



# Respond to your NEETs!



*Booklet for youth workers working  
with NEET young people*



Project funded by the Erasmus+ Programme of the European Union.

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## Presentation of the project

Youth unemployment is a major issue in the EU, tackling the negative results of it more effectively has become an important benchmark of the Europe 2020 Strategy.

RESPOND TO YOUR NEETS! was an Erasmus+ KA1 training course, which aimed to reach the following o b j e c t i v e s:  
Following 'The overall objectives of the renewed framework for European cooperation in the youth field (2010-2018)' the project's general objectives were 1) **fostering the upholding of the right of young people to participate in the development and implementation of policies** affecting them by means of a continuous structured dialogue with young people and youth organisations and 2) contributing to **reduce the percentage of NEET youth** at European level.

For reaching this general objective, we set the following specific objectives:

- Professionalization and **competence development of youth workers**, supporting the acquisition of skills through non-formal and informal educational activities
- Encouraging and supporting the **involvement and participation of young people and youth organisations in policy making**, implementation and follow-up
- Fostering quality improvements in youth work, in particular through **enhanced cooperation between organisations** in the youth field and other stakeholders

**The participating countries were: Hungary, Portugal, Greece, Lithuania, Estonia, Spain, Romania, Bulgaria, Ireland, Italy, Germany, Austria. The project involved 24 youth workers, promoters of youth policies, representatives of youth organisations and volunteers.**

The training course took place in Debrecen, Hungary between the 18th and 23rd of April 2016.

Results reached are:

- Professional and personal development of youth workers
- Enlarged network and strengthened cooperation between the participating organisations
- Contribution to the reduction of the number of NEET youth through the exchange of good practices
- Increased involvement and participation of young people and youth organisations in policy making, Implementation and follow-up
- Developed mechanisms for dialogue with youth about youth participation on EU and national

18 April	19 April	20 April	21 April	22 April	23 April
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Team Building	Youth Unemployment in the EU	What is (Youth) Participation?	Analysis of EU initiatives /policies tackling the NEET issue	Good practices bazaar	Dissemination Plan
Digging into Erasmus+ - how it can contribute to youth policies?	Who are NEET youth?	Creative ways for boosting youth participation	Skills for making one's voice heard: Public speaking	Conclusion. How can we use the knowledge gained in our local context?	Evaluation
Understanding learning—Learning to learn	Challenges and opportunities to fight youth unemployment	Planning and implementation of a local initiative sensitizing citizens on the NEET situation	Skills for making one's voice heard 2: Writing	Planning future collaboration	Closing activities
Definition of the learning goals of the participants	The Youth Guarantee (YG)		Output: Recommendation on EU initiatives/ policies		
Intercultural exchange	Council Recommendations and Youth Policies				

## NEET—Problem or challenge?

How to boost youth participation?

16,1 – NEET

Numbers and letters that make no sense to most of the (young) people who look at them. Even if they themselves are the elements that are adding up to these numbers, and belong to the group identified by this order of letters.

**NEETs** are – according to the European Commission Employment Committee (EMCO) – young people aged 15-24 years who are unemployed or inactive, as per the International Labour Organization (ILO) definition, and who are not attending any education or training courses. For simplifying it: the acronym stands for “neither in employment nor in education and training”.

16,1% of young European citizens (aged 15-34) belong to this group in 2015 (Eurostat).

Numbers and letters. Statistics and statisticians. And policies based on those statistics. But what young people think about it?

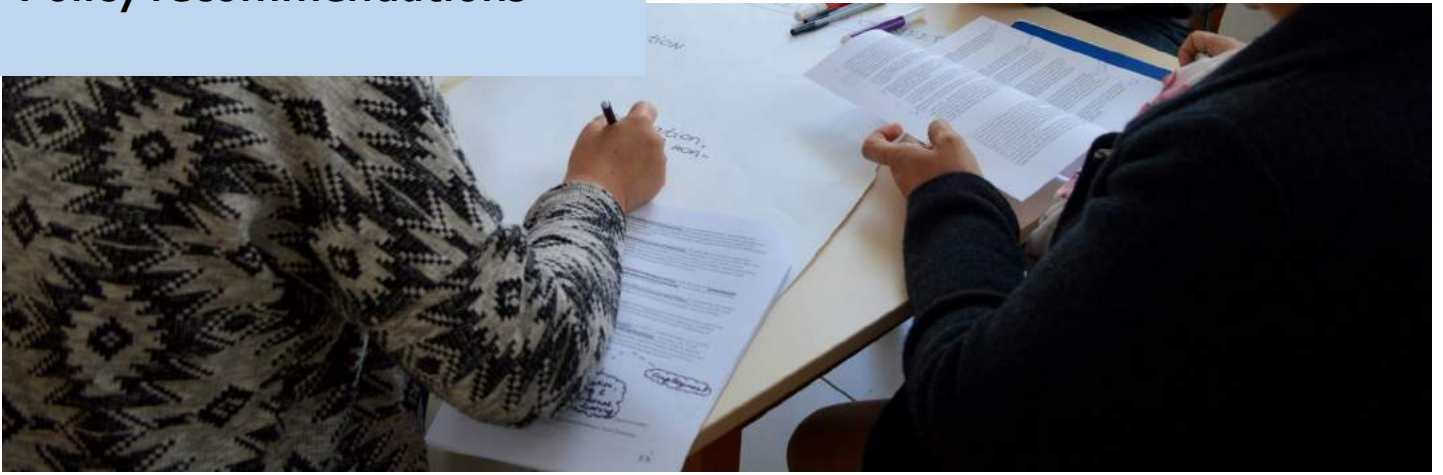
During the training we recognised that the definition NEET is not yet widespread and is not even used in the youth sector in some participating countries. Moreover, young people don't care about what label we put on them and under which acronym we classify them. None of them will cry out “I am a NEET”! They will look at us and say instead – I don't have a job. They won't say “I am nor in education, neither in training”; they will say: I finished my studies, haven't found a job and now I don't know what to do – I am desperate. Going back to study – what for? I've just finished and look where it got me – nowhere!

