



Research Report - NEETs

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Contents

1. Summary	2
2. Background and Objectives.....	2
3. Methodology and Process.....	2
4. Results of the Questionnaire	3
4.1. Results by country	3
4.2. Results by age group	4
4.3. Results by level of education.....	4
4.4. Results by career motivation.....	5
4.5. Results by likes and interests	8
4.6. Results by general subjects of the course.....	8
4.7. Results by Social Media use	10
4.8. Results by Social Media skills	12
5. Conclusions	15



1. Summary

Project partners of the Follow-us – NEETs as Social Media Managers for SME’s project agreed in undertaking a survey to discover through NEETs answers the different profiles of this target group, and later provide the most effective training that will meet their varying needs. With this set of questions, the consortium will discover NEETs backgrounds, the teaching methods to be used in the Programme, and which area of the course needs more time or emphasis.

A sample of 201 persons, from different countries and background completed the survey. Data were collected through the use of a structured questionnaire, a copy of which is provided in the Appendix. The length of each survey was about 10 minutes. The questionnaire consists of several major parts to assess the following: participants profile, motivational questions, digital literacy, and social media skills.

2. Background and Objectives

The aim of this questionnaire is to better understand the different profiles of the target group A. For that reason, NEETs were asked to specify their likes and interests, the study level, their backgrounds, their level of digital literacy or social competences, and their knowledge of social media, including type of use, frequency or preferred platform.

3. Methodology and Process

In order to create an effective and structured questionnaire that focus on NEETs, 4 groups of questions were designed by following EU’s “Effective Outreach to NEETs”¹ and “Sustainable activation of young people not in employment, education or training (NEETs)”²

1. Intro questions: these questions are to understand the participants profile and they were asked to specify their country, age group, educational level, and last time they were enrolled in a course or employed by a company.
2. Motivational Questions: these questions are to find out the needs and interests of this target group. Therefore, participants were asked to specify the professions they dreamed of when they were kids and whether they have the same aspirations now. Other questions were: long-term professional goals, hobbies, favorite activities, motivation to start a course, or reasons to start a course.
3. Questions about general subjects of the course: these are questions to identify the digital literacy of NEETs, the access to digital devices and their level of social competences.
4. Questions about Social Media use, skills and knowledge. These were specific questions of social media that will help partners creating the syllabus of the course as frequency of use, reason for using social media, and knowledge of different social media platforms.

¹ <https://ec.europa.eu/social/BlobServlet?docId=20118&langId=en>

² <https://op.europa.eu/es/publication-detail/-/publication/bce2914b-ec37-11e6-ad7c-01aa75ed71a1/language-en>



Partners presented the questionnaire to NEETs of different countries and backgrounds. Participants were asked to answer the questionnaire, while results were being monitored by project partners.

The results were deep analyzed using two software: Excel and SPSS. A statistical toolset was applied to see the results from different points of view according to the survey answers.

4. Results of the Questionnaire

4.1. Results by country

Respondents from Spain were the most numerous, as they represented 26% of the answers, followed by Germany and Romania with 22% of the answers, Poland with 18% of the answers, and Italy with 9% of the answers. The “other” respondents were from Ukraine, Uniter Arab Emirates and Syria and accounted with 2% of the answers.

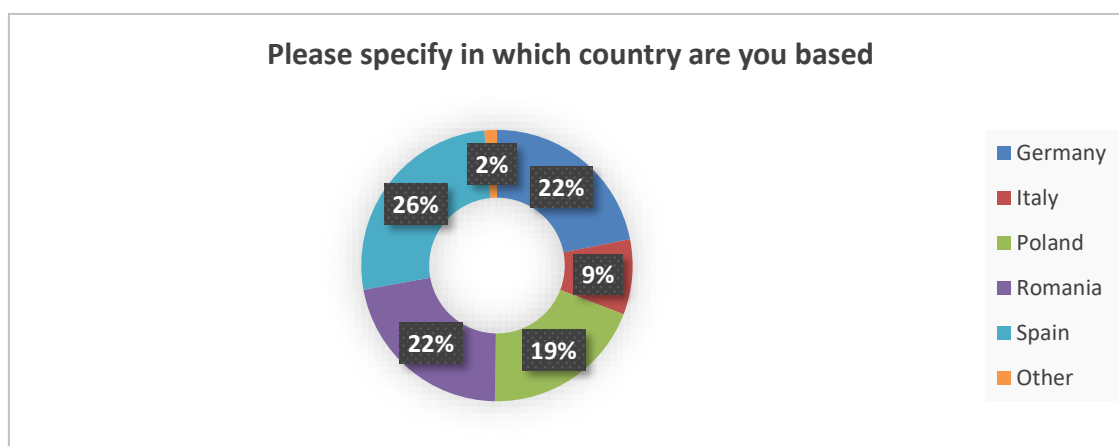


Figure 1. Results by country

When analyzing the level of education finished by country, it is clear that the majority of users from Germany, Italy and Romania chose “High School”, while in Poland the most numerous group was “Primary School” and in Spain “Middle Secondary School”. VET education was only relevant for Spanish and Germans students, and that show the importance of this type of education in these countries. An interesting fact is the high number of NEETs who finished a Bachelor or Master Degree in Poland and specially Romania. These results show the access to the job market after getting graduated by a university in these countries.

	Germany		Italy		Poland		Romania		Spain	
	Total	%	Total	%	Total	%	Total	%	Total	%
Bachelor's degree	7	15.9	6	33.3	10	25.6	14	31.8	4	7.5
High school	14	31.8	6	33.3	3	7.7	18	40.9	13	24.5
Master's degree.	7	15.9	5	27.8	7	17.9	10	22.7	0	0.0
Middle (secondary) school	7	15.9	0	0.0	7	17.9	2	4.5	18	34.0
Primary School	2	4.5	0	0.0	11	28.2	0	0.0	8	15.1
VET	7	15.9	1	5.6	1	2.6	0	0.0	10	18.9
Total	44	100	18	100	39	100	44	100	53	100

Table 1. Results by country and level of education

4.2. Results by age group

The results by age group show a balance between all groups. The most numerous group was 20 to 24 years with 41% of the answers and 82 respondents, followed by 25 to 29 years with 35% of the answers and 69 respondents and 15 to 19 years with 25% of the answers and 50 respondents. These results are in line with the online survey carried out by the Eurofound in April 2021 “Living, working and COVID-19³”, and the “Impact of COVID19 on young people in the EU⁴ which show the different profiles of NEETs and the division of the age groups.

