Social Emotional Education Prototype Conceptualization: NEET Approach

Giedrė Kvieskienė[1,*], Viktorija Stasytytė[2], Vytautas Kvieska[3] and Alen Mujčinović[4]

[1]*Education Academy, Vytautas Magnus University, Lithuania*

[2]*Institute of Dynamic Management, Vilnius Gediminas Technical University, Lithuania*

[3]*Education Academy, Vytautas Magnus University, Lithuania*

[4]*Faculty of Agriculture and Food Sciences, University of Sarajevo, Bosnia and Herzegovina*

Abstract

The presented article analyzes how the innovations of social and socio-emotional education help to systematize distance learning, help to analyze the socio-emotional competences of children and youth and develop them. Low social capital (as recorded in the well-being index) and poor mental health, a key feature of the COVID-19 pandemic, are leading to an increasing number of adolescent suicides. It is the leading cause of death for people aged 15–19 in Lithuania and Estonia. In Lithuania, the extent and pressure of bullying at school remains high and does not change. It remains the same in Estonia and Latvia. It is difficult for all Eastern European countries to build a relationship of trust among youth population. These factors, which reflect the changed social-emotional situation in schools during COVID-2019, require a new vision of learning. The constructed Social Emotional Education Prototype (SEEP) would include integrated family support, support for each teacher and child, the use of success stories in the development of emotional therapy, and integrated practice in social institutions and Non-Governmental Organizations (NGOs). Therefore, the authors sought to make SEEP suitable for family therapy, school practice, and comprehensive support, and to help address everyday social emotional issues for children, especially those from disadvantaged backgrounds and NEETs (Not in Education, Employment, or Training). The article examines the initiatives for the development of social emotional competencies in European countries, giving priority to the initiatives of rural municipalities. NEET youth is highlighted through good case studies to motivate and involve this group in active learning and work processes. The examples presented in the article confirm that the socio-emotional education of children and youth contributes not only to the success of children and youth, but also to the communities in which they study or work.

Keywords: prototype of social emotional education, innovations of social emotional learning on the Internet, NEET youth, unemployment, COVID -19 pandemic, emotions, socio-emotional behaviour.

1. Introduction

The integration of young people into the education system and the labor market is a challenge for many European countries. In this respect, the drop-out of young people from the education system and difficult integration into the labor market is a major problem in the European Union (Cefalo et al., 2020). For this reason, several policy initiatives have recently been launched at European and national level. Examples of such initiatives are the Youth Guarantee (Tosun et al., 2019) and Smart Specialization (Ratten & Pellegrini, 2020), which strengthen the socio-emotional skills, inclusion, education, and networking of children and youth. During the pandemic, children and young people became even more vulnerable: some experienced social exclusion, all children, young people, their parents and teachers experienced a lot of emotional stress, and mental health problems increased. The authors analyse questionnaire on NEET youth in Europe and highlight success stories in rural areas of different countries, with a particular focus on the integration of social emotional competences into the whole education system. Research methods include statistical analysis, case studies, focus group discussions, and expert interviews. By modeling the SEEP prototype and identifying its key features, the authors analyze data from different countries on social emotional education experiences, success stories, empowerment of children and youth, and prevention of poverty and social exclusion.

Policies to promote youth participation in the labor market are mainly targeted at NEETs. Rural youth need further analysis as they may experience social exclusion due to the specific nature of the agricultural work involved or the lack of entrepreneurial opportunities (White, 2012; Ataei et al., 2020; De Guzman et al., 2020).

In order to overcome difficulties and vulnerabilities, young people need education based on positive socio-emotional competencies. It is important for NEET youth as well as socially disadvantaged children to strengthen self-esteem, think positively, find their place in the community, apply self-development. For this reason, we need to identify the main problems facing NEETs with young people and vulnerable children during the pandemic, assess current initiatives to help children and young people, and decide what to do next. The analysis will help to create a prototype of social emotional learning. Based on such a prototype, education and training can be provided to promote positive socialization.

The object of this research is the features of prototypes of social emotional education.

The tasks are to provide a scientific analysis, to define the characteristics of social emotional prototypes, and the principles of social emotional prototypes. The methods used in the study were comparative literature analysis and an expert survey, which covered quantitative and qualitative issues.

The structure of the article is as follows. The introduction is followed by a review of the literature. The section "Methodology and data analysis" describes the design of the questionnaire. The next section discusses the results and provides a graphical visualization of the responses received. The article concludes with conclusions that also include study limitations and future research trends.

45

2. Literature review

The problems of NEET youth have been widely discussed among scientists and practitioners over the past decade (Balan, 2015; Henderson et al., 2017; Berlin et al., 2021). Such a group of people signals certain inefficiencies in the education system of a country and the labour market. The situation when a large portion of the youth population is NEET also causes problems in the economy and in society. Academic, social and emotional learning defines and enriches social and emotional learning as the process by which students and adults acquire and effectively apply the knowledge, attitudes and skills needed to understand and manage emotions, identify and manage them, achieve positive goals, feel and show empathy for others, to establish and maintain positive relationships and make responsible decisions. This process includes competencies that encompass the knowledge, skills, and attitudes that affect the quality of students 'collaboration and their ability to adapt to everyday life, solve complex problems, and develop resilience and empathy. Social emotional competencies are critical for quality education and student progress, motivation, and positive socialization (Morlock, 2008; Bernstein-Yamashiro and Noam, 2013; Murray and Zvoch, 2011; Spilt, Koomen, & Thijs, 2012). Jennings (2011) argued that social and emotional competencies are essential for teachers seeking to build positive relationships with their students, implement learning through activities and projects, implement social and emotional learning, and engage in school culture. Elias (2009) stated that teachers who feel confident in their emotional skills better recognize and understand students 'emotions and recognize them in the behaviors of fears and youth (Elias, 2009). In addition, these teachers can respond more effectively to students 'needs and build trust and respect (Jennings & Greenberg, 2009). Self-awareness and empathy help to develop a culture of inclusion (Hen and Goroshit, 2014), to educate children and young people with behavioral or other developmental or health problems (McAllister & Irvine, 2002; Yoon, 2002) or other special needs (Stojiljković, Djigić and Zlatkovic, 2012). We define the development of socio-emotional competencies as positive socialization, which, in turn, is defined as a policy of positive action (positive socialization scenario), based on which professionals or competent persons can adjust the socialization behavior of subjects seeking to identify the components of positive socialization and to block the consequences of socially unacceptable cultural elements. During a pandemic, we can talk about long-term consequences. With the start of distance learning last spring, the emotional state of children deteriorated. In the early fall, when they returned to school, part of the state returned to its former track. The impact of a pandemic on children's lives is being studied in principle. Another focus is on health-related research.

The following five SEEL competencies have been identified:

• Self-awareness: recognition and evaluation of one's emotions and thoughts, influence outcomes, behavior, confidence, and optimism;

• Self-management: regulation of various emotions, thoughts and behaviors, situations that help to effectively manage stress, impulses, motivation, and achieve a goal;

• Social awareness: communicate socially, ethically and empathetically with people from different perspectives, cultures and backgrounds;

46

• Relationship skills: maintaining positive relationships with a variety of individuals and groups through effective communication, listening, collaboration, negotiation and problem solving;

• Responsible decision making: using ethical standards, safety issues, social norms and the well-being of oneself and others in choices (Fundamentals of SEL, 2021).

Against this background, a prosperous and progressive education is required. It should have a clear framework, its own internal structure. It should promote individualization and be a universal and game-based prototype that can be easily adapted at school and other institutions. However, the great achievement gap affects certain social and ethnic groups. Thus, the research assesses the main influences and persistent obstacles to the successful implementation of social and emotional learning goals in European schools.

Not all youth belongs to the NEET category. Certain factors increase the possibility of youth being NEET. These factors include being female, belonging to a certain religion or ethnic group, belonging to the 20 to 24 age group, low or high level of education, poor knowledge of English, low income, having young children, and living in remote areas (Abayasekara & Gunasekara, 2019). It is worth stressing that higher education does not necessarily protect from getting into the NEET category (Zudina, 2021). Personal and family circumstances contribute to belonging to the NEET group (Saczynska-Sokol, 2018). In some countries, women have several times higher probability of being included in the NEET group than men that is the outcome of education and employment policy and the perception of traditional gender roles (Lukuslu & Celik, 2021). Also, some psychological factors contribute to youth being NEET, such as core self-evaluation, extraversion, and educational aspirations (Alvarado et al., 2020).

The situation of NEET participation in education and labour opportunities in rural areas is worse than in urban areas. Rural areas reported the highest NEET rates in nearly all EU countries with high overall NEET rates (EUROSTAT, 2019). It is difficult for rural youth to engage in education or training and raise qualifications. They are more vulnerable to poverty risk, partly because of work market structure and reduced mobility (De Almeida & Simoes, 2020).

The problems related to rural NEET youth have some impact on society in general. Higher NEET in rural areas slows down the regional growth and represents the underutilization of human resources (Alfieri et al., 2015). Additionally, rural youth incapable of finding a job increasingly move to the cities, thus weakening local economies (Farrugia, 2016).

