actors don't cooperate together.*

#### Specifications of the simulation:

The participants during the next 3 hours will represent the whole system of milk production from farmer to end user. Participants are separated into groups of 2-3 and each group have a different role in the chain of milk production.

During the simulation there are specific rules that each group has to follow however the main aim of all groups is to sell the milk to the end user.

The simulation is build in a way that is impossible to achieve the end goal if they do not cooperate with each other. However different roles, backgrounds, perceptions, ambitions make it hard to do so.

All the above are discussed in the final debriefing while the connection with the neet issue, system and cross sectoral approach is brought to light by the participants themselves.

#### Step By step:

1. Introduction to simulation : Hand out the different stakeholders (4 min)
  - Give the delegates time to read the instructions and plan out their actions (10 min, Day 0)
  - **Present the General Conditions (1 min)**

*5 min equals 1 day*

*Every time a new day starts, you will hear a whistle blow.*

*End consumer can choose to buy from the store, the supermarket or the medium size store.*

*The end goal is that the end consumer has the milk*

3. Simulation starts : Day 1-7 starts (35 min) each day has 5 mins –  
Announce to the participants when each day ends



**Roles**

**Family:**

*You consume 2 liters/day a normal day*

*Monday-Saturday: You consume 2 liters*

*Sunday you have visitors so you consume 4 liters*

*You can only consume milk that is packaged and has an expiry date.*

*You buy your milk only from the store, the supermarket or the medium size store.*

*The milk expires three (3) days after is being packed.*

*Your budget is 11.2 Euro for Milk per Week*

**Cafeteria:**

*You consume 25 liters/day a normal day*

*Monday: Normal consumption*

*Wednesday you have closed.*

*Saturday: Extra amount of people so you consume 30 liters*

*You can only consume milk that is packaged and has an expire date.*

*You buy your milk only from the store, the supermarket or the medium size store.*

*The milk expires three (3) days after is being packed.*

*Your Budget is 108.5 Euro per Week*

**Hospital:**

*You consume 12 liters/day a normal day*

*You can only consume milk that is packaged and has an expire date.*

*The milk expires three (3) days after is being packed.*

*You buy your milk only from the store, the supermarket or the medium size store.*

*There are no specific events happening during this week.*

*Your Budget is 84 Euro per Week*

**Store:**

*Day 1: You have 3 liters in shelf*

*You can set whatever price you want to sell your milk*

*You can only buy and sell milk that is packaged and has an expiry date. The milk expires three (3) days after is being packed.*

*You buy milk only from the commercial department of the factory*

**Medium size store:**

*Day 1: you have: 10 liters of milk*

*You can set whatever price you want to sell your milk*

*You can only buy and sell milk that is packaged and has an expiry date.*

*The milk expires three (3) days after is being packed.*

*You buy milk only from the commercial department of the factory*

## Tool #4

# Synergies between sectors

### Supermarket:

Day 1: you have 30 liters of milk in shelf

You can set whatever price you want to sell your milk

You buy milk only from the commercial department of the factory

You can only buy and sell milk that is packaged and has an expire date.

The milk expires three (3) days after is being packed.

### The Commercial Department of the Factory:

You have 43 liters of Milk in shelf.

The minimum price is 50 cents/liter of milk.

You can only buy and sell milk that is packaged and has an expire date.

The milk expires three (3) days after is being packed.

You can only sell the milk to the store, the supermarket or the medium size store and you get the milk from the factory

### Factory:

You have 43 packages and 43 liters of milk

The total production cost of 1 liter of milk is 50 cents.

You need to pack the milk that comes from the Transportation Company.

You need to buy packages to pack the milk that comes from the packages factory.

You need to buy the milk that comes from the milk transporter.

Packing milk includes package the milk and stamp expire date.

The milk expires three (3) days after is being packed. You sell the milk to the commercial department – you can only sell packaged milk.

### The Packaging Company:

The cost of producing your packs is 25 cents.

You have 43 packs day 0. You sell your packages to the factory.

### Milk transporter:

You can sell 1 liter of milk at the minimum of 20 cents.

Day 0 you have 43 liters of milk in your tracks.

