



Co-funded by the
European Union

#Kayros
DIGITAL INNOVATION



Fostering Awareness of Lifelong Learning in Young NEETs FALLYNEETS

2025-1-PT02-KA210-YOU-000361656



Co-funded by the
European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Contents

A. Emotional control and resilience.....	4
1. Conceptual Framework.....	5
1.1. What is Emotional Resilience?.....	5
1.2. Relevance for NEET Youth.....	8
2. Challenges Faced by NEET Youth.....	10
3. Practical Strategies.....	13
3.1. Emotional Self-Regulation Techniques.....	13
3.2. Cognitive-Behavioral Tools.....	17
3.3. Social-Emotional Competencies.....	21
4. Integration in a PLE.....	26
5. Pedagogical Approach to the AI Tools.....	29
Wysa.....	29
Smiling Mind.....	30
Medito.....	32
B. Applicable auxiliary digital technological tools.....	34
1. Conceptual Framework.....	35
2. NEET Challenges in Digital Learning.....	37
3. Categories of Tools.....	41
3.1. Productivity & Learning Tools.....	42
3.2. Creativity Tools.....	45
3.3. Communication Tools.....	48
3.4. Self-Learning & Assessment Tools.....	50
3.5. Accessibility Tools.....	53
4. PLE Integration.....	56
5. Pedagogical Approach to the AI Tools.....	59
Google Gemini (in Google Docs).....	64
Trello.....	67
Canva.....	69
HyperWrite AI.....	72
Read&Write.....	75
C. Personal digital image and social networks.....	78
1. Conceptual Framework.....	79
2. Challenges for NEET Youth.....	82
3. Core Themes to Develop.....	86
3.1. Responsible Social Media Use.....	86
3.2. Professional Digital Image.....	90

3.3. Networking with Social Media.....	93
4. Integration in the PLE.....	97
5. Pedagogical Approach to the AI Tools.....	99
Vidnoz AI.....	99
SnapEdit AI.....	100
Google Alerts.....	100
D. Employment guidance and entrepreneurship.....	103
1. Conceptual Framework.....	104
1.1 What is employability?.....	104
1.2 Factors that influence employability.....	105
1.3 Key soft skills for the modern job market.....	107
1.4 Definition of entrepreneurship.....	113
1.5 Youth self-efficacy and initiative.....	117
2. Challenges for NEET Youth.....	120
2.1 Weak CVs.....	120
2.2 Lack of job interview experience.....	122
2.3 Difficulty expressing skills.....	124
2.4 Limited professional networks.....	126
3. Core Topics to Develop.....	129
3.1. Job Search Strategies.....	129
3.2. CV & Cover Letter Creation.....	134
3.3. Interview Skills Development.....	139
3.4. Entrepreneurship Basics.....	141
3.5. Networking.....	145
4. Integration in the PLE.....	147
4.1 Professional learning goals.....	147
4.2 Personal portfolio.....	147
4.3 Career tracking.....	148
5. Pedagogical Approach to the AI Tools.....	149
5.1 Resume.com.....	149
5.2 Final Round AI.....	150
5.3 Namecheap Logo Maker.....	152
5.4 Lucidchart.....	153
5.5 Miro.....	155



A. EMOTIONAL CONTROL AND RESILIENCE

Fostering Awareness of Lifelong Learning in Young NEETs FALLYNEETS

2025-1-PT02-KA210-YOU-000361656



Co-funded by the
European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1. Conceptual Framework

1.1. What is Emotional Resilience?

Definitions from psychology and youth development literature

Emotional resilience refers to the ability to adapt, recover, and grow in response to stress, adversity, or challenging life situations. In psychology, it is often described as a dynamic process that enables individuals to maintain or regain emotional balance after experiencing difficulties.

From a youth development perspective, emotional resilience is not just about “bouncing back,” but also about developing the skills, attitudes, and behaviours needed to navigate uncertainty, build confidence, and sustain motivation over time.

Rather than being an innate trait, emotional resilience can be learned and strengthened through experience, reflection, and practice. This is especially important for young people who face unstable environments or limited opportunities, as it provides them with tools to manage emotions and make constructive decisions.

Difference between resilience and resistance

Although often used interchangeably, resilience and resistance are different concepts.

- **Resistance** refers to the ability to withstand pressure or avoid being affected by external stressors. It is more about “holding on” or blocking impact.
- **Resilience**, on the other hand, involves adaptation and transformation. It is the capacity to respond to challenges, learn from them, and continue moving forward.

A resistant person may try to ignore or suppress difficulties, while a resilient person acknowledges them, processes the emotional impact, and adjusts their response accordingly.

Resistance	Resilience
Avoids or blocks stress	Adapts to stress
Focus on endurance	Focus on growth
Rigid response	Flexible response

Short-term coping

Long-term development

Core pillars of emotional resilience

Emotional resilience is built on several key components that work together to support emotional stability and personal growth:

- **Adaptability**

The ability to adjust to new situations, changes, or unexpected challenges. Adaptable individuals can shift their perspective and behaviour when needed.

- **Emotional flexibility**

The capacity to experience, understand, and regulate a wide range of emotions without becoming overwhelmed. It involves recognising emotions without being controlled by them.

- **Optimism**

A realistic but positive outlook on life. Optimism does not mean ignoring difficulties, but believing that challenges can be overcome and that effort can lead to improvement.

- **Self-regulation**

The ability to manage emotional reactions, impulses, and stress responses. This includes calming oneself, delaying reactions, and choosing constructive behaviours.

Together, these pillars help individuals respond to difficulties in a balanced and proactive way.

The neurobiology of emotional responses (basic introduction)

Emotional resilience is closely linked to how the brain processes stress and emotions.

When a person faces a stressful situation, the brain activates a rapid response system often known as the “fight, flight, or freeze” response. This reaction is controlled by a part of the brain called the amygdala, which detects threats and triggers emotional responses such as fear or anxiety.

At the same time, another part of the brain—the prefrontal cortex—is responsible for reasoning, decision-making, and emotional regulation. When functioning effectively, it helps individuals pause, reflect, and choose how to respond rather than reacting impulsively.

In high-stress situations, the amygdala can become dominant, leading to automatic reactions such as panic, avoidance, or frustration. Emotional resilience involves strengthening the connection between these brain systems so that individuals can regulate their responses more effectively.

Through practices such as reflection, breathing techniques, and emotional awareness, it is possible to train the brain to respond in a calmer and more controlled way. Over time, this improves the ability to manage stress and maintain emotional balance.

1.2. Relevance for NEET Youth

Emotional resilience plays a critical role in the lives of young people who are not in education, employment, or training (NEET). This group often faces a combination of personal, social, and economic challenges that can significantly impact their emotional wellbeing and future opportunities.

Consequences of long-term stress, unemployment, and unstable environments

Many NEET youth experience prolonged periods of uncertainty. The absence of structured daily routines, financial instability, and limited access to opportunities can create chronic stress.

Over time, this can lead to:

- Emotional exhaustion
- Increased anxiety and frustration
- Feelings of helplessness
- Loss of motivation

Without the right coping strategies, this type of stress can become a barrier to taking action, trying new opportunities, or engaging in learning processes.

Impact on decision-making, self-confidence, and motivation

Emotional states strongly influence how decisions are made. When young people feel overwhelmed, insecure, or discouraged, they are more likely to:

- Avoid making decisions
- Doubt their abilities
- Give up easily when facing challenges
- Choose short-term comfort over long-term goals

Low self-confidence often leads to a cycle where individuals do not take action, which then reinforces their belief that they are not capable.

Motivation is also affected. When efforts do not seem to lead to results, it becomes harder to stay engaged or believe that change is possible.

The “NEET identity trap”

One of the most critical emotional challenges is the development of a negative self-identity.

The term **“NEET identity trap”** refers to a situation where young people start to define themselves based on their current status rather than their potential. Labels such as “unemployed,” “unskilled,” or “inactive” can become internalised and influence how individuals see themselves.

This can lead to:

- Limiting beliefs (“I am not capable”)
- Fear of trying new things
- Avoidance of opportunities
- Reduced self-worth

Over time, this identity can become a self-fulfilling cycle, where the individual’s perception prevents them from taking the steps needed to change their situation.

Why emotional education is essential before employability training

Before focusing on employability skills such as CV writing, job search strategies, or technical training, it is essential to address emotional readiness.

Without emotional resilience:

- Young people may not engage fully in training programmes
- They may struggle to handle rejection or feedback
- They may abandon opportunities at the first difficulty

Emotional education helps individuals:

- Understand and manage their emotions
- Build confidence and self-awareness
- Develop persistence and adaptability
- Reframe failure as part of the learning process

By strengthening emotional resilience first, NEET youth become more prepared to engage in learning, take risks, and pursue opportunities with a more positive and proactive mindset.

Key message

Emotional resilience is not an “extra” skill — it is a foundational competence.

It enables young people to move from a state of passivity and uncertainty to one of action, growth, and self-development.

2. Challenges Faced by NEET Youth

Young people who are not in education, employment, or training (NEET) often face a complex combination of emotional, social, and economic challenges. These challenges are not only external but also deeply internal, affecting how they think, feel, and act.

Understanding these difficulties is essential to designing effective support strategies and helping young people move forward.

Low self-esteem and lack of self-efficacy

Many NEET youth struggle with low self-esteem, meaning they do not feel confident about their own value or abilities. This is often combined with a lack of self-efficacy — the belief that they are capable of achieving goals or handling challenges.

When young people repeatedly experience rejection, failure, or lack of opportunities, they may begin to believe:

- “I’m not good enough”
- “I won’t succeed anyway”
- “There’s no point in trying”

This mindset reduces initiative and makes it harder to take the first step toward change.

Example:

A young person may avoid applying for jobs because they assume they will be rejected, even before trying.

Fear of failure and avoidance of challenges

Fear of failure is a major barrier. Instead of seeing mistakes as part of learning, many NEET youth associate failure with personal inadequacy.

As a result, they may:

- Avoid new opportunities
- Refuse to try unfamiliar activities
- Stay in their comfort zone
- Delay important decisions

Avoidance becomes a coping mechanism, but in the long term, it reinforces stagnation and limits growth.

Example:

A young person may not attend a training workshop because they are afraid of not understanding the content or being judged by others.

Difficulty managing frustration

Frustration arises when expectations do not match reality. For NEET youth, repeated obstacles — such as job rejections or lack of progress — can lead to emotional overload.

Without proper coping strategies, frustration may result in:

- Anger or irritability
- Giving up quickly
- Negative thinking patterns
- Loss of motivation

Learning how to tolerate frustration is a key step in building resilience.

Example:

After not receiving a response from several job applications, a young person may stop trying altogether.

Emotional overload due to family or economic stress

Many NEET youth live in environments where financial difficulties, family pressure, or unstable living conditions are present.

These factors can create constant emotional pressure, making it difficult to focus on personal development or future planning.

Common effects include:

- Anxiety about the future
- Feeling overwhelmed
- Difficulty concentrating
- Emotional fatigue

When basic needs or stability are not guaranteed, emotional resilience becomes harder to maintain.

Example:

A young person living in a financially unstable household may feel responsible for contributing, even without having the means or opportunities to do so.

Social isolation and lack of support networks

NEET youth often experience reduced social interaction, especially if they are not engaged in school, work, or structured activities.

This can lead to:

- Feelings of loneliness
- Lack of emotional support
- Reduced opportunities for learning from others
- Weak professional and social networks

Isolation can also reinforce negative thoughts and limit exposure to positive role models or opportunities.

Example:

A young person who spends most of their time alone at home may lose confidence in social situations and avoid interacting with others.

Key reflection

These challenges are interconnected. Low self-esteem can lead to avoidance, which increases isolation, which then reinforces negative beliefs.

For this reason, emotional resilience is not developed by addressing only one issue, but by understanding the broader emotional and social context of each individual.

Key message

Behind every “inactive” young person, there is often a combination of emotional barriers — not a lack of potential.

Recognising these challenges is the first step toward building confidence, resilience, and engagement.

3. Practical Strategies

3.1. Emotional Self-Regulation Techniques

Emotional self-regulation refers to the ability to recognise, understand, and manage emotional reactions in a healthy and constructive way. For NEET youth, developing these skills is essential to deal with stress, frustration, and uncertainty.

The following techniques are simple, practical, and can be applied in daily life, even in high-stress situations.

Grounding Exercises (5-4-3-2-1 Method)

What it is:

A technique that helps bring attention back to the present moment by focusing on the senses. It is especially useful during moments of anxiety or emotional overwhelm.

When to use:

- Feeling anxious or panicked
- Overthinking
- Loss of focus

How to do it (step-by-step):

1. Name **5 things you can see**
2. Name **4 things you can touch**
3. Name **3 things you can hear**
4. Name **2 things you can smell**
5. Name **1 thing you can taste**

Example:

A young person feeling anxious before a job interview can use this technique to calm down and regain focus.

Why it works:

It shifts attention away from negative thoughts and reconnects the mind with the present moment.

Breathing Techniques

What it is:

Controlled breathing helps regulate the nervous system and reduce stress responses.

When to use:

- Before stressful situations
- During emotional tension
- When feeling overwhelmed

How to do it (basic technique):

4-4-6 breathing:

1. Inhale through the nose for 4 seconds
2. Hold for 4 seconds
3. Exhale slowly through the mouth for 6 seconds
4. Repeat for 2–3 minutes

Example:

Before sending a job application or attending a workshop, this technique helps reduce anxiety.

Why it works:

Slow breathing signals the brain that the body is safe, reducing the “fight or flight” response.

Progressive Muscle Relaxation

What it is:

A technique that involves tensing and relaxing different muscle groups to release physical tension.

When to use:

- Physical stress or tension
- Difficulty sleeping

- After emotionally intense situations

How to do it:

1. Start with your feet — tense muscles for 5 seconds
2. Release and relax for 10 seconds
3. Move up to legs, stomach, arms, shoulders, and face
4. Focus on the difference between tension and relaxation

Example:

After a stressful day or frustrating experience, this exercise helps the body return to a relaxed state.

Why it works:

It reduces physical symptoms of stress and increases body awareness.

The “STOP” Emotional Intervention Model

What it is:

A simple mental strategy to interrupt impulsive emotional reactions and respond more consciously.

When to use:

- During conflict
- When feeling anger or frustration
- Before reacting impulsively

How to do it:

- **S – Stop**
Pause immediately. Do not react.
- **T – Take a breath**
Use a breathing technique to calm down.
- **O – Observe**
Notice what you are feeling and thinking.
Ask: “What is happening inside me right now?”
- **P – Proceed**
Choose how to respond in a calm and constructive way.

Example:

A young person receiving negative feedback may feel angry. Instead of reacting defensively, they use STOP to pause and respond calmly.

Why it works:

It creates a space between emotion and action, allowing better decision-making.

Reflection Tip (for learners)

Try one of these techniques during the week and reflect:

- When did you use it?
- What were you feeling before?
- What changed after?

This helps build awareness and reinforces emotional self-regulation over time.

Key message

Managing emotions does not mean suppressing them.
It means understanding them and choosing how to respond.

3.2. Cognitive-Behavioral Tools

Cognitive-behavioral tools help individuals understand how their thoughts influence emotions and behaviours. For NEET youth, these tools are especially useful to break negative thinking patterns that can limit motivation, confidence, and action.

The goal is not to eliminate negative thoughts, but to recognise them, question them, and replace them with more balanced and constructive perspectives.

Identifying Automatic Negative Thoughts

What it is:

Automatic negative thoughts are quick, often unconscious thoughts that appear in response to situations. They are usually pessimistic, self-critical, and repetitive.

Common examples include:

- “I’m not good enough”
- “I will fail anyway”
- “No one will give me a chance”

These thoughts feel real, but they are often distorted and not based on objective evidence.

When to use:

- When feeling discouraged or anxious
- After rejection or failure
- When avoiding opportunities

How to identify them:

1. Notice your emotional reaction (e.g., anxiety, frustration)
2. Ask yourself: “*What am I thinking right now?*”
3. Write down the thought exactly as it appears

Example:

Situation: You don't receive a response after applying for a job

Thought: "They didn't reply because I'm not good enough"

Emotion: Sadness, frustration

Reframing Techniques

What it is:

Reframing means changing the way you interpret a situation by looking at it from a more balanced and realistic perspective.

It does not mean being unrealistically positive — it means being fair and objective.

When to use:

- When stuck in negative thinking
- When feeling blocked or unmotivated
- After setbacks

How to reframe (step-by-step):

1. Identify the negative thought
2. Question it:
 - Is this 100% true?
 - What evidence do I have?
 - Is there another explanation?
3. Replace it with a more balanced thought

Example:**Situation****Automatic****Reframed Thought**

Thought

No reply
from job
application

"I'm not
good
enough"

"Maybe they had many
candidates. I can improve and
try again"

Why it works:

Reframing reduces emotional intensity and opens space for action instead of avoidance.

Building Internal Dialogue for Resilience

What it is:

Internal dialogue is the way we talk to ourselves. It can either support or sabotage our confidence and motivation.

A negative internal dialogue reinforces fear, doubt, and inaction. A constructive internal dialogue promotes resilience and persistence.

When to use:

- Before challenging situations
- After mistakes or failure
- When feeling insecure

How to build a resilient internal dialogue:

Replace self-critical language with supportive and realistic statements.

Examples:

Negative

Resilient Self-Talk

Self-Talk

"I can't do
this"

"This is difficult, but I can try step by
step"

"I always
fail"

"I didn't succeed this time, but I can
learn from it"

"I'm not
capable"

"I can improve with practice"

Practical Exercise (Worksheet Style)

Ask learners to complete:

- Situation: _____
- What I felt: _____
- What I thought: _____
- Is this thought 100% true? _____
- Alternative thought: _____
- New action I can take: _____

Key reflection

Thoughts are not facts — they are interpretations.

By changing the way we think, we change the way we feel and act.

Key message

You cannot always control what happens to you,
but you can learn to control how you interpret it.

3.3. Social-Emotional Competencies

Social-emotional competencies are essential skills that allow individuals to interact effectively with others, understand emotions (their own and others'), and manage relationships in a healthy way.

For NEET youth, developing these competencies is particularly important, as they support confidence, communication, teamwork, and the ability to navigate social and professional environments.

Assertiveness

What it is:

Assertiveness is the ability to express thoughts, feelings, and needs clearly and respectfully, without being passive or aggressive.

Why it matters:

Many young people either avoid expressing themselves (passive behaviour) or react with frustration (aggressive behaviour). Assertiveness helps find a balanced approach.

Example:

- Passive: "It's fine, I don't mind" (even if it's not true)
- Aggressive: "This is wrong, you never listen!"
- Assertive: "I would like to share my opinion and be heard"

Practical exercise:

Ask learners to rewrite sentences:

- "I can't do this" → _____
- "You're wrong" → _____

Goal: transform into assertive communication.

Empathy

What it is:

Empathy is the ability to understand and share the feelings of another person.

Why it matters:

Empathy helps build trust, improve relationships, and reduce conflict. It also allows young people to better understand different perspectives.

Example:

A friend cancels plans at the last minute.

Instead of reacting with anger, empathy allows understanding that they may be dealing with personal difficulties.

Practical exercise:

Scenario reflection:

- What might this person be feeling?
- Why might they act this way?
- How would you respond empathetically?

Active Listening

What it is:

Active listening means fully focusing on the speaker, understanding their message, and responding thoughtfully.

Why it matters:

Many conflicts arise because people do not feel heard. Active listening improves communication and strengthens relationships.

