

Module 3: How to limit the negative effects of the economic and COVID-19 crisis on NEET?

SustaiNEET

STRATEGIC PARTNERSHIP IN THE FIELD OF YOUTH

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INTRODUCTION

The economic crisis and the current COVID-19 pandemic is profoundly impacting young people, especially those that are particularly vulnerable. Many are now at risk of being left behind in education, economic opportunities, and health and wellbeing during a crucial stage of their life development. In this scenario, partnership among all labour market actors, education providers, employment services, and youth workers and NGOs is the key for designing and implementing holistic approaches aimed to reintegrating NEETs into the labour market, education and active society life.

Moreover, youth organizations, youth workers and volunteers can play a crucial role because they are responding to the crisis through public health promotion, volunteering and innovation. Youth workers are already reacting to the pandemic through project with social impacts, demonstrating their solidarity in a time of crisis. Equipped with the right knowledge, competences and skills, youth workers can support young people belonging to NEET and those more likely to become NEET. Young people in NEET situation should not be seen as problems to be solved, rather the focus need to be in their value and the skills and talents they can potentially develop.



I. The impacts of the economic and COVID-19 crisis on youth unemployment

The Covid-19 pandemic is the defining global health crisis of our time and the greatest challenge we have faced since World War Two. Countries are racing to slow the spread of the virus by testing and treating patients, carrying out contact tracing, limiting travel, quarantining citizens, and cancelling large gatherings such as sporting events, concerts, and schools. The most urgent priority is to minimise the loss of life and health, but Covid-19 is much more than a health crisis. The measures necessary to contain the virus have triggered an economic downturn and has also set in motion a major economic crisis that will burden our societies for years to come. The Covid-19 has the potential to create devastating social, economic and political crises that will leave deep scars.



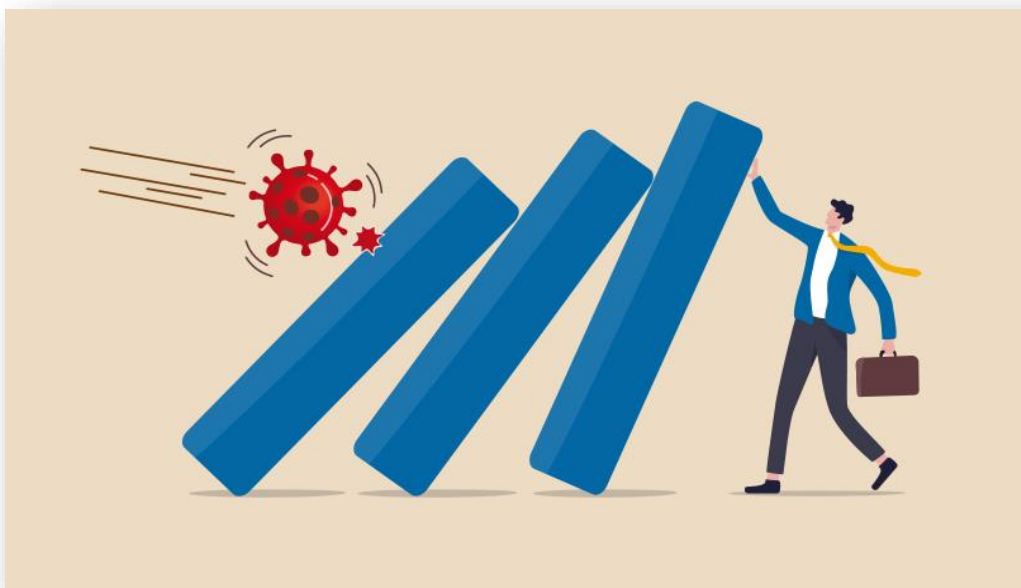
Prior to the onset of COVID-19, youth (aged 15 to 24) were already three times more likely to be unemployed compared to adults, while 126 million young workers were in extreme and moderate poverty worldwide (International Labour Organization, 2020¹). The increase in unemployment as a result of COVID-19 is expected to exceed the rise in rates of unemployment in the aftermath of the 2009 global financial crisis. Based on the 2009 experience, without targeted policy intervention, it is likely that youth will again be disproportionately affected by a global recession, with a higher percentage of young people being unemployed compared to adults, and a slower uptake of employment by young people during the recovery.

