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# BULLYING

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## GLOSSARY

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# BULLYING

## Abuse - violence

„Abuse means mistreatment, assault in the course of which the perpetrator misuses their power, position which may include taking advantage of their mental ability.”<sup>1</sup>

In the definition of the World Health Organization (WHO) „the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”<sup>2</sup>

## Forms of abuse

Abuse (violence) may be physical, sexual, emotional mistreatment and neglect (deprivation). It may be self-abuse (the victim and the perpetrator are the same person); or another person can be the target (interpersonal violence) and may be committed by a larger group of individuals (collective violence).

## Physical abuse

„The United Nations Committee on the Rights of the Child has defined corporal punishment in these words: “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”<sup>3</sup>

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<sup>1</sup> NANE Egyesület, Miért marad???, Kézikönyv segítő foglalkozású szakemberek számára, 2006. Budapest

<sup>2</sup> <https://www.who.int/violenceprevention/approach/definition/en/>

<sup>3</sup> <https://rm.coe.int/children-and-corporal-punishment-the-right-not-to-be-hit-also-a-childr/16806da87b>

## Sexual abuse

“is unwanted sexual activity, with perpetrators using force, making threats, or taking advantage of victims not able to give consent. Most victims and perpetrators know each other. Immediate reactions to sexual abuse include shock, fear, or disbelief. Long-term symptoms include anxiety, fear or post-traumatic stress disorder.”<sup>4</sup>

### Types of Sexual Assault

- Sexual assault – a term including all sexual offenses. Any action or statement with a sexual nature and done without consent from both sides.
- Rape – insertion of a bodily organ or an object into the sex organ of a woman without her consent.
- Sodomy – insertion of a bodily organ or an object into a person's anus or mouth without their consent.
- Attempted rape – attempted insertion of a bodily organ or an object into the sex organ of a woman without her consent.
- Gang rape – rape carried out by more than one attacker.
- Serial rape – repeated incidents of rape carried out by the same attacker over an extended period of time.
- Incest – Sexual abuse or assault at the hands of a family member.

### Types of Sexual Harassment

- Extortion when the act the person required to perform is of a sexual nature.
- An indecent act, i.e. an act performed to cause humiliation, stimulation or sexual satisfaction.
- Repeated propositions that are of a sexual nature addressed to a person who has previously demonstrated to the harasser that they are not interested in said propositions.
- Repeated remarks relating to the person's sexuality when that person has already shown the harasser that they are not interested in said remarks.
- Degrading or humiliating remarks relating to a person's sex or sexuality, including their sexual orientation.
- Publishing a picture, video or recording of someone focusing on their sexuality for the purpose of humiliating or degrading the person without their consent.
- Propositions or remarks of a sexual nature when the harasser is aware that their target is not interested due to circumstances of exploiting a working relationship, dependency and other services.<sup>5</sup>

## Emotional abuse

is a pattern of behavior in which the perpetrator insults, humiliates, and generally instills fear in an individual in order to control them. The individual's reality may become distorted as they internalize the abuse as their own failings.

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<sup>4</sup> <https://www.apa.org/topics/sexual-assault-harassment>

<sup>5</sup> <https://www.1202.org.il/en/union/info/what-is-sexual-abuse>

## Types of emotional abuse

- Verbal abuse: yelling at you, insulting you or swearing at you.
- Rejection: Constantly rejecting your thoughts, ideas and opinions.
- Gaslighting: making you doubt your own feelings and thoughts, and even your sanity, by manipulating the truth.
- Put-downs: calling you names or telling you that you're stupid, publicly embarrassing you, blaming you for everything. Public humiliation is also a form of social abuse.
- Causing fear: making you feel afraid, intimidated or threatened.
- Isolation: limiting your freedom of movement, stopping you from contacting other people (such as friends or family). It may also include stopping you from doing the things you normally do – social activities, sports, school or work. Isolating someone overlaps with social abuse.

## Economic (financial) abuse:

is controlling or withholding your money, preventing you from working or studying, stealing from you. Financial abuse is another form of domestic violence.

“(…) a situation in which someone harms another person in close relationship using money or property, for example by controlling how they are able to get or spend money, or preventing them being able to buy things that they need:

- With economic abuse, money becomes a way to control the victim.
- Economic abuse can also include restricting access to essential resources such as food, clothing, or transport.”<sup>6</sup>

## Bullying and intimidation:

purposely and repeatedly saying or doing things that are intended to hurt you.

