



Fundusze Europejskie
Wiedza Edukacja Rozwój



**Rzeczpospolita
Polska**

Unia Europejska
Europejski Fundusz Społeczny



Working with NEET Youth by Polish Youth Workers



**Mentoring
NEETS**





Research - General Information I

- ▶ **Technique** - Individual in-depth interviews (IDIs)
- ▶ **Sample** - 70 youth workers: 35 (25 women and 10 men), 18+, living in Małopolska and 35 youth workers (26 women and 9 men), 18+, living in Podkarpacie region of Poland, working for at least 6 months with young people (i.e. people aged 15 to 29) residing in the regions
- ▶ **Methodology** - partially structured non-questionnaire discussion guide (the moderator did not have to ask questions in the same order as in the guide, nor formulate them literally as written in the scenario) by Mariusz Dzięglewski, PhD, DSc (InLab University of Krakow)

Research - General Information II

Workplace	Number of people
public institution - social support center	32
public institution - labor market support center	2
public institution - other areas of activity *	3
non-governmental organization - foundation	13
non-governmental organization - association	7
commercial enterprise - training and professional activation institution	12
commercial enterprise - addiction therapy center	1
Overall	70

Table No. 1. Structure of IDI participants by place of work with young people

Source: own study



Research - General Information III

- ▶ **Timeline** - between November 12 and November 27, 2019 at Social Research Laboratory of Pedagogical University of Krakow (currently InLab)
- ▶ **The analysis of the collected material** - from August 18 to October 21, 2020 in Krakow, Małopolskie Region and between November 5, 2019 and January 29, 2020 in Rzeszów, Podkarpackie Region

Research - General Information IV

- ▶ **NEET Youth category** in the research - young people who:
 - **Are not employed** (unemployed, or inactive) in more than **last 4 weeks**, and
 - **Are not in training** (i.e. in vocational courses) in more than **last 4 weeks**, and
 - **Are not in formal education** (i.e. elementary, high school, studies) in more than **last 4 weeks**, and ...
 - **Are 15 - 29 y.o.** (after the 15th birthday and before the age of 30)

Research - General Information V



- **Main purpose of the research** - to test the whole model of mentoring developed in the project *Mentoring for NEETs. Innovative form of personal advising supporting educational and employment activation of NEET youth* (no. POWR.04.03.00-00-0029/18) and its main supporting tools:
 - online platform
 - e-learning courses for users
 - online diagnostic tool enabling to make an assessment of social competences of NEET youth

Research - General Information VI

- ▶ **Main purpose of the analysis of the collected material**
– by the method of inference to draw additional conclusions on:
 - modification of the NEET Mentoring model to better aim at NEET young people in Małopolska region of Poland
 - the approach of youth workers to NEETs during individual work
 - the approach of youth workers to NEETs during group work

Model of NEET Mentoring - General Information I

- ▶ **Main purpose of the NEET Mentoring** - development of the NEET young people's social competences (as classified by ESCO) during individual and group sessions with NEET Mentor, to support vocational and educational activation of the target group
- ▶ **Target group** - 15 - 29 y.o. NEET Youth

Model of NEET Mentoring - General Information II



Model of NEET Mentoring - General Information III

- ▶ **Monitoring of the NEET Mentoring** - cyclical usage of the diagnostic tool (test) to check development of 1 to 15 social competences of the NEET youth:
 - **Primary test** - check the level of all 15 social competences (at the beginning of the process)
 - **Secondary tests** - check the level of 1 or more of the social competences (during the process)

Model of NEET Mentoring - General Information IV

- ▶ Working with NEET young people:
 - Individual - NEET Mentor + 1 NEET (in the project: average of 4 individual sessions per month, as long as needed)
 - Group - NEET Mentor + more than 1 NEET (in the project: 16 group sessions, average of 4 group sessions per month, per average 4 months)

Model of NEET Mentoring - Sample Cycle



Individual NEET Mentoring - General Information I

▶ First session:

- INTRODUCTION
- PRESENTING THE MENTOR
- CONFIDENTIALITY AND PRINCIPLES OF COOPERATION
- INFORMATION ABOUT THE PROJECT
- MEETING PURPOSE
- SUMMARY