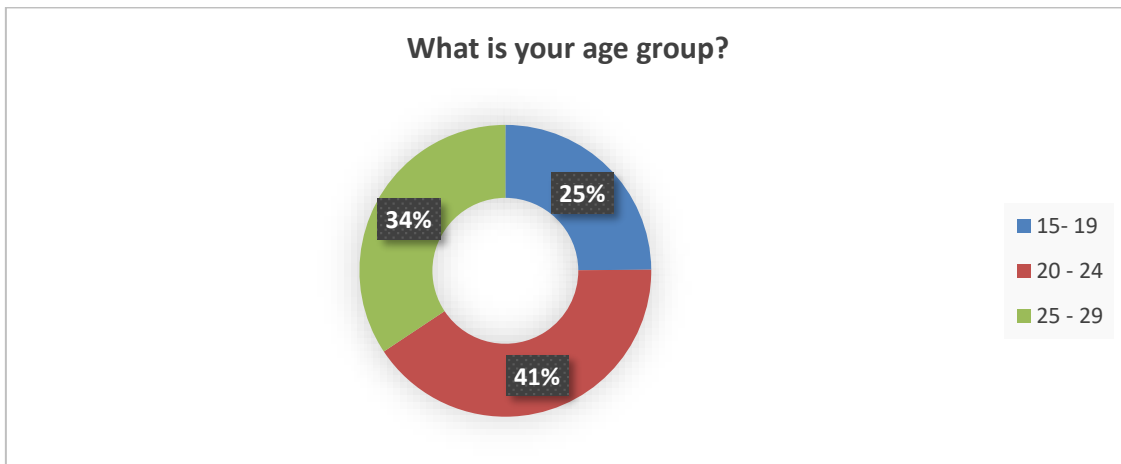


Figure 2. Results by age group

4.3. Results by level of education

The results by level education show how High School was the winner with 27% of the answers and 54 respondents, followed by Bachelor's degree with 21% of the answers, Middle (secondary school) with 17% of the answers and surprisingly, Master's degree with 15% of the answers. VET education only accounted with 10% of the answers and as previously seen it was only relevant in Spain and Germany.

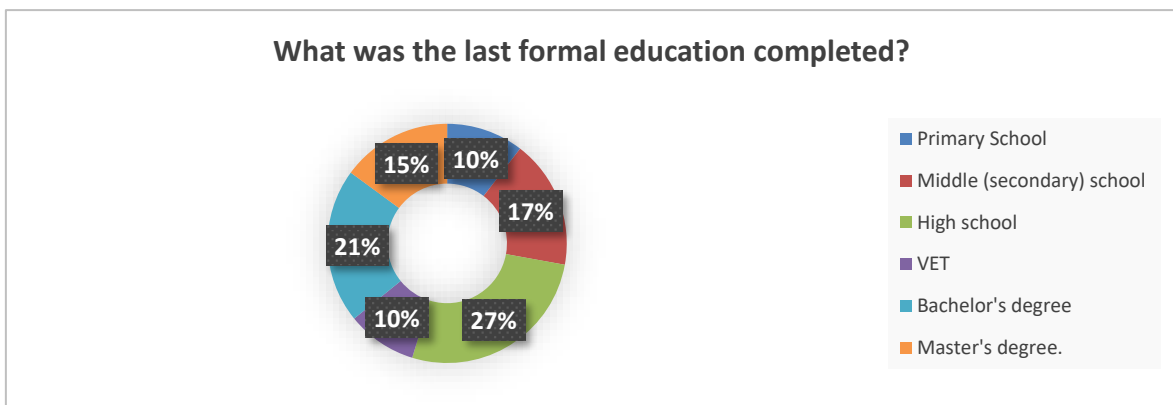


Figure 3. Results by level of education completed

³ <https://www.eurofound.europa.eu/publications/report/2021/living-working-and-covid-19-update-april-2021-mental-health-and-trust-decline-across-eu-as-pandemic>

⁴ <https://www.eurofound.europa.eu/publications/report/2021/impact-of-covid-19-on-young-people-in-the-eu>

Participants were also asked to specify when was the last time they were enrolled in a course or employed by a company. The results show that only 38% of respondents participated in active training or job market during the last month, while another 23% of respondents stated during the last 6 months. The most worrying indicator is that almost 40% of respondents didn't have a job or participated in training activities for a year or more than year. This can be caused by the COVID pandemic, but they might be other hindering reasons that trigger the disconnection with society.

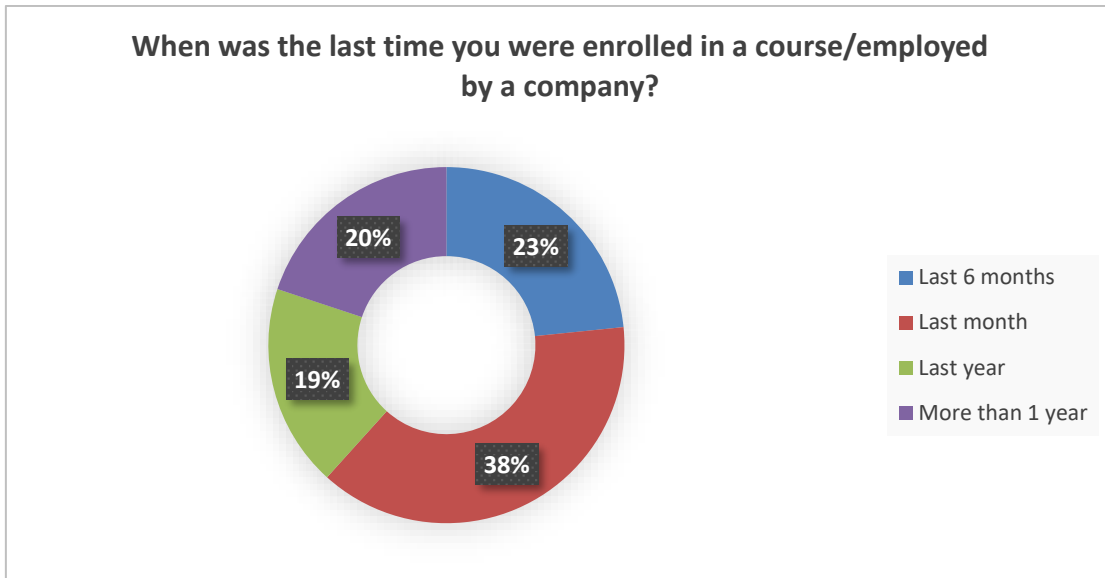


Figure 4. Results by connexion of NEETs with training or job market

4.4. Results by career motivation

In order to find inspiration and motivation in the activities that will form the Follow-up Programme, participants were asked to specify the professions they dreamed of when they were kids and whether they have the same aspirations now.

