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Fostering Awareness of Lifelong Learning in Young NEETs FALLYNEETS

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Contents

A. Emotional control and resilience.....	4
1. Conceptual Framework.....	5
1.1. What is Emotional Resilience?.....	5
1.2. Relevance for NEET Youth.....	6
2. Challenges Faced by NEET Youth.....	7
3. Practical Strategies.....	8
3.1. Emotional Self-Regulation Techniques.....	8
3.2. Cognitive-Behavioral Tools.....	8
3.3. Social-Emotional Competencies.....	9
4. Integration in a PLE.....	11
5. Pedagogical Approach to the AI Tools.....	12
Wysa.....	12
Smiling Mind.....	12
Medito.....	12
B. Applicable auxiliary digital technological tools.....	14
1. Conceptual Framework.....	15
2. NEET Challenges in Digital Learning.....	17
3. Categories of Tools.....	18
4. PLE Integration.....	19
5. Pedagogical Approach to the AI Tools.....	20
Google Gemini (in Google Docs).....	20
Trello.....	21
Canva.....	21
HyperWrite AI.....	21
Read&Write.....	22
C. Personal digital image and social networks.....	24
1. Conceptual Framework.....	25
2. Challenges for NEET Youth.....	27
3. Core Themes to Develop.....	28
3.1. Responsible Social Media Use.....	28
3.2. Professional Digital Image.....	29
3.3. Networking with Social Media.....	29
4. Integration in the PLE.....	31
5. Pedagogical Approach to the AI Tools.....	32
Vidnoz AI.....	32

SnapEdit AI.....	32
Google Alerts.....	32

D. Employment guidance and entrepreneurship.....34

1. Conceptual Framework.....35

1.1 What is employability?.....	35
1.2 Factors that influence employability.....	35
1.3 Key soft skills for the modern job market.....	35
1.4 Definition of entrepreneurship.....	36
1.5 Youth self-efficacy and initiative.....	37

2. Challenges for NEET Youth.....37

2.1 Weak CVs.....	37
2.2 Lack of job interview experience.....	37
2.3 Difficulty expressing skills.....	38
2.4 Limited professional networks.....	38

3. Core Topics to Develop.....38

3.1. Job Search Strategies.....	38
3.2. CV & Cover Letter Creation.....	39
3.3. Interview Skills Development.....	39
3.4. Entrepreneurship Basics.....	40
3.5. Networking.....	40

4. Integration in the PLE.....41

4.1 Professional learning goals.....	41
4.2 Personal portfolio.....	41
4.3 Career tracking.....	41

5. Pedagogical Approach to the AI Tools.....42

5.1 Resume.com.....	42
5.2 Final Round AI.....	42
5.3 Namecheap Logo Maker.....	42
5.4 Lucidchart.....	43
5.5 Miro.....	43



A. EMOTIONAL CONTROL AND RESILIENCE

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1. Conceptual Framework

1.1. What is Emotional Resilience?

Emotional resilience is the ability to adapt, recover and grow in response to stress, adversity or difficult life situations. It is not an innate trait: it is a dynamic process that can be learned and strengthened through experience, reflection and practice. For young people living in unstable environments or with limited opportunities, it is a tool to manage emotions and make constructive decisions.

Resilience and resistance are not the same

Resistance is the ability to withstand pressure or block its impact. **Resilience** involves adaptation and transformation: the difficulty is acknowledged, its emotional impact is processed and the response is adjusted.

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

The four pillars

- **Adaptability:** shifting perspective and behaviour when facing change or unexpected challenges.
- **Emotional flexibility:** experiencing, understanding and regulating a wide range of emotions without becoming overwhelmed.
- **Realistic optimism:** acknowledging difficulties while believing that effort can improve the situation.
- **Self-regulation:** managing impulses and stress reactions, calming down and choosing constructive behaviours.

What happens in the brain (in brief)

In a stressful situation, the **amygdala** triggers the «fight, flight or freeze» response. The **prefrontal cortex** is in charge of reasoning and emotional regulation. Under high stress the amygdala takes over and reactions become automatic (panic, avoidance, frustration). Practices such as breathing, reflection and emotional awareness train the brain to respond with more calm and control.

1.2. Relevance for NEET Youth

Many NEET young people go through long periods of uncertainty: the lack of routines, financial instability and few opportunities can create **chronic stress**, leading to emotional exhaustion, anxiety, helplessness and loss of motivation. When they feel overwhelmed, they tend to avoid decisions, doubt themselves, give up quickly and choose short-term comfort over long-term goals.

A particular risk is the **«NEET identity trap»**: the young person starts to define themselves by their current status («unemployed», «inactive») rather than by their potential. This leads to limiting beliefs («I am not capable»), fear of trying new things and avoidance of opportunities.

This is why emotional education comes **before** employability training (CV writing, job search, technical skills): without resilience it is hard to engage in training programmes, handle rejection and feedback, and keep going after the first difficulty.

Key message

Emotional resilience is not an «extra» skill, it is a foundational competence: it helps young people move from passivity and uncertainty to action and personal growth.

2. Challenges Faced by NEET Youth

The difficulties NEET young people face are not only external: they affect how they think, feel and act. Understanding them is the first step towards supporting them.

