

Module 2: Methods for identifying and activating young people in NEET situations. Digital tools to engage/reach out NEET

SustaiNEET

STRATEGIC PARTNERSHIP IN THE FIELD OF YOUTH

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INTRODUCTION

NEET is an acronym that stands for “not in education, employment or training”. That means a person who is unemployed, not in school or vocational training. This term is still rather new and unfamiliar, therefore it usually requires to be explained. But none the less, the term is given increasing importance by international organizations and media. The NEET¹ concept is related to potential to address vulnerabilities among youth by handling issues of unemployment, early school leaving and labour market discouragement.

As the attention on this issue has gained enough weight, it is even proposed as target for the 2015 Sustainable Development Goals (SDGs²). Goal number 8 is “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”. And the proposed youth-specific targets for this goal are:

- by 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- by 2020 substantially reduce the proportion of youth not in employment, education or training (NEET).

The age category for the term NEET covers ages 15-24 and it was later broadened to include those aged 15-29. According to OECD (2020)³:

“Young people who are neither in employment nor in education or training are at risk of becoming socially excluded – individuals with income below the poverty-line and lacking the skills to improve their economic situation.”

Therefore, it is important to increase participation of NEETs into labour market and in education through up-skilling youth workers in effective engagement methodologies.



¹Elder, S. (2015). „What does NEETs mean and why is the concept so easily misinterpreted?“ International Labour Office

² <https://sdgs.un.org/goals/goal8>

³ OECD (2020), Youth not in employment, education or training (NEET) (indicator). doi: 10.1787/72d1033a-en (Accessed on 08 July 2020)



I. Methods for identifying and activating young people in NEET situations.

Identifying young people in NEET situations

In the context⁴ of youth employment of young people who are difficult to reach – early school leavers, detached from the labour market, young people with substance abuse issues, homeless, etc- and are not registered to receive support from any public service providers, their identification and engagement involves:

- interventions to identify
- contact and engage inactive or disengaged youth
- individualized labour market integration services and programmes, delivered locally through community-based organizations, schools etc.



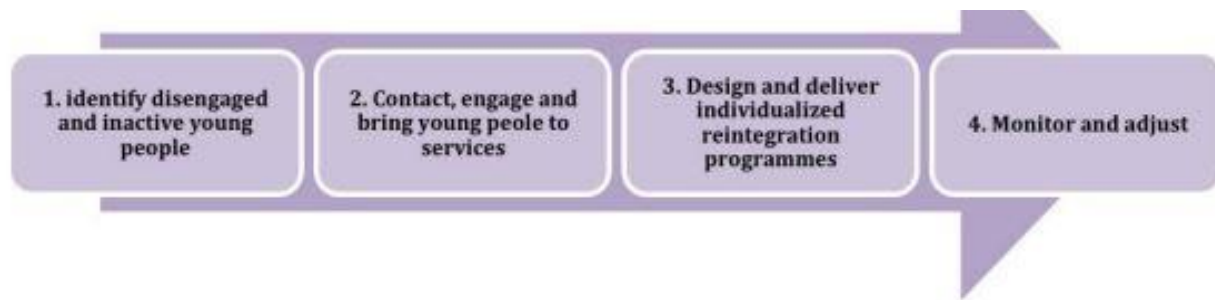
Youth in NEET situations have different experiences between countries, but regarding the structure and organization of outreach approaches, there are some common features. For example:

- **mechanisms to identify and contact inactive youth** – systems to identify inactive and disengaged young people and establish first contact, is build on 3 main methods, which are often combined: tracking systems and pooling of administrative data; partnership with organizations catering to young people’s needs; and recruitment of outreach of youth workers to carry out fieldwork.
- **in-depth assessment of individual needs** – first contact is usually made directly by the staff of the public service provider conducting outreach or youth workers from partner agencies etc. Outreach programme should be easily accessible and extensively advertised, recognized as being something that can help and not carry negative implications for young individuals.
- **tailored service and programme delivery** – the services delivered to inactive young people are tailored to individual characteristics and the specific barriers to overcome. Assistance typically includes information and an individualized needs assessment to identify individual barriers and map service requirements. This is followed by counselling and guidance on different aspects of the young person’s life.
- **monitoring and review** – traditional performance monitoring indicators may underestimate the results of the outreach activities, since young beneficiaries may not be ready to enter employment, education or training, despite having made progress towards entering the labour market or returning to education and training.

