

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



Partners

Promoter:



Neets at Risk International Conference

PREVENTING NEETS AT RISK

Framework

Young people (15-24 or 15-29) without a job and who are not attending further education or training, is a group that encompasses a wide range of situations and should be analyzed into several categories / sub-groups.

NEET at Risk is a heterogeneous group including also young people with higher qualifications and that is related to the economic crises, difficulties in integration, difficulties in finding and maintaining jobs, "discouraged" or "unmotivated".

Risk factors

Education is the most important variable, which has the strongest effect in influencing the probability of being NEET in terms of individual and in terms of family. It is also important the **family context** as a factor that increases the risk of becoming NEET, such as those with divorced parents or parents who have a history of unemployment

Relevant actors

- Young people who do not work or study, and that does not follow a training course
- Teachers, tutors, psychologists
- Parents and family
- Community

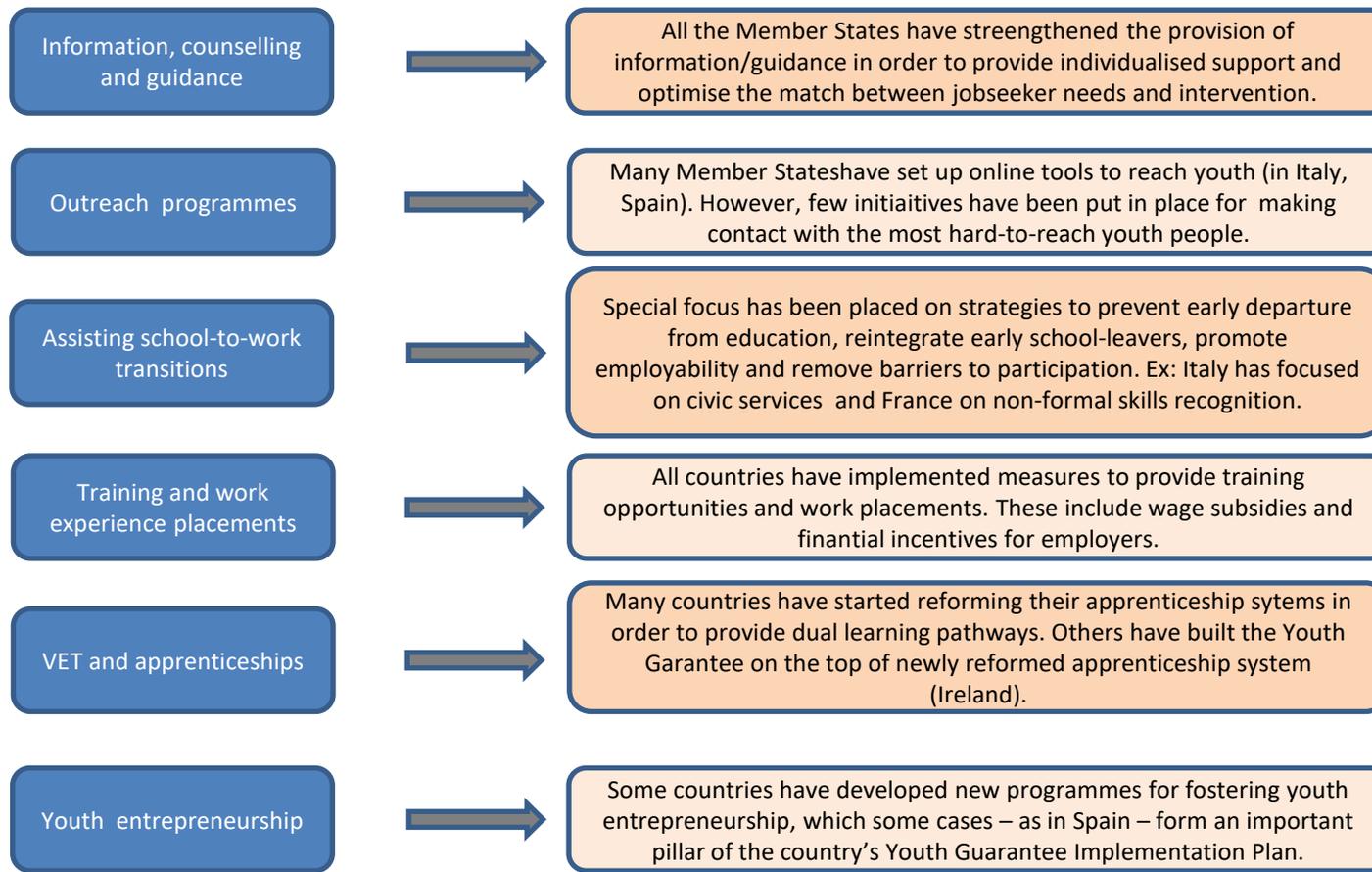
Work in partnership

Essential is the link to other organizations and companies that enable young people to support practical knowledge of other realities, giving them the choice and greater awareness about their knowledge, skills and competences.