You buy milk only from the farmer and you sell only it to the factory. You cannot sell the milk to any other stakeholder because it is not in packages.

### Farmer:

The only stakeholder who can buy your milk is the milk transportation company.

The cost of producing 1 liter of milk is 15 cent.

At day0 you have 43 liters of milk at your farm, ready to be sold.

### Cows:

You can produce a maximum of 43 liters/day.

You get instructions from the farmer on how many liters of milk they need

**Time:** 70 minutes ( 10 min introduction | 30 minutes group work | 15 minutes presentation | 15 minutes plenary discussion)

**Materials:** Flipcharts, Markers

**Group:** In an international group separate the participants in their country groups

*During this session the main goal is to identify and to discuss about whether the neet youngsters in Europe and in the countries of the project have any similarities and differences.*

As is identified in previous discussions one of the main challenges of working with neet is that the term includes many different target groups and many youngsters that have different problems.

#### Part 1

The participants in the first part work in country groups coming up with a flipchart with the main characteristics of NEET in their country and the main structures that exist in supporting NEET. The flipcharts were hanged in the plenary so that everyone can move around and read.

When each group presents in a bigger flipchart try to record their main points into **Similarities** and **Differences**.

#### Part 2

In the end of presentations discuss in the big group:

- a. *Is there a common definition of who is a NEET in Europe?*
- b. *Are there differences and similarities – which are more?*
- c. *What about solutions and structures is there a common one?*
- d. *What do we conclude about NEET as a group in European level?*
- e. *How are the similarities and differences helping us deal with the challenge or making it more difficult to solve?*

The participants are separated into groups of 5-6 and each group was given a best case practice of a project that was related to NEET.

Each group was asked to identify the main parts of the project: objectives , activities, results and why this is a best practice.

They were then asked to share the findings with the rest of the group and to discuss in plenary whether this could be a possible project in their country.

This activity gave the group a great basis for the following section which was solution brainstorming and project factory.

The best case practices and case studies were selected from the "On Track" publication released by salto.



## New Ideas

The session was divided into two parts. The first was a brainstorming exercise and the second was a synthesis exercise with main aim to put seeds for new project.

### Part 1

The participants stand in a circle and are given each one empty envelope and a bunch of post-it papers. They were asked to reflect individually and to come up with a solution oriented question they want to ask the group regarding neet youngsters.

*Example: How can we prevent young people from leaving school?*

Each participant was asked to write the question on the outside of the empty envelope. After they would hand out the envelope to the person next to them and the answering round started. Each participant write on a postit paper a possible solution to the question handed and put it inside the envelope. After 15 rounds of answering questions the envelopes were full of ideas.

### Part 2

Separated in smaller groups the participants took 4-5 envelopes with similar questions and open them – read the answers and try to group them into similar ideas under similar questions. On the second round the groups were merged into 2 bigger groups and were asked to do the same with the answers and questions. The results are 4 main questions and hundreds of ideas how to solve those.

### Part 3

Separated into 4 groups - Each group was given one question and the ideas under it and were asked to create a minimal project proposal containing the main objective of the project the activities proposed and the results expected. Their basic line of they have to follow was Objective – Activities - Results

### Part 4

Hang the 4 projects and ask the participants to regroup themselves according to their interest and the interest of their organization to implement one of those projects. Leave them time to discuss the details of setting up the project and the partnership. And come up with a timeline of creation and implementation of the project.