To boost youth participation – especially in decision- and policy-making – it is essential that the target group recognises that **they are the target group**. The lack of consciousness of one's own “statistical situation” creates a big gap between the educational and labour market initiatives and the beneficiaries. We aim to ensure accessibility and create opportunities but eventually we face difficulties when trying to reach the target group. Sensitization on the topic and promotion of initiatives with a bottom-up approach can be the first step towards functioning policies.





## Policy recommendations



During the training we identified five areas where European youth policies should be further improved – from a practical point of view – and/or their national implementation should be better monitored:

- \* Education
- \* Internship
- \* Entrepreneurship
- \* Volunteering
- \* Learning mobility.

These areas have been defined as pillars for the creation of a positive future perspective for young people, preventing and overcoming skills mismatch between education and the labour market. Fostering cooperation between the education and business sector, ensuring quality internships, reaching recognition of volunteering, providing accessible learning mobilities and increasing support for young entrepreneurs have been on the agenda of the European Union for long times; however the huge difference in success levels between regions still calls for joint actions. The civil sector and young people themselves must take part in policy making and implementation in order to make the regional and national implementation of EU policies more successful. By calling on youth workers from EU countries, consulting with them about the phenomena of NEET and about the implementation of youth policies, it became clear that the challenge and the responsibility is shared and that we have to unite all international actors to analyze, discuss, develop and promote measures to improve the situation.

During the training the youth workers have prepared recommendations on youth policies.

## Recommendation on the Promotion and Recognition of Volunteering

Volunteering is a big part of the European Union's life.

In 2010 around 92 to 94 million adults were involved in volunteering, which equals to 22-23% of Europeans, aged above 15.<sup>(1)</sup>

2011 was announced the European Year of Volunteering to celebrate the work of millions of Europeans who devote their free time and efforts to volunteering. That year the number of volunteers in the EU increased to 24%, and almost half of them volunteer on regular basis.

In 2014-2015 around every fourth young person in the EU, aged between 15 and 30, was involved in some sort of an organized voluntary activity, and only 27% of them received a formal recognition for it. (2)

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- Considering the difficulties of the recognition of volunteer work;
- Recognizing the difficulty in distinguish between volunteering and internship;
- Acknowledging that volunteering is considered a secondary aspect of everyday life;
- Examining the missing of a learning agreement guiding volunteers' experience;
- Considered the difficulties of communication with adults;
- Taking into account the new practice of the Council of Europe of the Volunteer Time Recognition (VTR);

The Group on Volunteering Issue proposes the following solutions:

- \* The creation of a tool for official validation and recognition of volunteer work;
- \* The promotion of volunteering as a tool for enhancing the level of citizens' involvement in social life;
- \* The construction of a facebook page in which all the volunteers can meet;
- \* The realization of a logo in which all the volunteers can recognize themselves;
- \* The creation of detailed learning pathways to increase volunteers' involvement and to organise their work and the work of the organisations in an efficient way;
- \* The creation of a network at local, national and international level to share best practices, to raise awareness about volunteering and to create a volunteer community.

*Maryna Manchenko—Simona Marano—Nelli Ujhelyi—Gytis Skunčikas*

<sup>1</sup> Study on Volunteering in the European Union - Final Report, p. 7

### Recommendation on Education Policies

Following our experience within the Project "Respond to Your NEETs!", which one of the main goals was to raise awareness and promote reflection around youth unemployment and employability, we decided to write the present open letter to share our concerns and contribute with our knowledge in this domain. Participants included youth workers, NEET and members of NGOs. Considering the richness of our discussion, we strongly believe that our know-how will positively contribute for further reflection on decision-making processes in view of promoting effective policies and strategies upheld to tackle related issues.