Key elements:

- Maintain eye contact
- Avoid interrupting
- Show understanding (e.g., nodding, short responses)
- Reflect back what was said

Example:

Instead of:

“I know, that always happens to me too...”

Try:

“So you’re feeling frustrated because things didn’t go as planned, right?”

Practical exercise:

Pair activity:

- Person A speaks for 2 minutes about a challenge
- Person B listens without interrupting
- Person B summarises what they heard

Conflict Management**What it is:**

Conflict management is the ability to handle disagreements in a constructive and respectful way.

Why it matters:

Conflict is part of everyday life. Learning how to manage it prevents escalation and supports problem-solving.

Common reactions to conflict:

- Avoidance
- Aggression
- Passive acceptance

Constructive approach:

1. Stay calm
2. Listen to the other person
3. Express your point of view clearly
4. Focus on solutions, not blame

Example:

Instead of saying:

“You never help me!”

Try:

“I feel overwhelmed and would appreciate more support with this task.”

Practical exercise:

Conflict role-play:

- Scenario: disagreement in a group project
- Learners practise expressing needs and finding a solution

Key reflection

Strong social-emotional skills improve not only relationships, but also employability.

Employers value communication, teamwork, and emotional intelligence as much as technical skills.

Key message

Understanding yourself helps you understand others.

And understanding others helps you build better opportunities.

4. Integration in a PLE

A Personal Learning Environment (PLE) is a set of digital tools, resources, and strategies that individuals use to manage their own learning. Integrating emotional resilience into a PLE allows NEET youth to actively monitor their emotional wellbeing while developing skills for personal and professional growth.

This integration transforms emotional learning from a theoretical concept into a continuous, self-managed process.

Using digital spaces to track emotional progress

Digital tools can help young people become more aware of their emotional patterns over time. By regularly recording how they feel, they can identify triggers, reactions, and progress.

Examples of digital practices:

- Daily mood tracking using apps or simple digital logs
- Recording emotional reactions to specific situations (e.g., job applications, social interactions)
- Noting changes in stress levels over time

This process encourages self-awareness and helps individuals understand how their emotions influence their behaviour.

Creating a “Resilience Dashboard”

A Resilience Dashboard is a simple visual system within the PLE where learners can monitor key aspects of their emotional development.

It can include:

- Current emotional state (daily or weekly)
- Stress level indicators
- Personal goals (e.g., “apply to 3 jobs this week”)
- Coping strategies used (e.g., breathing, grounding)

- Progress tracking (what has improved over time)

The dashboard can be created using tools such as:

- Digital boards (e.g., Notion, Trello)
- Simple spreadsheets
- Personal learning platforms

The goal is to provide a clear overview of both emotional and behavioural progress, making improvement visible and motivating.

Curating emotional wellbeing resources

A key component of a PLE is the ability to collect and organise useful resources.

Learners should be encouraged to build their own collection of materials, such as:

- Videos on stress management and emotional skills
- Guided exercises (breathing, relaxation, reflection)
- Articles or short readings on resilience
- Links to digital tools and apps

By curating their own resources, learners take ownership of their learning process and create a personalised support system that they can access anytime.

Using reflective journals inside the PLE

Reflective journaling is one of the most effective ways to develop emotional awareness and resilience.

Within the PLE, learners can maintain a digital journal where they regularly reflect on their experiences.

Suggested prompts:

- What did I feel today?
- What triggered this emotion?
- How did I react?

- What could I do differently next time?
- What did I learn from this situation?

This practice supports deeper self-understanding and helps transform experiences into learning opportunities.

Linking emotional skills with personal and professional development

The integration of emotional resilience in a PLE should not be isolated from other learning goals. Instead, it should be directly connected to employability and personal development.

For example:

- Before a job interview, learners can use breathing techniques recorded in their PLE
- After a rejection, they can reflect on emotions and apply cognitive reframing
- During training, they can monitor stress levels and apply self-regulation strategies

This connection ensures that emotional skills are applied in real-life situations, making them more meaningful and effective.

Key reflection

A PLE is not just a collection of tools. It is a personal system for growth. When emotional resilience is integrated into it, learning becomes more conscious, structured, and sustainable.

Key message

Managing emotions and managing learning should go together.
A well-designed PLE helps young people take control of both.

5. Pedagogical Approach to the AI Tools

WYSA (Free Version)

Type: AI mental-health chatbot

Cost: Free tier available

What it does:

Wysa provides a safe, anonymous chat space where users can express emotions, explore stressors, and receive AI-guided emotional prompts.

Why it fits NEET youth:

- Allows them to talk about stress without judgment
- Accessible on mobile and very intuitive
- Provides simple cognitive-behavioral exercises
- Encourages emotional reflection
- Helps reduce anxiety before job-seeking activities

Educational approach:

Wysa can be used as an introduction to emotional literacy: youth learn to name emotions, detect triggers, and reflect on stress responses. It supports the module's goal of developing emotional self-awareness and resilience.

Smiling Mind

Short Description

Smiling Mind is a free mindfulness and mental wellbeing application designed to support emotional regulation, stress reduction, and personal development. It offers guided meditation sessions, structured programmes, and practical exercises tailored to different age groups and life situations.

Main Functionalities

- Guided meditation sessions (short and easy to follow)
- Structured mindfulness programmes (daily routines)
- Breathing and relaxation exercises
- Progress tracking and emotional awareness tools
- Offline access to sessions (after download)
- Age-specific content, including youth-focused programmes

Educational Value (Why it helps NEETs)

Smiling Mind supports the development of emotional resilience by providing practical tools that help young people manage stress, anxiety, and negative thoughts.

For NEET youth, the app is particularly valuable because:

- It introduces simple and accessible techniques for emotional self-regulation
- It helps build daily routines, which are often missing in periods of unemployment
- It improves focus, clarity, and emotional awareness
- It supports confidence and reduces anxiety in situations such as job searching or attending training

The app aligns with the goals of this module by promoting emotional stability, self-awareness, and consistent personal development.

Accessibility Considerations

- Free to use, making it accessible to users with limited financial resources

- Available on mobile devices (Android and iOS)
- Simple and intuitive interface, suitable for beginners
- Short sessions (5–10 minutes) that fit easily into daily routines
- Requires internet connection for initial download (some content available offline)

Risks & Limitations

- Requires self-discipline to use regularly
- Limited personalization compared to some advanced paid apps
- Some users may find meditation difficult at the beginning
- Does not replace professional psychological support when needed

Medito

Short Description

Medito is a free, non-profit meditation and mindfulness app designed to support emotional wellbeing, reduce stress, and improve mental clarity. It provides guided meditations, courses, and practical exercises focused on developing awareness, calmness, and emotional balance.

Main Functionalities

- Guided meditation sessions (beginner to advanced levels)
- Structured courses (stress, anxiety, sleep, focus)
- Breathing exercises and relaxation techniques
- Sleep support content (stories, soundscapes)
- Progress tracking and session history
- Offline access to downloaded content

Educational Value (Why it helps NEETs)

Medito helps NEET youth develop emotional resilience by offering practical tools to manage stress, anxiety, and negative emotional states.

Its educational value includes:

- Supporting emotional self-regulation through guided practice
- Helping users build daily routines and discipline
- Encouraging self-awareness and reflection
- Improving concentration and mental clarity
- Providing tools to cope with uncertainty and frustration

For young people facing instability or lack of structure, Medito offers a simple way to introduce calm, focus, and consistency into daily life.

Accessibility Considerations

- Completely free and non-profit (no hidden costs)
- Available on Android and iOS
- User-friendly interface suitable for beginners
- Content designed for different levels of experience
- Short sessions (5–15 minutes) adaptable to daily routines

- Requires internet for download, but sessions can be used offline

Risks & Limitations

- Requires consistency and motivation to see results
- Some users may find meditation challenging at the beginning
- Limited interaction (no real-time feedback or coaching)
- Not a substitute for professional mental health support



B. APPLICABLE AUXILIARY DIGITAL TECHNOLOGICAL TOOLS

Fostering Awareness of Lifelong Learning in Young NEETs **FALLYNEETS**

2025-1-PT02-KA210-YOU-000361656



Co-funded by the
European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



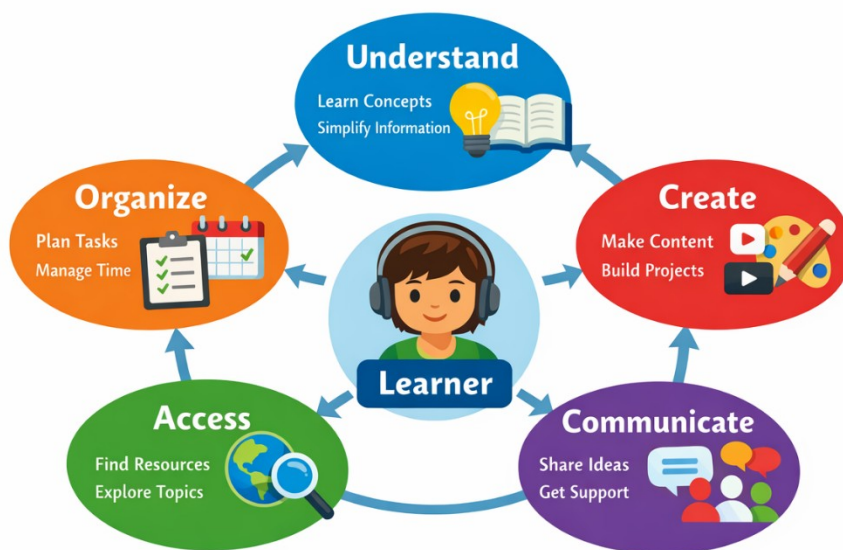
1. Conceptual Framework

Auxiliary digital technological tools are supportive digital resources that help learners access, organize, understand, create, and share information more effectively. In the context of the FALLYNEETS project, these tools are not understood as isolated applications, but as practical enablers of learning autonomy, digital participation, and employability. Their main function is to reduce barriers that often prevent young NEETs from engaging in education, training, and self-directed development.

For young NEETs, technology can become a bridge between personal motivation and concrete action. When tools are intuitive and relevant to everyday needs, they help learners plan tasks, simplify difficult content, communicate with others, build confidence, and take gradual control over their own learning journeys. This shift from passive consumption to active participation is essential in a Personal Learning Environment (PLE), where the learner is encouraged to make choices, set goals, and reflect on progress.

Digital literacy is therefore a core 21st-century competence. It includes not only the ability to use devices and platforms, but also the capacity to search for information, evaluate reliability, communicate responsibly, manage digital identity, and use online tools in meaningful ways. For NEETs, digital literacy is closely linked to social inclusion and employability, because access to learning and work opportunities increasingly depends on digital confidence and critical use of technology.

For this reason, the FALLYNEETS approach prioritizes adaptive, inclusive, and easy-to-use tools. Auxiliary tools should be accessible to learners with different levels of confidence, literacy, and digital experience. They should also support different learning styles, provide clear interfaces, and allow learners to progress step by step. In this sense, technology is not the goal itself; it is a means to empower young people to participate more actively in lifelong learning and to build realistic pathways toward employment and personal development.



The importance of adaptive, inclusive, and easy-to-use tools is especially visible when working with young people who may have experienced educational disengagement, low self-esteem, interrupted learning paths, or negative past experiences with formal systems. If a digital tool is too complex, too text-heavy, or visually overwhelming, it can quickly become another barrier instead of a support. For this reason, tools should be designed or selected in a way that lowers entry barriers from the very beginning. Simple navigation, visual clarity, intuitive instructions, and a limited number of essential functions help learners focus on the task itself rather than on trying to understand the platform.

Adaptivity is also essential because learners do not all start from the same point. Some may need simplified language, others may benefit from visual guidance, audio support, repetition, or extra time to complete a task. An adaptive tool makes it possible to personalize the learning experience without stigmatizing the learner. It allows each young person to engage with content at an appropriate pace and according to their individual needs, which increases both participation and persistence.

Inclusiveness means more than providing access to a device or an internet connection. It means creating digital learning opportunities that are genuinely usable by people with different abilities, backgrounds, and preferences. Inclusive tools respect diversity in literacy levels, language competence, cognitive styles, and motivation. They help ensure that learners are not excluded because content is too difficult to read, instructions are unclear, or the interface assumes prior digital competence that they may not yet have.

Easy-to-use tools are also important from a motivational perspective. When learners experience early success with a digital resource, they are more likely to continue exploring, experimenting, and developing autonomy. A positive first experience can strengthen confidence and reduce fear of failure. Over time, this contributes to a more empowering relationship with technology, where digital tools are seen not as sources of stress, but as practical companions for learning, communication, and self-development.

Finally, adaptive and inclusive tools support equity within the Personal Learning Environment. They make it possible for each learner to build a PLE that is functional, realistic, and personally meaningful. In this way, ease of use is not a minor technical detail, but a pedagogical condition for participation, autonomy, and long-term engagement in lifelong learning.



2. NEET Challenges in Digital Learning

Many young NEETs face significant barriers when entering digital learning environments, and these barriers are often interconnected rather than isolated. Digital exclusion is not simply a matter of lacking devices or internet access; it also involves emotional, cognitive, and motivational obstacles that affect how learners approach technology. For young people who may already have

experienced school disengagement, unemployment, or repeated setbacks, digital learning can easily be perceived as another demanding space in which they risk failure, confusion, or judgment. For this reason, understanding the specific challenges faced by NEET learners is essential when designing meaningful and supportive digital learning experiences.

One of the most common difficulties is feeling overwhelmed by complex platforms. Many educational tools are designed with multiple menus, layered functions, notifications, and navigation paths that assume a certain level of prior digital familiarity. For a learner with limited confidence or little experience, this complexity can create immediate anxiety. Instead of focusing on learning objectives, the learner's attention is consumed by trying to understand where to click, how to proceed, or how to avoid making mistakes. This can quickly lead to frustration, passivity, or withdrawal. In practice, what may seem like a minor usability issue can become a major barrier to participation. That is why first contact with digital platforms should be carefully scaffolded, with simple entry points, visual clarity, and gradual progression from basic to more advanced functions.

A second challenge concerns the lack of organizational skills, which affects the ability to plan, prioritize, and sustain engagement over time. Many NEET learners struggle with structuring tasks, monitoring deadlines, or maintaining a consistent learning routine, especially when they are working independently. In digital environments, where information and responsibilities are often dispersed across different platforms, this lack of structure can become even more problematic. Learners may start tasks without finishing them, forget important steps, or feel lost in the absence of a visible roadmap. This is not necessarily a sign of low motivation, but often of insufficient support for executive functioning. Auxiliary digital tools can be especially valuable here when they help learners break large tasks into smaller steps, visualize progress, and develop routines that make learning feel more concrete and manageable.



Low confidence when experimenting with new tools is another major barrier. Many NEET learners approach digital environments with a fear of “doing something wrong,” clicking the wrong button, losing information, or simply revealing that they do not know how to use the tool properly. This fear is often linked to previous negative educational experiences and can create a pattern of avoidance. Instead of exploring and learning through trial and error, the learner may hesitate, wait for constant reassurance, or disengage completely. Confidence is therefore not a secondary issue, but a central condition for digital participation. Educational approaches should explicitly normalize experimentation, mistakes, and repeated attempts as part of the learning process. When learners experience small, supported successes with a new tool, they begin to associate technology with possibility rather than failure.

Fear of information overload is also highly relevant in digital learning contexts. Online environments present learners with a constant flow of information, links, pop-ups, videos, instructions, and suggested resources. While abundance may seem like an advantage, for many NEET learners it creates confusion, distraction, and cognitive fatigue. Learners may struggle to identify what is essential, what is optional, and what is trustworthy. As a result, they may jump from one resource to another without fully engaging with any of them, or they may stop altogether because the volume of information feels unmanageable. Effective digital support should therefore not simply provide more content, but

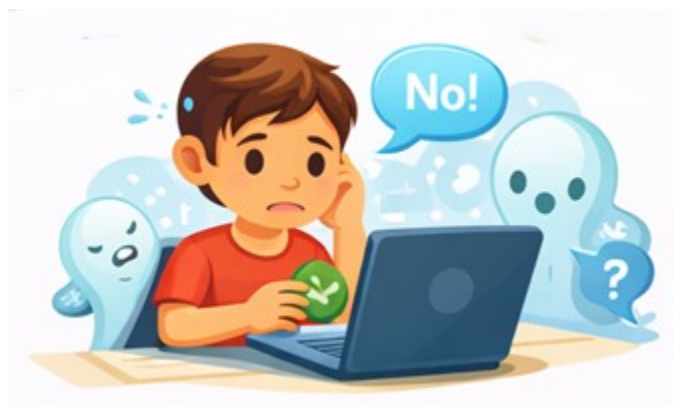
help learners filter, simplify, summarize, and prioritize information so that learning remains focused and achievable.

Another important challenge is difficulty judging the reliability of online sources. Young people often search for information online with speed and convenience in mind, but may lack the critical tools needed to assess accuracy, bias, authorship, or credibility. They may encounter misinformation, manipulative content, commercial influence, or AI-generated outputs that sound convincing but are incomplete or false. Without guided support, learners can easily accept unreliable information as valid, especially when it is presented in a polished or confident style. For this reason, critical digital literacy must be developed alongside technical skills. Learners need opportunities to compare sources, ask who produced a piece of information, identify warning signs, and understand that not everything online is equally trustworthy. This is particularly important in an era where AI-generated content is increasingly common and where the ability to evaluate information has become a foundational competence.



These challenges should not be interpreted as personal deficits, but as signals that digital learning must be designed with greater sensitivity to learner diversity. NEET learners often require tools and pedagogical approaches that reduce pressure, increase clarity, and create opportunities for success. A supportive digital learning environment does not assume confidence, organization, or critical literacy from the start; instead, it helps build them progressively. In this sense, auxiliary digital technological tools are most effective when they do more than provide access: they must also reduce

complexity, strengthen self-belief, and support learners in becoming more autonomous, critical, and engaged participants in their own learning process



3. Categories of Tools

Digital tools can be grouped into different categories according to the type of support they provide within the Personal Learning Environment. This classification helps learners and educators understand that not all tools serve the same purpose. Some tools are mainly useful for organizing tasks and managing learning, while others support creativity, communication, self-assessment, or accessibility. Looking at digital resources in categories makes it easier to choose the right tool for the right need and prevents learners from feeling overwhelmed by too many options.

For young NEETs, this structured approach is especially important. When tools are introduced in a clear and purposeful way, learners can better understand how each one contributes to their progress. Instead of seeing technology as a confusing collection of apps and platforms, they begin to recognize it as a set of practical supports that can help them plan, learn, create, connect, and grow. In this sense, categories of tools not only organize digital resources, but also make the Personal Learning Environment more understandable, more usable, and more relevant to the learner's goals.

The following sections present the main categories of auxiliary digital technological tools that can be integrated into the FALLYNEETS learning approach. Each category responds to a specific educational function and can help reduce barriers while strengthening autonomy, motivation, and digital competence.



3.1. Productivity & Learning Tools

Productivity and learning tools play a central role in helping learners organize information, manage tasks, and create structure in their daily learning process. In the context of the FALLYNEETS project, these tools are especially relevant because many young NEETs do not struggle only with content itself, but also with the process of staying organized, maintaining focus, and turning intentions into action. Learning can often feel abstract or overwhelming when goals are not clearly structured. Productivity tools help make the process visible, practical, and achievable.