Moreover, young people tend to be harder hit than adults for several reasons. Young people are more vulnerable to the crisis effects than are adults and these effects are likely to be more long-lasting. This mainly happen because young people are at formative stages in their lives, at even they are more trained and/or educated than older people, their experiences at an early stage can have negative consequences in their working careers.

¹ <https://www.un.org/development/desa/youth/news/2020/05/covid-19/>



Unemployment and joblessness – particularly when prolonged – are associated with long-term negative effects on the employment and wage prospects of young people going through such spells. Unemployment can bring a series of negative health consequences, both physical and psychological which tend to grow disproportionately with the duration of unemployment. Moreover, youth unemployment and joblessness tend to be associated with higher crime rates, especially the increase in burglaries, thefts and drug offences. Any such effects are likely to have long-term consequences; once a path of marginalization and criminality has been embarked upon, one's future prospects (and expectations) are likely to adjust accordingly. Thus, unemployment is bad for young people and for society as a whole², and such unpredictable crisis influence very negative the young generation and especially the more vulnerable ones.



The economic and Covid-19 crisis affects young generation also because many young people are working in sectors that are particularly vulnerable to the global downturn, such as export-oriented manufacturing and the main informal sector businesses that are linked to manufacturing, whether as suppliers or as providers of services to manufacturing employees. During this and past crises, young people have often been disproportionately vulnerable to lay-offs and the already extensive barriers to first employment that young people face in many countries have been exacerbated. Often, during crisis young people are pushed into informal sector work with very poor pay and conditions and very few protective rights. They are disproportionately represented among those holding temporary contracts and 'low-quality' and low-paid jobs. Moreover, young women are more likely than young men to be unemployed, to be trapped in the informal sector and to remain outside of the labour force entirely. According several statistics, in Southeast Europe, young women are twice as likely as young men to be un- or underemployed.

² <http://ftp.iza.org/pp103.pdf>



The economic shocks not only affect those young people already in the labour market but also create significant difficulties for a new generation of entrants into the labour market, as they embark on their school-to-work transition. However, there are certain groups of young people that are most vulnerable to employment shocks. A combination of factors, including young people's gender and age, human and social capital, and the exposure of the sector in which they are employed, mediate their vulnerability to employment shocks. Let's see some of these groups.

- **New labour market entrants**

Young workers across the EU, particularly young labour market entrants, are faced with major employment difficulties. High unemployment rates and poorer working conditions for young people have added new negative dimensions to the traditional problems of this group in accessing work. Consequently, they are one of the groups most severely affected by labour market shocks and economic crisis.



The economic crisis has not only negatively affects the chances of young workers in general and young entrants in particular of accessing the labour market, it has also results in a higher proportion of more insecure, temporary jobs for those young people who have a job. Such crisis causes also an increase in the share of young people working non-social hours (evening, nights, weekends and so).

- **Low-skilled versus better-educated youth**

Young workers with low skills and inadequate education experience higher inactivity and lower employment rates and are more likely to get stuck in low-quality jobs than better educated youth, who may experience difficulty in finding jobs suitable to their qualifications but are less vulnerable to unemployment³. However, the job prospects of new school leavers are also highly sensitive to the overall state of the labour market.

³ https://assets.publishing.service.gov.uk/media/57a08b1740f0b64974000970/60828_Youth-Evidence-Review-Final.pdf



- **Young labour migrants**

Evidence from past crises suggests that migrant workers – both emigrants and internal migrants – are often the first to lose their jobs during recessions. Since young people comprise a considerable proportion of all labour migrants, and are disproportionately employed in temporary jobs in industries that are often particularly affected by recession (e.g. construction, manufacturing, etc.), they may be particularly vulnerable to external shocks. In Spain, for example, over 560,000 labour immigrants working in the construction industry were laid off in 2008.



