

RNEET FRAMEWORK - Manual

RNEET framework is a dynamic tool to help youngsters and professional to understand dynamics of social exclusion better. It is primary a self-reflection tool for the youngsters to map out their current life situation. Framework has been produces in an Erasmus+ project called SCALE. This is a first draft of the final "product" and we would like to hear your opinion about it.

SCALE is a European project under the Erasmus+ funding with an aim to create a framework regarding NEET youngsters (Not in Education, Employment or Training) and RNEET (Risk of being NEET) people. In our society there are young people who are in education or employment while others are not. However, to become RNEET from being EET (in education, employment or training) and consequently reach the phase of being NEET is a longer and more complicated process. There are some shifting phases in the process which are not necessarily fixed or linear. These shifting phases correspond to some factors either risk factors or safety factors which can either take the person towards social exclusion (not tightly liked to the society) or social inclusion (linked to the society).

During the exchange programme taking place in Stockholm from the 18th until 24th of May 2019 30 young people from the Finnish Sosped, Swedish Fryshuset and from YEU Cyprus came together and created the following framework which explains the mentioned phases along with detailed tables concerning the Risk and Safety factors.

Note. Information and expressions in this framework are not final or complete. Their main idea is to help young persons and professional to start to discuss about young person's life situation and find practical ways to make the situation better.

Picture: 1: From EET to NEET



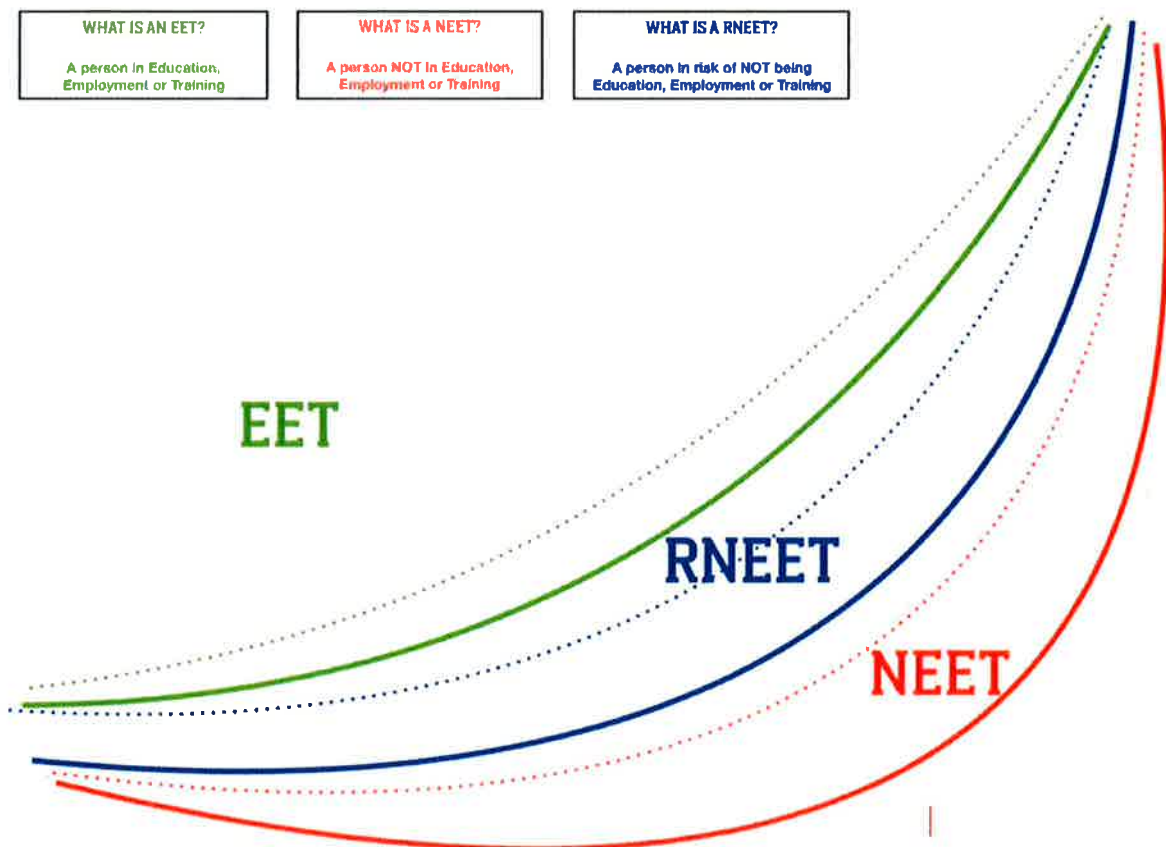
Level 1: (on the left) describes a life situation where a person is currently in education, employed or training. Different risk factors can cause him/ her to go to second level.

Level 2: RNEET is a person who has a (clear) risk of dropping out from education, employment or training in the near future.

