

MEETS PROJECT

EARLY identification, INDIVIDUALIZED targeting and
TAILORED intervention for young people at risk of NEET

*Flexible pathways and an effective methodology for
the transition into the labour market*

Guide "Model for EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET"

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Guide "Model for EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET"

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1. Introduction

Carried out from 2014 to 2017, and co-funded by the European Programme Erasmus+, the European project “ EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET – flexible pathways and an effective methodology for the transition into the labour market “(NEETS at RISK) aims to develop an innovative intervention drawing on existing good practice . The model was piloted in Portugal, Italy and Spain to prevent young people with such characteristics from becoming NEET and an impact analysis was carried out to measure the outcomes of these pilots at regional/national level.

The project was coordinated by CECOIA gathering six organisations from five different countries:

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- CECOIA - Centro de Formação Profissional para o Comércio e Afins - Portugal - (www.cecoa.pt);
- CPV - Fondazione Centro Produttività Veneto – Italy (www.cpv.org);
- Fundación para la Formación, la Cualificación y el Empleo en el Sector Metal de Asturias – Spain (www.fundacionmetal.org);
- Institut für sozialwissenschaftliche Beratung GmbH – Germany (www.isob-regensburg.net);
- Junta de Freguesia de Alcântara - Portugal (www.if-alcantara.pt).
- Tavistock Institute of Human Relations LBG - United Kingdom (www.tavinstitute.org);
- Universidade Católica Portuguesa - Portugal(www.ucp.pt);

The NEETS at RISK Project aims to understand the risk factors of young people, who are still in school system, becoming NEET and seeks to contribute for a tailored intervention to prevent them from becoming NEET either by increasing motivation to stay in school with good results, or by facilitating a better transition from the education and training system to the world of work.

According to Eurofound, “At EU level, NEETs are considered to be one of the most problematic groups in the context of youth unemployment” and NEETS Projects identify characteristics and risk factors of becoming NEET, as well as the individual

consequences of being NEET and the economic costs, scarring effects and wage penalties.

In international terms the NEET population is the group between 15-29 years old nevertheless in this project the target are those who are at risk of becoming NEET and not yet NEET. That's why the project target group includes young people who:

- Are not yet NEET – who are still in education/training, although there is a risk that they might become NEET;
- Are based in schools/educational institutions;
- Are 18 years old or less and below the compulsory school-leaving age.

6 This guide presents the methodological approach for the EARLY and INDIVIDUALIZED identification and targeting of young people at risk of becoming NEET as well a set of preventive intervention measures TAILORED to the needs and specificities of target groups in the partner countries and European level.

The guide is organised in six chapters as follows:

- The guide starts by describing the NEET situation and providing examples of good practices to address the NEET issue (chapter 2);
- Abstract of the methodological approach (chapter 3);
- The different components of the model application - partners countries experimentation (chapter 4);
- Conclusions and recommendations (chapter 5);
- Annexes: a checklist with the main elements of the methodological implementation and the templates of the main tools used in the model application.

The present guide is targeted to education/VET entities/systems at local/regional/national and European level allowing them to apply an innovative methodology that can support Member States on their efforts to tackle the NEET phenomena.

2. NEET situation at partner countries and European levels

This chapter provides general information regarding the NEET rate in partner countries and the main features of the NEET population. The chapter also presents intervention measures more common to fight the NEET phenomena that are considered as good practices.

According to a Eurostat study, in 2014 ¹, 6.9 million young people aged 15–24 and an additional 6.4 million young people aged 25–29 were excluded from the labour market and from education in Europe. This corresponds to a significant increase in the NEET rate: in 2008, the figure stood at 11% of 15–24 years old and 17% of 25–29 years old; by 2014, these rates had increased to 12.4% and 20.3% respectively. There is also a huge variation between Member States, with rates varying in 2014 from below 7% (Denmark, Germany, Luxembourg and the Netherlands) to above 17% (Greece, Bulgaria, Italy, Romania, Spain and Croatia).

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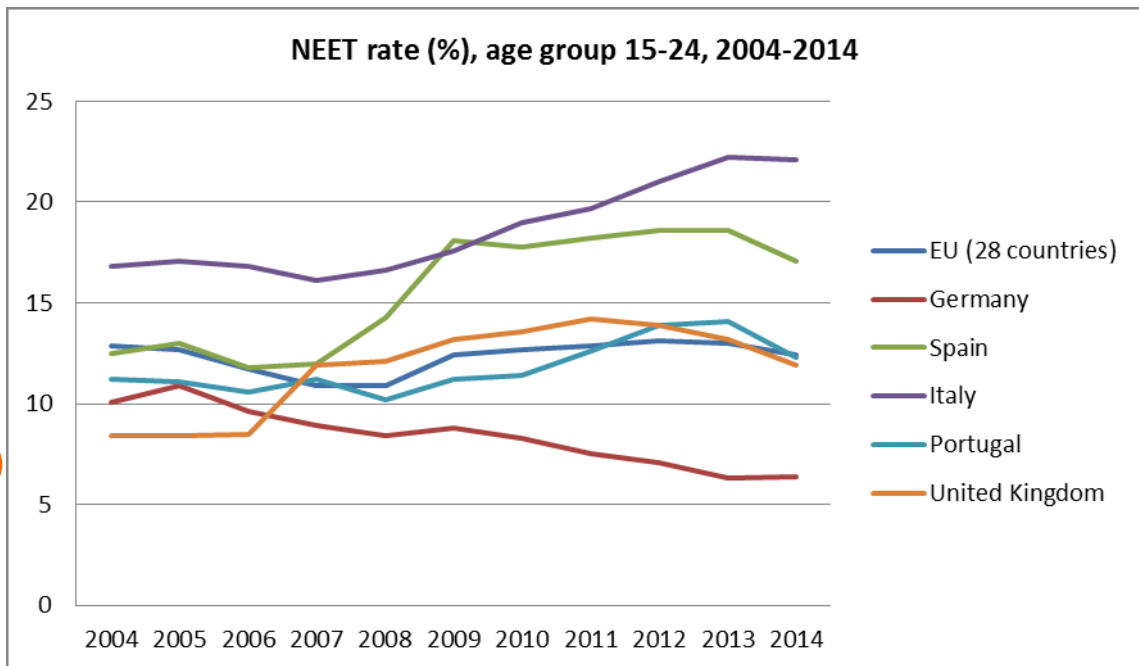
In fact, although the NEET problem in Europe is worsening, the situation is very different among countries. This difference is also noticeable among the countries in which we are focusing our attention, as Graph 1 shows. While in Germany, young NEETs are only 6.4% in the age group 15 to 24 years old, Spain and Italy record the highest NEET rates, with 17.1% and 22.1% respectively. UK and Portugal are very close to the EU28 average.

Over the last decade, NEET rates in some European countries aggravated considerably, in particular after 2008, as it was the case of Italy and Spain (Graph 2). Having already very high NEET rates before the economic crisis started, these countries registered a large increase of these values. Between 2007 and 2014, their NEET rates augmented around 40%. UK and Portugal also registered a growing trend of the NEET problem but in a much smaller rate. In this period only Germany were able to keep very low and decreasing NEET rates.²

¹ This project was initiated in 2014 with a 3 years duration.

² For in-depth information on the NEET situation in each country represented in the project – UK, Portugal, Spain, Italy and Germany - please read the document also produced within the NEETS at RISK project “Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications”.