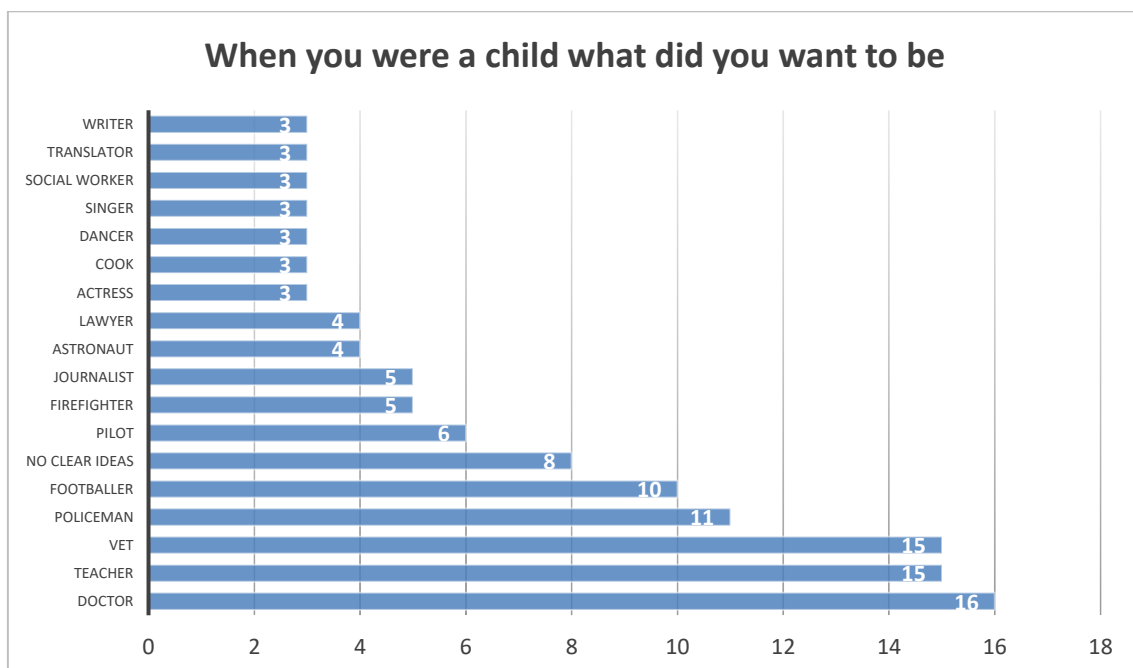


Figure 5. Results by profession dreamed



Only professions that received more than 3 votes were shortlisted, being the most relevant with more than 10 answers: doctors, teachers, vets, policemen and footballers. The next group of professionals received from 4 to 6 answers, and these were: Pilots, firefighters, journalists, astronauts, and lawyer. The last group of professions which all received 3 answers are: Writers, translators, social workers, singers, dancers, cooks, and actresses.

In the next question, participants were asked to answer whether they had the same aspiration now. Only 24% of the respondents answered with a “yes”, and a 6% of respondents answered also yes, but with additional information.

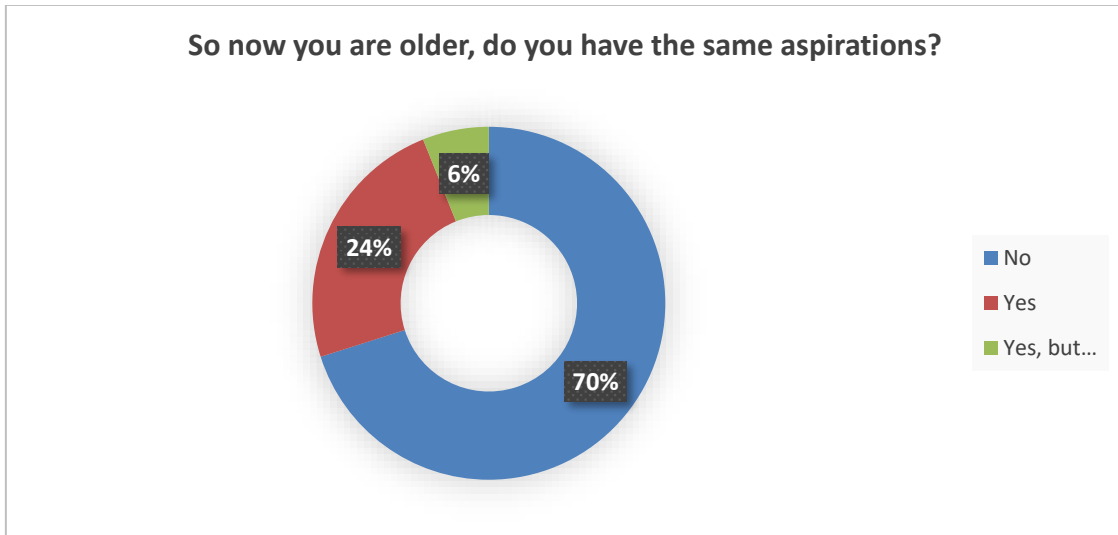


Figure 6. Results by current aspirations

The following figure (#7) show the results of the new job aspirations specified by NEETs, being the most relevant; managers (8 answers), IT engineers (7), entrepreneurs (5), graphic designers (4), marketing specialists (4) and teachers (4). Professions that were relevant before do not receive high answers now (e.g., doctors, pilots or policemen). An interesting fact is that the uncertainty increased by 2 answers from kids to young adults.

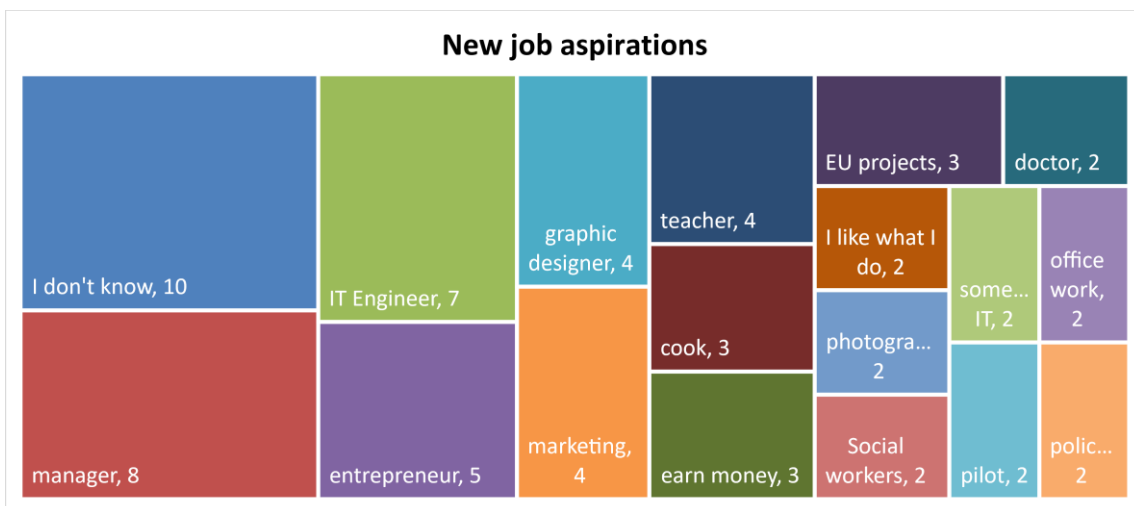


Figure 7. New job aspirations

Those who are still keeping the same dream job but with some objections, show more realistic answers. Future “Footballers” are now happy if they work in the sports or IT field, future “writers” are aware that getting a full-time position as a writer is difficult and “singers” prefer to have a second position as e.g. being an entrepreneur.

What did you want to be?	Do you have the same aspirations now?
Engineer	Yes, but also an entrepreneur.
Dentist	Yes, but also medicine
Writer	Yes, but full-time is difficult. I now work to earn money and write in my spare time.
Gamer	Yes, but I need other jobs to get to it
Teacher	Yes, but I work in a call centre
Surgeon	Yes, but I'm realistic
Teacher	Yes, but not school teacher
Footballer	Yes, footballer or programmer
Social Worker	Yes, helping people at EU level
Actress	Yes, I want to study performing arts
Footballer	Yes, I work in the sports field
Singer	Yes, I would like to be a singer but also an entrepreneur
Hotel services agent	Yes, I would like to do a degree in this field

Table 2. Yes, but... responses

Participants were also asked to specify what triggers them to start a new course. 38% of respondents chose the option “to develop my skills”, followed by “to learn something new” with 35% of the answers and “to get recognition” with 26% of the answers. Other answers included: “Meet new people”, “Save time and fuel”, and “to be able to work on online communication campaigns for a company committed to the defence of nature”.