⁴ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_544350.pdf



“The four steps in outreach approaches”. International Labour Organization. (2017) Policy brief on outreach strategies for young NEET’s.



Outreach approaches are usually open to all. That means they do not differ with age, gender, ethnicity or economic background and they are accessible and flexible.

In the context of Youth Guarantee⁵, Member States (all EU countries) have committed to guaranteeing that all young people under 25 (in some countries the age limit is up to 29 or even 30 years) get:

- good-quality, concrete offer of employment,
- apprenticeship,
- traineeship,
- continued education, within four months of leaving formal education or becoming unemployed.

The Youth Guarantee tries to prevent young people from becoming NEET, but also aims to reach out to them and activate them. As said before, the outreach programme involves different stages how to help youth in NEET situation. Between the measures within education and measures to work placement lies a grey zone, which is a critical stage of transition from school to employment or further education and training. This is the zone where many young people become “lost in transition”. This is also the zone, where youth workers have an opportunity to help, support and guide young people.



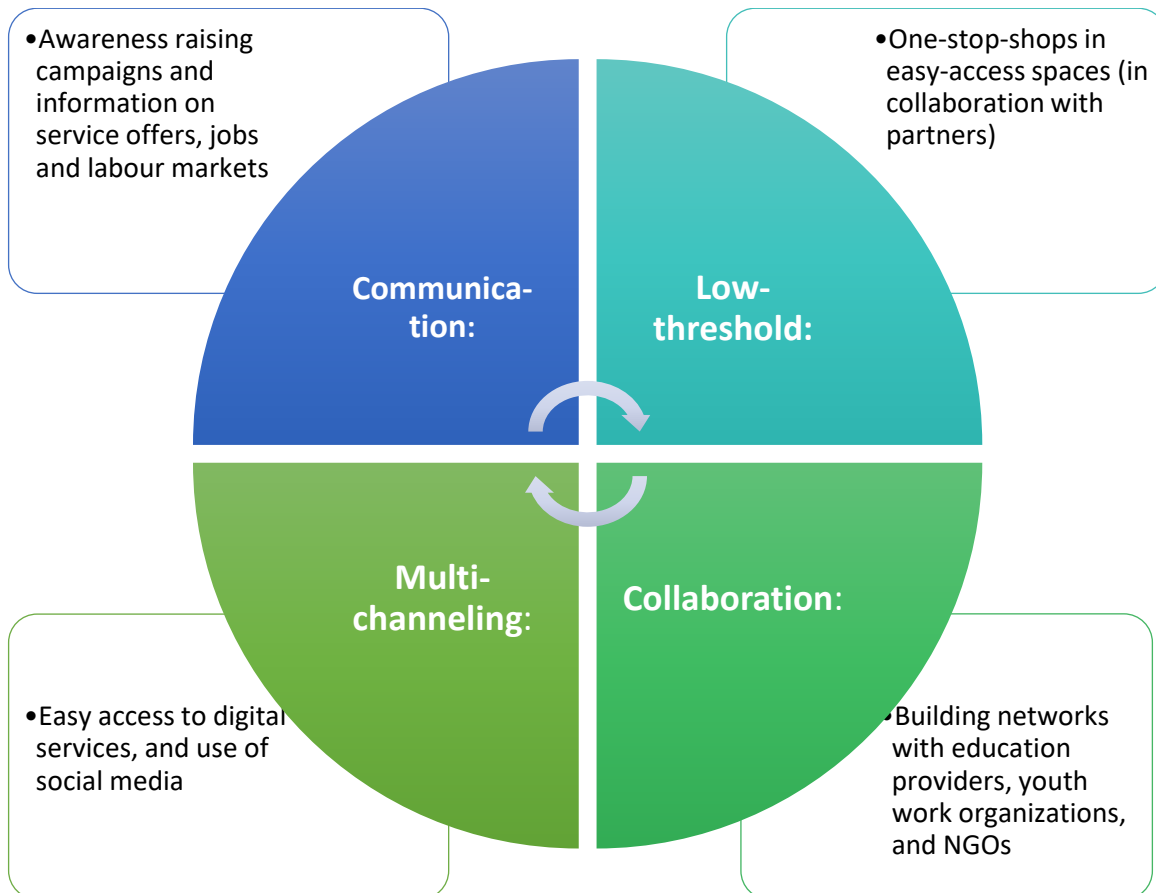
PES (Public Employment Service) has programmes to help young people and guide them in transition from school to employment, therefore collaboration between youth workers and PES is critically important. Youth workers can help PES to reach out to certain groups of

⁵ [file:///C:/Users/Kasutaja/Downloads/sustainable-activation-neets_en%20\(1\).pdf](file:///C:/Users/Kasutaja/Downloads/sustainable-activation-neets_en%20(1).pdf)



youth and they can also ensure that young jobseekers are better prepared and motivated. These collaboration practices should be supported by clear collaboration agreements and should be carried out by qualified and experienced staff. This will help to encourage young people to register with PES early, so there is enough time to decide on the right activation measures.