Mirroring trends in relation to the non-migrant labour force, the working conditions of labour migrants often decline in crises, leading to lower wages, reduced benefits and longer working hours. Young migrant women who work in informal and often unregulated sectors of the economy, such as domestic work, may be particularly vulnerable. Although the domestic work sector appears to be shedding fewer jobs than construction, for example, knowledge that employment is becoming more precarious may mean that domestic workers feel forced to accept almost any condition to keep their jobs. The crisis may thus increase their vulnerability to exploitation and physical, sexual and psychological abuse.

Migration, both internal and external, has become one of the main coping mechanisms used by young people as a means to overcome the lack of employment opportunities at home. Moreover, when faced with hardship, young people may resort to very dangerous forms of migration, such as illegal migration and trafficking. While labour migration may help mitigate immediate economic concerns, it can harbour multiple risks for young people. Legitimate labour migrants often suffer from social marginalisation, lack of social protection and fewer opportunities to accumulate human capital. These vulnerabilities are even more pronounced in the case of those young people who emigrate through illegal channels, since they are denied the right to work and/or risk detention and accumulation of debts in case of unemployment, or may be forced into illegal, risky and exploitative work in order to service the debts they contracted through migration.



- **Socially excluded groups**

The dynamics of social exclusion (e.g. disability, ethnicity, spatial disadvantage, refugee status, etc.) may also exacerbate vulnerability to layoffs, declining economic opportunities and the rising cost of living, rendering certain young people more disadvantaged than others during the economic crisis. As these groups face discrimination in employment during boom times, however, it is likely that they face even more severe employment constraints during a downturn. Discrimination is often compounded by their lesser opportunity to acquire the qualifications, experience and social networks necessary to participate effectively in the labour market. This suggests that policies aimed at preparing young people for employment both during and after an economic crisis may need to pay particular attention to these disadvantaged groups.