## Neglect

is a form of abuse where the perpetrator, who is responsible for caring for someone who is unable to care for themselves, fails to do so. It can be a result of carelessness, indifference, or unwillingness and abuse. Neglect may include the failure to provide sufficient supervision, nourishment, or medical care, or the failure to fulfill other needs for which the victim cannot provide themselves.<sup>7</sup>

## Types of neglect

- Physical neglect: A child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe.
- Educational neglect: A parent doesn't ensure their child is given an education.
- Emotional neglect: A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.

<sup>6</sup> <https://dictionary.cambridge.org/dictionary/english/economic-abuse>

<sup>7</sup> <https://en.wikipedia.org/wiki/Neglect>

- Medical neglect: A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.<sup>8</sup>

## Harassment

“(…) the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands. The purposes may vary, including racial prejudice, personal malice, an attempt to force someone to quit a job or grant sexual favors, apply illegal pressure to collect a bill, or merely gain sadistic pleasure from making someone fearful or anxious.”<sup>9</sup>

## Mobbing

“Mobbing” involves a group of people whose size is constrained by the social setting in which it is formed, such as a workplace. It might seem to the target as if many people are involved but in reality the group might be small. The group members directly interact with a target in an adversarial way that undermines or harms them in measurable, definable ways.”<sup>10</sup>

## Discrimination

“It is harming someone’s rights simply because of who they are or what they believe. Discrimination is harmful and perpetuates inequality. We all have the right to be treated equally, regardless of our race, ethnicity, nationality, class, caste, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, health or other status. (...) Discrimination occurs when a person is unable to enjoy his or her human rights or other legal rights on an equal basis with others because of an unjustified distinction made in policy, law or treatment. (...)”

Discrimination can take various forms:

*Direct discrimination* is when an explicit distinction is made between groups of people that results in individuals from some groups being less able than others to exercise their rights. For example, a law that requires women, and not men, to provide proof of a certain level of education as a prerequisite for voting would constitute direct discrimination on the grounds of sex.

*Indirect discrimination* is when a law, policy, or practice is presented in neutral terms (that is, no explicit distinctions are made) but it disproportionately disadvantages a specific group or

<sup>8</sup> <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/#what-is>

<sup>9</sup> <https://dictionary.law.com/default.aspx?selected=853>

<sup>10</sup> <https://bullyonline.org/old/workbully/mobbing.htm>

groups. For example, a law that requires everyone to provide proof of a certain level of education as a prerequisite for voting has an indirectly discriminatory effect on any group that is less likely to have achieved that level of education (such as disadvantaged ethnic groups or women).

*Intersectional discrimination* is when several forms of discrimination combine to leave a particular group or groups at an even greater disadvantage. For example, discrimination against women frequently means that they are paid less than men for the same work. Discrimination against an ethnic minority often results in members of that group being paid less than others for the same work. Where women from a minority group are paid less than other women and less than men from the same minority group, they are suffering from intersectional discrimination on the grounds of their sex, gender and ethnicity. <sup>11</sup>

Some key forms of discrimination:

- Racial and ethnic discrimination
- Discrimination against non-nationals - xenophobia
- Discrimination against lesbian, gay, bisexual, transgender and intersex (LGBTI) people
- Gender discrimination
- Discrimination based on disability

## Bullying

One form of aggressive behavior and abuse. The earliest definition of bullying was that of Olweus: “a student ... is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Bullying is a negative action when someone intentionally inflicts or attempts to inflict to cause discomfort upon another”<sup>12</sup> Bullying reflects and imbalance of power between the victim and the perpetrator based on physical size, strengths, age, or social status.

Occasional violent actions targeting different persons cannot be considered bullying. Conflicts among equal parties, playful fight, one-shot attack, quarrel between friends, self-defense do not fall within the concept of bullying.

## Motives of bullying

Abusive behavior has different motives. In case of children Olweus differentiated four main reasons of bullying: crabby behavior of the mother in early childhood; tolerance of aggressive

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<sup>11</sup> <https://www.amnesty.org/en/what-we-do/discrimination/>

<sup>12</sup> Olweus, 1996, p. 265

<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-862>).

behavior, e.g. the parents do not categorically restrict this kind of behavior; physical abuse of the child and forceful parental outbursts and the temperament of the child (e.g. active, hotheaded). Family patterns (domestic violence, conflicts between the parents, dysfunctional working of the family), effect of the peers és the disorders of the society also may motivate bullying behavior.