Graphic 1



Source: Eurostat, Labour Force Survey (last update: 17.04.2015)

2.1. Characteristics and risk factors of becoming NEET

Among the factors and the characteristics associated with the NEET phenomenon, the following³ are included:

- Young people with low levels of education are three times more likely to be NEET than those with higher education and two times more likely than those with secondary education, according to the OECD Report(2014);
- Young immigrants are 70% more likely to become NEET compared to other young people;
- Young people with poor health or disabilities have a probability of over 40% of being NEET than those who have a good health;
- People living in remote areas and small towns are up to 1.5 times more likely to be NEET compared to those living in medium to large cities;

³ From Reintegração da População NEET no Mercado de Trabalho e no Sistema de Ensino/Formação, SERGA, 2014. POAT/FSE: Gerir, Conhecer e Intervir.

- Young people from low-income families are more likely to become NEET than others.

Along with these individual characteristics, certain intergenerational and family influences have a significant impact on the probability of being NEET, such as:

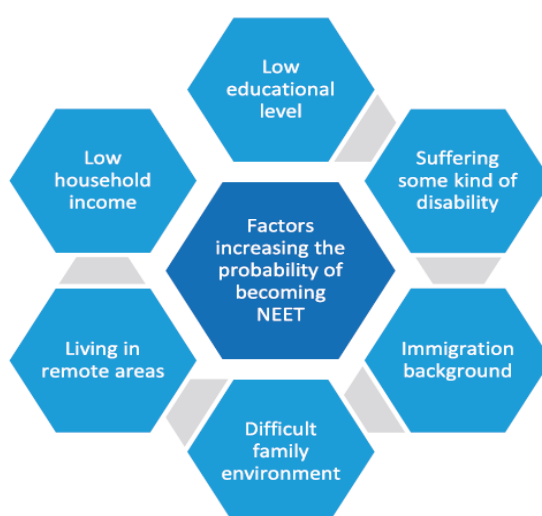
- Having parents who experienced unemployment increases the probability of being NEET in 17%;
- Young people with parents with a low level of education are up to 1.5 times more likely to be NEET than young people whose parents have a secondary education and up to two times more likely than those whose parents have a higher education;
- Young people whose parents are divorced are 30% more likely to be NEET than other young people.

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Thus, being NEET can be described as a result and a defining characteristic of disadvantaged young people and those at highest risk of social exclusion. Education is the most important variable, and it has the strongest effect in influencing the probability of being NEET in individual and in family terms. The family context is an important factor that increases the risk of becoming NEET, such as those with divorced parents or parents who have a history of unemployment.

Graphic 2

Factors that increase likelihood of making Young NEETS



Source: Eurofound (2012), NEET – Young people not in employment, education or training: characteristics, costs and policy responses in Europe.

2.2. Consequences of becoming NEET

According to the OECD Report (2014), «The economic cost of not integrating NEETs is estimated at over €150 billion, or 1.2% of GDP, in 2011 figures. Some countries, such as Bulgaria, Cyprus, Greece, Hungary, Ireland, Italy, Latvia and Poland are paying 2% or more of their GDP».

According to the same source, «The economic cost is not the only one. Young people not in employment, education or training are at higher risk of being socially and politically alienated. They have a lower level of interest and engagement in politics and lower levels of trust. Even in those countries where NEETs are more politically engaged (such as Spain) they do not identify with the main actors».

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Young people in a NEET situation have generally less confidence in democratic institutions, are less politically committed, have a lower level of social and civic participation, have increasingly high rates of unemployment and consequent more difficulty integrating the labour market.

The existence of increasingly high rates of youth unemployment and the economic and social consequences associated with the NEET situation has led to a growing sense of urgency to develop and implement policies for the return of young people to the labour market, employment, education or training throughout Europe. There is the need to reduce the high economic and social costs associated and to give all young people the opportunity to realise their potential and prevent scarring effects due to a NEET prolonged experience.

2.3. Preventive intervention measures/good practices

High rates of youth unemployment and the economic and social consequences associated with NEET situation has led to a growing sense of urgency. The need to reduce both the high economic and social costs implies that all young people are given the opportunity to realize their potential and prevent the scarring effects due to a NEET prolonged experience.

As a result, in recent years, EU Member States have actively participated in the design and implementation of policy measures to ensure greater participation of young people in education and employment. These measures involve a wide range of different initiatives intervening at different points along the way from formal education to employment which include preventing early school leaving; reintegrating young early school leavers into education and VET system; facilitating the transition

from school to work; and promoting youth employability by improving transversal and work specific skills and removing practical and logistical barriers to employment.

At the same time, targeted interventions are also needed as young people disengaged from the labour market and education is extremely heterogeneous and consists of several subgroups, each with its own characteristics and needs. In this sense, tailored interventions usually require combined approaches and different forms of political intervention.

Accordingly, the NEETS at RISK Project, at its first stage, collected and described a set of best practices implemented in each partners' countries – UK, Portugal, Germany, Italy and Spain, at national or regional levels, several of them aiming at specifically tackling the NEETs problem.

Table 1 -Good Practices per Category of Measures

| Country/ Region | Good Practices | Types/Aims of the Measures | | | |
|--------------------|--|---------------------------------|--|------------------------------|-------------------------|
| | | Preventing early school leaving | Reintegrating young early school leavers | Facilitating transitions E2E | Promoting employability |
| Portugal | EPIS – Empresários pela Inclusão Social (“Employers for Social Inclusion”) | X | | | |
| | PIEF - Programa Integrado de Educação e Formação (“Integrated Education and Training Program”) | X | | | |
| | Programa Escolhas (“Choices Program”) | X | X | | X |
| Germany | Pilot Project “Company-Internal Vocational Preparationbevo plus” | X | | X | |
| | Securing School Success Initiative | X | | | |

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| Country/ Region | Good Practices | Types/Aims of the Measures | | | |
|--------------------|---|---------------------------------|--|------------------------------|-------------------------|
| | | Preventing early school leaving | Reintegrating young early school leavers | Facilitating transitions E2E | Promoting employability |
| Italy | OFFICINA DI MARINO (“Marino’s workshop”) | | X | | X |
| | PASSAGGI: Accordo di Rete Istituti Città di Vicenza (“PASSAGGI: Network agreement among schools in Vicenza”) | X | | X | |
| | POST PROGETTO ORIENTAMENTO SCOLASTICO TERRITORIALE – Bassano del Grappa (“POST – Territorial School Guidance – Bassano del Grappa”) | X | X | X | X |
| Spain | “OCÚPATE” project (Young, be active!) | | X | X | X |
| | PERIPLOS PROJECT | X | X | | |
| United Kingdom | Prince’s Trust 12-week Team Programme | | X | X | X |
| | Ealing Pathway Programme | | X | X | X |

The 12 good practices identified were systematized and synthesized according to certain criteria as follows: target groups; selection methods and criteria; types of intervention and intended outcomes.

