

Discovering Pathways for Eliminating NEET and Youth Future Type of Poverty

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Abstract

When youth and NEET are mentioned together you do not only remember ‘youth not in employment, not in education, or not in training’, but it would also evoke your mind that it is a new type of poverty. Therefore, this paper explores the different possibilities and alternatives of dealing with NEET youth cases either before, or during, or after NEET issues occur and how to keep them away from falling into the new poverty trap.

The paper reviews the International Inspiration Economy Project (IIEP) approaches in eliminating possibilities of poverty in relevance to NEET youth. Forty case projects are presented and categorised into three types of ‘intrinsic capacity’ practices that could be established to prevent or treat NEET youth. The framework proposes creating a new wave of thinking on the management of NEET to avoid a sophisticated type of poverty. The common thread of all solutions proposed is the optimisation of ‘visualisation techniques’ which could be established in the life of youth and used to raise their capacity towards eliminating the possibilities of falling into any type of poverty.

Keywords: NEET, Poverty Elimination, Youth Economy, Youth Future Poverty, Inspiration Economy Projects

1. Introduction

NEET of youth; i.e. youth not in employment, or education, or training has been rising as a subject in literature in the last one decade, especially with the emphasis of international agencies reports that are trying to address the issues of millennium- and then sustainable-development goals (MDGs and SDGs) in relevance to youth empowerment and poverty elimination.

The term NEET was first used in the UK and then started to spread in developed countries as the USA and Japan. In the United Kingdom, the classification of NEET comprises people aged between 16 and 24. The subgroup of NEETs aged 16–18 is frequently of particular focus. In Japan, the classification comprises people aged between 15 and 34 who are not employed, not engaged in housework, not enrolled in school, or work-related training and not seeking promised work. Eurofound (2012)

A 2008 report by the OECD said the unemployment of NEET rates for people aged 16–24 in the majority of OECD countries fell in the past decade, attributed to increased participation in education. The OECD put NEET as a percentage of the total number of young people in the corresponding age group, by gender. Young people in education include those attending part-time or full-time education, but exclude those in non-formal education and educational activities of very short duration. Employment is defined according to the OECD/ILO Guidelines and covers all those who have been in paid work for at least one hour in the reference week of the survey or were temporarily absent from such work. Therefore, NEET youth can be either unemployed or inactive and not involved in education or training. Young people who are neither in employment nor in education or training are at risk of becoming socially excluded. Many of these NEET are, in reality, individuals live with income below the poverty-line and lacking the skills to improve their economic situation. Elder (2015), Eurofound (2012), ILO (2012).

This paper reviews different definitions of issue of NEET, which are reflected on its measured variables. The researcher presents the current categorising of NEET and the type of efforts in gauging its influence on governments and communities' performance.

Variety of NEET impact are presented, and then the different NEETs diagnosis and intervention programs are synthesised from the reviewed literature. This is followed by prevention programs in relevance to NEETs and the poverty that comes as a result of its availability. The alternative options of self-sufficiency and other programs that lead to better stable communities are listed. Other challenges of NEET in entering the labour market, or what leads to social exclusion are listed out. Good Practices in dealing with NEET and current NEET elimination or symptoms alleviation are summarised at the end of this review. Buheji (2018b), Newton and Buzzeo (2015), Prince Trust (2007).

2. Literature Review

2.1 Defining and Measuring NEET

Since there is no international standard for the definition of NEETs. This in itself could hinder the job of international advisers to countries on the new SDGs.

The best definition of NEET is the Eurostat and the ILO definition which both defined NEET rate as the percentage of the population of a given age group and sex who are not employed and not involved in further education or training. The numerator of the indicator refers to persons meeting two conditions: (i) they are not employed (i.e. are unemployed or inactive), and (ii) they have not received any education or training in the four weeks preceding the survey. The denominator, according to Eurostat, is the total population of the same age and sex group,

excluding respondents who have not answered the question “Participation to regular education and training”. Elder (2015).

The newly coined NLFET rate "neither in the labour force nor in education or training" used in the 2013 report on Global Employment Trends for Youth by the International Labor Organisation (ILO). It is similar to NEET, but it excludes the unemployed youth (who are part of the labour force). Furlong (2006), ILO (2012).

The ILO (2013) has put the following NEET rate (%) = (Number of youth – number of youth in employment + number of youth not in employment who are in education or training) x 100. The total number of youth formula: unemployed non-students + inactive non-students’ in relevance to youth population. Elder (2015), ILO (2012).

Current literature frequently simplifies the measurement of NEETs to unemployed + inactive non-students, ignoring the fact that some unemployed persons are also students and should thus be excluded from the calculation. (Husmanns et al., 1990). The problem that if a student worked for at least one hour in the reference week, he or she is thus counted among the employed. If a student did not work, was available to work and actively sought work, he or she is counted among the unemployed. Figure (1) illustrates the results of the calculated NEET rates. ILO (2012)