For NEET youth, these tools are particularly valuable because they transform vague or distant goals into concrete actions. A learner may identify a broad objective such as “improve employability,” but without support this goal can remain too general to act on. Productivity tools help break this large objective into smaller and more realistic steps, such as updating a CV, identifying personal strengths, researching a training course, preparing for an interview, or completing one online task per day. This shift from abstract intention to manageable action is essential for building confidence and sustaining engagement.

These tools also support self-management, which is one of the main goals of a Personal Learning Environment. A PLE is not only a collection of resources, but a framework through which learners gradually take ownership of their learning process. By using task boards, reminders, calendars, checklists, and progress trackers, learners can see what they have already completed, what still needs attention, and what the next step should be. This visual and procedural clarity reduces uncertainty and makes learning feel more controlled and less intimidating.

Another important function of productivity and learning tools is that they strengthen executive functioning skills. Many young people need support not only in doing tasks, but in planning them, sequencing them, and persisting over time. Digital tools can help by externalizing organization. Instead of keeping everything in memory, learners can rely on a

system that reminds them of deadlines, stores information, and shows priorities. This reduces cognitive load and allows learners to focus more energy on understanding and completing tasks rather than on remembering what they are supposed to do next.

These tools are also highly useful for building routines. For learners who have experienced discontinuity in education or unstable daily structures, routine can be difficult to establish. Productivity tools introduce a sense of rhythm and predictability. For example, checking a task board at the beginning of the day, marking a completed step, or reviewing a weekly goal can help learners develop habits that support consistency. Over time, these repeated actions can strengthen autonomy and contribute to a more positive relationship with learning.

In addition, productivity and learning tools can increase motivation because they make progress visible. When learners can see completed tasks, updated checklists, or movement from one stage to another, they are more likely to experience a sense of achievement. This is especially important for NEET learners, who may need frequent reinforcement to rebuild self-confidence and persistence. Small visible successes can have a strong motivational effect and help learners understand that progress is made through gradual effort rather than immediate perfection.



Examples of productivity and learning tools include Trello boards, digital calendars, to-do list applications, shared documents, note-taking tools, and simple planners. These tools can be used individually or in combination, depending on the learner's needs and level of

digital confidence. For beginners, a very simple structure is usually more effective than a complex system. A board with three columns such as “To Do,” “Doing,” and “Done,” or a daily checklist with a limited number of tasks, may be enough to create clarity and support action.

The educational value of these tools therefore goes beyond task management. They help learners develop planning habits, prioritization skills, self-monitoring strategies, and a stronger sense of direction. They also support reflection, because learners can review how they used their time, which tasks were completed, and which obstacles made progress more difficult. In this way, productivity and learning tools contribute not only to efficiency, but also to self-awareness and learner autonomy.

From a pedagogical perspective, it is important that these tools are introduced gradually and used with a clear purpose. The goal is not to expose learners to as many digital tools as possible, but to help them adopt a few practical resources that genuinely support their learning. When used in a simple, guided, and meaningful way, productivity and learning tools can become a stable foundation within the Personal Learning Environment, helping NEET learners move from uncertainty and fragmentation toward structure, continuity, and achievable progress.



3.2. Creativity Tools

Creativity tools allow learners to transform ideas, knowledge, and personal experiences into visible and meaningful outputs such as posters, presentations, short videos, mind maps, digital stories, visual summaries, or simple portfolios. Within the FALLYNEETS project, these tools are especially important because they help learners move beyond passive consumption of information and become active creators of content. This shift is pedagogically significant: when learners create something of their own, they are not only using digital tools, but also interpreting information, making choices, expressing identity, and constructing meaning.

For young NEETs, creativity tools can be highly motivating because they support expression, experimentation, and ownership. Many learners may feel disconnected from traditional educational formats that rely heavily on long texts, formal writing, or abstract explanations. Creative digital tools offer alternative ways of engaging with content, making learning more accessible and more personally relevant. Through design, images, video, color, layout, and visual storytelling, learners can communicate ideas in ways that feel more natural, engaging, and achievable. This is particularly valuable for those who may struggle with confidence, literacy, or previous negative experiences in formal learning contexts.

These tools are also strongly connected to learner voice and identity. Creative production allows young people to represent their interests, goals, opinions, and experiences in a tangible form. A learner can design a motivational poster about future ambitions, prepare a visual presentation on employability skills, create a short video introducing personal strengths, or develop a mind map about their learning goals. In each case, the final product is not only a task outcome, but also an expression of self-awareness and personal perspective. This can strengthen engagement and help learners feel that their ideas have value.

Creativity tools are particularly useful in project-based learning, where learners are asked to explore a topic, process information, and produce a final result. In this context, creative tools help make learning more dynamic and visible. Instead of only reading or listening, learners can synthesize what they have understood by creating an infographic, a presentation, a storyboard, or a digital poster. This process supports deeper learning because it requires selecting relevant information, organizing it clearly, and presenting it in a form that others can understand. Creativity therefore becomes not only an artistic activity, but also a cognitive and communicative one.

Another important value of creativity tools lies in portfolio building. For many NEET learners, seeing evidence of progress is essential for rebuilding confidence and motivation. Creative outputs can become concrete artifacts that document learning over time. A collection of posters, presentations, visual reflections, or short digital projects can show

personal development, skill acquisition, and growing digital competence. These outputs can also be useful in employability pathways, as they help learners demonstrate initiative, communication skills, creativity, and practical engagement with digital tools.

From a pedagogical perspective, creativity tools also support reflection. When learners are asked to transform a topic into a visual or multimedia format, they must think carefully about what matters most, how ideas connect, and how a message can be communicated clearly. This encourages interpretation rather than repetition. For example, creating an infographic about healthy digital habits requires more than copying information; it involves selecting key points, deciding on structure, and making the content understandable to others. In this way, creative work strengthens both understanding and personal meaning-making.



Creativity tools are especially helpful for multimodal learning. Not all learners process information in the same way, and some may understand and communicate more effectively through visual, spatial, or audiovisual formats than through text alone. By offering multiple ways to represent knowledge, creativity tools help make learning more inclusive. They can reduce the pressure associated with text-heavy tasks and provide learners with alternative routes to participation and success. This is particularly important in diverse learning groups where confidence, literacy levels, and communication preferences may vary significantly.

Examples of creativity tools include Canva, image generators, slide creation platforms, digital whiteboards, basic video editing applications, and mind mapping tools. These resources can be used for individual expression, collaborative activities, or project presentation. However, their value does not depend on complexity. In many cases, a simple poster, a one-slide visual summary, or a short digital collage can be more educationally meaningful than a highly polished but superficial product. For this reason, the pedagogical focus should remain on communication, reflection, and learner engagement rather than on technical perfection.



It is also important to guide the use of creativity tools with a clear educational purpose. Without support, learners may focus too much on decorative aspects and too little on content. Trainers should therefore help learners understand that visual appeal should serve clarity and communication, not distract from them. Clear instructions, realistic goals, and simple templates can help learners stay focused on meaning while still enjoying the creative process. Gradual introduction is also important, especially for those with low digital confidence, so that creativity becomes empowering rather than overwhelming.

The pedagogical value of creativity tools lies, therefore, in much more than producing attractive materials. They increase motivation, encourage active participation, support reflection, strengthen communication skills, and promote learner autonomy. They help young people see that they are not only capable of understanding information, but also of transforming it into something original and meaningful. Within the Personal Learning Environment, creativity tools contribute to a more engaging, expressive, and learner-

centered approach, supporting NEET youth in building confidence, visibility, and a stronger sense of ownership over their learning process.

3.3. Communication Tools

Communication tools help learners interact with peers, trainers, mentors, and wider support networks in meaningful and structured ways. Within the FALLYNEETS project, these tools are especially important because learning is not only an individual process, but also a social one. For many young NEETs, communication in learning environments can be difficult due to low confidence, limited participation in formal settings, or previous experiences of isolation or disengagement. Digital communication tools can help reduce these barriers by creating accessible spaces for exchange, feedback, collaboration, and support.

In a Personal Learning Environment, communication tools play a central role because they connect the learner with other people, resources, and opportunities. A learner may use them to ask questions, receive guidance, share progress, participate in group tasks, or reflect on ideas with others. This interaction strengthens the social dimension of learning and helps learners understand that they do not need to manage every challenge alone. In this sense, communication tools contribute not only to information exchange, but also to motivation, belonging, and confidence.



For young NEETs, these tools can be particularly valuable in overcoming feelings of isolation. Some learners may hesitate to speak in face-to-face environments, fear being judged, or feel unsure about how to express themselves in educational contexts. Digital communication spaces can offer a more flexible and less intimidating way to participate. Written comments, voice notes, chat functions, shared documents, discussion boards, or video calls may allow learners to contribute at their own pace and in ways that feel more manageable. This can increase participation and help learners gradually develop confidence in interaction.

Communication tools are also essential for collaboration. Many learning activities become more engaging and effective when learners can work together, exchange perspectives, and build something collectively. Collaboration platforms allow learners to co-create documents, comment on each other's work, discuss ideas, divide responsibilities, and review shared progress. For NEET learners, this kind of structured collaboration can strengthen interpersonal skills, responsibility, and mutual support. It also helps them develop competencies that are directly relevant to employability, such as teamwork, communication, problem-solving, and respectful digital interaction.

Another important pedagogical value of communication tools lies in feedback. Learning becomes more meaningful when learners can receive timely responses to their work, questions, or doubts. Through digital communication platforms, trainers and peers can provide encouragement, corrections, suggestions, and recognition. This is particularly important for learners who need frequent reassurance or who benefit from step-by-step guidance. Constructive feedback can help learners stay engaged, understand mistakes as part of the process, and improve their work with greater confidence.

Communication tools also support the development of digital citizenship and responsible online behavior. Learners do not only need to know how to send messages or join online spaces; they also need to learn how to communicate clearly, respectfully, and safely in digital environments. This includes understanding tone, turn-taking, privacy, boundaries, and appropriate sharing of information. For NEET youth, these are valuable life and employability skills, since participation in training, work, and community life increasingly depends on the ability to communicate effectively online.

Examples of communication tools include messaging platforms, shared workspaces, collaborative documents, online forums, video meeting tools, discussion channels, and classroom communication applications. These tools may be used for one-to-one support, peer collaboration, group reflection, or project coordination. Their value lies not in the technology itself, but in how they create opportunities for learners to connect, ask for help, share ideas, and feel part of a learning process that is both personal and collective.

From a pedagogical perspective, communication tools should be introduced with clear purposes and simple routines. Learners should know why they are using a given platform,

what kind of communication is expected, and how participation will support their learning. Too many channels or unclear expectations can create confusion. For this reason, it is often more effective to use a small number of familiar tools consistently than to introduce many platforms at once. Clear guidance, supportive moderation, and simple collaborative tasks can help learners build confidence and use communication tools in meaningful ways.



The educational value of communication tools therefore extends far beyond staying in contact. They help learners build social connection, develop collaboration skills, receive feedback, practise digital etiquette, and participate more actively in their own learning journeys. Within the Personal Learning Environment, communication tools strengthen the learner's personal network and make learning more interactive, supportive, and socially grounded. For young NEETs, they can be a key bridge between individual effort and collective support, helping transform learning from an isolated activity into a shared and empowering experience.

3.4. Self-Learning & Assessment Tools

Self-learning and assessment tools support learners in understanding content at their own pace and checking whether they have understood it correctly. Within the FALLYNEETS project, these tools are especially relevant because many young NEETs have experienced discontinuity in education, low academic confidence, or negative learning experiences that make traditional forms of assessment feel intimidating or discouraging. For this reason,

learners often need more flexible, supportive, and personalized ways to revisit content, practise skills, and verify their progress without feeling judged or pressured.

One of the main strengths of self-learning and assessment tools is that they allow learners to work at a pace that matches their own needs. In conventional educational settings, learners may feel left behind if explanations move too quickly or if they are expected to demonstrate understanding before they feel ready. Digital self-learning tools can reduce this pressure by making it possible to pause, repeat, simplify, review, and practise content as many times as necessary. This creates a more supportive learning environment in which learners can build understanding gradually and with greater confidence.

For NEET youth, this flexibility is particularly important because learning pathways are often non-linear. Some learners may need to revisit basic concepts, while others may already have partial knowledge but require support in organizing or applying it. Self-learning tools help respond to these differences by offering adaptive and personalized pathways. Rather than assuming that all learners should engage with content in the same way, they make it possible to adjust explanations, examples, and activities according to individual starting points and levels of confidence.

AI-based support tools are especially useful in this category because they can explain concepts in simpler language, generate summaries, propose practice questions, adapt the complexity of tasks, or provide alternative examples. They can also help learners reformulate information, check their understanding, or identify areas where more practice is needed. Used pedagogically, these tools do not replace the trainer or the learning relationship; instead, they act as scaffolding that supports comprehension, confidence, and gradual independence. They help learners take the first step when a task feels too difficult and provide guidance that can make learning more approachable.

Another important pedagogical value of these tools lies in immediate feedback. Learners benefit greatly when they can test their understanding and receive a response without having to wait for formal evaluation. Short quizzes, guided questions, AI-generated practice tasks, self-check activities, and instant corrections can help learners identify misunderstandings early and adjust their approach. This kind of low-stakes assessment is especially useful for learners who fear failure, because it presents mistakes as part of the learning process rather than as proof of inability.

Self-learning and assessment tools also support metacognition, that is, the learner's ability to reflect on how they learn, what they already understand, and where they still need support. When learners compare answers, review explanations, repeat tasks, or check their progress over time, they begin to develop greater awareness of their own learning strategies. This is particularly valuable in a Personal Learning Environment, where autonomy depends not only on using tools, but also on understanding how to regulate one's own learning process.

These tools can also reduce anxiety around performance. Many NEET learners may hesitate to share unfinished work or answer questions in front of others because they are afraid of being wrong. Self-learning tools create a safer space for experimentation and preparation. Learners can practise privately, repeat exercises, request additional examples, and improve their responses before sharing them with trainers or peers. In this way, assessment becomes less threatening and more developmental, helping learners move from uncertainty to readiness.

Examples of self-learning and assessment tools include AI assistants that simplify or adapt content, quiz platforms, self-check forms, flashcard apps, interactive exercises, and guided reflection tools. Their educational value does not depend only on technical sophistication, but on how effectively they help learners understand, practise, and monitor progress. In many cases, a simple tool that offers clear questions and immediate feedback can be more beneficial than a more advanced platform that feels confusing or impersonal.



From a pedagogical perspective, it is essential to use these tools with clear guidance and realistic expectations. Learners should understand that AI-generated explanations or feedback are supportive aids, not unquestionable truths. Trainers should encourage learners to compare information, ask critical questions, and reflect on whether a response is accurate, useful, and appropriate. This helps combine personalization with critical thinking, which is especially important when AI is involved in the learning process.

The educational value of self-learning and assessment tools therefore lies in their ability to personalize learning, reduce fear of failure, strengthen reflection, and support gradual progression from guided learning to self-directed learning. Within the Personal Learning Environment, they help learners become more active, aware, and confident participants in their own development. For young NEETs, these tools can provide an essential bridge between dependence on external support and the growing ability to learn, check understanding, and progress with greater autonomy.

3.5. Accessibility Tools

Accessibility tools ensure that digital learning is usable, understandable, and meaningful for learners with different needs, abilities, and preferences. Within the FALLYNEETS project, these tools are especially important because inclusion in digital learning cannot be limited to simply providing access to a device or an internet connection. True access also means that learners can read, listen to, navigate, interpret, and interact with content in ways that match their individual capacities and learning preferences. In an inclusive Personal Learning Environment, accessibility therefore becomes a core pedagogical principle rather than an optional technical feature.

For young NEETs, accessibility is essential because the barriers they face are often diverse and interconnected. Some learners may experience low literacy levels, language difficulties, neurodiversity, visual fatigue, attention challenges, or low confidence when confronted with long written texts. Others may have had negative educational experiences that make text-heavy or rigid digital environments feel intimidating and exclusionary. When these barriers are not addressed, learners may disengage not because they lack interest or ability, but because the format of the content does not allow them to participate comfortably or effectively.



Accessibility tools help respond to these challenges by offering alternative ways of accessing and processing information. Text-to-speech tools, for example, allow learners to listen to written content while following the text visually, which can support comprehension, concentration, and reading stamina. Reading assistance extensions can simplify navigation, highlight key words, break down difficult passages, or provide vocabulary support. Dictionaries, translation tools, screen readers, captioning systems, and interface adjustments such as font size changes, contrast options, or distraction-free modes can all contribute to making digital learning environments more manageable and more inclusive.

These tools are valuable because they make content more approachable without reducing the learner's dignity or potential. Instead of treating difficulty as failure, accessibility tools recognize that learners may need different entry points into the same material. A learner who struggles with long texts may still understand ideas very well when content is presented through audio support or simplified visual structure. Another learner may need captions, repetition, or reduced visual clutter in order to remain focused. Accessibility tools therefore do not lower expectations; rather, they create fairer conditions for participation and learning.

Their pedagogical value is strongly linked to equity. Accessibility tools allow young people to participate without being penalized by a single mode of content delivery. If learning is offered only through dense written text, fast-paced instructions, or visually complex platforms, some learners are automatically disadvantaged. Accessibility tools help correct this imbalance by opening multiple pathways to the same learning objective. In this sense, they support differentiated learning and reinforce the principle that lifelong learning should be open, flexible, and usable for everyone.



Accessibility tools also play an important role in confidence building. Many learners who struggle silently with reading, concentration, or comprehension may begin to doubt their own ability. When they are introduced to supportive tools that make learning more manageable, they often experience relief and renewed motivation. Being able to listen to a text, check the meaning of words instantly, or reduce the visual complexity of a screen can make the difference between abandoning a task and completing it successfully. Small improvements in access can therefore have a major impact on persistence, self-esteem, and willingness to continue learning.

Another important aspect of accessibility is that it supports learner autonomy. When young people know which tools help them most and how to use them independently, they become less dependent on constant external assistance. A learner who knows how to activate text-to-speech, use captions, enlarge text, or check vocabulary is better equipped to regulate their own learning and overcome difficulties without immediately giving up. In this way, accessibility tools are not only supports for inclusion, but also instruments for developing self-awareness and self-management within the Personal Learning Environment.

Examples of accessibility tools include text-to-speech readers, reading support extensions, dictionaries, vocabulary assistants, screen readers, captioning tools, speech-to-text options, translation supports, and interface adjustments. These tools can be integrated into everyday learning tasks, rather than being reserved only for specific situations. Their value increases when they are normalized as part of the learning environment, so that using support tools is seen as a legitimate and intelligent learning strategy rather than as a sign of weakness.

From a pedagogical perspective, it is important that accessibility tools are introduced in a supportive and non-stigmatizing way. Learners should be encouraged to explore which forms of support work best for them, and trainers should present these tools as standard options available to everyone. This helps create a more inclusive culture in which different learning needs are respected and where support is understood as part of good educational design. Accessibility should not be treated as an exception, but as a normal and expected feature of effective digital learning.

The educational value of accessibility tools therefore goes far beyond convenience. They make participation more equitable, reduce avoidable barriers, strengthen confidence, and support more personalized and sustainable learning pathways. Within the Personal Learning Environment, they help ensure that digital learning is not only available, but genuinely usable. For young NEETs, this can be decisive in creating an experience of learning that feels possible, respectful, and empowering.

4. PLE Integration

A functional Personal Learning Environment is not created by collecting a large number of digital tools, but by selecting and combining a small number of resources with a clear and meaningful purpose. In the context of the FALLYNEETS project, the value of auxiliary digital tools lies not in their novelty or quantity, but in their ability to support learning in practical, coherent, and sustainable ways. A PLE should help learners gather information, organize tasks and resources, create outputs, communicate with others, and monitor their own progress. For this reason, it should be designed as a flexible but structured environment that is personal, useful, and easy to adapt over time.