Activity zones to reach NEET:



Identifying groups and clusters is a planning tool and must not lead to labelling or stigmatising young people and their situations. Main subgroups can be listed as follows:

- **Disengaged:** This group includes young people who are not seeking jobs or education and are not constrained from doing so by other obligations or incapacities. It may also include discouraged workers as well as other young people who are pursuing at-risk lifestyles
- **Unavailable:** This group includes young carers, young people with family responsibilities and young people who are sick or disabled



- **Conventionally unemployed:** This group includes those available and actively looking for work, which can be further subdivided into long-term and short-term unemployed
- **Opportunity-seekers:** This group includes young people who are actively seeking work or training, but are holding out for opportunities that they see as befitting their skills and status
- **Voluntary NEETs:** This group includes young people who are travelling and those constructively engaged in other activities such as art, music and self-directed learning.

The *disengaged* and *unavailable* are those who are in the ‘grey zone’ referred to above. It was pointed out above that addressing this ‘grey zone’ calls for keeping an eye on the entire transition journey from education to employment, and develop activities related to all four ‘zones’ (communication, low threshold, [target-group specific] multi-channelling, and collaboration), which requires close collaboration between PES and other organisations.

The *conventionally unemployed* may be likely to become disengaged and thus enter the most vulnerable group – especially if unemployment is protracted – as they involuntarily suffer from a lack of available jobs.

The *opportunity seekers* are more likely to be non-vulnerable and to come from a more privileged background as they voluntarily decide to remain outside the labour market and education system to hold out for opportunities. The same may apply to the *voluntary NEETs* who have decided to follow alternative trajectories and who can be constructively engaged in other nonformal activities and can in fact be quite resourceful. It is also important to realise that those who decide against employment because of childcare are another type of ‘voluntary’ NEET.



Conversely, the group of *disengaged* young people and those who have unsuccessfully tried to enter the labour market (or who have lost faith in trying in the first place) and have since given up their attempts are more likely to be vulnerable, with very complex situations and needs. This group is also more at risk of pursuing dangerous and asocial lifestyles.

Finally, the *unavailable* group includes a mix of vulnerable and non-vulnerable people: young people with disabilities who need support in order to participate in the labour market or education, young mothers who are unable to afford childcare, as well as young mothers with a high household income who voluntarily decide to exit the labour market to take care of their children. This heterogeneity of the NEET population needs to be addressed when designing policies and measures to re-engage NEETs with the labour market or with



education. The different needs and characteristics of the various subgroups have to be taken into account, and the one-size-fits-all approach must be avoided.

Activating young people in NEET situations

Programmes for NEETs have to be targeted tightly in order to be successful. The impact of the many different interventions to improve NEETs' educational and employment outcomes in OECD (2016)⁶ countries depends heavily on how well they are designed and targeted. Sustainable improvements in labour market and social outcomes are difficult to achieve, especially for the most disadvantaged youth, and that effective programmes tend to be very costly. Given the limited financial resources, the capacity constraints that weigh on public employment and welfare services, and the fact that successful programmes are often not easily expanded or replicated, it is vital that existing programmes target those most likely to benefit.

The type of intervention best suited to a young jobseeker depends on the educational and non-educational barriers:



- “Education first” is the approach of many countries to early school leavers who have little chance of finding quality employment. The social services or public employment services work with the educational authorities to re-integrate them in mainstream schooling
- Comprehensive, full-time, second-chance educational programmes can be a suitable alternative for early school leavers who are unable or unwilling to return to a standard school, possibly because they have been out of school for too long or face additional problems, such as family issues or mental health problems. These programmes combine catch-up courses in foundation skills with vocational classes, counselling and career guidance, and often enable participants to obtain their upper-secondary qualification. Second-chance programmes may be suitable also for young people who have an upper-secondary qualification, but lack the basic skills required to participate in training or find employment.
- Work experience programmes or short training courses with a strong practical component may be attractive to NEETs who cannot or will not go back to school because they are frustrated by their previous schooling experience or, possibly, struggling with social and health issues. They can help disadvantaged young people regain self-esteem and build a working routine. And they can prepare them for later

⁶ https://www.oecd-ilibrary.org/docserver/soc_glance-2016-4-en.pdf?expires=1594692726&id=id&accname=guest&checksum=400924070B3C4ED9CF1F803F645379C3



participation in education or training programmes. Work experience measures should, however, always target the most disadvantaged youth.