We acknowledge that Education has a strong impact on European young people's lives in future. In 2012, the European average of Early School Leaving (ESL) was almost 13%. There are heterogeneous scenarios across Europe, but numbers are very concerning: for example, in 2013 Spain, Malta and Portugal had 25%, 23% and 20% rate of ESL respectively. Inherent to these numbers there are real children, young people, families and educators. Key actors are invited to critically analyse and get involved in finding solutions to these issues. Moreover, it is very important to prevent and be proactive in order to avoid the increase of these numbers.

Education is a very complex subject, but core issues can be highlighted:

**Educational programs mainly focused on knowledge instead of developing soft and practical skills**, which can cause unrealistic expectations about a competitive labour market and lead to unprepared future professionals.

**Mismatch between students and labour market expectations** that cause an imbalance perspective of what young people have to offer and what the market is actually requiring.

**Demotivation of students and educators**, frequently related to students' high failure rates or ESL as well as educators' burnout.

**Gap between families and school as well as between school and communities**, devaluing their complementary roles in children and young people's education and construction of individual identity.



Issues experienced within Education have been largely contributing to perceive School as a bureaucratic system that is easily related to the problem instead of an important part of the solution. Furthermore, we cannot ignore the impact of this problem. Various indicators suggest that children and youth are more likely to be diagnosed with behaviour problems, physical and mental diseases as well as they are more exposed to unemployment and social exclusion later in life (such as being involved in conflicts, criminality and drug abuse). Also, we must emphasise that issues observed in European Educational Systems can negatively impact on countries' economy due to youth disengagement from the labour market and compromise the 2020 Strategy of developing a sustainable and inclusive economic growth.

Therefore, we would like to present four practical solutions that you may would like to consider while reviewing the efficiency of current Education policies:

**Strength links between school and community** (key actors, such as NGOs, health services, cultural centres, local authorities, entrepreneurs, companies, etc.), in view of developing children and young people soft skills. We want to educate citizens, not only workers!

**Promote activities and participation in different environments.** Getting involved in local communities, children and youth will find School more appealing and, being aware of different choices or possible paths, decision-making processes related to own future are likely to be less stressful.

**(Re)establish ties between schools and families,** namely to prevent ESL. It is important to highlight and consolidate educational paradigms or strategies that upheld the complementary of the role played by parents/families, School and community.

**Promote more flexible Education policies** in order to allow adequate strategies to local circumstances and socioeconomic situations of each territory.

Practical solutions to be applied at local levels are likely to make difference. Considering our know-how, we strongly believe that these actions have the potential to positively impact in various areas of different European countries. Furthermore, practical solutions of this nature can be implemented in specific territories and gradually be replicated in other areas. It is important to mention that the reasoning behind the implementation of the actions proposed must be consistent with principles of continuous improvement and critical analysis, so that specificities of territories are respected and constructive feedback is permanently shared with decision-makers.

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## Good practices In youth participation

<b>Title</b>	<b>Meet Me Halfway International Festival</b>
Aim of the tool/activity/initiative/practice <i>Objectives</i>	
<p>The Festival of Cultures – Meet Me Halfway was born with a double aim.</p> <p>As Palermo is a multicultural city, the first aim of the festival is to facilitate the meeting of different cultures living in Palermo, sharing spaces, food and activities. In this sense the festival is a way to break down the mental barriers that limit people to move on their own territory. It is an opportunity to live Palermo in a different way, far from prejudices and stereotypes. Secondly, the event is thought in order to requalify a degraded or isolated area of the city. Indeed when this aim is achieved the festival moves toward another zone.</p>	
Description <i>Step-by-step description (preparation, implementation, follow-up/evaluation)</i>	
<p>The preparation of the event starts about 5 months before, through a preliminary meeting, the writing of promoting articles, the realization of partners list and the launch of a call for volunteers. Until the end of April young people, pensioners, unemployed people, immigrants, housewives and workers can apply to help in the realization of the festival.</p> <p>In addition the promoting association H.R.Y.O. Human Rights Youth Organization send a form to each possible partner that has to be filled in order to have a better organization of the festival. In this form each partner has to explicate in which day and how it will contribute materially to the festival.</p> <p>The activities, even approximate, that we generally implement are:</p> <ul style="list-style-type: none"> <li>- Delivery of the Rosa Parks Award, given to a woman active for the protection of human rights;</li> <li>- Karaoke;</li> <li>- Sports activities for disabled people;</li> <li>- Ethnic dance and dance workshops;</li> <li>- Yoga;</li> <li>- Entertainment for children;</li> <li>- Street art;</li> <li>- Circus activities;</li> <li>- Human Chess;</li> <li>- Guerrilla gardening;</li> <li>- Adult drawing;</li> <li>- Cooking: for the edition 2016 we will introduce the practice of "scannaturi", a traditional and funny Sicilian way to eat pasta.;</li> <li>- Theater.</li> </ul> <p>Moreover, we involve the young people that participated in our projects during the year in the festival, shaping it as a follow-up activity.</p> <p>After the event the staff organizes an internal meeting in order to evaluate the festival and improve it for the next editions.</p>	