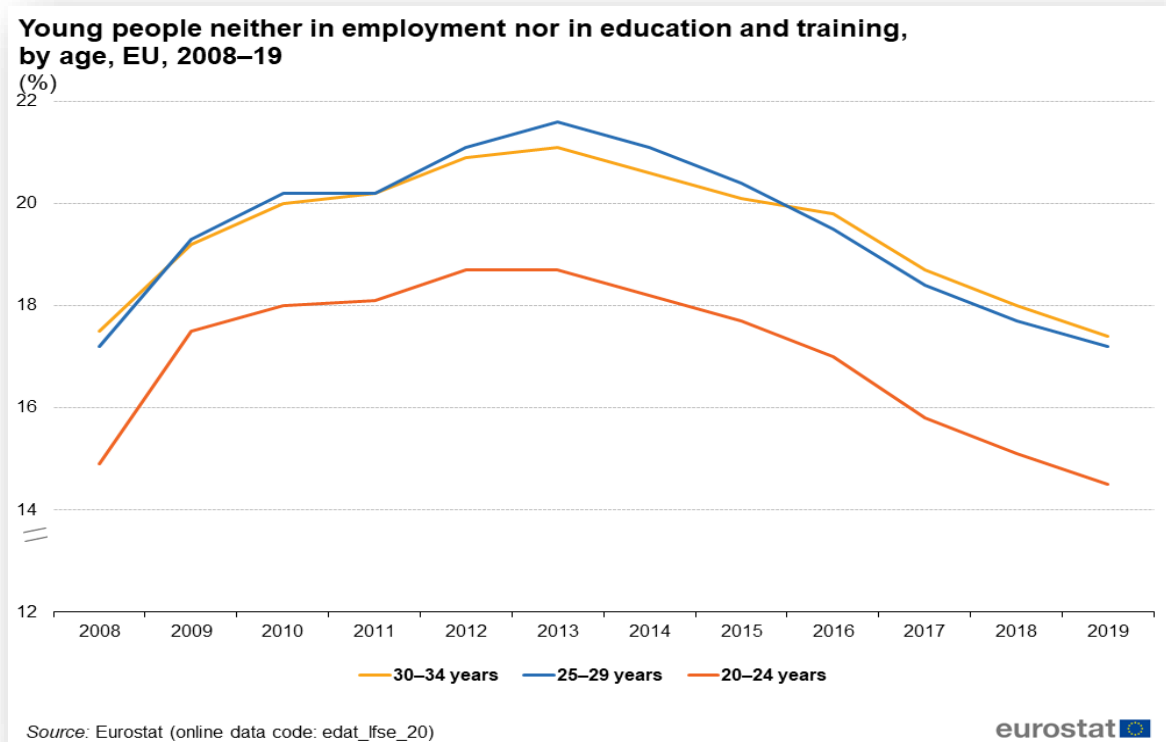
- **Young belonging to NEETs group**

In the wake of economic crisis, the number of NEETs in many countries tend to rise as a result of sweeping job losses. With a record number of NEETs following the financial and economic crisis in the late 2000s, there have been concerns among policymakers that a whole generation of young people in the EU could remain out of the labour market for years to come. The implications of this are two-fold: on a personal level, these individuals are more likely to become disenfranchised and to suffer from poverty and social exclusion, while at a macro-economic level they represent a considerable loss in terms of unused productive capacity and a considerable cost in terms of welfare payments.

According to Eurostat report, during the period 2008-2019, there was a rapid increase of NEET between 2008 and 2009 due to the financial and economic crisis; a more gradual increase through to 2013; and a reduction in the rate from 2014 onwards. The latest data available for 2019 shows that NEET rates in the EU were 14.5 % for people aged 20–24, 17.2 % for those aged 25–29, and 17.4 % for those aged 30–34. However, statistics for the



ongoing 2020 and the impact that the COVID-19 crisis has on NEETs will be available next year⁴.



When talking about NEETs, we need to consider that there is a considerable difference between the sexes in relation to the proportion of young people who were neither in employment nor in education and training. Some of the factors that may explain this gender gap are social conventions or pressures, which tend to place a higher importance on women's role within the family and on men's role in the workplace; careers advice, which may reinforce gender segregation and direct women into a relatively narrow range of occupations; labour market issues, such as: employers preferring to hire young men over young women; young women facing assimilation difficulties when returning to work after childbirth; young women being more likely to have low-paid jobs or precarious employment. Moreover, as young women become older they are more often neither in employment nor in education and training.

⁴ https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training#The_transition_from_education_to_work



II. The impact of the economic and COVID-19 crisis on young people's education

The COVID-19 crisis as well as any other economic and financial crisis, have its own unique characteristics. The COVID-19 crisis in particular, leads to the closure of schools, training centres and universities that could have negative effects for leavers and younger children alike. As of 7 June 2020, approximately 1.725 billion learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 134 countries are currently implementing nationwide closures and 38 are implementing local closures, impacting about 98.5 percent of the world's student population⁵. Consequently, drop-out rates across the globe are likely to rise as a result of this massive disruption to education access.



There are some suggestions that this have brought typical amounts of student learning below normal levels. And the amount and quality of remote learning currently happening appears very unevenly distributed: many young people from disadvantaged backgrounds and education providers in deprived areas do not have the required resources. Moreover, particular forms of technical education and apprenticeship training are poorly suited to a remote environment⁶.

While this loss of education and guidance will undoubtedly affect students of all ages, those leaving education this year may also suffer from an absence of formal and informal guidance: from on-hand careers advice and interview preparation, to job fairs, to broader opportunities for networking.

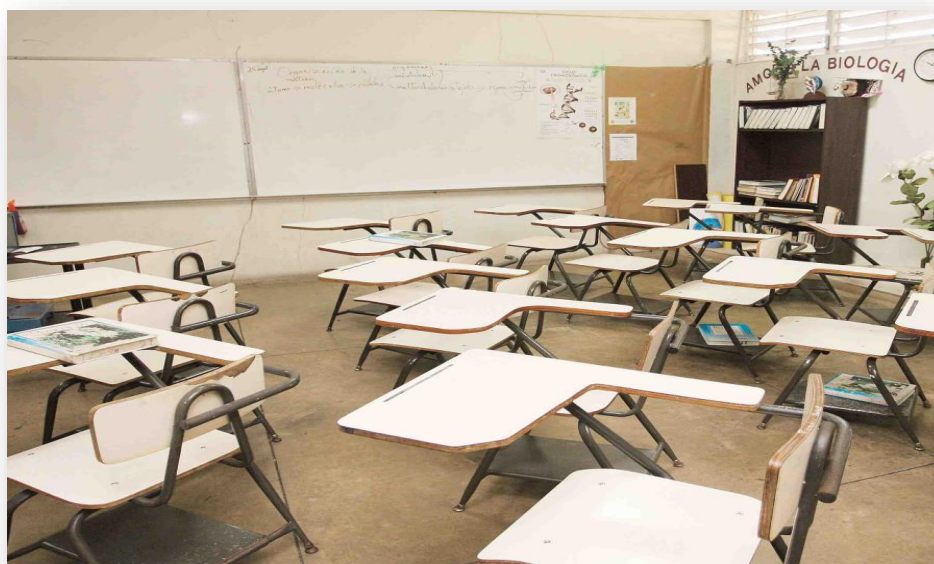
⁵ <https://en.unesco.org/covid19/educationresponse>