- Low-cost, low-intensity interventions like job search assistance, counselling and short training courses (in CV writing and interview techniques) can be sufficient for clients with low barriers to labour market entry. They may also be useful for testing a young person's readiness for participation in more intensive activity. Active programme participation should ideally begin as soon as a young person has registered as jobseeker. One way of securing their continued commitment is by adopting a mutual obligation approach, which links regular income support to a jobseeker's efforts to find suitable education or work or to their active programme participation.

Young people who are NEET exhibit limited capabilities to support decision making. In some cases, this does little to cater for the real interests and needs that lie, sometimes hidden, within a protective (and even angry) shell. What is clear across the group of young people who are NEET is that decision making is a key issue for them, across all categories. Young people who are NEET generally lack a range of background capabilities that allow many of us to be involved in decision making processes (indeed, they are often seen by others as sometimes making decisions that are not appropriate, not timely, or not helpful). The features that lie behind the issues that they face in terms of decision making are:

- low levels of awareness of choices
- low levels of experience
- personal backgrounds that have brought (and may continue to bring) trauma to their lives
- low levels of trust and self-confidence with anyone outside an immediate circle of friends or family
- low levels of qualifications.



Self-esteem is a major key to success in life. Positive self-esteem for young people is important as it allows them to try new things, take healthy risks and solve problems. In turn, their learning and development will be productive and will set them up for a healthy and positive future. A young person with healthy self-esteem is more likely to display positive behavioural characteristics, such as:

- acting independent and mature
- taking pride in their accomplishments/achievements



- accepting frustration and dealing with it responsibly
- trying new things and challenges
- helping others when possible

When someone has low self-esteem they tend to avoid situations where they think there is embarrassment or making mistakes. How a person feels about themselves is a result of their experiences and how they deal with situations, specially when find themselves in a NEET situation. Therefore, it is important for youth workers to deal with their self-esteem issues and promote positive outlook on themselves. It would help young people, if someone would teach how to make decisions and how to recognize when he/she has made a good one.

II. What can help youth in NEET to achieve their best?

Important part about young people in NEET situation is that it is involuntary⁷, and they are stuck in it. And it is not just about being unemployed. NEET also mean “not in education or training”. Youth in NEET are at high risk of exclusion from the labour market and the longer



the situation goes, the worse it gets. Long-term unemployment is commonly associated with issues of depression, isolation, poverty, loss of self-confidence etc. As there is not only one kind of NEET situation, so **there isn't only one approach to help youth who are in a NEET situation** or the prevent people entering a NEET situation.

One opportunity is to participate in internships or summer jobs for students. Internships can give students early insights into the labour market. Summer internship programmes can be opportunities for young people to try out trades in which they are interested, to get first work experience, and build links with local employers. They can be of particular benefit to disadvantaged young people, who are more likely than their well-off peers to spend their summer holidays idle. By involving young people in meaningful work experience, internships can help to offset the knowledge lost during school holidays and prevent young people from engaging in illicit activities.

Finding a quality internship is not easy, however, especially for young people whose parents lack connections. Available internships may not have a strong enough training component to be valuable, or they are unpaid and hence difficult to afford for low-income youth. Targeted public programmes are sometimes the solution. Career guidance helps ensure that students make the right choices. Quality career guidance can boost education and training completion rates by improving the match between young people and their chosen path. It can strengthen social mobility by informing young people of career paths that their family and social networks may not suggest and encouraging them to choose paths more likely to lead to stable employment.

⁷ <https://www.salto-youth.net/rc/inclusion/inclusionpublications/ontrack/>



Career guidance is of special importance to all young people. Young people’s participation in career guidance is easiest to ensure in the case of school-based career counselling. This is an important activity for students in order to think about their future and their plans. To do tests and figure out if they would prefer to go and study or participate in vocational trainings or just to find a job. Comprehensive programmes such as youth guarantees are needed to re-engage NEETs in employment, education or training.