A relevant reason that can worsen the situation related to NEET is a crisis in the economy. Amendola (2021) found out that the unemployment among NEET has increased during the financial crisis in 2008. Thus it is worth further analyzing the NEET situation during other crises, such as COVID-19.

Coronavirus pandemic increased unemployment in many countries and various groups of workers, including young workers. Indeed, young people have even more severe vulnerability to the growth of unemployment. COVID-19 greatly impacted young employees partly because the youth unemployment rates were already higher before the beginning of the pandemic (Borland & Coelli, 2021). Moreover, previous recessions demonstrated a significantly negative

impact on young workers, forming a particular trend over time (Cook et al., 2021). Compared to middle-aged workers, younger workers have more difficulty in finding a job, can lose it more quickly, and cannot easily find a new job (Bell & Blanchflower, 2011).

Increased unemployment during the COVID-19 crisis also triggered greater competition among workers. The related increase of distance work impacted the growth of work digitalization (Blustein et al., 2020). Digitalization, in turn, sometimes had a negative impact on new job creation as part of work could be done online or by remote means, thus sometimes reducing the effort required to perform tasks. Work digitalization mainly impacted older people as they generally were not so keen on technologies. Young people can more quickly perform digital tasks. However, they were affected by the lower demand for workers in industries, as well.

According to Churchill (2021), in Australia, young people have been significantly impacted by the COVID-19 crisis than older people. In Italy, the recession exacerbated the problems in the labour market, particularly for young people (Odoardi & Liberatore, 2021). If the recovery from the labour crisis is uneven, the government is risking to lose a part of its future skilled workforce. In general, the government should invest in support of at-risk groups, including youth and young adults. Palmer & Small (2021) indicate such possible government initiatives focusing on job creation, education, training, paid work experience, proper early childhood care, housing, health, and mental health. Toch and Miller (2019) analyzed what is summarized in the report "CORE Lessons: Measuring Social and Emotional Dimensions of Student Success in their study, Measuring the Dimensions of Social and Emotional Student Success". We included these traits in the analysis of our study with NEET, which helped to develop new traits of socio-emotional competencies that are partly related to the visions of the Dawn (2021) and ThemPra (2021) projects to link the learning process to social emotional education. The Dawn project addresses the effects of climate change, plastic pollution and the loss of ecosystems / biodiversity through artistic-emotional expression, while the TemPra project aims to integrate all areas of education into a cleaner and healthier environment that will ultimately benefit all citizens around the world.

As we can see from the literature review, NEET youth are one of the most vulnerable groups in different countries' educational institutions and labor markets. This situation was exacerbated during the COVID-19 pandemic. New solutions to problems, one of the most important of which is the development of social emotional competencies at school, which helps to restore learning motivation and find a way to success in the labor market. It is therefore necessary to define the characteristics of social and emotional competences of children and young people in order to fundamentally change the dynamics of learning and entering the labor market of this sensitive social group.

3. Methodology and data analysis

The research process was based on a survey conducted in the following countries: Lithuania, Croatia, Italy, Romania, Portugal, Turkey, Bosnia and Herzegovina, Latvia, Bulgaria, Greece, the Russian Federation, Serbia, Hungary, Ireland, Albania, Austria, Slovakia, and Spain. To

form a common example, several personal contacts through social networks and several calls were used. A total of 103 valid questionnaires were collected (sample structure is presented in Table 1). The online research tool was developed using Google doc software, and the questionnaire was distributed in the second half of 2020 and the first half of 2021, to highlight the prevailing factors in various countries that influenced political action in support of socio-emotional programs that would allow for a rapid response in times of crisis. The questionnaire asked quantitative and qualitative questions and was divided into several parts: (i) socio-demographic structure of respondents (experts); (ii) questions on the overall impact of the COVID-19 pandemic on the country; (iii) questions related to the social impact of national authorities; (iv) emotional action to address the problems faced by children from social risk families and NEET youth; (v) the life impact of these children and NEET youth most affected during the COVID-19 pandemic; (vi) the main challenges for children and NEETs in social risk families during COVID-19; (vii) the specific needs of children and NEETs in social risk families during a pandemic; (viii) issues in relation to the needs of the service or organization after COVID-19 in order to achieve NEETs, divided into four specific groups: 1. Outreach; 2. Activation; 3. Monitoring and 4. Follow-Up. Quantitative expert responses are evaluated on a 10-point Likert scale as recommended for this type of study.

Table 1. Sample (respondents) structure

Factor	Variable	Frequency (%)
Sector in which respondents operate	Public or state-funded organization	61.9
	Non-profit/Non Governmental Organization	15.9
	Private for-profit organization	9.5
	Other	12.7
Age	25-30	9.5
	31-35	19.0
	36-40	17.5
	41-45	22.2
	46-50	19.0
	51-55	6.3
	56-65	6.3
Early Career Investigator (ECI)	YES	30.2
	NO	69.8
Inclusiveness Target Countries (ITC)	YES	63.5
	NO	36.5

Sex	Female	54.0
	Male	34.9
	Prefer not to say	11.1
Where do you live?	Urban	74.6
	Rural	20.6
	Prefer not to say	4.8

Source: compiled by the authors

From the presented table, it can be seen that the majority of the respondents are from the public or state-funded organization (more than 50%), followed by non-profit organization representatives.

4. Results and Discussion

4.1. Analysis of quantitative questions

COVID-19 pandemic, caused by the novel coronavirus SARS-CoV-2 (WHO, 2020) resulting in millions of infections and deaths worldwide and changes in the way we live. Full-scale effects of pandemics are going to be seen in the following years, but according to our study results, more than 80% of respondents believe the COVID-19 pandemic affects their respective countries, while also expressing their disappointment to performances of the national authorities, as presented in Figure 1.

In order to better capture respondents' responses, all answers are grouped into two distinct groups, "Not affected" and "Affected" where all answers from 1-5 are grouped to "not affected", while answers from 6-10 are grouped to "affected" for all observed variables and factors.

Figure 1. Expert perception of COVID-19 pandemic general impact on country (A) and Performances of the national authorities addressing problems experienced by the NEET population (B)

(A)   *(B)*
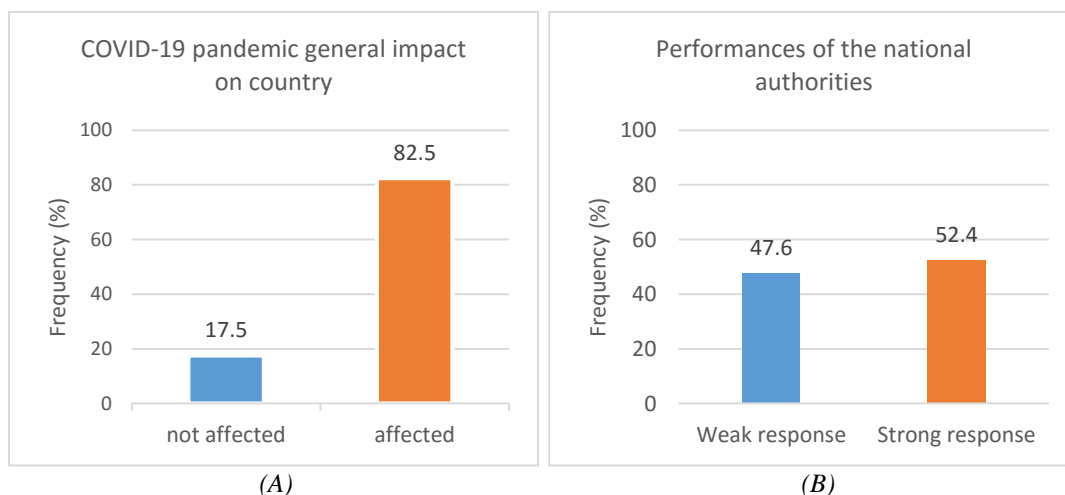
Source: compiled by the authors

Analysing more into details, respondents identify the financial aspect that is the most affected aspect of life of NEET population, followed by lack of social relations, psychological health aspect, access to modern communication technology as well as the basic needs.