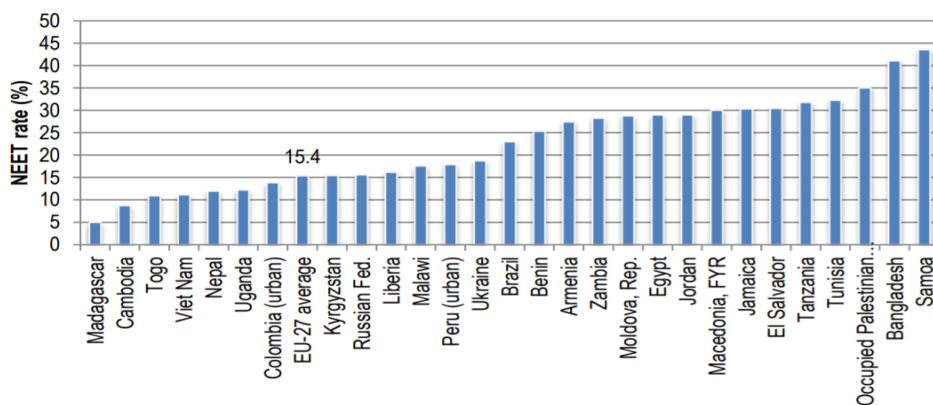


Figure 1. Shows the NEET rates in selected countries

Sources: Husmanns et. al. (1990) and ILO (2017) school-to-work transition survey.

http://www.ilo.org/employment/areas/WCMS_234860/lang--en/index.htm.

A detailed analysis of the subcategories of NEETs shows that it is made from the predominantly percentage of unemployed non-students and the non-active students. Most of the developing countries found to have a NEET rate of 28%, as shown in Figure (2).

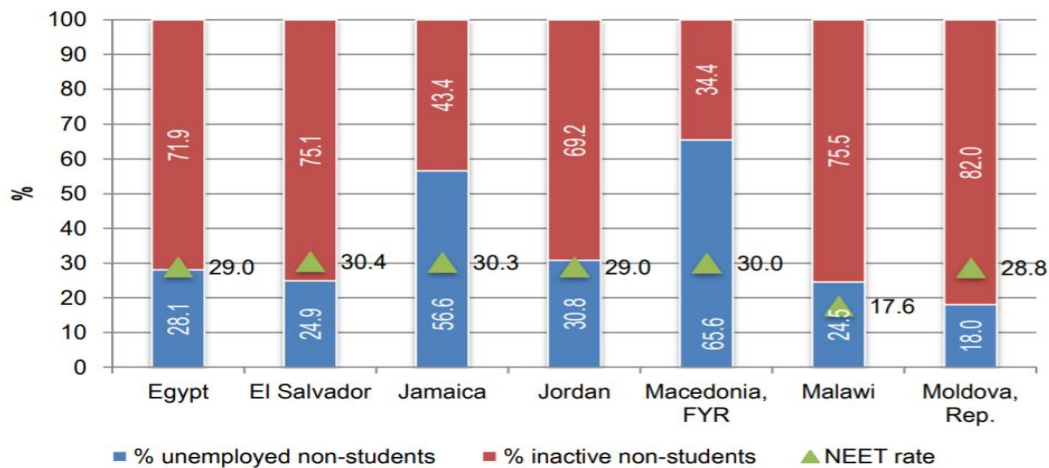


Figure 2. Youth NEET rate and composition, selected countries statistics in 2012

Source: Hussmanns et. al. (1990) and ILO school-to-work transition surveys

http://www.ilo.org/employment/areas/WCMS_234860/lang--en/index.htm.

2.2 Categorising NEET

Technically, NEET status and joblessness the same. The first subcategory of the NEETs is those “not in employment”, i.e. the jobless. However, the “not in education or training” (inactive non-students) are also included as NEETs. To equate these inactive youths with the jobless would be erroneous. Again, technically, yes, they are without a job, but according to the international standards, this group has indicated that they did not actively seek work or they were not available to take up work. One cannot assume that it is their goal to have a job. The majority in this category in almost all countries are young women tending to the household. Robson (2010).

Categorising NEETs has come increasingly important for governments, international organisations, researchers and the media. It refers to the percentage of youth who are not in employment, education or training. This indicator is generally linked to early school leavers, the unemployed or discouraged young people, as well as those outside the labour force for various reasons (family carers, sick or disabled). All these labels refer in one way or the other to young people who might be vulnerable, and it is likely that the NEET indicator has become so attractive because it forms a way of grouping all vulnerable young people under a single label and one statistic. Furlong (2006).

2.3 Realising NEET Impact

NEET impact varies from country to country. There are 13 countries out of 18 for which we have figures show a NEETs rate for 15–29-year-olds higher than 25% (that is one in every four young people). However, there is great variation between countries, from numbers similar to the EU28 (around 15%) to rates beyond 35%. Eurofound (2012).

Most of the NEETs are unemployed (particularly males) or have care roles within the family (mostly females), and some of them are disaffected. However, there is a strong variation across countries regarding the share of NEETs that are unemployed, discouraged, family carers or otherwise inactive in terms of the labour market. The risk of becoming a NEET increases significantly with age. Compared to the age range 15–19, a substantial increase is observed in those aged 20–24, which is when young people have completed upper secondary and tertiary education. Kraus (2008).

NEETs become even more numerous between the ages of 25 and 29. Young women are more at risk of becoming NEETs than young men in almost all countries, but again, there is a wide variation. The difference between the proportion of males and females within the NEET group reaches 30 or 40 percentage points in some countries. Robson (2010).