<p>Main outcomes</p> <p><i>Learning outcomes; skills, knowledge, attitude; impact, results</i></p>
<p>No participant returns home without having learned something new.</p> <p>Whether it's a dance, a typical dish or a song, everybody acquire a new knowledge or improve their skills.</p> <p>Undoubtedly the event creates a friendly and relaxed environment in which sometimes new friendships or working collaborations arise.</p> <p>The inhabitants of the neighborhood chosen are involved in every way, and through a well-structured advertising all citizens of the city but not only are strongly encouraged to participate.</p> <p>The result is always surprising. The district, often desolate, comes to life for three days and sometimes this event is only the beginning of a series of activities that contribute to our mission.</p>
<p>Who is it for</p> <p><i>Target group profile</i></p>
<p>The event is open to everybody. If we turned to a specific target the objective of the festival to realize the meeting of different cultures would fail. So the more the target is broad and differentiated, and better the event succeeds.</p>
<p>Where and how it can be implemented</p> <p><i>In which context it is useful, what are the pre-requisites for its implementation (e.g. venue, social or environmental context, etc.)</i></p>
<p>The main requisites to implement this best practice are:</p> <ul style="list-style-type: none"> <li>- Disposition of a big space (no matter if open or close) able to welcome hundreds of people;</li> <li>- Marginalized/disadvantaged quarter;</li> <li>- High range of migration.</li> </ul>
<p>Duration</p>
<p>The event lasts 3 days in September - generally during a week-end</p>
<p>Materials needed</p>
<p>The material we need can change every year depending on the activities we decide to implement.</p>
<p>Tips and tricks, advices</p>
<p>Make sure that the event does not coincide with religious festivals/practice (i.e. Ramadan) or public holidays.</p>



## Good practices In youth participation

Title	Learning Process in Education
<p style="text-align: center;">Aim of the tool/activity/initiative/practice</p> <p style="text-align: center;"><i>Objectives</i></p>	
<p>Promote children’s curiosity, creativity and initiative in their learning processes since early ages, in view of fostering their self-worth and responsibility as well as positively impact on their ability to participate and make decisions as informed citizens in future.</p> <p>Educational paradigms that focus on children's participation are likely to better prepare them for the challenges imposed to youth by modern societies, where individual and interpersonal skills are so important as the knowledge acquired within the (formal) education system.</p>	
<p style="text-align: center;">Description</p> <p style="text-align: center;"><i>Step-by-step description (preparation, implementation, follow-up/evaluation)</i></p>	
<p>Activities are planned for each school year in line with the educational paradigm upheld and its inherent pedagogical strategies, as described on objectives’ section.</p> <p>In Santa Casa da Misericórdia de Santarém, regardless the type of child support service (leisure centre; early childhood education and care / nursery and kindergarten; children and youth residential services) important aspects are considered while drawing up the (annual) service delivery plan:</p> <ul style="list-style-type: none"> <li>· school, family and community (services) have complementary roles in education; therefore, ties are strengthened and networking is promoted with regular leisure activities and celebration of significant events;</li> <li>· intergenerational activities are encouraged as well as outdoor activities with local partners;</li> <li>· student-centred and problem-based active learning approaches in view of stimulating children’s curiosity, creativity and initiative;</li> <li>· whenever possible, didactic materials and pedagogic strategies are developed and implemented in cooperation with children and their families in order to ensure common understanding of the educational paradigm and avoid mismatch of expectations (stimulate and/or develop individual and interpersonal skills is as much important as the acquisition of knowledge and achieve discipline).</li> </ul>	
<p style="text-align: center;">Main outcomes</p> <p style="text-align: center;"><i>Learning outcomes; skills, knowledge, attitude; impact, results</i></p>	
<ul style="list-style-type: none"> <li>- Development of soft skills is facilitated and its relevance is widely accepted – closely related to interpersonal skills, among other aspects soft skills refer to a positive attitude, ethic, flexibility, leadership, communication, problem-solving, self-confidence, stress and time management as well as ability to accept constructive criticism.</li> <li>- Ability to value individual achievements and collective/group success.</li> <li>- Greater levels of creativity, initiative and responsibility.</li> <li>- Decreased levels of anxiety when dealing with challenging situations as well as greater ability to cope with change and/or uncertainty.</li> <li>- Greater levels of self-worth and self-confidence.</li> <li>- Gradual recognition and validation of knowledge, skills and competences acquired through formal, non-formal and informal learning strategies/processes/activities.</li> <li>- Strengthened ties between school, families and community (complementary roles between key educational actors are facilitated)</li> </ul>	