Challenge	How it shows	Example
Low self-esteem and lack of self-efficacy	«I'm not good enough», «there's no point in trying»: initiative drops.	Not applying for a job because they assume they will be rejected.
Fear of failure and avoidance	Failure is felt as personal inadequacy; they stay in their comfort zone and delay decisions.	Skipping a workshop for fear of being judged.
Difficulty managing frustration	Anger, irritability, giving up quickly, negative thinking.	Stopping the job search after several applications with no reply.
Overload from family or economic stress	Anxiety about the future, emotional fatigue, difficulty concentrating.	Feeling responsible for contributing at home without the means to do so.
Social isolation	Loneliness, little support, weak personal and professional networks.	Spending most of the time alone at home and losing confidence in social situations.

Key reflection

These challenges are interconnected: low self-esteem leads to avoidance, avoidance increases isolation, and isolation reinforces negative beliefs. Behind an «inactive» young person there is usually a combination of emotional barriers, not a lack of potential.

3. Practical Strategies

3.1. Emotional Self-Regulation Techniques

Self-regulation is the ability to recognise, understand and manage emotional reactions in a healthy way. The following techniques are simple and can be used in daily life.

Technique	When to use it	How to do it	Why it works
5-4-3-2-1 grounding	Anxiety, panic, overthinking	Name 5 things you can see, 4 you can touch, 3 you can hear, 2 you can smell and 1 you can taste.	It shifts attention away from negative thoughts and brings you back to the present.
4-4-6 breathing	Before or during tense situations (e.g. an interview)	Inhale through the nose for 4 seconds, hold for 4 and exhale slowly through the mouth for 6. Repeat for 2-3 minutes.	Slow breathing tells the brain the body is safe and reduces the «fight or flight» response.
Progressive muscle relaxation	Physical tension, difficulty sleeping, after intense moments	Tense a muscle group for 5 seconds and relax it for 10, from the feet up to the face.	It reduces the physical symptoms of stress and increases body awareness.
STOP model	Conflict, anger, risk of reacting impulsively	S stop; T take a breath; O observe what you feel and think; P proceed with a calm response.	It creates a space between emotion and action and allows better decisions.

Example: a young person who receives criticism feels angry; instead of becoming defensive, they use STOP, pause and respond calmly.

Tip for learners: try one technique during the week and note when you used it, how you felt before and what changed afterwards.

3.2. Cognitive-Behavioral Tools

These tools help understand how thoughts influence emotions and behaviour. The goal is not to eliminate negative thoughts, but to recognise them, question them and replace them with more balanced perspectives.

- **Identify automatic negative thoughts:** notice the emotion (anxiety, frustration), ask yourself «what am I thinking right now?» and write the thought down exactly as it appears.
- **Reframe:** ask «is this 100% true? what evidence do I have? is there another explanation?» and replace the thought with a more realistic one.

- **Build a resilient internal dialogue:** swap self-critical language for supportive and realistic statements.

Example of an automatic thought: situation: no reply to a job application; thought: «they didn't reply because I'm not good enough»; emotion: sadness and frustration. Reframing does not mean being unrealistically positive, it means being fair and objective.

Automatic thought	Reframed thought
«I'm not good enough» (no reply to an application)	«Maybe they had many candidates. I can improve and try again.»
«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.»

Exercise (worksheet): situation; what I felt; what I thought; is this thought 100% true?; alternative thought; new action I can take.

3.3. Social-Emotional Competencies

Social-emotional competencies allow people to interact with others, understand their own and other people's emotions and manage relationships. Employers value them as much as technical skills.

- **Assertiveness:** expressing thoughts and needs clearly and respectfully. Passive: «it's fine, I don't mind» (even if it isn't true); aggressive: «you never listen!»; assertive: «I would like to share my opinion and be heard».
- **Empathy:** understanding how another person feels. If a friend cancels at the last minute, think about what they might be going through before reacting.
- **Active listening:** eye contact, no interrupting, showing understanding and reflecting back what was said («so you feel frustrated because..., right?»).
- **Conflict management:** stay calm, listen to the other person, express your point of view clearly and focus on solutions, not blame.

Conflict example: instead of «you never help me!», try «I feel overwhelmed and would appreciate more support with this task».

Exercises: rewrite sentences assertively («I can't do this», «you're wrong» → ...); reflect on a scenario with empathy (what might this person feel? why might they act this way? how would you respond?); listening in pairs (A talks for 2 minutes about a challenge, B listens without interrupting and summarises); role-play of a disagreement in a group project.

Key message

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

4. Integration in a PLE

A Personal Learning Environment (PLE) is the set of tools, resources and strategies each person uses to manage their own learning. Integrating emotional resilience into it turns it into a continuous, self-managed process.

- **Track emotions:** a daily mood log, reactions to specific situations (job applications, social interactions), stress levels over time.
- **Create a «Resilience Dashboard»:** a board (Notion, Trello or a simple spreadsheet) with emotional state, stress level, personal goals (e.g. «apply to 3 jobs this week»), strategies used and progress.
- **Curate wellbeing resources:** videos, guided exercises, short readings and apps in one place, always at hand.
- **Keep a reflective journal:** what did I feel today? what triggered it? how did I react? what would I do differently? what did I learn?
- **Link emotions and employability:** breathing before an interview, reframing after a rejection, tracking stress during training.

Key reflection

A PLE is not just a collection of tools, it is a personal system for growth: managing emotions and managing learning should go together.

5. Pedagogical Approach to the AI Tools

The following apps can support emotional literacy and stress regulation. They should be offered as a support, guided by the trainer: **none of them replaces professional psychological support** when it is needed.