The positive effect of education in lowering the numbers of NEETs is not always guaranteed. More education decreases the risk of being NEET in some countries, while in others, graduates of upper secondary/post-secondary education perform less well in entering the labour market than those with lower and higher levels of education. In some countries, young people with higher education levels show greater NEET rates than those with lower education levels. Furlong (2006).

Similar to the results in industrialised countries, some socio-economic characteristics of young people's families also mitigate or aggravate their chances of becoming NEETs. Young people from households with economic difficulties (for example, low income, unemployed parents), from an immigrant background, or from groups that are at risk of being marginalised (for example, by language, as cultural minorities, Roma) have higher prospects of becoming NEETs.

While young people under this classification suffer from some exclusion, from either education and training or employment, the reasons for their exclusion might be completely different. Vulnerability is not merely a consequence of individual or family characteristics, but also the result of education and labour-market systems that fail to provide opportunities for large numbers of young people. Prince Trust (2007), Furlong (2006).

2.4 NEET and Poverty Elimination

Despite NEET support structures in relevant fields (including, for example, childcare, primary and secondary education, the VET system, employment, healthcare, housing, transport). The focus on NEETs highlights the problem of 'inactive youth', together with the young unemployed, but it draws attention away from those who are employed but trapped in inferior types of job. Kraus (2008).

The attractiveness of using the NEET label is linked to the fact that it puts (potential) vulnerable youth under one heading and one indicator. The categorisation of NEETs into sub-groups of (unemployed, discouraged, family carers, inactive) allow us to understand the reasons behind such a classification and design targeted policies to address them.

The most popular target group in these policies is ‘unemployed youth’, but other important vulnerable groups such as family carers, discouraged workers and the inactive ‘drop off the radar’ since little information is available on these groups and far fewer frameworks and measures are in place to counteract the obstacles they face.

Across the OECD, 22% of working-age adults under 30, and 18% of those over 30, would be below the poverty line if they did not receive benefits. However, income support is less effective in keeping youth out of poverty in the long run. OECD (2016).

When young women and men do find employment, quality remains a concern. In emerging and developing countries, 16.7 per cent of young workers lives on income below the extreme poverty threshold of US\$1.90 a day, partly because they often start their working lives in the informal economy. Globally, three out of four employed young women and men are in informal employment, compared to three in five for adults. In developing countries, this ratio is as high as 19 out of 20 for young women and men. Newton and Buzzeo (2015).

Young people face a greater risk of poverty than older age groups. Young people are now more likely to be poor than seniors. Studies show that youth poverty rates are higher than seniors’ rates in most OECD countries. Roughly every eighth young person lives in poverty OECD-wide. Youth poverty rates are particularly high in the Nordic countries, where young people tend to move out, so no longer benefit from their parents’ income, earlier than in other countries. They are high in the USA too, although the population is somewhat younger. This increases much more in the absence of adequate public support; declining household incomes increase the risk of poverty. Time (2016).

2.5 NEETs Diagnosis and Intervention Programs

The interventions of NEETs, are based on the magnitude of the problem and its underlying causes. Indeed, individual and family characteristics (sex, education level, age, socio-economic background) are important factors determining the outcomes of youth transitions from education to employment, and are therefore some of the key reasons that contribute to young people becoming NEETs, Brinton (2011). Nonetheless, there are also large differences between the countries that could be explained by the various social or cultural norms of societies, the different structures and performance of their education and vocational education and training (VET) systems, and the functioning of local labour markets and economies in general. Shepherd (2011).

The amount of income support available to low-income young people, does not prevent them from being poor. As a consequence of the difficult labour market situation for young people is that a growing share of them struggle to be self-sufficient. Although income support can help absorb severe earnings losses and ensure a decent standard of living, it is often less generous and more difficult to access for young people. Shepherd (2011).

Studies show there are limited youth income support programs which they receive unemployment or disability benefits, social assistance, or other types of cash benefits, compared to adults. Yates and Payne (2006).

In EU and many leading developed countries where a high proportion of NEETs do not live with their parents, they may be at a higher risk of poverty, particularly if they live alone or in a household where nobody earns an income. Roughly every eighth young person lives in poverty OECD-wide, Time (2016). Youth poverty rates are particularly high in the Nordic countries, where the young tend to move out, so no longer benefit from their parents' income, earlier than in other countries. While income support is essential in the fight against youth poverty by itself, it is seldom enough to put young people back on the path to self-sufficiency. The best way to achieve lasting financial security is to secure stable employment. Robson (2010).

While the long-term goal of public policies is to help young people on the path to self-sufficiency, those on low incomes, especially the NEETs, may require support to avoid poverty. One way to achieve both objectives is to tie income support payments to young people's efforts to find a job or upskill. Benefits should allow young people to meet their basic needs, so they stay healthy and do not withdraw from society. In that regard, income support programmes have played an important role to protect the most vulnerable groups in the recent crisis and its aftermath. Shepherd (2011).

2.6 NEETs Prevention Efforts

Many countries are taking serious efforts to modernise secondary education with vocational education and training opportunities. Emerging economies need to be able to create enough skilled jobs with less educated young people.

Tackling information gaps for these unprotected groups is the first step in developing appropriate and targeted policy interventions. Among many different policy options, partner countries need to prioritise the prevention of early school leaving, the modernisation of secondary education, besides the integration of young women into education. Cox (2006).