<p>Who is it for</p> <p><i>Target group profile</i></p>
<p>Specific needs of babies, children and young people must be considered as well as the level of formal education they attend. However, educational strategies and activities of this nature are suitable to a wide spectrum of profiles.</p>
<p>Where and how it can be implemented</p> <p><i>In which context it is useful, what are the pre-requisites for its implementation (e.g. venue, social or environmental context, etc.)</i></p>
<p>In Santa Casa da Misericórdia de Santarém, the educational paradigms privileged are consistent with these pedagogical strategies and applied in all types of child support services provided: leisure centre; early childhood education and care / nursery and kindergarten; children and youth residential services.</p> <p>As this example of good practices is related to strategies, a wide variety of activities can be undertaken in line with the principles described. Additionally, heterogeneous contexts can be considered if all key (educational) actors are involved (such as schools, local authorities, enterprises, NGO's).</p>
<p>Duration</p>
<p>In Santa Casa da Misericórdia de Santarém, activities are planned for each school year in line with the educational paradigm upheld and its inherent pedagogical strategies, as described on objectives' section. However, activities of this nature can be implemented either isolatedly and/or with shorter lengths of time.</p>
<p>Materials needed</p>
<p>Pedagogic material can be constructed and/or reused. Materials needed are usually secondary, as the most important aspect is to encourage children to explore them.</p> <p>There are several options, guidance and tools available, which are widely disseminated by regulatory entities and/or universities that have been researching about (alternative) educational paradigms.</p>
<p>Tips and tricks, advices</p>
<p>Regardless its heterogeneity in terms of contexts for implementation and target group profiles, it is strongly recommended that activities consistent with this educational paradigm occur during longer periods of time in view of achieving greater positive impacts in children and young people's lives.</p>

## Annex I—Training Activity Outlines

<b>Name:</b>	How Erasmus+ can contribute to Youth Policies
<b>Training:</b>	Respond to your NEETs!
<b>Theme:</b>	Youth Policies and EU initiatives
<b>Type of Activity:</b>	Interactive exchange of knowledge and experience
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- To get familiar with youth policies at EU level</li> <li>- To get familiar with the Erasmus+ programme and its objectives, linking it to the policies</li> <li>- To facilitate exchange between pax</li> <li>- To bring pax to the same level of background knowledge</li> </ul>
<b>Time:</b>	<p>1 hour 30 minutes+plenary time</p> <ul style="list-style-type: none"> <li>-Session on youth policies: 30 minutes</li> <li>Plenary: 4 min/group</li> <li>-Session on Erasmus+: 30 minutes</li> <li>Plenary: 4 min/group</li> <li>-Creation of the presentations on how Erasmus+ can contribute to the development and implementation of youth policies: 30 minutes</li> <li>Presentation in plenary: 4 min/group</li> <li>-Questions/answers/debriefing: 10 minutes</li> </ul>
<b>Material needed:</b>	<ul style="list-style-type: none"> <li>- Documents on EU Youth Policies printed (number depends on how many small groups we want to create; max. 6-7 person/group). Print one copy for each participant</li> <li>- Different parts of the Erasmus+ guide printed (regards to step 2 in the description)</li> <li>- A4 papers and pens for brainstorming</li> <li>- Flipchart paper and colored markers for the creation of the presentations</li> </ul>
<b>Description:</b>	<p>Step 1:</p> <ul style="list-style-type: none"> <li>- Divide participants in small groups. Give each group a different document on EU youth policies (one copy for each pax). Give them 30 minutes to read and discuss it, and to summarize it based on this guideline on aspects: a) background and needs (of young people and the European society) b) objectives summarized in bullet points c) initiatives the EU suggests</li> </ul>

(present an example before distributing the documents)

- Gather in a big group, and give 2 minutes to each group to present their summary. 2 other minutes for Q/A

Step 2:

- Pax get back to their small groups. Give each group the documents about Erasmus+ (each group a different focus). Give them 30 minutes to read and discuss and to create a summary/presentation about the aspects: a) target groups of the Erasmus+ Youth field b) actions and activities of the programme's Youth field c) objectives of the Erasmus+ Youth field d) budget e) etc.

- Gather in a big group, and give 2 minutes to each group to present their summary. 2 other minutes for Q/A

Step 3:

- Get back into the small groups, and using all information pax got during the session, give them 30 minutes to create a visual presentation on the flipchart about how Erasmus+ can contribute to the implementation and development of youth policies. (Put the previous presentations (summaries) on the wall so pax can consult them during the activity.)

Step 4:

- Presentation of the posters created (2 minutes to present and 2

- Debriefing in a big group, remained questions

### Leading questions for debriefing:

- Do you agree with the youth policies? Do they reflect well the situation of young people in your country?

- If not, what would you change?