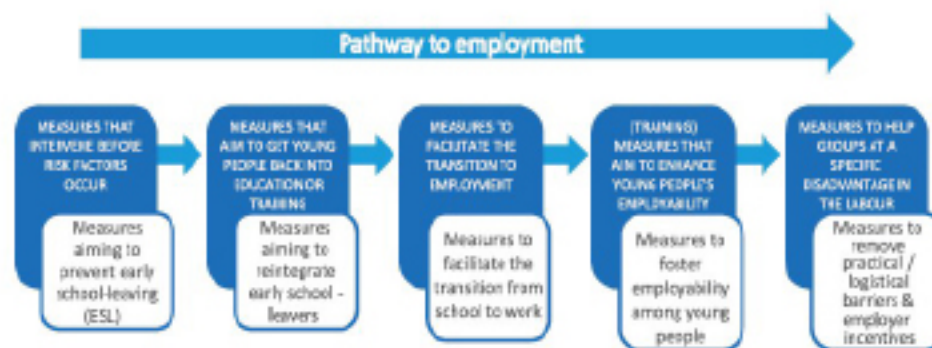
## NEET in Macro level

### *Policy analysis best cases*

*Fostered by increasingly high youth unemployment rates and the economic and societal consequences associated with NEET status, there is a renewed sense of urgency to develop and implement policies to bring young people (back) into employment, education or training across Europe. In recent years EU Member States have been actively engaged in designing and implementing policy measures aimed at increasing the employability of young people and promoting a higher level of employment participation among them. These policies often intervene at different points along the pathway to employment, which describes young people's journey through formal education and their transition into the labour market and employment.*

**These policies can be grouped into broad five categories, which may partially overlap:**

1. *Measures to prevent early school-leaving* recognise that there are supports that can be provided within the school environment, at home or through holistic support measures that can improve students' chances of staying in education or training.
2. *Measures to reintegrate early school-leavers* seek to provide timely support for those who have just made the decision to drop out by encouraging and enabling them to continue their previous studies or to find other, more suitable training alternatives.
3. *School-to-work transition* policies intervene at a slightly later stage of the pathway as their primary goal is to ease young people's transition 'from learning to earning' and therefore to ensure that public investment in education and training is maximised.
4. *Measures to foster employability and measures to remove practical and logistical barriers to employment* are policy interventions that intervene closer to the labour market entry point. The former seek to address gaps in transversal and job-specific skills and competences (as well as other labour market abilities and aptitudes), while the latter aim to address specific barriers faced by young people from vulnerable backgrounds in particular.





*The best point to tackle any problem is before it evolves. An education system that helps children and young people from all backgrounds to realise their full potential is vital for continued prosperity and to reduce labour market exclusion among young people (OECD, 2010). In this framework, Member States have implemented several policy measures that take a preventive approach to early school-leaving.*

#### **Overview of the policy measures:**

##### *Diagnostic measures*

Research shows that clear signs that someone is losing interest in school usually present about one to three years before a young person drops out (Bridgeland et al, 2006). Therefore, the first important step in preventing early school-leaving is to identify which young people are at risk of dropping out and for what reasons (Dynarski et al, 2008). One effective way of ensuring a timely intervention is to set up a monitoring and early warning system. Such systems not only provide information to school and education authorities on how many students have dropped out of school and why; more importantly, they help to identify those students at risk of doing so. Diagnostic measures enable authorities to gather information on early warning signs of school leaving, such as data on absences or academic achievements. Indeed, in recent years, these diagnostic policies and practices have been introduced in various countries including Belgium (Wallonia), Denmark, Finland, Ireland, Latvia, Lithuania, the Netherlands and Norway.

##### *Area-based policies*

Closely linked to identifying students at greatest risk of leaving school early is the realisation that students in some disadvantaged areas are at heightened risk of abandoning school. Hence, some Member States have implemented measures aimed at preventing early school-leaving by targeting specific disadvantaged areas and channeling additional support towards them. These are often referred to as area-based priority zones.

##### *Alternative learning environments and innovative teaching methods*

In order to address the problems with mainstream education that lead young people to leave school early, many Member States have implemented measures that offer alternative learning environments and teaching methods within the existing public education systems. The most important feature of alternative learning environments is that students still belong to the same public school, but are physically in a separate location or classroom, doing alternative activities for a specific period of time. Such programmes usually use different and innovative teaching pedagogies and often involve teaching in non-classroom environments to boost the motivation of young people to learn. These programmes have been implemented in Finland, France, Germany and Luxembourg, among other countries.

*Career guidance and educational assistance*

Effective career guidance provision is essential to support pupils during transition periods, especially in the course of their education. Students are relatively vulnerable at transition points. This may put them at risk of dropping out from education. Member States have as a consequence introduced several bridging programmes and 'pick-and-mix' taster opportunities in order to support students towards successful transitions. These measures have been introduced in Austria, Finland, Germany, Hungary, Luxembourg, Norway and Sweden. Specific programmes providing additional academic support for under-performing students can be found in France, Hungary, Slovenia and Spain.