In order to break the cycle of social exclusion of NEETs among youth more qualitative, effective, labour market-relevant and balanced education and training systems need to be developed, Prince Trust (2007). A participatory and coordinated action plan involving families, early child educators, schools (especially secondary and vocational schools), training providers, public employment services, youth organisations and the private sector is needed to ensure early tracking of disengagement and prompt intervention. There is some evidence that intensive multi-component interventions effectively decrease unemployment amongst NEETs. Kraus (2008).

The prevention program need to focus on the 'discouraged youth' who have given up on job searching for reasons that imply a sense of despair about the labour market. In statistical terms, discouraged youth are without work and available to work but did not seek work for one of the following reasons: not knowing how or where to seek work; an inability to find work matching their skills; previous job searches had led to no results; feeling too young to find work; and the sense that no jobs were available in the area. Given the frequency with which the term

“discouraged youth”, called also sometimes as the “lost generation” has been used to draw attention to youth issues over the course of the economic crisis and subsequent great recession. Among the NEETs, ‘discouraged youth’ made up 10% of the total, on average.

One of the challenges of NEETs poverty is poor health. Studies shows that about 7% -10% of youth on average across the OECD countries report being in poor health to the extent which limits their daily activity. In developing and under developed countries NEET youth with poor health might increase from 30%-40%. Hussmanns et. al. (1990).

2.7 Communities Stabilities and the Challenge of NEET

Youth comprise 40% of the world’s unemployed, a status associated with adverse wellbeing and social, health, and economic costs. This systematic review and meta-analysis review synthesises the literature on the effectiveness of interventions targeting young people not in employment, education, or training (NEET).

In 2017, 16.7 per cent of working youth in emerging and developing countries living below the extreme poverty threshold of US\$1.90 per day. y The bulk of international migrant flows consists of young people – around 70 per cent are younger than 30. y Between now and 2030, the global youth labour force will expand by 25.6 million, driven by trends in Africa; these young people will need jobs. Hussmanns et al. (1990).

In 2017, the youth continued to fare worse than adults – approximately 28 per cent of young workers are poor, compared with about 19 per cent of adults. That young worker is more likely to be in working poverty than adults in virtually all regions is connected to the higher incidence of young workers in the informal economy, notably in developing and emerging countries. Globally, more than three-quarters (76.7 per cent) of working youth are in informal jobs. Newton and Buzzeo (2015).

The youth NEET rate of the EU-27 countries was 15.4 per cent in 2012 (Eurofound, 2012). Is this the NEET rate to aim for? Again, without additional information, we are unable to prescribe an acceptable youth NEET rate. The picture is further skewed when we note in Figure 2 that the average youth NEET rate in low-income countries was nearly on par with that of the high-income countries (18.1 and 15.5 per cent, respectively). It is in the middle-income countries that countries have the greatest difficulty in keeping the youth population fully engaged. Kraus (2008).

Young adults who are not in employment, education and training (NEET) are at risk of becoming socially excluded with income below the poverty line and lacking the skills to improve their economic situation (Carcillo et al., 2015) as shown in Figure (3). Newton and Buzzeo (2015).

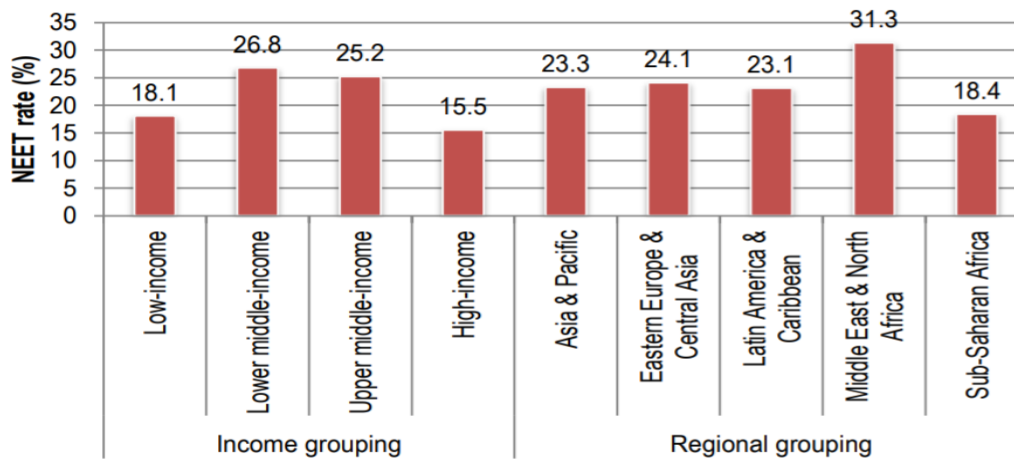


Figure 3. Youth NEET rate for (2012/2013) by type of income and regional groupings

Sources: Hussmanns et al. (1990) calculations based on ILO school-to-work transition surveys (www.ilo.org/w4y) and Eurofound (2012) for EU-27.

2.8 The Challenge of NEET in Labor Market

Young people today struggle in the labour market despite being the most highly educated generation in history. Unemployment is generally higher among young people than prime-age adults, and those who do work tend to have poorer-quality jobs and are much more likely to be on temporary contracts or to earn low wages than older workers.

