

“NEETS at RISK”

“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”

Erasmus+

KA2 – Cooperation and Innovation for Good Practices

O5A3 Interim Evaluation Report

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1 General Approach and Objectives of NEETS Project

Youth who are not in education, employment or training (NEETS) are considered to be one of the most problematic groups in the context of youth unemployment. It is a shared insight that relevant actors must network and cooperate, but practice often lags behind this insight.

Resources are limited. Therefore an early identification of potential NEETS is crucial in order to act preventively and in a targeted way against youth becoming NEETS, but screening systems are not a matter of course.

Lastly interventions also exist, but they have shown to be to a high degree “one size fits all” measures, not sufficiently tailored to the specific needs of individual youth.

Therefore the project combines the development of an effective methodology to identify young people at risk of being NEET, an innovative intervention drawing on existing good practice piloted in PT, IT and ES to prevent young people with such characteristics from becoming NEET, and an impact analysis to measure the outcomes of these pilots at regional and national level. While combining these three elements, 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 general education and VET system to work or appropriate further education.

Students or trainees from (15 to 24) who are in the schools or in the training system, ending their compulsory education but being at risk of becoming NEETS

Other target groups include: VET providers/schools, employment services/counselors, education and training system policy representatives, enterprises and social partners, local or regional authorities with VET and employment responsibilities, families and community.

The products to be developed will be:

- a guideline for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifics
- a methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET
- a guide "Model for EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET" which will summarize the previous project outputs, including the testing results and well as the impact analysis results in relation to the target groups
- an Impact Evaluation Study
- an Usability Evaluation Report

2 General Approach of the Quality Assurance (Internal Evaluation) in the Project NEETS at RISK

The aim and scope of the quality assurance internal evaluation of the **“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) is described in the methodological guideline IO5 –A1.

The evaluation follows an utilisation focussed approach, mainly based on status reporting and obtaining partner, stakeholder and user feedback. The IO leader developed a set of quality indicators for all elements of the project, which were derived from the project characteristics as described in the project application. The indicators have been discussed and agreed with all partners. Data sources for the validation of this indicator framework are:

- Project generated data, as products, meeting minutes, product drafts etc.
- Partner Process Quality Surveys
- Learning Activity participant survey
- Status Reporting
- Advisory Board Meeting minutes
- Reports of results of other IO and activities, as impact assessment and dissemination.

The data obtained from these sources will be discussed in this report and will inform the discussion of the current status of achievement of the quality indicators.

3 Model of Causality, Intervention and Impact and Quality Indicators

The project is based on a model of causality, intervention and impact, which is the working hypothesis for the project’s activities and serves as the main framework of the reflection on process quality achieved.

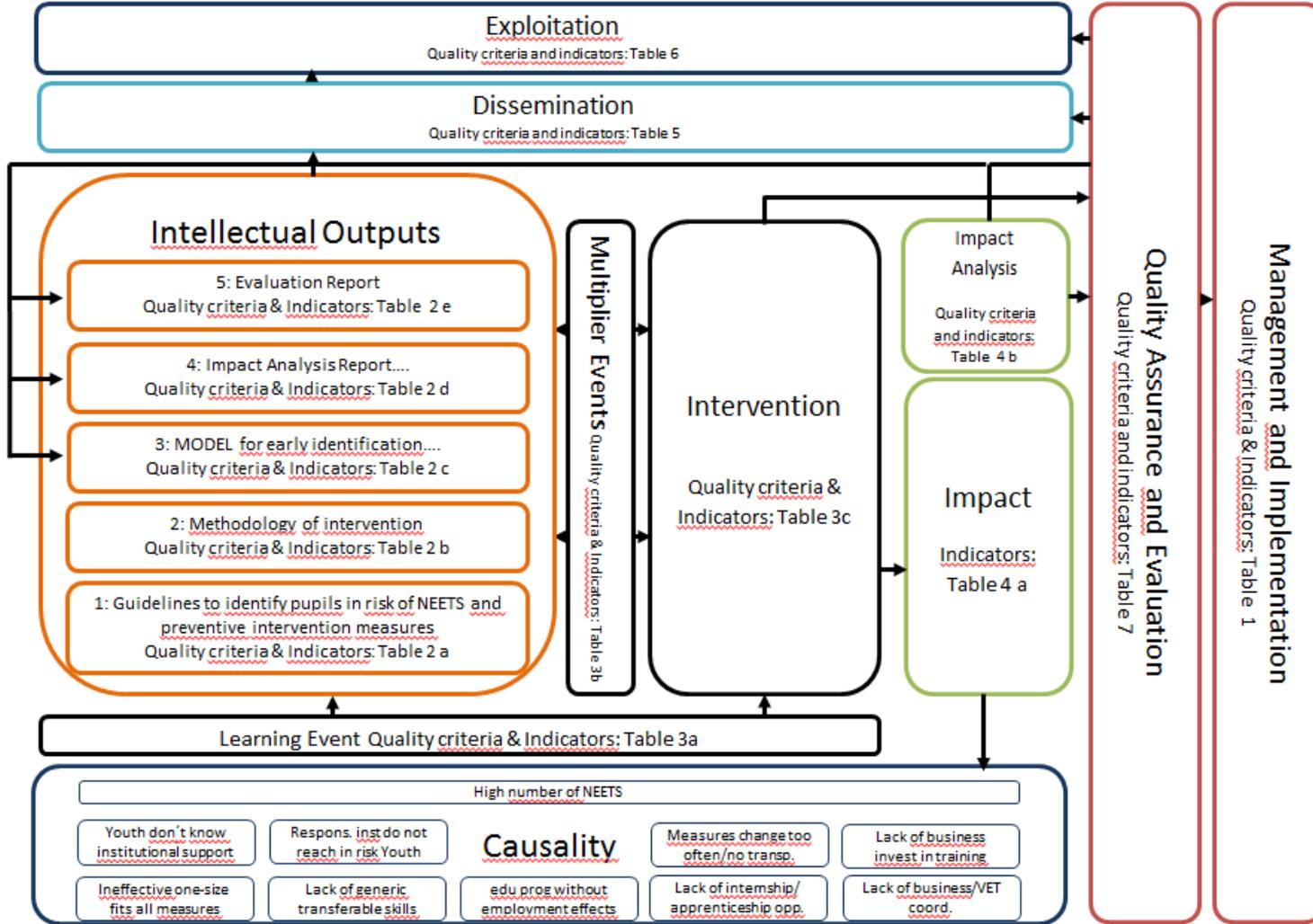
The general model is substantiated by an indicator framework, which is based on measurable indicators for each of the elements of Intellectual outputs, intervention and impact, as well as other outputs. Information on the factors of causality have been part of the justification of the project proposal. Since a systematic research on these factors is outside of the focus of this developmental project, no specific indicators have been formulated for the causality factors.

The model on the page to follow, including the ever more rich information available as the project develops, informs the discussion within the partnership and with stakeholders on a continuing basis, in particular within partner meetings, virtual meetings and other occasions.

It is also be the reference framework for the evaluative feedback given by the QA& IE partner.

Reference to indicator tables refers to ch. 9 of this report.

NEETS – Model of Causality, Intervention and Impact



4 Main Products

For the convenience of the reader, this chapter will summarize the content of the intellectual outputs produced so far, in order to be able to have an idea of the material the feedback and evaluation by various groups as well as the IO 5 leader refers to. Some evaluative remarks will conclude the chapter. Up to the point of this report (data collection closed April 15th 2016), the following products have been developed: IO 1: Guidelines to identify pupils in risk of NEETS and preventive intervention measures, IO 2 A 1- A5: Methodology of intervention. IO 3 model for early intervention... will be elaborated after piloting IO 2. IO 4, impact analysis, runs parallel to the intervention and is currently in the phase of conceptualization and tool development (finished) and data collection. IO 5 (Evaluation Report) has developed guidelines for data collection and surveying of various actors within the project. The report at hand is a first milestone product. All data and preliminary analyses will be used in a comprehensive final report.

A short summary of the main characteristics of the main finalized products, IO 1 and IO 2, follows.

IO 1: Guidelines to identify pupils in risk of NEETS and preventive intervention measures incl best practice cases

The 114 p. study includes an introduction, three main chapters and conclusions. The introduction describes the aims and objectives of the NEETS project. Chapter one discusses the NEETS issue in comparative perspective and by issue. In particular risk factors and consequences of becoming NEETS are discussed. The second chapter presents the situation of NEETS in all partner countries, in Germany and the United Kingdom as countries with relatively elaborated systems to deal with the problem, as well as in Italy, Portugal and Spain as those countries where the problem is most severe and therefore more comprehensive policies to deal with it must be developed.

Chapter three presents best practices of policies in all of the partner countries.

The report concludes with conclusions and recommendations, which are intended to inform the development of the products and interventions of the NEETS project.

The report is based on common research by all of the partners as well as guidelines for research and editing of the material by CECO and UCP.

Based on the material collected the authors conclude:

“- Being NEET is a **multidimensional** phenomenon, its resolution have to go through the **conciliation** of efforts in several areas, such as dropout prevention measures, employability skills training, workplace learning or social inclusion programmes.

- The way education and VET systems are inclusive and capable of providing support within the school, in an integrated manner, or encouraging and enabling early school leavers to continue their previous studies, or helping them to find other more appropriate training alternatives, is

fundamental. This requires innovative and non-standard approaches, **involving formal and non-formal contexts**, in order to adapt to the needs of students at risk of becoming NEETs or to young NEETs.

- Early identification and intervention, with special attention to those who, for one reason or another, are in a more disadvantaged situation, requires **school and family involvement and local/ community support services**.

- There is a need to provide **guidance and mentoring services**, within and outside the education system, as way to help young people to make their choices and their transition processes. These services should give young people at risk of becoming NEET the opportunity to develop self-awareness and confidence on their own abilities and vocations; improve their “personal marketing” towards future employers; enlarge their social capital not only to facilitate their transition to the labour market but also to enhance social inclusion and civic participation.

- Promoting employability also requires looking for filling in the gaps in young people’ skills such **as transversal and specific work skills, experience workplace learning** and providing them access to qualifications which are valued and required by the labour market.” (IO 1 Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications, p. 106)

Partners discussed and reviewed the report at various occasions. Also the main findings were presented to stakeholders representatives in Portugal, Spain and Italy. There has been wide agreement on the main findings quoted. Therefore the partnership decided to base the model of intervention mainly on these insights.