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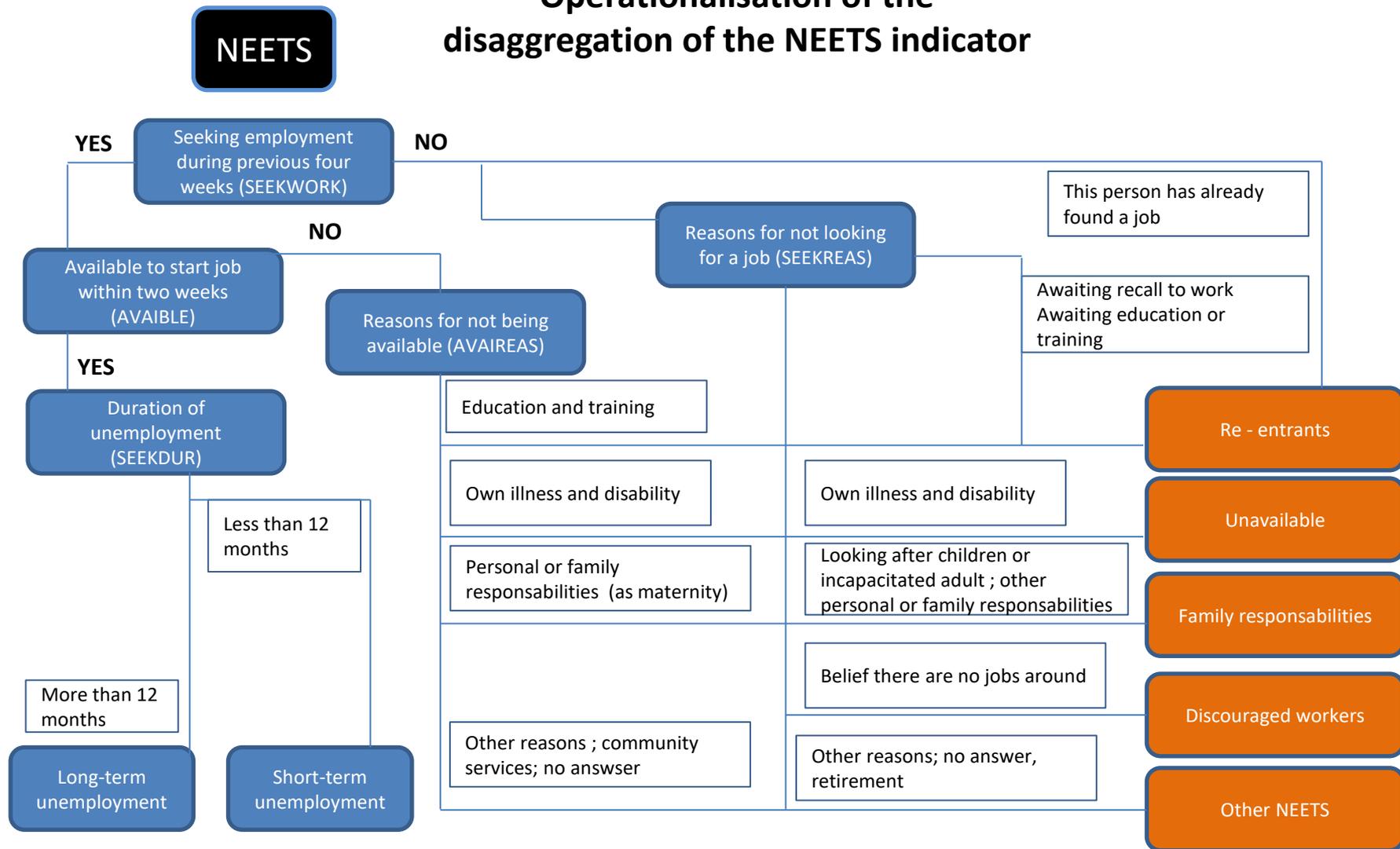
Different types of Youth Guarantee policies