## Forms of bullying

### Indirect – direct

Direct bullying occurs between the people involved.

Indirect bullying involves others, for example passing on insults or spreading rumors. It mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.<sup>13</sup>

### Verbal – Non-verbal

Direct verbal:

teasing, taunting, or threatening - „(...) includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion.”<sup>14</sup>

Indirect verbal:

spreading gossips, threatening with destroying a relationship

### Nonverbal bullying

making faces, micro-facial expressions, exaggerated intimidation of the motion or the behavior of the victim, display of hurting, crude pictures about the victim.

### Relational bullying

e.g.: social isolation, spreading rumors, manipulating friendships, disgracing publicly the victim

### Sexual bullying

„...any form of bullying based on person’s sexuality or gender”<sup>15</sup>

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<sup>13</sup> <https://bullyingnoway.gov.au/understanding-bullying/types-of-bullying>

<sup>14</sup> <https://lawrenceha-s.schools.nsw.gov.au/supporting-our-students/bullying/types.html>

<sup>15</sup> <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-862>

## Bias bullying

based on membership in a marginalized group rather than individual characteristics<sup>16</sup>

## Cyberbullying

“Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behavior, aimed at scaring, angering or shaming those who are targeted. Examples include:

- spreading lies about or posting embarrassing photos of someone on social media
- sending hurtful messages or threats via messaging platforms
- impersonating someone and sending mean messages to others on their behalf.

Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.”<sup>17</sup>

### Characteristics:

- possibility of anonymity,
- humiliating, the victim can be repeatedly mocked,
- embarrassing because personal information on the victim can be shared publicly,
- cannot be avoided as anybody, everywhere can be the victim,
- it is a form of behavior control,
- content used to harass the victim can be spread and shared easily among many people, needs less time and energy, it can reach several people in a short period of time,
- the internet remembers, the content often remains accessible long after the initial incident,
- anybody can join with comments forming an abusive group,
- cyberbullying is visible for anybody.

## Forms of cyberbullying

### Outing/doxing

“(…) refers to the act of openly revealing sensitive or personal information about someone without their consent for purposes of embarrassing or humiliating them. This can range from the spreading of personal photos or documents of public figures to sharing an individual’s

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<sup>16</sup> <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-862>

<sup>17</sup> <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>

saved personal messages in an online private group. The key is the lack of consent from the victim.”<sup>18</sup>

### Trickery

Trickery is similar to outing, with an added element of deception. In these situations, the bully will befriend their target and lull them into a false sense of security. Once the bully has gained their target’s trust, they abuse that trust and share the victim’s secrets and private information to a third party or multiple third parties.<sup>19</sup>

### Grooming

“Grooming is the slow, methodical, and intentional process of manipulating a person to a point where they can be victimized.”<sup>20</sup> The victim becomes isolated, dependent, and more vulnerable to exploitation. “Online grooming might be referred to as “catfishing”, where the groomer pretends to be someone they’re not in order to gain trust.”<sup>21</sup>

### CyberStalking

can extend to threats of physical harm to the target person. It can include monitoring, false accusations, threats, and is often accompanied by offline stalking. “Cyberstalkers may send repeated messages intended to threaten or harass, and they may encourage others to do the same, either explicitly or by impersonating their victim and asking others to contact them.”<sup>22</sup>

### Trolling

a bully seeks out to intentionally upset others by posting inflammatory comments online.<sup>23</sup> The bully wants to elicit a reaction or disruption or just to have some fun.

### Flaming

posting about or directly sending insults and profanity to their target. Flaming is similar to trolling, but will usually be a more direct attack on a victim to incite them into online fights.

### Impersonation

creating fake accounts, comments or sites posing as their target for the purpose of publishing material in their name that defames, discredits or ridicules them.

### Exclusion

leaving someone out deliberately from an online group.