IO 2 Methodology of intervention

The aim of the output is to develop a methodology for tailored and targeted preventive interventions based on the insights gained through the research in O 1. Partner TIHR was responsible for defining the general methodology, based on partners’ discussion. CECOIA described the intervention in technical terms (A2), FMA provided guidelines for mentoring and coaching (A3), while ISOB contributed guidelines for shaping work based learning experiences. A description and evaluation of the piloting will be done by TIHR.

IO2 A 1

The document defines the main characteristics of the NEETS at risk project intervention, including the target group, the methods for selecting/identifying young people for inclusion in the project, the expected outcomes of involvement in the project, the mechanisms for achieving these outcomes and the main elements of the intervention.

The content, according to the description in the paper (p. 4) “is based on an six step iterative process involving:

- Face-to-face discussions with partners
- An initial specification of four broad, contrasting delivery models

- Drawing on good practices in the delivery of activities aimed at preventing young people from becoming or remaining NEET as part of a 5-day learning activity in London
- An initial workshop with project partners organised as part of the learning activity to identify key issues the project is trying to address
- Drawing on the results of IO1-A1 to identify common risk factors for becoming NEET and of IO1-A2 to identify existing best practices in the reduction of young people being or becoming NEET
- Organising a Theory of Change workshop with partners as part of the first transnational project meeting”

Three key priorities were identified, along with outcomes the intervention aims to achieve:

“Ensuring that young people have the social capital (contacts, networks, know-how) to find a job – this includes that project participants:

- have met other young people working/studying in different EET fields
- have met with at least one potential employer in an area of their interest
- have been provided with training on how to conduct job searches
- have had at least one work experience placement or internship
- are more aware of the skills or experience needed for different jobs
- are more aware of the difference between the school and work environment
- are more aware of what organisations or individuals are available locally to help them find a job or further training opportunity
- are more aware of how to behave in the work place

Ensuring that young people know how to choose the most suitable EET for them – this includes that project participants:

- are more aware of their own social competencies and talents relevant to the world of work
- are more aware of the EET options available to them locally after leaving school
- have developed job search skills, including writing a CV, looking for a job and attending a job interview
- have put together a portfolio of achievements to help them visualise what they have achieved and what they are good at
- are more aware of what skills, qualifications or personal attributes are needed to access different types of EET locally.

Ensuring that young people do not have a negative attitude towards school/learning

– this includes that project participants:

- are more aware of the relevance of what they learn at school to the world of work
- are more aware of what qualifications, skills and knowledge are needed to move into particular types of EET

- are more motivated to do well in their place of learning, including school or college
- feel more confident that they are able to do well at school
- are more willing to continue in learning, in school or via some other type of education or training, after completing compulsory education” (p. 14)

The report discusses evidence for the relevancy of these dimensions of intervention from the latest scientific research, in addition to the findings of IO 1. Derived from these insights the report recommends that the methodology needs to include:

- “Different ways of making real engaging links with other young people, employers and professionals with experience of working and learning in different types of EET, via placements, visits, workshops or even one-to-one or small group meetings
- Training to support the acquisition of skills needed to make a successful transition after leaving school, including writing a CV, looking for a job and attending a job interview, and the possibility of applying or testing out these skills
- Putting together a portfolio to help young people recognise their skills, competencies, preferences and achievements relevant to different types of EET options.” (p. 16)

The report discusses assumptions that have to be made in order to implement these elements, as:

- “1. Pupils with relevant risk factors can be identified
 2. Pupils with relevant risk factors can be targeted in a preventative way (that is effective)
 3. Dosage of intervention (sub-set of activities or combination of activities) is strong enough to affect change
 4. The right people deliver (to the right Young people)
 5. Most young people will complete the intervention
 6. To work, the model needs to be adapted to different contexts. This adaptation will not affect its effectiveness
 7. A multi-agency approach is key to success
 8. Teachers, counsellor, youth workers or any other staff are willing to deliver the intervention.
- “ (p. 15)

The discussion results in the formulation of a theory of change for the project intervention, which is described in as follows:

Table 1: Project Theory of Change

Issues	Activities	Outputs	Outcomes
High proportion of young people in EU member states are NEET	Project preparation	School staff trained in delivering intervention Multi-agency project group established and working	Young people have improved their social capital
Risk factors associated with being NEET are low social capital, lack of ability to make suitable EET choices and not valuing learning	Pre-selection & Induction	15 pupils per pilot area identified and selected	
Being NEET (long term) is associated with negative labour market outcomes	Guidance	15 portfolios started 1 preparation session organised	Young people have a less negative attitude towards school / learning
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	Experience	15 work placements arranged per pilot area 15 short-term VET placements arranged per pilot area 3 meetings or visits organised with local EET providers per pilot area	
	Consolidation	15 portfolios completed Consolidation sessions organised	Young people are more able to choose suitable EET

(p.16)

The report concludes with an overview of the preliminary “NEETS at Risk Model” which is to be tested in the piloting:

“The target group – to include young people:

- who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET
- based in schools/educational institutions
- as something additional to their normal curriculum rather than instead of it
- less than 18 years old (at most 19).

The methods for selecting/identifying young people for inclusion in the project: It was decided that the particular approach adopted needs to be adapted to the particular situation or context in which the proposed model is piloted – but is likely to include one or more of the following components:

- 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.

The expected outcomes of involvement in the project include:

- Helping young people to develop the social capital (contacts, networks, knowhow) to find a job
- Ensuring that young people know how to choose the most suitable EET for them
- Encouraging young people not to have a negative attitude towards school/learning

The mechanisms for achieving these outcomes include:

- Different ways of making real engaging links with other young people, employers and professionals with experience of working and learning in different types of EET, via placements, visits, workshops or even one-to-one or small group meetings
- Training to support the acquisition of skills needed to make a successful transition after leaving school, including writing a CV, looking for a job and attending a job interview, and the possibility of applying or testing out these skills
- Enabling participants to put together a portfolio to help them recognise their skills, competencies, preferences and achievements relevant to different types of EET options.

The main elements of the intervention will include:

- A preparation phase – in which school or other staff are trained in delivering the intervention and a multi-agency project group is set up and has met to discuss how to increase the social capital of programme participants
- A pre-selection/induction element – ensuring that the right young people are chosen to take part and are engaged in the process right from the start
- A guidance element – focussing on preparing young people for their placement(s) and their transition to EET, mainly as a group but also some one-to-one meetings
- An ‘experience-of-EET’ element – involving one or more direct experiences of the workplace and/or other learning environments
- A post-placement consolidation period and future planning period – involving both one-to-one and group work.” (p. 16)

It can be evaluated that IO2-A2 presents a quite comprehensive general concept for the intervention which is in line with the main recommendations of IO 1. Additional evidence from literature is quoted and the content has been developed in interactive exercises, which used the expertise of all partners. Here the London Learning experience proved to be particularly conducive useful as it allowed for interactive group work, inspired by the fresh impressions from theoretical input as well as visits to good practice cases.

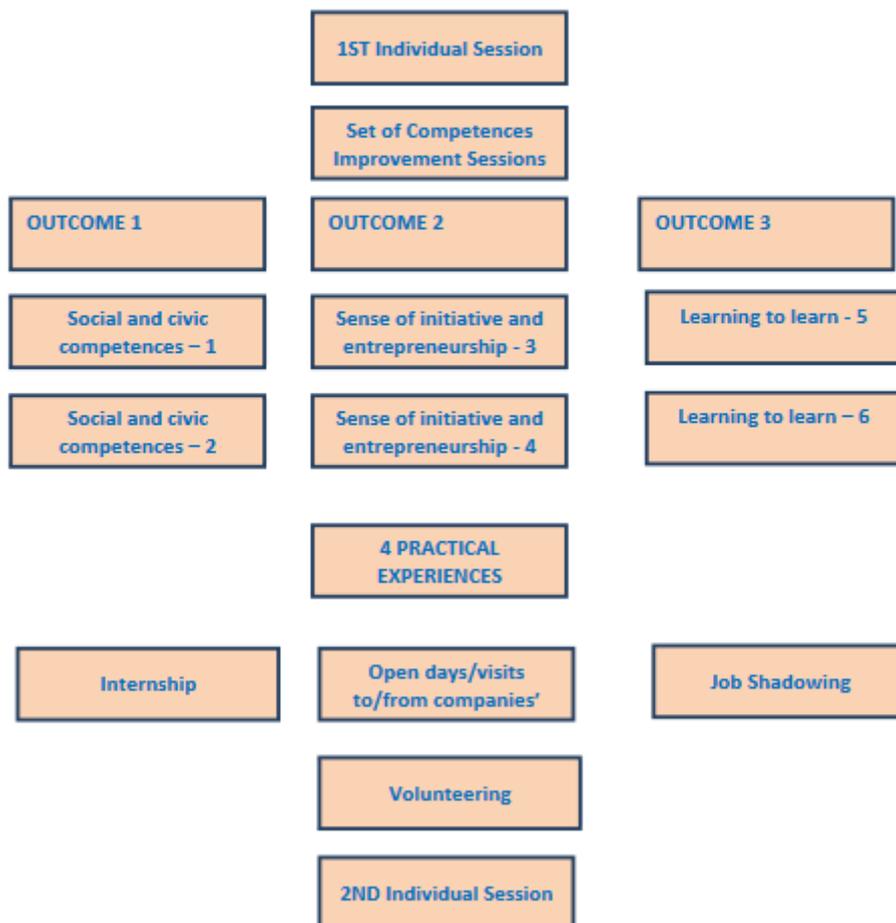
IO 2- A2 aimed to operationalize this framework concept.

