

MEETS PROJECT

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

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

Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications

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Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications

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Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications

Executive Summary	5
Introduction	12
1.1. NEETS at RISK Country Comparison	13
1.2. Features and risk factors	20
1.3. Consequences of becoming NEET	22

**Chapter
II**

NEETS at RISK in Partners' Countries	23
2.1. NEETS at RISK in Portugal	23
2.2. NEETS at RISK in Germany	25
2.3. NEETS at RISK in Italy	28
2.4. NEETS at RISK in Spain	35
2.5. NEETS at RISK in the United Kindgom	38

**Chapter
III**

Good Practices Description	41
3.1. Good Practices in Portugal	41
3.1.1. EPIS ("Empresários pela Inclusão Social")	41
3.1.2. Programa Integrado de Educação Formação	47
3.1.3. Programa Escolhas	49
3.2. Good Practices in Germany	53
3.2.1. Company-internal Vocational Preparation bevoplus Project	53
3.2.2. Securing School Success Initiative	60
3.3. Good Practices in Italy	65

3.3.1. “OFFICINA DI MARINO” (“Marino’s Workshop”)	65
3.3.2. “PASSAGGI”: ACCORDO DI RETE ISTITUTI CITTÀ DI VICENZA (“PASSAGGI: Network agreement among schools in Vicenza”)	69
3.3.3. “POST - PROGETTO ORIENTAMENTO SCOLASTICO TERRITORIALE - BASSANO DEL GRAPPA” (“POST – TERRITORIAL SCHOOL GUIDANCE – BASSANO DEL GRAPPA”)	74
3.4. Good Practices in Spain	83
3.4.1. “OCÚPATE” Project	83
3.4.2. PERIPLOS Project	87
3.5. Good Practices in the United Kingdom	92
3.5.1. Prince’s Trust 12-week Team Programme	92
3.5.2. Ealing Pathway Programme	95
Main findings and conclusions	98
Bibliography	107
ANNEX: Methodology Guidelines	109

Executive Summary

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

The definition of NEET refers to all young people who are neither in employment nor in education or training. It includes those who are disengaged from the labour market, namely unemployed and inactive, and not in education or training.

As the NEETS at RISK Project addresses the issue of NEETS from a preventive perspective, it is targeted at young people from 15 to 24 years, still in school or in the training system, ending their compulsory education but at risk of becoming NEET. The project also considers those who, not being in education, may be identified at an early stage, allowing for specific measures to reduce the NEET risks factors.

5

In 2014, almost 7 million young people aged 15–24 were excluded from the labour market and education in Europe. After 2008, there was a significant increase in the NEET rate: in 2008, the figure stood at 11% and by 2014 it had increased to 12.4%. In fact, a large NEET population often results from a declining economic situation. This is mostly the case for European countries such as Portugal, Spain or Italy where a deep and prolonged economic recession strongly affected labour market conditions. Youth employment prospects and families' social and economic situation have deteriorated. Early school leaving, although improving, remains high and the youth unemployment rate increased markedly.

Although the NEET problem in Europe is worsening, the situation is very different between countries and this is also the case of the countries represented by the project partners. Having already very high NEET rates before the economic crisis started, Spain and Italy registered a large increase of these values. Between 2007 and 2014, their NEET rates increased by around 40%. In 2014, Spain and Italy record the highest NEET rates, with 17.1% and 22.1% respectively. UK and Portugal also registered a growing trend of the NEET problem but at a much smaller rate. They are now very close to the EU28 average of 12.4%. During the crisis period only Germany were able to keep very low and decreasing NEET rates. In 2014, young NEETs in Germany are only 6.4% of the age group of 15 to 24 years olds.

Those leaving school with low qualifications are generally the most vulnerable of becoming NEET. However, NEET rates by education attainment show how NEETs are also becoming frequent among young people completing upper secondary and tertiary

education. In UE28, 7% of these were in a NEET situation, in 2014, compared with 5.4% of the low-skilled youth, among those aged 15 to 24 years old. This is also the case for Italy and the UK and, to some extent, Portugal. Despite the fact that this might reveal the rising unemployment of young graduates and, in some cases, difficult transitions from school to work or a mismatch between the skills of young people and the skills required by the labour market, it also results from the rising levels of education of the young generations.

Even so young people leaving school with low qualifications and entering a difficult labour market are those who face more difficulties. They may remain unemployed for long periods or may exit the labour force entirely, i.e. become inactive, meaning that they are discouraged from even looking for a job. In EU28, the proportion of inactive young NEETs, in 2014, was already close to the proportion of unemployed NEETs. Italy, with the highest NEET rate, has also a higher proportion of inactive, representing more than half of the young NEETs. The UK shows a similar situation even though with much lower numbers.