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<sup>18</sup> <https://blog.securely.com/2018/10/04/the-10-types-of-cyberbullying/>

<sup>19</sup> <https://blog.securely.com/2018/10/04/the-10-types-of-cyberbullying/>

<sup>20</sup> <https://www.allure.com/story/what-is-sexual-grooming-abuse>

<sup>21</sup> <https://www.anncrafttrust.org/signs-of-grooming-in-adults-what-to-watch-out-for/>

<sup>22</sup> <sup>22</sup> <https://en.wikipedia.org/wiki/Cyberbullying>

<sup>23</sup> <https://blog.securely.com/2018/10/04/the-10-types-of-cyberbullying/>

## Denigration

sending or posting cruel rumors and falsehoods to damage reputation and friendships.

## Sexting

The term stands for a combination of sex and texting. Sexting is the act of sending sexual text messages. It often also involves sending nude or seminude photos and explicit videos of yourself.<sup>24</sup>

## Harassment

generally refers to a sustained and constant pattern of hurtful or threatening online messages sent with the intention of doing harm to someone.

## Fraping

bully uses the victim's social networking accounts to post inappropriate content with their name.

## Masquerading

a bully creates a made-up profile or identity online with the sole purpose of cyberbullying someone. This could involve creating a fake email account, fake social media profile, and selecting a new identity and photos to fool the victim. In these cases, the bully tends to be someone the victim knows quite well.

## Dissing

a bully spreads cruel information about their target through public posts or private messages to either ruin their reputation or relationships with other people.

Different forms of online abusive behavior are frequently combined.

## Roles in bullying

- perpetrator, bully
- victim
- witnesses (bystanders)

Most people play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role.<sup>25</sup>

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<sup>24</sup> <https://www.webmd.com/sex/what-is-sexting>

<sup>25</sup> <https://www.stopbullying.gov/bullying/roles-kids-play>

## Perpetrator, bully (initiator)

Bullies often do so to gain status and recognition from their peers. Their bullying behavior is reinforced when they intimidate their targets and when the peer group colludes by not challenging the initiator or reporting the bullying. Bullying can be rewarding, increasing the initiator's social status while lowering the social status of their target.<sup>26</sup> The typical bully is aggressive, impulsive, wants to gain dominance and power. Their level of empathy is below the average. Researches revealed, they frequently are not aware of the misery of the victim.

## Victim (target)

While there are many reasons why bullies may be targeting somebody, bullies tend to pick on people who are “different” or don't fit in with the mainstream. Frequently race, cultural background, socio-economic status, having disability, religion, sexual orientation, or gender identity sets somebody apart.

Victims of cyberbullying may experience lower self-esteem, increased suicidal ideation and various negative emotional responses, including being scared, frustrated, angry, or depressed.<sup>27</sup>

Two types of victims can be differentiated: the permissive or passive victims and the provocative or aggressive ones.

## Witnesses, bystanders

Even if somebody is not directly involved in bullying, they may be contributing to the behavior as how they react can either encourage or inhibit those who bully others.

The main types of bystanders:

- “followers (assistants) - do not initiate, but take an active role in the bullying behavior
- supporters (reinforcers) - do not actively attack the target, but give positive feedback to the initiator, providing an audience by laughing and making other encouraging gestures
- defenders - dislike the bullying and try to help the target by intervening, getting teacher support (using safe telling) or providing direct support to the target

<sup>26</sup> <https://www.bullyingfree.nz/about-bullying/who-is-involved/>

<sup>27</sup> [https://en.wikipedia.org/wiki/Cyberbullying#cite\\_note-0-19](https://en.wikipedia.org/wiki/Cyberbullying#cite_note-0-19)

- outsiders - stay away, do not taking sides with anyone or become actively involved, but allow the bullying to continue by their 'silent approval'.”<sup>28</sup>

## Online and offline bullying

Although online and offline bullying are frequently combined and have similar motivations, but there are some notable distinctions between them.

“Victims of cyberbullying may not know the identity of their bully, or why the bully is targeting them, based on the online nature of the interaction. The harassment can have wide-reaching effects on the victim, as the content used to harass the victim can be spread and shared easily among many people and often remains accessible long after the initial incident.”<sup>29</sup> Offline bullying is a face to face action, has time limits there is a way to escape. The number of bystanders is limited, the identity of the bully is known for the victim, the effects of bullying are immediately experienced.