*Figure 2. Most affected aspect of life of NEET population during COVID-19 pandemic*
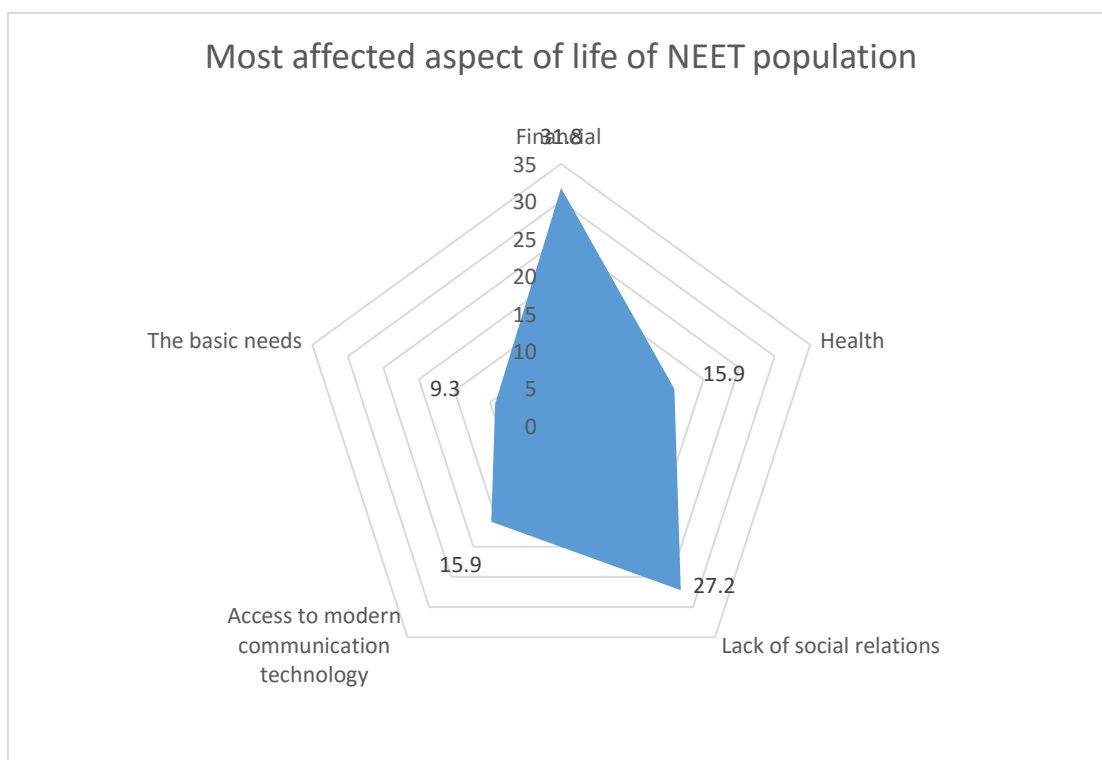
Source: compiled by the authors

Similar if not identical results were identified in the next answers related to the main challenges that the NEET population is facing during the pandemic (Figure 3). The majority of respondents identify that financial stability together with unemployment (which is in general always connected) are the two most affected aspects of the life of the children and NEET population, but also education and family relationship/other relationship are also strongly affected. This was also mentioned in previous studies (Ceesay, 2021; Dhanalakshmi et al., 2021). Low social capital and problems of mental health increase adolescent suicide, which is a leading cause of death among young people aged 15-19 years in Lithuania, Estonia (Families…, 2020). Mental health issues also increased during the pandemic. To decrease school pressure on pupils, teachers and education assistants should facilitate students' empowerment of social and emotional skills, add positive distinguishing strategies, trust based strategies, adopt collaborative teaching methods, and create trusting relationships (Kvieskienė et al., 2021).

51

When it comes to the general well-being of the children and NEET population, somehow answers are indicating respondents were not sure about it, as an almost equal share of those who believe the NEET population face problems such as depression, anxiety, problems related to self-esteem, hope and social relations (family, friends, etc.) and those who believe this category of youth are not affected.
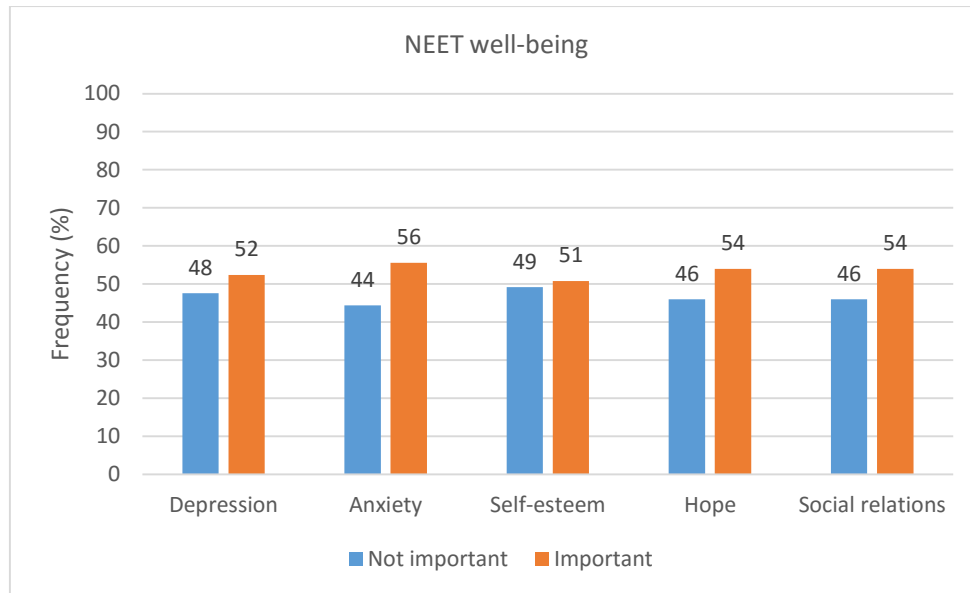
Figure 3. Main challenges (A); Specific needs (B), and general well-being (C) of NEET population during COVID-19 pandemic

The main challenges for NEET population during COVID-19 pandemic

(A)

A specific needs of NEET population during COVID-19 pandemic

(B)

52

(C)
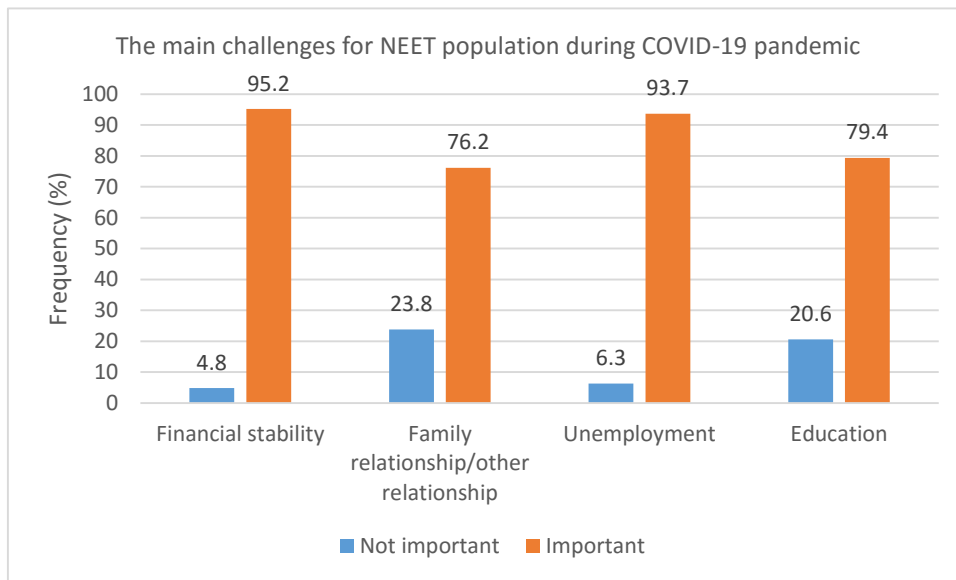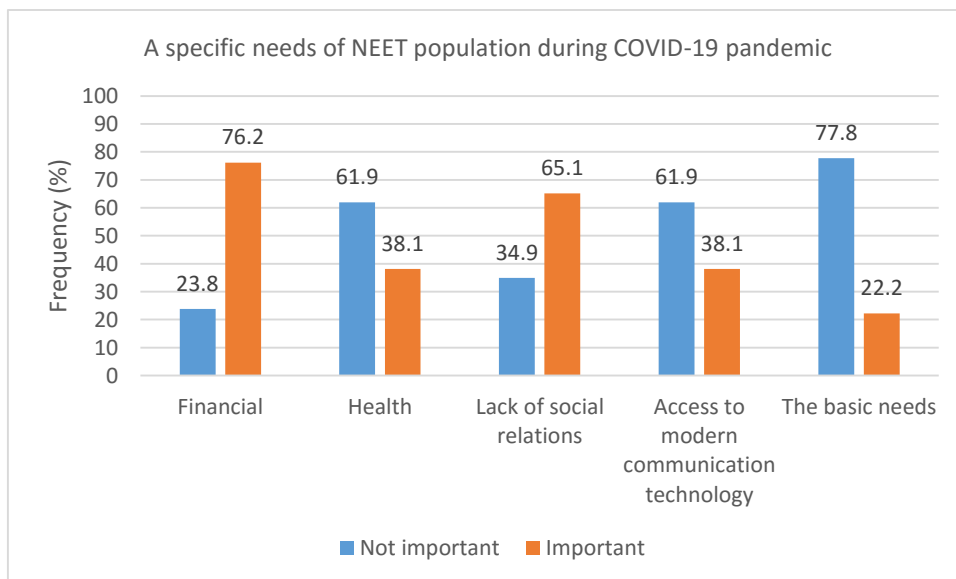
Source: compiled by the authors

How to successfully reach the children in risk and NEET population during the COVID-19 pandemic and improve their situation is addressed in this study, and some results are presented in Figure 4. When it comes to the degree of services or organizational needs to outreach NEETs, as you can see, all elements are grades as very important (average score above 7). Among the observed factors, factor "Follow-Up" is the most important one, followed by the "Monitoring", "Activation" and finally "Outreach".