IO 2-A2 Application of the pilot projects in partners’ countries -Implementation phase

Vanda Vieira, CECO A was responsible for this 7 p working paper. The paper structures the intervention in each partner country in practical terms, including a schedule of the intervention. It foresees 2 individual sessions with students, 6 group sessions and 4 work experience opportunities. A chart on p. 7 presents an overview of the intervention:

The pilot project intervention foreseen the following sessions:

- 2 individual sessions
- 6 groups sessions to improve students social and employability competences
- 4 work experience opportunities sessions (individual or groups sessions)



IO 2-A 3 MENTORING AND COACHING SESSIONS: EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO WORK

The 37 p. paper (author Marta Mendez-Fuentes FMA, Spain) provides material to implement the coaching and mentoring sessions with students. The material is based on insights from a prior project “Key Competencies for Life Long Learning” , which is prioritized and adapted for the needs of the NEETs target group.

The paper presents theoretical introductions on the value of each competence, guidance for structuring the sessions as well as work sheets and templates for monitoring the intervention.

IO2-A4 Guidelines for Work and VET Placements - Mentoring and coaching sessions 2 - provide work experience opportunities

The 42 p. paper (G.Marchl et al ISOB, DE) presents supporting material for organizing work based learning experiences, particularly internships, but also work based experiences in the school or exposure to entrepreneurs and companies, where internships cannot be organized.

Parts of the paper are informed by a good practice in Germany, where the Ministry of Education and Research pilot project BeVo+ identified well prepared internships as a very effective means to effect a smooth transition from school to work, particularly for pupils at risk.

The paper gives practical recommendations for building networks between school and companies and profiles actors' roles to build such networks.

Worksheets and templates to reflect expectations and learning goals as well as to capture learning effects are provided.

Step by step guidelines and checklists for additional types of exposure to the world of work are another part of the paper.

IO 4: Impact Evaluation

The IO leader UCP has presented a general logic of the impact evaluation study in the partner meeting in London and has developed a questionnaire which was widely agreed by the partners after a period of discussion, fine tuning and pre testing. Three points of measurement of student attitudes are foreseen.

On the whole it can be evaluated that the products IO 2 A1-A4 build on each other in a convincing way, IO 1 findings are used and complemented with references to additional literature and sources more specific to the respective topic. Partners have discussed various options for the intervention and each paper briefly describes the process of development of its contents. A coherent logic of intervention developed and explained.

In particular the "Theory of change" which was developed and communicated (incl. assumptions) will allow for a systematic reflection and description of the piloting intervention. This model has already informed the development of tools for monitoring the intervention (IO 2-A 5) and for measuring the impact (IO 4).

However: some partners pointed to local circumstances that necessitate to emphasize different parts of the model as focus of intervention. The model is open to that. The model represents an overall intervention logic and a framework how local practices can be further developed in the long run in order to help to overcome such obstacles.

It is recommended that partners should document not only the implementation of the parts of the model which are the closest to their prior practices, but should also take at least first steps

to also pilot less common elements and report on the drivers and inhibitors for establishing these practices, as e.g. internships, on a wider basis.

Further on partners should make an effort to make the coherence of the parts of the model even more transparent through more references to the general model and IO 1 and for the final version of the model further unify the layout and design of the material.

5 Current Status According to Status Reporting

The current status of project implementation discussed in detail along the quality indicator framework is the topic of the second status report IO5-A2, which is available at the partner space of the project website. The report is based on an analysis of the documents produced, evidence of activities and information and comments provided by partners.

Therefore only a brief summary of the status follows.

Overall the project status is good. While there have been delays in the production of outputs, these have been tolerated in the interest of a high quality of products. Currently the piloting of the intervention is underway and monitoring and evaluation of the intervention is secured.

The intervention is based on IO 1, “Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications”. CECOIA drafted contents for the report beginning in February 2015.

All partners discussed the draft report in a number of online meetings. Partners contributed national data as well as national good practices to the report as requested. The draft model was discussed during the learning experience hosted by TIHR in London 4.-8.05.2015 in London. The meeting included several visits to relevant institutions in the London region as well as inputs on the general context of the issue by TIHR and ISOB.

The meeting was evaluated as very useful for the further elaboration of the report by the partners. (see Working paper ISOB “Guided Project Self-Evaluation O5A5” June 2015).

The activities resulted in a 120 p. report “Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications” Lisbon Sept. 2015.

The report discusses the general state of the art of knowledge about the topic in the first chapter. The second chapter discusses the specific situation in each partner country. The third chapter discusses good practices in Portugal (4), Germany (2), Italy (3), Spain (2) and the UK (2). Main conclusions and methodology guidelines are derived from the material presented.

The report meets the quality criteria defined in IO 5-A1.

It includes examples of good practice of identification (ch. 2 and 3).

Good practices of intervention were demonstrated and national knowledge was exchanged in the learning activity in London, including visits to relevant institutions.

The report and the best practices focus clearly on NEETS risks (in contrast to temporary (search) unemployment, as the partners decided to focus on younger target groups still in school or VET education and selected best practices accordingly. Here a strong focus on exposure to work experience and building of critical key competencies for life long learning has

been made. Thus the paper meets the criterion to focus on EARLY (=preventive) interventions. Informed by the paper the partners discussed criteria for selection of criteria along a grid provided by the lead partners (CECOA and UCP and CEPCEP). While the O1 report defines the general knowledge base for the development of a model and guideline for intervention and the general target group of students still in education but at risk was chosen: through this methodology those from the target groups (students/trainees from 15 to 24 years who are in the schools or in the training system, ending their compulsory education but is risk of becoming NEETs; persons who are not in the schools or in the training system (as well as unemployed persons) ranging from 15 to 24 years).

The definition of specific target groups for testing the intervention depends on the context of each partner country, it will be identified in an early stage allowing specific measures to be taken to reduce the NEET risks factors and was defined in the national discussion on the implementation of O2, during the transnational meeting in Italy (November, 2015).

The final report is available on the project website in EN version, as well as in nationally adapted versions in Spanish, Italian and Portuguese. The report has been discussed with stakeholders in a number of focus groups in Portugal, Italy and Spain. It was well received and stakeholders validated the content of the report.

In the assessment of the internal evaluation and quality assurance the output report for IO 1 meets all of the quality criteria set. The development of the report was interactive, all partners contributed and a number of online meetings as well as the learning activity in London helped to exchange relevant knowledge and synthesize it into one common approach.

From the perspective of the internal evaluation the learning experience, a new element in the Erasmus+ programme, proved to be particularly valuable for idea sharing and exposure to first-hand knowledge of experienced practitioners.

In its first status report the internal evaluation recommended to mind these experiences as well as the experience gained through the best practices from the various countries in the elaboration of the other project products. In particular the importance of a closer collaboration between the world of education and the world of work as well as a stronger focus on building general life competencies in contrast to merely academic achievements as a common characteristic of the best practices chosen. Further on partners should mind the conclusion of the report, based on the material collected and the learning experience discussions, that the prevention of youngsters becoming NEETS is not an activity only focused on the individual, but that the building of social capital, regional networks of relevant actors, must be an important part of the strategy. As youngsters in risk often lack social capital of their own, institutions must support them by using their own networks.

As the review of documentation of focus group and stakeholder meetings reveals, this perspective is shared by the stakeholders involved.

According to the observation by IO 5 leader, partners factually make good use of IO 1 in the development of the other intellectual outputs.

They should, however make this reference to the initial collection of the state of the art and best practices explicit and transparent in the other products, particularly in the methodological guidelines and explanations for practitioners in the field. This applies to the model for intervention as well as to the piloting guidelines. Also the methodological guideline for impact

evaluation should discuss the approach chosen in the context of the results of IO 1. Such reference to IO 1 will help to demonstrate the consistency of the process of developing the products.

IO 2 Methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET

For IO2 –A1, following numerous online discussions of all partners, giving feedback and input based on drafts since 23.06.2015 the following output was produced: Working paper “Guidelines for the application of the pilot project in partners’ countries” (Dr Thomas Spielhofer & Dr Kerstin Junge, TIHR) (September 2015). The 24 p. paper was developed in parallel to the finalization of IO 1 and is based on its results. The paper defines the target group and guides the selection of youngsters at risk. It defines the expected outcomes and discusses evidence on these outcomes. Further on it describes the four key steps of the model: preparation, guidance, experience, consolidation. Conclusions finalise the guideline. The guideline makes a point of emphasizing the importance of local context and the use of the specific resources each partner has. Therefore the framework model needs to be used by the partners with a degree of latitude in its implementation.

The draft was discussed widely among partners in virtual meetings (see minutes) and therefore represents a consent among partners. Therefore no formal survey on consent was needed. The paper was used to guide the elaboration of O2-A2 and O2-A3 and O2-A4.

A3 and A4 have been discussed in the third partner meeting in Vicenza, and further adapted based on the results of the discussion. The 8 page O2-A3 output paper “IO2-A3-MENTORING AND COACHING SESSIONS: EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO WORK”, elaborated by Marta Méndez-Fuente (FMA, 30.09.2015) 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. A template for individual interviews is provided. As foreseen, the transnational meeting in Vicenza (IT) was an opportunity for an in-depth discussion on the results available at that time. Particularly, a first version of IO2-A3 was presented, comprising an overview of the intervention and general supporting resources. The document relied on didactic material developed in the frame of the Grundtvig Project “KEYCOMKIT”, focused on the 8 Key Competences for Lifelong Learning. The discussion resulted in a stronger emphasis on key competencies of social and civic skills as these were identified as the biggest reasons for becoming a NEET. In addition sense of initiative and entrepreneurship and learning to learn were also selected as relevant competencies. An introduction and specific content is provided, along with related videos, mostly available in Youtube, as inspiring resources. The partnership reached to a consensus, in terms of the number of total sessions to organized.

For IO2-A4 the 42 p. working paper “Guidelines for Work and VET Placements”

(Gabriele Marchl/Alexander Krauß/Gerhard Stark ISOB GmbH) provides a discussion of the importance of improving school/Vet provider and company cooperation in preparing youngsters in risk for further education and/or transition to work. According to recommendations by leading institutions like OECD, the European Commission, CEDEFOP, studies from McKinsey and others, as well as international best practice, internships for pupils in companies are the first choice to expose youngsters to the demands but also opportunities

of work life. Minding the difficulties of establishing regular internships in some of the partner countries, which result from different traditions and legal frameworks, the paper sets a general framework recommendation for shaping such internships in the mutual interest of companies and pupils alike, according to proven best practices from Germany, which were validated by empirical evidence from a number of pilot programs. The paper includes a general model as well as numerous templates and worksheets for companies and schools which support the preparation and implementation of meaningful internships. IO2-A4 was expanded as a result of the Vicenza meeting. Following the insight that, due to regional factors and partly weaker employer engagement, the paper must also cover exposures to work experiences as company visits, practicing in workshops etc., in addition to internships. Partner ISOB therefore developed detailed guidelines for these activities.