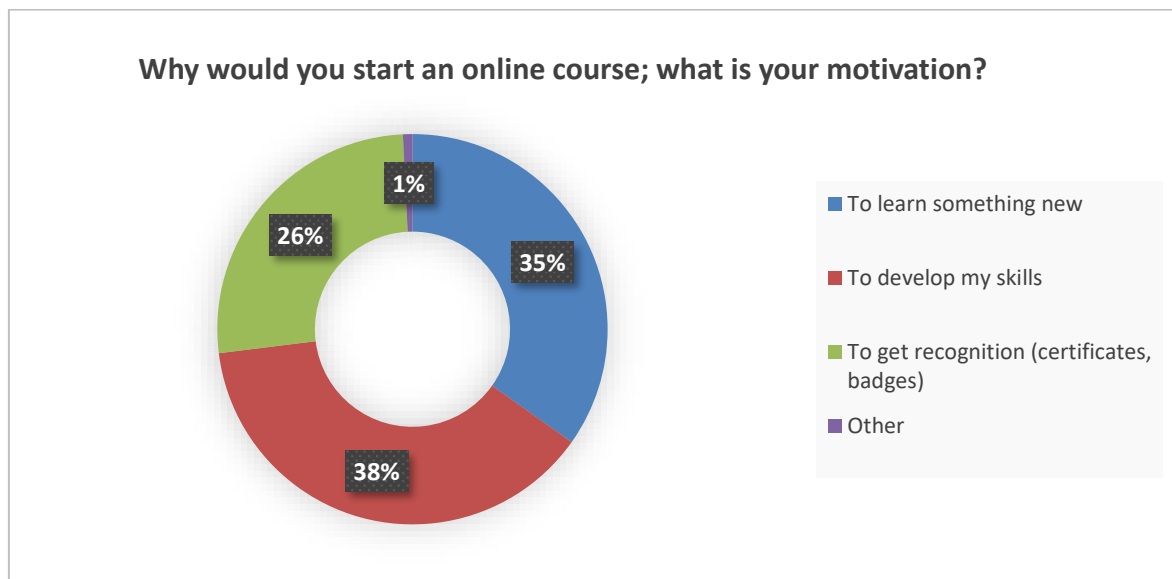


Figure 8. Results of reasons to start an online course.

4.5. Results by likes and interests

The results of the favorite activities or hobbies of young people show a clear winner: Music, as it received 128 out 201 votes, followed by sports (110) and take photos (74 votes). Create creative design of content also received relevant answers with 63 votes. The “other” answer included responses as:

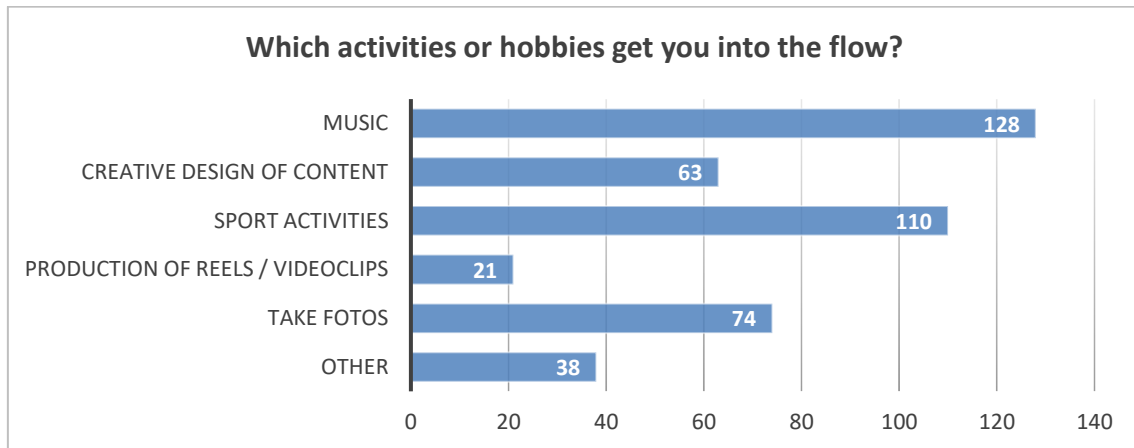


Figure 9. Results by hobbies

The option “other” included the following answers: play games, computer games, gardening, dog sitting, voluntary work, go for a walk, meet with friends, meditation, reading, cooking, spend time with family, make up, art, design, and go shopping.

4.6. Results by general subjects of the course

Participants were asked to specify how they would prefer to develop their skills. Interactive learning was the most selected option with 78 votes, followed by assisted learning through teacher interaction with 38 votes and playing games with 27 votes. These results should be compared with the Social Inclusion results to find synergies at the time of developing the courses.

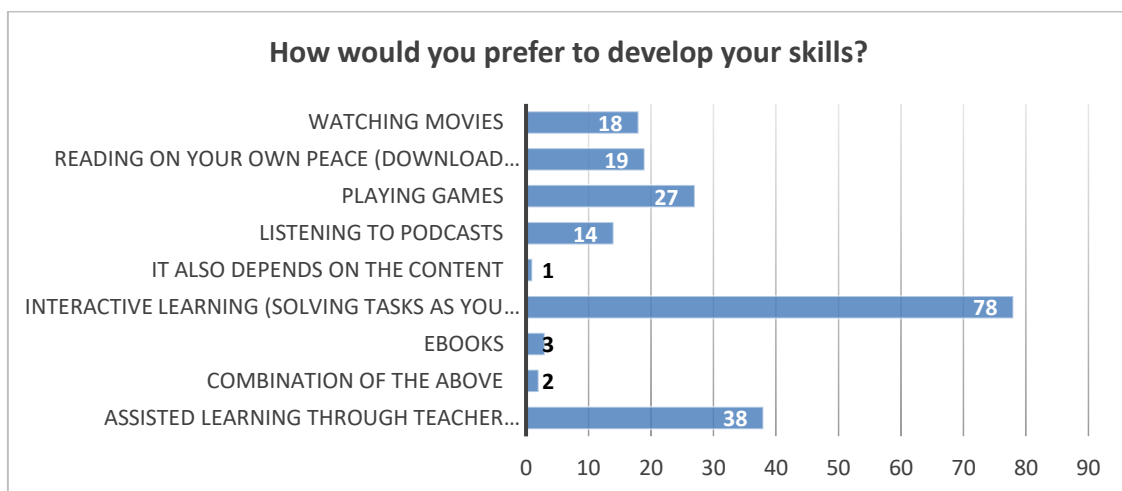


Figure 10. Results by general subjects of the course



The results of NEETs access to digital devices show positive answers, as 184 respondents out of 201 do possess a smartphone and 177 a computer. Tablet was the least voted option although 1 out of 4 respondents do possess one.