Figure 4. Degree of services or organization needs in the aftermath of COVID-19 to outreach NEETs

Degree of services or organization needs to outreach NEETs during COVID-19 pandemic
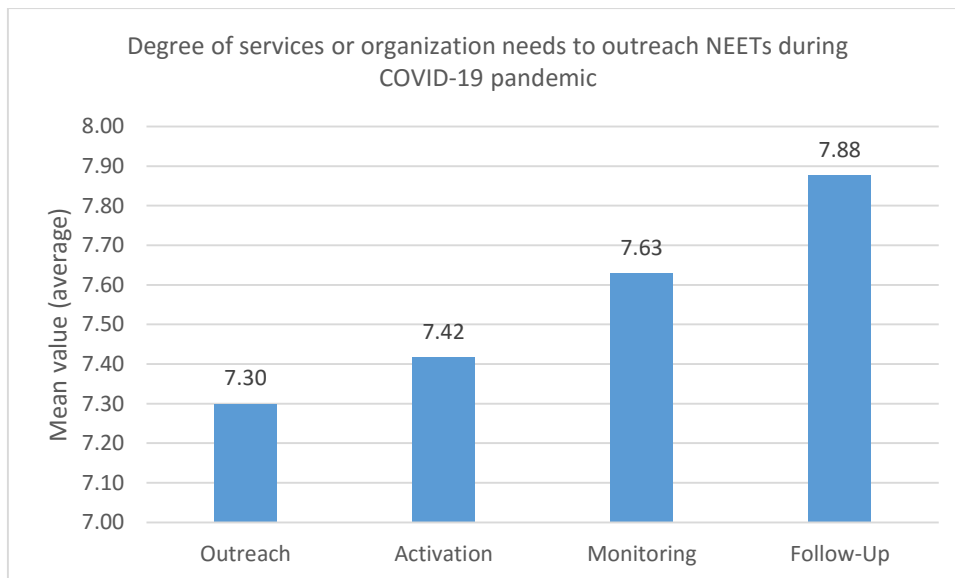
Legend: 1 – not important at all; 10 – most important
Source: compiled by the authors

When analysing each of the aforementioned factors, some interesting results are found (Figure 5). When it comes to the factor "Outreach", two variables are graded as more important, "To develop more specific outreach approaches according to different NEETs profile (long-term unemployed, short-term unemployed, disabled youths, youth providing family care, etc.)" and "To develop new protocols for employment or social affairs services to outreach these youths". This means that government institutions should encourage schools and NGOs to maintain essential teaching and positive socialization functions in the schools and day centers and reduce the impact on close contact functions using Open and Safe-Space for teaching and socialization programs. Maximizing work from home can be one of the possibilities, especially for NEET youth, but this is not always the right solution. Also, we should monitor, protect and address the needs of the NEET youth and their family members to provide them with hot food, safe workplaces, and consultations.

In the chapter related to "Outreach", we can see that, even if all the tasks are pretty crucial for the interviewed, the most important issue is "To develop new protocols of employment or social affairs services to outreach these youths". As the literature review shows, providing policy briefs and support programs is seen as the more powerful tool to help youth get over unemployment.

When we asked about the Activations tools that can be developed to help improve the situation of NEET after the COVID-19 crisis, we found a mix in the importance of the proposed tools, but the motivational part has greater relative importance: from the youth side, to know about the expectations about the future; and from the professionals part, to discover more about the motivations of the group to improve the policies.

If we review the Monitoring for these specific group of young people, the most relevant tool is "To create a short-term and flexible training for promoting youths' new technical skills", as proper and qualified education of youth is of significant importance nowadays (Brunetti & Corsini, 2019; Lin & Long, 2020).

Finally, the most valuable recommendations of the respondents are to strengthen the integration of social emotional competencies into the education system and to expand the information of NEET youth about counselling, volunteering, internship opportunities with employment. This shows that in most countries schools tend to rely on traditional methods and that schools and other institutions lack information on employment and employability opportunities for young people, even though there are vacancies in companies and public services for young people and newcomers to the labor market.

Figure 5. Degree of services or organization needs, Outreach (A), Activation (B), Monitoring (C), Follow-Up (D) in the aftermath of COVID-19 to outreach NEETs
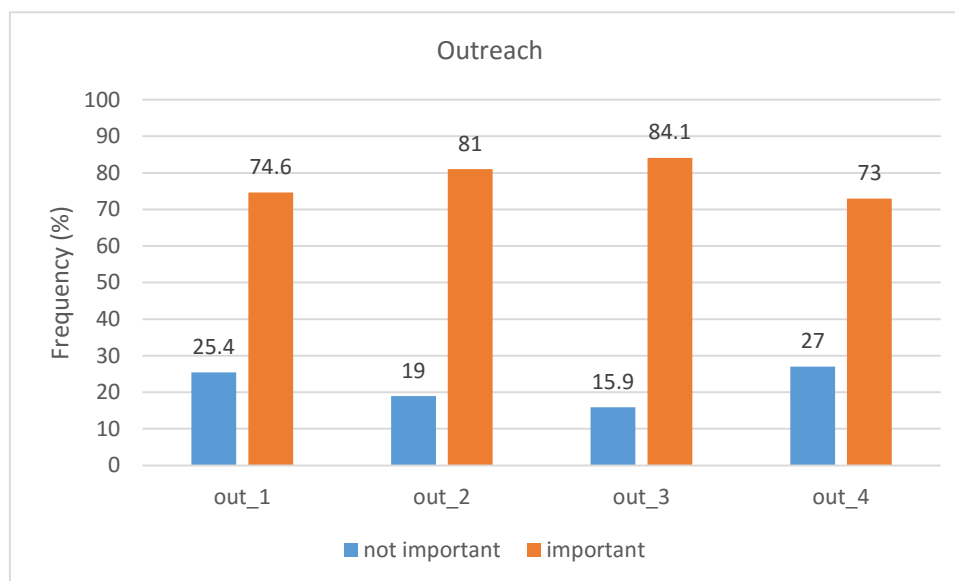
Legend: out_1 - To create digital tools such as apps of social media to establish first contact; out_2 - To develop more specific outreach approaches according to different NEETs profile (long-term unemployed, short-term unemployed, disabled youths, youth providing family care, etc.); out_3 - To develop new protocols for employment or social affairs services to outreach these youths.; out_4 - To decentralize public services outreach approaches with the involvement of NGOs.

(A)

Source: compiled by the authors
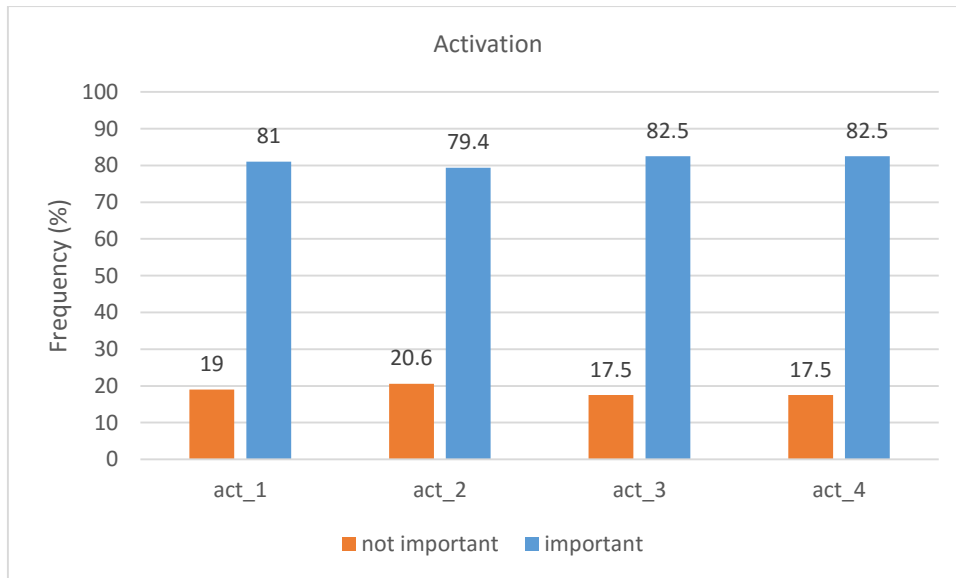
Legend: act_1 - To raise the number of training opportunities in rural areas.; act_2 - To decentralize publics services activation events with the involvement of NGOs (e.g., one-stop shops).; act_3 - To improve the knowledge of professionals about successful motivational approaches with vulnerable youths, including NEETs.; act_4 - To improve knowledge about how to match youth expectations with available training/employment opportunities.