Given the negative consequences of early-life unemployment and inactivity on young people’s career prospects, it is important that all NEETs who have trouble finding employment or a suitable educational option participate in active programmes that address their educational and non-educational barriers. Many countries have committed themselves through so-called “youth guarantees”, which was mentioned before, as to providing all young NEETs with a suitable offer. Such initiatives can be a valuable tool to help improve young jobseekers’ employment prospects. Their success relies, however, on effective outreach to inactive and disconnected youth. The quality of options offered, moreover, is important, and solutions must be tailored to young jobseekers’ individual needs.

Another option is to find courses and trainings with a role to support a group with limited qualifications and skills. There has been an increasing recognition of the need to help a range of young people who are NEET, to help them to build life skills and basic skills⁸. It has been recognised that many young people who are NEET do not have high levels of standard qualifications. Training opportunities have been developed and offered by providers, including those based in further education colleges, as well as through voluntary agencies, charities, and private companies. The provision of training courses, work experience and employment opportunities has been the main means by which it has been seen possible to address what is considered to be ‘the problem’. Indeed, ‘the solution’ is often seen as a mere need to match the interests and needs of the individual young person to this range of opportunities. Frustratingly, it has often been found (particularly by those who feel that this is ‘the answer’), to not always or easily yield success.



There have been a specific number of approaches taken to address the issues. There have been three basic approaches taken to addressing the perceived issues associated with young people who are NEET.

1. To maintain tracks on young people who are NEET. Keeping tracks on young people who are NEET has been adopted generally as a pattern of approach at stages prior to the provision of appropriate support.
2. To offer opportunities to young people when they are NEET.

⁸ https://dera.ioe.ac.uk/8292/1/elearning_reengagement_neet_overview.pdf



3. To support young people before they become NEET. As important as their focus on guidance is for that post-16, the work of personal advisers is more valuable and helps to create trustworthy relationship prior to their leaving schools. The work of personal advisers in schools is to build confidence, trust and opportunities through regular contact with young people.

Some youth centres or community colleges offer workshop-based support. The workshop is a central feature and offers opportunities across many areas of practical activity. For example: construction, electrics, motor vehicles, welding, patterning of glass, carpeting, sewing, cooking, baking, etc. All the options are practically focused rather than theoretically focused. They also provide opportunities for young people to do practical work on aspects concerned with nail, hair and beauty treatment, and the numbers of girls on the course have increased. It is recognised that the young people do not achieve academically, but they can do so practically.

III. Digital tools to engage/reach out NEET.

Technology can support a learner-centred and collaborative approach to learning. Digital tools such as mobile technologies, games and the internet provide an opportunity for learners to connect, communicate and collaborate. They can do all this while uploading and downloading content that matches their interests and experiences. Here are some key benefits of using digital technologies:

- **Making connections** - The internet has increased the ability of people to connect online across geographies and backgrounds, as compared with the greater restrictions of face-to-face interactions. The vast amount of information that is now available to people, either through their laptops or mobile phones, is astonishing, with profiles of individuals and organisations available for anyone to communicate with and connect with in a nonintrusive manner. People with similar interests or concerns can now acknowledge, learn from and start communicating with one another.
- **Fostering collaboration** - New technologies have made collaboration possible. Hubs of individuals sharing stories, information and support have flourished, with groups meeting regularly over the internet in online discussion forums and online conference calls. These groups would never have been able to communicate and work together in the past.
- **Encouraging communication** - People's need to communicate, both on a personal and working level, has been highlighted through the prolific uptake of technologies, such as computers for e-mailing and mobile phones for both texting and e-mailing. Live webcasting, videoconferencing, video calls and chats allow users to speak and

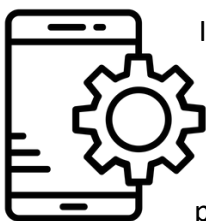


view information in real time. In a learning context, this is an opportunity to have immediate feedback. It is a contrast to the old method of asking a question or submitting some work and then having to wait for a reply.

- **Providing a dynamic repository** – A myriad of digital resources are available to learners that allow them not only to download information (text, audio or visual) but also to upload their own content. The growing development of Web 2.0 technologies such as websites, social media, blogs and podcasts are allowing people to generate content rather than just acting as observers. They allow learners to interact with one another's content, making downloaded content accessible to others for comment or change. Digital resources have the potential to move educators and learners towards a co-learning partnership that can encourage greater involvement and confidence from the learner.