For young NEETs, this principle is especially important. Many learners may feel discouraged when faced with too many digital platforms, overlapping applications, or unclear expectations. If the PLE becomes too complex, it can lose its educational value and become another source of confusion. A well-integrated PLE reduces this risk by focusing on a limited set of tools that each serve a distinct role. Instead of asking learners to navigate a fragmented digital ecosystem, it offers them a coherent framework in which each tool contributes to a specific part of the learning process.



In this sense, PLE integration is closely linked to functionality. A tool is valuable not because it is popular or sophisticated, but because it performs a useful function within the learner's routine. One tool may help with weekly planning, another with simplifying or understanding content, another with producing visual outputs, and another with

communication or feedback. What matters is that the tools work together in a logical way and respond to real learner needs. The aim is to create a digital environment that supports action, reflection, and continuity rather than distraction or overload.

Curating tools inside the PLE therefore means making intentional choices. Curation is not only about selecting digital tools, but also about deciding what should be included, what can be excluded, and how the learner will use each resource in practice. A young person may need one tool to plan weekly goals, another to manage notes, another to receive support from peers or mentors, and another to create a presentation or visual summary. The key idea is not quantity, but coherence. Each tool should serve a defined educational purpose and fit naturally into the learner's workflow. This helps make the PLE more understandable, more manageable, and more meaningful.

Curation is also important because it supports personalization. No two learners will have exactly the same needs, preferences, or starting points. Some may benefit from visual planning tools, while others may rely more on audio support, note-taking apps, or simple communication spaces. A good PLE allows room for these differences while still maintaining overall clarity. Personalization does not mean using as many tools as possible, but choosing the right combination of supports for each learner. In this way, the PLE becomes an environment that reflects individual needs while still guiding learners toward common goals such as autonomy, participation, and employability.



Another essential element of PLE integration is the development of a digital routine. A PLE becomes meaningful only when it is used consistently and with intention. Tools alone do not create learning habits; habits emerge when tools are integrated into repeated actions that learners can understand and sustain. For example, a learner may begin the week by checking a task board, continue by reading or simplifying a text, use a creative tool to produce a short output, communicate with a peer or mentor about progress, and end by

reflecting on what was learned. These repeated steps help learners experience digital learning as a process rather than as a disconnected series of activities.

Building a digital routine is particularly valuable for NEET learners who may have experienced discontinuity, lack of structure, or unstable learning habits. Routine provides predictability, and predictability reduces anxiety. When learners know where to begin, what to check, and how to move from one step to the next, they are more likely to stay engaged and less likely to feel lost. Even very simple routines, when repeated consistently, can strengthen self-management and create a greater sense of ownership over the learning process.

The routine dimension of the PLE also supports the gradual transition from guided learning to independent learning. At first, learners may need support in understanding when and how to use each tool. Over time, however, the goal is for them to internalize the process and make more autonomous decisions. A learner who regularly uses a planner, checks learning resources, creates outputs, and reflects on progress begins to develop not only digital habits, but also self-regulation skills. These include planning, monitoring, adjusting strategies, and maintaining focus over time. In this sense, the PLE is not simply a technical arrangement of apps, but a structure that supports the growth of learner autonomy.

It is also important to understand that a PLE combines both structure and mindset. Structurally, it includes a set of selected tools, resources, and routines that support learning. As a mindset, it encourages learners to see themselves as active agents who can shape their own learning pathways. This is particularly relevant for young NEETs, many of whom may not yet see themselves as confident or capable learners. A well-designed PLE can help change this perception by making progress visible, learning manageable, and support accessible. It creates a sense of control that is fundamental for rebuilding confidence and motivation.

In the FALLYNEETS context, the integration of auxiliary digital tools into the PLE is closely connected to employability and long-term development. The ability to select tools, organize tasks, communicate effectively, manage one's own learning, and reflect on progress is valuable not only in education, but also in work and everyday life. By using the PLE in a practical and guided way, learners develop habits and competencies that can transfer to job searching, professional training, teamwork, and lifelong learning.



A well-designed PLE is therefore not only a technical environment, but also a practical pathway toward autonomy, confidence, and continuity. It helps learners move from fragmentation to coherence, from dependence to gradual independence, and from uncertainty to achievable progress. For young NEETs, this makes the PLE a powerful pedagogical framework: one that supports both immediate learning needs and the broader goal of becoming more active, self-aware, and capable participants in their own personal and professional development.

5. Pedagogical Approach to the AI Tools

The pedagogical use of AI tools in the FALLYNEETS project should always be guided by the principles of inclusion, simplicity, critical thinking, and learner autonomy. AI is not introduced as a substitute for teachers, peer interaction, effort, or reflection. Instead, it should be understood as a supportive layer within the Personal Learning Environment: a set of scaffolding tools that can help learners access information, organize ideas, simplify complex tasks, create initial outputs, and engage with content in ways that are more flexible and personalized.



This pedagogical perspective is especially important when working with young NEETs, many of whom may have experienced discontinuity in education, low academic confidence, or negative previous experiences with formal learning. For these learners, AI can reduce the pressure associated with starting a task. A long text may feel more approachable if it can be summarized or explained in simpler language. An empty page may become less intimidating if AI helps generate an outline or a first draft. A confusing instruction may become manageable if the learner can ask for clarification, examples, or a step-by-step explanation. In this sense, AI can play an important role in lowering entry barriers and creating a more accessible point of engagement.

However, the educational value of AI does not lie only in efficiency or convenience. Its true value lies in how it can support learning processes without removing learner agency. AI should be used to help learners think, not to think in their place. It can provide prompts, explanations, examples, and feedback, but the learner should remain actively involved in making choices, checking meaning, interpreting results, and deciding what is useful. The pedagogical aim is not to encourage passive dependence on AI, but to strengthen the learner's capacity to interact with support tools critically and purposefully.

For this reason, AI should be introduced in simple, guided, and meaningful ways. Learners should not be overwhelmed with technical explanations or encouraged to use AI for everything. Instead, they should be shown a small number of realistic use cases that respond to genuine needs. For example, AI can help simplify a difficult paragraph, generate possible questions for revision, organize the structure of a presentation, or provide

examples of how to begin a reflection. These limited but practical applications are often more educationally valuable than broad or unspecific experimentation, because they help learners understand what AI is actually for and how it can fit into their learning routine.

A core element of the pedagogical approach must be critical thinking. AI-generated content may sound fluent and convincing, but it is not always accurate, complete, neutral, or appropriate. Learners need to understand that AI outputs should not be accepted automatically. They should be encouraged to question responses, compare information with other sources, identify inconsistencies, and ask whether the output is clear, relevant, and reliable. This practice is essential not only for digital literacy, but also for building habits of reflection and verification in a context where AI-generated information is becoming increasingly common.



Reliability is therefore a major teaching point. Young people should learn that AI may generate mistakes, oversimplifications, invented facts, or biased interpretations. For NEET learners, who may already feel uncertain about their own judgment, it is particularly important that AI is not presented as an unquestionable authority. Instead, trainers should model how to treat AI as one source among others: useful for support, but always open to verification and discussion. In this way, AI becomes part of a broader learning process that values reasoning, comparison, and informed decision-making.

Privacy and responsible use are also central to the pedagogical approach. Learners need support in understanding that they should not enter sensitive personal information, private data, or confidential material into AI tools without clear guidance. They should also reflect on how AI systems use information, what digital footprints they may leave, and why responsible use matters. This is particularly relevant when working with vulnerable groups,

as safe digital habits are closely linked to autonomy, protection, and long-term participation in online environments.

Another key issue is bias. AI systems are not neutral, and the outputs they generate may reflect limitations or biases present in the data on which they were trained. For this reason, pedagogical use of AI should include opportunities to discuss representation, fairness, stereotypes, and point of view. Learners should be encouraged to notice when an output feels one-sided, culturally narrow, or socially problematic. This helps connect AI use with ethical awareness and strengthens the learner's ability to engage with technology as a critical participant rather than as a passive user.

At the same time, AI can support personalization in valuable ways. Some learners may need simpler language, repeated explanations, or more examples before they feel ready to continue. Others may benefit from support in organizing ideas, planning a task, or checking whether they have understood correctly. AI can respond to these different needs quickly and flexibly, which makes it especially useful in diverse learning groups. When used well, it can complement the trainer's work by providing immediate support while still leaving space for human guidance, discussion, and emotional encouragement.

From a pedagogical perspective, AI should therefore be embedded within a broader framework of support, not used in isolation. Trainers remain essential in helping learners interpret outputs, set limits, ask good questions, and reflect on what the AI is doing. Peer interaction also remains important, because discussion with others helps learners compare perspectives and avoid over-reliance on automated responses. The human dimension of learning is not replaced by AI; rather, AI should be positioned as one resource among many in a supportive and inclusive learning ecology.



For young NEETs, this balanced approach is especially important because the goal is not only to complete tasks, but to build confidence, autonomy, and transferable digital competence. Learners should come to see AI as a practical tool that can help them begin, structure, and reflect, while also understanding that good learning still requires judgment, effort, and responsibility. In this way, AI contributes not to dependency, but to empowerment.

The pedagogical use of AI tools in FALLYNEETS should therefore aim to reduce barriers, support personalization, and strengthen learner engagement, while also promoting critical thinking, ethical awareness, and responsible use. Used in this way, AI becomes a meaningful support for learning: not a shortcut that replaces thinking, but a scaffold that helps learners participate more confidently, reflect more deeply, and progress more independently within their Personal Learning Environment.

GOOGLE GEMINI (Inside Google Docs – Free)

Tool Title	 Google Gemini for writing support and simplification
Short Description	Google Gemini is an AI assistant that can support learners with drafting, rewriting, summarizing, and clarifying text. When integrated with Google Docs, it helps users create and refine written content in a familiar workspace.
Main Functionalities	It can generate first drafts, summarize long passages, rephrase text, shorten or elaborate content, convert ideas into bullet points, and adapt tone or style depending on the task.
Educational Value (Why it helps NEETs)	Gemini is especially useful for learners who struggle to start writing, understand complex explanations, or organize ideas independently. It helps break difficult tasks into smaller, more manageable steps, which can improve literacy, comprehension, confidence, and self-directed learning.
Accessibility Considerations	It can support learners with low writing confidence or reading difficulties by simplifying language, generating clearer structures, and offering alternative wording. Prompts and outputs should remain short, clear, and guided, and trainers should model how to ask for plain-language explanations and how to compare the AI output with the original text.
Risks & Limitations	AI outputs may contain inaccuracies, oversimplifications, invented details, or biased wording. Learners should be taught to verify information, compare sources, and avoid sharing sensitive personal data. Gemini should be used as a support for thinking, not as a substitute for judgment.
Official Link	Google Docs with Gemini: https://workspace.google.com/products/docs/ai/

Licensing / Cost	Gemini in Google Docs is not universally free for all users . Google states that Gemini features in Docs are available in selected Google Workspace plans, and Google AI Pro also includes Gemini in Google apps such as Docs and Sheets. Availability may vary depending on account type, plan, and rollout.
-------------------------	--

Proposed Practical Activity

Title: Simplifying and Personalizing a Text with Gemini

Objective:

To help learners improve comprehension, identify key information, and connect a topic to their own experience by using Google Gemini as a support tool.

Duration:

30–40 minutes

Materials:

- A short text about employability or digital identity
- A device with internet access
- Google Docs with access to Gemini, or Gemini in a browser
- Notebook or digital document for final answers

Procedure:

1. The trainer provides learners with a short text related to employability or digital identity. The text should be relevant to their daily life and written in moderately challenging language.
2. Learners read the text individually once to identify the general topic.
3. They then use Gemini to simplify the text in plain language.
4. After reading the simplified version, learners ask Gemini to extract three key ideas from the text.
5. Learners compare the original and simplified versions and discuss whether the main meaning has been preserved.
6. Each learner writes one personal reflection sentence explaining how the topic relates to their own life, goals, or experiences.

7. If appropriate, learners share their key ideas and reflection with a partner or with the whole group.
8. The trainer closes the activity by reminding learners that AI is a support tool and that its responses should always be reviewed critically.

Suggested Prompts for Learners:

- “Explain this text in simple language.”
- “Summarize this text in 3 key ideas.”
- “What is the main message of this text?”
- “Give me a shorter and clearer version of this paragraph.”

Expected Learning Outcomes:

By the end of the activity, learners will be able to:

- understand the main meaning of a short text with AI support
- identify key ideas in a structured way
- reflect on the relevance of the topic to their own life
- use AI critically as a tool for comprehension and not only for automatic answers

Pedagogical Value:

This activity supports literacy, comprehension, critical thinking, and self-reflection. It is especially useful for NEET learners because it reduces the fear of difficult texts, makes information more approachable, and encourages personal engagement with the topic.

Accessibility Considerations:

The trainer should choose short, relevant texts and encourage learners to use short, clear prompts. Learners who need extra support may work in pairs or receive a prompt template. The activity can also be combined with text-to-speech tools if needed.

Assessment:

Learners successfully complete the activity if they:

- produce a simplified version or understand the simplified output
- identify three relevant key ideas
- write one meaningful personal reflection sentence
- show awareness that Gemini’s response should be checked and not accepted automatically

TRELLO + FREE AI POWER-UPS

Tool Title	 Trello for task organization and learning planning
Short Description	Trello is a visual task management platform based on boards, lists, and cards. It helps learners organize goals, break larger tasks into smaller steps, and follow progress in a clear and structured way.
Main Functionalities	Learners can create boards, organize cards into lists, add due dates, attach files, build checklists, and monitor progress visually. Trello also includes built-in no-code automation, and paid plans add more advanced limits and features.
Educational Value (Why it helps NEETs)	Trello is especially useful for NEET learners who need structure, routine, and visual clarity. It helps transform vague goals into manageable tasks, supports executive functioning and time management, and makes progress visible, which can strengthen motivation and self-monitoring.
Accessibility Considerations	Boards should be kept simple, with only a few lists such as “To Do,” “Doing,” and “Done.” Trainers should avoid overloaded boards and use plain language, short card titles, icons, and color cues carefully so that the tool remains supportive rather than confusing.
Risks & Limitations	Too many lists, labels, automations, or notifications can overwhelm beginners. Learners may focus only on moving cards without reflecting on actual learning. AI-related features are not included in all plans, so access depends on the subscription level.
Official Link	Trello: https://trello.com/
Licensing / Cost	Trello offers a Free plan. Its pricing page shows Standard at \$5 USD per user/month billed annually, Premium at \$10 USD per user/month billed annually, and Enterprise from \$17.50 USD per user/month billed annually. Atlassian Intelligence is listed in Premium, while automation is available across all Workspaces with higher quotas on paid plans.

Proposed Practical Activity

Title: My Weekly Learning Plan with Trello

Objective:

To help learners organize personal goals, break tasks into manageable steps, and develop a simple weekly learning routine using Trello.

Duration:

30 minutes for setup + 10–15 minutes for weekly review

Materials:

- A device with internet access
- A Trello account
- A trainer-prepared example board or a projected demo
- Optional list of suggested tasks related to employability, learning, or personal development

Procedure:

1. The trainer introduces Trello as a visual tool for planning and tracking progress.
2. Each learner creates a board called “My Weekly Learning Plan.”
3. Learners create three simple lists: To Do, Doing, and Done.
4. Each learner adds at least five cards linked to learning, job search, or personal development. Examples may include: updating a CV, searching for one training course, practising interview questions, completing a short reading task, or attending a mentoring session.
5. Learners add a due date or short checklist to at least two cards.
6. During the week, they move cards across the board as tasks progress.
7. At the end of the week, learners review their board and reflect on which tasks moved forward, which ones stayed pending, and what helped or blocked progress.
8. The activity ends with a short individual reflection or pair discussion.

Suggested Reflection Questions:

- Which task was easiest to complete, and why?
- Which task was more difficult than expected?
- What helped you stay organized this week?
- What would you change in your board next week?

Expected Learning Outcomes:

By the end of the activity, learners will be able to:

- organize goals into smaller and clearer tasks
- use a simple board to plan and track weekly actions
- reflect on progress and obstacles
- develop basic habits of self-management and digital organization

Pedagogical Value:

This activity supports planning, prioritization, self-monitoring, and routine building. It is especially useful for NEET learners because it makes progress visible and manageable, helping them move from uncertainty to action through a simple and structured digital tool.

Accessibility Considerations:

The trainer should provide a very simple model board and avoid introducing too many features at once. Learners with lower confidence can work from a prepared template or complete the activity in pairs. The focus should remain on clarity and routine, not on mastering every Trello feature.

Assessment:

Learners successfully complete the activity if they:

- create a board with the basic three-list structure
- add at least five relevant cards
- move at least some cards during the week
- produce a short reflection on progress, challenges, and next steps

CANVA (Free Edition)

Tool Title	 Canva for visual creation and presentation
-------------------	--

Short Description	Canva is a visual design platform that allows learners to create posters, presentations, infographics, short videos, and other visual learning materials using templates and drag-and-drop tools.
Main Functionalities	It supports drag-and-drop design, template-based creation, text and image editing, presentations, whiteboards, video, documents, and AI-powered features through Canva's Magic Studio tools.
Educational Value (Why it helps NEETs)	Canva is especially useful for NEET learners because it transforms ideas into visible outputs in a simple and motivating way. It supports creativity, project-based learning, portfolio building, and communication, while helping learners feel more confident when presenting their ideas visually.
Accessibility Considerations	Templates should be kept simple and uncluttered. Learners should be guided to use readable fonts, high contrast, limited text, and clear visual hierarchy so that the final product remains understandable and inclusive for different users.
Risks & Limitations	Learners may focus too much on appearance and too little on content. Some premium templates, content, and AI-powered features are limited in the Free plan, so trainers should keep the pedagogical focus on communication, reflection, and meaning rather than decoration.
Official Link	https://www.canva.com/
Licensing / Cost	Canva offers a Free plan. Canva also provides paid plans with broader access to premium content and AI features, and its help documentation states that Free users have limited AI usage allowances compared with paid plans. In some educational contexts, Canva offers free access to premium features for eligible users, but this depends on the type of institution and eligibility rules.

Proposed Practical Activity

Title: Three Skills I Want to Improve This Month

Objective:

To help learners reflect on their goals, express ideas visually, and create a simple personal learning artifact using Canva.

Duration:

35–45 minutes

Materials:

- A device with internet access

- A Canva account
- A trainer-prepared model infographic or template
- A short brainstorming worksheet or prompt list

Procedure:

1. The trainer introduces Canva as a visual creation tool for presenting ideas clearly and creatively.
2. Each learner reflects on three skills they would like to improve during the month. These may be related to employability, communication, digital literacy, self-confidence, or personal development.
3. Learners open Canva and choose a simple infographic or poster template.
4. They create a visual product titled “Three Skills I Want to Improve This Month.”
5. For each skill, learners add:
 - o the name of the skill
 - o one short explanation of why it matters
 - o one concrete action they will take to improve it
6. Learners are encouraged to use simple visuals, icons, or color coding to make the information clearer, but they should keep the design clean and easy to read.
7. When finished, learners present their infographic in pairs or small groups.
8. The activity ends with a short reflection on how visual design can help communicate personal goals more effectively.

Suggested Prompts for Learners:

- What skill do I want to improve first?
- Why is this skill important for my future?
- What small action can I take this month?
- How can I present this idea clearly in a visual way?