(B)

Source: compiled by the authors
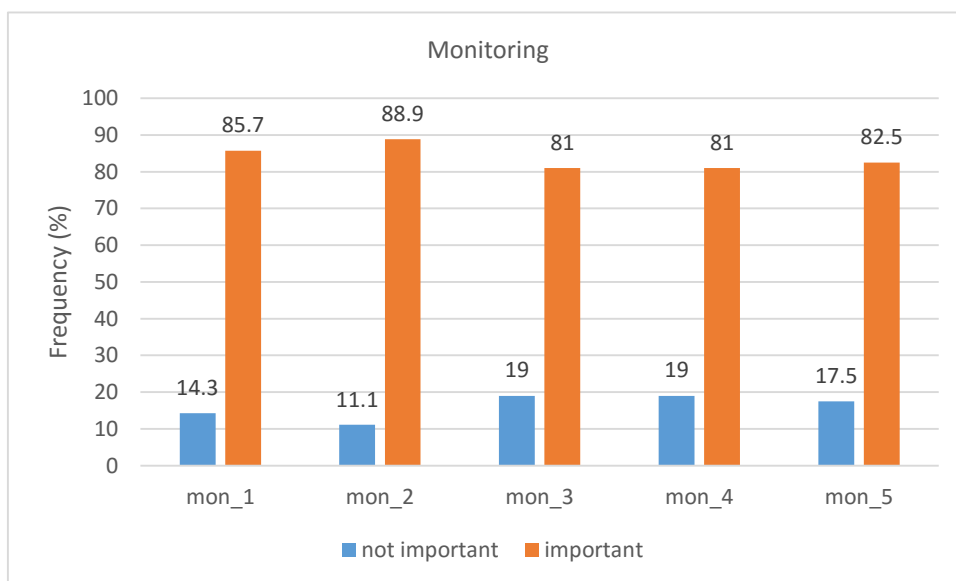
Legend: mon_1 - To create specific financial incentives to involve NEETs (e.g. scholarships); mon_2 - To create short-term and flexible training for promoting youths' new technical skills.; mon_3 - To have access to and

implement subsidized occupation programs run by the State (involving fiscal incentives or direct grants payments).; mon_4 - To improve services coordination across relevant areas (education, health, social services, employment) during NEETs training or occupational spells.; mon_5 - To develop an individualized and proximity approach in monitoring young people.

(C)

Source: compiled by the authors
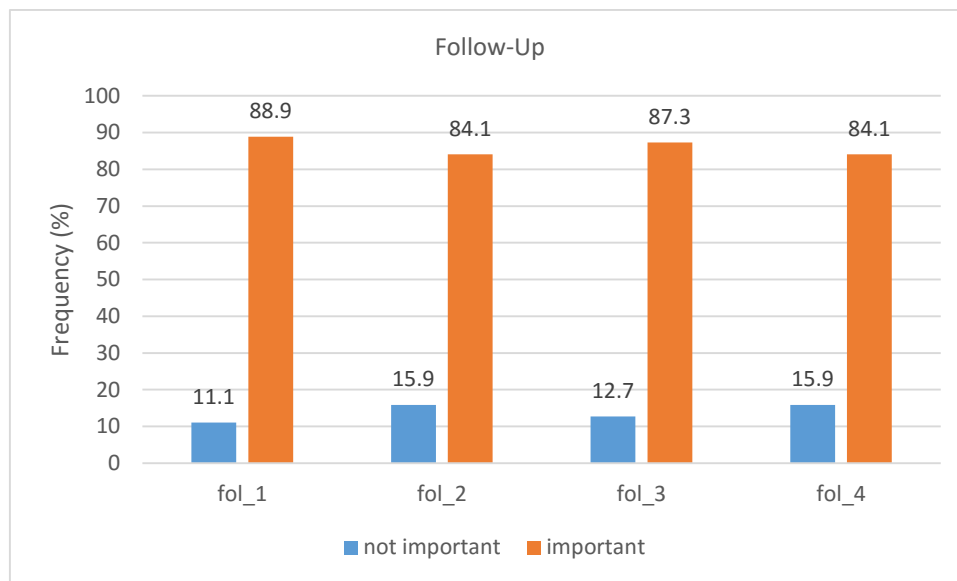
Legend: fol_1 - To improve the dissemination of job opportunities among NEETs.; fol_2 - To develop more efficient work opportunities databases.; fol_3 - To increase involvement and contacts with relevant local employers.; fol_4 - To improve social visibility of successful youths through social or traditional media.

(D)

Source: compiled by the authors

4.2. Analysis of qualitative questions

Along with quantitative, there were some qualitative questions in the same questionnaire. It is worth analysing the two selected questions. The answers will be analysed and generalized for each question separately.

The answers to the first question could help in determining what organizations and to what extent could improve the children in risk and NEET youth situation and provide some incentives on youth support. The answers to the second question could help us differentiate between rural and urban youth in the time of COVID-19.

1. *1. Could you briefly describe the specific organizations, local programs, social services providing support to NEET youth during COVID-19?*

Regarding specific organizations, local programs, social services providing support to at-risk children and NEET youth during COVID-19, most respondents mentioned non-

governmental organizations (NGOs) in addition to educational institutions and libraries. During the COVID-19 pandemic, universities, libraries and various NGOs offered innovative education and training opportunities through online platforms and social networks. Special programs were targeted at the most vulnerable children and youth.

Currently, NGOs working with NEET youth in Portugal have been in regular contact with them by telephone and social networks, working with two public organizations: the local qualifications and employment agency and the Social Security Institute. In this way, these NGOs took care to meet the basic needs of these young people and their families and continued to monitor their motivational status.

Respondents from Bosnia and Herzegovina stated that there are various programs for NEET youth in their country. However, these programs are rarely funded by public authorities. Worth mentioning programs: YEP program, Mozaik Foundation, KULT institute, YOURJOB program, Caritas and others.

Some mentioned the Directorate-General for Child Support and Protection of Rights, Mayors. The "Donate Equipment for Online Learning!" Initiative in Bosnia and Herzegovina was also described. It was initiated by the Institute of Youth Education and involved more than 20 local organizations. The main goal of the initiative was to provide technical equipment to students who were excluded from distance learning activities because they did not have the proper facilities.

In Serbia, the government provided financial assistance to anyone over the age of 18. This also included NEET youth. Cultural events were organized online. In addition, there was a certain SOS phone for depressed people.

Some experts mentioned sustainable education and employment programs. Children and NEET youth are counseled and assisted as needed by social educators, social workers and psychologists.

Specific organizations providing support to at-risk children and NEET youth included universities, youth associations, charities, and youth centers. Youth centers provided digital counseling during COVID-19. The Lithuanian Children's Foundation organized a successful career school for children at social risk, and the network of day centers organized meals and targeted training for these children, as well as consultations during lessons. Additional free seminars and international conferences were organized for Lithuanian teachers, emphasizing the specifics of children at social risk and NEET youth. Seminars, accessibility and various offers were presented digitally in Austria. Some specific events were mentioned, such as World Youth Skills Days.

However, some respondents did not answer this question or answered that they were not aware of specific organizations or initiatives supporting NEET youth in their country.

2. *Please, give examples of how rural NEETs were differently affected by COVID-19, compared to urban NEETs.*

58

Experts noted that children at risk and NEET rural youth have a poor social environment and lack positive socialization programs. Rural children and NEET youth are more socially excluded, find it more difficult to access any services (health, social services, employment), and pandemic services have been further constrained. Most children and young people also faced more difficulties in traditional education. In Lithuania, during the first pandemic, children's day care centers and school social educators responded first and foremost, and their voluntary initiatives and pressure encouraged schools to open schools for children whose parents could not provide quality care, all with well-equipped places for learning and hot food. Young people from cities have many more opportunities to get a job, to get an education, whether it is formal or informal.

During the pandemic, people in rural areas did not have the same opportunities for education or treatment as in cities. The so-called Covid outpatient clinics and special Covid hospitals were established in the Serbian metropolitan area. Most people in the rural area survive by selling agricultural products in local markets. Markets were closed. In addition, supermarkets, shops and pharmacies were opened only in the cities. Infection with the virus has been mentioned as making it more difficult to access medical services in rural areas.

There were also opinions that rural children and young people also had advantages during the pandemic, as they were able to enjoy a better quality of life, open spaces and not close in small, overcrowded apartments. Better access to nature and recreation in NEET rural areas was mentioned. In addition, COVID-19 was more tightly controlled in cities than in rural areas. Physical activity was higher in rural children and youth. Rural NEETs were less exposed to direct contact with many people at the same time as urban NEETs; thus, the likelihood of infection with COVID-19 was generally lower.