Wysa

Type	AI-based mental wellbeing chatbot; a free tier is available.
What it does	Offers an anonymous chat space to express emotions, explore stressors and receive suggestions and guided cognitive-behavioural exercises.
Why it helps NEETs	It lets them talk about stress without feeling judged, is easy to use on a phone, encourages reflection and helps reduce anxiety before job-seeking activities.
Educational use	An introduction to emotional literacy: naming emotions, detecting triggers and reflecting on one's own stress responses.

Smiling Mind

Description	Free mindfulness app with short guided meditations, structured programmes, breathing exercises and age-specific content, including for young people.
Why it helps NEETs	It offers simple self-regulation techniques, helps build daily routines (often missing during unemployment) and improves focus and confidence.
Accessibility	Free, on Android and iOS, simple interface, 5-10 minute sessions; some content can be used offline after download.
Risks and limitations	Requires consistency; limited personalisation; meditation can feel difficult at first.

Medito

Description	Free, non-profit meditation app: guided meditations, courses on stress, anxiety, sleep and focus, breathing exercises.
Why it helps NEETs	It supports emotional self-regulation, daily discipline and the ability to cope with uncertainty and frustration.
Accessibility	Completely free, on Android and iOS, suitable for beginners, 5-15 minute sessions, downloadable content for offline use.
Risks and limitations	Requires motivation and consistency; no real-time feedback or coaching.

In summary

- Emotional resilience can be learned and trained: adaptability, emotional flexibility, realistic optimism and self-regulation.
- For NEET youth, chronic stress and the «identity trap» block action: emotional work comes before employability training.
- Quick techniques: 5-4-3-2-1 grounding, 4-4-6 breathing, progressive muscle relaxation, the STOP model.
- Thoughts are not facts: identify them, question them and reframe them.
- Assertiveness, empathy, active listening and conflict management help in life and at work.
- In the PLE: a resilience dashboard, a reflective journal and support apps, which do not replace professional help.



B. APPLICABLE AUXILIARY DIGITAL TECHNOLOGICAL TOOLS

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1. Conceptual Framework

Auxiliary digital technological tools are supportive resources that help learners **access, organise, understand, create and share information** more effectively. In the FALLYNEETS project they are not isolated applications, but enablers of learning autonomy, digital participation and employability: their main purpose is to reduce the barriers that keep young NEETs away from education and training.

For young NEETs, technology can be a bridge between personal motivation and concrete action. Intuitive tools linked to everyday needs help them plan, simplify difficult content, communicate and gain confidence, moving from passive consumption to active participation within a **Personal Learning Environment (PLE)**.

Digital literacy is a core 21st-century competence: it is not only about using devices and platforms, but also about searching for information, evaluating its reliability, communicating responsibly and managing one's digital identity. For NEETs it is closely linked to social inclusion and employability.



Why choose adaptive, inclusive and easy-to-use tools

- **Ease of use:** a tool that is too complex, text-heavy or visually confusing becomes one more obstacle. Simple navigation and a few essential functions let learners focus on the task.
- **Adaptivity:** not everyone starts from the same point. Simplified language, visual guidance, audio support or extra time allow personalisation without stigma.
- **Inclusiveness:** going beyond the device and the connection, respecting different levels of literacy, languages, cognitive styles and motivation.

- **Motivation and equity:** an early success with a digital tool builds confidence and reduces the fear of making mistakes; ease of use is a pedagogical condition, not a technical detail.

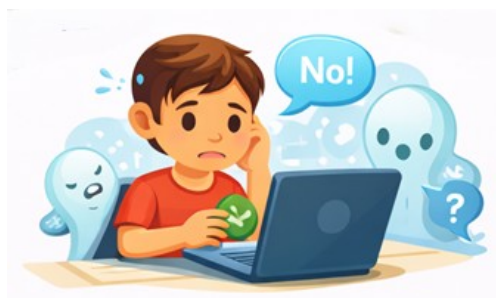
2. NEET Challenges in Digital Learning

Digital exclusion is not only about lacking devices or internet access: it also involves emotional, cognitive and motivational barriers. For those who have already experienced dropping out or repeated failure, the digital environment can feel like one more place to fail or be judged.

Challenge	What happens	What helps
Complex platforms	Menus, notifications and multiple functions cause anxiety; attention goes to «where to click» instead of learning.	Simple entry points, visual clarity, gradual progression from basic to advanced functions.
Weak organisational skills	Difficulty planning, meeting deadlines and keeping a routine; tasks started and never finished.	Breaking tasks into small steps, making progress visible, building routines.
Low confidence with new tools	Fear of «doing something wrong» or showing they cannot use the tool; avoidance.	Normalising mistakes and trial, ensuring small supported successes.
Information overload	Constant links, videos and pop-ups cause confusion and fatigue; jumping from one resource to another.	Helping to filter, simplify, summarise and prioritise.
Judging the reliability of sources	Misinformation, commercial or AI-generated content that sounds convincing but is false or incomplete.	Comparing sources, asking who produced the information, recognising warning signs.

Key reflection

These challenges are not personal deficits, but signs that digital learning must be designed with more attention to learner diversity: a good digital environment does not assume confidence, organisation and critical thinking, it helps build them.



3. Categories of Tools

Grouping tools into categories helps learners and trainers understand that not all of them serve the same purpose and choose the right one for each need, without feeling overwhelmed by too many options.