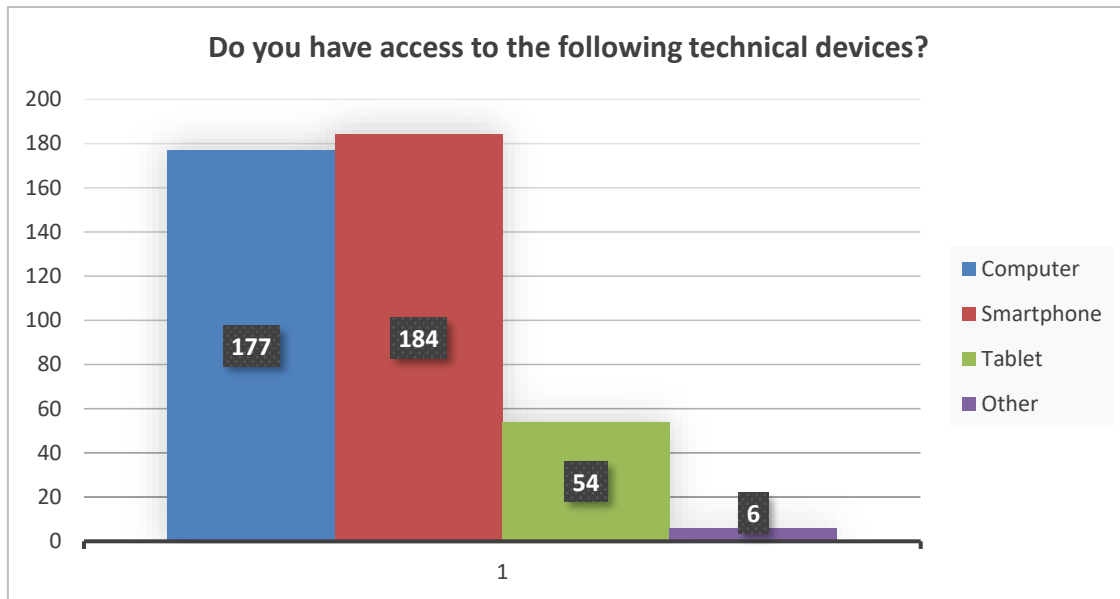
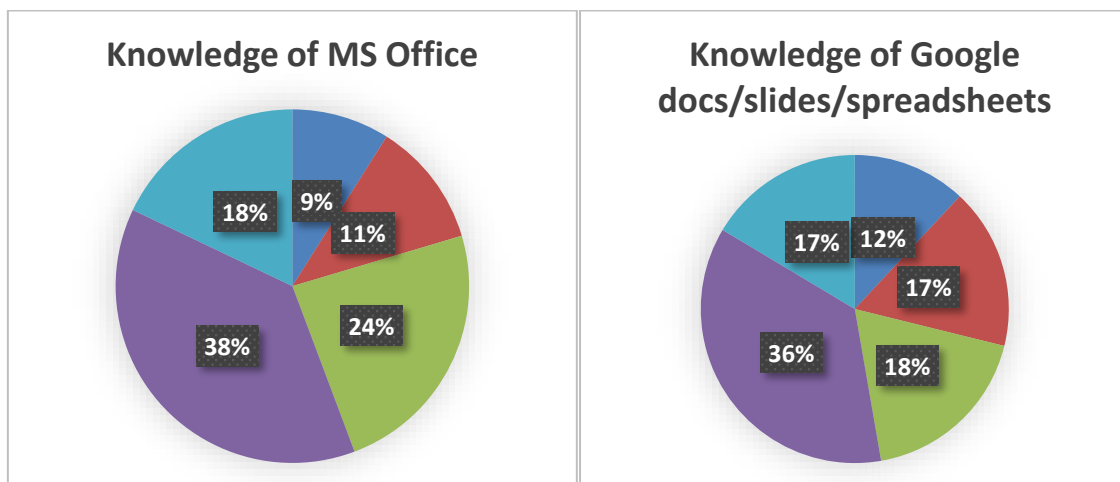


Figure 11. Access to Digital Devices

In order to pass the Follow-us Programme, participants need to be skilled in a range of digital tools and software. Therefore, NEETs were asked to specify their level of competence of MS Office, Google docs, slides and spreadsheets, Google Drive or Dropbox, Image and Video editing and email. The results show a similar pattern between the knowledge of Google docs and MS Office, where 53% and 56% of respondents answered with “Strong knowledge” and “very strong knowledge” respectively. The least known digital skill was image and video edition, where 43% of the respondents answered with very low knowledge or low knowledge. Email was the winner where almost 85% of respondents stated that they have a very strong or strong knowledge of the tool.