⁶ <https://www.resolutionfoundation.org/app/uploads/2020/05/Class-of-2020.pdf>



Remote learning has proven challenging for countries worldwide. According to UNICEF, chances of student success can vary widely depending on a combination of factors, from practical barriers, such as access to broadband internet, to socioeconomic, such as household income.

While other critical needs such as health, water and sanitation are being responded to, educational needs cannot be forgotten and these have an equally detrimental impact if left unaddressed. Moreover, during the global COVID-19 pandemic, interruptions to education can have long term implications — especially for the most vulnerable. Studies show that young and adolescent girls are twice as likely to be out of school in crisis situations and face greater barriers to education and vulnerabilities such as domestic/gender-based violence when not in school⁷. Refugees, displaced and migrant children often fall between the cracks as national policies might not necessarily include these vulnerable groups. Along with other marginalized populations, including children from minority groups, are neglected in the best of times and have lower educational outcomes than their peers.



Without access to education, a lot of shocks are experienced – including loss of life, health impacts and loss of livelihoods – youth are more vulnerable and unprotected. As household finances are being strained and needs increase, out-of-school children are more likely to be exposed to risks like family violence, child labour, forced marriage, trafficking and exploitation, including by responders. For the most vulnerable youth, education is lifesaving. Not only does it provide safety and protection, importantly, it also instils hope for a brighter future.

Economic stability appears to be one of the most important factors underpinning young people’s educational opportunities. The current crisis is likely to have led to reduces school participation among youth in households experiencing declining income. In poor countries

⁷ <https://www.educationcannotwait.org/covid-19/>



and more deeply affected middle-income countries, trends in education enrolment are declining during period of crises. This happens because the schooling costs become higher and the need for adolescents and young people to contribute economically to their households becomes greater. Unfortunately, this has very negative effects, because in many low- and middle-income countries, a complete secondary education is increasingly important for access to better jobs, future productivity and lessened risk of poverty.

From the other hand, because of the declining labour market opportunities and the reduced costs of education, school enrolment in some countries increases among young people during downturns. Also, in most of the crises in middle- and lower-income countries, the proportion of young people combining school and work increased.



However, the lack of educational opportunities may have a devastating effect also on NEETs. As the labour market demands ever higher levels of educational attainment and skills, low education levels are decisive factors in becoming NEET. On average, NEET rates in the OECD are three times higher among young people educated to lower-secondary level and 1.5 times greater at medium level (upper-secondary) than among their highly educated peers with university-level (or tertiary) degrees.

The educational gap in NEET rates varies significantly from country to country. As the educational attainment levels of young people rise over time, the absence of qualifications becomes an ever more important impediment to employment. Poorly educated youth in Germany are, for instance, almost 7 times more likely to become NEET than the highly educated. In a word, a good education helps protect young people from becoming NEETs, while leaving school early puts them at considerable risk especially when most other young people attain upper secondary or higher education⁸.

⁸ https://www.oecd-ilibrary.org/docserver/soc_glance-2016-4-en.pdf?expires=1593520273&id=id&accname=guest&checksum=55254355A1378844B69EE9E5216865F8



III. Limiting the negative effects of the economic and COVID-19 crisis on NEET

In the recent years, the share of young people not in education, employment, or training (NEETs) has shown a remarkable increase in many European countries. The wide diffusion of NEETs represents an alarming social issue, as being NEET predisposes young people to long-term unemployment and social exclusion. It also has a significant negative impact on the economic growth and welfare equilibrium of countries.