Expected Learning Outcomes:

By the end of the activity, learners will be able to:

- identify personal learning or employability goals
- organize ideas into a simple visual format
- communicate personal objectives clearly
- use a digital creation tool to produce a meaningful learning artifact

Pedagogical Value:

This activity supports self-reflection, motivation, digital creativity, and communication. It is especially useful for NEET learners because it helps them turn personal goals into visible and positive outputs, strengthening both engagement and ownership of learning.

Accessibility Considerations:

The trainer should provide simple templates and encourage minimal text, strong contrast, and clear layout. Learners with lower confidence can work from a prepared example or complete the task in pairs. The emphasis should remain on clarity and personal meaning, not on advanced design skills.

Assessment:

Learners successfully complete the activity if they:

- identify three relevant skills
- explain each skill in a clear and personal way
- include one action step for each skill
- present their work in a readable and understandable visual format

HYPERWRITEAI (Free)

Tool Title	 HyperWrite HyperWrite Plain Language Converter for text simplification
Short Description	HyperWrite is an AI writing platform that includes tools such as the Plain Language Converter and Text Simplifier, which help rewrite difficult or technical content in clearer and more accessible language.
Main Functionalities	Its main functions in this context are simplifying complex text, reducing jargon, improving readability, and making written content easier to understand for beginner-level or low-confidence readers. HyperWrite also offers other writing and summarizing tools within the same platform.
Educational	This type of tool is especially useful for learners with low reading

Value (Why it helps NEETs)	confidence, interrupted educational pathways, or limited familiarity with formal or academic vocabulary. It helps reduce cognitive load and can make theory, instructions, or information more approachable and less intimidating.
Accessibility Considerations	Trainers should compare the original and simplified versions with learners to check whether the main meaning has been preserved. It is best to begin with short passages, use plain prompts, and gradually move toward longer or more complex texts.
Risks & Limitations	Simplification can remove nuance, omit important detail, or produce explanations that sound easier but are not fully accurate. Learners may also assume that simpler language always means better understanding. For this reason, outputs should be reviewed, discussed, and compared with the original text rather than accepted automatically.
Official Link	HyperWrite Plain Language Converter: https://www.hyperwriteai.com/aitools/plainlanguage-converter
Licensing / Cost	HyperWrite is not 100% free . Its official pricing states that users can get started for free, while paid plans include Premium at \$19.99/month and Ultra at \$44.99/month . The Text Simplifier pages also state that the tool is available as a limited trial , with fuller access on paid plans.

Proposed Practical Activity

Title: Making a Difficult Text Easier to Understand

Objective:

To help learners improve reading comprehension, reduce fear of difficult texts, and practise explaining information in simpler language.

Duration:

25–35 minutes

Materials:

- A short paragraph about lifelong learning, employability, or digital participation
- A device with internet access
- Access to HyperWrite’s Plain Language Converter or Text Simplifier
- A worksheet or digital document for answers

Procedure:

1. The trainer provides learners with a short paragraph written in moderately difficult language.
2. Learners read the original text once and underline any words or phrases they find difficult.
3. They then paste the paragraph into HyperWrite and ask the tool to rewrite it in simpler language.
4. Learners read the simplified version and compare it with the original.
5. They underline or list three words, expressions, or ideas that they now understand better.
6. Each learner explains the meaning of the paragraph in their own words, either orally to a partner or in one or two short written sentences.
7. The trainer ends the activity with a short discussion about whether the simplified version kept the same meaning as the original and why AI-generated text should always be checked.

Suggested Prompt:

“Rewrite this paragraph in simple, clear language for a beginner-level reader.”

Expected Learning Outcomes:

By the end of the activity, learners will be able to:

- identify difficult parts of a text
- use an AI tool to simplify content
- compare original and simplified versions critically
- explain the main meaning of a paragraph in their own words

Pedagogical Value:

This activity improves comprehension, reduces cognitive load, and helps learners approach difficult content with more confidence. It is particularly valuable for NEET learners because it lowers literacy-related barriers while still encouraging reflection and active understanding.

Accessibility Considerations:

Texts should be short and relevant, and the trainer should begin with only one paragraph. Learners with lower confidence can complete the task in pairs. The emphasis should remain on understanding meaning, not on copying the AI output.

Assessment:

Learners successfully complete the activity if they:

- compare the original and simplified text
- identify three elements they understand better

- explain the paragraph in their own words
- show awareness that simplification should be reviewed critically

READ&WRITE (Free version)

Tool Title	 Read&Write for literacy and accessibility support
Short Description	Read&Write is a literacy and accessibility support tool that helps learners read, understand, and interact with digital texts more easily through features such as text-to-speech, vocabulary support, and reading assistance.
Main Functionalities	It offers text-to-speech, picture and dictionary support, reading assistance, screen masking, highlighting tools, and support across web pages and common file types used in Google Drive environments, including Google Docs, Google Slides, PDFs, and ePubs.
Educational Value (Why it helps NEETs)	It is highly relevant for learners with low literacy, reading fatigue, dyslexia, or neurodiverse learning needs. It makes content more accessible, reduces barriers to comprehension, and supports more inclusive participation in digital learning environments.
Accessibility	This tool should be introduced as a normal support option, not as a

Considerations	stigma-related solution. Learners should be encouraged to choose which support features help them most and to combine listening, reading, and vocabulary support in ways that match their own needs.
Risks & Limitations	Some learners may become over-reliant on support features without developing active reading strategies. Trainers should therefore combine tool use with comprehension questions, reflection, and gradual independence. Access to premium features also depends on the subscription or institutional license.
Official Link	Read&Write Education: https://www.texthelp.com/products/read-and-write-education/why-read-and-write/
Licensing / Cost	Read&Write is not generally free for personal use . Texthelp lists an Individual license at \$184 per year for education, while schools and districts have separate pricing models. Texthelp also states that K-12 teachers can access Read&Write for free .

Proposed Practical Activity

Title: Listening, Reading, and Understanding with Read&Write

Objective:

To help learners improve comprehension by combining text-to-speech, silent reading, and active reflection.

Duration:

25–35 minutes

Materials:

- A short article or short informational text
- A device with internet access
- Access to Read&Write
- Three comprehension questions prepared by the trainer

Procedure:

1. The trainer gives learners a short article related to employability, wellbeing, digital identity, or lifelong learning.
2. Learners first listen to the text using Read&Write’s text-to-speech feature while following the words on screen.

3. They then read the same text again silently and identify any difficult words or unclear parts.
4. If needed, they use vocabulary or dictionary support to clarify unfamiliar words.
5. After reading, learners answer three short comprehension questions prepared by the trainer.
6. The activity ends with a brief reflection on whether listening, reading, or combining both helped them understand the text better.

Suggested Reflection Questions:

- Which part of the text was easier to understand after listening?
- Did any word become clearer with dictionary or picture support?
- Which method helped you most: listening, reading, or both together?

Expected Learning Outcomes:

By the end of the activity, learners will be able to:

- use text-to-speech as a support for reading comprehension
- identify unfamiliar words and clarify meaning
- answer basic comprehension questions about a short text
- reflect on which accessibility supports help them learn more effectively

Pedagogical Value:

This activity supports inclusive reading practices, comprehension, vocabulary development, and self-awareness. It is especially useful for NEET learners because it reduces pressure around text-heavy materials and offers alternative ways to access meaning.

Accessibility Considerations:

The text should be short, relevant, and not visually overloaded. Learners should be free to replay the audio, combine different support tools, and work at their own pace. The trainer should present accessibility features as normal learning supports available to everyone.

Assessment:

Learners successfully complete the activity if they:

- use Read&Write to access the text
- answer the three comprehension questions
- identify at least one word or section that became clearer
- reflect briefly on which support strategy helped them most



C. PERSONAL DIGITAL IMAGE AND SOCIAL NETWORKS

Fostering Awareness of Lifelong Learning in Young NEETs FALLYNEETS

2025-1-PT02-KA210-YOU-000361656



Co-funded by the
European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1. Conceptual Framework

In today's digital world, social media and online platforms play a central role in how individuals present themselves, communicate, and access opportunities. For young people, especially those not in education, employment, or training (NEET), understanding how to manage their digital presence is essential for both personal development and employability.

This section introduces key concepts related to digital identity, online reputation, and safe use of social networks.



Digital identity definition

Digital identity refers to the way a person is represented online. It includes all the information, content, and interactions associated with an individual across digital platforms.

This may include:

- Social media profiles
- Photos and videos
- Comments and posts
- Usernames and bios

- Online activity and interactions

Digital identity is not only what individuals choose to share, but also what others can see or find about them online.

For NEET youth, digital identity can become a powerful tool to express skills, interests, and personality, especially when traditional work experience may be limited.

Reputation and digital footprint

A digital footprint is the trail of data that individuals leave behind when using the internet. This includes both:

- **Active footprint:** content intentionally shared (posts, comments, uploads)
- **Passive footprint:** data collected automatically (likes, browsing behaviour, tags)

Digital reputation is how others perceive a person based on this footprint.

Employers, trainers, and organisations often review online profiles before offering opportunities. A negative or unclear digital presence can limit access to jobs or training, while a well-managed one can create new opportunities.

Positive vs. negative self-presentation

Self-presentation refers to how individuals choose to show themselves online.

Positive self-presentation includes:

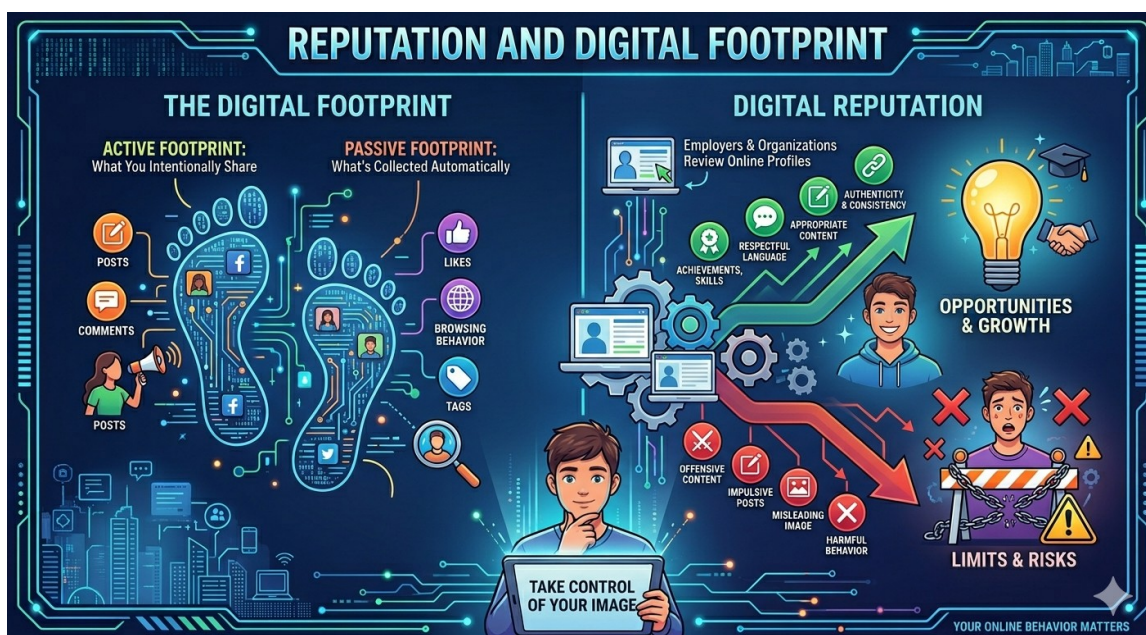
- Sharing achievements, skills, or projects
- Using respectful language
- Posting appropriate and constructive content
- Showing authenticity and consistency

Negative self-presentation includes:

- Sharing offensive or inappropriate content

- Posting impulsively or emotionally
- Creating a misleading or inconsistent image
- Engaging in harmful online behaviour

Young people may not always be aware of how their online behaviour is perceived by others. Developing awareness of self-presentation helps them take control of their image and align it with their goals.



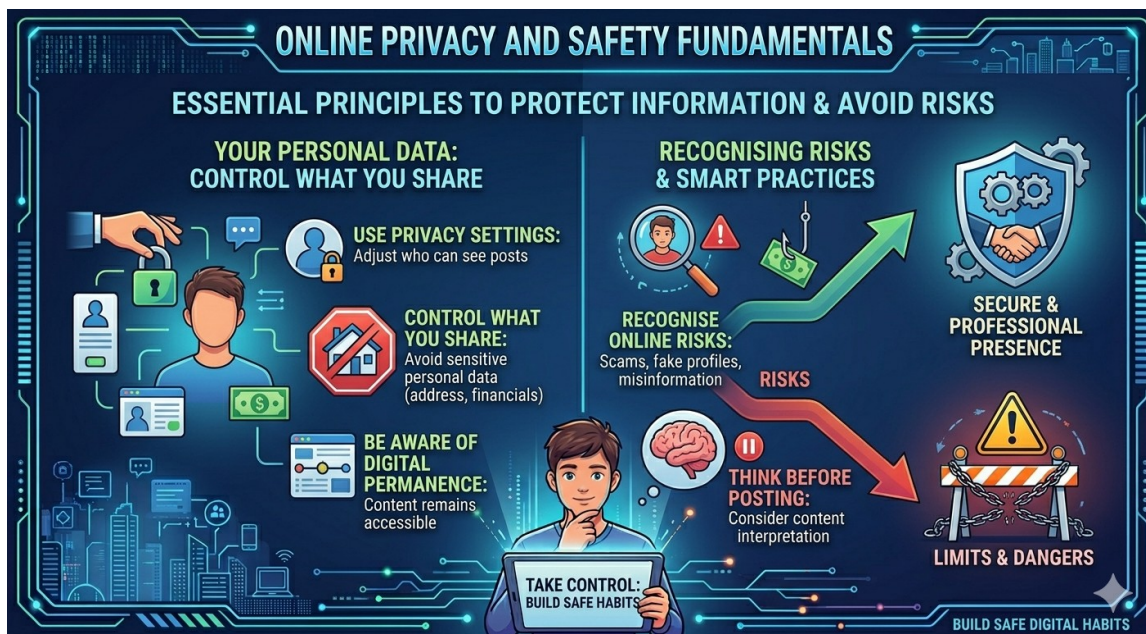
Online privacy and safety fundamentals

Understanding online privacy and safety is essential to protect personal information and avoid risks.

Key principles include:

- **Control what you share:** avoid sharing sensitive personal data (address, financial information, private details)
- **Use privacy settings:** adjust who can see posts and personal information
- **Be aware of digital permanence:** content shared online can remain accessible even if deleted
- **Recognise online risks:** scams, fake profiles, and misinformation
- **Think before posting:** consider how content may be interpreted by others

For NEET youth, building safe digital habits is not only about protection, but also about creating a secure and professional online presence.



Key reflection

Your digital identity is part of your real identity.

What you share online can influence how others see you and the opportunities you receive.

Key message

Managing your digital image is not about being perfect.

It is about being aware, intentional, and responsible in how you present yourself.

2. Challenges for NEET Youth

Young people who are not in education, employment, or training (NEET) often face specific challenges when interacting with digital environments. While social media and online platforms offer opportunities for learning, networking, and self-expression, they can also create risks when used without awareness or guidance.

Understanding these challenges is essential to help NEET youth develop a safe, professional, and intentional digital presence.

Overexposure in social media

Many young people share content online without fully considering the long-term impact. Posting personal information, emotional reactions, or sensitive content can lead to overexposure.

This may include:

- Sharing private details about personal life
- Posting content during emotional moments
- Uploading images or videos without considering future consequences

Over time, this creates a digital footprint that may not align with personal or professional goals.

Example:

A young person posts impulsive content expressing frustration or anger, which later becomes visible to potential employers or institutions.



Lack of awareness about digital risks

NEET youth may not always be fully aware of the risks associated with online activity. This includes:

- Scams and fake job offers
- Data privacy issues
- Identity theft
- Misinformation and fake content

Without proper knowledge, young people may trust unreliable sources or expose themselves to harmful situations.

Example:

Accepting a job offer from an unverified online source and sharing personal data without checking credibility.

Difficulty building a professional profile

Creating a professional digital image requires specific skills that many NEET youth have not yet developed.

Common difficulties include:

- Not knowing what content to share
- Lack of experience in presenting skills and strengths
- Inconsistent or incomplete profiles
- Using informal or inappropriate language

This can make it harder to access opportunities, even when the individual has potential.

Example:

A social media profile that contains only personal content, with no indication of skills, interests, or goals.

Emotional sensitivity to online criticism

Online environments can expose young people to criticism, negative comments, or comparison with others. For individuals with low self-confidence, this can have a strong emotional impact.

This may lead to:

- Fear of posting or expressing opinions
- Decreased self-esteem
- Anxiety related to social validation (likes, comments)
- Withdrawal from online or social interaction

Managing emotional reactions in digital spaces is a key competence for maintaining wellbeing and confidence.

Example:

A young person receives negative feedback on a post and decides to stop sharing content altogether, reinforcing isolation.

Key reflection

Digital challenges are not only technical — they are emotional and behavioural. How young people feel about themselves influences how they behave online.

Key message

Using social media without awareness can limit opportunities.
Using it with intention can create them.



3. Core Themes to Develop

3.1. Responsible Social Media Use

Responsible use of social media means being aware of what is shared, how it is shared, and the potential consequences of online behaviour. For NEET youth, developing responsible habits is essential to protect their wellbeing, build a positive digital image, and avoid risks.

Social media should not only be a space for entertainment, but also a tool for personal development and opportunity.

Privacy settings

What it is:

Privacy settings allow users to control who can see their content, personal information, and activity on social media platforms.

Why it matters:

Without proper privacy control, personal data can be exposed to strangers, organisations, or unintended audiences.

Key practices:

- Set profiles to private when appropriate
- Control who can view posts, stories, and personal information
- Limit location sharing
- Review follower or contact lists regularly
- Adjust tagging and commenting permissions

Example:

A young person shares personal photos publicly without realising that anyone, including unknown users, can access them.

Practical exercise:

Ask learners to:

- Review the privacy settings of one of their social media accounts
- Identify what is public and what is private
- Make at least two changes to improve privacy

Harmful content avoidance**What it is:**

Avoiding the creation, sharing, or engagement with content that may be offensive, misleading, or damaging.

Why it matters:

Content shared online contributes to digital reputation and can affect future opportunities.

Examples of harmful content:

- Offensive language or hate speech
- Aggressive or disrespectful comments
- Sharing misinformation or fake news
- Inappropriate photos or videos
- Content posted in moments of anger or frustration

Key practices:

- Think before posting
- Ask: “Would I be comfortable if an employer saw this?”
- Avoid reacting impulsively
- Verify information before sharing

Example:

Posting a negative comment about a previous experience that could later be interpreted as unprofessional.

Practical exercise:

Ask learners to reflect:

- Have I ever posted something impulsively?
- What could be the impact of that post in the future?
- How would I rewrite it in a more constructive way?



Cyberbullying awareness

What it is:

Cyberbullying refers to harmful behaviour carried out through digital platforms, including harassment, insults, exclusion, or spreading false information.

Why it matters:

Cyberbullying can have serious emotional consequences and affect mental health, confidence, and social participation.

Forms of cyberbullying:

- Offensive messages or comments
- Public humiliation or ridicule
- Sharing private information without consent
- Exclusion from online groups

How to respond:

- Do not engage in harmful interactions
- Block or report abusive users
- Save evidence if needed
- Seek support from trusted individuals

Example:

A young person receives repeated negative comments on their posts, leading to anxiety and withdrawal from social media.