6

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

As a result, in recent years, EU Member States have actively participated in the design and implementation of policy measures to ensure greater participation of young people in education and employment. These measures involve a wide range of different initiatives intervening at different points along the way from formal education to employment. They include preventing early school leaving; reintegrating young early school leavers into the education and VET systems; facilitating the transition from school to work; and promoting youth employability by improving transversal and work specific skills and removing practical and logistical barriers to employment.

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

Accordingly, the NEETS at RISK Project, at its first stage, collected a set of best practices, currently implemented in each partners' countries – Portugal, Germany, Italy, Spain and the UK, in identifying and preventing young people from becoming NEET. The project aims to use the learning from these initiatives to design and test a

NEETS at Risk model focused on early identification, individualized targeting and tailored intervention for young people at risk of NEET. The next paragraphs provide a brief summary of the good practices identified by each partner and country.

- EPIS - EMPRESÁRIOS PELA INCLUSÃO SOCIAL MODEL (“Employers for Social Inclusion”), Portugal

The EPIS Model is a preventive, non-universal intervention targeted at young people of compulsory school age (10-18 years). Students are selected with the help of a screening tool (“multi-factor risk screening of students”). The intervention is formal, based on the school system and there are some experiences at VET level, focused at students at risk. The results are assessed in terms of students performance appraisal, at the end of each school term. There are outcomes analyses every year. On average, the intervention last for 3 years.

- “OCÚPATE” PROJECT (Young, be active!) in the frame of the Regional Youth Guarantee Initiative, Spain

In Spain, the “OCÚPATE” Project consists of an integral focus, preventive and early assistance measure aimed at improving the employability and the job placement of youngsters. The program is especially focused at young people aged 16 to 25 years old, or 16 to 30 for those with a disability (equal or higher than 33%) who have not achieved the Compulsory Secondary Education Certification.

The examples listed below fit the preventive interventions at a macro level, some national, other regional. The interventions are targeted at young people still in the formal school system, aiming to continuing study and to achieve students’ compulsory education.

- PIEF - PROGRAMA INTEGRADO DE EDUCAÇÃO E FORMAÇÃO (“The Integrated Program of Education and Training”), Portugal

Programa Integrado de Educação Formação (PIEF) is a Portuguese macro model of intervention-mediation to promote school success. The Portuguese Ministry of Social Security and Labour was responsible for the program implementation. It’s a preventive action to combat the situation of the NEET young population, since it signalise students and look for appropriate differentiated responses to answer to those students needs

especially based on the development of behavioural and social skills. This type of intervention add more flexible mechanisms allowing the strengthening of inclusion instruments and dropout prevention actions in order to achieve the objective of raising the school attendance for all young people up to 18 years. Among the measures implemented within the program, the most common are the ones related to vocational training (training education courses for young people, internships) as well as those aiming to support job creation (support recruitment, micro credit, startups).

- PROGRAMA ESCOLHAS (“Choices Program”), Portugal

8

The “Programa Escolhas” is defined as a nationwide governmental program, managed and coordinated by the High Commission for Immigration and Intercultural Dialogue. It is anchored in locally planned projects managed by local partnerships involving schools, local authorities, non-profit organizations and the Commissions for the Protection of Children and Youngsters and it was specifically designed for the promotion of social inclusion of children and youth aged 6 to 24 years old coming from vulnerable socio-economic contexts. The program is in place since 2011 and has developed to promote school success, reduce absenteeism and school dropouts through a daily support to young people, in terms of the learning contents, the learning organisation and the optimisation of the study process.

- SECURING SCHOOL SUCCESS INITIATIVES, Germany

In German, the “Securing School Success Initiative” supports, through different activities, young people who are at risk of dropping out or having to repeat class. It focuses on students learning how to discover their abilities, develop self-confidence and motivation and enhancing their potential to face the challenges of schools. It also focuses on all levels of educational policies in order to be able to achieve sustainable results in classrooms, teaching methods and local support networks. The activities are structured around three main components: Regional Network of Centers; Social Work at Schools and Customised Educational Projects.

- MARINO’S WORKSHOP Project, Italy

In Italy, some Municipalities of the Alto Vicentino build a model of intervention in response to the problems of early school leaving and access to work of fragile adolescents and youngsters from disadvantaged family background. The “Marino’s workshop” project is aimed at young people aged 16 to 18 years old dropping out of school and young disadvantaged adults aged 19 to 21 years old.

The project is targeted at young people from families already supported by: the Municipal social services, the specialist services of the Local Social and Health Unit no. 4 (child protection and welfare services, child psychiatry, drug addiction service, Family Counselling) or by the local lower and upper secondary schools.