With limited options for educational attainment and lack of social safety nets, most youths in low-income countries are engaged in some form of income-generating activity. Employment is the only option for most youth in poor countries. Yet the quality of available employment offers little scope for youth to gain a stable, prosperous livelihood. Without a qualitative employment indicator, we will never gain proper insight into the labour market challenges faced by the majority of the world's youth population. Yates and Payne (2006).

The OECD revealed that there are more than 580,000 young Australians between the ages of 15 and 29 fall under the classification of NEET. Many countries have been having an increase in NEET since the global financial crisis. A survey about NEETs in Canada in 2012 revealed that around 13% of Canadians between the ages of 15 and 29 fell into the category. The study revealed that out of the total 904,000 NEETs around 513,000 were not looking actively for jobs, and then many of the rest of NEETs are not contracted based on long-term employment. Robson (2010).

In Latin American and the Caribbean, the World Bank estimates one in five people ages 15–24 are NEETs, 20 million in total and which two-thirds are women. In Mexico, at least a quarter of youth are classified as NEET and are highly correlated with increased homicides in high-crime. In the USA at 15% are classified as NEETs and are called as "marginalized group of young people". While in Korea, NEET is considered even those who do not even complete high school education. Time (2016).

2.9 NEET and Social Exclusion

NEET as a word spread after it was used in a 1999 report by the social exclusion unit. Before this, the phrase "status zero", which had a similar meaning, was used. Andy Furlong writes that the use of the term NEET became popular partly because of the negative connotations of having "no status" in society. The classification is specifically redefined as "respondents who were out of work or looking for a job, looking after children or family members, on unpaid holiday or travelling, sick or disabled, doing voluntary work or engaged in another unspecified activity". However, despite many NEET definitions, there is no original measurement attempt in relevance to influence on economic inactivity. Prince Trust (2007).

Scott Yates and Malcolm Payne say that initially there was a "holistic focus" on the NEET group by policy-makers which looked at the problems young people went through, but this changed as the NEET status became framed in negative terms—"as reflective of a raft of risks, problems and negative orientations on the part of young people".

2.10 Good Practices in Dealing With NEET

One of the NEET figures for England is published by the Department of Education (DfE). The methodology used in calculating the number of NEETs aged 16–18 is different from that used for those aged 16–24. The first relies on a range of sources, the second on the Labour Market Surveys.

A 2007 report commissioned by the Prince's Trust said almost a fifth of people aged 16–24 in the UK were NEETs. *The Guardian* (2011) report that, since 2003, there has been a 15.6 per cent decrease in people aged 16–18 in employment, but a 6.8 per cent increase in those in education and training. NEET figures tend to peak in the third quarter, when school and university courses are ending.

There is some stigma attached to the term NEET. Simon Cox of BBC News said the word is "the latest buzzword for teenage drop-outs". He says "NEETs are 20 times more likely to commit a crime and 22 times more likely to be a teenage mum".

NEET if tackled from different perspectives as educational, social, and psychological resources, could help youth to enter and maintaining education or employment. However, by the perspective of life span developmental psychology, this places particular pressure on those young people growing up in disadvantaged circumstances and lacking support, especially when attempting to negotiate the transition from school to work. Brinton (2011).

2.11 Schemes of NEET

Several schemes and ideas have been developed to reduce the number of NEETs. UK government, for example, introduced an allowance of £30 to young people continuing education past secondary school. Then, "Young Person's Guarantee" scheme was announced guaranteed suitable learning place for the 16-year-old school leavers in 2009, offering a guaranteed job, training, or work experience to 18- to 24-year-olds. The agreement helps the colleges to seek to enrol NEETs. Kraus (2008).

Japanese government expressed concern about the impact on the economy of the growth in the NEET population. According to the Japanese Ministry of Health, Labor and Welfare. Other surveys by the Japanese government in 2002 presented a much larger figure of 850,000 people who can be classified as NEET, of which 60% were people aged 25 to 34. When the NEET issue erupted in the Japanese media in 2004 and 2005, non-employed young people falling into this category were framed as lazy, work-shy and voluntarily out of employment. This media portrayal was effective in arousing the concern of Japan's (conservative) middle-aged population, but it led only to moderate support for new youth policies.

Many NEETs in Japan use 'Youth Support Stations' services, which are designed by social enterprises, to support youth. Some believe that Japanese NEETs include many who have rejected the accepted social model of adulthood. They are said to not actively seek full-time employment after graduation, or further training to obtain marketable job skills through the governmental 'hello work' schemes.

Professor Michiko Miyamoto describes the situation as a "breakdown of the social framework forged in an industrial society, by which young people become adults."

3. Methodology

The research methodology employed in this paper uses a qualitative case study approach. The case study is a collection of 40 projects cases that were chosen from a longitudinal research study conducted by the International Inspiration Economy Project (IIEP). The method used the target to help explore the possibilities in dealing with NEET complex and multiple variables, practices and processes (Yin, 2003).

The study examined three types of projects cases that prevent, treat or improve the techniques related to NEETs in relevance to the targeted groups which are usually youth between the age of 13-32, where they should be in schools or universities, or working as part-time — the projects listed help to develop the 'intrinsic capacities' in relevance to the type of challenges. The 'intrinsic capacities' are extracted from the longitudinal study cases and projects. Besides, the types of projects, each case was categorised into one three targeted practices that help to develop the youth 'intrinsic capacity' and keep them protected from failing into NEET or poverty traps: visualisation-driven practice, choices-driven practice, decision-driven practice. Buheji (2019), Eurofound (2012).