The remarkable increase of NEETs during the economic crisis is certainly linked to the growth in unemployment rates. Indeed, on the one side, in times of crises, young people have been more penalized than older workers due to having less work experience. Besides these, other factors referable to institutional determinants—taxes on labour, unemployment benefits, collective bargaining, minimum wages, labour market policies—which are usually oriented to protect other typologies of people from the crises, mainly older workers, have de facto contributed to the increase of the youth unemployment rate. However, the NEET status also depends on factors not related to youth unemployment, such as exclusion from education and training.



In the next part, we will see how to limit the negative effects of economic and COVID-19 crises on NEET and those youths that are more likely to become NEET.

- **Information, advice and guidance**

Nowadays guidance has become much more essential for students, administrators, educators and for the common people as it helps them to meet various needs of life. Like education, guidance is a process which is meant to enable child or individual to manifest innate potentialities or noble qualities for his development touching social development as well. Very often it is found that most of the students go on rushing to the school without choosing a suitable course by which later on they become disappointed. Because they become unable to have a better choice regarding educational courses and syllabus. Naturally these students become wayward and frustrated as they do not receive a better suited courses for their further study.



The risk of dropping out of school is higher at key transition points in one's educational trajectory. For vulnerable youth, the risk is especially higher at the point of transition between lower and upper secondary education. As a result, the provision of systematic information, advice and guidance at an early stage (e.g. secondary school) before school leaving occurs is critical in reducing this risk. It can help pupils to make informed choices and facilitate school to work transitions. Making young people aware of the options available to them, including vocational training and work-based learning, can prevent disengagement from more traditional forms of learning. For example, in some countries, career guidance provision for all students is compulsory. In countries with a strong dual system like Austria, young people are required to make a decision about their future career at the age of 15-16.



Guidance service offered in the school not only helps to the students to know their innate abilities, interests, and efficiencies but also it assists the students to make aware of the world of work. Availing this guidance service in the school, students achieve vocational development in the field of vocation utilizing the previous knowledge received in the school campus.

In most of the cases it is observed that students from weaker sections of the society do not adjust and cooperate with school situations and society. They are having innumerable problems and needs relating to their socio-economic status, family background, educational and occupational status, etc.

Due to these causes they face difficulties in adjustment with peers, senior mates; junior mates, teachers of school and social environment. Also they do not feel active and sound in communicating, making friends, gaining knowledge from class room teachings, participating in different co-curricular activities set by school. So that guidance service is required to motivate and encourage these students to adjust better in school and in their environment.



- **Monitoring of school attendance**

Successful schools begin by engaging students and making sure they come to school regularly. What's less obvious is that the consequences of low attendance are serious for all children and for the community, not just the students who miss school. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities. So, schools should systematically monitor student attendance and keep parents and social services informed to ensure that troubled pupils are detected and receive the attention they need.

Dropping out is generally not a sudden, unexpected event, but rather the consequence of a longer process of gradual disengagement. It can be driven by a range of different factors – learning difficulties, mental health issues, problems in the family, parents' attitudes towards education or the school experience – which tend to interact and build up over time.



Moreover, mapping and tracking services can effectively identify and monitor students and offer them support during school-to-work transitions focus on identifying and making contact with young people who have dropped out of school or become unemployed. Mapping can enable a better understanding of the characteristics of NEETs at a macro level and where they are primarily located, thus allowing for more targeted measures at the micro level. Tracking data including information on the individual young person can then be collected and shared between different organisations, which often helps to identify young people at risk as early as possible. Using this data, the young person can then be contacted and engaged in support. Mapping and tracking systems are at various stages of development in Member States, mainly due to the varying political will and political priorities in place to create this across the EU.

Preventing early school leaving has the greatest potential for reducing the NEET rate. However, because early school leaving is a complex and multi-faceted social process, addressing it effectively requires the implementation of a comprehensive approach on different levels and across different fields.