In addition, the first draft of A5 was circulated for comment to partners on 11th February 2016. This document builds on IO2-A1 which set out the proposed methodology and core intervention measures of the NEET at Risk project as part of the overall Project Theory of Change. As such it aims to outline the main measures to be used by project partners to:

- Establish the context and baseline of the three pilot projects
- Monitor the implementation of pilot project activities
- Evaluate the qualitative impact of the testing phase on key stakeholders.

This document therefore sets out the methodology for the collection and analysis of data relating to pupils at risk of NEET, an inventory of measures to be used in partner countries and a framework of reporting the findings as part of the testing phase, which was prepared by partner ISOB (with contributions from TIHR and CECO which will collect data that will inform IO A6 as well as IO5-A4. The questionnaire aims at documenting the practices of dealing with youth at risk in the piloting institutions at the start, after and 6 month after the intervention, in order to describe the baseline situation and changes made also qualitatively. The methodology is to interview key actors in the school. The categories covered follow the main quality dimensions discussed, as individualization of programme, network building and others.. Following comments from project partners, the aim is to finalise this document by the end of April 2016.

It can be evaluated that, based on the results of IO1 partners have developed guidelines for piloting that meet the quality criteria defined.

Based on the theory of “social capital” the guidelines emphasize the reinforcing role of actors and stakeholders. In particular the cooperation between schools and the community and companies as well as the cooperation of communities and companies should be promoted. This meets the quality criteria “increase network capacity”, “increase contact with employers” “expose youth to work-based environments” and “encourage companies to become engaged”. This element was validated by the best practices visited in the UK as well as reported from Germany. Thus the guidelines do “Reflect effectiveness of existing measures”. They focus on “prevention” and “early identification” as pupils are chosen as the target group. Guides for better preparation of e.g. internships (better preparation, analysis of companies and students needs and interests) “optimize agents actions” and operationalise the “individualized targeting” of the intervention.

The likelihood of organizing work experiences for the targeted individuals was discussed in Spain. According to Spanish partner FMA not only to legal constraints but also to the tough circumstances the companies are going through, another kind of work experiences is being thought. In this sense, some brief “hands-on exercises” are being taken into consideration, so the students can “taste” specific activities illustrating some occupations, mostly in VET institutions rather than companies. The partner considers that the real gap amongst potential NEETS revolves around the lack of civic and social competences, as ground values not only to seem but also, and more importantly, to be and act properly.

Partner ISOB recommended that partners should continue their efforts to adapt the generally accepted approach of increasing work based learning opportunities to their own local circumstances. Legal and institutional frameworks for internships often lag behind the accepted insight into the value of internships and specific recommendations by relevant institutions. Partners should build on the strong involvement of stakeholders during the focus group multiplier events to build foundations for wider opportunities through regional networking and an intense promotion of the concept as such, in particular with regards to benefits for companies, building relevant regional networks with a wide range of companies and businesses and preparation of staff for its role in matchmaking and network management. Where internships in real situation prove to be unrealistic, schools and VET providers should provide work experiences that are as close to such experiences as possible.

IO 3 is due in M27

IO 4 – Impact evaluation

The partners discussed in depth the strategy for impact evaluation. Based on a presentation in the London partner meeting partner CEPCEP distributed a 14 p. ppt presentation “IO 4 IMPACT EVALUATION Draft methodology Jun 2015 CEPCEP-UCP” to the partners for feedback.

Partner ISOB added extensive comments to the document following above cited quality criteria and sent it back to all partners for discussion. A preliminary discussion in several virtual meetings followed. A further presentation of the concept and decision on the concept by the partnership was part of the third partner meeting in Vicenza as well as further virtual meetings. During the Vicenza meeting, on the 12 and 13 of November 2015, the overall design of the intervention phase based on IO2-A1, A2, A3 and A4 was discussed, especially regarding the links between the intended outcomes of the intervention and the number and contents of the mentoring and coaching sessions to be delivered to the students. This discussion was necessary for drafting a revised model of the impact evaluation to be implemented according the quality criteria already defined and the pilot projects in partners’ countries. According to the schedule of the pilot projects, on the 25th of January a first version of the Student Survey - Initial assessment was provided to the partners for discussion and a pre-test of the questionnaire was implemented in Portugal, with the support of the partner JFA. Contrary to concerns of partners, the questionnaire proved to be intelligible and engaging for users and a sufficient quality of data can be expected from its implementation.

The application of a pre-test, allowed for the improvement of some details of the questionnaire, these having been discussed with the other partners in meeting online. Based on the partners’ written comments, the online discussions and the feedback on the pre-test of the questionnaire in Portugal, a final version of the Student Survey - Initial assessment was provided on the 23th of March 2016, which is intended to collect data about students’

situation, attitudes and expectations at the beginning of each intervention. UCP is now preparing the Student Survey to be used at the end of the interventions and the one to collect data on actual and potential impacts 6 months after the interventions. Also a full and revised design of the IO4 will be presented and discussed at the next partners meeting in June 2016.

It can be evaluated that the in depth discussion of the IO 4 strategy and the questionnaire to be used yielded a realistic instrument that is expected to generate the data necessary for impact evaluation. The discussion deepened partners' understanding of the complexity of an appropriate evaluation strategy. Partners worked together to develop complementary instruments to make sure that quantitative as well as qualitative data are collected and all quality aspects of the implementation can be discussed on the basis of relevant data.

In the perspective of the internal evaluation a successful data collection is expected.

IO 5 Quality User Feedback and Evaluation Report

In April 2015 IO5 Guidelines were sent to partners for comments (36 pages). The paper was approved by tacit consent since no suggestions were received. The paper is to be regarded as an open document as details of indicators and data collection instructions depend on the finalisation of other IO. The paper includes a model of causality and intervention as well as an indicator framework and data collection plan.

ISOB provided online questionnaires for three process quality surveys, one after each partner meeting and an evaluation survey for the learning activity. All four surveys were analysed in working papers (about 20 p. each) shortly after the data collection had been completed. In October 2015 ISOB developed an online monitoring Status Report based on the data collected from the partners. In November 2015 ISOB provided the third Process Survey Questionnaire and evaluated the collaboration inside the partnership in the Third Process Survey Report (about 20 p.).

Questionnaires for piloting user and stakeholder feedback have been developed. A questionnaire to report focus group results has been provided to collect stakeholder feedback, which has been piloted in Portugal and will be used by the other partners in the future.

An interview guideline (questionnaire) has been developed to document the piloting. The interview guideline will support interviews with key informants and actors within schools at the beginning, after and six month after the intervention. Partners TIHR and CECO A contributed to the questionnaire, which was distributed as annex to IO 2-A5.

The interim evaluation report will be delivered at hand concludes the initial stages of user feedback collection and evaluation. Partner ISOB will continue to work with partners to make sure that all user feedback is documented and analysed in a holistic evaluation approach. Intermediate results and partner feedback will continue to be collected and analysed in order to improve the development of products and overall concept.

Dissemination

A dissemination plan has been developed, which is available at the partner space of the project website. The dissemination plan foresees a separate dissemination reporting system. Evidences of dissemination are collected in the folder mentioned and currently information about dissemination activities is collected along a common template which will be analysed and reported by the activity leader.

The project has a specific logo and a leaflet (in all partner languages), available from the beginning of its lifetime.

The project website is running properly, with updated information both in the public and private areas, corresponding to the expected level of outreach. This way, working papers and meeting minutes are stored and available only for partners whereas final documents are published for general public. Data collection on dissemination activities is being done on regular basis, once the project is frequently valorised.

Also, the project is published on Facebook with its own profile, with regular posts concerning related topics, news and videos from third-parties. The activity is implemented according to the dissemination plan (for details see dissemination reporting by activity leader).

6 Results of Process Quality Surveying

Process quality is surveyed among partners by IO 5 leader at six times during the project.

The aim is to document subjective impressions and recommendations for improvement in addition to the informal communication within the project and the information obtained through the online monitoring system.

This way points for improvement can be put on the agenda to discuss potential changes in the process.

Dimensions monitored on a 5 point scale include:

Process:

- Atmosphere in meetings
- Productivity of meetings
- Punctuality of tasks delivered
- Productivity of communication between meetings
- General Project Management Quality

Products:

- Technical quality of work delivered
- Inspiration from results delivered
- Usefulness for target group
- Innovativeness of products

Valorisation:

- Level of outreach to relevant stakeholders
- Stakeholder response

Partners were asked to offer comments on the following issues:

- major achievements of the way of cooperation in the partnership up to now?
- opportunities for improvement?
- What can partners do to be even more useful for your work in the next months?
- Risks that could jeopardize the success of the project?

The internal evaluation discusses the results in a feedback paper after each wave of the survey. The survey is implemented using the program “Lime Survey”.

The survey has been implemented at three points, up to now, after the kick off in Lisbon (January 2015), after the London partner meeting in June 2015 and after the partner meeting in Vicenza in November 2015.

A feedback survey feedback paper has informed partners about results after each wave and recommendations for the further implementation were given.

A summary of the results follows.