The case study and the 40 projects enable the investigation for a suitable framework that would build a full variety of evidence: documents, artefacts, interviews and observations. The paper attempts to address the research question: "How NEET can be eliminated or its influence reduced on youth in a way that it would not lead to a new type of poverty?"

4. Case Studies

Since September 2015 till September 2018 IIEP carried projects that deal with the issue of NEET youth from different perspectives and using a variety of approaches. The case studies were carried in mainly four countries, Bahrain, Bosnia, Mauritania and Morocco, over the three years. The motivation for such projects was IIEP carries in it themes the passion 'youth

economy’ and ‘resilience economy’, besides ‘inspiration economy’ which are highly related to both preventions of NEET side effects and elimination of poverty. Buheji (2018a, b, c).

For the sake of this research, the IIEP projects were categorised into mainly three types of cases. The first type of cases was focused on how to control the influence of NEET and its effect, including the negative influence and the possibility of poverty creation. The second type of categorised cases was focused on treating NEET youth to recover from poverty or poverty-related effects. The third type of cases is focused on improving the capacity of youth to help to be more resilient and not fail into the NEET trap, or to re-integrate these youths into the society, or eliminate possible exclusion, Buheji (2018c).

All the projects targeted to enhance youth ‘intrinsic capacity’ and keep them protected from failing into NEET or poverty traps by focusing on one of the following practices: visualisation-driven practice, choices-driven practice, decision-driven practice. Buheji (2019).

Type 1 Cases- Preventing NEET Trap or Possibility of Side Effects (including living with poverty symptoms).

In order to prevent students and youth generation from getting into the NEET trap and side effects; including living into poverty symptoms; the following cases were carried out in different times during the 9/2015 till 9/2018, as per the following Table (1). Each of the projects cases targeted a specific group of NEET during school life, before graduation or directly after graduation.

Table 1. Illustrate Projects that target to prevent NEET trap

Project Case	NEET Target Group	Countries Involved	‘Intrinsic Capacity’ Practice Targeted
1-Build a knowledge economy driven practices in selected schools and universities.	Students of both Schools & Universities	Bahrain	Choices of Life
2-Integrated extra-curricular programs in schools and universities with lifelong learning skills programs.	Students of both Schools & Universities	Bahrain, Bosnia	Visualisation /Choices of Life
3-Enhance multi-disciplinary approaches in the university curriculum as per the type of colleges speciality and disciplines.	Graduating Higher Education Students	Bahrain, Bosnia and Mauritania	Visualisation /Choices of Life

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
4-Develop 'elementary till university' students 'scientific and research contribution passion' and make them focus on developing their countries 'innovation index' by more focused projects that influence their choices in life.	All youth from 13-32 years old in and outside the education system	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Visualisation /Choices of Life /Decision-Making
5- Use the power of peer-to-peer influence to improve 'non-performing students' and ensure these students meets the minimal standard of education.	Non-Performing Students in all school ages of 13-19 years old	Bahrain, Bosnia, (With selected schools in Morocco and Mauritania)	Choices of Life
6-Support Spreading Classes and then Schools Self-Sufficiency Scheme Models	Elementary till High Schools	Bosnia Schools	Choices of Life
7-Simplify tools for measuring students' safety or positive psychology or stress release.	High School & University Students	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Choices of Life
8-Improve the academic counselling that enhance the students' graduation time and give proper guidance at the right time.	High School & University Students	Bahrain (University of Bahrain)	Choices of Life
9-Spread the Disruptive Learning and flipped class teaching techniques to ensure suitable preparedness for the coming life challenges.	High School & University Students	Bahrain (University of Bahrain) and (with some selected Bosnian	Visualisation

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
		Schools and Universities)	
9-Setting Seasonal life-purposefulness Programs that change the mindset of youth about their seen and hidden choices in life.	Students of both Schools & Universities	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Visualisation
11-Addressing the Gambling (pitting) behaviour amongst youth and building prevention scheme through schools' model	Students of both Schools & Universities	Bosnia High Schools	Visualisation Choices of Life
12-Sponsoring projects that analysis the codification and classification of the type of students challenges and problems as per the counselling services of social workers and students deanship.	NEET and Students from age 13-32	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Visualisation /Choices of Life
13-Developing capacity of youth entrepreneurs to increase the survival of their start-ups for more than three years (on average), or the development of safe exits plans.	Youth Entrepreneurs	Bahrain, Morocco, Mauritania	Visualisation /Choices of Life /Decision-Making

Type 2 Cases- Treating NEET to recover from Poverty

The second type of cases in IIEP is focused on treating NEET youth to recover from the potential of into poverty and poverty-related symptoms, which are reflected in Table (2). The treatment practices work on either easing the access of youth to sources of NEET prevention programs or mitigating the impact of negative influences that are leading or could lead to NEET status.