*Financial incentives and parental engagement*

In some countries, early school-leaving tends to be associated with household poverty, with many children dropping out of school due to financial difficulties. In these countries, financial support mechanisms are introduced in the form of subsidies (such as subsidised study books in Poland), free school meals, allowances and scholarships (all of which are provided in Italy, Poland, Portugal and Slovakia). In some countries, school meals and books have been free of charge for a long time, either for all school-aged students or students in primary schools. In others, this approach is new (for example, Bulgaria and Romania).

*Increasing the scope of compulsory education*

The scope of compulsory education has been increased in a number of countries in recent years, as there is a broad agreement that raising compulsory schooling age can help to prevent early school-leaving and ensure that pupils do not leave school without having obtained a basic set of skills and competencies. Some countries have chosen to increase the age for compulsory education (for example, Italy, England and Portugal), while others have lowered the age threshold at which children must start education. Some have introduced the requirement to have a certain level of qualification before a young person may leave school (Poland, for instance).



*Even when there are policies in place to prevent early school-leaving, there will always be young people that fall through the safety net. Some students may not have profited from the types of preventive measure described earlier, while others may have needs too complex to be addressed in the standard education environment. This can be highly problematic since these young people lack the basic qualifications needed in the labour market, which will need even higher skills in the future. Dropping out of school does not have to be a dead end on the pathway to employment. Many policies implemented in Member States aim to offer early school-leavers a second chance and to bring them back into the education system in order to acquire the skills and qualifications for sustainable employment in the future.*

### **Overview of the policy measures**

#### *Tracking services*

Before one can go about integrating early school-leavers in programmes, they have to be identified and tracked. Denmark, Finland, Luxembourg, the Netherlands, Norway and England have introduced tracking or 'catch-up' services to identify, support and monitor inactive young people.

#### *Second-chance opportunities and alternative teaching formats*

Once early school-leavers have been identified, many policies offer non-mainstream ways to acquire a formal qualification. Examples include providing second-chance opportunities and creating a more motivating learning environment, which tends to be practically oriented and includes elements of non-formal learning. Several countries have established initiatives to give young people the chance to re-enter education, optionally combined with practical training. The validation of informal skills is another way of providing second-chance opportunities. Many young people have acquired useful skills and competences outside the classroom. Validating them is seen as an opportunity to reintegrate early school-leavers in Estonia, Latvia and Romania.



*Addressing more complex personal issues*

Some young early school-leavers will need greater support than just the provision of a second chance opportunity. A 'whole-child' approach to reintegration is suitable for young people with the most complex personal or social issues. It aims to identify and address the full range of barriers and issues the young person faces. Reintegration measures under this category rely on an intense level of support offered by a range of professionals from education, social and health sectors. They tend to start with the basics, such as helping young people to re-discover an interest in learning and to learn how to live a structured life with boundaries. These types of reintegration programme are usually built around a concept of small learning communities, with more individualised attention than teachers in mainstream schools could grant to students. Following participation, students are expected to take up education or training in a mainstream setting.

*Financial incentives*

Financial incentives to encourage the re-engagement of early school-leavers were identified in Italy, Malta, Sweden and the UK.

*It is a good thing when many young people complete their pathway through education with a formal qualification. Unfortunately, in today's labour markets, even for those who have successfully completed their education, the transition between school and work is not always smooth or easy. The first job, which is such an important stepping stone in a young person's working life, may be difficult to find. Numerous factors may make transitions difficult: sometimes young people have not yet decided on their career; they may lack work experience; or they may have a low qualification level (Eurofound, 2012a). There can be a mismatch between their skills and those required by employers. It is normal for the transition between education and the first job after education to take some time. However, if such a period is too protracted, it can have a long-term negative impact on the future career of the individual. This may lead to some young people being in danger of getting lost in transition, with the risk of permanent scars regarding their future labour market outcomes.*

#### **Overview of the policy measures**

##### *Improving service delivery and offering youth guarantees*

One important measure to simplify the provision of services to young people is the set-up of one-stop shop services, which address diverse needs of young people in a single agency. Other related measures aim at shortening the time period a young person spends in unemployment. In the European context, the European Parliament proposed, in a resolution passed in 2010, that the Council and Commission devise a European Youth Guarantee. Youth guarantee initiatives have been in place in Finland, the Netherlands and Norway for several years but similar examples can also be identified in Austria, Denmark, Germany, Poland, Spain and Sweden.