Category	What it is for	Examples	Value for NEETs
3.1. Productivity & learning	Organising information, managing tasks, giving structure to daily study.	Trello, digital calendars, to-do lists, note-taking apps.	They turn vague goals into concrete steps, support routines and executive functions, and make progress visible.
3.2. Creativity	Turning ideas and experiences into visible products: posters, presentations, videos, mind maps.	Canva, digital whiteboards, basic video editors.	They support expression and ownership; the products become a portfolio to show.
3.3. Communication	Interacting with peers, trainers and mentors; collaborating and receiving feedback.	Messaging, shared documents, forums, video calls.	They reduce isolation, offer less intimidating ways to take part, and build teamwork and digital etiquette.
3.4. Self-learning & assessment	Studying at one's own pace and checking understanding.	AI assistants, quizzes, flashcards, interactive exercises.	Immediate feedback and low-stakes assessment: mistakes become part of the process.
3.5. Accessibility	Offering alternative ways to access content.	Text-to-speech, dictionaries, captions, screen readers, interface adjustments.	They make participation fairer without lowering expectations, and build confidence and autonomy.

Common pedagogical guidelines

- **Few tools, introduced gradually** and with a clear purpose: for beginners, a board with three columns («To Do», «Doing», «Done») is worth more than a complex system.
- **Critical thinking with AI:** AI-generated explanations and feedback are a support, not unquestionable truths.
- **Accessibility for everyone:** present support tools as normal options available to anyone, not as a sign of weakness.

4. PLE Integration

A functional PLE is not built by collecting tools, but by **selecting a few resources with a clear purpose**: gathering information, organising tasks, creating outputs, communicating and tracking progress. If it becomes too complex it loses value and causes confusion.

- **Functionality**: each tool has a clear role in the learner's routine (planning, understanding, producing, communicating).
- **Curation**: deciding what to include, what to leave out and how each resource will be used. The key idea is coherence, not quantity.
- **Personalisation**: some prefer visual planning, others audio support or note-taking apps; the PLE reflects individual needs while keeping shared goals (autonomy, participation, employability).
- **Digital routine**: habits grow from repeated actions, and predictability reduces anxiety.

Example of a weekly routine: check the task board → read or simplify a text → create a short output with a creative tool → discuss it with a peer or mentor → finish with a moment of reflection on what was learned.



Personal Learning Environment

Key message

A PLE combines structure (tools, resources, routines) and mindset (seeing oneself as the agent of one's own learning). The skills it builds, such as planning, communicating and reflecting, transfer to job search and vocational training.

5. Pedagogical Approach to the AI Tools

In the FALLYNEETS project, AI is a **supportive layer** within the PLE, guided by inclusion, simplicity, critical thinking and autonomy. It does not replace trainers, peers, effort or reflection: it should be used **to help learners think, not to think in their place**.

- **Lower barriers:** summarise a long text, explain it in simple words, get past the «blank page».
- **A few realistic use cases:** simplify a paragraph, generate revision questions, structure a presentation.
- **Always check:** AI can make mistakes, oversimplify or invent facts; compare it with other sources.
- **Privacy:** do not enter sensitive personal data or confidential material.
- **Bias:** outputs can reflect stereotypes present in the data; discussing this in groups builds ethical awareness.

The following cards present five tools. Prices and plans change often: **always check the current conditions on the official website**.

Gemini

Google Gemini (in Google Docs)

What it does	AI assistant that helps draft, rewrite, summarise and clarify text; integrated into Google Docs.
Why it helps NEETs	Useful for those who struggle to start writing or to understand complex explanations: it breaks tasks into manageable steps.
Risks and limitations	It may make mistakes or invent details; do not share personal data. Use it as a support for thinking.
Cost	Not free for everyone: in Google Docs it is available with some Google Workspace plans or Google AI Pro.
Proposed activity	«Simplifying and personalising a text» (30-40 min): read a short text on employability or digital identity, ask Gemini for a simple version and three key ideas, compare it with the original and write one personal reflection sentence.



Trello

What it does	Visual task management with boards, lists and cards; due dates, checklists and no-code automation.
Why it helps NEETs	It gives structure and visual clarity, turns vague goals into manageable tasks and makes progress visible.
Risks and limitations	Too many lists or notifications confuse beginners; AI features are not included in all plans.
Cost	Free plan available; paid plans with advanced features (AI is included in the Premium plan).
Proposed activity	«My weekly learning plan»: create a board with three lists, add at least five cards (update my CV, look for a course...), move them during the week and reflect on what helped or got in the way.



Canva

What it does	Visual design platform for posters, presentations, infographics and short videos, with templates and drag-and-drop.
Why it helps NEETs	It turns ideas into visible outputs and supports creativity, project-based learning and portfolio building.
Risks and limitations	Risk of focusing on appearance over content; some premium and AI features are limited in the Free plan.
Cost	Free plan available; paid plans; free access to some premium features for eligible educational institutions.
Proposed activity	«Three skills I want to improve this month»: an infographic with the skill, why it matters and one concrete action; presented in pairs.



HyperWrite AI

What it does	AI writing platform; tools such as the Plain Language Converter and Text Simplifier rewrite difficult texts in clear language.
Why it helps NEETs	It reduces cognitive load for learners with low reading confidence or little familiarity with formal language.
Risks and limitations	Simplification can remove nuance or important details: always compare with the original text.
Cost	You can start for free with limited features; full access requires a paid plan.
Proposed activity	«Making a difficult text easier to understand» (25-35 min): underline the difficult parts, simplify the paragraph, compare versions and explain it in your own words.