Practical exercise:

Scenario-based reflection:

- What would you do if you received a harmful message?
- Who could you ask for support?
- How can you protect yourself online?

Key reflection

Responsible use of social media is not about restriction, but about awareness and control.

Small actions can prevent long-term consequences.

Key message

Before posting, ask yourself:

Is this safe, respectful, and aligned with who I want to be?

3.2. Professional Digital Image

A professional digital image refers to how an individual presents themselves online in a way that reflects their skills, values, and goals. For NEET youth, building a strong digital image is an important step toward increasing visibility, credibility, and access to opportunities.

Even without formal work experience, young people can use digital platforms to showcase their potential and create a positive first impression.

Writing a bio

What it is:

A bio is a short description that introduces who you are, what you do, and what your interests or goals are.

Why it matters:

The bio is often the first thing people see when visiting a profile. It helps others quickly understand your identity and intentions.

Key elements of a good bio:

- Clear and simple language
- Mention of interests, skills, or goals
- Positive and authentic tone
- Relevant keywords (e.g., “learning”, “digital skills”, “creative”, “motivated”)

Example:

- Basic: "I like music and hanging out"
- Improved: "Interested in digital design and learning new skills. Motivated to grow and explore new opportunities."

Practical exercise:

Ask learners to:

- Write their current bio
- Rewrite it focusing on skills, interests, and goals
- Compare both versions and reflect on the difference

Choosing appropriate photos**What it is:**

Profile photos and shared images contribute strongly to first impressions and digital credibility.

Why it matters:

Images communicate professionalism, attitude, and personality. An inappropriate or unclear photo can negatively affect perception.

Key guidelines:

- Use clear and good-quality images
- Choose neutral or simple backgrounds
- Ensure good lighting
- Present yourself in a natural and respectful way
- Avoid overly edited or misleading images

Examples:

- Inappropriate: blurred photo, group photo, or party image
- Appropriate: clear photo, neutral background, natural expression

Practical exercise:

Ask learners to:

- Review their current profile photo
- Identify what message it communicates
- Select or create a more suitable image

Maintaining an authentic but respectful presence**What it is:**

Balancing authenticity (being yourself) with professionalism (being appropriate and respectful).

Why it matters:

A digital image should reflect who you are, but also consider how others may interpret your content.

Key practices:

- Share content that reflects your interests and values
- Use respectful and constructive language
- Avoid extreme or controversial content when unnecessary
- Be consistent in tone and message across platforms

Example:

- Authentic but not professional: posting only personal opinions or emotional content

- Balanced approach: sharing personal interests while also highlighting skills, learning, or goals

Practical exercise:

Reflection activity:

- What do my posts say about me?
- Would I feel comfortable if a trainer or employer saw my profile?
- What would I change to better reflect my goals?

Key reflection

Your digital image is often your first impression.

You may not meet people in person, but they will meet you online.

Key message

Being authentic does not mean sharing everything.

It means choosing what represents you in a positive and intentional way.

3.3. Networking with Social Media

Networking with social media refers to the ability to use digital platforms to connect with others, build relationships, and access opportunities. For NEET youth, social media can become a powerful tool to explore career paths, learn from others, and create visibility.

Instead of using social networks only for entertainment, young people can use them strategically to support their personal and professional development.

LinkedIn basics

What it is:

LinkedIn is a professional social network designed for career development, job searching, and professional connections.

Why it matters:

It allows users to present their skills, experiences, and goals in a structured and professional way, even without formal work experience.

Key elements of a LinkedIn profile:

- Profile photo (clear and professional)
- Headline (short description of interests or goals)
- About section (personal summary)
- Skills and interests
- Experience (including volunteering, training, or personal projects)

Example:

A young person without job experience can include:

- Participation in workshops
- Digital skills learned
- Personal projects or interests

Practical exercise:

Ask learners to:

- Create or update a LinkedIn profile
- Add at least 3 skills
- Write a short “About” section

Using Instagram / TikTok for professional expression

What it is:

Although often seen as entertainment platforms, Instagram and TikTok can be used to express skills, creativity, and interests in a professional or semi-professional way.

Why it matters:

These platforms allow young people to build a visible personal brand and showcase abilities in a practical and engaging format.

Examples of professional use:

- Sharing creative work (design, music, writing)
- Posting learning progress (courses, skills development)
- Creating short videos explaining topics or experiences
- Demonstrating projects or personal achievements

Key practices:

- Keep content consistent with your interests and goals
- Use appropriate language and tone
- Avoid controversial or harmful content
- Maintain a balance between personal and professional posts

Example:

A young person interested in digital design shares short videos showing their creative process and final work.

Practical exercise:

Ask learners to:

- Identify one skill or interest they have
- Create a simple post or video related to it

- Reflect on how it represents their identity

Engaging safely online

What it is:

Engaging safely means interacting with others in a respectful and secure way, while protecting personal information and avoiding risks.

Why it matters:

Networking involves communication with people who may be unknown. Safe engagement prevents negative experiences and builds trust.

Key practices:

- Verify profiles before interacting
- Avoid sharing personal or sensitive information
- Communicate respectfully and clearly
- Be cautious with job offers or opportunities from unknown sources
- Set boundaries in online interactions

Example:

Before responding to a job opportunity received via social media, a young person checks the credibility of the company or profile.

Practical exercise:

Scenario-based reflection:

- You receive a message offering a job opportunity
- What steps would you take before responding?
- How would you verify if it is safe?

Key reflection

Networking is not about the number of followers, but about the quality of connections.

Building meaningful relationships can open real opportunities.

Key message

Social media can connect you to opportunities — if you use it with intention, awareness, and purpose.

4. Integration in the PLE

A Personal Learning Environment (PLE) allows individuals to organise their learning, resources, and personal development in a structured and intentional way. Integrating digital identity and social media management into a PLE helps NEET youth take control of how they present themselves online and how they use digital platforms to grow.

This integration transforms social media from a passive activity into an active tool for development and opportunity.

Digital portfolio

A digital portfolio is a collection of content that represents a person's skills, interests, and progress over time. It can be created using different platforms such as LinkedIn, personal websites, or curated social media profiles.

Within the PLE, the digital portfolio should include:

- Personal bio and goals
- Skills and competencies
- Examples of work or projects
- Learning experiences (courses, workshops, self-learning)
- Achievements and progress

For NEET youth, a digital portfolio is especially important because it allows them to demonstrate potential even without formal work experience.

Self-image improvement through curated content

Curating content means selecting and organising what is shared online in a deliberate and meaningful way.

Within the PLE, learners can:

- Review and improve their existing profiles
- Remove or adjust content that does not align with their goals
- Share posts that reflect their interests, learning, and skills
- Create a consistent and positive online presence

This process helps young people move from uncontrolled posting to intentional communication.

Recording progress over time

Tracking progress is essential for motivation and self-awareness. Within the PLE, learners should monitor how their digital image and online behaviour evolve.

This can include:

- Updating profiles regularly
- Recording new skills or learning experiences
- Reflecting on improvements in communication and content quality
- Noting changes in confidence when interacting online

By making progress visible, learners can better understand their development and stay engaged in the process.

Linking digital identity with personal and professional goals

The use of social media and digital tools should be aligned with individual goals.

Within the PLE, learners are encouraged to:

- Define short-term and long-term objectives (e.g., finding a job, developing a skill)
- Align their digital content with those goals
- Use platforms to connect with relevant people and opportunities
- Reflect on how their online presence supports or limits their progress

This connection ensures that digital activity is purposeful and contributes to real-life outcomes.

Key reflection

Your digital presence can either work for you or against you.
The difference lies in how intentionally you manage it.

Key message

A well-structured PLE helps you organise not only what you learn, but also how you present yourself to the world.

5. Pedagogical Approach to the AI Tools

VIDNOZ AI (Free Avatar Video Creator)

Cost: Free

What it does:

Creates short professional avatar videos without needing a camera.

Why it fits NEET youth:

- Helps build confidence in presenting themselves
- Useful for professional introductions

- Avoids camera anxiety

Educational approach:

Supports digital communication skills and self-presentation. Youth learn to deliver a personal introduction in a safe, controlled environment.

SNAPEDIT AI (Free Photo Cleanup)

Cost: Free

What it does:

Removes backgrounds, enhances quality, cleans noise, improves clarity.

Why it fits NEET youth:

- Allows creation of professional-looking profile photos
- Very easy to use
- Helps them take ownership of their digital image

Educational approach:

Teaches visual identity, credibility, and professionalism in social networks.

Google Alerts**Short Description**

Google Alerts is a free online monitoring tool that allows users to track when their name or specific keywords appear on the internet. It sends automatic notifications when new content is published, helping users stay aware of their digital presence.

Main Functionalities

- Monitoring mentions of a name or keyword across the web
- Automatic email notifications when new content appears
- Customisable alerts (frequency, sources, language)
- Ability to track multiple keywords simultaneously
- Simple setup with no technical knowledge required

Educational Value (Why it helps NEETs)

Google Alerts helps NEET youth understand and manage their digital footprint by making their online presence visible.

Its educational value includes:

- Increasing awareness of how personal information appears online
- Helping users identify potential risks or unwanted content
- Encouraging responsibility in what they share publicly
- Supporting the development of a professional digital identity
- Promoting reflection on how others may perceive them online

By using this tool, young people can take control of their digital reputation and make more informed decisions about their online behaviour.

Accessibility Considerations

- Completely free to use
- Accessible through any web browser
- Simple and intuitive setup process
- Requires only a Google account
- Suitable for users with low digital skills

Risks & Limitations

- Only tracks publicly available content (does not cover private profiles)

- Results depend on how common the name or keyword is
- Requires regular checking and interpretation of results
- Does not automatically remove unwanted content



D. EMPLOYMENT GUIDANCE AND ENTREPRENEURSHIP

Fostering Awareness of Lifelong Learning in Young NEETs **FALLYNEETS**

2025-1-PT02-KA210-YOU-000361656



Co-funded by the
European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

1. Conceptual Framework

1.1 What is employability?

Employability is a person's ability to find a job, but also the ability to keep the same job for as long as possible or to change or improve it by combining skills (hard and soft skills), human and social capital, and adapting to contexts and changes and thus improving one's professional role and status.



(Source: freepik.com)

Employability, therefore, is the professional value of the person on the job market and therefore his marketability and his professional value (elements influenced by internal factors such as skills, training and abilities or by external elements such as the geographical context and the sector in which one operates).

Taking care of and improving one's employability is crucial, especially in today's labor market, characterized by high uncertainty and flexibility, to avoid finding oneself unemployed or remaining unemployed for long periods. Indeed, people with a low level of education and training and outdated professional skills are unattractive to companies and often remain unemployed for long periods.

This is why everyone, even those already employed, must continue to train and improve their work skills and abilities, thereby improving their employability, which, in any case, is influenced by both internal and external factors.

1.2 Factors that influence employability

The factors that influence a person's employability are:

1. his/her objective characteristics, i.e., factors such as
 - age,
 - gender,
 - health,
 - family situation,
 - socioeconomic background,
 - etc.;
2. his/her professional skills, i.e., the ability to perform a specific job task, and to perform it well and comprehensively;
3. his/her personal skills, i.e., the so-called soft skills, which are more or less adaptable to all jobs, such as:
 - leadership,
 - organizing or collaborating with others,
 - teamwork,
 - communicating adequately and effectively,
 - being flexible and available,
 - etc.

The latter, namely soft skills or transversal skills, are characteristics that are often innate and which, although they can be improved through training courses or on-the-job internships, remain much more closely linked to an individual's personal characteristics than hard skills.



(Source: freepik.com)

Hard skills, on the other hand, are the more strictly technical and professional abilities of each person and can be acquired through a training or a work experience.

These include, for example:

- culture,
- theoretical knowledge,
- know-how
- ability to perform certain job tasks well, etc.

Factors that influence employability also include elements such as:

- the geographic and territorial context in which the individual lives and works;
- the individual's personal and physical characteristics;
- the labour market context and what is offered or sought in specific areas or historical periods;
- and so on.

1.3 Key soft skills for the modern job market

In today's workplace, which is undoubtedly characterized by the extensive use of technology, artificial intelligence, and ever-increasing automation, technical skills are not the key to professional success, or at least not the only key to success.

In any field of work, the most useful skills are often soft skills.

Soft skills are personal abilities and characteristics that help people, for example, to:

- 1) work well with others
- 2) achieve goals
- 3) adapt to various situations



- 4) find innovative, new, or simply useful solutions to problems.

In relation to the modern labor market, some of the most important soft skills are the following:

- Effective communication, meaning the ability to convey ideas and information clearly and persuasively.

- Teamwork, meaning the ability to work well with others, sharing goals and responsibilities.
- Emotional intelligence, meaning the ability to recognize and manage one's own emotions and those of others.
- Problem solving, which is the ability to identify and solve problems creatively and effectively.

(Source: freepik.com)

- Adaptability, which is the ability to adapt to new situations and changes.
- Leadership, which is the ability to lead and motivate others.
- Time management, which is the ability to manage one's time effectively.
- Creativity, which is the ability to generate innovative ideas and creative solutions.
- Networking, which is the ability to build and maintain professional relationships.
- Flexibility, which is the ability to change one's approach, tasks or schedule according to needs.

These skills are, on the one hand, highly valued by employers and, on the other, allow the worker to stand out in the job market.

Companies today are increasingly integrating soft skills into their staff selection and development processes.

Employees with these skills are more productive, innovative, and able to adapt to the changing needs of a constantly evolving market. This constantly evolving market requires workers who possess the ability to adapt to change and find solutions to increasingly complex problems.

For this reason, soft skills represent not only a useful tool, but also a necessary condition for finding or keeping a job and even improving one's working situation. Soft skills are highly useful in various professional settings, as they foster productive interpersonal relationships and improve emotional management, allowing one to better address even the most unpredictable daily challenges.

And contrary to what one might think, the importance of soft skills grows proportionally to the growth in the use of automation because while routine work may be replaced by machines, robots, or Artificial Intelligence programs, people will increasingly need to use creativity, emotional intelligence, and critical thinking to solve problems and respond to business needs or issues.

For this reason, Europe also supports the need to promote workers' skills, knowledge, and continuous training, so much so that the European Commission



has even proclaimed 2023 the "European Year of Skills", in the belief that supporting learning throughout the lifecycle is the key to ensuring better working conditions, better wages, and a more resilient and socially equitable society.

(Source: European Commission)

From all this, it is clear that employability is crucially important today for both companies and workers.



(Source: freepik.com)

For companies, it allows them to:

- recruit and retain qualified employees,
- improve productivity and performance,
- address market changes,
- stimulate innovation,
- reduce training costs,

➤ etc.

For people, it makes it easier to find, keep and improve a job, and to cope with career changes.

To summarize, while it's important to note that professional skills are crucial, especially when entering the workforce, but also as an objective foundation of knowledge for subsequent career development, it must also be stated that transversal skills represent a "qualitative" differentiator in expected performance, the means by which one's professional value is transformed into observable behaviours.

A definition given by an expert in the field, Dr. Stefano Meloni, who is also the author of several books in this field, is that "companies thrive on technical skills, but compete on soft skills."



(Source: freepik.com)

And clearly, a company, between two professionals with similar technical or experiential backgrounds, will certainly prefer the one with the personal characteristics that allow them to:

- o set goals and motivate themselves to achieve them, while simultaneously motivating others,
- o be proactive and results-oriented,
- o organize their own activities and coordinate those of other resources with a process-oriented approach,
- o negotiate effectively with customers and suppliers,
- o etc.

Therefore, developing these types of transferable skills is a fundamental investment for anyone aspiring to grow their career and create a positive work

environment.

(Source:

freepik.com)



As mentioned, many of these characteristics are also personal, but with dedication, commitment, and perseverance, they can be improved. There are



several effective methods for strengthening soft skills (e.g., structured training in workshops and specific courses, practical experience in group projects, personalized support from mentors and coaches, self-learning through books and online resources, and so on).

From what has been said so far, it is clear that both a worker and the unemployed must strive to improve their employability.

This aims to refine and enhance the theoretical, practical, interpersonal, and

transversal skills needed for a specific profession and which will help them manage their career.

(Source: freepik.com)

The success of this type of counseling process is achieved only if the individual feels capable of taking control of their career destiny, making choices, and committing to improvement.

The individual must have self-confidence and know they can take responsibility for their career, including, if necessary, with the assistance of a career counselor who can provide support.

Having clarified these elements, it is now useful to define the meaning of entrepreneurship (which we will address in the next section of this manual) as people can also find employability through self-employment, thus becoming entrepreneurs.

1.4 Definition of entrepreneurship

Entrepreneurship is the art of starting, managing and growing a business and can therefore be defined as the set of qualities necessary to carry out entrepreneurial activity, which is an economic activity organised in the form of a business, aimed at the production or marketing of goods or services.



(Source: freepik.com)

To do so profitably and effectively, the entrepreneur must be able to combine innovation, skills, and vision to offer new products, services, or ideas to the market that meet demand, thereby creating value for a specific customer group. This requires the entrepreneur to possess a series of qualities or soft skills, including resourcefulness or initiative, a propensity for risk, the ability to innovate, creativity, leadership skills, organizational skills, and the ability to resolve potential conflicts.

The entrepreneur, driven primarily by the desire to generate profits and business, but also by social or cultural objectives, takes direct action to leverage opportunities and ideas to transform them into value for others.

The European Union, aware of the importance of supporting and fostering entrepreneurial development, has therefore identified and defined the entrepreneurial skills needed to have a positive impact on society in a framework called EntreComp (Entrepreneurship Competences).



(Source: European Commission)

EntreComp is the framework for entrepreneurial skills, encompassing them in the following three areas of competence (composed of 15 key competences):

1. Ideas and opportunities;
2. Resources;
3. Into Action.

The Ideas and Opportunities area includes:

- Identifying Opportunities
- Creativity
- Big Picture
- Valuing Ideas
- Ethical & Sustainable Thinking

The Into Action area includes:

- Taking Initiative
- Planning and Management
- Coping with Uncertainty, Ambiguity, and Risk
- Working with Others
- Learning Through Experience

The Resources area includes:

- Self-Awareness and Self-Efficacy
- Motivation and Perseverance
- Mobilizing Resources
- Financial and Economic Literacy
- Mobilizing Others

Of course, those considering self-employment should remember that starting a business has its pros and cons.



(Source: freepik.com)

The pros include:

- Working flexibility;
- Making a profit from what you love;
- Ability to be reactive;
- Earnings potential

Cons include:

- the existence of risk and failure;
- the time required to develop a business idea;
- personal and corporate responsibility;
- market competition;
- income uncertainty.

It remains clear, however, that whatever the entrepreneur's motivations and whatever their goals, to be successful, they will need to develop their skills and abilities.

1.5 Youth self-efficacy and initiative



In the contexts just described, it is therefore essential to discuss young people's self-efficacy and direct initiative, which become crucial elements for their employability.

(Source: freepik.com)

Indeed, self-efficacy can be defined as the belief in one's ability to achieve one's goals and

manage challenges, and as the ability to organize and execute the actions necessary to achieve specific results. Initiative is the ability to take action and become proactive.



(Source: freepik.com)

Young people with a high level of self-efficacy are, therefore, more likely to:

- take initiative and seek opportunities
- face challenges with confidence;

while young people with a high level of initiative are more likely to:

- identify opportunities and take action to exploit them
- create innovative solutions to complex problems
- assume responsibility and make decisions.

These two elements are essential for employability but also for professional development and career advancement, as employers seek people who are able to take initiative and work independently, fostering a successful career and greater job satisfaction.