<p>1</p> <p>Atmosphere in the most recent face-to-face partner meeting</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>1st Partner Meeting Jan15</th> <th>2nd Partner Meeting Jun15</th> <th>3rd Partner Meeting Nov15</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>100</td> <td>100</td> <td>60</td> </tr> <tr> <td>good</td> <td>0</td> <td>0</td> <td>40</td> </tr> <tr> <td>o.k.</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>not very convincing</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>weak</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>no answer</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>III. Atmosphere: How do you rate the atmosphere during the first partner meeting? N₁=5; N₂=6; N₃=5 Valid%.</p>	Rating	1st Partner Meeting Jan15	2nd Partner Meeting Jun15	3rd Partner Meeting Nov15	very good	100	100	60	good	0	0	40	o.k.	0	0	0	not very convincing	0	0	0	weak	0	0	0	no answer	0	0	0	<p>2</p> <p>Productivity of the most recent meeting</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>1st Partner Meeting Jan15</th> <th>2nd Partner Meeting Jun15</th> <th>3rd Partner Meeting Nov15</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>83</td> <td>67</td> <td>60</td> </tr> <tr> <td>good</td> <td>17</td> <td>33</td> <td>40</td> </tr> <tr> <td>o.k.</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>not very convincing</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>weak</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>no answer</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>III. Productivity meeting: How do you rate the productivity of the face-to-face meeting? N₁=6; N₂=6; N₃=5 Valid%.</p>	Rating	1st Partner Meeting Jan15	2nd Partner Meeting Jun15	3rd Partner Meeting Nov15	very good	83	67	60	good	17	33	40	o.k.	0	0	0	not very convincing	0	0	0	weak	0	0	0	no answer	0	0	0
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<p>11</p> <p>Stakeholder response</p> <table border="1"> <thead> <tr> <th>Category</th> <th>1st Process Survey</th> <th>2nd Process Survey</th> <th>3rd Process Survey</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>0</td> <td>17</td> <td>0</td> </tr> <tr> <td>good</td> <td>67</td> <td>50</td> <td>60</td> </tr> <tr> <td>o.k.</td> <td>33</td> <td>33</td> <td>40</td> </tr> <tr> <td>not very convincing</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>weak</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>no answer</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>III. Valorisation 2: Stakeholder response: N₁=6; N₂=6; N₃=5 Valid%.</p>	Category	1st Process Survey	2nd Process Survey	3rd Process Survey	very good	0	17	0	good	67	50	60	o.k.	33	33	40	not very convincing	0	0	0	weak	0	0	0	no answer	0	0	0	<p>12</p> <p>General quality of project management</p> <table border="1"> <thead> <tr> <th>Category</th> <th>1st Process Survey</th> <th>2nd Process Survey</th> <th>3rd Process Survey</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>50</td> <td>67</td> <td>40</td> </tr> <tr> <td>good</td> <td>50</td> <td>33</td> <td>60</td> </tr> <tr> <td>o.k.</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>not very convincing</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>weak</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>no answer</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>III. General quality of project management: N₁=6; N₂=6; N₃=5 Valid%.</p>	Category	1st Process Survey	2nd Process Survey	3rd Process Survey	very good	50	67	40	good	50	33	60	o.k.	0	0	0	not very convincing	0	0	0	weak	0	0	0	no answer	0	0	0
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Overall the project partners have a quite positive opinion of the process quality of the project. While individual negative answers show that partners are not reluctant to share also negative feedback, answers in general are positive. The answers become more differentiated and nuanced as the project progresses.

As chart 1 shows there is a consistently very good atmosphere in the face to face partner meetings. This results in a positive assessment of the productivity of these meetings (chart 2). While the degree of positive assessment declines somewhat over time, this is to be expected as the practical problems and frictions of project implementation become apparent over time. Evaluated against these the absence of negative assessments is remarkable.

The electronic communication in the project is appreciated by partners. Emails and virtual meetings are regarded as very good by 60% of partners and further 20% as good, which is a clear increase vs the beginning of the project. The same is true for the productivity of this communication (chart 4). In the assessment of the partners the project clearly makes competent use of these modern means of communication.

A point of concern for partners is the punctuality of fulfilling of tasks (chart 5). None of the partners assesses this as very good, an increasing number of partners rate punctuality as barely "o.k.". While there is a slight, yet not significant improvement in the third vs the second wave, the partnership should monitor punctuality issues closely.

The technical quality of the work delivered is regarded as good or very good by all partners now (chart 6). While there was a positive reaction already in the initial steps of implementation, this has been affirmed also in face of more real results available.

The same can be said for the dimension "Inspiration from results" (chart 7).

The assessment of the usefulness of products for the target group has even reached its highest level (chart 8). Obviously the real product drafts met or even surpassed the high expectations vs this usefulness.

While partners were quite confident about the innovativeness of their products, particularly in the second wave of the survey, there are quite a few more reserved answers in the third wave.

Partners therefore should work to evaluate the innovativeness of their approach vs current practices in the field and the state of the art in Europe. They should reflect in how far the implementation of good practices in their countries is innovative and where the project makes its own innovative impact.

The outreach to stakeholders is improving vs an already good level (chart 10). Stakeholder response (chart 11) is on a positive level in general, but leaves room for improvement. Partners should discuss how to obtain a more convincing interaction with stakeholders, as this quality dimension will be critical for the sustainability and exploitation of project results. Where stakeholder response points to opportunities for improvement, partners should work to integrate the feedback from stakeholders into product development.

There is a consistently positive view of the general quality of the project management (chart 12). While the rating is the highest in the second wave, all ratings are at least "good" also in the third wave.

Summary of qualitative ratings and recommendations given

Partners were asked to name the main achievements of the project up to the time of the survey in each wave.

Partners highlighted the smooth cooperation and high level of trust among partners. Partners highlighted that the partners managed to master also virtual cooperation, based on good preparation and facilitation of the virtual meetings by the coordinator.

Products were rated as inspiring and comprehensive and the production of the products was appreciated as being interactive and up to standards.

Partners also were asked to point out points for improvement.

Here the discussion focused strongly of the timeliness of contributions.

Also partners identified the high level of interactivity in the production of the IO as an factor for delays.

In addition to that it turned out that some of the elements of the concept, as work placements, while described in the application and discussed during the learning experience in London, were not understood in the same way in some of the the partner countries, necessitating additional explanations and adaptations of the guidelines (cf. Process Survey Report 3, p. 17).

An even better interaction with stakeholders was also mentioned.

Concerning risks perceived by the partners in the third survey the involvement of employers in the piloting was mentioned. This points also to the risk of underestimating the national differences in institutional, legal and statutory setting , which need to be discussed more thoroughly in order to assure an appropriate evaluation strategy, in particular a good coordination between impact evaluation and general evaluation.

Next to general aspects like maintaining the good communication and management main points of recommendations given by the internal evaluation included

“ Preparation of the testing being the main priority all partners should be aware of their involvement.” (Process Survey 1, p. 22)

“All partners should be aware of their involvement in the pilot.

Partners have to make sure that the concept of NEETS is understood properly in all the countries.” (Process Survey 2, p. 23)

“Preparation of the pilot should be discussed and more time should be spent reaching the target group. It is important to stay in contact with stakeholders, to communicate with them, to gain their feedback and support for innovative aspects of the project, even where they do not reflect the actual standard procedures in the field.” (Process Survey 3, p. 21)

From the perspective of the internal evaluation the process of the project revealed that the complexity of issues like addressing NEETS integration necessitates a very high level of communication, conceptual interest, room for discussion and reflection and enough time to correct potential misunderstandings. A project duration of three years therefore seems to be beneficial for the success of such projects. Learning opportunities as the learning experience in London contribute to such reflection, but were still not sufficient to clarify all intercultural misunderstandings preventively.

The evaluation of the Learning activity follows.

7 Results of Learning Activity Evaluation

From May 4.-7. 2015 the NEETS partnership met in London in order to learn about best practices of integrating NEETS. The meeting was hosted by Tavistock Institute of Human Relations.

For the program evaluated see Learning Experience Agenda.

On Friday 7.5.2015 partners evaluated the learning experience in a common session facilitated by Alexander Krauss, ISOB, along guiding questions.

The methodology was: Participants were given guiding questions on which they reflected each one individually for 15 min. Then the ratings were collected on flipchart. Then the facilitator encouraged participants to comment on their rating. Each participant of the learning experience took part.

Four weeks after the event partners were asked to rate the event from the perspective of closer reflection after the event in an online survey. Questions used were the same. One representative of each organization took part in the survey.

A full analysis of the evaluation exercises is provided in the working papers “LEARNING ACTIVITY - Documentation of Learning Activity Evaluation Session2 (ISOB May 2015) and “O5A5 - Survey to Evaluate Learning Activity London 2015” (June 2015).

	Average Evaluation Exercise at End of Activity	Average Survey 4 weeks after session
How would you rate your learning about general context and theory of NEETS?	8,28	8,66
How would you rate the value of the learning regarding the identification of NEETS?	9,35	7,83
Interventions: How would you rate the value of the learning regarding the interventions for the integration of NEETS ?	8,35	7,83
Monitoring and Impact: How would you rate the value of the learning regarding the monitoring and impact of NEETS related measures ?	8,71	6,83
Inspiration: How would you rate the general inspiration you took from the program?	8,14	7,50
Team building: How would you rate the team building within the	8,85	8,17

program?		
Overall Value: How would you rate the overall value of the program?	9,00	7,67
	N= 14	N=6

The averages for the dimensions reflected show a general quite high appreciation for the event, which is also consistent between the surveys.

While the participants rated the overall value of the event as 9 out of 10 immediately after the event, also four weeks later, back at home and working on the implementation of the learning outcomes this appreciation is confirmed by a still high rating of 7,67 out of 10.

The appreciation for the learning about context and theory of NEETs was even higher four weeks after the event.

Monitoring and measuring impact was identified as a more problematic field at this point.

Partners also provided verbal comments.

In general the good team building and interesting program, which included seeing institutions with a high level of experience with NEETS (like Ealing College) as well as discussions with leading research institutions in the field (like the National Foundation for Educational Research) was highlighted.

Asked for their “most memorable” aspects/experiences of the program immediately after the program, participants mentioned:

- “The way the council (Ealing a.k.) works
- Adequate connections to employers seem to be a problem also here
- It is a good idea to work with the police station, as this is unexpected, but very relevant for the target group
- In the college it was very interesting that teacher and leadership quality is regarded as critical
- Resources must match responsibilities
- Value of children doing voluntary work
- Mentoring & residential activities as effective intervention
- Openness of the college for the “real world”

Among their most important “lessons learned” participants mentioned:

- “Our project is relevant!
- Research sustained as private Foundation (NFER)
- We must be flexible in our approach
- We will not be able to change the world, but we can make a contribution

- We have all ingredients at hand, but we have to find the right dosage
- Reinforced our message of “individualized and tailored”, reinforced that it is relevant and challenging “think globally – act locally” – must be very flexible
- Must fit every single person (not all)
- We saw what we knew, but know we know that it works
- Money and long term orientation is important, therefore we need system impact to build bridges between education, training and employment.
- Mentors and advisors with employers contacts and relevant experience are needed, not public servants!
- Therefore the profile of tutors is very important point for the project
- We saw methodologies to cater for the needs of different types of clients
- Material of the foundation looks useful
- Our own team is functional!
- Impressed of the pragmatic approach in the UK – the institutions started with dealing with the easiest cases, we in PT would have started with the hardest!
- Something can be done also with limited resources
- UK makes a point of short pathways problem-solution. We in PT would go for “perfect”
- Value of typologies presented and theoretical input
- We must learn to link the elements and transform projects to systems
- Importance of work experiences
- Importance of employer preparation”

These points were confirmed in shorter form also in the online survey.