- **Specialized support staff in schools**

Specialised support staff in schools is key to quickly identifying and addressing the challenges that a troubled young person may face. Trained psychologists or social workers can be an important first point of contact for students, parents and teachers when problems arise. Where schools lack the resources for such specialised staff, designated teaching staff who have received the appropriate training can provide important support.

From the other hand, school support staff play an important role in ensuring students are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Because students connect with school support staff on many occasions throughout the school day, support staff can model positive behaviour and send positive messages to students.



- **Support networks outside of schools**

Support networks outside of schools – e.g. social and health services, public employment services, NGOs – play an important role in addressing more severe or long-lasting problems that schools are incapable of dealing with on their own. Depending on young persons' needs, social workers or other support staff might help address family problems, resolve a difficult housing situation, put a young person in touch with health services, or act as a mediator between the young person and the police or courts. Social services sometimes have previous working relationships with a young person's family, for instance because their parents are benefit recipients.

From the other hand, NGOs working with youths, and especially their youth workers, can play a crucial role in supporting young people who are already NEET to overcome the barriers to accessing collage, apprenticeships or employment. Through non formal and informal activities they can teach youth on employability skills such as CV writing, application forms and interview technique to improve a young person's chances of successfully applying for jobs. Also, youth NGOs and institutions can help NEETs to find a suitable training opportunities and apprenticeships as well as support them in the application process. Peer



to peer learning and engaging with youth organisations continue to be key parts of the process of building trust with young people.

However, there is no single method that works best to reach out to young people. Different channels should be used depending on the specific group targeted, such as focal points/one-stop-shops, information stands at events/open days, and the use of different types of media including social media. For the hardest-to-reach, effective approaches include the use of mobile units, young ambassadors, social work, street work, cooperation with youth clubs, NGOs and all stakeholders and institutions that are in contact with (specific groups of) young people and “speak their language”.

- **Face to face contact for the most vulnerable NEETs**

Vulnerable NEETs - those who are disengaged and not actively looking for work and/or training opportunities, and who may also experience other challenges – often require special outreach activities. Proactive outreach often includes using street-based outreach workers, youth outreach workers and specially trained mediators from specific groups to facilitate access. This approach is important as it can effectively secure young people's trust. This may be very useful when dealing with migrant populations, including those who do not have developed language skills in their country of residence.

A good example of such project is the “[Youth Mediators’ programme](#)” implemented in Bulgaria. The Youth Mediators programme was launched under the Bulgarian Youth Guarantee in January 2015. The scheme has helped to turn many young people’s lives around. The main aim was to reach out to and activate young NEETs who are not registered within the public employment services (PES). Youth Mediators are both PES staff and unemployed young people registered at the PES who are specially trained for this role. They acted as intermediaries between inactive young people and public institutions that provide social, health, educational and other services. They are placed within the municipalities’ administrations, helping to bridge the gap between unregistered NEETs and public service delivery, including access to the Youth Guarantee scheme. This Youth Mediators programme is an example of how EU Member States are promoting active support to employment, one of the 20 principles of the European Pillar of Social Rights.





Thanks to the programme⁹:

- ✓ Bulgaria saw a 6.5 % decrease in youth unemployment between 2013 and 2018.
- ✓ Since the programme started in May 2015, Youth Mediators have engaged and consulted with 34 192 inactive young people.
- ✓ As of the end of January 2019, 95 youth mediators are working for municipalities across Bulgaria.

As mentioned before, young people are generally less likely to find employment and less likely to keep their employment during crisis. Moreover, an economic crisis may force young people to be less selective about the type of jobs they were prepared to accept such as jobs that offer fewer returns and worse career prospects. Existing evidence clearly shows that the pronounced negative effect of entering the labour market during a recession is not only of a temporary nature, but it may lead to long-lasting adverse consequences for job prospects and labour market integration. So, programmes such as Youth Guarantee is perfect example of how Member States can improve the lives of young Europeans, ensuring that all young people under the age of 25 years receive a good quality offer of employment, continued education, apprenticeship and traineeship within a period of four months of becoming unemployed or leaving formal education.



- **Policy responses through different approaches**

It's important to notice that during crisis and post-crisis period governments and institutions have a crucial role to play in creating opportunities for young people who tend to be affected more during a crisis period. There is a need of different approaches and policy responses in order to counteract the recession and to mitigate its negative labour marker consequences.