## Solutions

### Prevention – individual level

- development of awareness (password, posting publicly etc.)
- development of digital literacy
- treatment of aggression, development of empathy

### Prevention – community level

- inclusive, caring community
- setting positive role models
- introducing the mutual advantages of cooperation
- arguing for the friendly solutions of conflicts

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### Crisis management

restorative procedures

cooperative techniques

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<sup>28</sup> <https://www.bullyingfree.nz/about-bullying/who-is-involved/>

<sup>29</sup> <https://en.wikipedia.org/wiki/Cyberbullying>



# NEET

## Definition

Young people neither in employment nor in education or training. The acronym is “used to refer to the situation of many young persons, aged between 15 and 29, in Europe. The aim of the NEET concept is to broaden understanding of the vulnerable status of young people and to better monitor their problematic access to the labour market.”<sup>30</sup>

## EU initiatives

Within the context of the [Europe 2020 strategy](#), a set of integrated guidelines for economic and employment policies was launched in April 2010, calling on EU Member States and social partners to set up ‘schemes to help recent graduates find initial employment or further education and training opportunities, including apprenticeships, and intervene rapidly when young people become unemployed’. In 2012, a specific Youth employment package was launched, which led to an increased focus on providing quality traineeships and apprenticeships for young people and called for the introduction of a ‘[Youth guarantee](#)’, designed to ensure that all young people up to the age of 25 should receive a quality job offer, continued education, an apprenticeship or a traineeship within four months of leaving formal education or becoming unemployed. In 2013, the ‘[Youth employment initiative](#)’ was launched: it was designed to specifically support young people not in education, employment and training in regions where the youth unemployment rate was over 25 %. The new [Skills Agenda for Europe](#), adopted by the Commission on 10 June 2016, launched 10 actions to make the right training, skills and support available to people in the EU. The goals and actions on the Agenda are set out in Communication: [A New Skills Agenda for Europe](#).

Although policymakers have sought to address particular groups of young people such as unemployed youth, early leavers from education and training, or young people whose qualifications do not meet labour market needs, there remain a high number of young people in the EU who are neither in employment nor in education or training: NEETs.<sup>31</sup>

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<sup>30</sup> <https://www.eurofound.europa.eu/topic/neets>

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[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics\\_on\\_young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_young_people_neither_in_employment_nor_in_education_or_training)  
g#Young\_people\_neither\_in\_employment\_nor\_in\_education\_or\_training

## Risk factors associated with NEET status

“Risk factors associated with NEET status include low academic achievement, parental unemployment, lower socioeconomic status low self-confidence, mental health problems, and young parenthood (...) Internationally, young women are more likely to be NEET, perhaps due to young parenthood (...). Youth from low socioeconomic status families may be more likely to become NEET, as evidenced in research from Europe and Japan (...). International data also reveals that socio-economic structures and public policy are associated with NEET status; for example, public programming that fosters young people's access to educational opportunities by providing incentives is associated with reductions in youth attaining NEET status (...). Although some youth are NEET only for a short time, others experience long-term disengagement. In fact, being NEET once increases the risk of becoming NEET again, pointing to the potential longer-term consequences of disengagement from employment, education and training (...). NEET status is associated with numerous negative economic, psychosocial and health impacts. Being NEET constitutes a substantial financial cost to the individual and to the economy (...). Furthermore, evidence shows that the self-rated general health status of NEET youth is impaired compared to non-NEET youth (...). NEET youth also show higher rates of mental health and addictions(MHA) problems, including depression and substance use, as well as criminal offending (...).<sup>32</sup>

## NEET - diversity

“Opening the NEET “black box”, it is immediately apparent that young people not in employment, education or training are a highly diverse group and the reasons for being NEET vary widely across countries and regions. In the first place, a distinction may be drawn between young unemployed NEETs (not in employment or education, hereafter “NEETunemployed”) and young NEETs who are outside the labour market (hereafter “NEET-inactive”), young people who are neither employed nor in education, but are also not actively seeking work.