Table 2. Illustrate NEET or NEET prone cases and how they are treated from becoming or being in poverty

Project Case	NEET Target Group	Countries Involved	‘Intrinsic Capacity’ Practice Targeted
1-Easing access to schools and reducing the tuitions specifically to encourage girls’ education among the villagers.	Female Students of both Schools & Universities	Morocco, Mauritania	Visualisation /Choices of Life
2-Focus on finding alternatives for the girls’ role in the village, i.e. easing water transport to release the girls for schools’ attendance.	Female Students of both Schools & Universities	Morocco, Mauritania	Visualisation /Choices of Life
3-Show the benefit and the differentiation of the ‘Non-Performing Students’ towards the Society and the Socio-Economy.	Students of both Schools & Universities	Bosnia	Visualisation /Choices of Life
4-Establishing Dropout Students micro start companies	Students of both Schools & Universities	Bosnia and Mauritania	Visualisation /Choices of Life /Decision-Making
4-Reduce Migration of Youth with more employment opportunities for the villagers’ families.	Youth believing in Migration as a goal from age 13-32	Bosnia and Morocco	Visualisation /Choices of Life /Decision-Making
5-Build a ‘youth trust’ in the village system as a source of income	Youth of Villagers Families	Villages of Morocco Mountains and Mauritania	Visualisation /Choices of Life
6-Build ‘youth independence program’ that counter the poverty through raising the capacity of the farmers for competitive packaging and distribution.	Youth of farmers families and communities	Bahrain, Morocco, Mauritania and Bosnia	Visualisation /Choices of Life /Decision-Making

Project Case	NEET Target Group	Countries Involved	‘Intrinsic Capacity’ Practice Targeted
7-Define type of expelling factors that NEET youth goes through in School, University, NGOs, Private Sector, Friends or Family.	Youth on the risk of being expelled or being NEET or being Excluded from their community	Bahrain	/Choices of Life
8-Define and then tackle issues of students’ depression and calculate its return on the society flourishing.	Cases of Students whom Seeking Council or Dropped in Performance	Bahrain and Bosnia	Choices of Life
9-Reduce youth suicide ratio due to early treatment of main causalities of NEET symptoms and none availability of clear life-purposefulness.	Youth who experience Anxiety	Bahrain and Bosnia	Visualisation /Choices of Life
10-Integrating NEET youth with both formal sport and traditional games to eliminate ‘imposter syndrome’.	Youth on Risky Communities or from Drugs Areas	Bosnia	Visualisation /Choices of Life
11-Engaging troubled NEET youth in Police Patrols.	Troubled NEET Youth or Youth with history bad incidents	Bahrain	Visualisation /Choices of Life

Type 3 Cases - Improving the Capacity of youth to eliminate any type of NEET that causes poverty

The third type of cases in this study was focused on selecting IIEP projects that worked on improving the capacity of youth in order to prevent them from becoming unemployed, or get stuck with a job they are not passionate about, or lose opportunities that make them live as part of poverty, as per Table (3). Achieving such projects would make young people more resilient to meet the turbulent conditions of the labour market.

Table 3. Illustrates the projects that focused on raising the capacity of youth to eliminate any type of NEET related poverty

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
1-Inspiring students to see their intrinsic powers, while developing their creative thinking skills	Students of both Schools & Universities	Bahrain, Bosnia, Morocco, Mauritania	Visualisation /Choices of Life
2-Discovering inspiring students at the right time. (Early inspiration discovery program).	Students of Schools	Bahrain	Visualisation
3- Establishing track of the inspired students after graduation (Inspiration Pathways).	Graduating High School or University Students	Bahrain	Visualisation /Choices of Life
4- Re-Inventing the influence effect of 'Students Volunteering Program'	Students of both Schools & Universities	Bahrain and Selected Mauritania NGOs youth	Visualisation /Choices of Life
5-Improving academic counselling that enhance the students' graduation time and give proper guidance towards their proper life goals, in the right time.	Late graduating students or low performing students or part-time students Or NEET youth	Bahrain	Visualisation /Choices of Life /Decision-Making
6-Improve the University capability to attract competitive projects and contracts through re-organising its students' knowledge expertise and profile.	Students of both Schools & Universities	Bahrain	Visualisation /Choices of Life
7-Enhance students' fitness or competence to meet labour market demand through encouraging different jobs engagement before graduation.	High School and University Graduating Students	Bahrain	Visualisation /Choices of Life /Decision-Making

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
8-Optimise the Youth 'Quality of Life' through Students Unions Focused 'Pull thinking' Projects	All Youth with more focus on NEET	Bosnia	Visualisation /Choices of Life/Decision-Making
9-Building Youth Entrepreneurship & Innovation programs.	Graduating Youth	Bahrain and Bosnia	Visualisation /Choices of Life/Decision-Making
10-Enhancing Youth contribution in voluntary work through rectifying and supporting change in Cultural and Sports Clubs.	All youth from 13-32 years	Bahrain and Selected Mauritania NGOs youth	Visualisation /Choices of Life/Decision-Making
11-Enhancing Potential Employers engagement with schools, colleges and universities and improve the feedback Students interaction and readiness to challenges of the local economy.	Students of both Schools & Universities	Bahrain	Choices of Life/Decision-Making
14-Show influence of 'Disruptive Education' and 'Multi-discipline Learning' on creating more inspiring students.	Students of both Schools & Universities	Bahrain, Bosnia and Morocco	Visualisation /Choices of Life
15-Simulate experiments & hands-on to enhance the community innovation around the university campus.	Students of Universities	Bahrain	Visualisation /Choices of Life
16-Improving the outcome of creating "Self-Dependent" youth in the 'Police Youth Summer Camps' which is held for 3 weeks.	Youth between 11-16 years	Bahrain	Visualisation /Choices of Life

5. Discussion

Reviewing both literature and the rising challenges of NEET and NEET related outcomes shows there is still much work need to be done in this area specifically in relation raising the intrinsic capacities of youth either to overcome the trap of NEET or prevent them from being inside it. The three types of cases in relevance to preventing, treating or improving the youth to keep them away from NEET related problems or being trapped in NEET opens up a new

line of research.