Individual NEET Mentoring - General Information II

▶ Second and further sessions:

- Aim for the meeting
- Using techniques to help achieve the goal (e.g. GROW model, open-ended questions, reflective listening, strong sides map, self-evaluation forms, motivation forms, etc.)
- Summary of goal achievement (feed homeworks)



Individual NEET Mentoring - General Information III

- ▶ **Timing per session** - 1 hour to 2 hours (1,5 hour average)



Group NEET Mentoring - General Information I

▶ First session:

- INTRODUCTION & WORKPLAN
- PRESENTING THE MENTOR
- WORKPATH OF THE MENTOR (personal story)
- DISCUSSION, QUESTIONS
- INTEGRATION GAMES
- SUMMARY, FURTHER WORK

Group NEET Mentoring - General Information II

▶ Sample workshops:

- Workshops developed in the Life's paths project (Meetings with Mentors, Exchange of experience)
- Integration Games (Similarities, Brainstorm, Character Theater)

Group NEET Mentoring - General Information III

- ▶ **Timing per session** - 4 training hours (4 x 45 min. on average)



Research Conclusions I

- ▶ **The statements of the research participants show that they positively assessed the idea of working with young people in the NEET category, also in the form of individual and group mentoring carried out using the "facilitated mentoring" method (Lacey, 2000)**

Research Conclusions II

- ▶ Mentor who showed interest in the fate of this person and provide support that NEET youth may not have received from parents or legal guardians.

Respondent (R): These are people who are not even motivated to take the support path and it is good for them to feel somehow cared for from the very first glimpse of it. That someone just comes to their aid, leaves the monitor, that this is the first stage. [R03, a woman working with young people in an NGO - foundation]



Research Conclusions III

- ▶ The advantage of mentoring - it is based on the effect of encouragement, not compulsion.
- ▶ *R: When I was looking for a job, I had a period when I was unemployed, so the only solution was the public employment office, and I defended myself a bit against that. (...) There are people who, when you come, will not say: "Well, you have to work!", but will say: "Come on, we'll help you, we'll solve it somehow," that's cool. [R10, a woman working with young people in an NGO - foundation]*

Research Conclusions IV

- ▶ Mentoring is based on an informal relationship between a youth worker and the participant, which can be supported by any work tools.
- ▶ *R: (...) Because when something is school-related, they run away from it. And if there is something else that can interest them in some way, so they can really dwell on it for weeks and deal with various matters related to just... [R03, a woman working with young people in an NGO - association]*

General Prepositions of Development of the NEET Mentoring

- SHORTEN THE TIMING
- REARRANGE THE FIRST MEETINGS
- ADD INFORMATION HOW TO RECRUIT NEET MENTORS
- ADD INFORMATION HOW TO RECRUIT NEETS CLIENTS
- MORE INTEGRATION GAMES („ICE BREAKERS”)
- MORE GROUP GAMES/ACTIVITIES
- MORE INFORMATION ABOUT DEVELOPMENT OF THE FINNISH PROJECTS

Development of the Individual NEET Mentoring I

- ▶ Add more information about the ability to properly motivate the NEET client.

R: (...) More content about motivating, about working with the resistance of another person. (...) [R01, a man working with young people in an NGO - foundation]

Development of the Individual NEET Mentoring II

- ▶ Add more information about building trust by discussing the rules of confidentiality.

R: (...) I actually see it as very important to start well and build this trust and an atmosphere conducive to later work and some opening of the people, so this particular emphasis seems to me to be absolutely necessary. [R04, a woman working with young people in an NGO - association]

Development of the Individual NEET Mentoring III

- ▶ Add information that the key element during the first meeting with a young NEET is the presentation of a youth worker.

R: About the first conversation, the meeting. (...) I would do it on the following principle: hello, I say something about myself, about how I operate, what the program is about, principles of cooperation, about confidentiality - that would be crucial for me, first of all. [R07, a woman working with young people in an NGO - association]

Development of the Individual NEET Mentoring IV

► Rearrangement of the first session:

- INTRODUCTION
- PRESENTING THE MENTOR
- INFORMATION ABOUT THE PROJECT
- CONFIDENTIALITY AND PRINCIPLES OF COOPERATION
- ASKING THE CLIENT (NEET) FOR PRESENTING
- MEETING PURPOSE
- SUMMARY

Development of the Individual NEET Mentoring V

- ▶ Add information that the bond with the young person should be developed during the entire cooperation process in a given programme or activity.

