C

Self-Awareness and Motivation Contrasting ESL and NEET Using the SAVE System

Laura Vettraino
Learning Community, Italy

Valentina Castello
CIOFS FP, Italy

Marco Guspini
educommunity – Educational Community, Italy

Eleonora Guglielman
Learning Community, Italy

INTRODUCTION

Youth unemployment has been increasing over time in the last 10 years, although with very different rates, in all Countries. The last economic crisis has intensified the phenomenon of people being not in education, employment or training (NEET), extending it to areas where it was most content. According to OECD (2016), about 15% of youth aged 15 to 29 (corresponding to roughly 40 million young people) are NEET. However, crisis represents only a contingent factor: effective policies and intervention should address their structural drivers, mainly related to the quality of the educational, VET and job market systems and dynamics, as well as their dynamic alignment (Eurydice and Cedefop, 2014; Global Opportunity Report, 2016). It is well documented that reduced employment opportunities and increased likelihood of unemployment, poverty and social exclusion is strictly linked to early leaving from education and training (OECD 2012; European Commission, 2011).

The strong correlation between education and employment, links the NEET and early school leaving (ESL) phenomena in a vicious circle (Eurostat 2016) having negative impacts on social inclusion and development, also in a medium-long term perspective. Young people with low level of education are three times more likely to become NEET compared to the others (Eurofound report 2012). The core issue of this relationship is not merely related to a lack of "professionalization"; it also calls for the progressive lack of expectations and motivations and in turn, in very low (or absent) active youth behaviours. The consequent vicious circle between ESL and NEET brings serious social and economical impacts, also in a long term perspective.

Although the both are featured by very diverse sub-groups and driving factors, three main common features and intervention directions emerge as critical: the improvement of the guidance, training and orienting systems in terms of learning and orienting personalization; the stronger focus on the active engagement and motivational aspects; the employment of a multi-dimensional and multi-actor approach, addressing contemporarily system, trainers, targets (European Commission, 2015; Eurydice and Cedefop report, 2014).

Referring to this scenario, this paper provides a review of the main effective approaches to contrast ESL and NEET phenomena; presents the methodological framework and the technology enhanced

guidance and learning system, integrating the main effective methodological approaches in an embedded Instructional Design System, guiding both the learners and trainers to the curriculum development and building of digital portfolio. The System, aimed at supporting trainers to contrast ESL and NEET phenomena, particularly in Vocational Education and Training (VET), is designed within a European project, named SAVE - Self Awareness, evaluation and motivation system Enhancing learning and integration and contrast ESL and NEET - 2014-1-IT01-KA202-002472 carried on by an European partnership (IT, ES, CZ, UK) under Program ERASMUS +. Then the article presents the result of the SAVE system piloting, engaging over 60 trainers and about 250 students in Europe, especially in Italy, UK and Spain; last discusses the further implications, challenges and effort required to prevent ESL and NEET.

BACKGROUND: MAIN DRIVERS AND POLICIES TO REDUCE THE PHENOMENON OF ESL AND NEETS

The heterogeneity of the NEET phenomenon is largely agreed, in terms of driving factors. Starting from the relation with ESL and, generally, with the educational level, other common causes emerging as critical refer to family and other social background factors and to school/work transition, Labour Market access, guidance system (Italia Lavoro, 2011; Eurofund, 2012; EU Commission, 2015 a). One of the main issues is the "lack of ownership" existing in the current setting, with many NEETs, particularly for 16/17 year olds, having little or no contact with institutions. This creates a serious risk of disconnection and by the time they enter the "formal" system, the damage may already be done.

A combination of personal, social, economic, educational and family-related factors, combined with certain features of education and training systems may aggravate the educational disadvantage, generating additional barriers for learners

who are struggling and delay their educational pathways. Creating an outcome related intervention with a focus on prevention and development of skills, rather than recovery, therefore appears essential. It appears even more essential when addressing the impacts of this "disconnection" on the motivational dimension, playing a central role, confirmed by the Eurofound report (2012) that distinguishes the NEETs population in subgroups in terms of engagement degree, from "disengaged" to "opportunity seekers"; and the last EU Report on dropout in Europe (2015 a), stressing the importance of the active engagement of youth and learning personalization as key factors. Researches show (Eurydice and Cedefop 2014) that systems characterized by grade retention, early insufficient support for learners, lack of quality vocational education and training (VET) […] *The evidence suggests that individualising instruction and aid is likely to be more effective and resource efficient measure than making students repeat a year of study. A pedagogical practice that meets the needs of all students requires a flexible curriculum. […] the evaluation of students' performance through the different combination of continuous formative assessment and external assessment is also crucial in this respects.* (Overcoming failure at school OECD 1998 p. 57).

According to the European DG Education and Culture (EU Commission, 2015), Policies to reduce ESL should be embedded in a whole school approach based on a stronger cooperation with a wide range of stakeholders (e.g. social services, outreach care workers, psychologists, guidance specialists, local authorities, business, unions, etc.); and in an overall inclusive learner-centred vision of education. That means to implement:

- A stimulating and conducive learning climate;
- Engaging curricula and effective teaching approaches;
- The learners' well-being;
- The learners' voice and participation in school life;

8 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/self-awareness-and-motivation-contrasting-esl-and-neet-using-the-save-system/183870

Related Content

Business Simulation Games: A Direction in the New Era of Teaching and Learning
Chai-Lee Goi (2021). *Handbook of Research on Analyzing IT Opportunities for Inclusive Digital Learning (pp. 65-76).*
www.irma-international.org/chapter/business-simulation-games/278954

Social Computing
Nolan Hemmatazad (2018). *Encyclopedia of Information Science and Technology, Fourth Edition (pp. 7796-7804).*
www.irma-international.org/chapter/social-computing/184475

Business Continuity Management in Data Center Environments
Holmes E. Millerand Kurt J. Engemann (2019). *International Journal of Information Technologies and Systems Approach (pp. 52-72).*
www.irma-international.org/article/business-continuity-management-in-data-center-environments/218858

Application of Gamification to Blended Learning in Higher Education
Kamini Jaipal-Jamaniand Candace Figg (2018). *Encyclopedia of Information Science and Technology, Fourth Edition (pp. 3238-3247).*
www.irma-international.org/chapter/application-of-gamification-to-blended-learning-in-higher-education/184036

Artificial Intelligence Ethics Best Practices Model for Financial Decision-Making in Chinese Financial Institutions
Wenzhen Mai, Mohamud Saeed Ambasheand Chukwuka Christian Ohueri (2024). *International Journal of Information Technologies and Systems Approach (pp. 1-18).*
www.irma-international.org/article/artificial-intelligence-ethics-best-practices-model-for-financial-decision-making-in-chinese-financial-institutions/337388