Read&Write

What it does	Literacy and accessibility support: text-to-speech, picture dictionaries, highlighting, screen masking; works with Google Docs, PDFs and web pages.
Why it helps NEETs	Suited to learners with reading difficulties, dyslexia or visual fatigue; it makes content more accessible.
Risks and limitations	Risk of over-reliance on support features: combine them with comprehension and reflection questions.
Cost	Usually paid (individual or institutional licences); free for K-12 teachers.
Proposed activity	«Listening, reading and understanding»: listen to a short article with text-to-speech, reread it silently, clarify difficult words, answer three questions and reflect on which strategy helped most.

In summary

- Auxiliary digital tools exist to reduce barriers: they must be simple, adaptive and inclusive.
- Main challenges: complex platforms, organisation, confidence, information overload and source reliability.
- Five categories: productivity, creativity, communication, self-learning and assessment, accessibility.
- A good PLE has a few tools, each with a clear role, and a weekly routine.
- AI helps you think, but does not think for you: check, protect your privacy and recognise bias.





C. PERSONAL DIGITAL IMAGE AND SOCIAL NETWORKS

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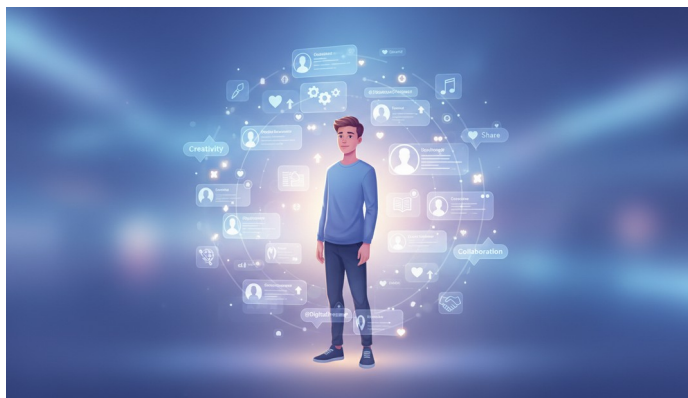
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1. Conceptual Framework

Today social media and online platforms play a central role in how people present themselves, communicate and access opportunities. For young NEETs, knowing how to manage their digital presence matters for both personal development and employability.



Digital identity

It is the way a person is represented online: social media profiles, photos and videos, comments and posts, usernames and bios, activity and interactions. It is not only what someone chooses to share, but also **what others can see or find about them**. For a young NEET it can become a tool to show skills, interests and personality when work experience is limited.

Digital footprint and reputation

- **Active footprint:** content shared intentionally (posts, comments, uploads).
- **Passive footprint:** data collected automatically (likes, browsing, tags).
- **Digital reputation:** how others perceive us based on that footprint. Employers and trainers often review online profiles before offering an opportunity.

Positive and negative self-presentation

Positive	Negative
Sharing achievements, skills or projects	Sharing offensive or inappropriate content
Using respectful language	Posting impulsively or emotionally
Posting appropriate and constructive content	Creating a misleading or inconsistent image
Showing authenticity and consistency	Engaging in harmful online behaviour

Privacy and safety: the basics

- **Control what you share:** no address, financial data or private details.
- **Use privacy settings** to decide who sees your posts and information.
- **Remember digital permanence:** what you post can remain accessible even after you delete it.
- **Recognise the risks:** scams, fake profiles, misinformation.
- **Think before posting:** how might others interpret it?

Key message

Your digital identity is part of your real identity. Managing it is not about being perfect, but about being aware, intentional and responsible.

2. Challenges for NEET Youth

Social media offers opportunities for learning, networking and self-expression, but without awareness or guidance it also brings risks. These are the four most common difficulties.

Challenge	How it shows	Example
Overexposure	Sharing private details, posting in emotionally intense moments, uploading images without thinking about the consequences.	Impulsive angry posts that a potential employer later sees.
Low awareness of digital risks	Scams and fake job offers, identity theft, privacy problems, misinformation.	Accepting an unverified online offer and sending personal data.
Difficulty building a professional profile	Not knowing what to share, incomplete or inconsistent profiles, overly informal language.	A profile with only personal content, no skills or goals.
Sensitivity to online criticism	Fear of posting, lower self-esteem, anxiety about likes and comments, withdrawal.	Stopping posting after a negative comment, which reinforces isolation.



Key reflection

Digital challenges are not only technical, they are also emotional and behavioural. Using social media without awareness limits opportunities; using it with intention can create new ones.

3. Core Themes to Develop

3.1. Responsible Social Media Use

It means being aware of what is shared, how it is shared and what the consequences may be. Social media is not only entertainment, it is also a tool for growth.



- **Privacy settings:** private profiles when appropriate, control over who sees posts and stories, limited location sharing, regular review of followers and of tagging and commenting permissions. Exercise: review the settings of one of your accounts and make at least two changes.
- **Avoiding harmful content:** avoid offensive language, aggressive comments, fake news, inappropriate photos and posts written in anger. Guiding question: «Would I be comfortable if an employer saw this?». Verify information before sharing it. Exercise: have I ever posted something impulsively? What impact could it have in the future? How could I rewrite it constructively?
- **Cyberbullying:** offensive messages, public ridicule, spreading private information, exclusion from groups. How to respond: do not engage, block and report, save evidence if needed, ask trusted people for support. Exercise: what would you do if you received a harmful message? Who could you ask for help?