Table 2 - Good Practices Overview

| Country/ Region | Good Practices | Criteria | | | |
|--------------------|--|---|--|---|---|
| | | Target Group | Selection | Intervention | Intended Outcomes |
| Portugal | EPIS – Empresários pela Inclusão Social (“Employers for Social Inclusion”) | Young people at compulsory school; aged 10-18 years old | Multi-factor risk screening tool of students | Based mainly on schools (there are some experiences at VET level) Empowering methodology and customised plans implemented by a fully dedicated mediator mostly focused on non-cognitive skills development | Improved performance at school and preventing drop-out |
| | PIEF - Programa Integrado de Educação e Formação (“Integrated Education and Training Program”) | Young people up to 18 years old | Students evaluation process at school level Multidisciplinary working based teams signalise students | Individual and unique learning paths (personal Plan for Education and Training) for each person. Each path is a fusion of informal learning, non-formal learning and formal learning activities leading to a final formal qualification | Preventing drop-out and school attendance up to 18 years old |
| | Programa Escolhas (“Choices Program”) | Children and young people coming from vulnerable socio-economic contexts; aged 6-24 years old | Local/ community projects signalingizing students at risk and young NEETs. Important role of local mediators | Daily support in learning activities and civic participation | Higher school success, reduced absenteeism and drop-out |
| Germany | Pilot Project “Company-Internal Vocational Preparation bevoplus” | Young people in general school system, including those, who are not yet | Compulsory school: all pupils have to participate in in-company internships for | Preparing young people for workplace learning before going into apprenticeships | Promoting successful transition from school to company apprenticeship |

EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET

Flexible pathways and an effective methodology for the transition into the labour market

| Country/ Region | Good Practices | Criteria | | | |
|--------------------|--|---|--|--|---|
| | | Target Group | Selection | Intervention | Intended Outcomes |
| 14 | | NEET, although there is a risk that they might become NEET; age range mostly from 13 to 16 years old | 2 weeks during school time (in the 8 th , 9 th or 10 th grade); Secondary school voluntary participation in in-company internships during holidays. | Training companies with dual VET system provide 2 weeks internships during school time respectively during holidays | |
| | Securing School Success Initiative | Children and young adults at risk of dropping-out or having to repeat class | Students with particular difficulties in learning; voluntary participation in measures, on various occasions supported by clearing and diagnosis processes asked by teachers or social workers at school. | Develop students' self-recognition and confidence on their own abilities and motivation through different activities and involving teaching methods and local support networks | Higher and sustainable school success |
| Italy | OFFICINA DI MARINO ("Marino's workshop") | Young people aged 16-18 years old in situation of school drop-out and young disadvantaged adults aged 19-21 years old | Schools and local social services identify adolescents and young people from disadvantaged family background. | Promote social inclusion based on the support of municipal social services | Reintegrating young early school leavers and promoting access to work |
| | PASSAGGI: Accordo di Rete Istituti Città di Vicenza ("PASSAGGI: Network agreement among schools in Vicenza") | Students at risk of early school leaving in the age of completing the compulsory education and training | Submission by the student of a formal application, enclosing the documentation requested for the assessment of competences, knowledge and skills. Students' selection by the school. Establishment of <i>ad hoc</i> Committee composed of teaching staff to assess the | Delivering suitable school or training pathways to students through a network of local education and VET providers and involvement of teachers | Preventing drop-out and early school leaving |

| Country/ Region | Good Practices | Criteria | | | |
|--------------------|--|--|---|--|---|
| | | Target Group | Selection | Intervention | Intended Outcomes |
| | | | <p>student's skills and abilities and credits.</p> <p>Individual cases and the assessment of operational procedures are generally discussed in yearly meetings with the head teachers and managers of the institutions involved in the agreement.</p> | | |
| | POST - PROGETTO ORIENTAMENTO SCOLASTICO TERRITORIALE – Bassano del Grappa (“POST – Territorial School Guidance –Bassano del Grappa”) | Students in crucial moments of choices/ transition | <p>Students selection and evaluation process at school level.</p> <p>Organisation of “information and guidance Open Days” and “One-stop training” at upper secondary schools for a wider public of students.</p> | Providing a “multifactor” guidance support to the students (information, guidance, counselling services) | Facilitating transition within the education/VET system |
| Spain | “OCÚPATE” project (Young, be active!) | Young people aged 16-25 years old, or less than 30 in case of disability, without compulsory secondary education | <p>Applicants were recruited by means of reference organisations working with the focus group; also through specific dissemination campaigns and through the Public Service of Employment for prospective applicants.</p> <p>The selection started with the verification of requirements claimed by applicants, followed by a</p> | Early assistance | Improved employability and job placement |

EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET

Flexible pathways and an effective methodology for the transition into the labour market

| Country/ Region | Good Practices | Criteria | | | |
|--------------------|---|---|---|--|--|
| | | Target Group | Selection | Intervention | Intended Outcomes |
| 16 | PERIPLOS PROJECT | Young people aged 16-21 years old with a background of school failure | questionnaire to identify their motivation to participate. Participants were recruited by local development agents dependent on the participating local administrations; also through advertisement on regional newspapers. Selection was done based on the preferences of applicants with an eye on their incoming basic competences. | Providing new training pathways through local companies to young people lacking professional competences | Promoting employability and job placement by providing work skills |
| | United Kingdom Prince's Trust 12-week Team Programme | Students aged 16-25 years old | Youth services, youth offending teams, and job offices identify young people who could benefit from the programme and refer them. The programme is targeted at young people with the greatest needs to engage them into education, employment or training. | 12-week team programme offering work experience, qualifications, practical skills and participation in community projects | Promoting employability skills and related behavioural changes Reintegrating young early school leavers |
| | Ealing Pathway Programme | Students aged 16-19 (or up to 24 for disabled young people) | Mainly targeted at young people aged 16 or over who are NEET and who are deemed to be able to move into education, employment or training | 26-week programme offering a work placement, training, group or individual mentoring/ support and volunteering activities Support to further learning | Promoting employability skills and related behavioural changes Reintegrating young early school leavers |

| Country/ Region | Good Practices | Criteria | | | |
|--------------------|-------------------|--------------|--|---------------|-------------------|
| | | Target Group | Selection | Intervention | Intended Outcomes |
| | | | with support. Young people have to “apply” for the programme, and have to pass an interview to get selected for the programme. | or employment | |

3. The methodological approach ⁴

Based on the study conducted, on the learning deriving from the above identified and described best practices and on the peer learning, exchanges and discussions among partners in the scope of a learning activity organized in London with all partners participation, a model - **the NEETS at RISK model** - focused on early identification, individualized targeting and tailored intervention for young people at risk of NEET was designed and tested in 3 pilot locations: Spain, Portugal and Italy.

The innovative model was based on different approaches to identify young people at risk of becoming NEET and examples of good practices interventions to decrease the risk of becoming NEET were collected and analyzed. The project team designed the model to be preventative – identifying young people that are at risk of becoming NEET and assisting them with transitioning measures into the labour market and/or further learning or training. The model can be described as early identification, individualized targeting and tailored intervention for young people at risk of NEET.

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The methodology includes:

- The target group;
- The methods for identifying young people at risk of becoming NEET;
- The expected outcomes and how to achieve them;
- The main elements of the intervention.

Outcomes were selected based on the characteristics and risk factors associated with becoming NEET. The list of outcomes can be grouped into personal characteristics, personal barriers, knowledge/skills and structural issues. Project partners decided on three key outcomes from the list of possible outcomes:

1. Social capital;
2. Choice of pathway;
3. Negative attitude towards school and learning.

⁴ For in depth information on this issue see “Guidelines for the application of the pilot project in partners countries”.

The model was designed to achieve the three key outcomes and can be described in five phases:

1. A preparation phase – school is introduced to the model and staff is trained to deliver the sessions;
2. A pre-selection/induction element – participants are selected and it will be ensured that they are engaged from the start of the programme;
3. A guidance element –young people get prepared for their placement(s) and their transition to EET in group and individual sessions;
4. An ‘experience-of-EET’ element – practical experiences of the workplace and/or other learning environments;
5. A post-placement consolidation – reflection on learning from the previous phase and development of further skills.

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The next section describes the different phases of the model in a more detailed way.

4. The different components of the model application by the different phases

In this point, the Guide provides information on how the methodology was developed and tested in the three pilot locations (Spain, Italy and Portugal).

The innovative methodology used to identify and to support young people at risk of being NEET provides an individualized and tailored approach to meet the particular needs of each young person at risk of being NEET, adaptable to different local contexts.

The methodology aims to be preventative – identifying at risk young people and providing them with a smoother transition into the labour market and/or further learning or training - integrating three distinct phases: Preparation, Implementation and Follow-up.