⁹ https://europa.eu/investeu/projects/helping-young-people-escape-unemployment_en



There are countries that extend support for education, introducing funding for graduate scholarships and internship places, as well as increasing the school leaving age. Such example is the European Union, and its European Employment Strategy that includes, as one of its key elements, the provision of education and training opportunities for all young people aged up to 18. A lack of adequate employment opportunities for new labour market entrants – particularly those with low levels of education – means that staying on in education will involve relatively little sacrifice for the individuals involved. Similarly, the costs of supporting additional places in education should be set against the costs of inaction – more youth unemployment and joblessness with its associated direct (e.g. increased income support measures) and indirect (for example, increased crime and poorer health) social costs.



Another approach used by some Member States after the economic and financial crisis of 2008-2009, was the increased support for the unemployed young people, but in the majority of the cases, this was a temporary measure. For example, Poland has introduced refundable support for unemployed workers to pay their mortgages for a period up to 12 months, while Italy has extended the coverage of unemployment benefits to include workers, mostly young workers, on temporary or fixed-term contracts and those on apprenticeships.

One of the more common approaches amongst governments in the European Union has been the introduction or extension of support for short-time working. This is a policy which lies on the borderline between passive and active labour market policy and generally comprises one or both of two elements: work-sharing – so that subsidies are conditional on additional workers being taken on; and/or training undertaken during the –unemployed time. For example, France and Germany have extended their short-time (or work-sharing) schemes, extending the duration and level of subsidy for the employee or the employer.

However, more about the policy approaches and, European and national strategies supporting NEETs, you will learn in the next module of our e-learning courses.



- **Orientation and trainings for NEETs**

In the beginning of our third part on “How to limit the negative effects of crisis on NEET and youth more likely to become NEET”, we started with the importance of guidance and advice for young people in their early age, and in school. So, now we will talk about the importance of orientation and training for youth that already became NEET and how we can involve them again in the active society life.

Firstly, it’s very important to mention that there should be an individualised approach, based on profiling, assessment and the creation of individual action plans, to determine if the young person will benefit more from the train-first or work-first approach. We need to know what are the competences of this person, including those acquired by formal and informal learning, hard and soft skills. Second, it’s important to know what are the interests of the youngster and its motivation. This may be crucial for understanding the barriers which not allow him or her to be successfully integrated. Third, we need to find the weaknesses or need for action, be it a lack of experience in applying for a job, need for more intensive assessment, upskilling or VET, or other problems in the personal or social situation of the youngster. Moreover, involving vulnerable groups in the designing, implementing and career orientation services, it’s also crucial for providing activities relevant to their needs.



However, overcoming NEET status may consist of undergoing training, making a second attempt at completing one’s education, or finding employment. Thanks to internships opportunities and specific trainings, young people have the chance to receive better orientation regarding working conditions in a company or in a certain profession. Companies also gain the opportunities to interact face-to-face with the young person and observe their competences and motivations, which provide a more complete picture than school grades alone¹⁰. To be more beneficial one for the NEET, the internship should include experienced personnel who closely supervise and guide the youngster.

¹⁰ <https://www.intereconomics.eu/contents/year/2014/number/4/article/how-to-combat-neet-evidence-from-austria.html>



CONSLUCION

With the global economy in a tail-spin, young people risk suffering long-lasting and devastating effects of continuous unemployment. Moreover, reintegrating NEETs into the active society poses great challenges, especially when this happens during and post-crisis period. Within the current situation, there is an urgent need of large-scale policy responses to mitigate the long-term damage of the pandemic on young people's education and employment prospects, especially to the most vulnerable ones.

Therefore, both during and long after the virus, governments, educational institutions, employment services must ensure that young people have the short-and long-term security they deserve. They need to put all their efforts in order to reintegrate youth in education or in the labour market, because the pathway from education to employment is not always a straight one and some youngsters may end as NEETs. Youth should be guided and orientated along the way because they need effective career guidance and educational assistance, especially in the course of their educational career. Career counselling helps young people to better understand their expectations and options in the labour market and to match job-search efforts with available vacancies.