*Providing information, guidance and counseling*

In other countries, the focus of school-to-work transition measures is on the provision of information, guidance and counselling to help young people to identify the next step in their post-school careers. The focus of these measures tends to be on supporting young people in their job search efforts, which might be through the provision of guidance or job-matching services. Career counselling helps young people to better set their expectations and understand their options in the labour market. It enables them to find out about study opportunities and it gives them better knowledge about the job-seeking process, as it can provide advice on how to behave in interviews and how to write CVs and motivational letters. Some of these guidance and counselling services are offered within the school environment.

*Work-experience opportunities and skills development*

Another measure that can help young people to make decisions about their future career and to develop useful skills for the labour market is the provision of work-experience opportunities. Work experience gives students an insight into working life and enables them to learn by doing. Fundamentally, it provides young people with practical experience. Some countries aim to tackle the very core of the problem of school-to-work transitions by identifying and addressing other reasons employers do not recruit young people who have recently completed their educational trajectories. This approach seems to be more common among eastern European countries.

*Entrepreneurship support*

Some countries (such as Bulgaria, Cyprus, Greece, Italy, Romania, Slovenia, Slovakia and Spain) introduced specific measures to promote youth entrepreneurship and self-employment. Young people willing to set up their own business are provided with special services in order to promote alternative routes into the labour market.

*Closely linked to measures that smooth the transition from education to employment are measures aiming to foster the employability of young people. Sometimes it is not a matter of lacking information or guidance to make an informed career decision, but a lack of the qualities, attitudes, skills or competences that are important to the employer that prohibits young people from finding employment (Eurofound, 2012b). Employers frequently describe difficulties in filling their vacancies due to the lack of skilled workers, which is caused by a mismatch of skills (Eurofound, 2012a). These skills can be either formal skills relevant to the profession or more general, basic and soft skills.*

#### **Overview of the policy measures**

##### *Apprenticeships and vocational training*

Apprenticeships and other dual education training schemes appear to be an efficient tool for fostering employability, as they successfully equip young people with relevant work experience and specialised skills greatly needed by the labour market. Lack of work experience and practical knowledge often hinders young people in finding their first employment after education. In addition to representing an opportunity to take first steps into the labour market and acquire relevant working experience, many initiatives promoting youth employability focus on the acquisition of those skills most sought after by employers.

##### *Training courses*

Training courses can equally help young people to improve their employability, even if they are provided for a shorter time period. Many of these training courses have a practical or vocational focus, or they prioritise the cross-cutting skills valued by employers. In addition to providing relevant content, it is important for these training measures to provide flexible solutions both in terms of practical aspects, such as the timing and location of the training, and the mode of delivery. For example, breaking a course down into smaller units or modules can present a more flexible opportunity for early school-leavers, who may only need to fill in certain knowledge gaps rather than taking a course in full.

##### *Internships*

Internships are a good opportunity for young people to improve their employability. In fact, when properly designed and used, such placements can give young people the chance to develop practical skills and to become accustomed to the work environment, as well as to gain valuable experience in their chosen career. Several countries have recognised this and have developed recent initiatives focusing on internships.

*The final point of intervention on the pathway to employment is to remove barriers for those in need of special support in employment. Some people might require additional support due to disability or being exposed to multiple disadvantages. Others require additional support due to caring responsibilities, or a simple lack of language skills or migrant background. Removing these barriers is therefore an important step in supporting these young people in their (re)integration into education and training, as well as employment. As all young people face the shared barrier of lack of work experience, employer incentives to hire young people can help to increase the demand for young people's skills and knowledge.*

### **Overview of policy measures**

#### *Addressing special support needs*

Some young people have complex support needs. In addition to lacking work experience or qualifications, they can face a range of other practical and logistical barriers to taking up employment or further education or training opportunities. Young people with a disability may require specific initiatives, not only in terms of additional support (for example alternative provision of training) but also to access their study or workplace. Some measures aim to adapt the existing workplace or training environment, rather than offering alternative provision. A number of countries have recognised that language difficulties can present a barrier to employment or to further progression in education and training. In a small number of countries, measures have been implemented to take account of the difficulties faced by those with caring responsibilities to commit to a full-time job or training course.