The heterogeneity of NEETs It is useful to go beyond the inactive/unemployed NEET dichotomy. Inactive NEETs in particular are very heterogeneous; there are many reasons why a young person who is not working or studying or training may also not actively be seeking a job.<sup>4</sup> They may not want one, for a variety of reasons; alternatively, they may face particular obstacles to obtaining one, such as having other demands on their time or being disabled, and/or there may simply be (or be perceived to be) no suitable jobs available. Breaking the

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<sup>32</sup> [https://www.oecd-ilibrary.org/docserver/soc\\_glance-2016-4-en.pdf?expires=1612248442&id=id&accname=guest&checksum=FBEDF1310FE42CBC1E91A14532AD07D1](https://www.oecd-ilibrary.org/docserver/soc_glance-2016-4-en.pdf?expires=1612248442&id=id&accname=guest&checksum=FBEDF1310FE42CBC1E91A14532AD07D1)

NEET inactive group into four categories comprising discouraged NEETs, young NEETs with family responsibilities, disabled NEETs and a highly heterogeneous “other” group, 4 And hence not be defined as unemployed according to the standard ILO classification. comprising all those young NEETs not elsewhere classified, leads to a fivefold classification (including also unemployed NEETs) which can usefully be employed to better understand the nature of the NEET phenomenon in selected low and middle income countries for which appropriate data are available<sup>33</sup>

## NEET statistics (Eurostat)

“The NEET rate shows the proportion of young people neither in employment nor in education and training. The numerator of the indicator refers to people meeting two conditions:

- they are not employed — in other words, they are unemployed or economically inactive;
- they have not received any (formal or non-formal) education or training in the four weeks preceding the LFS.

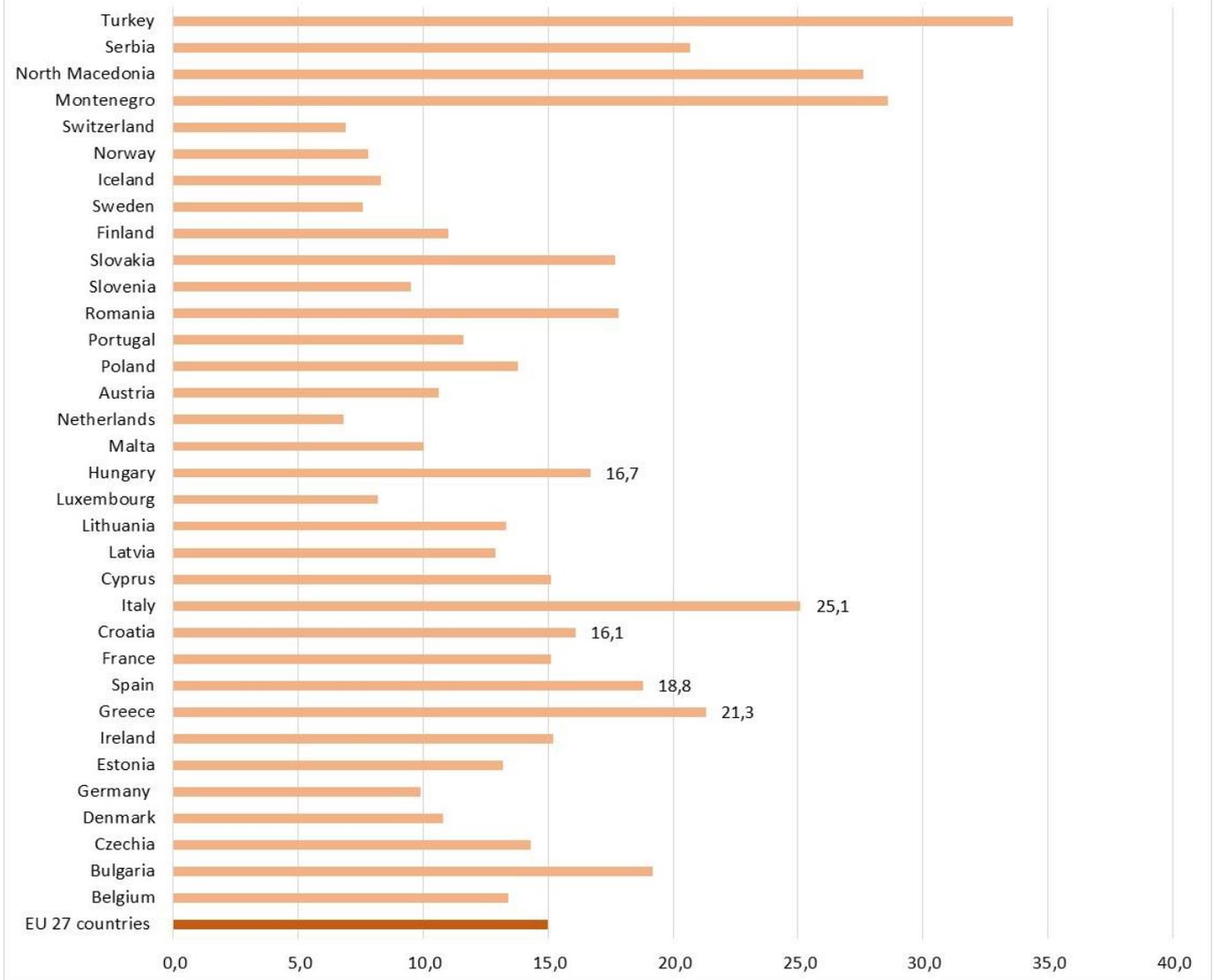
The denominator is the total population of the same age group, excluding non-response concerning ‘participation in regular (formal) education and training’, in other words, respondents who failed to answer this LFS question.”<sup>34</sup>