The internal evaluation concluded from the feedback given by participants that “on the whole the learning experience was rated quite highly by the participants.

The approach of the NEETS project has been validated by the input by the external experts and partners, in discussing the implications of this input, emphasized the importance of flexible and individualized approaches.

Good contacts to employers, openness to the social context of the educational institution and organization of work experiences appear to be critical. Also outdoor and residential experiences were positive interventions.

Regarding the organization of the event participants emphasized the value of highly intensive communication among them, also outside of the core program. Therefore accommodation should facilitate this communication.” (“LEARNING ACTIVITY - Documentation of Learning Activity Evaluation Session2 (ISOB May 2015), p. 7)

8 Focus Group Feedback

The project made a substantial effort to involve relevant stakeholders in the development of the products and model. The involvement of these stakeholders was supposed to input their knowledge into the project, to get feedback to the general project approach and product drafts and to prepare the implementation of the pilot as well as the sustainability of the practices developed through a regional network of actors.

The application foresees 3 focus group sessions during the project in each country.

Up to the time of this report two focus groups were organized in Portugal one in Spain and two in Italy.

On the whole 48 highly relevant stakeholders shared their knowledge.

Participants included representatives of **regional policy makers** (Lisbon City Council, Councillor of Social Rights and social projects, General Directorate for Vocational Training and Lifelong Learning (Regional Ministry of Education and Culture)IT; Asturian Institute for Childcare (Regional Ministry of Social Services and Rights)ESP; Observatory of Childhood and Adolescence(Regional Ministry of Social Services and Rights) ESP; Alcantara project (PT)), **training providers** (e.g. CINEL , PT; "Giovanni Fontana" Chiampo (IT)), **national institutions** responsible for vocational education and research, like the Portuguese Ministry of Education, IEFP (Portugal), Public Service of Employment (Regional Ministry of Employment, Industry and Tourism)(IT). Further on public **employers** like Gebalis, Lisbon , **relevant NGO** like "Junior Achievement" a Portuguese organization promoting entrepreneurship, Social enterprise Cooperativa "Primavera Nuova" IT; Cultural Association "Mar de Niebla" for Social Action (ESP), **schools** (like School Group Francisco Arruda, Lisbon; Second Chance School of Gijon (ESP), State Vocational School "G.B.Garbin" (IT); Orienta-Insieme" Schools Network Gijón (ESP).

It can be evaluated that the partners involved a high number of relevant stakeholders, including key policy makers as well as practitioners in the field on a decision maker level.

The stakeholder experts provided extensive feedback on the situation in their area, current good practices and perceived strengths, weaknesses, opportunities and risks of the current system. A general synthesis follows, details and documentation of individual statements can be found in the minutes of the respective meetings, which can be found in the partner space of the project website.

General situation

All stakeholders confirmed that NEETs are a relevant and urgent problem for their regions and fields of responsibility.

A growing heterogeneity of learners, weakened social cohesion, the economic crisis and changing professional profiles necessitate a more flexible and tailored approach to education, training and transition to work.

The educational system cannot longer count on the support of functional families and often guidance from parents and peer groups proves to be misleading.

There is a multitude of agencies, schools, NGO actors and other organisations active in the field, often with promising and innovative approaches.

However these initiatives as well as legally responsible institutions currently do not cooperate enough, so that there is not a clear and transparent system to take care of all individual needs and situations.

In particular the involvement of employers in the integration of NEETS is too weak.

In all of the countries approaches like internships in companies, elements of practical work in addition to school curricula and individual guidance yielded promising results, but have not been developed into a regular system.

Vocational courses often motivate youth in risk to choose more practice oriented vocational education pathways, thus preventing a drop out from the educational system.

Supporting such professional courses with a strong guidance system, including individual coaching and monitoring, can lead to a transition to the labour market, as has been demonstrated in Portugal.

Also in Portugal the stakeholders emphasize that a strong coordinating role of municipalities as a coordination agent can be conducive to monitoring the situation and finding appropriate pathways for each individual.

In Spain participants particularly warned of a low skill strategy which would maybe yield quick, but very unstable results, like employment in construction and hospitality. Also a lack of coordination between actors in the education, labour market and social system has been highlighted in Spain.

The need for a solid and certified qualification was emphasized also by the Italian stakeholders. They also affirmed the growing heterogeneity of learners.

From the perspective of the stakeholders in Portugal top priorities to improve the situation, in terms of strategies that can be pursued by regional actors like schools, municipalities, employers' associations, training centres include:

- Essential role of school communities, teachers, non-teaching staff, involvement of parents
- Training plans that are in line with real needs and interests, which include real life experiences
- bridging the gap between the school and the job market for a smooth transition.
- Youth policies should monitor the participation of young people in society, that is, must be cross in all areas of governance. They should also be seen in a training logic of all actors: young people and institutions working with / for young people, as envisaged in this area.
- foster the promotion of employment and internships for young unemployed or looking for their 1st job.
- involve local authorities (parish councils, city hall) entities to support employment, training centres, business (through social responsibility initiatives).

In addition to similar statements made in Italy and Spain, the Italian group emphasized the need for a changed mindset on the side of actors within the system. Each actor has to fill its role with the final goal of labour market integration in mind. Also educators must play an active role in this integration. Changing the organizational culture of educational institutions is a long term effort, however. Individual project results must be integrated into broader efforts.

Creating demanding and engaging educational programs to prevent drop out is a further priority in Italy, as well as strong systems of guidance and mentoring to address the multitude of individual issues which are often inhibitors of learning. Here systems of tutoring and peer tutoring can play a positive role.

The focus group sessions, in addition to getting input from the experts, also aimed to mobilize the stakeholders to support the project.

Within the sessions the general approach, aims and objectives, as well as the results of IO 1 were presented.

Participants in all three countries welcomed the project unanimously. They regard it as highly relevant.

The aim to individualize the support and to design preventive strategies, based on early identification and interventions as mentoring and exposure to work experiences, meet the priorities for action, listed by the experts.

All of the stakeholders agreed to support the project by continuing to give expert input, feedback to product drafts and making relevant contacts. The Portuguese correspondent reports: "Acceptance of the project was unanimous, and all involved were willing to support the extent of its powers."

Also in practical terms stakeholders will support the pilot groups. E.g. in **Portugal** public company GEBALIS (PT) agreed to receive interns from the pilot groups. Also training centre CINEL is prepared to receive students.

Junior Achievement is available for mediation between the young participants and businesses, and think other forms of future collaboration, through any applications for other complementary programs funding after the completion of this financing (with a view to future sustainability

The Group of Schools Francisco Arruda, key player in the development of the project action, makes available all the conditions for intervention, and those responsible for selecting the young people, providing the rooms and the necessary logistical resources.

Public institute IEFP (PT) agreed to promote the integration of NEETS modules or parts of them in existing and future courses.

A comparable level of support is reported, in less detail, by the correspondents from Spain and Italy.

On the whole it can be evaluated that partners implemented the initial focus group sessions with success.

Stakeholders were relevant, in depth input was given and the project approach was accepted by the external experts as matching the problem of NEETS as perceived by the practitioners and policy makers. Even more important schools, institutions with access to companies and training providers agreed to support the project in practical terms, while policy makers agreed to support dissemination and sustainable use of results.

The piloting can build on good local support networks, therefore.

9 Discussion of Quality Indicator Achievement

Indicators and Data Sources

The following set of indicators has been deduced from the description of the main outputs and specific activities in the application, as well as from the general descriptions of project aims there. They are listed in systematic format here, in order to be able to measure the progress and real achievement of results. This can be regarded as a common minimum that is obligatory for the partners, in accordance with the application. All activities and results, tangible and intangible, will be discussed vs these indicators.

Intellectual Output/ Activity	Indicator	Target Value	Data Source	Status April 2016
Table 1 Project Management and Implementation	Cooperation Agreements signed	All agreements signed	Info provided by promoter	y
	Reports delivered in time from partners to promoter	All partner reports delivered in time	Info provided by promoter	Y
	Reports delivered in time from promoter to the Commission;	All reports delivered in time by the promoter	Info provided by promoter	Y
	Payments made in due time	All financial reports delivered in time Funds made according	Info provided by promoter Financial	Y

		to the schedule	documents from partners	Y
	Partner Meetings implemented	All partners participate in all meetings	Meeting minutes	Y Lisbon, London, Vicenza
	All deadlines met	All deadlines met or plan of action approved to meet the next key deadline in spite of delays	Information provided by the promoter by using Monitoring of Project GANTT (continuously updated)	Y, minor delays in order to achieve quality, punctuality of tasks delivered matter of concern for partners corrective measures recommended by Internal evaluation (see Ch. 6)
	Number of formal complaints from partners	Zero complaints	Info provided by promoter	Y
	Number of complaints from National Agency	Zero complaints	Info and continuous monitoring by the promoter	Y

