

Toolbox

Needs of NEETs

1. Introduction sentence



We want to support NEETs in becoming aware of their competences and potentials and to provide meaningful proof of their learning progress.

Within VALLEY we apply the LEVEL5 method to assess and evidence outcomes of informal learning, especially in the field of personal, social and organisational competences. It is explained at a later stage of this course.

2. Aim

This section helps us to better get to know our target group and how we can support them in becoming active volunteers.

3. NEETs, what does it mean?

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.



4. How is the current situation?

In 2015, in the 15–29 years age group, the overall number of NEETs was just under 14 million, a NEET rate of 14.8% for that age group. The countries with the lowest NEET rates for this age group are Denmark, Luxembourg, the Netherlands and Sweden, all below 8%. Conversely, the highest NEET rates are observed in Greece and Italy, with rates of 24% or more.

In Germany: 6,2% of young people NEETs. [More information here.](#)

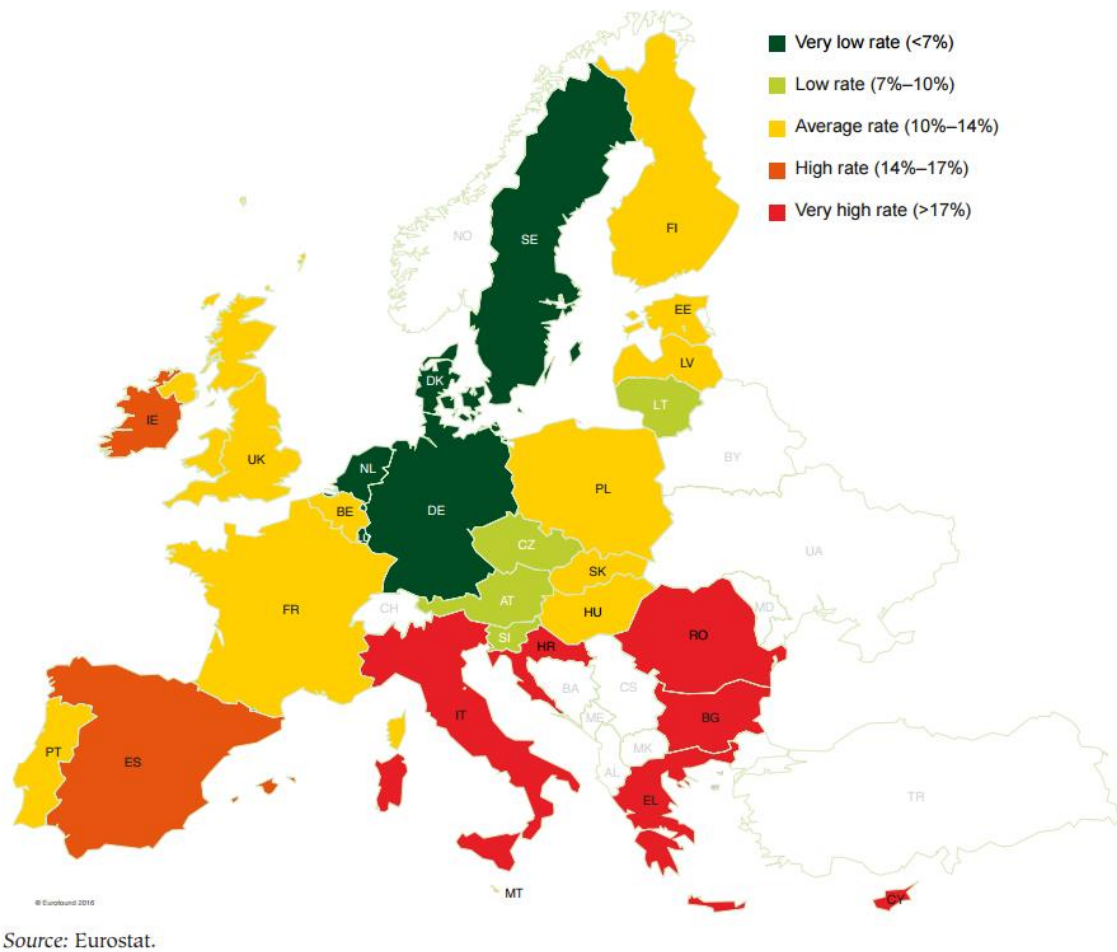
In Austria: 7,5% of young people NEETs. [More information here.](#)

In UK: 11,1% of young people NEETs. [More information here.](#)

In France: 11,9% of young people NEETs. [More information here.](#)

In Romania: 18,1% of young people NEETs. [More information here.](#)

In Italy: 21,4% of young people NEETs. [More information here.](#)



5. Best practices and recommendations

In the frame of the project valley, each partner of the project realized a desk research in his country to identify and describe best practices approaches/projects involving vulnerable youngsters in volunteering . Best practices shared tend to show the efficiency of the following aspects:

Intensive preparation and follow up: Working with vulnerable youngsters implies a great deal of preliminary organization in all projects presented. Successful initiatives stress the need of training mentors to their task, by giving them basic knowledge in pedagogy, psychology and intercultural communication. Preparation time and trainings are given much more importance in this specific context. It also seems incumbent to establish a protocol that plans regular meetings between volunteers and mentor to outline learning goals and follow closely their evolution / achievement.