Some respondents stated that rural NEET youth have better social-emotional networks because they are emotionally supported by the entire rural community. Young people in rural NEETs suffer less from loneliness.
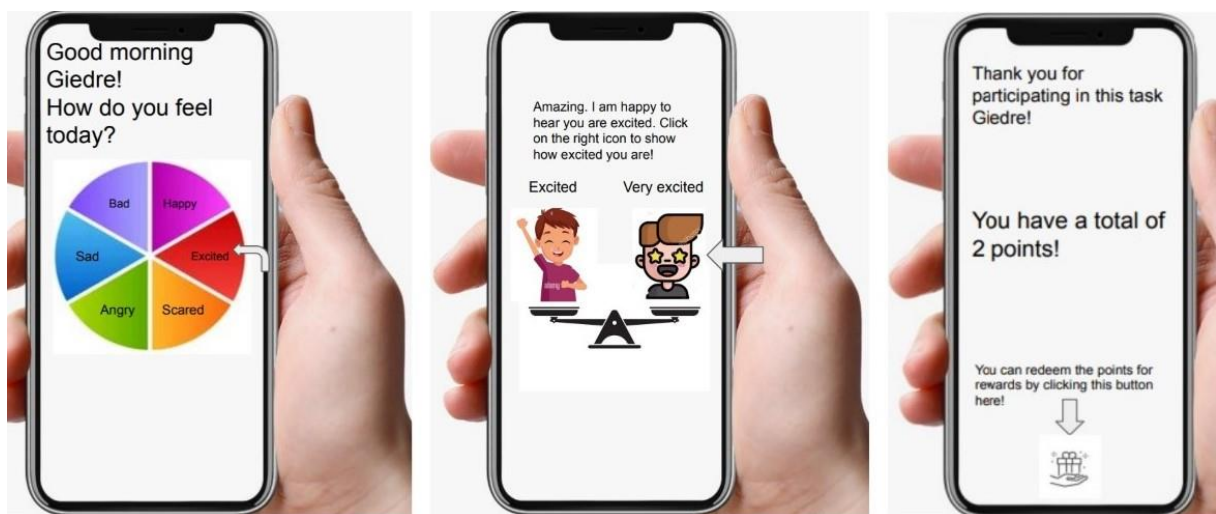
4.3. Social emotional education prototype creation

We need to enable young people and adolescents to interact and balance their activities with those of other youth groups around the world in search of meaningful activities. When creating a prototype, we aim to help it compare its well-being with other similar age groups around the world. Students deserve to engage in work that makes sense beyond the classroom.

The prototype will encourage the analysis of feelings by rotating the famous circle of feelings, the discovery of feelings that reflect the state of each of us, color the avatar and offer recommendations. We are looking for Marijonas Mikutavičius' song "Congratulate each other" that matches the background of the musical illustration prototype. We are looking for a melody that can be adapted for an adventurous march that, according to Stephan Lee, one of the directors of Gulliver Academy, promotes emotional stimulation in children with ASS. Gulliver Academy is a member of the Association for Positive Education in Schools (Australia).

The prototype is based on research and prototype testing, so it is digitized, adapted for different age groups.

1.1. The feelings and behaviors we feel are visualized, transferred to characters and avatars.

1.2. Behavioral scales reveal our well-being, encourage the search for new solutions.

1.3. For participation, everyone is encouraged, for a week of well-being, the participant is promoted to a higher level and rewarded with letters of commendation.

1.4. Avatar: depicts the player, he is individualized (using FB avatar logic)

1.5. Level: Shows the difficulty level of each stage according to the player's experience

1.6. Social graphics: looking for a way to reveal the relationships between different players in the class (school, group, team)

1.7. The mission of the game: I can.

1.8. Competition: designed to increase player motivation without confronting players: learning to collaborate and pursue common goals.

Figure 6. Visualization of the social emotional education prototype

Source: compiled by the authors

5. Conclusions

Building on previous SEEP studies initiated by Goleman (1995), Durlak et al. (2011) and Berkowitz and Bier (2006), we continued to develop a SEEP prototype (Social Emotional Education Prototype…, 2020), linking it to related interventions developed and tested by the scientific, public, private and non-governmental sectors (Elias and Arnold 2006; Centre of Civic Education, 2021; Aflatoun International, 2021), international conferences (2021a, 2021b), initiated together with universities, schools and NGOs in the USA, Germany, the Baltic States and other countries. In this article, we try to distinguish the most important features that can be used to create a comfortable prototype for children, their parents and teachers.

info@icmetl.org

www.icmetl.org

Relationships and strong emotions affect the whole learning process, and models of interpersonal interaction determine children's progress and the culture of the whole school.

The COVID-19 pandemic affected the weakest link the most: children from disadvantaged and NEET youth, as lack of social interaction, difficulties and tensions in families, lack of support and emerging isolation problems increased their anxiety levels; during this period, the mental health problems of these children and young people in NEET increased due to the lack of face-to-face meetings with friends; support and assistance from responsible adults has declined.

In all countries, there are more NEETs in rural areas than in cities. Therefore, NEET youth is a convenient target group for developing an interactive help tool. SEEP should help to analyze the well-being of NEET youth in all countries and help to improve the self-confidence and self-esteem of this group, to stimulate positive emotions, to identify emerging mental health problems.

At the same time, mobile monitoring, networking, knowledge and skills development, and creativity are encouraged. These qualities help young people to enter the labor market and thus contribute to the sustainability of national economies.

During the COVID-19 pandemic, NEET unemployment increased and general NEET conditions deteriorated, youth unemployment increased, and wages fell in specific sectors. NEET youth show that we have problems in the education system in all countries, reveal labor market inefficiencies, cause problems in the economy. It is therefore worth continuing to analyze the situation of NEETs during a pandemic and to discover the most valuable initiatives that need to be applied in all areas.

The practical part of the study was based on a survey of the situation of young people during the COVID-19 period. A questionnaire was developed to determine the impact of the COVID-19 pandemic on the youth population. A total of 103 valid questionnaires were collected. There were quantitative and qualitative questions in the questionnaire. The majority of respondents responded that the COVID-19 pandemic had a far-reaching impact on the country. National authorities were partially prepared to address the challenges faced by NEET youth during the crisis. The most affected aspect of NEET youth life was finance. The main challenges for NEETs during the COVID-19 pandemic were financial stability, family relationships, unemployment and education. Of the specific needs of the NEET population, financial needs and lack of social relationships were the main ones. Follow-up was paramount, followed by monitoring, activation, and addressing the needs of the service or organization to reach NEET people during the pandemic.

Analyzing specific organizations, local programs, social services providing support to NEET youth during COVID-19, most respondents mentioned NGOs. NGOs take care to meet the basic needs of young people and their families. Some people mentioned the Directorate-General for Child Welfare and Protection, youth schools, universities, youth associations, charities and youth centers among the organizations concerned.

In rural areas, NEET rates are generally higher than overall NEET rates in countries. Education and training opportunities for rural youth are more complex. Rural youth are more vulnerable

to the risk of poverty. Rural NEETs have a generally negative effect: they reduce regional growth and weaken the local economy. Rural young people have fewer access to services, including medical care, difficulties in finding training programs, lack of access to ICT and limited mobility, but rural young people have a better quality of life, enjoyed open spaces and nature. During the COVID-19 pandemic, rural youth were able to more easily avoid unnecessary contact with humans, thus reducing the likelihood of contracting the virus.

The study has some limitations. The majority of respondents were from state or state-funded organizations. Not all European countries have been examined. In future studies, it would be worthwhile to obtain information from all countries, to increase the number of responding NGOs and employers.

Based on the results of the study, the following policy recommendations can be made.

Youth organizations should work more closely with the local community, educational organizations and other stakeholders, set up scholarship-supported traineeships for NEETs and discuss how to integrate successful experiments and interventions. This is a new and uncertain situation where innovations are constantly being introduced and tested around the world. Governmental organizations responsible for youth policy should change rules and regulations based on 'normal' experience that do not apply to the current conditions of the pandemic. Youth organizations should also be innovative and flexible in initiating new decisions without waiting for a decision from the authorities. Careful and transparent communication is needed to encourage the active participation of local community stakeholders.

In addition to the above-mentioned youth initiatives, based on the responses received from various countries, researchers and NGOs should develop new interactive solutions, including a prototype of social-emotional learning for young people.