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Operationalisation of the disaggregation of the NEETS indicator



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Early identification, individualized and targeting and tailored intervention
For young people at risk of NEETS

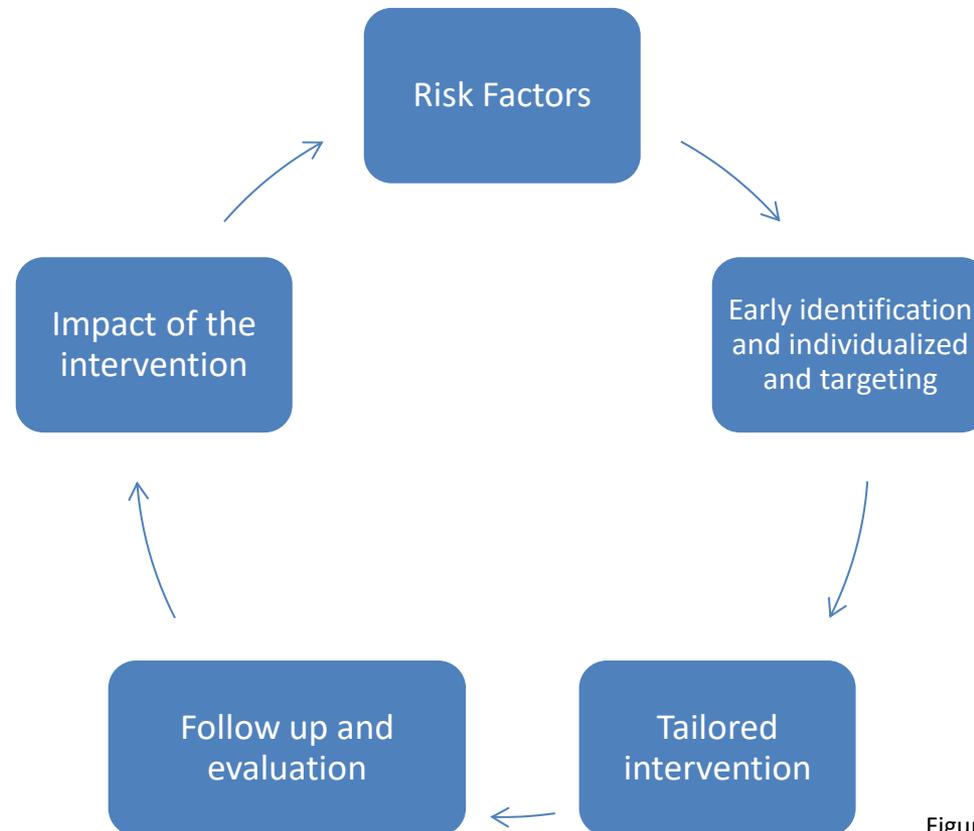


Figure 1: NEETS at Risk Model

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O2- A1: Guidelines for the application of the pilot project in partners' countries

TIHR – Tavistock Institute of Human Relations (UK)

Edition, December, 2015

Innovative methodology to identify and support young people at risk of being NEET and to implement and test it in three pilot locations (Spain, Italy and Portugal) – this methodology provide an individualize and tailore approach to meet the particular needs of each young person at risk of being NEET, adaptable to different local contexts.

Identification the target group for the intervention

The selection/identification of young people at risk

Expected outcomes

- Ensuring that young people have the social capital (contacts, networks, know-how) to progress after leaving school
- Ensuring that young people know how to choose the most suitable EET for them
- Ensuring that young people do not have a negative attitude towards school/learning

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O2- A2: Application of the pilot projects in partners' countries

CECOA – Centro de Formação Profissional para o Comércio e Afins (PT)

Edition, December, 2015

The project aims to develop an effective front-end strategy to address the NEET issue within the EU, by focusing on prevention rather than remedial action and supporting a “smoother” transition of potential NEETs from the VET system to further learning or employment.