Key reflection

Responsible use of social media is not about restriction, but about awareness and control: small actions can prevent long-term consequences.

3.2. Professional Digital Image

Even without formal work experience, young people can show their potential and make a good first impression.

- **Bio:** clear language, interests, skills or goals, a positive and authentic tone, relevant keywords. From «I like music and hanging out» to «Interested in digital design and learning new skills. Motivated to grow and explore new opportunities».
- **Profile photo:** a clear image, neutral background, good lighting, natural expression. Avoid blurred, group, party or heavily edited photos. Exercise: review your profile photo, ask what message it sends and choose a more suitable one.
- **Authentic but respectful presence:** share interests and values, use constructive language, keep a consistent tone across platforms, avoid extreme content when unnecessary. Authentic but not professional: posting only personal opinions or emotional content; balanced: sharing personal interests while also highlighting skills, learning and goals.

Key reflection

Your digital image is often your first impression: you may not meet people in person, but they will meet you online. Being authentic does not mean sharing everything, it means choosing what represents you in a positive way.

3.3. Networking with Social Media

- **LinkedIn:** a professional network for careers and job search. Key elements: photo, headline, «About» section, skills, experience (including volunteering, workshops and personal projects). Exercise: create or update your profile with at least three skills.
- **Instagram and TikTok for professional expression:** show creative work, learning progress, short videos on a topic; keep a balance between personal and professional posts. Example: a young person interested in design shares short videos of their creative process. Exercise: identify one of your skills and create a simple post or video about it.
- **Engaging safely:** verify profiles, do not share sensitive data, be cautious with offers from unknown sources, set boundaries. Before answering an offer received on social media, check the company. Scenario: you receive a message with a job offer; what do you check before replying?

Key message

Before posting, ask yourself: is this safe, respectful and in line with who I want to be? In networking, the quality of connections matters, not the number of followers.

4. Integration in the PLE

Including digital identity management in the PLE helps young people take control of how they present themselves online and turn social media from a passive activity into a tool for development.

- **Digital portfolio:** bio and goals, skills, examples of work or projects, learning experiences (courses, workshops, self-learning), achievements. It can live on LinkedIn, a personal website or curated profiles. It shows potential even without formal experience.
- **Curated content:** review existing profiles, remove what does not fit your goals, share posts about your interests and learning, build a consistent presence.
- **Recording progress:** update profiles, note new skills, reflect on how communication and confidence in online interaction improve.
- **Linking digital identity and goals:** set short- and long-term goals (finding a job, developing a skill), align your content with them and use platforms to connect with relevant people and opportunities.

Key reflection

Your digital presence can work for you or against you: the difference lies in managing it intentionally. A well-structured PLE organises not only what you learn, but also how you present yourself to the world.

5. Pedagogical Approach to the AI Tools

These tools help take care of one's digital image and monitor online reputation. They should be used critically: the aim is an **authentic** presentation, not an artificial or misleading image. Free usage terms can change: check them on the official website.

Vidnoz AI

What it does	Creates short presentation videos with avatars, without needing a camera.
Why it helps NEETs	It builds confidence in presenting oneself, is useful for professional introductions and avoids camera anxiety.
Educational use	Develops digital communication and self-presentation: young people practise introducing themselves in a safe, controlled environment.
Cost	A free version is available.

SnapEdit AI

What it does	AI photo editing: removes backgrounds, enhances quality, reduces noise and improves clarity.
Why it helps NEETs	It makes it very easy to get a professional-looking profile photo.
Educational use	Works on visual identity, credibility and professionalism on social media; useful to discuss the line between improving a photo and altering it.
Cost	A free version is available.

Google Alerts

What it does	Sends email notifications when your name or chosen keywords appear online; alerts can be customised by frequency, sources and language.
Why it helps NEETs	It makes one's digital footprint visible, helps detect unwanted content and encourages responsibility for what is posted.
Accessibility	Completely free, only needs a Google account and a browser; easy to set up even with low digital skills.
Risks and limitations	Only tracks public content (not private profiles); needs regular checking; does not remove unwanted content.

In summary

- Digital identity is what you share and what others find about you: it builds your reputation.
- Protect your privacy, think before posting and recognise scams, fake offers and cyberbullying.
- A clear bio, a suitable photo and a consistent tone build a professional image.
- LinkedIn and an intentional use of Instagram and TikTok help build a safe network.
- In the PLE, a digital portfolio shows your potential even without work experience.



D. EMPLOYMENT GUIDANCE AND ENTREPRENEURSHIP

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

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1. Conceptual Framework

1.1 What is employability?

Employability is the ability to **find a job, keep it over time and change or improve it**, combining technical and transversal skills, human and social capital, and adapting to contexts and change. In an uncertain and flexible labour market, looking after it is essential to avoid long periods of unemployment: people with little training or outdated skills find it harder. This is why everyone, including those already in work, needs to keep learning.

1.2 Factors that influence employability

- **Objective characteristics:** age, gender, health, family situation, socioeconomic background.
- **Professional skills (hard skills):** technical knowledge and abilities to perform a specific task well; acquired through training and experience.
- **Personal skills (soft skills):** leadership, organisation, teamwork, communication, flexibility; they can be improved through courses and internships.
- **Context:** geographic area, sector and what the labour market offers or demands in a given place and time.