4.1. Preparation phase

a) Development of a set of instruments

The instruments integrated in the model aim to achieve the foreseen outcomes. The main tools used were the individual interviews, selection criteria of students, contents of training school staff, contents of coaching and mentoring sessions and follow up and evaluation materials such as assessment surveys, focus group and stakeholders meetings. The templates of those tools are referred in the following points and presented as annexes.

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b) Preparation of staff to apply the measures foreseen in the methodology

The **Staff preparation** activity aims to build on the staff capacity to apply the pilot project intervention and to present the measures foreseen in the methodology in particular concerning the monitoring of the intervention at local level.

The main tools developed for this purpose can be found in the document “Guidelines for the application of the pilot project in partners’ countries and the application itself of the pilot project in partners’ countries”.

c) Risk assessment criteria

There are various different approaches to identifying young people ‘at risk’ of becoming NEET these include statistical approaches to link particular objective characteristics or circumstances (such as low attainment, socio-economic background, ethnicity, etc.) with an increased probability of becoming NEET or ways of identifying particular attitudes or behaviours (via observation, teacher referral or self-completion questionnaires) which are seen as predicting an increased chance of becoming NEET in future.

The main risk criteria used in this programme to identify the students with risk to become NEET were:

- The identification of young people perceived to be at risk of dropping out early by teachers or other school staff;
 - The analysis of available school data to identify ‘risk factors’ which in previous years have been shown to be associated with an increased risk of becoming NEET – these may differ depending on the particular area, but are likely to include low attainment, socio-economic status, school failure, etc;
-

- Completion of risk assessment questionnaires by the learners;
- Requests by learners to be involved in the programme.

d) Contents of Mentoring and Coaching sessions – individuals and groups' sessions

In the framework of the pilot application, mentoring and coaching sessions were organised targeted:

- To enhance the development of social and employability competences;
- To motivate students to learn and to stay in school having good rates;
- To facilitate the transition from school/VET to some working experiences.

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The material prepared points in very concise to the importance of the 8 key competencies for Life Long Learning as a framework concept for coaching and guiding youth in school. It suggests using individual interviews and group gatherings to identify individual competencies.⁵

4.2. Implementation phase

e) Identification of young students

The process will start with a face-to-face guidance session, where the participant will meet the facilitator. The aim will be on helping the youngster to identify and reflect on his/her personal objectives and professional expectations. Ultimately, the hope is that it will help the participant to be aware of his/her current competencies, raising awareness of personal strengths, individual achievements and the “where I do well”.

All the information, collected by means of a semi-structured interview based on predefined items for a questionnaire/user profile card, must be discussed with the participant to know his/her “debit and credit sides”, becoming then acquainted about what s/he needs to improve.

⁵ See annexe on Questionnaire for user profile.

f) Mentoring and coaching sessions

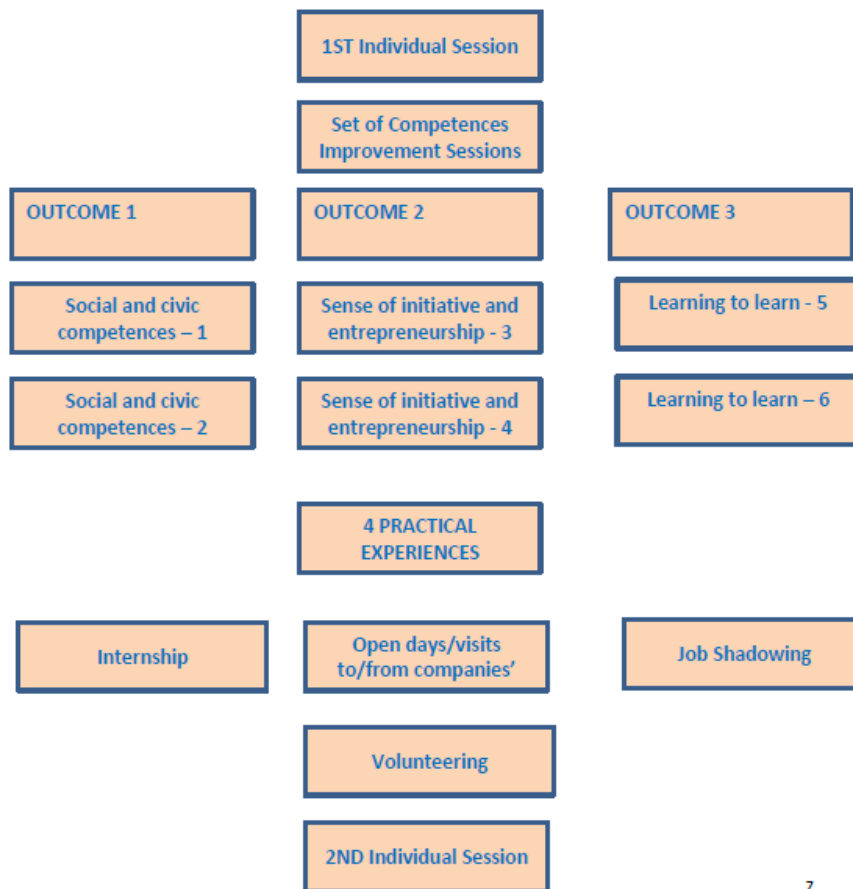
These mentoring and coaching sessions are meant to facilitate the self-reflection of participants, promoting a proactive attitude towards employment where the acquisition of soft skills plays an important role. The intervention process will address personal (mentoring-related) topics, dealing with both intrapersonal and interpersonal abilities, with a focus on professional (coaching related) aspects and proactivity: adaptability, creativity, leadership, entrepreneurial spirit, etc. These sessions included two separate but complementary actions: individual interview and a series of group gatherings.

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The main sessions developed must tackled the following topics:

- Employability and transition from school/VET to work;
 - Work experience opportunities/ internships;
 - Future, What choices?;
 - Future Perspectives - Empowerment to choice and adaptation to change;
 - Entrepreneurship – attractive areas;
 - Exploitation on interesting areas;
 - Citizenship.
-

Graphic 3



Every partner set the agenda according to the particularities of its action plan, given the local perspective of the intervention. It also tackles the topics based on the peculiarities of the audience (with an eye on the information collected during the one-to-one interviews), so there is no specific syllabus to strictly follow but a general index to be adapted.

Topics like social interaction, conflict resolution, adaptability, teamwork, social networks and the personal footprint on the Internet, proactivity, etc., are matters of discussion among other subjects. Each session was summarized in a report, to briefly describe the specific topics addressed, the atmosphere of the gathering, the debates generated, the impressions of participants and an overall conclusion.

Upon completion, it is expected for participants to have improved their employability by their awareness on the need to have basic skills needed to the labour market. The basic aim is to achieve the reinforcement of youngsters' appropriate behaviour, not only with regard to others but also with their peers, improving their self-confidence as individuals and their job prospects.

Internships as an open learning process for both sides, youth and companies alike is important to be part of the coaching sessions. This learning process must be informed and regulated by mutual feedback about progress and difficulties. Training experts from within the company or from training providers must support this reflection and mutual feedback. They encourage and support the interns to reflect, review and evaluate the experiences made along clear and transparent criteria. It will be particularly suitable for introducing NEETs to genuine work experiences in companies. More young people should be exposed to experiences in companies and companies can be introduced to a broader spectrum of applicants.⁶

4.3. Follow up and evaluation phase

g) Focus Group⁷

The methodology foreseen two kinds of focus group: i) focus group composed by school staff working with the target young people along with the development of the programme and as an instrument of quality and impact evaluation at certain phases ii) focus group / Stakeholders meeting integrating school staff and also different stakeholders taking part in the programme through several activities such as participation in the coaching sessions and entities offering opportunities of internships can be also seen as an instrument of quality and impact evaluation.