*R: (...) But to get to know someone, one meeting is not enough.
Also, one meeting is not enough for a person to trust you ... [R23,
a woman working with young people in a public entity operating in
the field of social assistance]*

Development of the Individual NEET Mentoring VI

- ▶ Rearrangement of the second and further sessions:
 - **Developing bond with the client**
 - Aim for the meeting
 - Using techniques to help achieve the goal
 - Summary of goal achievement



Development of the Individual NEET Mentoring VII

- ▶ Focus on individual approach to each person and flexible adjustment of the meeting time to the needs and capabilities of that particular person.
- ▶ *R: (...) The duration of the meetings should also be adjusted individually to each person. Some people take a long time to reach out to, some are very distrustful of adults and discouraged from supporting them in any way. [R24, a man working with young people in a public entity operating in the field of social assistance]*

Development of the Individual NEET Mentoring VIII

- ▶ **Rearrangement of the timing:**
 - Shorten the session to 30 - 45 minutes (or less)
 - Arrange meetings out of the business hours or business days
 - realistically formulate goals set for the NEET client

Development of the Group NEET Mentoring I

- ▶ Add more information about reluctance or the lack of motivation of the NEET client to work in a group.

R: Perhaps the assumption is that mentors are people who already have some more experience and we rely a bit on the fact that they will be able to find themselves in a situation of, for example, group resistance. [R01, a man working with young people in an NGO - foundation]

Development of the Group

NEET Mentoring II

- ▶ Add information that the integration of participants is very important at the beginning of group work with youth and young people.

R: (...) When it comes to breaking some ice ... It was about group work at the very beginning, because I suspect that these people don't know each other and they have to work together, that is, they have to ... [R12, a woman working with young people in an NGO - foundation]

Development of the Group NEET Mentoring III

- ▶ Rearrangement of the first session:
 - PRESENTING THE MENTOR
 - INTRODUCTION & WORKPLAN
 - INTEGRATION GAMES
 - WORKPATH OF THE MENTOR (personal story)
 - DISCUSSION, QUESTIONS
 - SUMMARY, FURTHER WORK

Development of the Group NEET Mentoring IV

- ▶ Add more sample integration games („ice breakers”) conducting group integration activities by a youth worker.

R: (...) So tools that would apply to the group warm-up only, the so-called "ice breakers". Tools that help reduce resistance. Tools that collect feedback (...) [R01, a man working with young people in an NGO - foundation]

Development of the Group NEET Mentoring V

- ▶ Add more information about tools useful for group work with NEETs after group integration stage.
- ▶ *R: (...) All these games are fun because young people like it. Well, they don't like various such lecture classes, but they like team and group games (...) [R05, a woman working with youth in a public entity dealing with the professional activation of young people]*

Development of the Group NEET Mentoring VI

- ▶ **Rearrangement of the timing:**
 - Shorten the session to 60 - 120 minutes (or less)
 - Arrange meetings out of the business hours or business days
 - Plan many breaks (between group tasks)

General Conclusions I

- ▶ In the opinion of the IDI respondents, a key role is played by the person of a youth worker and the experience of such a person
- ▶ NEET youth is assessed as a difficult client (aversion to institutions and officials, working by a strictly defined schedule, during "office" hours, to formal education)
- ▶ Youth workers should overcome the so-called "resistance" of the young person, lack of motivation and distrust

General Conclusions II

- ▶ Particularly important during the first meeting with the young person is the discussion of confidentiality rules and the presentation of the youth worker
- ▶ Confidence building should also be developed in subsequent meetings, regardless of the duration of a given programme
- ▶ Youth workers should overcome the so-called "resistance" of the young person, lack of motivation and distrust
- ▶ It is also advisable to use a flexible approach to the client and to take into account the needs and possibilities of the NEET person by organizing activities based on the interests of the youth, with realistic goals achievable by the participant

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