1.3 Key soft skills for the modern job market

With the growth of technology, artificial intelligence and automation, technical skills are no longer enough: routine work can be automated, while **creativity, emotional intelligence and critical thinking** become increasingly important. Not by chance, the European Commission proclaimed 2023 the «European Year of Skills».

Skill	In short	Skill	In short
Effective communication	Conveying ideas clearly and persuasively	Leadership	Guiding and motivating others
Teamwork	Sharing goals and responsibilities	Time management	Organising one's time effectively

Skill	In short	Skill	In short
Emotional intelligence	Recognising and managing one's own and others' emotions	Creativity	Generating new ideas and solutions
Problem solving	Finding effective and creative solutions	Networking	Building and maintaining professional relationships
Adaptability	Adjusting to new situations and change	Flexibility	Changing approach, tasks or schedule as needed

For companies, soft skills mean more productive and innovative staff; for people, it becomes easier to find, keep and improve a job. They are developed through workshops and courses, group projects, mentoring and coaching, and self-learning. As Dr Stefano Meloni, an expert in the field, puts it: «companies thrive on technical skills, but compete on soft skills».

1.4 Definition of entrepreneurship

Entrepreneurship is the ability to start, manage and grow a business, combining innovation, skills and vision to offer products or services that create value. It requires initiative, willingness to take risks, creativity, leadership, organisational skills and the ability to manage conflict. The European Union describes these competences in the **EntreComp** framework: 3 areas and 15 competences.

Ideas and opportunities	Resources	Into action
Spotting opportunities Creativity Vision Valuing ideas Ethical and sustainable thinking	Self-awareness and self-efficacy Motivation and perseverance Mobilising resources Financial and economic literacy Mobilising others	Taking the initiative Planning and management Coping with uncertainty, ambiguity and risk Working with others Learning through experience

Pros of self-employment: flexibility, earning a living from what you love, the ability to seize opportunities, earnings potential. **Cons:** risk of failure, long lead times to develop the idea, personal responsibility, competition, uncertain income.

1.5 Youth self-efficacy and initiative

Self-efficacy is the belief in one's ability to achieve goals and face challenges; **initiative** is the ability to act proactively. Young people who have them look for opportunities, face challenges with confidence, propose solutions and take responsibility: qualities employers look for. They are strengthened through small successes, constructive feedback and real chances to test oneself.

2. Challenges for NEET Youth

NEET stands for «Not in Education, Employment or Training»: young people who are not studying, working or following any training. Behind this status there are very different stories: early school leaving, graduates who cannot enter the labour market, young people discouraged by repeated failures, contexts with few opportunities, or personal and family obstacles. It is often not laziness, but a combination of social and individual factors.

2.1 Weak CVs

With little education or experience, a CV can look weak. It helps to focus on **transferable skills** gained through self-learning, short work experiences, volunteering or everyday life, and to take care of the **personal profile** at the top. Honestly mentioning a few areas for improvement alongside strengths gives a balanced and credible picture.

2.2 Lack of job interview experience

- Talk about experiences, even «small» ones (volunteering, summer jobs, responsibilities at home), that show the ability to work in a team and take responsibility.
- Show flexibility, motivation and willingness to learn: saying that you want to gain experience can be an advantage.
- Give concrete examples of problems solved or unexpected situations handled.
- Avoid bringing up salary straight away, criticising previous experiences or showing little enthusiasm; express willingness to take part in training and internships.

2.3 Difficulty expressing skills

The most common mistake is to think one has no skills, because skills are associated only with professional experience. Stigma and shame make it even harder to talk about oneself. Young people need help to **recognise their abilities and translate them into terms employers understand**: being a good listener, managing time, meeting deadlines, being flexible.

2.4 Limited professional networks

Without contacts it is harder to find a job, especially in rural areas or for those with little internet access. Support networks (family, school, community), effective local guidance centres and professionals who accompany the young person are needed. Motivation also matters: after negative experiences (bad interviews, precarious jobs) many stop looking. Small successful experiences and ongoing training help rebuild confidence and courage.

3. Core Topics to Develop

3.1. Job Search Strategies

Often the problem is not a lack of opportunities, but the method: sending out dozens of generic CVs wastes time. A strategic approach works better:

1. Contact **guidance and employment services**, which offer personalised interviews and point to internships and job offers.
2. Find out about **public programmes for NEETs**, such as those under the Youth Guarantee (internships, apprenticeships, courses with attendance allowances).
3. Invest in **training** (diplomas, qualifications, free IT and language courses).
4. Take part in **internships, traineeships or apprenticeships** to add experience to your CV.
5. Join **volunteering or training, also abroad**, to gain transferable skills and contacts.
6. Consider **self-employment**, also with European funds (ESF, ERDF) that support training and new businesses.

Job portals (LinkedIn, Indeed, Monster, CareerBuilder, Glassdoor...): search offers with filters, create a profile, apply and find advice on CVs and interviews. **Spontaneous applications:** research the company and the right contact person, personalise your CV and cover letter, be specific about the position, send it by email or through the website, and follow up with a phone call. **Online presence:** LinkedIn, a personal website or blog, social media used professionally and a portfolio increase visibility and reputation.