	Existence of communication structure via internet, software for on-line conferences running and used in partner communication	Software running, on-line partner meetings take place monthly	Minutes of the online meetings Agenda of the meetings	Y, regular Skype meeting fully functional and documented, high level of satisfaction of partners with electronic communication (see process quality survey results ch. 6)
	Proven communication among partners	All partners provide feedback and information when required Quality of partner communication rated as at least "good" by 75% of partners in project process survey.	Collection of project related Email and minutes of on-line conferences 6 x Project Process Quality Survey	Y, extensive exchange of Email, Skype conference minutes, high level of satisfaction of partners with partner communication (see process quality survey results ch. 6)
	Risks addressed.	Promoter and partners address and find solutions for all risks identified. All risks identified through 6 x project process quality survey	6 x Project Process Quality Survey; Minutes of On-line and Partner meetings	Y 3 proces surveys implemented, risks discussed and corrective measures recommended. Measures discussed in partner and virtual partner meetings

		addressed by partners		
Table 3a Learning Activities	Implementation of the joint staff learning event	Participation of all partners.	Documentation of the event including: attendance list, agenda of the meeting and minutes of the meeting	Y
	Number of best practices presented	Each partner presents at least two good practices	Event documentation	Y
	Positive evaluation of learning event	Partner assess content and methodology of event as at least „useful“ with respect to quality of methodology, applicability, relevance and efficiency	Partner Survey	Y, Indicator met , see Ch 7
Table 3b Multiplier Events	Focus Groups of at least relevant key informants implemented	Participation of 5 key informants in PT, ES, IT 3 times	Documentation of focus groups including: minutes, invitations, participants lists	Y, see Ch 8
	Focus Groups provide feedback as needed	100% participation in online surveys	Online Survey turnout	Face to face feedback to IO 1 and general IO 2 approach, online survey foreseen

	Network of Stakeholders established	<p>Stable network of Stakeholders initialized</p> <p>30 stakeholders participate in events in PT, ES, IT ,</p> <p>30 relevant stakeholders participate in conference in PT., ES, IT.</p> <p>60 participants in European Conference</p>	<p>Documentation of Event.</p> <p>Turnout of event participant survey.</p> <p>75% of participants affirm interest in cooperation or further information.</p>	<p>Y</p> <p>➤ 40</p> <p>Y</p>

	Quality of Guidelines rated positively by partners and stakeholders	At least at least 75% of partners and Focus Groups surveyed (in context of O5) rate guide as at least „useful for the identification...“ and ready for testing along overall quality criteria	Survey of partners and Focus Groups along overall quality criteria	Y Partner meeting, electronic communication, minutes of focus groups
IO1A1 Identifying risk factors O1A2 Identification of NEET reduction preventive intervention measures	Study Quality criteria: Identification of typical risk patterns Description of target group Description of context Key informants involved	Research methodology accepted by 75% of the partners IO1 A 1 outcome paper accepted by 75% of the partners	Existence of the study/desk research Existence of research methodology IO1 A1 Outcome paper existence Tacit consent among 75% of partners	Y

	<p>Framework produced by the leading partner, applied by other partners</p> <p>Target group identification</p>	<p>Good practices accepted by responsible IO leader, based on criteria of stakeholder and expert involvement as well as contribution to IO2 quality criteria</p> <p>Selected material revised by the partners from all the participating countries and accepted by IO leader.</p> <p>IO 1 leader and 75% of other partners accept selected prevention measures</p>	<p>Existence of the study/desk research</p> <p>Survey among partners</p>	<p>Y</p> <p>Y</p>
<p>Table 2 b</p> <p>IO2</p> <p>Methodology of INDIVIDUALIZE</p>	<p>Overall quality criteria (cf. p. 31 ff.):</p> <ul style="list-style-type: none"> • Reinforce matching role of actors/stakeholders • Reflect effectiveness of existing measures • Prevention • Early identification 			<p>Y</p> <p>Y</p> <p>Y</p>

<p>D targeting and TAILORED intervention for young people at risk of NEET</p>	<ul style="list-style-type: none"> • Optimize agents actions • Increase network capacity • Individualized targeting • Tailored intervention • Increase contact with employers • Increase employability skills • Expose youth to work-based environments • Encourage companies to become engaged • Further elaboration of impact and result indicators specific for selected interventions/interpretation of general overall quality criteria 			<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Monitoring template for piloting along these quality criteria developed (Annex to IO 2-A5 and IO 5 A5)</p>
	<p>Existence of intervention methodology to reduce number of NEETS</p>	<p>Existence</p> <p>Quality of intervention methodology along overall quality criteria for IO 2 approved by 75% of partners and Focus Groups as „suitable for testing“</p>	<p>Document analysis</p> <p>Survey of partners</p> <p>Focus Group Survey</p>	<p>Y</p> <p>Focus groups validated general concept and will support the intervention</p>

	Existence of supporting material	Existence Quality criteria met according to assessment by partners and Focus Group	Survey of partners Focus Group Survey	Y Y
	Positive feedback on testing experience from tutors, regional representatives and target groups	75% of tutors rate methodology , supporting material, guidance and work experience as at least „useful“ in all quality aspects 75% of regional representatives (relevant for education and labour market) rate pilot experience as 75% at least „useful“ in all quality aspects of	Survey of tutors, companies and target group	Upcoming 2016

		target group members rate experience as at least „useful“ in all quality aspects.		
	Existence of pilot testing report to quality standards	Report accepted by partners and Focus Groups.	Document analysis, partner and Advisory Boards survey	
O2A1 Guidelines for the application of the pilot project in partners' countries	Existence of instructions for partners which clarify “who will do what when, how”. Existence of instructions for the documentation of the piloting	Testing partners and partners responsible for IO 4 and IO 5 affirm that instructions and templates are sufficient	Partner survey	Validated by partner discussion in virtual meetings and partner meeting Vicenca
O2A2 Application of the pilot project in partners' countries	Involvement of the target groups (at least 15 participants in PT, ESP, IT applying the pilot);	All participants belong to target group	List of participants, documentation of participants characteristics, allowing for identification as belonging to	Upcoming 2016 Guidelines accepted by partners in virtual meetings

			target group as defined in IO 1	
	<p>The application of the pilot project in partners countries</p> <p>Development of a set of instruments and materials aimed at supporting the testing phase including mentoring and coaching sessions</p>	75% of actors and participants affirm in survey that piloting contributes to quality criteria at least (“somewhat”).	Documentation, reports, minutes, lists of participants, participant and implementing actor survey	Y
O2A3 Mentoring and coaching sessions 1 - employability and transition from school/VET to work	Existence of sessions according to overall quality criteria	75% of actors and participants affirm in survey that mentoring sessions contributed to quality criteria (to be defined specifically for mentoring sessions 1 in methodology at least (“somewhat”).	Documentation, reports, minutes and Lists of participants Feedback from the mentors and participants	Guidelines approved by partners Implementation Upcoming 2016

<p>O2A4 Mentoring and coaching sessions 2 - provide work experience opportunities</p>	<p>Existence of sessions according to overall quality criteria</p>	<p>75% of actors and participants affirm in survey that mentoring sessions contributed to quality criteria (to be defined specifically for mentoring sessions 1 in methodology at least (“somewhat”).</p>	<p>Documentation, reports, minutes and Lists of participants</p> <p>Feedback from the mentors and participants</p>	<p>Guidelines approved by partners</p> <p>Implementation Upcoming 2016</p>
<p>O2A5 Preparation of staff-Pilot Testing</p>	<p>Presentation of the methodology for the collection and analysis of data, the identification of risk factors and drivers and their synthesis, including the micro, meso and macro level.</p>	<p>Partners agree upon the methodology</p>	<p>Existence of the methodology</p> <p>Consent of 75% of partners in survey</p>	<p>Upcoming April 2016 Draft under discussion</p>
<p>O2A6 Results of the application of the pilot project in partners’ countries</p>	<p>Template of a report developed by leading partner</p> <p>Template assures reporting of formal data Template includes questions which inspire the discussion of the overall quality criteria for the intervention as well as specific indicators for individual</p>	<p>Template accepted by 75% of the partners</p>	<p>Consent of 75% of partners (tacit or survey)</p>	<p>Upcoming 2016</p>

	interventions			
	Testing partners report results according to the schedule	Country reports submitted in time by all partners	Date of country reports	Upcoming 2016
	Country reports accepted by lead partner	Country reports accepted by lead partner	No complaint by lead partner within 8 days of draft delivery	Upcoming 2016
	Leading partners will analyze results and will draft a common report	Synthesis report accepted by 75% of partners and stakeholder representatives	Validation by partners and AB members in survey	Upcoming 2016
Table 2 c IO3 Guide "Model for EARLY identification, INDIVIDUALIZE D targeting and	Overall Quality Criteria: General, transferable model, relevant for a number of contexts and target groups, based on Intervention Guidelines (IO 2) and Impact analysis (IO 4)	Existence Acceptance by all partners and Stakeholder representatives	Document analysis Partner Survey	Upcoming 2017

<p>TAILORED intervention for young people at risk of NEET"</p>	<p>User friendly, compact presentation of model</p> <p>Useful as inspiration for practitioners in the field</p> <p>Useful as policy option for decision makers</p>	<p>75% of partners and stakeholder representatives affirm that model meets the overall quality criteria for IO 3, taking into account the quality criteria for IO 2</p>	<p>Focus group survey</p>	
<p>O3A1</p>	<p>Identification of the methodological approach generated within the project regarding an early identification of young people at risk of being NEET</p> <p>Identification of an innovative methodology drawing on existing good practice and piloted in PT, IT that can support Member States on their efforts to tackle the NEET phenomena</p> <p>The results of the impact analysis differentiating possible different impacts according to criteria</p> <p>Conclusions and recommendations</p>	<p>Acceptance by all partners</p> <p>All partners contributed to the guideline</p>	<p>Existence of the guideline</p>	

	Challenges and lessons learned;			
<p>Table 2 d</p> <p>IO4 Impact Evaluation Report</p>	<p>Existence of Study</p> <p>Analysis Impact</p> <p>Evaluation to Quality standards</p> <p>Overall Quality Criteria:</p> <ul style="list-style-type: none"> • Approach coordinated with leader of IO 2 and IO 5 • Discussion of achievements regarding <ul style="list-style-type: none"> ○ Identification of target group ○ Efficiency of practices ○ Involvement of companies ○ Cooperation of relevant actors ○ Stabilisation of commitment to school and further education ○ Realistic expectations for transition from school to work • Discussion of additional/unexpected impact • Conclusions based on triangulation of qualitative and quantitative data from various sources 	<p>Quality of impact evaluation approved by at least 75% of partners and Focus Groups</p>	<p>Existence of the study</p> <p>Partner Survey</p> <p>Focus Group survey</p>	<p>Impact evaluation approach discussed in partner meeting in London, virtual meeting (evaluation subgroup), feedback papers and Email exchanges. Consensus on questionnaire to be used, which was pre-tested with a target group section in Portugal</p>