Functions of mobile devices and mobile learning make them helpful for communicating and collaborating, i.e. text, visual and audio functions. Mobile learning, such as using handheld devices, provides learners with the following opportunities:

- Allowing them to take part in collaborative projects and fieldwork
- Offering a classroom alternative to books or computers
- Bringing together learners who are widely dispersed or who have movement difficulties
- Engaging learners who in the past may have felt excluded
- Providing meaningful content from outside the classroom
- Giving them the ability to promote or campaign to a wide and diverse audience.



It is worth emphasising that the 'mobile' aspect of these devices is particularly desirable in learner voice initiatives. This is because mobile devices allow the learner to respond in real time to issues, they may be asked about. It also enables them raise issues that arise for them at a particular time. Thoughts may be captured and stored in a private space and shared when the owner feels the time and place are appropriate. This last point is critical for some learners, as a lack of confidence may prevent them from sharing their thoughts, whether text, audio or visual. They may choose to wait until they have seen others do so, to assure themselves that they will not be belittled or teased. **Mobile technology is also being used in further education to build confidence and improve skills.**

Some educators are exploring the potential use of visual and audio narratives, which may be able to provide powerful insights into learners' thoughts about their own experience. A common application of audio-visual technology is the use of video-conferencing. Institutions



are connecting with other institutions, thereby providing learners with experiences previously not available to them. This enables:

- Links and cultural identity to be formed and maintained
- An authentic learning experience, with learners hearing from ‘the horse’s mouth’ and being able to respond immediately with their own thoughts
- Greater participation, as a ‘real’ audience means learners take their participation seriously.

Presentation software is another familiar technology that can be used in creative ways to engage learners. In addition, Web 2.0 tools such as blogs, wikis, podcasts and chatting applications and social media could potentially make a valuable contribution to furthering the personalised learning agenda. They can support autonomous learning, peer assessment and the development of critical internet literacy. Most learners are using this technology for social purposes out of the classroom. When used effectively, Web 2.0 technologies can have a positive impact on motivation and engagement by involving young people in more participatory learning. For example, a recent Becta⁹ survey found that:

- Web 2.0 can engage learners who are tentative contributors in class or who have special needs
- It supports learners’ natural curiosity by enabling expression through different media and a sense of audience
- Web 2.0 technologies can encourage simultaneous, learner-directed discussions that extend beyond the lesson
- The ‘anytime-anywhere’ availability of Web 2.0 can also be highly motivating
- It can enhance learner autonomy and encourage extended learning through open-ended tasks
- Being published on the web can help learners feel a sense of ownership, engagement and awareness of audience
- Some educators also use Web 2.0 activities as an opportunity for peer assessment, with learners giving feedback on one another’s work; this can encourage learners to pay more attention to detail and improved the quality of their work.

⁹ https://dera.ioe.ac.uk/8292/1/elearning_reengagement_neet_overview.pdf



There is a great deal that can be done with using technology and dealing with young people who are in NEET situations. Uses of ICT to support young people who are NEET, are at early stages of practice. There are different ways in which young people who are NEET could be supported more effectively with ICT than they are currently. There is a clear need for developing awareness and implementation of appropriate practices in the uses of ICT to support young people who are NEET. Technology access and use by young people who are NEET is generally high. Young people who are NEET do not necessarily have lower levels of access to technology than their counterparts in employment, education or training. Indeed, findings indicate that they use personal technology at higher levels than might be expected. Technologies are popular with young people and they have access to more than one form of technology. Most popular technologies owned or accessed by young people are:

- Mobile telephones (mainly used for texting, talking, social media and music, both outside and at home, on their own and with friends).
- Television (mainly used for music, video, and for learning, at home, on their own or with friends).
- Computers with internet (mainly used for music, finding things, email and learning, at home, school, college or home, on their own or with friends).
- Game systems (used for music, at home, on their own and with friends).
- Radio (used for music, at home, on their own and with friends).
- Laptops (used for music, finding things, video, email, talking and learning, at home, with friends and on their own).