3.2. CV & Cover Letter Creation

CV format	Advantages	Disadvantages
Chronological	Easy to read, shows career progression	Penalises frequent job changes or periods of inactivity
Functional	Highlights skills; useful with discontinuous paths	Less linear to read, does not show career progression
Combined	Shows both experience and skills	Can be long
Europass	Standard format recognised across Europe	Less suited to non-European experience
Infographic	Attractive and original	Harder to create, not suitable for every sector

- **Essential content:** personal details, work and volunteer experience (most recent first), education, communication and language skills, technical and transferable skills, interests.
- **Tips:** tailor the CV to each offer, use sector keywords, quantify results, include only relevant information.
- **Mistakes to avoid:** spelling errors, irrelevant or false information, confusing layout, unprofessional photos.
- **CVs with AI:** AI saves time and suggests format and keywords, but it can make the CV impersonal, make mistakes or invent experiences. Always proofread it and adapt it to your real skills.

3.3. Interview Skills Development

Skills-based interviews use three types of questions: **behavioural** (how did you react in a given situation?, sometimes hypothetical), **skills** questions (technical or communication abilities) and **motivational** questions (values and goals).

Preparing means listening carefully, answering clearly and concisely, giving concrete examples and showing interest in the company.

Body language communicates as much as words: open posture, eye contact, a calm tone of voice, respect for personal space. To **introduce yourself**, a few well-used minutes are enough: who you are, what you can do, what you are passionate about and what you have learned, with a firm handshake and a sincere, enthusiastic attitude.

3.4. Entrepreneurship Basics

- **Start simple:** an idea linked to your passions and to a real need, minimal investment, a simple legal form, support from organisations and programmes. Failure is part of learning.
- **Simple business models:** freelance work (writing, graphic design, web design), online selling (Etsy, eBay, your own shop), affiliate marketing, content creation or podcasts.
- **Developing the idea:** identify a problem, analyse the market and competition, test the idea with surveys or a prototype, structure it with the Business Model Canvas and write a business plan.
- **Branding:** define the audience, choose a memorable name and logo, create a visual identity, a simple website and a social media presence.
- **Pitch:** a 2-3 minute presentation that is clear, engaging and convincing (problem, solution, market, team).

3.5. Networking

A network of contacts, online and offline, brings customers, partners, information and reputation. Attend industry events, use professional social networks, create support groups with other entrepreneurs, take part in online communities and in local community life, and keep in touch with your contacts over time.

4. Integration in the PLE

4.1 Professional learning goals

A career-oriented PLE helps to: develop entrepreneurial skills (business plan, marketing, management); improve technical skills for the chosen sector; strengthen communication and networking; manage time and stress; develop leadership and problem solving.

4.2 Personal portfolio

A curated, up-to-date collection of your best work that goes beyond the CV: a short introduction to yourself and your goals, significant projects with images and results, work, training and volunteer experience, technical and non-technical skills, certificates and awards.



4.3 Career tracking

1. Set short- and long-term professional goals.
2. Assess your strengths and areas for improvement.
3. Identify job, training and development opportunities.
4. Create an action plan with steps and deadlines.
5. Monitor progress and update the plan, your network and your CV.
6. Prepare for interviews, also working on body language and stress management.

5. Pedagogical Approach to the AI Tools

Five online tools for job seekers or for those who want to start a project. Use them critically and always check the current conditions and prices on the official website.

5.1 Resume.com

What it does	Free CV builder with customisable templates, tips and an ATS-friendly format; download as PDF or TXT.
Value for NEETs	A step-by-step guide to creating a professional CV.
Limits and cost	An account is needed to save your work; read the privacy policy. Free. www.resume.com
Activity	Create a CV, download it as a PDF and ask peers or trainers for feedback.

Final Round 5.2 Final Round AI

What it does	AI interview preparation: personalised mock interviews, real-time feedback, CV and LinkedIn profile analysis.
Value for NEETs	Practical training to improve communication and confidence in interviews.
Limits and cost	Free basic trial with registration; ongoing use requires a subscription. www.finalroundai.com
Activity	Simulate an interview, record your answers and analyse the feedback.

5.3 Namecheap Logo Maker

What it does	Creates simple logos with AI by choosing fonts, icons and colours; download as PNG and SVG.
Value for NEETs	A practical first step towards branding an idea or a personal project.
Limits and cost	Simple results, not suited to highly specialised projects. Free. www.namecheap.com/logo-maker
Activity	Create a logo for a business idea and explain the choice of colours and fonts.

Lucidchart 5.4 Lucidchart

What it does	Flowcharts, concept maps and organisational charts with templates and real-time collaboration.
Value for NEETs	Helps visualise processes and ideas, developing critical thinking and problem solving.
Limits and cost	Free version with usage and export limits; paid plans. www.lucidchart.com
Activity	Draw a flowchart of a business process or of your own job search plan.

miro 5.5 Miro

What it does	Collaborative online whiteboard for maps, diagrams, wireframes and brainstorming.
Value for NEETs	Supports collaboration, organising ideas and planning.
Limits and cost	Free version with limited features; paid plans. miro.com
Activity	Map out a business project and turn it into a clear plan.

In summary

- Employability means finding, keeping and improving a job: technical skills, soft skills and context all count.
- EntreComp describes entrepreneurial competences in 3 areas: ideas and opportunities, resources, into action.
- In your CV and interviews, make the most of informal experiences and transferable skills.
- Search for work with a method: employment services, NEET programmes, portals, spontaneous applications, online presence.
- A portfolio and career tracking keep your path under control.