<p>O4A1</p> <p>Collection on data on actual and potential impact</p>	<p>Qualitative and quantitative evidence</p> <p>Questionnaires</p>	<p>100% participation rate</p>	<p>Survey</p>	
<p>O4A2</p> <p>Challenges and opportunities for NEETs</p>	<p>Report analysis</p>	<p>All partners agree to the conclusions of the report</p>	<p>Existence</p>	
<p>Table 4a:</p> <p>Impact</p>	<p>To be defined according to findings of IO 1 and methodology defined in IO 2</p> <p>Framework indicators according to appl. P. 33:</p> <ul style="list-style-type: none"> • Tested best practices of NEETS identification and prevention available • Knowledge about practices in UK and DE • Stabilisation of school careers • Realistic prospects for 	<p>Cf table 2 d</p>	<p>IO 4 Report, based on qualitative and quantitative data collected</p>	<p>Data triangulation with data collected under IO 2-A5 and IO 5 – A5</p> <p>Monitoring template to cover qualitative developments developed and agreed with input by ISOB and TIHR</p>

	<p>smoothened transition from school to work</p> <ul style="list-style-type: none"> • Improved practices of relevant actors • More considerate strategies of key actors • Improved key actor cooperation 			
	<p>Impact on labor market and education actors achieved.</p> <p>Relevant labor market and education system actors assess effects of pilot interventions as positive and affirm high potential for future impact</p>	<p>75% of respondents assess impact observed as at least „promising“</p>	<p>Quantitative and Qualitative survey of sample of key actors involved in piloting</p>	
	<p>Existence of evidence for positive impact on NEETS</p>	<p>Target: 60% of NEETS involved assess positive effect of intervention on them according to a number of relevant quality indicators (e.g. contact to potential employers, knowledge gained, motivation, labour market competence etc.-</p>	<p>NEETS survey</p>	

<p>Table 7</p> <p>Quality Assurance/ Internal Evaluation</p>	<p>Overall Quality Criteria:</p> <ul style="list-style-type: none"> • Real time collection of data and feedback from all relevant actors in order to allow for an assessment of the implementation and process quality of the project • Real time collection of data and feedback from all relevant actors in order to allow for continuing improvement of product drafts • Fostering communication among partners and guiding of self-evaluative exercises (surveys, discussions, written feedback) • Synthesized overall assessment of project and its achievement for the relevant general public 			<p>Y</p> <p>Y</p> <p>Y</p>
<p>O5A1</p> <p>Quality and Evaluation Guidelines</p>	<p>Existence of quality assurance guidelines</p>	<p>Acceptance of self-evaluation guidelines by 75% of partners;</p> <p>Complete coverage of project documents;</p> <p>Existence of</p>	<p>Existence of document collection</p> <p>Existence of evidence of written feedback (Email, Skype conversations, formal</p>	<p>Y</p> <p>Y</p>

		documented feedback to partners concepts;	documents.)	Y
O5A2 Online Monitoring System	Existence of online monitoring system, allowing for the real time documentation of activities implemented as well as documentation of observations/recommendations/risks perceived	Existence. 75% of partners approve concept and agree to use the system	Tacit consent	Y, change from online monitoring template to online monitoring of process generated documents + template for collection of additional documents agreed in London meeting
	Quarterly status report/synthesis of online monitoring	Existence	Working paper available	2 status reports (Report 1 covering period of 2 reports foreseen) cf Ch 5
	Existence and implementation of quarterly process survey incl. report		Tacit consent	3 process surveys implemented cf Ch 6
	Questionnaire for testing the acceptance of relevant products in all IO by users and peer experts proposed	No more than 25% of partners object to questionnaire 14 days after it is issued	Existence	Template for reporting focus group results provided and used by Portuguese partner
O5A3	Quality criteria:	Interim Evaluation Report accepted by	Explicit or implicit acceptance (no	Pending

<p>Interim evaluation report</p>	<p>Overall synthesis of all information relevant for the improvement of project process/outputs as well as for the information of the relevant external audience</p>	<p>promoter, Evaluation Report of the Pilot Project</p>	<p>objection) Explicit or implicit acceptance (no objection)</p>	
<p>O5A4 Final evaluation and users feedback report</p>	<p>Quality criteria: Overall synthesis of all information relevant for the improvement of project process/outputs as well as for the information of the relevant external audience</p>	<p>Final Evaluation Report accepted by promoter Evaluation Advisory Board and European Commission.</p>	<p>Explicit or implicit acceptance (no objection) • Explicit or implicit acceptance (no objection)</p>	<p>Upcoming 2017</p>
<p>Table 5 Dissemination</p>	<p>Overall Quality Criteria and Indicators (cf. appl. P. 68):</p> <ul style="list-style-type: none"> • Detailed dissemination plan developed and detailed indicator framework agreed • High level of involvement of teachers, trainers, tutors, training technicians and other VET professionals involved in students/trainees training & development • High level of attendance of multiplier events 			<p>See dissemination report</p>

	<ul style="list-style-type: none"> High level of engagement of employment centers and local, regional and national authorities 			
	High level of dissemination to relevant audiences achieved through events media and utilization of partners networks	Contacts made to relevant actors, publications in print, hits on project and partners websites (to be defined in dissemination plan)	Dissemination documentation/report based on contacts database, documentation of activities and dissemination products, assessment of contact relevance	See dissemination report
	E3 National seminars	Each country at least 30 participants	Participants lists Documentation of the seminar Minutes	Y

	Final European Conference in Portugal	At least 60 participants from all target groups including: NEETs, VET providers, local authorities, employment counselors	List of participants Documentation Presentations Agenda of the conference	Upcoming 2017
Table 6 Exploitation	Overall quality criteria and indicators: Fostering exploitation through “secondary dissemination” aimed at exploring results near policy makers, institutions with responsibilities in VET and employment policies definition and application (national/regional/local), education and training providers (public and private, from several education and training sectors, that can be regular schools, professional schools, VET centers, organisations providing learning opportunities, adult educations providers and even Universities), I&D Entities, social partners, families, experts, youth representatives	High level of exploitation potential documented 75% of target groups of exploitation (stakeholders) affirm high exploitation potential along a number of indicators of exploitability (to be defined)	Validation survey among exploitation stakeholder representatives	Upcoming As of April 206: Focus Groups include a high number of relevant regional, national and sectorial policy and decision makers (cf. Ch 8)

10 Conclusions and Recommendations

Conclusion:

The project “NEETS at Risk” has met all of the quality indicators set for the first half of its implementation.

The project produced a IO 1 report which is accepted by partners as well as stakeholders and includes a in depth analysis of the problem, presents relevant best practices from partner countries and identifies core characteristics of promising interventions.

IO 2 has been elaborated on the basis of a good partner cooperation, which used the learning activity in London as well as face to face partner meetings to define main points of the model for intervention which were detailed later on. Partners shared the work of elaborating supporting material for the intervention. Experiences from prior successful projects were used and partner feedback was integrated.

Partners prepared concepts and tools to monitor and measure outcomes and impact of the intervention.

A website and social media channels were created to disseminate the results.

Partners assess the process quality of the project as positive in all of the quality dimensions defined, punctual delivery of deliverables being a weaker point.

Described along a SWOT grid, the material presented in this report - in the opinion of the internal evaluation – demonstrated the strength, weaknesses, opportunities and threats (risks) to follow:

Strength

- High quality of IO 1
- Report accepted by partners and stakeholders
- IO 2 based on results of IO 1
- Good practices collected and used in IO 2
- Interactive elaboration of draft model of intervention

- High level of adaptability of model
- Various options discussed
- Detailed instructions for intervention
- Elaborate outcome description and impact measurement system
- Stakeholder commitment
- Relevant stakeholders on decision maker level involved

Weaknesses

- Limited knowledge of partnership as a whole about details of piloting setting
- Limited duration of piloting can limit the documentation of outcomes and impact
- Complexity of transnational discussion and decision making limits ability to react to regional factors
- Complexity of concepts and volume of material necessitate high effort for translation
- Diversity of setting of piloting and details of student characteristics limits comparability

Opportunities

- Diversity of setting broadens the range of scenarios in which the material has been tested
- Stakeholder commitment allows for promoting concepts that are new and innovative in the setting, like internships and other form of employer involvement
- Diversity of fundamental concepts of vocational training and agent networking among partners allows for real innovation and mutual learning
- High level of trust and teambuilding conducive to such discussion

Risks

- The model of intervention is based on assumptions that have to be realized if the intervention is to be a success
- Realisation of these assumptions can only partly be controlled by project partners, as it is dependent on voluntary third party cooperation
- Influences from changes in legal and statutory regulations in a highly dynamic area

Recommendations

It is recommended that partners continue their good cooperation and intense communication

Partners should take the time to reflect the intervention on the basis of the theoretical framework elaborated in order to be able to react to unexpected intervening factors and particularities of regional circumstances with flexible interventions, which mirror the general concept, even if parts of the practical support material might not be fully applicable.

Assumptions should be controlled (monitored, interventions adapted etc) and potential risks should be reported immediately.

According to the observation by IO 5 leader, partners factually make good use of IO 1 in the development of the other intellectual outputs.

They should, however make this reference to the initial collection of the state of the art and best practices explicit and transparent in the other products, particularly in the methodological guidelines and explanations for practitioners in the field. This applies to the model for intervention as well as to the piloting guidelines. Also the methodological guideline for impact evaluation should discuss the approach chosen in the context of the results of IO 1. Such reference to IO 1 will help to demonstrate the consistency of the process of developing the products.

Partners should continue the cooperation between IO 4, IO 2-A6 and IO5 leaders in order to assure a full and coherent monitoring, documentation, evaluation and impact measurement of the intervention on the basis of the evaluation strategy (realistic evaluation) described in the application.

As stakeholder involvement will be key for the success of the intervention partners are recommended to invest in networking and engaging the stakeholders as much as possible.

As partner and stakeholder feedback will be key for the adaptation and further improvement of the material partners are also recommended to report developments on the ground carefully and timely and in a format that is appropriate for the information of external observers.

For the design of the final version of the material partners should agree on an even more harmonized lay out and design of the Intellectual Outputs.