As an expected result of the Focus group is a stakeholder's network as a guarantee of sustainability of the project namely through internship opportunities.

h) Assessment surveys⁸

This project includes three assessment surveys applied to the targeted young people:

- After the selection of students the application of the first questionnaire with the objective of knowing the school career, family support and the importance of the expected outcomes before the coaching sessions;
- Second questionnaire after the intervention with the objective of knowing the school success and the importance of expected outcomes after coaching sessions;

⁶ See in annexe the template to report the mentoring and coaching sessions.

⁷ See annexes on Focus Groups.

⁸ See annexes with questionnaires templates.

- Application of the 3rd questionnaire, six months after the intervention with the final student's evaluation of the programme.

Those questionnaires are one of the most important sources of information for the evaluation of the pilot.

i) Output indicators

These indicators explained the activities developed along the programme allowing to achieve the foreseen results of the project, as examples:

- Number of awareness and coaching sessions;
- Number of visits to VET providers;
- Number of internships;
- Number of focus groups.

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All these activities data are object of reports according to templates previously prepared.

j) Outcomes indicators and theory of change

The outcomes indicators considered in the project were:

- Young people have improved their social capital;
- Young people have less negative attitude towards school/learning;
- Young people are more able to choose suitable EET.

The Theory of Change for the proposed model concerning the foreseen expected outcomes is based on the following assumptions:

- Pupils with relevant risk factors can be identified;
 - Pupils with relevant risk factors can be targeted in a preventative way (that is effective);
 - Dos age of intervention (sub-set of activities or combination of activities) is strong enough to affect change;
 - The right people deliver (to the right Young people);
-

- Most young people complete the intervention;
- The model needs to be adapted to different contexts. This adaptation will not affect its effectiveness;
- A multi-agency approach is key to success;
- Teachers, counselors, youth workers or any other staff are willing to deliver the intervention.

The table below shows the main interactive factors of the theory of change identifying what type of activity or intervention will lead to the outcomes identified as precondition for achieving the long-term goal.

Table 3

| Issues | Activities | Outputs | Outcomes |
|--|-------------------------|---|--|
| <p>High proportion of young people in EU member states are NEET</p> <p>Risk factors associated with being NEET are low social capital, lack of ability to make suitable EET choices and not valuing learning</p> <p>Being NEET (long term) is associated with negative labour market outcomes</p> <p>Institutions and staff responsible for engaging NEETs and at risk young people often do not have the necessary resources and contacts to help them adequately</p> | Project preparation | School staff trained in delivering intervention Multi-agency project group established and working | Young people have improved their social capital |
| | Pre-selection&Induction | Pupils per pilot area identified and selected | |
| | Intervention/followup | Initial individual interviews First questionnaire to know the student profiles Coaching and mentoring sessions Meetings or visits organized with local EET providers Internships in different economic sectors Second questionnaire to know school success and expected outcomes importance after coaching sessions | Young people have a less negative attitude towards school / learning |
| | Consolidation | Final individual interviews Third questionnaire with student evaluation of the programme Consolidation sessions | Young people are more able to choose suitable EET |

5. Impact evaluation⁹

The impact evaluation data come from the surveys targeted to the students that participated in the experimentation phase in the three countries (IT, ES, PT). We made three surveys in three different moments:

- 1) at the beginning of the intervention;
- 2) at the end of intervention;
- 3) 6 months after the intervention.

All three surveys had three tables¹⁰ each one referring to each outcome indicator:

- How do you do at school-outcome indicator: **Young people have a less negative attitude towards school/training/work;**
- How do you feel prepared to make your future choices – outcome indicator: **Young people are more able to choose suitable EET;**
- How do you feel about your social skills and contacts- outcome indicator: **Young people have improved their social capital to find a job.**

In each table and in each statement it was indicated the scale 1 to 5, in which 1 means “strongly disagree” and 5 “strongly agree”, the scale being as follows:

1. Strongly disagree
2. Disagree
3. Non-agree or disagree
4. Agree
5. Strongly agree

The analyses of the evolution of the importance that students attribute to the questions linked with the expected outcomes considered are presented through an evaluation index defined as a composite indicator called “Average Rating Index” integrating degrees of

⁹ For in depth information on this issue see” Impact Evaluation Report.

¹⁰ See annexes on questionnaires templates

importance from 1 to 5 (1 = least important and 5 = most important) assigned each student to different items of variable considered.

Below it is displayed an example of the questions linked with each outcome indicator that were applied to the students individually in order to know if there was a reduction, an increase or a stagnation of the outcome (in percentage) as a result of the intervention.

Table 4 - How do you do at school

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1-I work hard to succeed at school | | | | | |
| 2-I like learning new things | | | | | |
| 3-I like to learn about things that really matter to me | | | | | |
| 4-I try to learn from my mistakes | | | | | |
| 5-I like to question the things that I am learning | | | | | |
| 6-When I find learning boring I usually find a way to make it interesting | | | | | |
| 7-When I find learning too demanding I usually keep trying until I succeed | | | | | |
| 8-Trying hard at school will help me to go to further studies/ university | | | | | |
| 9-Trying hard at school will help me to get a good job | | | | | |

Table 5 - How do you feel prepared to make your future choices

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1-I know what my further study interests are | | | | | |
| 2-I know what my future employment interests are | | | | | |
| 3-I know what kind of courses are available/I can choose | | | | | |
| 4-I know what kind of professional careers I can choose | | | | | |
| 5-I know what qualifications and skills are needed to move into the course(s) I want | | | | | |
| 6-I know what qualifications and skills are needed to get the job(s) I want | | | | | |
| 7-I know how to look and apply for a course, at a school, a VET centre or a university | | | | | |
| 8-I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview) | | | | | |

Table 6 - How do you feel about your social skills and contacts

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1-I know who to contact when I look for further training or employment opportunities | | | | | |
| 2-I know other young people working/studying in my areas of interest who can help me | | | | | |
| 3-I know some potential employers in my areas of interest | | | | | |
| 4-I have talked with professionals | | | | | |
| 5-I got some work experience as placements, internships, or on-job training | | | | | |
| 6-I am aware of the skills needed to do well in employment | | | | | |
| 7-I am aware of how to behave in the workplace | | | | | |
| 8-I am positive about my skills to progress after leaving school | | | | | |

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5.1. Impact evaluation at the end of the intervention

The analyses of the evolution of the importance that students attribute to the questions linked with the expected outcomes considered between the beginning of the pilot experimentation and the final experimentation (January 2016 and June 2016) on the basis of the data collected from the students according to the examples of tables mentioned above are presented as follow:

Table 7- Expected outcome: Young people have a less negative attitude towards school/training/work (How do you do at school)

| Impact Indicator | Measure | Value | | |
|-------------------------------|---|----------|-------|-------|
| | | Portugal | Italy | Spain |
| School/attainment achievement | Percentage of students who have improved average grade (between 1st and 3rd term of the school year) | 80% | 0% | 30% |
| | Students have not failed school year | 75% | 0% | 30% |
| School attendance | Percentage of students who have improved school attendance, during the year (between 1st and 3rd term of the school year) | 33,3% | 40,0% | 42,8% |
| | Students have not dropped out of school, during the year | 3,8% | (a) | (a) |
| School Expectancy | Percentage of students maintaining or improving expectations regarding the school grade they wouldlike to achieve (general/VET stream)(b) | 100,0 | 100,0 | 100,0 |