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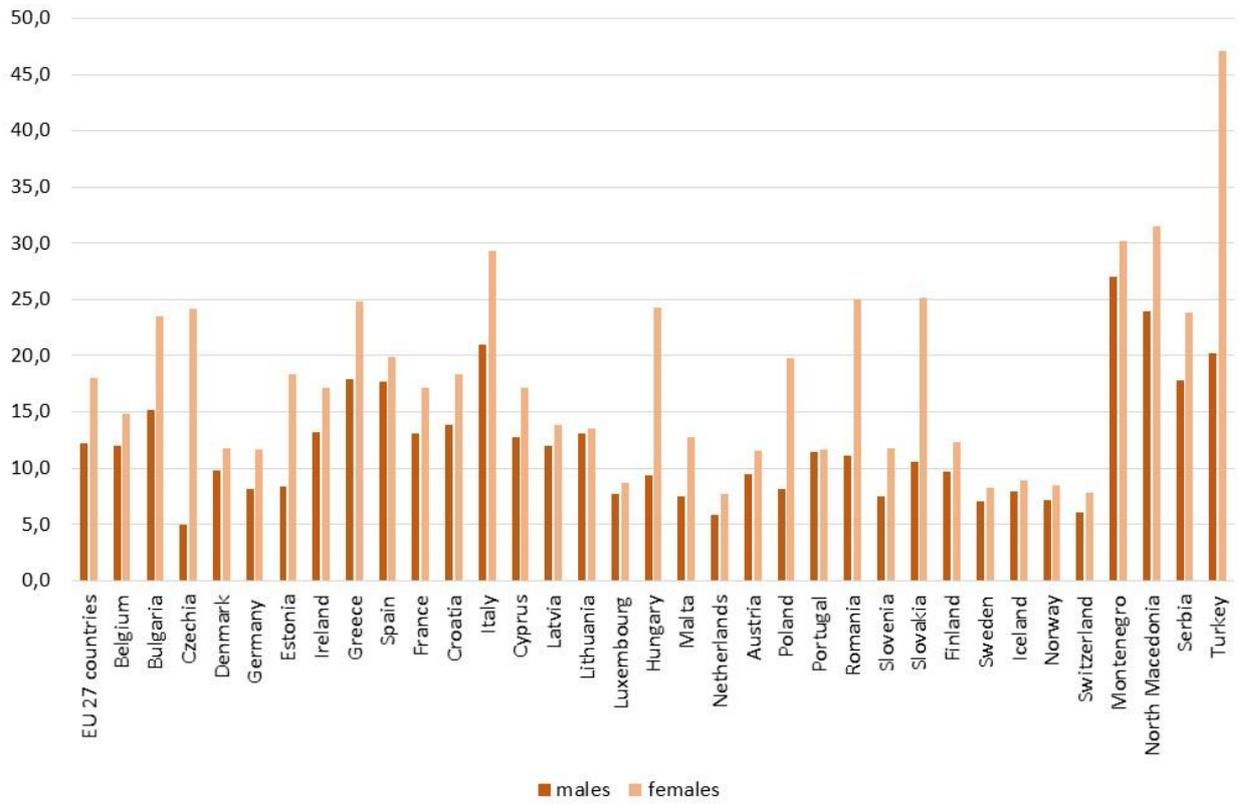
<sup>33</sup> [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_735164.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_735164.pdf)