Staff preparation



O2- A5: Preparation of staff to apply the pilot testing and the measures foreseen in the methodology (slide 11)



Awareness about the program target to students and add value

12 mentoring and coaching sessions – individuals and groups' sessions

1st Individual session

Set of competences improvement sessions

Group sessions

Promoting practical experiences in workplace

Final individual evaluation session

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O2- A3: Guidelines for Work and VET Placements Mentoring and coaching sessions 1 – employability and transition for school/VET to work

FMA – Fundación Metal Asturias
(ES)

Edition, december 2015

This 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 address personal (mentoring-related) topics, dealing with both intrapersonal and interpersonal abilities, with a focus on professional (coaching-related) aspects. For this reason, coaches and mentors will be referred to by a single term as “facilitators”.

Individual Interview

The process starts with a face2face guidance session, where the participant meets the facilitator.

The aim is to help the youngster to identify and reflect on his/her personal objectives and professional expectations.

[Template: Users feedback interview guideline](#)

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O2- A3: Guidelines for Work and VET Placements Mentoring and coaching sessions 1 – employability and transition for school/VET to work

FMA – Fundación Metal Asturias
(ES)

Edition, december 2015

Group Gatherings

The information collected during the interviews (user profiles) will be taken as a reference for the group sessions, in order to address specific individual matters but also of general interest for the audience.

They will revolve around some of the [Key Competences for Lifelong Learning](#) with a high intra-personal component and a further impact on the professional life, namely:

- social and civic competences
 - sense of initiative and entrepreneurship
 - learning to learn
- Additionally, the digital competence, specifically with regard to the use of the Internet for professional life, will be addressed as a transversal topic as long as it relates to the 3 aforementioned key competences.

Template: Summary
report

A minimum of 8 sessions (maximum of 12, covering the entire Methodology) will be organised and distributed throughout the general intervention plan of the pilot project, as follows (additional sessions –up to 4- will be organised in the frame of IO2-A4):

- 2 individual sessions (kickoff and closure)
- 6 groups sessions, as 2 -on average- per each competence

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O2- A4: Guidelines for Work and VET Placements Mentoring and coaching sessions 2 - provide work experience opportunities

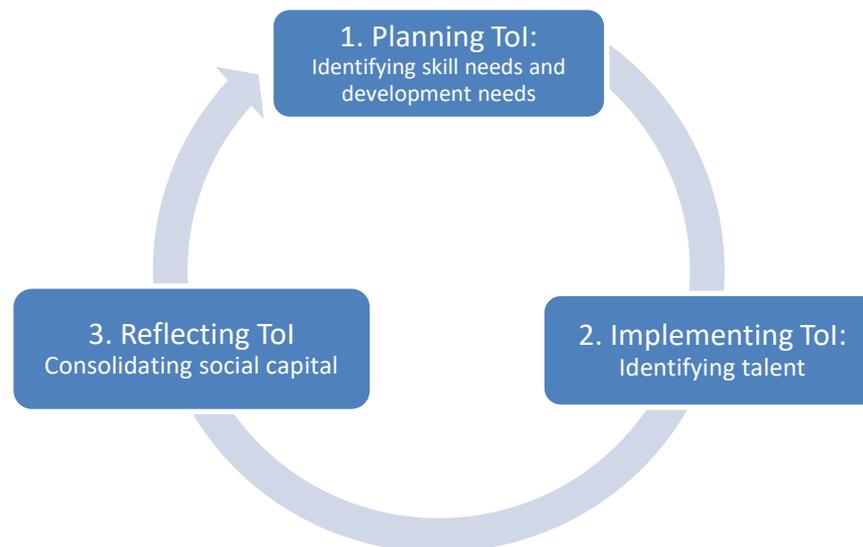
ISOB GmbH (DE)

Edition, december 2015

In the context of the wider NEETS model, the guideline contributes to the **preparation** of youngsters for their further career pathway as it extends their knowledge of realistic career pathways and therefore contributes to their motivation to finish school. Internships are a part of their **guidance** along realistic educational and career pathways, as they:

- explore deeper the world of work that the students are about to enter,
- expand their social capital (knowing companies and other agents),
- build their competence to self-reflect and test their own abilities in an alternative environment.