(Source: freepik.com)

These two skills can also be developed and improved through, for example:

- ✓ experiencing success in different areas;
- ✓ receiving positive and/or constructive feedback on what one is doing;
- ✓ offering young people the opportunity to take on challenges and take initiative.

2. Challenges for NEET Youth

2.1 Weak CVs

First of all, we need to clarify what the acronym NEET means: it is a word that derives from the English “Not in Education, Employment or Training”, meaning it indicates young people who are not studying, not working and not following any training path: these people, more than others, have a CV that could be defined as weak.



(Source: freepik.com)

A resume with little education and work experience may appear weak, so NEETs should structure their resume by describing the potential soft skills they believe they have acquired, rather than the highly specific technical skills that long-time workers (i.e., those who, unlike NEETs, have been actively working for a long time) have acquired in a single field.

As previously mentioned, transferable skills, which are applicable to multiple positions rather than to a specific role, can derive from self-taught training, short and varied work experience, and even indirect experience.

Thus, paradoxically, listing aspects of one's personality, the qualities we have developed as people in everyday life, can become a real strength on a resume.



(Source: freepik.com)

Since NEETs generally lack an active social life and therefore have difficulty expressing their strengths in relationships, they can structure their resume by also listing their weaknesses.

Describing personal weaknesses can impress those evaluating their CV because it is an act of great honesty and, paradoxically, can turn into a winning strategy.

Meanwhile, those who reveal their limitations have a deep understanding of themselves and appear very trustworthy.

If the young NEET doesn't have specific skills, it's a good idea to focus on the first section of their CV, the personal profile.

As mentioned, also list a couple of weaknesses in the skills section after the strengths, which should be identified as potential areas for improvement.

A CV that highlights one's strengths, as well as some weaknesses, is certainly a balanced and realistic CV that offers a complete portrait of the profile of a young person seeking work for the first time.

2.2 Lack of job interview experience

A job interview is the first opportunity to make us known, but often young people don't have the right tools to express their potential, or even their skills.



(Source: freepik.com)

Potential is generally innate and linked to passions or ambitions; basic skills are generally undervalued, but everyone possesses them, and they can certainly open up job opportunities.

Young people often lack specific training, but have indirect experiences that have shaped them, such as volunteer work, summer jobs, or personal experiences that could demonstrate their ability to take on roles of responsibility and work in a team.

Talking about one's own experiences, even those that could be underestimated or considered insignificant, is an opportunity to demonstrate the aspects of one's character that would be appreciated in the workplace.



(Source: freepik.com)

If young people don't have extensive experience, it's a good idea to demonstrate flexibility, strong motivation, a willingness to learn, and the ability to do so very quickly.

These qualities are much more valued than highly specific professional training, which may be too restrictive.

Stating that they lack specific experience but are eager to acquire it can be an advantage because it allows candidates to be trained based on company needs. Naturally, they must demonstrate their ability to adapt to the roles and demands that may arise in the workplace.

Providing concrete examples from own work and life experiences is an effective way to demonstrate



personal aptitude, spirit of sacrifice, ability to solve a problem, and ability to handle unexpected events.

(Source: freepik.com)

It's absolutely crucial to avoid immediately bringing up salary, criticizing the organization of the workplace, and demonstrating a lack of enthusiasm or desire to learn.

NEETs, due to their isolation, often risk appearing detached from reality and therefore reluctant to adapt to social life: they are often young people who have lost self-confidence due to a long period of inactivity, and it's essential that they commit to a career path that also offers them the opportunity to develop new social relationships.

Therefore, during interviews, it is useful to express one's availability for professional training programs and internships to help them get back on track.

2.3 Difficulty expressing skills

As mentioned previously, because NEETs are inactive for long periods, their professional experiences are often few and far between.

It's worth noting that behind NEET status can be very different stories and situations.

Among NEETs, we find young people who



- dropped out of school early without qualifications,
- even have a high school diploma or degree but struggle to enter the workforce.
- after repeated attempts and disappointments, they have lost confidence (including in themselves, as in the rest of the world) and stopped actively seeking opportunities.
- live in contexts with few job offers, perhaps in disadvantaged geographical areas, or face personal, economic, or family obstacles that make it difficult to commit to a career or training path.

(Source: freepik.com)

In short, being NEET is often a complex condition, not necessarily the result of laziness or lack of willpower, but rather of a combination of social and individual factors: this often also affects the psychological profile of NEETs, who may feel stigmatized or ashamed of their situation, which can make it even more difficult to express their (few) skills.



(Source: freepik.com)

Furthermore, NEETs can often have difficulty translating their skills into terms that employers can understand.

However, it would be helpful for them to focus on themselves and identify their skills.

The most common mistake is to think they have no skills at all.

This happens because skills are associated with extensive professional experience and do not take into account individual predisposition or the abilities developed through life experiences.

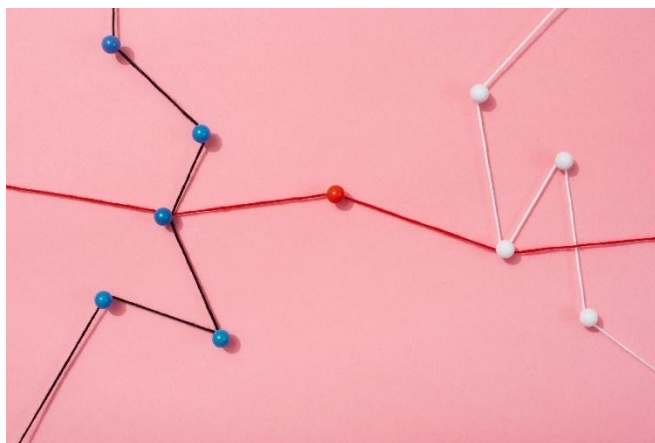
Soft skills, on the other hand, are often more sought after than technical skills: for example, for a young NEET, clearly expressing that they are good listeners, capable of time management, able to meet deadlines, and flexible is certainly a key aspect when writing their CV.

2.4 Limited professional networks

As already noted, the difficulties faced by NEETs are also compounded by the fact that they often lack access to professional networks, or have limited access to them.

Finding employment is particularly difficult if one lacks professional contacts: just think of young NEETs living in rural areas, where they clearly have fewer social interactions and fewer professional contacts. These isolated young people need a support network that includes family, school, and community: if they had social and cultural support, they would have much easier access to a professional network.

(Source: freepik.com)



This also implies that the education system should be reformed for those who do not wish to attend school, introducing career guidance programs for young people who wish to develop practical skills and enter the workforce.

At the same time, a denser professional network should also be made available to these young people to promote collaboration and allow for the flexible aggregation of workers and companies.

If NEETs are isolated from the internet, they have difficulty accessing these contacts.

Therefore, as happens in some countries, they are forced to visit centers that explain local vocations and career opportunities.

These centers don't always actually exist, and they often lack the useful information or professional skills that could truly support them in their search.

It is therefore essential to establish effective local centers that, both in terms of their ability to find information and the professionalism of their staff, can effectively support young people in training, orientation, and employment.



(Source: freepik.com)

However, psychological factors and a loss of motivation are often at the root of NEET status: in fact, some young people often lose the motivation to look for work or pursue training, perhaps after negative experiences (bad interviews, exploitative precarious jobs, etc.).

This phenomenon occurs because, often, there is a lack of effective career guidance and a mismatch between the skills offered by young people and those required by the market. Therefore, those who fail to find a job quickly may become discouraged and stop looking, thus entering the limbo of NEET status.



Frustration and a lack of confidence in themselves or in the "system" can cause a young person to stop trying, entering a sort of withdrawal where they no longer undertake initiatives. In some cases, mental health issues, anxiety, depression, or social isolation can also play a role. NEETs, in particular, are afraid to start projects due to a lack of confidence in the future and the job market.

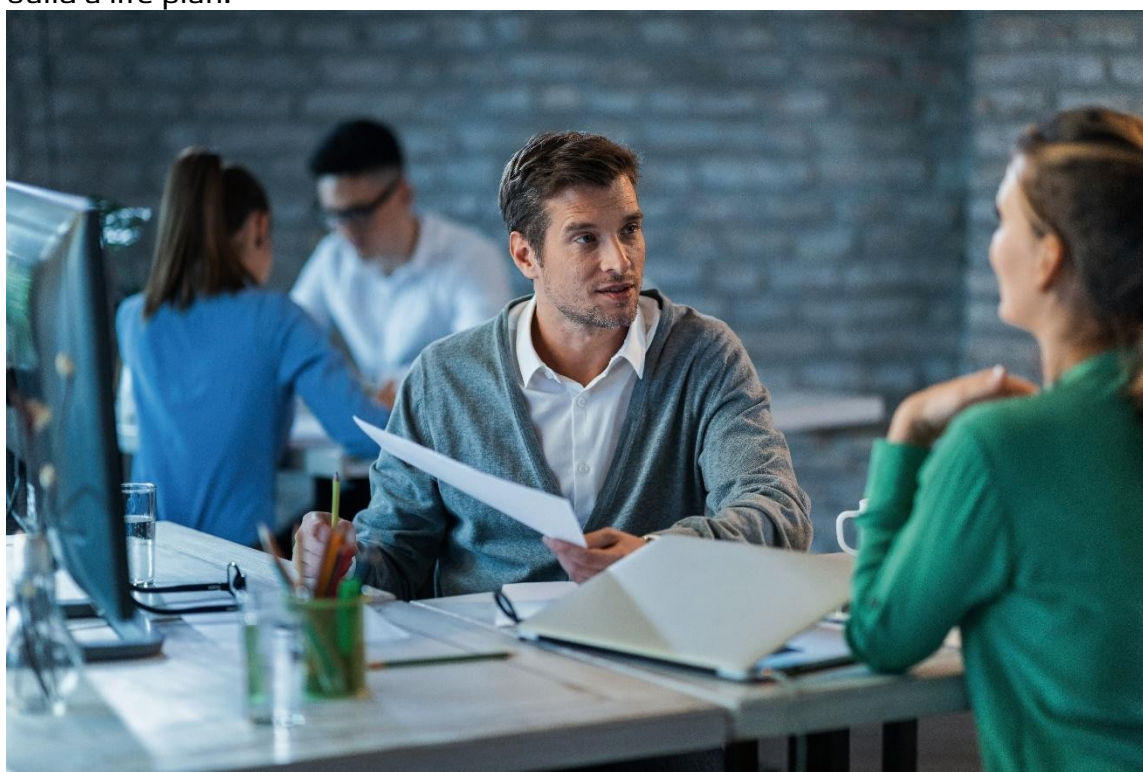
(Source: freepik.com)

These fears are continually fuelled by their environment, as the lack of stable, long-term opportunities creates further mistrust and a climate of uncertainty. Poor education and limited job opportunities make it difficult to recognize and discover one's own talents, as well as to enter the professional world due to the inability or difficulty of finding profitable contacts.

Therefore, it would be necessary to focus on ongoing training to focus on what one knows, in addition to focusing on small experiences.

Realizing that one is capable of pursuing a simple path, but one in which one feels truly capable and motivated, allows one to begin a process that increases self-confidence and consequently gives them the courage to pursue new paths.

To overcome fear, it is necessary to have the support of professionals who accompany the young person and use innovative guidance tools to help them build a life plan.



(Source: freepik.com)

Clearly, a disheartened young person lacks the tools to implement a project aimed at integrating them into the world of work, but networking is necessary, involving various professionals and planners who can specifically develop pathways that can be used in the local contexts in which NEETs live.

3. Core Topics to Develop

3.1. Job Search Strategies

It often happens that when a job isn't found quickly, the problem isn't the economic crisis or lack of opportunities, but the method used to search for available jobs.

Many make the mistake of sending out dozens of generic CVs, wasting time and energy and failing to develop a truly synergistic approach.



(Source: freepik.com)

There is, in fact, the possibility of developing a strategic approach, using support and programs specifically designed to help young NEETs get back into the game. The advice we can offer is the following:

- 1) Contact the employment and guidance services available in each European country, relying on expert career counselors to obtain support in finding a job or training program suited to your specific situation. They often also offer the opportunity for personalized guidance interviews and recommendations for internship or job offers suitable for young NEETs;
- 2) Learn about public programs specifically designed for NEETs and designed to help young NEETs enter the workforce. To do this, we recommend

contacting the relevant regional offices or the aforementioned employment centers, which can provide information on calls for proposals and pilot projects for youth employment, as well as extracurricular internships, apprenticeships, courses with attendance allowances, etc.;

(Source: freepik.com)

- 3) Invest in training and new skills to broaden your skillset, including obtaining additional diplomas or professional qualifications, or even taking free training courses (there are always many funded by the European Commission and aimed at unemployed young people) to improve your computer skills, foreign language skills, or other skills useful for finding a job;
- 4) Participate in internships, traineeships, or apprenticeships so you can then add relevant work experience to your CV: these options allow you to learn a trade on the job, and the experience is often so valuable that it translates into a real job contract, or at least enriches your CV with references;
- 5) Participate in training opportunities or volunteer experiences, even abroad, which will help boost your self-confidence and, at the same time, acquire transferable skills, demonstrating your abilities, commitment, and determination to future employers. They will also provide potential networks of useful contacts or help you discover new passions and career paths;
- 6) Develop self-employment opportunities by taking advantage of the ESF and ERDF provisions, which support the formation and creation of new businesses by providing significant financial contributions, including non-repayable grants.

In short, you should never give up and remain isolated, but rather take action to find a career option that is often precisely suited to the needs of young NEETs. Among the additional options available today, the Internet also offers job portals that are worth considering.



3.1.1 Job portals

Job portals and online digital platforms (e.g., LinkedIn, Indeed, Monster, CareerBuilder, Glassdoor, etc.) support the employability of NEETs and facilitate matching of supply and demand and self-employment by almost always offering all of the following services:

- o personalized orientation,
- o targeted training,
- o support in creating a CV,
- o mock interviews,
- o direct access to internships or job offers.

(Source: freepik.com)

In fact, job portals can do many things to help NEETs and, in general, anyone who uses them find work, as well as supporting companies in their search for talent and people who meet their company's hiring needs.

This is because on job portals:

1. Companies can post job ads, allowing candidates to find these opportunities and apply for available positions;
2. Those interested in finding a job can create their own personal online profile with their skills, experience, and CV;
3. Tools are available to help and support the search process, allowing you to add or remove search options (geography, job type, duration, qualifications required for selection, and so on);



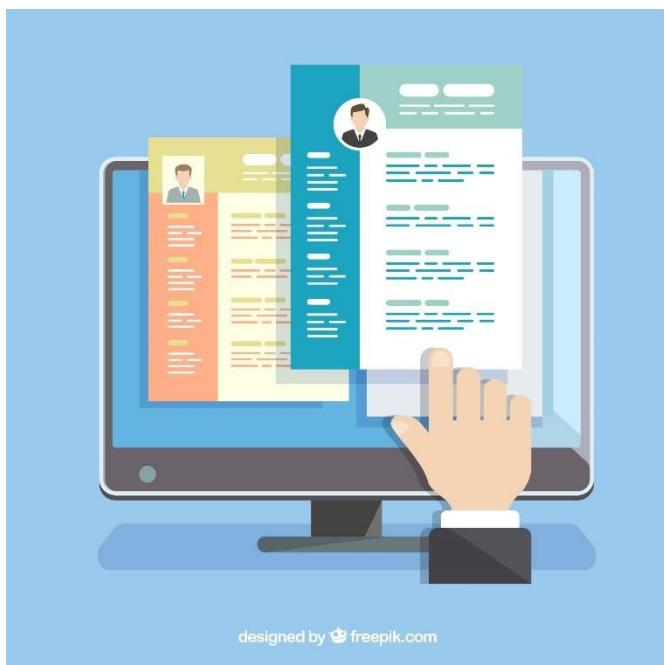


(Source: freepik.com)

4. Advice and resources are provided to help candidates improve their skills and prepare for job interviews;
5. Communities exist that allow direct connections between candidates and companies, facilitating information sharing and messaging;
6. Selection services are offered to help companies find the best candidates for open positions;
7. Labor market analyses and statistics are provided to help companies make informed decisions about their hiring strategy;
8. Training services are offered to candidates to improve their skills and achieve their career goals.

3.1.2 Spontaneous applications

Another method, still popular today, is to send your resume and cover letter to a company you're interested in, even if there aren't any specific job postings. This is because companies often don't advertise or promote vacancies, even when they have them.



Sending a spontaneous application allows you to build a bridge with the company itself, demonstrating proactivity and interest in that type of work. In many cases, it allows company managers to review potential resumes and profiles that could be useful and offer added value. This increases your chances of being noticed and landing a dedicated interview with the recruiting managers, where you'll then have to play all your cards to be hired.

(Source: freepik.com)

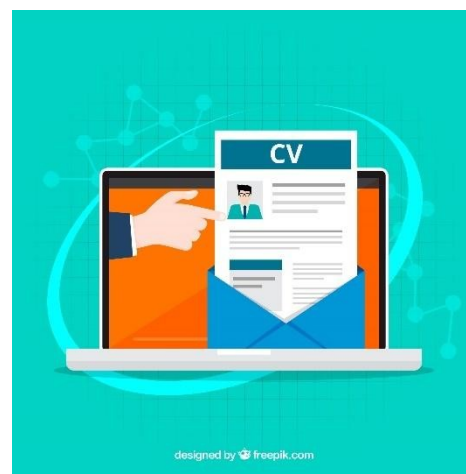
To do this, we recommend:

1. Research the company you're interested in and identify the right person for your application (for example, the human resources manager).
2. Personalize your resume and attach a cover letter;
3. Be specific about the position you're applying for, professional and clear in your description, demonstrating enthusiasm and interest in the company and the industry;
4. Send your application via email or through the "recruitment" section of the company website;
5. Follow up with a phone call to confirm the email was received.

3.1.3 Online presence for employability

It's important to clarify that given how important and widespread internet use is, its use has obviously also become essential for employability. It's essential for those seeking a job or wanting to advance their career to have an online presence because it:

- creates a positive and professional image of the candidate,



- improves their reputation (so-called personal branding);
- facilitates networking,
- allows you to partially demonstrate your digital skills,
- increases visibility,
- allows you to reach a wider audience,
- facilitates access to remote work opportunities,

(Source: freepik.com)

making your profile visible to corporate recruiters and employers.

From this perspective, it's a good idea to use the following online tools:

- a) LinkedIn or similar professional sites, which also allow companies to search for interesting profiles,
- b) A personal website or blog to showcase your skills and expertise, or knowledge and experience.
- c) Social media such as Twitter, Facebook, and Instagram can be used to create an online presence and for networking.
- d) An online portfolio can be used to showcase one's work and projects, thus demonstrating a specific aptitude and preparation for a particular job or profession.

3.2. CV & Cover Letter Creation

Let's now look at how to effectively develop your CV and avoid the most common mistakes.

First, it's important to clarify that an effective CV is one that illustrates all of the

candidate's skills, abilities, and work experience: therefore, it must contain all the information that will attract recruiters' attention and increase the chances of being selected for an interview.

(Source: freepik.com)



For this purpose, there are various different CV formats that can be used.

Let's see what they are and which ones to prefer.

3.2.1 Different CV formats

There are different CV formats, each with specific characteristics and advantages. Among the most common are:

1. Chronological CV, a more traditional format, which lists work experience in chronological order, starting with the most recent.



It has the following:

A) advantages:

- it is easy to read,
- it shows career progression.

B) disadvantages:

- it can be difficult for those who have changed jobs frequently or have periods of inactivity.