Table 8 - Expected outcome: Young people are more able to choose suitable EET (How do you feel prepared to make your future choices

| Impact Indicator | Measure | | Value | | |
|---|---|--|--|-------|-------|
| | | | Portugal | Italy | Spain |
| Self Confidence | a) having developed/enhanced their self-confidence in succeeding in school and work | 1-I know what my further study interest are | 26,6% | 35,3% | 12,5% |
| | | 2-I Know what my future employment interest are | 40,0% | 58,9% | 37,5% |
| | b)having developed/enhanced their self confidence in care and responsibility concerning school / work tasks | 3-I know what kind of courses are available/ i can choose | 53,3% | 82,4% | 50,0% |
| | | 4-I know what kind of professionals careers I can chose | 20,0% | 88,2% | 62,5% |
| | | 5-I know what qualifications and skills are needed to move into course I want | 40,0% | 76,4% | 75,0% |
| | c)having developed/enhanced their self-confidence in skills and initiative to plan and manage tasks to achieve objectives | 6-I know what qualifications and skills are needed to get the job(s) I want | 33,3% | 76,4% | 50,0% |
| 7-I know how to look and apply for a course at a school, a VET centre or University | | 46,6% | 70,6% | 25,0% | |
| Employability Skills | d) job search skills | I know how to search and apply for a job writing a CV, looking for a job and attending a job interview | 53,3% | 76,4% | 50,0% |
| | | e) awareness and ability to choose their educational/professional career | I know what qualifications and skills are needed to move to a course that I want | 40,0% | 76,4% |
| | I know what qualifications and skills are needed to get a job | | 33,3% | 76,4% | 50,0% |

**Table 9 - Expected outcome: Young people have improved their social capital to find a job
(How do you feel about your social skills and contacts)**

| Impact Indicator | Measure | Survey statements | Value | | |
|--|--|--|----------|--------|-------|
| | | | Portugal | Italy | Spain |
| Social Capital | Increased contact with: potential employers; professionals; local organisations; young people working/studying in different EET fields | I know who to contact when I look for further training or employment opportunities | 53,5% | 94,1% | 50,0% |
| | | I know other young people working/studying in my areas of interest who can help me | 33,3% | 64,7% | 75,0% |
| | | I know some potential employers in my areas of interest | 53,3% | 94,1% | 50,0% |
| | | I have visited some companies | 6,6% | 100,0% | 50,0% |
| | Clarified their employment interest | I have talked with professionals | 53,4% | 100,0% | 87,5% |
| | | I am aware of the skills needed to do well in employment | 26,7% | 47,1% | 37,5% |
| | Experienced work-based environments | I got some work experience as placements, internships, or on-job training | 46,7% | 29,4% | 37,5% |
| More awareness about labour market prospects | I know who to contact when I look for further training or employment opportunities | 53,3% | 94,1% | 50,0% | |
| Employability Skills | Enhanced skills which can be used in different jobs e.g. problem solving, working with others... | I am aware of the skills needed to do well in employment | 26,7% | 47,1% | 37,5% |
| | | I am aware how to behave in the workplace | 0% | 47,1% | 37,5% |
| | | Positive about skills to progress after leaving school | 13,3% | 52,9% | 62,5% |

In terms of a global analysis for all expected outcomes the students opinions, between the initial survey and the survey conducted at the end of pilot testing were:

- Spain is the country where between the beginning and the end of the pilot testing the total of item's have, in terms of average indicators, a more increase of importance and less reduction of importance. Italy shows a different situation – the decrease of items is higher;
- The most significant increase in the importance of the question "how you feel prepared to make your future choices" was registered in Italy compared with the values for Portugal and Spain;
- Italy is the partner country where more students have declared an increase in terms of total items of social skills and contacts, being the total much higher than in Spain and Portugal.

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5.2. Ex-post evaluation

The tools used in the ex-post evaluation in the three countries where the testing phase were implemented were composed of qualitative and face to face interviews to the students and the third student assessment survey .

The interviews results concerning the three partner countries are presented below:

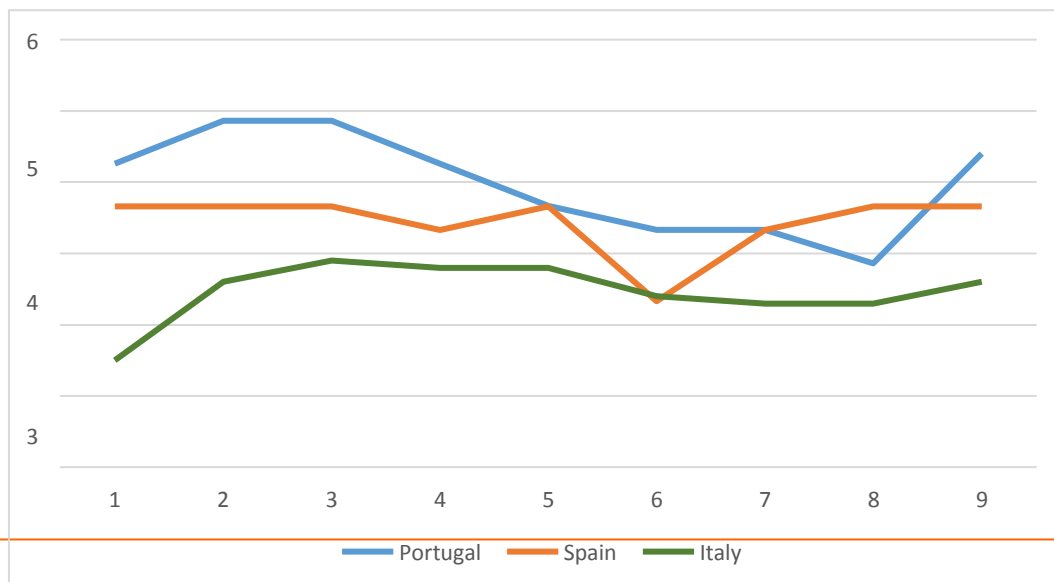
| Questions | The most relevant answers |
|---|--|
| 1-The effects that students felt for participating in the project: | -have increased knowledge of how to find a job -to do a CV -the importance of the school in their future life, |
| 2- What the students like most about participating in the NEETs at risk | -company visits |
| 3 - What they don't like | -Theoretical sessions |

| | |
|---|---|
| 4- Improvement of the project | <ul style="list-style-type: none"> - Longer project/intervention - More activities namely practical activities, and companies visits - More job search activities and know more about job opportunities - More company visits and work experiences in companies visited - Internship selected by students - More meetings with professionals and entrepreneurs - More practical exercises during groups sessions |
| 5 – The plans for the future in terms of further education/training and/or finding work | -To enhance their professional skills |

Approximately 8 months after the end of the testing phase, the self-assessment results of the students who participated in the project were the following for each of the outcomes for the three partner countries where the pilot experimentation was developed. The following graphics were built with the answers given by each student to the statements included in the tables 4, 5 and 6 (9 statements in the graphic 4 and 8 in the graphics 5 and 6) crossed with the average value of each statement.