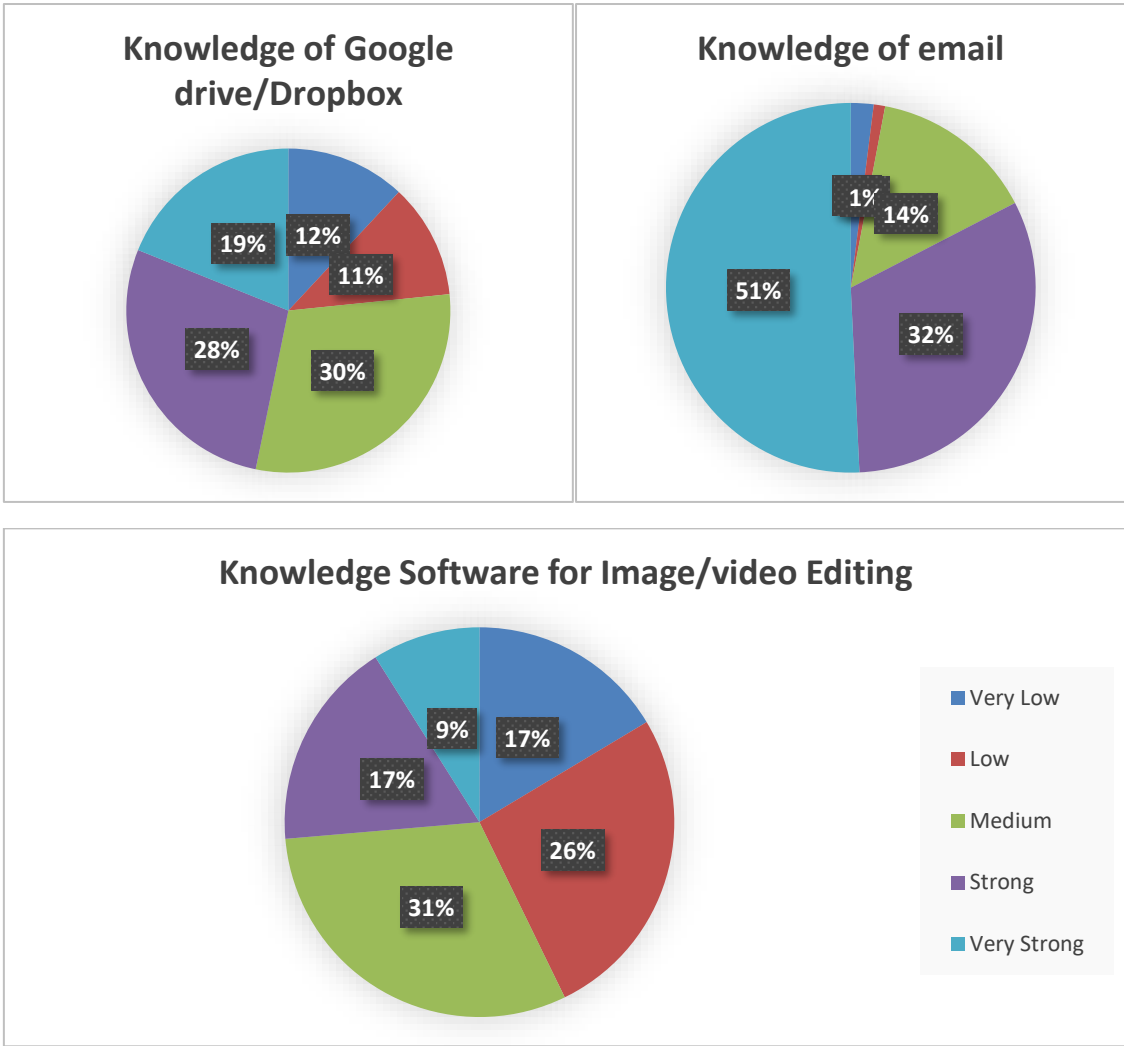


Figure 12. Knowledge of Digital tools

4.7. Results by Social Media use

In the following groups of questions, participants were asked to specify their use of social media regarding frequency, reason and type. When analysing the results of the frequency, it is clear that respondents belong to the digital generation, as 28% make use of social media a few times every hour, 52% make use of them every day and 13% make use of them once every hour. Only 2% of respondents chose the option “once a week”.

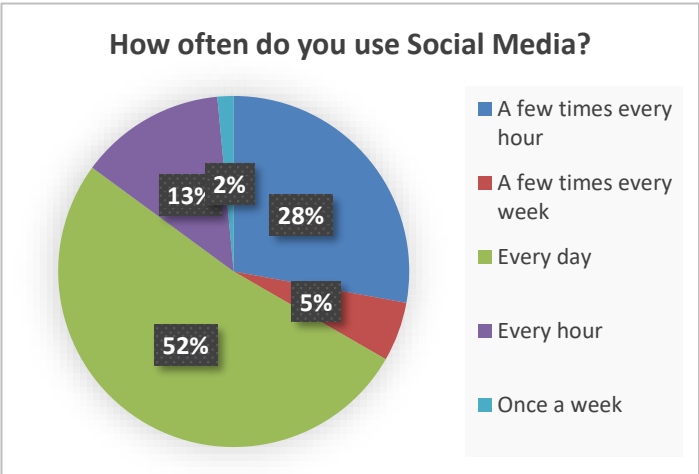


Figure 13. Results of social media use by frequency

The reasons for using social media are mainly related to keeping connection with peers (31%), stay informed about news or events (25%), or just for fun (31%). Only 12% of respondents chose the option “to share my ideas and things I create”, which is the main goal the Follow-us project will work to achieve.

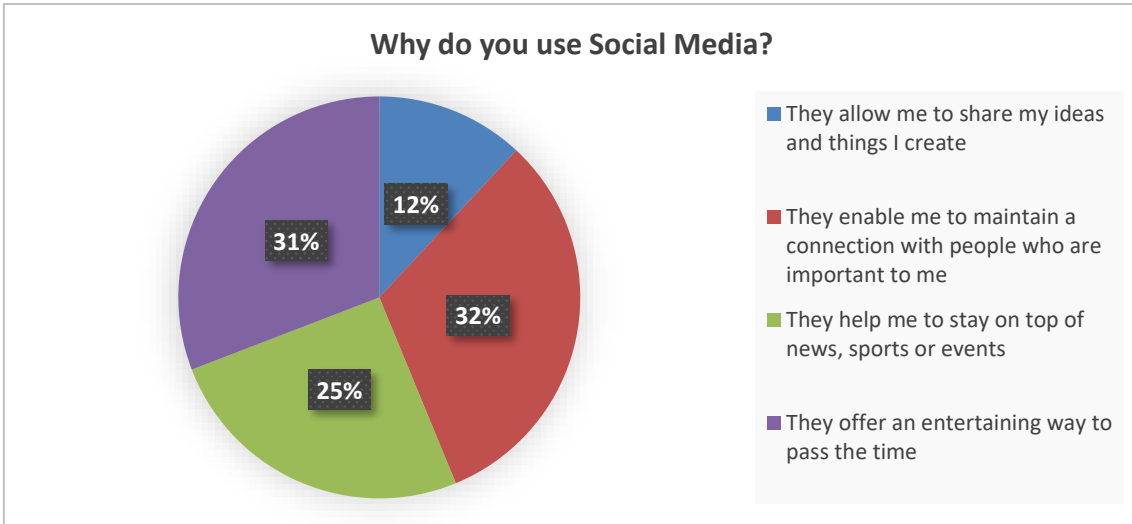


Figure 14. Results by reasons to use Social Media

The type of use NEETs do usually make of is to browse content and eventually publish posts or stories (73% of the answers), 17% of respondents chose the option “brose content but never post anything” and only 8% of respondents publish or post stories on a daily basis. This is an interesting fact to be considered as they will have to be very active on social media after finalizing the Follow-us programme for NEETs.

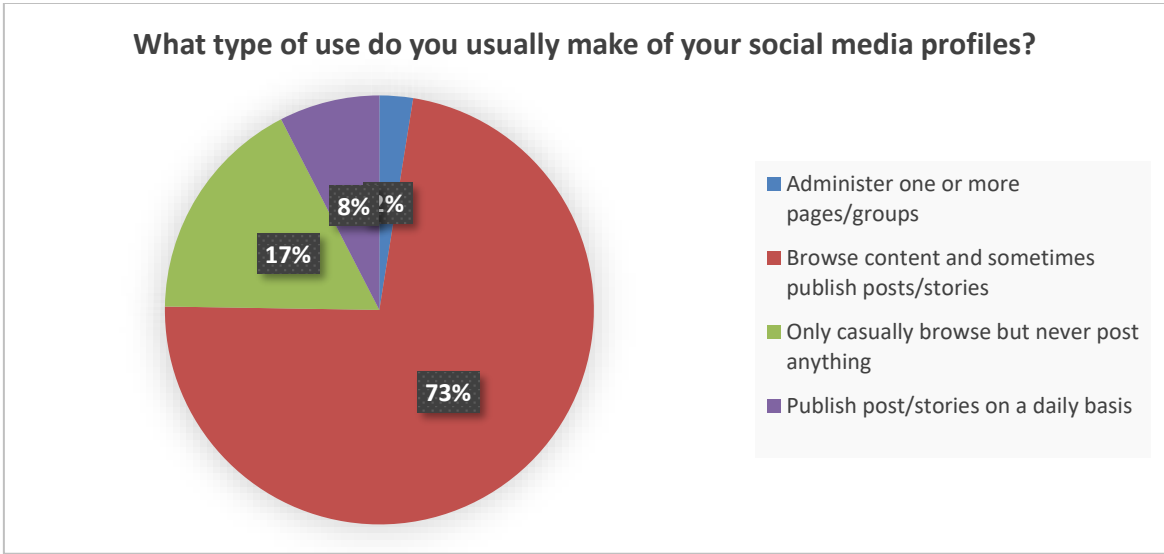


Figure 15. Results by type of Social Media use.

In the next question, participants were asked to specify if they knew the job opportunities social media offers them. 42% of respondents answered “yes” against 58% who said “no”. Those who answered “yes” were also asked to specify how.

The most repeated answers were: Social Media managers, influencers, public relations, content creator, collaborator with brands and marketing specialist.