References

Abayasekara, A. and Gunasekara, N. (2019). Determinants of youth not in education, employment or training: Evidence from Sri Lanka. *Review of Development Economics*, vol. 23, pp. 1840–1862. doi: 10.1111/rode.12615

Aflatoun International. (2021). [Online]. Available: https://www.aflatoun.org/

Alfieri, S., Rosina, A., Sironi, E., Marta, E. and Marzana, D. (2015). Who are Italian "NEETs"? Trust in institutions, political engagement, willingness to be activated and attitudes toward the future in a group at risk for social exclusion. *Rivista Internazionale Di Scienze Sociali*, vol. 3, pp. 285–306. https://doi.org/10.1400/238458

Alvarado, A., Conde, B., Novella, R. and Repetto, A. (2020). NEETs in Latin America and the Caribbean: Skills, Aspirations, and Information. *Journal of International Development*, vol. 32, pp. 1273-1307. doi: 10.1002/jid.3503

Amendola, S. (2021). Trends in rates of NEET (not in education, employment, or training) subgroups among youth aged 15 to 24 in Italy, 2004 - 2019. *Journal of Public Health*, https://doi.org/10.1007/s10389-021-01484-3

Ataei, P., Karimi, H., Ghadermarzi, H. and Norouzi, A. (2020). A conceptual model of entrepreneurial competencies and their impacts on rural youth's intention to launch SMEs. *Journal of Rural Studies*, vol. 75, pp. 185-195. https://doi.org/10.1016/j.jrurstud.2020.01.023

Baker, J., A., Grant, S. and Morlock, L., (2008). The Teacher-Student Relationship As a Developmental Context for Children With Internalizing or Externalizing Behavior Problems. *School Psychology Quarterly*, vol. 23, no. 1, pp. 3-15. DOI:10.1037/1045-3830.23.1.3

Balan, M. (2015). Methods to estimate the structure and size of the "neet" youth. *Procedia Economics and Finance*, vol. 32, pp. 119-124. doi: 10.1016/S2212-5671(15)01372-6

Bell, D. and Blanchflower, D. (2011). Young people and the great recession. *Oxford Review of Economic Policy*, vol. 27, no. 2, pp. 241–267.

Berlin, M., Kaariala, A., Lausten, M., Andersson, G. and Brannstrom, L. (2021). Long-term NEET among young adults with experience of out-of-home care: A comparative study of three Nordic countries. *International Journal of Social Welfare*, vol. 30, pp. 266-279. doi: 10.1111/ijsw.12463

Berkowitz, M. W. and Bier, M. (2006). What Works In Character Education: Research-driven guide for educators, pp. 13-17.

Bernstein-Yamashiro, B. and Noam, G., G., (2013). Teacher-student relationships: A growing field of study. *New Directions for Youth Development*, vol. 2013, no. 137, pp. 15-26. https://doi.org/10.1002/yd.20045

Blustein, D. L., Duffy, R., Ferreira, J. A., Cohen-Scali, V., Cinamon, R. G. and Allan, B. A. (2020). Unemployment in the time of COVID-19: A research agenda. *Journal of Vocational Behavior*, vol. 119, no. 103436. https://doi.org/10.1016/j.jvb.2020.103436

Borland, J. and Coelli, M. (2021). Is it 'dog days' for the young in the Australian labour market? Department of Economics, University of Melbourne. [Online]. Available: https://sites.google.com/site/borlandjum/research

Brunetti, I. and Corsini, L. (2019). School-to-work transition and vocational education: acomparison across Europe. *International Journal of Manpower*, vol. 40, no. 8, pp. 1411-1437. doi: 10.1108/IJM-02-2018-0061

Ceesay, E. (2021). Potential impact of COVID-19 outbreak on education, staff development and training in Africa. *Research in Globalization*, vol. 3, no. 100049. https://doi.org/10.1016/j.resglo.2021.100049

Cefalo, R., Scandurra, R. and Kazepov, Y. (2020). Youth Labor Market Integration in European Regions. *Sustainability*, vol. 12, no. 3813. doi:10.3390/su12093813

Centre of Civic Education. (2021). [Online]. Available: https://www.character.org/

Churchill, B. (2021). COVID- 19 and the immediate impact on young people and employment in Australia: A gendered analysis. *Gender, Work & Organization*, vol. 28, pp. 783-794. doi: 10.1111/gwao.12563

Cook, J., Threadgold, S., Farrugia, D. and Coffey, J. (2021). Youth, Precarious Work and the Pandemic. *Young*, pp. 1-18. doi: 10.1177/11033088211018964

DAWN – Developing a Development Entity for Education in Education Leadership. (2021). [Online]. Available: https://www.jyu.fi/edupsy/fi/laitokset/koulutusjohtaminen/en/reseach/dawn-research-and-development-project

De Almeida, A. N. and Simoes, F. (2020). Professional development perspectives across gender and age groups of under-qualified rural NEETs. *Journal of Community Psychology*, vol. 48, no. 5, pp. 1620-1636. doi: 10.1002/jcop.22356

De Guzman, M. R. T., Kim, S., Taylor, S. and Padasas, I. (2020). Rural communities as a context for entrepreneurship: Exploring perceptions of youth and business owners. *Journal of Rural Studies*, vol. 80, pp. 45-52. https://doi.org/10.1016/j.jrurstud.2020.06.036

Dhanalakshmi, R., Mary, A. A. and Vijayaraghavan, N. (2021). A study on Covid-19 – Impacting Indian education. *Materials Today: Proceedings*. (in press). https://doi.org/10.1016/j.matpr.2021.02.786

Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R. and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, vol. 82, no 1, pp. 405-432.

Elias, M. and Arnold, H. (2006). The educator's guide to emotional intelligence and Academic achievement. Thousand Oaks, CA: Corwin Press.

Elias, S. M. (2009). Employee commitment in times of change: Assessing the importance of attitudes toward organizational change? *Journal of Management*, vol. 35, no. 1, pp. 37-55.

EUROSTAT. (2019). Statistics on young people neither in employment, nor education or training. [Online]. Available: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_young_people_neither_in_employment_nor_in_education_or_training#NEETs:_analysis_by_degree_of_urbanisation

Farrugia, D. (2016). The mobility imperative for rural youth: The structural, symbolic and non-representational dimensions rural youth mobilities. *Journal of Youth Studies*, vol. 19, no. 6, pp. 836–851. https://doi.org/10.1080/13676261.2015.1112886

Families, Family Policy and the Sustainable Development Goals. (2020). [Online]. Available: https://reliefweb.int/sites/reliefweb.int/files/resources/Families%20family%20policy%20and%20the%20SDGs.pdf

Fundamentals of SEL. (2021). [Online]. Available: https://casel.org/fundamentals-of-sel/

Goleman, D. (1995). Emotional intelligence. New York, NY: Doubleday.

Hen, M. and Goroshit, M. (2014). Academic Self -efficacy, emotional intelligence, GPA and academic procfastination in Higher Education. *Eurasian Journal of Social Sciences*, vol. 2, no. 1, pp. 1-10.

64

Henderson, J. L., Hawke, L. D. and Chaim, G. (2017). Not in employment, education or training: Mental health, substance use, and disengagement in a multi-sectoral sample of service-seeking Canadian youth. *Children and Youth Services Review*, vol. 75, pp. 138-145. http://dx.doi.org/10.1016/j.childyouth.2017.02.024

International Conference: Modeling of Social emotional prototype. (2021a). July 9, 2021. [Online]. Available: https://www.youtube.com/watch?v=iHqp-e3OGvo

International Conference: Social Emotional Prototype: NEET Youth case. (2021b). October 4, 2021. [Online]. Available: https://www.youtube.com/watch?v=NGc9Y2tveHA

Yoon, J. S. (2002). Teacher characteristics as predictors of teacher–student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality: An International Journal*, vol. 30, no. 5, pp. 485-494.

Jennings, P. A. and Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, vol. 79, no. 1. https://doi.org/10.3102/0034654308325693

Kvieskienė, G., Kvieska, V. and von Carlsburg, G.-B. (2021). Social Clustering: Paradigm of Trust. *Series: Baltische Studien zur Erziehungs- und Sozialwissenschaft*. [Online]. Available: https://www.vdu.lt/cris/handle/20.500.12259/127575

McAllister, G. and Irvine, J. J. (2002).The role of empathy in teaching culturally diverse students: A qualitative study of teachers' beliefs. *Journal of Teacher Education*, vol. 53, no. 5, pp. 433-443.

Murray, C., Murray, K. M. and Waas, G. A. (2008). Child and teacher reports of teacher-student relationships: Concordance of perspectives and associations with school adjustment in urban kindergarten classrooms. *Journal of Applied Developmental Psychology*, vol. 29, pp. 49-61.