(Source: freepik.com)

2. Functional CV, which focuses on the candidate's skills and abilities, rather than work history.

It has the following:

A) advantages:

- it is useful for those who have changed jobs frequently or have periods of inactivity,
- it highlights skills;

B) disadvantages:

- it can be difficult to read,
- it does not show career progression.

3. Combined CV, which combines the elements of the chronological and functional CVs, listing work experience and skills.

It has the following:

A) Advantages:

- It shows career progression and skills;

B) Disadvantages:

- It can be long and difficult to read.

4. European CV, which is the standardized format used in Europe and which we recommend because it includes information on education, skills, and work experience.

It has the following:

A) Advantages:

- It is easy to read and is recognized throughout Europe;

B) Disadvantages:

- It may be limited for those with non-European work experience.



(Source: Europass)

5. Infographic CV, which uses graphs and images to present information in a more creative and visual format.

It has the following:

A) Advantages:

- It is attractive and easy to read;
- It shows skills and experience in an innovative way;

B) Disadvantages:

- It may be difficult to create and not suitable for all sectors.

3.2.2 How to Write a CV and Common Mistakes to Avoid



Even when writing your CV, there are strategies and methodologies you can adopt to make it more attractive and effective.

From our perspective, we recommend:

(Source: freepik.com)

1. Clearly defining the objectives of your job search and tailoring your CV accordingly;
2. Using a clear, easy-to-read format with clearly defined sections using the Europass format;
3. Include only information relevant to the position you are seeking (irrelevant information often distracts the recruiter's attention).
4. Use keywords related to the sector and position to help your CV be found by recruiters.
5. Quantifying your previous job achievements, for example, "developed 50 funded European projects."
6. Correct grammatical and spelling errors to avoid giving a negative impression.

The following mistakes should be avoided:

1. Grammatical and spelling errors that can create a negative impression;
2. Irrelevant information that can make your CV difficult to read;
3. Using confusing or difficult-to-read formats;
4. Lack of personalization to the position being sought;

5. Including false information that can be discovered and damage your reputation, often permanently;
6. Using unprofessional or inappropriate photos.

An effective CV should always include the following information:

- Personal information, i.e., personal details and biography,
- Work and volunteer experience, starting with the most recent and specifying the duties and positions held within the company as well as the skills developed,
- Educational experience, starting with the most recent and indicating the qualifications relevant to the position being applied for,
- Languages spoken, including the level of spoken and written proficiency,
- Technical and transferable skills and competences relevant to the position being applied for,
- Personal interests and hobbies.

3.2.3 Building a CV with AI

In certain cases, using artificial intelligence (AI) to create a CV can also be useful. The advantages include:

1. Time savings, as AI can help you create a CV in just a few minutes, saving you time and effort;
2. Professional format, as AI can create a CV with a professional, easy-to-read format;
(Source: freepik.com)
3. Inserting keywords into your CV increases your chances of being found by recruiters;
4. Obtaining suggestions that make your CV more effective;
5. Greater customization of your CV for each type of job and/or company.

At the same time, the indiscriminate and uncontrolled use of AI also produces disadvantages in CV creation, as:

1. A CV created with AI may lack personality and individual style;
2. AI can also make grammatical or spelling errors.



3. AI may not understand the context and specific needs of the industry and position.
4. AI can be addictive and reduce a person's creative capacity.
5. AI cannot replace human experience and creativity and can often invent experiences that don't actually exist.

Therefore, while it's generally better to write your own CV yourself and train yourself to make it truthful, creative, and effective, you could use AI to develop it if you're truly short on time and want a more professional format. However, you should always remember to carefully proofread the text and edit and adapt it to your actual skills.

3.3. Interview Skills Development



To perform well in a job interview, a candidate must:

- 1) Pay close attention to what the interviewer is saying; maintain eye contact and nod to demonstrate interest;

(Source: freepik.com)

- 2) Give clear and concise answers, avoiding rambling;
- 3) Demonstrate confidence (including through body language) to convey trust and interest;
- 4) Present his/her work experience and skills in a coherent and concise manner;
- 5) Demonstrate motivation and interest in the company and the job role;
- 6) Demonstrate the ability to manage conflict situations and work in a team;
- 7) Demonstrate flexibility and adaptability to new situations and work challenges;
- 8) Know how to manage stress effectively;
- 9) Demonstrate the ability to apply critical thinking and the ability to solve complex problems.

3.3.1 Question types

To facilitate the approach to a job interview, we'll now describe how interviews are conducted and which strategies are useful to adopt to be prepared for them.

First of all, skills-based interviews are based on different types of questions:

- behavioural questions,
- skills questions,
- motivational questions.

Behavioural questions seek to explore the interviewees' reactions to specific situations.

(Source: freepik.com)

These situations are drawn from everyday life, refer to past experiences, and serve to assess soft skills.

To these everyday questions, hypothetical questions are generally added, which serve to understand how NEETs would behave when faced with future issues or problems of which they have no experience.

Skills questions, on the other hand, test specific technical or communication skills.

These skills include active listening, the ability to connect with others, overcoming fear of public speaking, being clear in writing, being able to summarize, finding solutions when tensions arise, and adapting language and tone to different contexts.

The final type of questions, those on motivation, tend to explore values and goals. In this case, the questions are based on concrete experiences and are designed to demonstrate, for example, whether a candidate has the ability to work in a team, manage stress, or is genuinely motivated. These are generally open-ended questions that allow NEETs to express themselves without imposing solutions.



3.3.2 Body language

Regarding body language, it's important to emphasize that it's a very explicit form of nonverbal communication: gestures, posture, and facial expressions convey emotions and words more than words themselves can.

Gestures and the posture of shoulders and limbs signal openness or closure, just as facial expressions reveal emotions such as joy, anger, and fear.

Even the tone of voice, the speed of speech, or the pauses used in speech can reveal the interviewee's personality.

(Source: freepik.com)



In the case of NEETs, observing eye contact is crucial; the gaze and direction of the eyes are highly revealing of an emotion or feeling that cannot be fully expressed. In nonverbal communication, managing space and establishing interpersonal distances is also important.

In fact, physical distance defines the level of interaction one intends to establish: the closer one is to the other person, the more relaxed and ready one is for a friendly conversation; the further away one is, the more formal one communicates.

(Source: freepik.com)

NEETs tend to remain very distant because they express their profound discomfort in relationships.



Although interviews are formal interactions, it is best for the interviewees to remain no more than about three meters apart.

At the very least, after the NEET has established a comfortable position, the distance between them and the interviewer should gradually decrease.

3.3.3 Self-introduction

Introducing yourself to others is neither simple nor trivial, because you must provide key information about your personality, describe your life, discuss your passions and skills, including your soft skills.

Since you generally have only a few minutes, it's best to manage your time by providing precise, essential information, including your interests.

Your self-explanation should be clear and sincere, expressing enthusiasm, and explaining what you've learned, even from less significant experiences.

In addition to the content of your introduction, it helps to shake hands firmly upon arrival, maintain a relaxed posture, maintain eye contact with the interviewer, and use a neutral tone of voice.

3.4. Entrepreneurship Basics

Starting a new business is always complicated, and even more so for NEETs, given their situation, but that doesn't mean it's impossible.

First and foremost, a NEET should have an idea that stems from a desire to turn their passions into a source of income, but also from the desire to create a project that addresses a real market need.

Obviously, before launching a company, a NEET should carefully analyse his/her skills and interests, avoiding venturing into a sector he/she doesn't know well.



To start a company with a solid foundation, you need to observe current market trends and try to understand how you can offer added value compared to the competition, for example, by:

(Source: freepik.com)

- innovating an existing product,
- improving a service,
- identifying a market niche that hasn't yet been

satisfied.

3.4.1 Simple business models

Starting a business is always very difficult for a NEET, but we recommend starting with a minimal investment, perhaps with a sole proprietorship or a limited liability company (LLC) with minimal capital to reduce liability.

A NEET should, however, begin this entrepreneurial adventure with something simple, without trying to create a complex business from the start, and while trying to utilize their skills and passions and seek support from all possible organizations.

It's also important not to be afraid of failure, as failure is part of the learning process.

Some simple business models suitable for a NEET could be, for example, the following:

1. Freelance work offering writing, editing, graphic design, web design services, etc.;



2. Selling products online, using platforms like Amazon, eBay, Etsy, or creating your own online store with Shopify or WooCommerce;
3. Affiliate marketing, where they could promote other companies' products or services and earn a commission;
4. Creating content or podcasts for blogs, promoting ads to earn money.

(Source: freepik.com)

3.4.2 Idea development

To develop a business idea, as mentioned, you first need an intuition. This intuition must be developed through market analysis, solution validation, and strategic planning before it becomes a concrete project.



(Source: freepik.com)

The key steps to developing a business idea are:

- Identify a problem or need, preferably one that aligns with your skills and passions.
- Analyze the market and competition.
- Test the idea with surveys, interviews, or a basic version of the product/service to gather real-world feedback.

- Structure the business model using tools such as the Business Model Canvas.
- Create a business plan, outlining objectives, marketing strategies, and financial forecasts to guide the business and attract investors.

3.4.3 Branding

A key element in developing a business is developing a dedicated brand, and this is even more crucial for a business founded by a NEET, who should focus on simple yet effective branding.



(Source: freepik.com)

The steps a NEET should follow in developing his/her brand should be:

1. Define the target audience for the product or service they want to sell/provide.
2. Choose a simple, yet memorable and representative name and logo.
3. Create a visual identity with vibrant colours, fonts, and images that attract the attention of potential customers.

4. Create an easy-to-navigate website that clearly represents the brand.
5. Use social media to reach the target audience and build a community around their own brand.

3.4.4 Pitching skills

When seeking potential backers for your idea, it can be helpful to create a pitch for your business idea that can be presented to a potential investor in just a few minutes.



The pitch is simply a quick and compelling presentation of the company, designed to capture the listener's attention and interest, allowing only a few minutes (typically 2-3 minutes, just the time it takes to ride an elevator up ten floors) to convince them to invest in the project.

A good pitch should have some key characteristics:

(Source: freepik.com)

- Short and concise, fitting within the allotted 3 minutes, introducing the company, the problem, and the solution the company intends to provide, as well as the market situation and the team the

company will rely on to develop the entire project.

- Clear, simple, and direct, showcasing the main benefits.
- Engaging, with stories, examples, and data to make the idea more interesting and memorable.
- Convincing, to interest a potential investor.

A variety of programs can be used to create a pitch, such as PowerPoint, Google Slides, Prezi, Canva, etc.: the most important thing is to make the presentation exciting and interesting for the audience.

3.5. Networking

When a NEET starts a business, it's crucial to develop and maintain offline and online networking because this practice:

- helps build relationships with people who can be beneficial to the business, such as potential customers, partners, or investors;
- provides access to information and resources that can be useful to the business;

(Source: freepik.com)

- facilitates building a corporate reputation;
- promotes awareness of the company in the industry in which it intends to operate.



Therefore, it's helpful for a NEET who wants to become an entrepreneur to:

4. attend events and conferences in their industry to meet people and build relationships;
5. use social media to connect with people and build relationships;
6. create a support group with other entrepreneurs or professionals to share experiences and advice.
7. participate in online communities related to their industry to connect with people and build relationships.

Furthermore, for a NEET, but in general for anyone who wants to become an entrepreneur, it is also essential to:

A) maintain contact with people you know because it:

- helps to maintain relationships with people you meet and build a sense of community.
- allows them to seek help or advice from people with experience in your field.
- helps to create business opportunities and find new clients.

B) participate in the community because it:

- helps to create a sense of belonging and feel part of a community.
- allows them to share their own experiences and learn from the experiences of others.
- facilitates the creation of relationships with people who have similar interests and helps find potential partners or collaborators.

4. Integration in the PLE

4.1 Professional learning goals



From what has been described so far in this guide, it's clear that a NEET must set professional learning objectives, which, of course, can vary depending on individual needs and interests. In our opinion, to overcome the difficult situation they find themselves in, a NEET should create a PLE that allows him/her to:

(Source: freepik.com)

1. Commit to developing entrepreneurial skills, learning how to create a business plan, developing skills to manage marketing and sales campaigns, and working to understand how to run a business from a management and financial perspective;
2. Participate in courses to improve their technical skills, learning to use tools and software specific to the industry they would like to work in, learn how to manage projects, and understand how to promote themselves online;
3. Commit to developing communication and networking skills, so they can communicate effectively with clients and partners and manage relationships and communities online (including social media) and offline;
4. Learn how to create a business plan and how to create an effective pitch;
5. Learn to manage your time effectively, including managing stress and maintaining a work-life balance;
6. Develop your leadership skills by improving your motivation and learning how to solve problems (using critical thinking), as well as how to manage a team and delegate tasks within a team.

4.2 Personal portfolio

Furthermore, a NEET should create a portfolio (a curated collection of their best work, projects, skills, etc.) to concretely demonstrate their skills and talents to potential clients or employers, serving as a powerful presentation tool that goes beyond a simple resume.

(Source: freepik.com)

In his/her personal portfolio, which should be kept strictly up-to-date, a NEET should include a:



- ✓ brief introduction about themselves, their skills, and their goals;
- ✓ selection of their most significant projects, with descriptions, images & results;
- ✓ list of their work, training, and volunteer experiences;
- ✓ list of their technical and non-technical skills.
- ✓ list of certificates, awards, and recognitions.

4.3 Career tracking

A particularly important process for a NEET seeking employment is developing a career tracker to constantly monitor their professional goals.



To implement career tracking, a NEET should:

1. Identify short- and long-term professional goals;
2. Evaluate their skills and abilities to identify areas of strength and weakness;
3. Identify available job, training, and professional development opportunities;
4. Create an action plan to achieve their goals, including actions to be taken and deadlines;
5. Monitor progress and update the action plan accordingly;
6. Develop a network of professional contacts to obtain information and support;

(Source: freepik.com)

7. Update their resume to include new experiences and skills.
8. Prepare for job interviews by answering common interview questions and preparing for less common ones, learning to manage their body and stress.

5. Pedagogical Approach to the AI Tools

In the final chapter of this guide, we list five useful online tools for NEET job seekers.

They are:

- 1) Resume.com
- 2) Final Round AI
- 3) Namecheap Logo Maker
- 4) Lucidchart
- 5) Miro

Let's examine them one by one.

5.1 Resume.com



Short Description	It is an online service that offers an easy-to-use resume (CV) builder, with customizable templates and expert tips to help you create a professional CV.
Main Functionalities	▪ Customizable CV templates ▪ Expert tips to improve your CV ▪ ATS-friendly (Applicant Tracking System) format to outperform automated screening systems (ATS is a system generally used by employers to process resumes)

	Ability to download your CV in PDF or TXT format.
Educational value for a NEET	It can be very useful for a NEET as it offers a step-by-step guide to create a professional CV, helping to improve writing and presentation skills.
Accessibility Considerations	- It is accessible online and can be used from any device with an internet connection. - However, it is necessary to create an account to save your work.
Risks and Limitations	- As with any online service, there is a risk of data loss or unauthorized use of personal information. - It is important to read the terms of use and privacy policy before using the service.
Official program link:	https://www.resume.com/
Licensing Costs	100% free
Proposed Practical Activity	Create a resume using the official program link provided and customize it with your information and skills. Then, download the resume in PDF format and share it on social media or with friends to get feedback.

5.2 Final Round AI

Final Round

Short	Final Round AI is a job interview preparation platform that
--------------	---

Description	uses artificial intelligence to offer personalized interview simulations and real-time feedback.
Main Functionalities	▪ Interview simulations with personalized questions ▪ Real-time feedback on clarity, confidence, and communication ▪ Resume analysis and LinkedIn profile optimization ▪ Self-application to job offers
Educational value for a NEET	It is a valuable tool for NEETs as it offers practical, personalized guidance to prepare for job interviews, improving communication and presentation skills.
Accessibility Considerations	The platform is accessible online and can be used from any device with an internet connection. However, you must create an account to use the advanced features.
Risks and Limitations	▪ The platform may have a time limit for mock interviews. ▪ The quality of feedback may depend on the quality of the input provided. ▪ The platform may not be suitable for creative or highly specialized roles.
Official program link:	https://www.finalroundai.com/
Licensing Costs	A free basic and general trial is available, but registration is

	required. For additional tests, you must pay a monthly, quarterly, or annual fee.
Proposed Practical Activity	Create an account on Final Round AI and use the platform to simulate a job interview. Record your answers and analyse the feedback to improve your communication and presentation skills.

5.3 Namecheap Logo Maker



Short Description	Namecheap Logo Maker is a free online tool that uses artificial intelligence to create simple personalized logos in minutes.
Main Functionalities	- It allows you to create custom logos with thousands of fonts, icons, and colours. - It uses artificial intelligence to generate unique logos. - It allows you to download logos in PNG and SVG formats. - It can be integrated with other Namecheap tools (which are paid).
Educational value for a NEET	It offers practical, personalized guidance for creating a professional logo, improving your design and presentation

	skills.
Accessibility Considerations	It has an intuitive user interface and works with any browser. Namecheap Logo Maker allows you to create logos online and is easy to use even for those with no graphic design experience, guiding you through the selection of fonts, colours, and icons.
Risks and Limitations	- Logo quality may depend on the quality of the input provided. - The tool may not be suitable for creative or highly specialized roles.
Official program link:	https://www.namecheap.com/logo-maker/
Licensing Costs	Free
Proposed Practical Activity	Create a logo for your business or project using Namecheap Logo Maker. Experiment with different font, icon, and colour options to find the perfect logo for you.

5.4 Lucidchart



Short Description	Lucidchart is an online diagramming and canvas program that offers a range of templates and collaboration tools for creating concept maps, flowcharts, organizational charts, and more.
--------------------------	--

Main Functionalities	▪ Customized diagramming and canvas creation ▪ Symbol and shape templates and libraries ▪ Real-time collaboration with other users ▪ Integration with other tools and platforms ▪ Export to various formats (PNG, JPEG, PDF, etc.)
Educational value for a NEET	It offers practical, personalized guidance for creating diagrams and canvases, improving critical thinking and problem-solving skills.
Accessibility Considerations	The program is accessible online and offers a free version with limited features. The free version has usage and export limits.
Risks and Limitations	▪ The free version has usage and export limits. ▪ Diagram quality may depend on the quality of the input provided.
Official program link:	https://www.lucidchart.com/
Licensing Costs	The free version has limited functionality. Other, more complex versions require a fee.
Proposed Practical Activity	Create a business process flowchart using Lucidchart. Use templates and collaboration tools to create a clear and concise diagram.

5.5 Miro



Short Description	Miro is an online canvas creation and collaboration program that offers a range of tools and templates for creating concept maps, flowcharts, wireframes, and much more.
Main Functionalities	▪ Create custom canvases and diagrams. ▪ Templates and libraries of symbols and shapes. ▪ Real-time collaboration with other users. ▪ Integrate with other tools and platforms. ▪ Export to various formats (PNG, JPEG, PDF, etc.).
Educational value for a NEET	It offers practical, personalized guidance for creating canvases and diagrams, improving critical thinking and problem-solving skills.
Accessibility Considerations	The program is accessible online and offers a free version with limited features. The free version has usage and export limits.
Risks and Limitations	▪ The free version has usage and export limits. ▪ The quality of the diagram may depend on the quality of the input provided.

Official program link:	https://miro.com/
Licensing Costs	The free version has limited features. Other, more complex versions are available for a fee.
Proposed Practical Activity	Create a canvas for a business project using Miro. Use templates and collaboration tools to create a clear and concise business plan