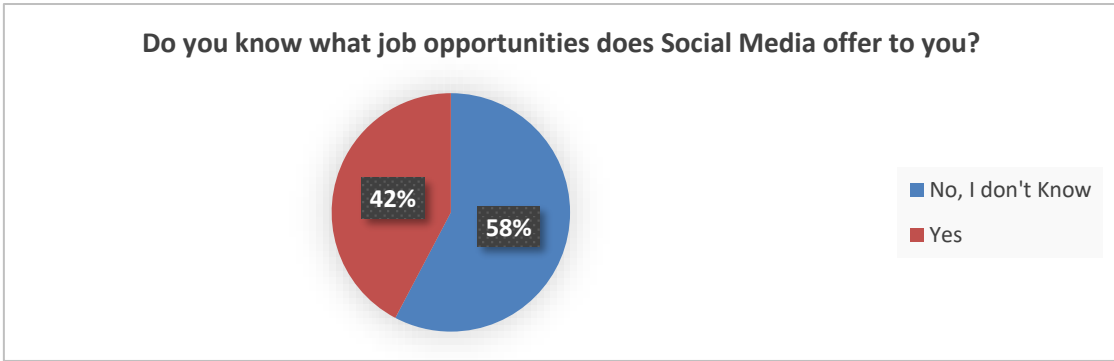


Figure 16. Awareness of job opportunities

4.8. Results by Social Media skills

When analyzing the results of how NEETs developed their social media skills, it is clear that the majority of them are autodidacts, since 86% of respondents answered “No, I figured out myself”. 11% of respondents answered “friends showed me how” this is an interesting indicator to be considered in the teaching methods, where collaborative classroom approach or project based learning could be key players.

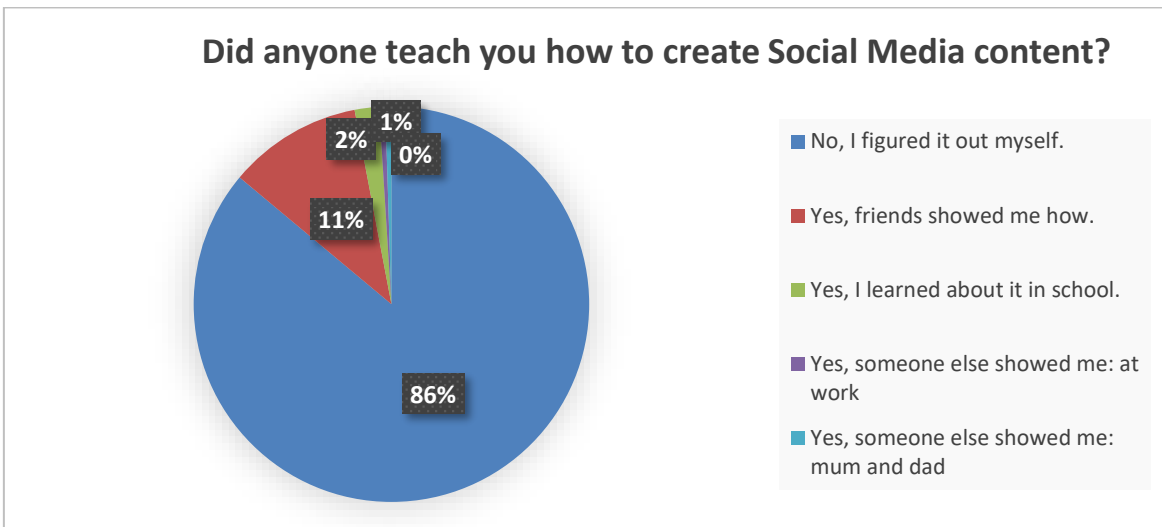


Figure 17. Results by method of learning social media

Participants were then asked to choose the skills they have from the options listed in figure 18. “Knowledge of leading social networks and mastery of their use” obtained 136 votes out of 201 followed by “Creativity and excellent communication skills” with 84 votes and “Skills in content creation, copywriting and creative writing techniques” These answers show how NEETs are familiar with day-to-day actions and general use of Social Media, but when it comes to more specific and professional skills e.g. graphic design or analytics, only 1 out of 5 respondents feels confident in their use.

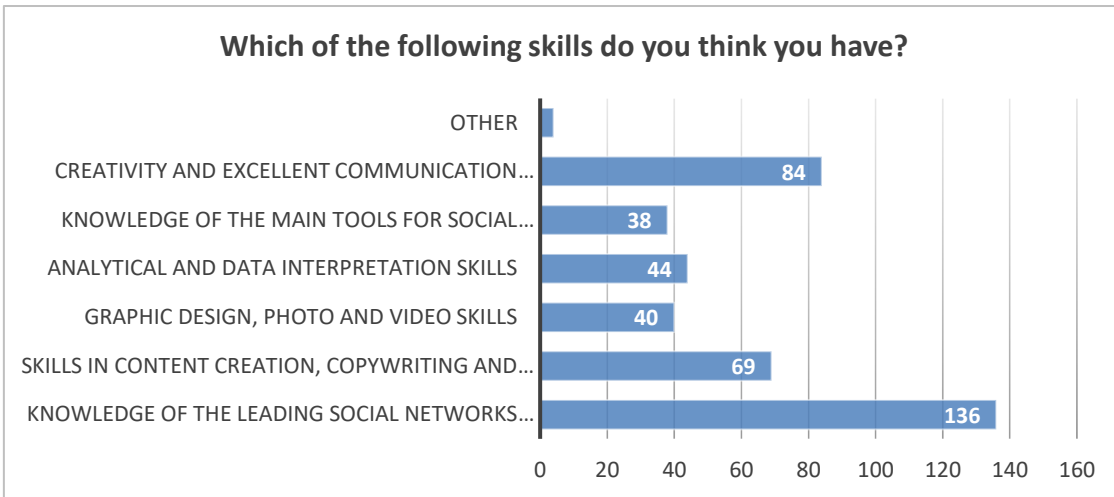


Figure 18. Results by Social Media Skills

When analyzing the results of the knowledge of Social Media platforms, Instagram with 180 answers was the winner, followed by Youtube with 161 and Facebook with 146. Tik-tok with 99 and Snapchat with 83 completed the top5.

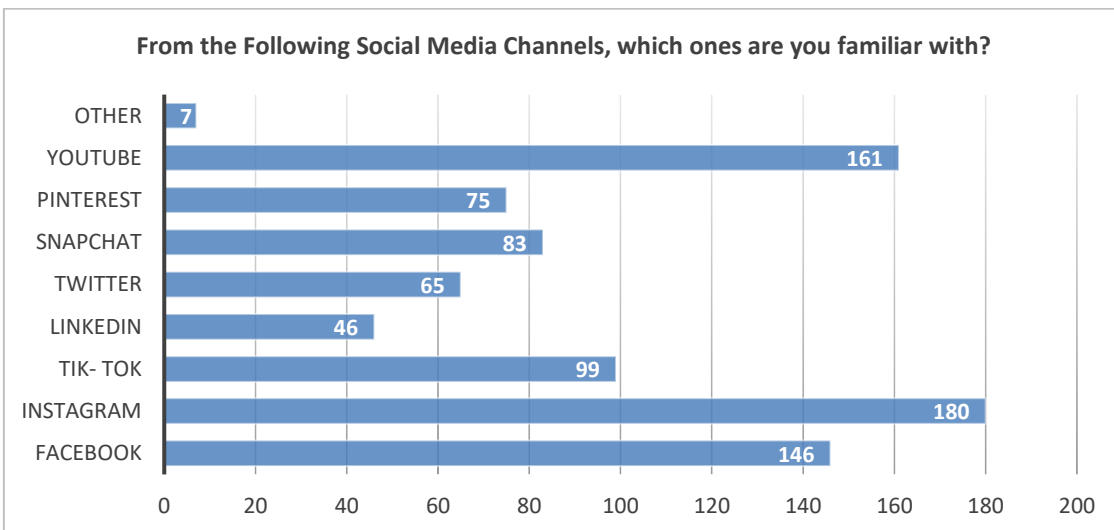


Figure 19. Results by knowledge of SoMe platforms

The following figure shows the standardized results of the knowledge of the different social media platforms by age. When analyzing the results, relevant differences can be seen between the younger group (15-19) and the older group (25-29).