ICT is used in different ways and to different extents now. Given the limitations that have existed up to this point in time, it is not surprising to find that ICT is often used more for administrative purposes than it is for engaging or supporting young people directly. ICT is currently used:

- for maintaining data records
- sometimes for maintaining direct contact with young people
- for providing young people with ideas about the ranges of opportunities that they have available, or what these entail
- to support ideas of what happens when young people undertake courses or attend events, and the successes they gain



- sometimes to support writing and the creation of CVs or letters, but less often to produce video or audio material that can be used both to reflect on practice and as evidence for portfolios.

ICT could be used to raise more awareness and to widely enhance giving young people more choices with the help of ICT. It has the potential to increase the width of ideas and choice that many young people who are NEET lack of. Choice is fundamental need to many of these young people in so many ways – they have had limited choice in the past; they have not experienced the same choices as others have been able to take for granted; their decisions have been based on limited choice.



ICT could be used in a range of ways to support young people who are NEET more effectively. The main question to consider is whether young people who are NEET can potentially gain more from using ICT than their 16- to 19-year old counterparts would, and if so, how this might arise. Rather than there being a single answer, there are a set of answers to this question. **There are very many different ways in which ICT could support young people who are NEET**, but support for specific groups of young people will need to be considered in respect of each specific group, as ICT will not match the needs of young people in one group in the same way that it will support those in another. The evidence indicates that young people who are NEET can benefit from the use of ICT in a range of ways:

- Young people who are NEET need to see things, to gain ideas that might widen their horizons, their possibilities, and their ranges of choice.
- They need to have access to visual and auditory material, not just text, since their levels of reading and writing literacy are often low, but their levels of visual and listening literacy are often much higher.




- They need to have access to authentic and real-life experiences, where they are engaging with people, and working on aspects that have real aim and purpose beyond purely personal gain.
- They need to be supported with writing and reading literacies, so that they can easily retry, edit and reformulate.
- They need to have access to practical opportunities, some of which may arise through the uses of ICT, such as researching that shows video clips of how techniques are undertaken by others.
- They need to have access to creative opportunities that allow them to explore and create, in the areas of music, art, design and drama, for example.

Technology can help learners achieve real gains in pursuing the qualifications that they need. Learning providers can use technologies to support competitiveness and social cohesion, to tackle inequities and to ensure accessibility in a safe environment for all learners. It is becoming easier to learn in the workplace, home, classroom, community and even on the move, with access available in all these places to high quality digital resources.

How can digital technology help young people in NEET?

Digital technology can:

- **Bring the right skills to youth.** Massive Open Online Courses (MOOCs) let youth access low-cost, customizable education worldwide without the financial burdens and strict schedules of traditional brick and mortar institutions. U.S.-based Coursera offers more than 1,300 courses, allowing students to create a curriculum tailored to their schedules and employer needs. If courses can emphasize both the soft and technical skills that employers seek and keep students engaged to mitigate traditionally high online learning dropout rates, MOOCs could make a significant contribution to curb youth unemployment. Further, MOOCs that are able to use data on dropout rates and test scores can identify learning pain points and adapt over time to continue to meet the needs of students.
- 
- **Expand networks virtually.** Networking is key to finding and maintaining a job. Digital technology makes networking all the easier and more expansive. The success of such online platforms requires digital literacy on both sides: Youth need to be comfortable communicating and sharing their skills online, and employers need to know how to use social media and other digital technology platforms to share information and advertise positions directly to students.



- **Create new career models.** Digital technology is changing the job landscape by creating career models that never existed before. In the sharing economy, young people can create their own day-to-day-job via a web or mobile platform. Rather than waiting in street-side markets, these workers can market their relevant skills and experience to reach the right customers efficiently. As long as policies support these non-traditional careers, young people may increasingly have multiple simultaneous jobs, rather than one full-time source of employment.
- **Outsource online tasks to young people.** Companies are increasingly using online marketplaces to outsource tasks to workers globally. One of the industry's leaders, Upwork, posts more than 3 million jobs annually for website and logo developers, virtual assistants, mobile app developers and other third-party workers. CloudFactory in Nepal takes a micro-work approach, connecting 1 million people in the developing world to employers with large digital projects pieced into tasks that freelancers with basic ICT skills can complete. As young people use technology to access jobs in an increasingly competitive online marketplace, online outsourcing will enable companies to curate specific tasks and identify specialized talent to complete them.
- **Encourage young people to pursue digital entrepreneurship.** Digital technology is enabling young people to create and manage their own ventures, be it maintaining and servicing technology itself through Internet kiosks or mobile phone servicing or creating digital start-ups via mobile apps. It is not easy – entrepreneurship remains low, thereby hindering many from establishing their own businesses. However, youth can now secure funding more easily through online platforms like Kickstarter, helping to ease doubts. As young people develop entrepreneurial skills and as digital technology becomes more ubiquitous, we are likely to see more youth using technology to create their own jobs rather than relying on someone else to create opportunities for them.