<sup>34</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics\\_on\\_young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training\\_g#Young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_young_people_neither_in_employment_nor_in_education_or_training_g#Young_people_neither_in_employment_nor_in_education_or_training)

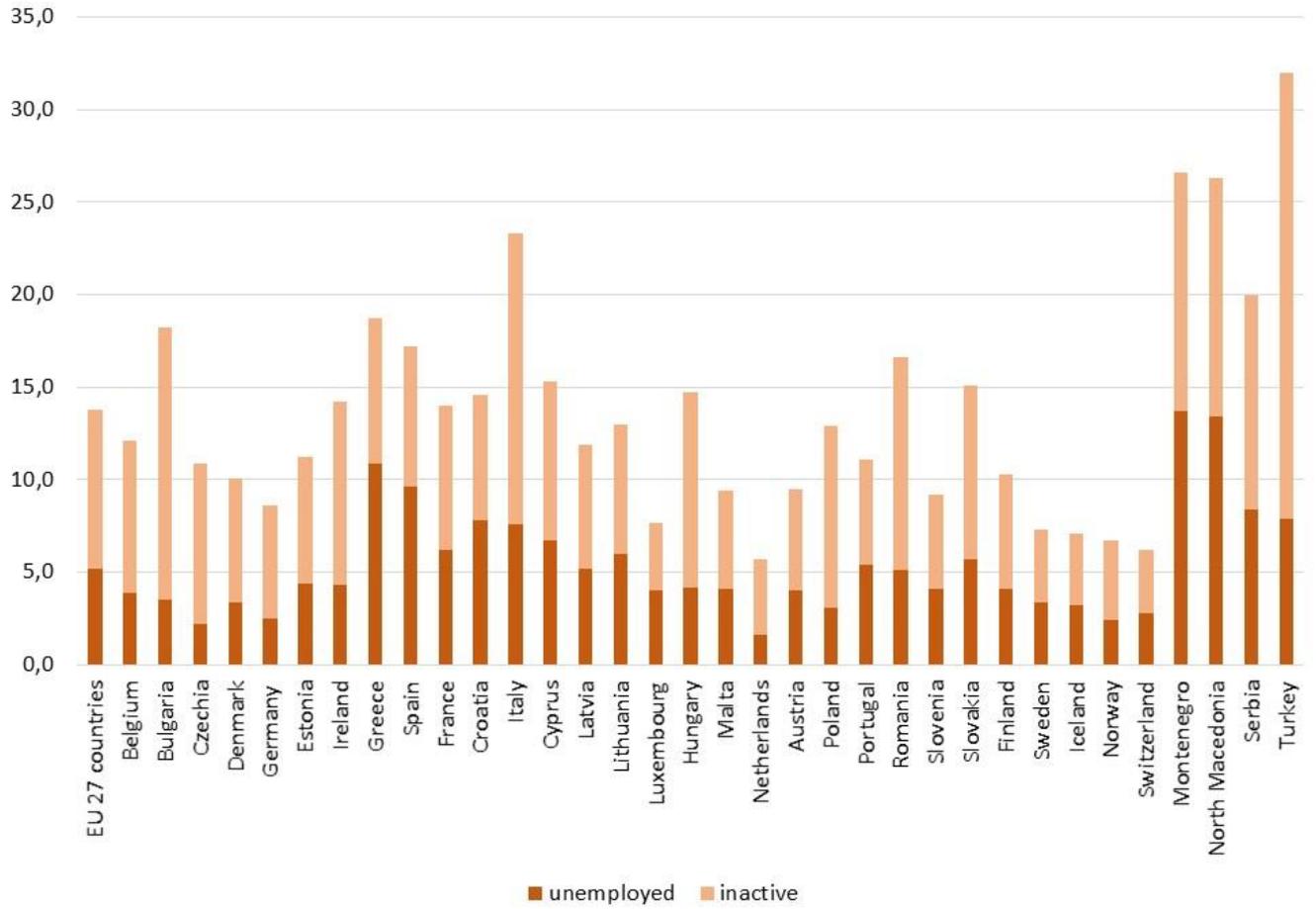
Young people (from 15 to 34 years) neither in employment nor in education and training, 2020



Young people (from 15 to 34 years) neither in employment nor in education and training by sex, 2020



Young people neither in employment nor in education and training by activity status, 2020



### Young people neither in employment nor in education and training by intention to work, 2020