Murray, C. and Zvoch, K. Teacher—Student Relationships Among Behaviorally At-Risk African American Youth From Low-Income Backgrounds: Student Perceptions, Teacher Perceptions, and Socioemotional Adjustment Correlates. *Journal of Emotional and Behavioral Disorders*, vol. 19, no. 1. https://doi.org/10.1177/1063426609353607

Lin, F. and Long, C. X. (2020). The impact of globalization on youth education: Empirical evidence from China's WTO accession. *Journal of Economic Behavior & Organization*, vol. 178, pp. 820-839. https://doi.org/10.1016/j.jebo.2020.08.024

Lukuslu, D. and Celik, K. (2021). Gendering the NEET category: young NEET women in Turkey. *Turkish Studies*. doi: 10.1080/14683849.2021.1882861

Odoardi, I. and Liberatore, A. (2021). Youth unemployment: a serious problem for young Italians NEET and a comparison with the social exclusion condition. *Journal of Urban and Regional Analysis*, vol. XIII, no. 1, pp. 177-193. https://doi.org/10.37043/JURA.2021.13.1.11

Palmer, A. N. and Small, E. (2021). COVID-19 and disconnected youth: Lessons and opportunities from OECD countries. *Scandinavian Journal of Public Health*, pp. 1–11. doi: 10.1177/14034948211017017

Ratten, V. and Pellegrini, M. M. (2020). Female transnational entrepreneurship and smart specialization policy. *Journal of Small Business & Entrepreneurship*, vol. 32, no. 6, pp. 545-566. https://doi.org/10.1080/08276331.2019.1616257

Saczynska-Sokol, S. (2018). Supporting NEETs — challenges facing labor market institutions in Poland. *Oeconomia Copernicana*, vol. 9, no. 1, pp. 159-173. doi: 10.24136/oc.2018.009

Social Emotional Education Prototype Modeling in Online Learning under Covid- 19. (2020) [Online]. Available: http://www.hochschulkontor.lv/lt/projekti/atbalstitie-projekti/social-emotional-education-prototype-modelling-in-on-line-learning-covid-19-environment-seep/

Spilt, J. L., Koomen, H. M. Y., Thijs, J. T. and Van der Leij, A. (2012). Supporting teachers' relationships with disruptive children: The potential of relationship-focused reflection. *Attachment & Human Development*, vol. 14, no. 3, pp. 305-318. doi: 10.1080/14616734.2012.672286

Stojiljković, S., Djigić,G., and Zlatkovic, B., (2012). Empathy and Teachers' Roles. *Procedia – Social and Behavioral Sciences*, vol. 69, pp. 960-966. DOI:10.1016/j.sbspro.2012.12.021

ThemPra's Diamond Model. (2021). [Online]. Available: http://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/thempras-diamond-model/

Toch, T. and Miller, R. (2019). CORE Lessons: Measuring the Social and Emotional Sides of Student Success. [Online]. Available: https://www.future-ed.org/core-lessons-measuring-the-social-and-emotional-dimensions-of-student-success/

Tosun, J., Treib, O. and De Francesco, F. (2019). The impact of the European Youth Guarantee on active labour market policies: A convergence analysis. *International Journal of Social Welfare*, vol. 28, pp. 358–368. https://doi.org/10.1111/ijsw.12375

White, B. (2012). Agriculture and the Generation Problem: Rural Youth, Employment and the Future of Farming. *IDS Bulletin*, vol. 43, no. 6, pp. 9-19. https://doi.org/10.1111/j.1759-5436.2012.00375.x

World Health Organization. (2020). Coronavirus disease (COVID-19) pandemic. [Online]. Available: http://www.who.int/emergencies/diseases/novel-coronavirus-2019/

Zudina, A. (2021). What makes youth become NEET? Evidence from Russia, *Journal of Youth Studies*, doi: 10.1080/13676261.2021.1923673

info@icmetl.org

www.icmetl.org

Annexes

Annex 1. Impact of COVID-19 on NEET population

			1	2	3	4	5	6	7	8	9	10
The main challenges of the COVID-19 pandemic for NEET (Not in Education, Employment, or Training) Youths in your country?	Financial stability	Frequency (%)	0	0	0	0	4.8	9.5	11.1	19.0	28.6	27.0
		Mean	8.38									
	Family relationship/ other relationship	Frequency (%)	0	4.8	4.8	7.9	6.3	7.9	4.8	34.9	19.0	9.5
		Mean	7.14									
	Unemployment	Frequency (%)	0	0	0	1.6	4.8	4.8	7.9	14.3	34.9	31.7
		Mean	8.60									
	Education	Frequency (%)	1.6	0	3.2	6.3	9.5	11.1	7.9	15.9	25.4	19.0
		Mean	7.52									
A specific needs of NEET Youths during COVID-19 in your country?	Financial	Frequency (%)	0	0	0	0	0	7.9	15.9	15.9	30.2	30.2
		Mean	8.59									
	Health	Frequency (%)	0	1.6	11.1	4.8	9.5	9.5	19.0	17.5	12.7	14.3
		Mean	6.59									
	Lack of social relations	Frequency (%)	7.9	3.2	1.6	0	4.8	7.9	14.3	12.7	25.4	22.2
		Mean	7.37									
	Access to modern communication technology	Frequency (%)	6.3	7.9	6.3	4.8	3.2	4.8	15.9	17.5	19.0	14.3
		Mean	6.68									
	The basic needs	Frequency (%)	4.8	6.3	3.2	6.3	14.3	14.3	17.5	14.3	14.3	4.8
		Mean	6.19									
NEETs well-being	Depression	Frequency (%)	6.3	15.9	6.3	7.9	11.1	9.5	12.7	14.3	9.5	6.3
		Mean	5.51									
	Anxiety	Frequency (%)	6.3	14.3	6.3	6.3	11.1	11.1	11.1	14.3	14.3	4.8

67

		Mean	5.67									
	Self-esteem	Frequency (%)	6.3	12.7	7.9	9.5	12.7	17.5	14.3	7.9	7.9	3.2
		Mean	5.24									
	Hope	Frequency (%)	9.5	11.1	3.2	12.7	9.5	11.1	11.1	15.9	9.5	6.3
		Mean	5.57									
	Social relations (family, friends, etc.)	Frequency (%)	4.8	9.5	12.7	6.3	12.7	7.9	0	11.1	17.5	17.5
		Mean	6.16									

Note: 1 – not at all important to 10 – very important; 1 – much worst to 10 – much better
Source: compiled by the authors

Annex 2. Degree of services or organization needs in the aftermath of COVID-19 to outreach NEETs

			1	2	3	4	5	6	7	8	9	10
Out-reach	To create digital tools such as apps of social media to establish first contact.	Frequency (%)	3.2	1.6	3.2	0	17.5	6.3	12.7	28.6	12.7	14.3
		Mean	7.14									
	To develop more specific outreach approaches according to different NEETs profile (long-term unemployed, short-term unemployed, disabled youths, youth providing family care, etc.)	Frequency (%)	4.8	0	1.6	3.2	9.5	6.3	9.5	27.0	23.8	14.3
		Mean	7.46									
	To develop new protocols for employment or social affairs services to outreach these youths.	Frequency (%)	3.2	0	4.8	1.6	6.3	7.9	12.7	19.0	34.9	9.5
		Mean	7.52									
	To decentralize public services	Frequency (%)	3.2	1.6	4.8	3.2	14.3	9.5	12.7	17.5	12.7	20.6

68

	outreach approaches with the involvement of NGOs.											
		Mean	7.08									
Activation	To raise the number of training opportunities in rural areas.	Frequency (%)	6.3	3.2	0	3.2	6.3	4.8	14.3	17.5	25.4	19.0
		Mean	7.40									
	To decentralize publics services activation events with the involvement of NGOs (e.g. one-stop shops).	Frequency (%)	6.3	1.6	1.6	1.6	9.5	17.5	11.1	11.1	19.0	20.6
		Mean	7.13									
	To improve the knowledge of professionals about successful motivational approaches with vulnerable youths, including NEETs.	Frequency (%)	6.3	3.2	1.6	1.6	4.8	9.5	4.8	20.6	17.5	30.2
		Mean	7.57									
	To improve knowledge about how to match youth expectations with available training/employment opportunities.	Frequency (%)	6.3	3.2	0	0	7.9	6.3	11.1	17.5	22.2	25.4
		Mean	7.57									
Monitoring	To create specific financial incentives to involve NEETs (e.g. scholarships)	Frequency (%)	4.8	0	3.2	3.2	3.2	12.7	4.8	20.6	14.3	33.3
		Mean	7.76									
	To create short-term and flexible training for promoting youths' new technical skills.	Frequency (%)	4.8	0	3.2	1.6	1.6	6.3	12.7	14.3	31.7	23.8
		Mean	7.90									
	To have access to and implement	Frequency (%)	4.8	3.2	1.6	5.3	6.3	6.3	15.9	17.5	25.4	15.9

	subsidized occupation programs run by the State (involving fiscal incentives or direct grants payments).											
		Mean	7.33									
	To improve services coordination across relevant areas (education, health, social services, employment) during NEETs training or occupational spells.	Frequency (%)	4.8	0	3.2	1.6	9.5	6.3	9.5	20.6	17.5	27.0
		Mean	7.62									
	To develop an individualized and proximity approach in monitoring young people.	Frequency (%)	4.8	0	3.2	3.2	6.3	7.9	14.3	7.9	36.5	15.9
		Mean	7.54									
Follow-up	To improve the dissemination of job opportunities among NEETs.	Frequency (%)	4.8	0	3.2	0	3.2	7.9	11.1	20.6	20.6	28.6
		Mean	7.89									
	To develop more efficient work opportunities databases.	Frequency (%)	4.8	1.6	0	3.2	6.3	9.5	9.5	17.5	27.0	20.6
		Mean	7.62									
	To increase involvement and contacts with relevant local employers.	Frequency (%)	4.8	0	1.6	1.6	4.8	4.8	6.3	17.5	25.4	33.3
		Mean	8.11									
	To improve social visibility of successful youths through social or traditional media.	Frequency (%)	6.3	0	1.6	1.6	6.3	6.3	7.9	11.1	27.0	31.7
		Mean	7.89									

Source: compiled by the authors