Level 3: NEET is an international definition for a young person 12-29 years old who is not currently in education, employed on in a training.

Picture 2: From EET to NEET visualised

Picture two describes development of social exclusion in a visualised form. This picture can be used to discuss about the young person's life situation.



The two tables below show the factors that youngsters can be transformed from EET to RNEET and from RNEET to NEET. The factors are split into two categories as some of them might be permanent in a person's life and some others temporary, some factors might belong to both of these categories thus it always depends on the subjectivity of each situation.

TABLE 1: RISK FACTORS

	From EET to RNEET		From RNEET to NEET	
THEME / LEVEL OF ANALYSIS	TEMPORARY RISKS	PERMANENT RISKS	TEMPORARY RISKS	PERMANENT RISKS
Behaviour	Temporary withdrawal, Stressful behavior	Avoiding expressing feelings and thoughts	Social avoidance	Social avoidance Acceptance of your situation
Attitudes	Bitterness, mixed feelings	Black and white thinking, hostility	Criticism-scepticism Bitterness Cynicism	Radicalisation Hostility Black and white thinking
Social Life & Loneliness	Temporary loneliness, temporary lack of belongingness	Staying at home a lot, lack of social and emotional skills	Feeling of shame about your own situation	Social isolation Constant feeling of shame
Social Media and Digital games	Posting negative content on on Social media Intensity of use Increases Being bullied or bullying others on Social Media	Escapism in social Media and Digital games Avoiding real life contact Being bullied or bullying others on Social Media	Posting negative content on Social media Escapism in Social Media and Digital games Loosing sense of control Being bullied or bullying others on Social Media	Addictive use of Social Media and Digital games Withdrawal from real life social contacts

TABLE TWO: SAFETY FACTORS

	From EET to RNEET		From RNEET to NEET	
THEME / LEVEL OF ANALYSIS	TEMPORARY SAFETY FACTORS	PERMANENT SAFETY FACTORS	TEMPORARY SAFETY FACTORS	PERMANENT SAFETY FACTORS
Behaviour	Pro social behaviour Participation in society (e.g. training work, school)	Having daily routines Participation in society (e.g. training work, school)	Asking and seeking help from professionals (e.g. teachers, mental health workers, youth workers)	Seeing professionals (e.g. youth workers, mental health workers) Having a daily routines Participation in society (e.g. training work, school)
Attitudes	Positive views about self, others and society	Positive views about self, others and society	Positive views about self, others and society	Positive views about self, others and society
Social Life & Loneliness	Belongingness in social groups (e.g. school, family, friends, hobby groups)	Meaningful social relationships (e.g. family, friends, school)	Belongingness in social groups (e.g. school, family, friends, hobby groups)	Safe social environments Social support from family, friends and school Meaningful social relationships (e.g. family, friends, school)
Social Media and Digital games	Expressing Self on Social media Talking with friends online Playing digital games with friends Developing own media skills/ Participation in interest driven groups	Ability to control own use Media literacy skills	Expressing Self on Social media Talking with friends online Finding information/Participation in interest driven groups	Ability to control own use Media literacy skills

QUESTIONS FOR SELF REFLECTION

Risk and safety factors can be assessed through the following questions. Those can be used to self-reflection or through a conversation. Based on the answers, someone can put themselves in the diagram above to see where it stands and proceed to the necessary actions.

Behaviour

- How would you describe your daily social activities in and outside school/work? Are there some social situations or places you have started avoiding recently?
- How do you feel like being in school/work?
- Have you tried to change your own situation somehow? Please specify how

Attitudes (optimism, future goals)

- How satisfied are you with your life at the moment?
- How much can you influence things in your own life?
- How much can you influence things in society?
- Where do you see yourself in five years?

Social life and loneliness

- How satisfied are you with your social relationships?
- How much can you trust people in your life?
- To what extent do you feel like you are part of some social group? (e.g. family, friends, school, hobby groups, online communities...)
- If something bothers you, can you share your thoughts and feelings to someone?

Social media and Online games

- How would you describe your daily use of social media and online games?
- Are you a membership of some online community? What kind of community?
- What kind of content do you share online?
- How do you control your daily use of digital media?

MAPPING OUT CURRENT SITUATION

Here are steps for you to use the RNEET framework. Instructions are primary for young persons. They can use the framework individually or together with the personnel

1. Go through the material and make sure you understand concepts of EET, RNEET & NEET
2. Look at the picture below and think where are you currently in your own life
3. Look at the “risk factors” – table and write down your personal risk factors
4. Look at the safety factors -table and name your personal safety factors
5. Discuss about your answers with someone from a personnel or a friend
6. Discuss ways to increase number of your safety factors and think what kind of help you could need
7. Decide one small practical thing that you could do and decide next meeting where you continue to discuss about this topic.