## Removing barriers and offering employer incentives **Group 5**

### *Facilitating mobility and financial support*

Some job-seekers may not be able to access training or employment opportunities because the associated travel costs are too high, or the venues are simply too far away to reach on a daily basis. For this reason, some measures aim at reducing this geographical mismatch and facilitate greater mobility of young people by providing mobility grants or support towards accommodation. Direct financial support is provided in some countries to workers, including young people, or it is offered directly to their employers.

### *Employer incentives and subsidies*

A key barrier to employment faced by many young people is lack of work experience. Faced with high levels of youth unemployment, some countries have therefore chosen to implement measures that can stimulate demand for young employees, apprentices or trainees, such as subsidised jobs or reductions in social security contributions from employers. The key rationale behind these measures is to increase the demand for young employees in order to give young people a foothold in the labour market. This enables them to acquire valuable experience to complement their educational achievements and skills and helps them in their future career.



The NEETs indicator has become very popular in recent years, being increasingly used by governments, international organisations, researchers and the media. It refers to the percentage of youth who are not in employment, education or training.

This indicator is generally linked to early school leavers, the unemployed or discouraged young people, as well as those outside the labour force for various reasons (family carers, sick or disabled). All these labels refer in one way or the other to young people who might be vulnerable, and it is likely that the NEET indicator has become so attractive because it forms a way of grouping all vulnerable young people under a single label and one statistic.

This report constitutes the first in-depth analysis of the NEET groups, their profile and risk factors in ETF partner countries, based on international definitions and calculation methodology. It also reviews various policy responses to the phenomenon of NEETs and discusses the advantages and disadvantages of using these results in the policy interventions of partner countries. Finally, based on the findings of our analysis, some policy conclusions and recommendations are developed to help partner countries in their initial consideration of the NEETs phenomenon.

Our analysis shows that a number of similar patterns can be traced in partner countries regarding the magnitude of the NEET problem and its underlying causes. Indeed, individual and family characteristics (sex, education level, age, socio-economic background) are important factors determining the outcomes of youth transitions from education to employment, and are therefore some of the key reasons that contribute to young people becoming NEETs. Nonetheless, there are also large differences between the countries that could be explained by the various social or cultural norms of societies, the different structures and performance of their education and vocational education and training (VET) systems, and the functioning of local labour markets and economies in general. More concretely, the key findings can be summarised as follows.

▣ There are very high numbers of young people who are neither in education or training nor in employment in the partner countries. Thirteen out of 18 countries for which we have figures show a NEETs rate for 15–29-year-olds higher than 25% (that is one in every four young people). However, there is great variation between countries, from numbers similar to the EU28 (around 15%) to rates beyond 35%.

## NEET IN non EU Partner Countries

☒ Most of NEETs are unemployed (particularly males) or have care roles within the family (mostly females), and some of them are disaffected. However, there is a strong variation across countries regarding the share of NEETs that are unemployed, discouraged, family carers or otherwise inactive in terms of the labour market.

☒ The risk of becoming a NEET increases significantly with age. Compared to the age range 15–19, a substantial increase is observed in those aged 20–24, which is when young people have completed upper secondary and/or tertiary education. NEETs become even more numerous between the ages of 25 and 29.

☒ Young women are more at risk of becoming NEETs than young men in almost all countries, but again there is a wide variation. The difference in between the proportion of males and females within the NEET group reaches 30 or 40 percentage points in some countries.

☒ The positive effect of education in lowering the numbers of NEETs is not always guaranteed. More education clearly decreases the risk of being NEET in some countries, while in others, graduates of upper secondary/post-secondary education perform less well in entering the labour market than those with lower and higher levels of education. In some countries young people with higher education levels show greater NEET rates than those with lower education levels.