Figure 2: Training orientated Internships: Planning – Implementing – Guiding



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O2- A4: Guidelines for Work and VET Placements Mentoring and coaching sessions 2 - provide work experience opportunities

ISOB GmbH (DE)

Edition, december 2015

Other Methods to Provide Work-Experience Opportunities:

Aims of visits to companies, sessions with entrepreneurs and job shadowing:

- become acquainted with the expectations of companies with regard to skills and competences of applicants for a job or an internship from first hand
- get to know a broad knowledge of potential employers in the region
- experience companies, their owners and current employees as approachable
- establish initial social contacts with potential employers and are therefore encouraged to apply for more in depth internship opportunities or mentoring
- get to know potential peers in companies and local businesses, who have similar pathways of education (potentially having experienced similar difficulties) and can serve as role models that successful pathways into employment exist
- gain criteria related to the labour market to check their own skills and competencies

Aims of voluntary work:

- provides the opportunity to demonstrate a lot of functional and extra functional competences and competencies without the burden of negotiating internships or the like with companies.

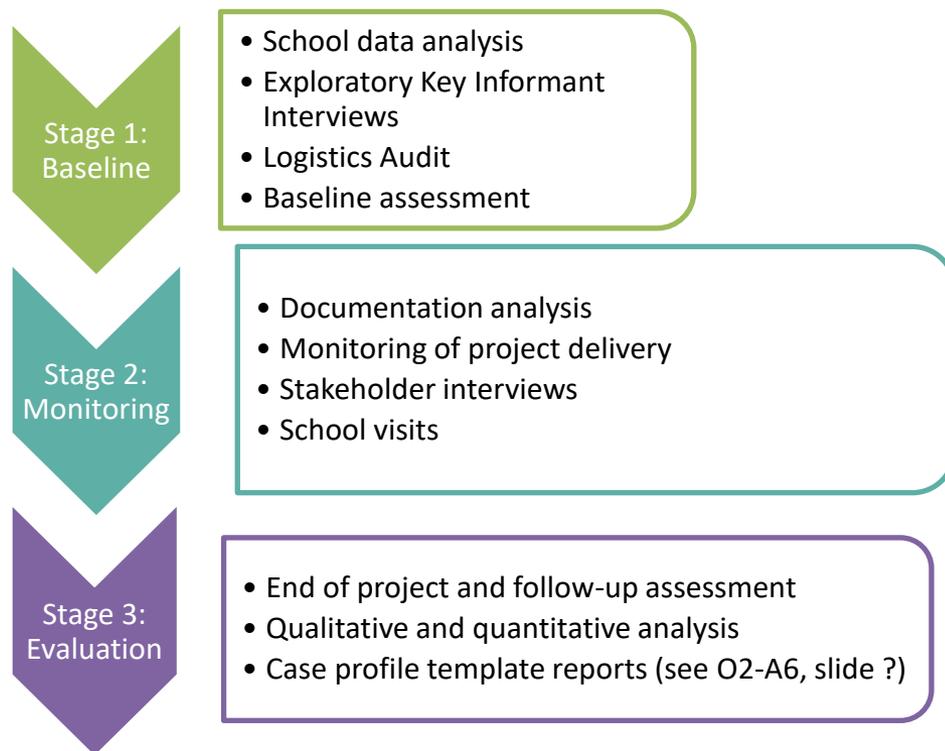
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O2- A5: Preparation of staff to apply the pilot testing and the measures foreseen in the methodology

TIHR – Tavistock Institute of Human Relations (UK)

Edition, february 2016

Figure 3: Methodology Design



Learning activity

Allow partners' technicians, researchers and practitioners to get in touch with **good practice examples** on the application of **risk factor identification** as well as **intervention measures to address the NEET phenomena** (not in Education, Employment or Training) **and/or to reduce the risk of becoming NEET** in some European countries.

The Tavistock Institute hosted and organised this learning activity (May, 2015).

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O2- A6: Results of the application of the pilot project in partners' countries

TIHR – Tavistock Institute of Human Relations (UK)

Edition, march 2017

PUPIL DETAILS

Number of participants

Characteristics of participants

PRE-PILOTING

Selection:

Organisational:

PILOTING

Programme delivery

OUTCOMES

Is there any evidence on outcomes (apart from the questionnaire)?

What impact did programme have?



- Portugal
- Spain
- Italy

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O4: Impact Evaluation

UCP – CEPCEP (PT)

Edition, June 2017

At the end of the pilot experimentation:

Multiplier events

Student survey

Focus group with school staff (teachers/ facilitators)

O5A5 User Feedback Interview Guidelines

Focus group with involved stakeholders

O5A5 Network of stakeholders for sustainability

6/9 months after the end of pilot experimentation:

Student survey