Use of complementary approaches : Methods of tutelage that combine formal, reflexive stages and non-formal, practical ones, are highlighted as convincing, as well as the combination of hierarchical, individual counselling with peer to peer mentoring and group sessions. Diverse types of activities (formal and informal trainings, creative and personal development workshops, practical skills, community projects, outdoor mingled with indoor activities...) are more likely to keep up the youngsters' interest and maximize the chance of him/her discovering a new center of interest/passion/vocation. This principle can also be applied to

professional areas, all the more since it gives additional sources of recognition to the volunteer's work. The same rule applies to the skill acquisition process: short term objectives shall be achieved first, and combined with long term objectives as a second step, as the idea of planning and putting a plan into action is being understood.

Mixity / Diversity: Group work in a context of social and cultural mixity bringing together young people of various backgrounds is also a stimulation factor. The Italian partner shows one interesting setting acquainting EVS NEETS with a disabled local public. Both have weaknesses they need the other to overcome (ignorance of the language/low mobility) and shall collaborate in order to achieve something together.

Artistic/Creative dimension: Creative activities are put forward in several project as a useful tool to foster self-confidence. It usually gives a sense of equality as it cannot be evaluated formally and can be practiced legitimately with no specific background knowledge or technical prerequisites. It allows the beneficiary to explore his/her personal taste freely, to value and affirm his/her individuality to him/herself and in front of others.

Responsibilisation: Activities that are being handed down to the volunteer to deal with autonomously convey a great potential of skill acquisition. Self-esteem is more likely to be gained when the volunteer feels in charge. This being said, the assignments aiming at developing responsabilisation must stay balanced with some amount of supervision. In the set of best practices described, either self-management is gained little by little, either it is given as a start but in a context of group work. Peer to peer interaction and/or the support of a mentor with the task of an advisor rather than a guidance figure help maintaining a light, yet necessary frame to facilitate responsibility earning.

2 examples of best practise

DISCO's project, Italy : The project's goal is to improve the quality of lifelong learning for adults and Second Chance schools, thereby promoting social inclusion of NEETs – Not engaged in Education, Employment or Training – , improving the quality of education and training and decreasing school drop-out. <https://www.youtube.com/watch?v=yOJp44Wb7UI> : The video presents the interviews of a group of young people coming from Palermo, which went to Mönchengladbach in Germany, to pursue a professional internship through a European project financed by the Erasmus + programme titled DISCO: Digital Second Chance Opportunities. 5 out of 8 participants tell us their experience: fears, expectations, challenges, etc. This experience has been highly educational on many different levels: on the first hand, the participants were able to perform professionalizing internships, improving thus their professional competences and discovering future working fields. On the other hand, they were able to improve their social, relational and linguistic skills.

Working It Out , UK

Working It Out was a 2011-2013 scheme funded through the Department for Education (DfE) Improving Outcomes for Children, Young People, and Families Programme. It was based at 8 project locations in England and Scotland and involved working with NEET young people with a range of complex needs, often focussing on groups other agencies find hardest to help. The aims were:

- to improve confidence/self-esteem;
- to help young people make good, sound future decisions;
- to provide a clear focus on progression to employment.

The programme was flexible, tailored to the participant's strengths and interests. The non-academic, pastoral approach and the intensive focused support, delivered in the form of a mix of practical activities (usually in the form of community challenges where the young people worked with a local community organisations to provide physical improvements, fundraising or other volunteer support), group work and one to one support, were key factors in enabling young people to progress to further education, training or employment.

In addition to the direct benefits to young people, the programme has had a number of benefits to other local organisations and communities. Organisations that hosted community challenges were very pleased with the way the challenges were delivered and the outcomes.

The project involved also qualitative research including interviews/surveys with project managers, stakeholders and young people and quantitative Social Return on Investment (SROI) Analysis.

There has been excellent progress against the key target outcomes:

- 80% of young people completing the programme went into employment, education or training (against a target of 75%)
- 45% of young people who completed the programme gained the ASDAN qualification (against a target of 50%)
- 73% of young people leaving were still in employment, education or training 3 months after leaving the programme (against a target of 60%).
- 94% of young people felt more confident as a result of the programme against a target of 75%.
- Estimated SROI of £2.90 for each pound spent.

Full description and evaluation of the scheme is available at: <http://www.tomorrows-people.org.uk/multimedia/tank-working-it-out-final-evaluation-report.pdf>

6. Further reading section

- NEETs in all partners country (Austria, France, Germany, Italy, UK, Romania)
- Eurofound, Young people and NEETS, [click here](#)
- Society at a Glance 2016, OECD Social Indicators: www.keepeek.com/Digital-Asset-Management/oecd/social-issues-migration-health/society-at-a-glance-2016_9789264261488-en#page25
- Eurofound (2016), Exploring the diversity of NEETs, Publications Office of the European Union, Luxembourg; to better understand the economic and social vulnerability of young people, provides a unique perspective into the reasons or causes for not being in employment, education, or training: <http://bookshop.europa.eu/en/take-two-pbTJ0116364/>
- A digital platform titled Second Chance Education has been created, in order to support teachers and trainers who work with NEETs: <http://www.secondchanceeducation.eu/>
- Salto and Inclusion: <https://www.salto-youth.net/rc/inclusion/>. This european resource center gather publications, tools and even a training agenda for youth work with young people with fewer opportunities.