☒ Similar to the results in industrialised countries, some socio-economic characteristics of young people's families also mitigate or aggravate their chances of becoming NEETs. Young people from households with economic difficulties (for example, low income, unemployed parents), from an immigrant background, or from groups that are at risk of being marginalised (for example, by language, as cultural minorities, Roma) have higher prospects of becoming NEETs.

☒ We do not find any regional patterns regarding the size of the NEET problem, the profile of those belonging to this group, or the effect of individual and socio-economic characteristics. One implication derived from this report refers to the complexity of the NEET indicator, which embraces a range of young people in very difficult situations. While young people under this classification suffer from some kind of exclusion, from either education and training or employment, the reasons for their exclusion might be completely different.

In the last years youth unemployment and number of NEET have been on the rise due to economic situation in Europe. Analyzing these challenges has led to a large variety of initiatives and policies with main aim to prevent young people from becoming NEET or to reintegrate them in Education, Training or the labor market.

The challenge is persistent not only because there is no universal solution but also because circumstances change all the time. During this year of implementing the "Together for NEET" project and while we were struggling to understand the challenge of employment in depth new challenges raised. The high numbers of refugees that arrived in Europe, the radicalization of young people especially those who are marginalized make us to face a more complex problem.

NEET young people and the number of NEET in Europe is a more complex issue than just youth unemployment actually it is combination of social, economic and individual challenges and hence policies that give unilateral solutions are not adequate to solve the problem in the long term.

From the analysis of the current policies and initiatives we have concluded to the following:

1. Most of the policies target a specific target group of NEET, or a specific transition problem \*eg. Early school leaving.
2. Most of the initiatives are implemented by a single agency eg. Early school leaving is implemented by Ministry of Education, School to work transition by Ministry of employment etc.
3. Long term maintenance of projects and initiatives is undermined by lack of funding
4. The systemic problem is sometimes solved in the surface and not in a large scale especially due to single sector approach.

When starting this project our hypothesis was very simple and yet so powerful:

*"What if we bring all sectors together to find a solution for NEET challenge in Europe"*

During this long year of implementing our activities Youth workers, teachers, Employment Agencies, decision making institution and NEET youngsters themselves came together and the results we amazing:

## *The cross sectoral Approach*

- 1. There was a general feeling of surprise of how we didn't think about this earlier.*
- 2. Each sector was given the opportunity to make an open dialogue and show the other sectors their work but mainly their needs for support and collaboration*
- 3. New partnerships aroused between different sectors, a continuous discussion about how can we collaborate for better policies, for more holistic initiatives.*
- 4. There was a more deep and better understanding of the issues, the challenges and the roles of each sector*
- 5. A huge request for more opportunities to collaborate, meet, discuss, learn together.*
- 6. The voice of NEET young people was heard directly by different sectors, they were not a case study to analyze, a group to study they were part of the solution.*
- 7. We realized the cross – sectoral approach is more time and cost effective.*

### **There are also challenges though in this approach:**

- 1. Bureaucracy is a main challenge when working together with public institutions it*
- 2. Collaboration on such a scale between so many different stakeholders at the same time, with different backgrounds, needs and perception is not only challenging but demands huge political will.*
- 3. It was challenging to build confidence in NEET young people to raise their voice and discuss as equals when searching for solutions*
- 4. Diversity of the NEET target group itself makes it hard for a universal pan european solution, however between regions and countries we can find similarities and opportunities for collaboration.*
- 5. Experimentation demands sharing the results in European level – to ensure transferring of the solutions in different area and more experimentation*
- 6. In western Balkans countries one of the main challenges was the lack of capacity of Youth organizations to make their voice heard by the other sectors and thus the power to bring everyone to the discussion table.*

However especially in our consortium we feel that this project has given our organizations the opportunity approach more and more stakeholders and to bring more and more individuals, groups and institutions to be part of the solution.

*We realize that we have only put the seeds and that there is more and more work to be done but we are confident that our innovative Cross – sectoral Approach has inspired many organizations and institutions in Europe to experiment and we are ready to continue to spread it and build on it in future projects and collaborations with new partners and new countries.*

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Together for youth

or Training

Education

Not in Employment



*To be continued...*



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