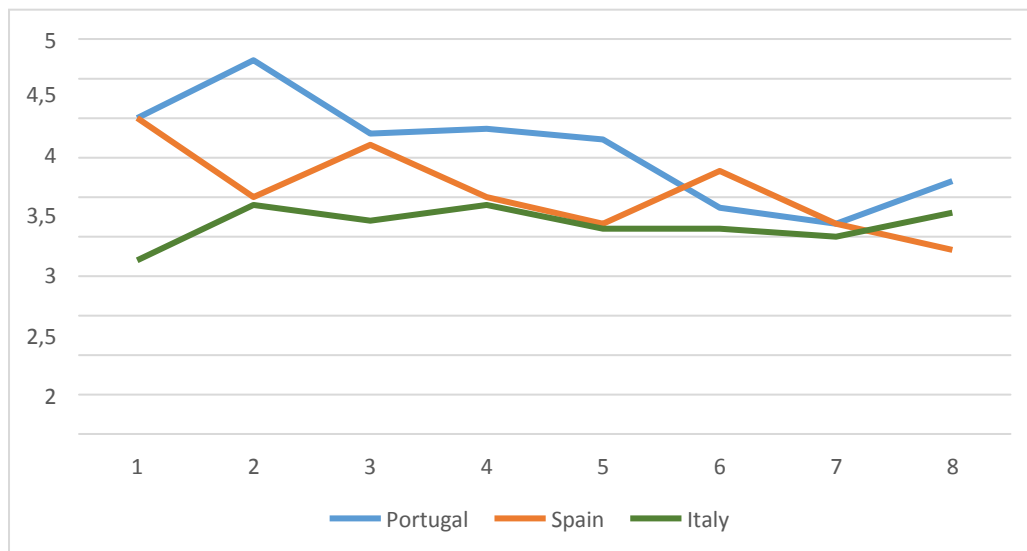
Graphic 7

1 - How do you do at school



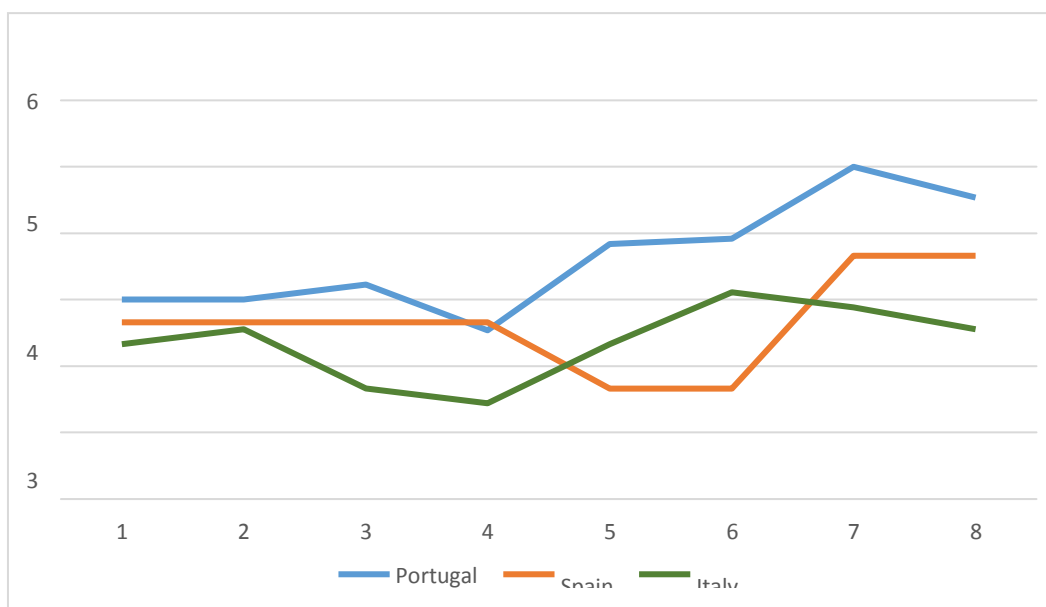
Graphic 8

2. How do you feel prepared to make your future choices



Graphic 9

3. How do you feel about your social skills and contacts



6. Conclusions and Recommendations

(To be revised with the contributions from the Final Conference).

The testing phase conducted in three partner countries including interviews and group sessions have identified the following conclusions and recommendations:

From the students's point of view expressed through interviews and questionnaires the main conclusions are:

- The majority of young people in the three partner countries where the test was made (PT,IT, ES) said that they had increased knowledge on how to get a job - the Portuguese students want to finish 12 years of schooling in order to find a job or to get a better preparation to the labour market, the Spanish and the Italian students want to go directly to labour market since they have not shown interest in further education/training;
- The majority of students referred the importance of the project to help them in choosing their professional career and in the Portuguese case they even mentioned several occupations;
- The students like most practical subjects concerning either the coaching sessions or the courses curricula; they would like to have more contacts with professionals and entrepreneurs as well as more practical exercises; they were most motivated in taking part and planning very practical activities – this was exemplified in much higher levels of attendance in such sessions. Thus, they particularly like practical hands-on activities (such as painting the wall in Portugal), visits to companies (Spain and Italy), and work placements (Portugal);
- All students that answered to the survey in Portugal, Spain and Italy said that the project could be improved with:
 - More activities namely practical activities and companies visits;
 - More job search activities and know more about job opportunities;
 - Internship selected with the participation of students;
 - More meetings with professionals and entrepreneurs;
 - More practical exercises during group sessions.

- A significant number of students presents a positive evolution in terms of outcome indicators during the different phases of the impact evaluation and in general all students don't mention any important issue that they don't like in the project;
- The students have shown great interest to do internships since they could choose the kind of economic sector and occupation.

From the point of view of the stakeholders obtained mainly through focus groups and the coaching sessions reports the main conclusions and recommendations are:

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- The experimentation period varied between 2 and 6 months. It was considered too short. If we want to have some stronger results in terms of behavior and attitudes of the students we must consider a longer experimentation phase;
 - The selection phase of the students is a very important phase of the methodology and it must be done with the participation of the teachers and school staff;
 - The implementation of the model relies on selecting staff with skills to engage participants in the activities. This included developing familiar programme routines and established behavioral norms, and findings ways to motivate students to engage in the different programme activities. While it is important to select staff with the right skills, time needs to be also spent on making sure that staff are fully briefed on the aims of the programme and are aware of good practice in engaging students with very low levels of attainment and concentration levels;
 - The social actors, the schools, the training centres and the companies are the leading actors of the professional inclusion of the NEET: they should work together in synergy and maintain a good communication throughout the intervention process and not only in the integration phase;
 - The articulation with the labour market including companies must be stronger mainly through the employment services that can have a closer relation with schools;
 - The support to schools to be able to arrange work placements for students in order to enhance the links between schools and employers.
-

Annexes

Annex 1 - Checklist

In order to facilitate the understanding and the application to other realities of the “NEETS at RISK methodology” and resulting from the project practical research and the pilot testing, we present a list of the main aspects to be taken into consideration connected with its implementation:

A) The screening phase

- ✓ To choose the target group of young people still in school system in terms of age group;
- ✓ To select the main criteria to signalize the young people at risk of becoming NEETS-as example of some criteria:
 - The identification of young people perceived to be at risk of dropping out early by teachers or other school staff;
 - The analysis of available school data to identify ‘risk factors’ which in previous years have been shown to be associated with an increased risk of becoming NEET – these may differ depending on the particular area, but are likely to include low attainment, socio-economic status, school failure,etc;
 - The socio economic context of the school.
- ✓ To understand the risk factors of young people, who are still in the school system:
 - Young people with low levels of education;
 - Young immigrants;
 - Young people with poor health or disabilities;
 - Young people living in remote areas and small towns;
 - Young people from low-income families;
 - Young people having parents who experienced unemployment;
 - Young people with parents with a low level of education;
 - Young people whose parents are divorced.

B) The preparation phase

- ✓ To prepare the Guidelines for the application of the intervention/measure.
- ✓ To prepare the Staff to apply the intervention.
- ✓ To prepare the elements of the intervention, including:
 - The activities delivered as part of it;
 - The duration of these activities – over what period and how often;
 - The location of activities – where the activities are delivered;
 - The mode of delivery – whether they are delivered in a large or small group or just one-to-one;
 - Delivery personnel – who is expected to deliver the activities.

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C) The implementation phase

- ✓ Awareness sessions about the program targeted to students and school staff;
- ✓ Mentoring and coaching sessions – individuals and groups' sessions targeted to enhance the development of social and employability competences, to motivate students to learn and to stay in school having good rates, to facilitate the transition from school/VET to some working experiences.