The IIEP program sets examples of how we could deal with NEET youth challenges, as the youth with no employment opportunities, or in those in unstable jobs, or in low paid jobs. Most of the three types of cases show the importance of visualisation and setting practices that enhance or calibrate or exploit life-purposefulness goals.

The case study helps to set a NEET transformation framework that helps to deal with the symptoms of youth, which lead to cases of stress, tension and then even might develop to chronic depression. The trend now for these NEET related symptoms come as ‘quarter-life crisis’, where NEET youth feel they have no clear life-purposefulness goals. Some NEETs also more might develop ‘Imposter Syndrome’, where youth would ‘feel of none appreciation of their achievements’.

In order to raise excitement and minimise the NEET youth dissatisfaction, as per Figure (4), we need to develop for the techniques that increase their ‘visualisation’ or their goals and choices of life. This level would increase their passion and symphony, as illustrated in Figure (4).

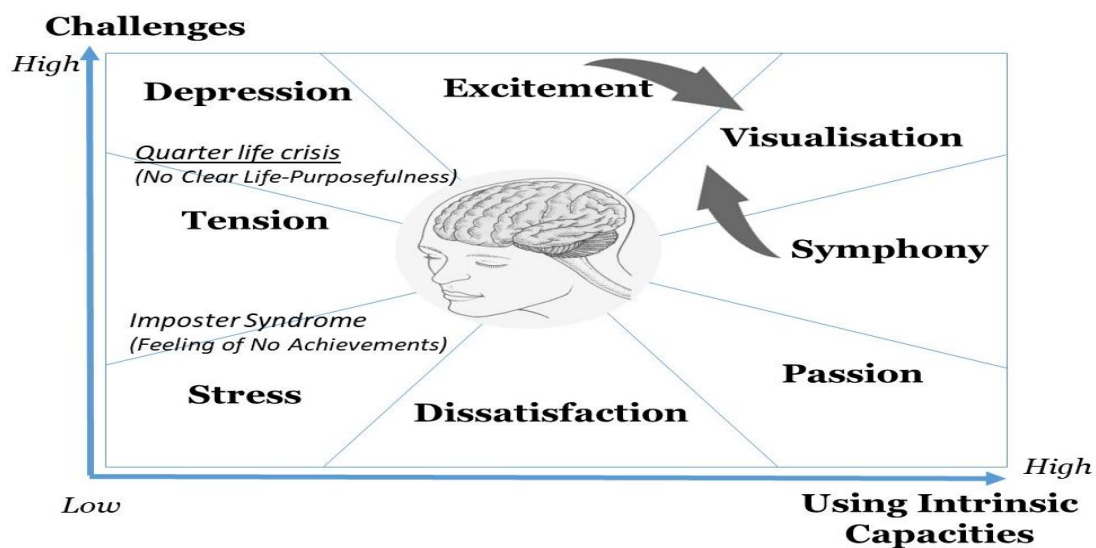


Figure 4. Shows the Importance of Visualisation in discovering our intrinsic capacities

The framework encourages researchers and practitioners to use intrinsic capacities to pull the mindset of youth from negatively reacting to NEET situations to more consider them as sources of excitement of a dissatisfaction that raise the persistence and perseverance, the makes the youth passion and link it to their visualised life-purposefulness’ goals, with a consistency called ‘symphony’.

6. Conclusion

Setting transition and transformation focused research that enable NEET youth to increase their ‘intrinsic capacity’ is undoubtedly very essential for their quality of life and empowering them enough to be out of the poverty trap. Many youths want to come out of NEET or avoid,

but the routes to such achievement are not always clear. Therefore, the key points of this research are to provide valuable insights on how to deal with NEET youth and eliminate their possibility in failing into a new type of poverty where their choices of life would be perceived to be limited. The paper suggests that if different practices set before-, during-, after- the 'zero status' or NEET as it called, then it would help to develop better life purposefulness practices that are driven by visualisation, choices of life, and focused decision-making.

Similarly, the proposed framework links practices that help to deal with the NEET youth dynamic situation towards using visualisation as a way to raise the intrinsic youth capacity. The implications of this research carry lots of ideas youth and NEET related mentors, managers and researchers.

As with any exploratory empirical study, the limitations of this research is that its data was extracted from one main project, the IIEP. Besides the framework proposed was built based on these data. Therefore, there should be more NEET youth poverty elimination projects in order for the results here could be generalised effectively. However, this research could open opportunities for more long- and short-term focused research efforts that could reduce the NEET impacts and highlights a new approach for reducing any possible future type of poverty.

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