- Do you know who is implementing these policies in your country? Who contributes?

- Do you think Erasmus+ is a good tool for supporting these policies? Why or why not?

### Tips and Tricks:

Keep the time carefully, otherwise the activity gets very long!

You can include coffee break between two steps, to give a short break to participants (not longer than 10 minutes, otherwise they lose the flow).

### Variations:

You can use this tool also only for transferring knowledge on Erasmus+ or only on Youth Policies.

You can change step 1 regards to the topic of your project – linking the theme and objectives with the Erasmus+ programme!

<b>Name:</b>	Intercultural evening
<b>Training:</b>	Respond to your NEETs!
<b>Theme:</b>	Cultural exchange
<b>Type of Activity:</b>	Peer education
<b>Objectives:</b>	Get to know each other's culture, traditions, language, cuisine, music etc. through peer education

<b>Time:</b>	(around) 1 hour 30 min
<b>Material needed:</b>	-Technical equipment (speakers, laptop, internet) -Paper, pens, colored markers -Colored paper, crisp paper, other tools for artistic creation

<b>Description:</b>	<p>Step 1: Participants stay in their national groups. Two groups will join each other, this way in each medium-sized group there will be people from two countries. They will have 15 minutes each (30 min in total) to teach each other something about their country (a song, a dance, a story/fairy tale, history, traditional clothes etc.).</p> <p>Step 2: Participants reunite in the big group. Each national group will have 5 minutes to show in the big group what they have learnt. They can also try to teach it to the group as well (if it is possible, e.g. with songs or dances).</p>
<b>Leading questions for debriefing:</b>	NA
<b>Tips and Tricks:</b>	If there are many national groups, take care of timing, otherwise the activity can become very long!
<b>Variations:</b>	You can unite more than 2 nationalities, and make them choose a cultural aspect (music, art, history, dance etc.). After they share with each other their culture or tradition, they have to invent a new one which mixes all of their countries' traditions!

<b>Name:</b>	Speedy name game
<b>Training:</b>	Respond to your NEETs!
<b>Theme:</b>	Getting to know each other
<b>Type of Activity:</b>	Name game
<b>Objectives:</b>	To learn each other's names

<b>Time:</b>	(Depends on participants' number) For 30 people, around 5-8 minutes
<b>Material needed:</b>	-

<b>Description:</b>	Divide participants in small groups (max 5 people). Give them 1 minute to learn each other's names in that small group. Then put together two groups, and give them 1 minute again to learn each other's names. Make new groups join each other and repeat the activity till your participants are again in one, big group. Give them another minute to learn the names, then ask 2 or 3 people to repeat all the names.
<b>Leading questions for debriefing:</b>	N/A
<b>Tips and Tricks:</b>	Study well the number of participants and their division in groups!
<b>Variations:</b>	Once you are in a big group and someone has already repeated all the names, make participants change places and try it again!



<b>Name:</b>	Map of Youth Unemployment in Europe
<b>Training:</b>	Respond to your NEETs!
<b>Theme:</b>	Youth Unemployment
<b>Type of Activity:</b>	Research and analysis, mapping of factors
<b>Objectives:</b>	<p>-To map the current situation of young people on the labour market in the participating countries and at European level</p> <p>-To identify commonalities among young people struggling with the same issue in different countries</p>

<b>Time:</b>	Depends on the number of participating countries. If there are more than 10 countries, dedicate 5 minutes for each presentation (country specific and EU level presentations). Dedicate other 10 minutes to identify the common aspects, and around 15 minutes for debriefing.
<b>Material needed:</b>	<ul style="list-style-type: none"> <li>- Map of Europe</li> <li>- Flipchart (to write down the identified commonalities)</li> <li>- Colored threads (to link commonalities)</li> <li>- Pins (if you can push them into the wall) or colored dot stickers which will hold the thread (put one on each country)</li> <li>- Pens and paper to take notes</li> <li>- Presentations prepared by participants and technical materials needed to present them (laptop, projector, stereo, internet etc.)</li> </ul>

<b>Description:</b>	<p><b>Preparation:</b></p> <p>The day before, ask participants about what kind of presentation they prepared and what materials they need. Organise the order of presentations based on the technical needs.</p> <p>Get information on whether each group has prepared something or not. In case not, consider the variation of the activity described in the “Tips and Tricks” part.</p> <p><b>Step 1:</b> Present the order of the countries on a flipchart. Before presentations start, inform the group that the Q/A session will be</p>
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at the end of the activity, so write down their questions. Then, groups present their country specific research in 5 minutes.

Step 2: Brainstorming in big group: collecting common elements and keywords that came up during the presentations. Write it down on a flipchart.

Step 3: For each common element identified, select one participant and give him/her a ball of thread (each has to be different colour). Supported by the group, ask them to connect the countries in which that element is present. This way we get a visual summary on the links between countries.