D) The follow-up and evaluation phase

- ✓ Focus Group with school staff and different stakeholders in order to know the effects of the intervention on the students;
- ✓ Assessment surveys applied to the selected students in three different moments:
 - 1) objective of knowing the school career, family support and the importance of the expected outcomes before the coaching sessions;

- 2) objective of knowing the school success and the importance of expected outcomes after coaching sessions;
- 3) 6 months after the intervention with the final student's – ex- post evaluation.

✓ To consider the following output indicators:

- number of coaching sessions;
- number of visit to VET providers;
- number of students participating in internships.

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✓ To consider the following outcome indicators:

- Young people have a less negative attitude towards school/training/work;
 - Young people are more able to choose suitable EET;
 - Young people have improved their social capital to find a job.
-

Annex 2 - Questionnaire for User Profile (individual interview)

| PARTICIPANT'S BASIC INFORMATION | | | |
|--|-------------|------------------|-------------|
| Full Name | | | |
| Age | | Gender | Nationality |
| Minority | | | Disability |
| FAMILY / ENVIRONMENT | | | |
| Parents | Age | | |
| | Nationality | | |
| | Job | | |
| | Education | | |
| Family members | | | |
| Your neighbourhood | | | |
| EDUCATION | | | |
| Education level | | Digital literacy | |
| Successful subjects | | Failing subjects | |
| Why you are thinking of quitting studying? | | | |
| LEISURE | | | |
| Hobbies | | | |
| Are you a sprinter or a long-distance runner? | | | |
| What you are good at? | | | |
| What you are bad at? | | | |
| You are so proud of yourself because you were able to... | | | |
| Social Network | | | |

| THE WORLD OF WORK | |
|---|--|
| Have you ever meant to look for a job?; how it was? | |
| Do you have any preference (sector, position) for working? Why? | |
| Which kind of job you wouldn't like to work at? Why? | |
| What knowledge and/or skills you think it is required for getting that job? | |
| Are you ready to get it or, on the contrary, far from it? | |
| Which kind of person you would like as co-worker? | |
| How do define yourself as a co- worker? | |

Annex 3 - Focus Group Sessions

Each questionnaire is to be filled in by every participant of the meeting (in English if possible).

1.1 Did you understand the purpose and overall objectives of the NEETS at RISK Project?

Yes

44 No

Not sure

1.2 Did you understand the project's aims and targets?

Yes

No

Not sure

1.3 Do you think that this project can facilitate employment? Yes

No

Not sure

1.4 If you are missing any information/explanation, please tell us.

1.5 Have you heard about young people who are at risk of being NEET before? (Please tell us where)

Yes

No

1.6 Do you think that this project is meaningful?

Yes

No

Not sure

1.7 Do you think its beneficiary for you to participate in this project?

Yes

No

Not sure

45

1.8 Why do you want to participate? (Please describe)

1.9 What profit(s) for stakeholders do you expect from this project? (Please describe)

Thank you for filling in the questionnaire 😊

Annex 4 - Focus Group Results Reporting Template

Coordinator: Junta de Freguesia de Alcântara

Template Autor: ISOB GmbH

Contact:

| | | |
|---|---------------|---------------|
| Organisation: | | |
| Author: | Email: | Skype: |
| Focus Group Facilitator: | Email: | Skype: |
| Place: | Time: | |
| Focus Group Participants: Name, organisational affiliation, field of activity, experience (please describe the relevance and dissemination potential of the AB member) | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| (add as necessary) | | |

1. **What is the general situation of NEETs in your area of activity (region, sector, agency, field of responsibility)?**

Coordinator: Please describe individual statements, fields of consensus etc.. (make sure that all relevant information is documented)

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2. **What are main STRENGTHS, WEAKNESSES, OPPORTUNITIES THREATS of the current strategies for improving the situation of NEET population?**

Please indicate where the points reflect consensus vs. individual opinions e.g. “lack of training” (2) “high quality of service” (4) etc. If you used pinboard or flipchart, please annex photo

STRENGTHS:

WEAKNESSES:

OPPORTUNITIES:

THREATS:

- 3. What, in your perspective, is the top priority to improve the situation, in terms of strategies that can be pursued by regional actors like schools, municipalities, employers associations, training centres, etc.?**
-

4. Discussion of NEETS project approach:

4.1. How do you assess the approach of the NEETS at RISK project model?

STRENGTHS:

WEAKNESSES:

OPPORTUNITIES:

THREATS:

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4.2. What can you do to support the project?

4.3. What benefit do you expect from participating in the project?

4.4. Any other relevant information

5. Please describe the general atmosphere: how did focus group participants react? Do they think the topic is relevant? Will they support us? What can they contribute?

Annex 5 – Questionnaire for Students - Initial Assessment

Annex 6 – Questionnaire for Students – Second Assessment

Annex 7 – Questionnaire for Students – Third Assessment

Annex 8 – Summary Report of Mentoring and Coaching Sessions

Upon completion of the sessions, facilitators will summarize the process, tackling the topics addressed, the activities performed and the conclusions achieved, in order to assess its impact. It is meant to prepare one report per country, under a common format to ease the analysis and comparison of results.

OVERALL PROFILE PARTICIPANTS

(i.e :age; nationality/minority; gender; educational level; special risk components; general ex-ante impressions)

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ATMOSPHERE AT GROUP SESSIONS

(i.e.: predispositions and participations of youngsters)

DEBATES AND TOPICS ADDRESSED

(i.e: which topics focused the highest attention of participants; specific activities)

EX- POST IMPRESSIONS

(i.e: did participants change their minds?; have they seriously reflect on the importance of having basic skills?; what plans do they have for the near future?)

66

OVERALL CONCLUSIONS

(i.e: strengths and weaknesses of the process for the intended aim; do they know now where they can find job opportunities?; are they now able to choose their EET option to pursue and the pathway to follow?; do they show now a more positive attitude towards school/learning?)

Annex 9 – Pilot Testing Template

SCHOOL DETAILS

Name of school:

Type of school:

Description of neighborhood/catchment area of school (e.g. is it a deprived area?):

What other NEET prevention programmes does the school run/organise?

Additional context information (number of pupils, percentage with special educational needs, socio-economic origin, levels of attainment, non-attendance etc.)

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PUPIL DETAILS

Number of participants

Number of pupils offered to take part:

Number of pupils started on pilot:

Number of pupils remaining at end of pilot:

Main reasons for not completing pilot:

Characteristics of participants:

Gender (number of boys/girls):

Age:

Ethnicity/Country of origin/Mother-tongue:

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Attainment levels:

Other details (e.g. percentage with special educational needs, socio-economic origin, year repeats, non-attendance etc.):

PRE-PILOTING

Selection:

How were pupils selected for inclusion?

Who was involved in selecting pupils?

Organisational:

Who was chosen to deliver the programme? (Title/Role/etc.

How were they prepared to deliver the programme?

Was a multi-agency project group set up? If yes, who was part of it? How often did they meet?

PILOTING

Programme delivery

When did programme delivery start/finish?

Where did it take place?

When did it take place (e.g., outside school hours)?

What aspects of the model were delivered as part of the pilot?

How many sessions were delivered? (specify number and length of sessions)

How many pupils attended each session? (include reasons for non-attendance)

What happened at the end of the programme? (e.g. award ceremony, certificates, etc.)

MEETS

PROJECT

**EARLY identification, INDIVIDUALIZED targeting and
TAILORED intervention for young people at risk of NEET**

*Flexible pathways and an effective methodology for
the transition into the labour market*

Partners:



Promoter:



Co-funded by the
Erasmus+ Programme
of the European Union