Whilst the group between 25-29 are more skilled in professional and traditional platforms (Facebook and LinkedIn), the youngest group seems to not be familiar with these channels (e.g. only 0.4 of them are familiar with LinkedIn).

On the other hand, more recent tools like Tik-tok and Snapchat are more known by the youngest group than the other two (14.6% of NEETs between 15 and 19 are familiar with both tools).

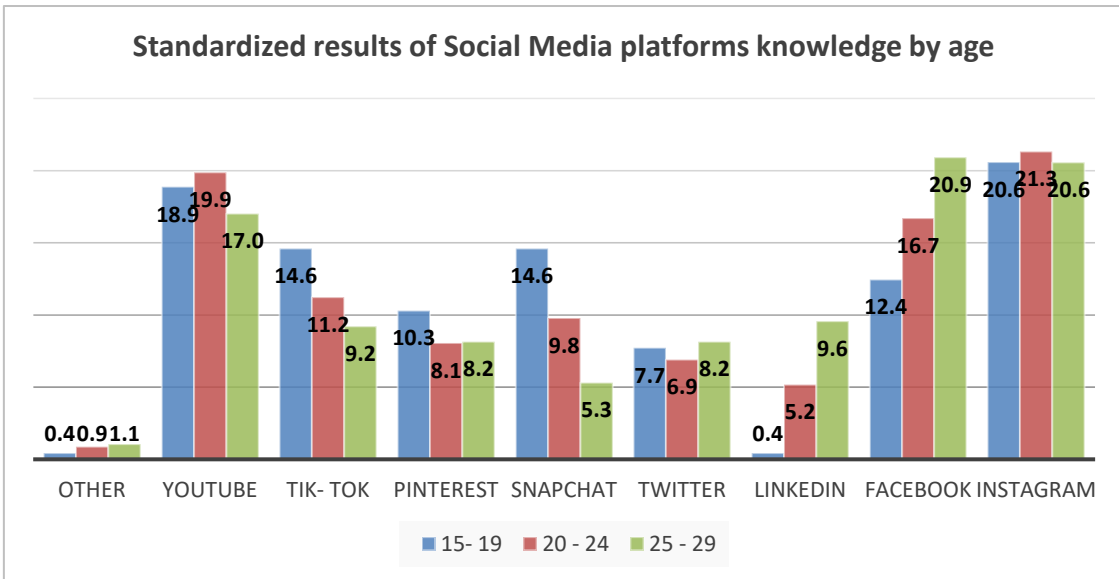


Figure 20. Standardized results of Social Media platforms knowledge by age

Finally, participants were asked to choose which topics in social media they are interested in. “Create visual content” was the option that obtained more votes with 124 answers, followed by “posting strategy” with 99 answers and “create written content with 90 votes. Surprisingly, Advertising, occupied the 4th place with 87 votes.

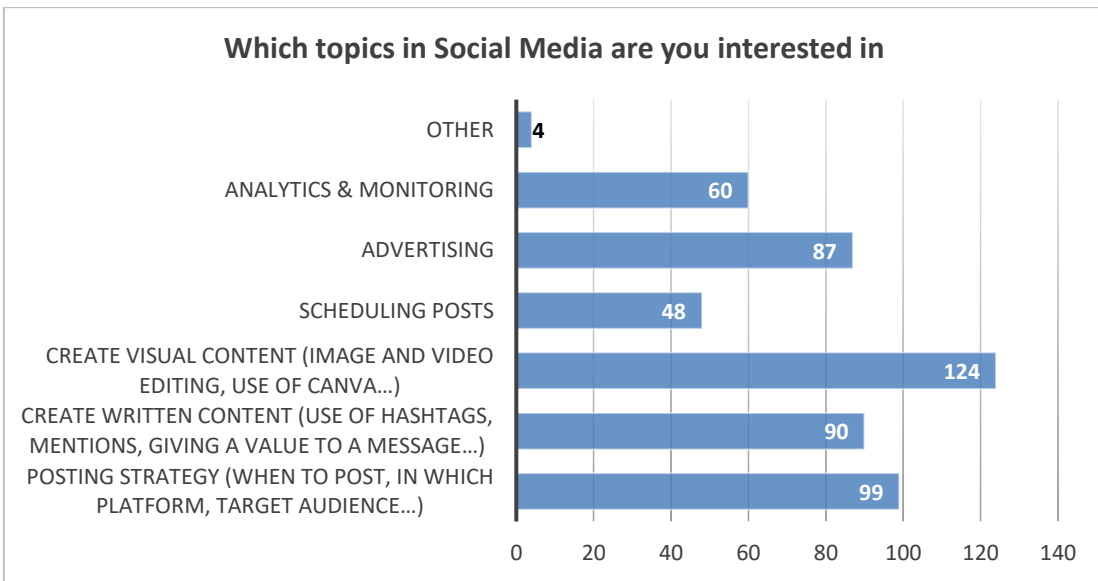


Figure 21. Results by social media topics interests

5. Conclusions

When designing the “Follow-us Training Programme for NEETs” the following conclusions should be considered:

- The most common educational level completed by NEETs is High School.
- Completed VET studies are only relevant in Spain and Germany.
- In Romania and Poland, there is a high percentage of NEETs who completed a bachelor's degree or master's degree.
- Almost 40% of respondents didn't have a job or participated in training activities for a year or more than year.
- Doctors, teachers, vets, policemen and footballers were NEETs dreamed of professions when they were kids.
- Managers, IT engineers and entrepreneurs are the most common current aspirations.
- Music, sports, and photography are the most common hobbies.
- Interactive learning was the favourite teaching method by NEETs to be used in the course.
- 92% of NEETs have access to digital devices.
- Half of respondents are high skilled in Google docs and MS Office.
- 93% of NEETs make use of social media, at least, once a day.
- The reasons for using social media are mainly related to keeping connection with peers.
- The type of use NEETs do usually make of is to browse content and eventually publish posts or stories.
- 86% of NEETs are autodidacts regarding their social media skills and competences.
- Knowledge of leading social networks and mastery of their use is the most common social media skills.
- Instagram is the most known platform.
- Professional and traditional platforms are more known by the group of age 25-29.
- More recent platforms are more known by the group of age 15-19.
- Create visual content is the most interesting topic for NEETs.