Step 4: Trainers present the European situation, referring back to the country-specific issues.

Debriefing: Reflection on the reasons, dynamics and effects of youth unemployment in Europe. Sharing knowledge on European and national policies tackling this issue.

### Leading questions for debriefing:

- What can be the reasons of youth unemployment in Europe?
- What is the effect of youth unemployment in Europe?
- What do young people do to overcome unemployment?
- What support young people have to overcome unemployment?
- What is the level of access to information on support?

### Tips and Tricks:

Assess well right after the participants' arrival whether they have prepared the presentation or not.

If you discover that some national groups haven't prepared a presentation, dedicate 30 minutes before starting the activity to prepare it (have printed materials or a laptop for online sources, with links to suggest on the country specific situation). In the meanwhile, ask participants who have prepared their presentation previously to the training, to do a little research on another country which is not represented in the training (have materials with you).

Plan well with timing the day before, because additional preparation time and additional country presentations will make the activity longer.

### Variations:

You can use this method for mapping other situations in Europe or globally.

<b>Name:</b>	Who are NEET youth?
<b>Training:</b>	Respond to your NEETs!
<b>Theme:</b>	Definition and situation of NEET youth in Europe
<b>Type of Activity:</b>	Research and analysis, brainstorming
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>-To have a common understanding on what NEET means</li> <li>-To discover and reflect on the particularities of this target group</li> <li>- To break stereotypes</li> </ul>

<b>Time:</b>	<p>Depends on the number of participating countries. If there are more than 10 countries, dedicate max. 5 minutes for each country presentation. The small group session can take 45 minutes, and the "fashion show" 3 minutes/group. Followed by 10 minutes of debriefing.</p>
<b>Material needed:</b>	<ul style="list-style-type: none"> <li>- technical materials for participants' presentation (laptop, speakers, internet, projector, flipchart etc.)</li> <li>- music prepared for the fashion show</li> <li>- a long carpet, if there is any, to use as the catwalk; or duct tape that can represent the edges of the catwalk</li> <li>- microphone (not obligatory, but make sure that everyone can hear the presenter)</li> <li>- clothes, coloured paper, post-its, crisp paper, scissors, threads, glue, other artistic tools to create the models</li> <li>- presentation prepared on EU definition on NEETs</li> <li>- paper and pens to take notes and brainstorm</li> </ul>

<b>Description:</b>	<p>Preparation: Control whether all national groups have a presentation or not. In case there are presentations missing, only present the ones prepared. Ask what technical materials participants need for the presentation, based on which you can decide the order of groups.</p> <p>Step 1: Presentation of research results on the country-specific situation of NEET. Inform participants that there will be time dedicated to Q/A at the end of the activity, so they should write</p>
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down their questions for later.

Step 2: Organise participants in small groups (min. 4 groups). Give them 20 minutes to reflect on what characteristics NEET youngsters have, underlining that they should base their description on the research results, and not on stereotypes! Give them some guidelines for reflection: environment, social situation, education, family, economic situation, passions and interests, etc.

Step 3: Ask the groups to choose one or two participants from their group who will be the “models”. Other participants take on the role of the “stylists” and the “presenters”.

Groups have 25 minutes to “dress up” their models as NEETs – using artistic and creative tools.

(In the meanwhile, trainers prepare the catwalk and place for the audience.)

When the time is up, trainers present the “fashion show” and give the floor to the models and their presenters, who describe their models group by group.

The show ends with all models walking around.

Debriefing: 10 minutes of debriefing on the commonalities and differences between the models, and on the characteristics of NEETs. Input from trainers on the European understanding of the term and characteristics.

### Leading questions for debriefing:

- Was it hard to come to a common understanding on who are NEET? If yes, why? What differences have you discovered in your views? How did you come to consensus?
  - Do you know NEET in your community? What relationship you have with them?
- (Trainers present the EU definition on NEETs)
- Do you think that the EU definition reflect well the reality? Why do you think that?

### Tips and Tricks:

As pre-mobility task, for helping the research, we have asked participants to conduct interviews with NEET youngsters. This pre-mobility activity helped a) to involve local young people in the project b) to get first-hand information from young people who in fact live the situation of NEETs.

### Variations:

You can use this activity to find common definitions and to describe the characteristics of any kind of target group.