As social media and mobile technology continue to change the ways how labour market works and how firms recruit their talent, the young people in NEET need new ways to be seen and heard. Nowadays recruiters consider social media and e-recruitment to be significant tools in terms of reaching out to global audience. With this trend set to continue as remote and real-time interaction becomes increasingly crucial to the hiring process.

Each country has their own different websites, CV databases and applications to help find suitable jobs or trainings online. Here are some international websites and applications to help young people in NEET:



- **Udemy** – Udemy is helping individuals reach their goals and pursue their dreams, by connecting students all over the world to the best instructors.



- **Mooc-list** – website with free MOOCs and Free online courses from Coursera, edX, FutureLearn and other universities in a wide range of categories and subjects.



- **OpenupEd** – it is a website with free online courses in multiple languages.



- **Eurojobs.com** – the largest, truly European job site. It is a website, where you can search jobs in different European cities.



- **LinkedIn** - As it was said before, networking is particularly important in order to find quality jobs. That is why LinkedIn website is so popular among employers and companies.



- **Social media** – Instagram, Twitter, Snapchat are the applications that young people use nowadays, and they can be helpful for looking for jobs, training etc IF they know where to look. Therefore, companies and firms how to make themselves more visible in these social media applications.





Conclusion

NEET stands for “not in education, employment or training” and the age category for this term covers ages 15-24 and it was later broadened to include those aged 15-29. As young people who are NEET are at risk of becoming socially excluded, it is important for youth workers to support NEETs in labour market and in education.

Youth employment of young people, such as early school leavers, detached from the labour market, young people with substance abuse issues, homeless, teen parents etc., are difficult to reach. Therefore, countries have different experiences how to identify them and reach them. Although each country has their own method, structure and outreach approaches have some common features. For example: mechanisms to identify and contact inactive youth; in-depth assessment of individual needs; tailored service and programme delivery; monitoring and review.

Outreach approaches are usually open to all. That means they do not differ with age, gender, ethnicity or economic background and they are accessible and flexible. In the context of Youth Guarantee, Member States (all EU countries) have committed to guaranteeing that all young people under 25 (in some countries the age limit is up to 29 or even 30 years) get: good-quality, concrete offer of employment; apprenticeship; traineeship; continued education, within four months of leaving formal education or becoming unemployed.

In order to activate young people in NEET there are different programmes and interventions to improve NEETs’ educational and employment outcomes. The success of these programmes depends heavily on how well they are designed and targeted. Young people who are NEET exhibit limited capabilities to support decision making. What is clear across the group of young people who are NEET is that decision making is a key issue for them, across all categories. Young people who are NEET generally lack a range of background capabilities that allow many of us to be involved in decision making processes. This leads to self-esteem issues, as it is a major key to success in life. Positive self-esteem for young people is important as it allows them to try new things, take healthy risks and solve problems. In turn, their learning and development will be productive and will set them up for a healthy and positive future.

It is important to realize, about young people in NEET situation, is that it is involuntary, and they are stuck in it. Youth in NEET are at high risk of exclusion from the labour market and the longer the situation goes, the worse it gets. There is not only one kind of NEET situation, that means that there is not only one approach to help youth who are NEET or to prevent coming to this situation. Some of the approaches are: participating in internships or summer jobs for students; going to career guidance; finding courses and trainings to support when youngster have limited qualifications and skills; going to workshops etc.

There is a great deal that can be done with using technology and dealing with young people who are in NEET situations. Uses of ICT to support young people who are NEET, are at early



stages of practice. There are different ways in which young people who are NEET could be supported more effectively with ICT than they are currently. Digital technology can: bring the right skills to youth; expand networks virtually; create new career models; outsource online tasks to young people; encourage young people to pursue digital entrepreneurship.

As social media and mobile technology continue to change the ways how labour market works and how firms recruit their talent, the young people in NEET need new ways to be seen and heard. Each country has their own different websites, CV databases and applications to help find suitable jobs or trainings online. Every youth worker should know their national websites and it wouldn't hurt to know international opportunities as well.