<b>Name:</b>	Ladder of Participation
<b>Training:</b>	Respond to your NEETs!
<b>Theme:</b>	Youth participation
<b>Type of Activity:</b>	Exercise
<b>Objectives:</b>	<p>The aim of The Ladder of Participation is to reflect on the youth participation and its quality.</p> <p>The objectives are:</p> <ul style="list-style-type: none"> <li>• to reflect on different types and levels of youth participation;</li> <li>• to become aware of the importance of the quality of youth participation;</li> <li>• to share and compare the realities in different countries.</li> </ul>

<b>Time:</b>	60-90 min
<b>Material needed:</b>	Printed handouts and designed ladder on the floor

<b>Description:</b>	<p><b>The first part of the activity:</b> is about creating physically the ladder / finding out the different levels of youth participation. The participants will be given the short stories of 8 young people and asked to find out at which level was their participation. Here are the levels and the stories:</p> <p><b>1) Manipulation</b> is where adults use youth to support causes and pretend that the causes are inspired by youth.</p> <p><b>My name is Igor. I am 14 years of age. The municipality wants separates schools for different language speakers and ethnicities, this is something we really believe in and we have been asked to go to a council meeting. The organizers have given us lots of really colourful banners.</b></p> <p><b>2) Decoration</b> is where young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by youth.</p> <p><b>My name is Agueda. I am 17 years of age. Me and my friends have been asked to attend a demonstration against immigration organized by a local political party. They have told us that they want us to be appear in photos taken by journalists.</b></p>
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**3) Tokenism** is where young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

**My name is Renata. I am 21 years of age. The municipality is setting up a youth council of which I am to be a member. They have told us the agenda for the next 6 months.**

**4) Assigned but informed** is where youth are assigned a specific role and informed about how and why they are being involved.

**My name is Umran. I am 16 years of age. My school is organizing workshops against hate speech and I have been asked to assist in one of the workshops, the teacher will lead the workshop and I will assist. This is an important issue in my school because friends of mine are being bullied, I am really proud to be a part of it.**

**5) Consulted and informed** is when youth give advice on projects or programs designed and run by adults. The youth are informed about how their input will be used and the outcomes of the decisions made by adults.

**My name is Maria. I am 24 years of age. The local Red Cross are developing a health education program for my community. Myself and my NGO have been working on anti-smoking issues for some time so we have been asked to advice and support the Red Cross in their campaign, although we will not actually be a part of the campaign.**

**6) Adult-initiated, shared decisions with youth** is when projects or programs are initiated by adults but the decision-making is shared with the young people.

**My name is Vahan. I am 25 years of age. The local municipality wants to set up a youth centre in my community. Myself and a group of friends are in regular dialogue with the municipality about this on all aspects of the project.**

**7) Youth-initiated and directed** is when young people initiate and direct a project or program. Adults are involved only in a supportive role.

**My name is Pavel. I am 22 years of age. Myself and my friends are developing a series of youth events over a 6 month period. We are going to the voluntary services council for advice and information in order to help us achieve this.**

**8) Youth-initiated, shared decisions with adults** is when projects or programs are initiated by youth and decision-making is shared among youth and adults. These projects empower youth while at the same time enabling them to access and learn from the life experience and expertise of adults.

**My name is Mikheil. I am 19 years of age. My youth organization has developed a sexual health program for teenagers. We are cooperating with the local municipality and the local sexual health clinic in order to decide when and where to run the program in different parts of the city.**

(30 minutes)

**The second part of the activity:**

In 4 groups they will discuss the following issues (about their own communities). And they will present it in a creative way afterwards.

(45 minutes):

- ~ Economic participation (employment and work in general, economic development, eliminating poverty, sustainable economy in society, a region or for young people as a group).
- ~ Political participation (authorities, governments. Public policies, exercising power, influence on the distribution of resources at different levels)
- ~ Social participation (involvement in the life of a local community, addressing local problems and challenges).
- ~ Cultural participation (leisure, different forms of arts and expression, visual arts, music, film, arts, etc.)



## Leading questions for debriefing:

For the first part:

- What do you see in the situation?
- What level of participation you see in it?
- Have you experienced directly or indirectly this situation?

For the second part:

- How do you see the situation in different realities?
- Do you think that there are similarities?
- What are the differences among these realities?

## Source:

Roger Hart's Model: The Ladder of Participation

[http://www.unicef-irc.org/publications/pdf/childrens\\_participation.pdf](http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf)

## Ladder of participation



Who are NEET youth?

Fashion show

## Annex II—Online Library

[Social Agenda—Youth employment](#)

[Your Europe, your rights](#)

[EaSI—New EU umbrella programme for employment and social policy](#)

[Council recommendation on establishing a Youth Guarantee](#)

[Exploring the diversity of NEETs](#)

[NEETs—An urgent challenge for Europe](#)

[Mapping youth transitions in Europe](#)

[Youth in the crisis—What went wrong?](#)

[Social partners and the Youth Guarantee: Skills, learning and employability](#)

[Children, young people and participation—Youth Policy Working Paper](#)

[Youth Policy Manual - How to develop a national youth strategy](#)

[Establishing and productively running student/graduate internship programmes](#)

[Renewed framework for European cooperation in the youth field \(2010-2018\)](#)

Videos:

[Youth Guarantee](#)

[Global employment trends for youth 2015](#)

[What we talk about when we talk about youth unemployment](#)

[Solving global youth unemployment](#)



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