- PASSAGGI: ACCORDO DI RETE ISTITUTI CITTÀ DI VICENZA (“PASSAGGI: Network agreement among schools in Vicenza”), Italy

The project is based on a territorial agreement involving a network of public and private education institutions and private vocational training centres of the Province of Vicenza. The project aims at fostering a permanent change to the situation of students at risk of early school leaving directly involving the teaching staff of the institutions. Furthermore, the project supports students in the transition from one school to another or through different curricula.

9

- “POST - PROGETTO ORIENTAMENTO SCOLASTICO TERRITORIALE - BASSANO DEL GRAPPA” (“POST – TERRITORIAL SCHOOL GUIDANCE – BASSANO DEL GRAPPA”), Italy

The POST project is targeted to students enrolled in Upper secondary schools and VET centers of the POST network.

The key educational purpose of POST network is the “multifactoriality” of guidance: individual achievement of students through vocational guidance activities; informative processes to provide cognitive support for an informed choice of studies corresponding to the evolution of the labour market; vocational guidance and counselling, supplementing the process of selection of students in the most difficult cases.

The two best practices mentioned below are illustrative examples on how to enhance the transition from education and training pathways to the labour market based on awareness raising towards existing jobs and on experiencing effective job opportunities.

- PILOT PROJECT “COMPANY-INTERNAL VOCATIONAL PREPARATION BEVOPLUS” (Funded by the Federal Institute for Vocational Education and Training and the Federal Ministry of Education and Research), Germany

The pilot project “Company-internal Vocational Preparation bevoplus” aims to facilitate school-to-apprenticeship transition of young people, mostly at the age range 13 to 16 years old through the use of an innovative method called “Orientation of potential in the bridging process between school and vocational training”. This method promotes the recognition of relevant competencies of young people, before they go into traineeships and internships, to make the future prospects provided by learning in the workplace in a suitable company attractive and tangible, thereby carving a new, pro-competency path in preparing for workplace learning. The model is applied by training companies within the German dual VET system in the framework of the compulsory 2 weeks internships foreseen during school time, to promote successful transition from school to in-company apprenticeships.

10

- PERIPLOS PROJECT (2005-2007), Spain

The PERIPLOS PROJECT (2005-2007) was designed in Spain to promote job placement among young people having special difficulties accessing the labour market due to their lack of professional competences. The priority target group was young people aged 16 to 21 years old and coming from a background of early school failure. The goal was to experiment qualifying processes for employment through new theoretical-practice training systems, working in direct connection with local companies.

Below two examples of micro-level, not preventive interventions targeted to young people already NEETs (aged 16-25), that were considered by the partnership as containing methodological value for the project purposes.

- PRINCE'S TRUST 12-WEEK TEAM PROGRAMME, United Kingdom

The Prince's Trust 12-week Team Programme follows an informal approach, not part of the formal education system, and the results are focused on behavioural changes and in the development of youth employability skills. The Prince's Trust 12-week Team Programme works with students aged 16-25 years old, offering work experience, qualifications, practical skills, participation in community projects and a residential week.

- EALING PATHWAY PROGRAMME, United Kingdom

The Ealing Pathway Programme situated in the Ealing Borough of London works with students aged 16-19 years old (or 24 for disabled young people), over 26 weeks, offering a work placement (2 days per week), training (1.5 days per week), mentoring/support as a group or 1:1 (0.5 days per week), as well as volunteering activities (Duke of Edinburgh Award <http://www.dofe.org/>), certificate and support to progress onto further learning or employment.

Introduction

This Intellectual Output – IO1 – collects and analyses different approaches and practices for the identification of young people at risk of NEET at an early stage, as well as examples of existing intervention measures to reduce the risk of becoming NEET, currently implemented in partners' countries – Portugal, Germany, Italy, Spain and UK.

The definition of NEET includes all young people who are not engaged in any form of employment, education or training. It records the share of population of all young people currently disengaged from the labour market and education, namely the unemployed and the inactive that are not in education or training.

12 The NEETS at RISK Project aims to address the issue of NEET from a preventive perspective, to understand and recognise the real risk factors of becoming NEET and to explore the consequences and impact of applying preventive measures.

The NEETS at RISK Project methodology is targeted at students/trainees from 15 to 24 years old, who are still in the school or in the training system, ending their compulsory education but at risk of becoming NEET as well as those who, although out of the education system, may be identified at an early stage, allowing specific measures to be taken to reduce the NEET risks factors.

This document is organised in three chapters. The first one introduces the NEETS problem at European level by using and comparing Eurostat statistics on NEET rates from the UE28 and each partner's countries. Data on youth unemployment and early school leaving is also presented. Based on recent literature, some features and risk factors as well as consequences of becoming NEET are reviewed.

Chapter II presents the current situation in the five European partners' countries – Portugal, Spain, Italy, UK and Germany – in what concerns the NEETS problem, by providing statistical and empirical data collected by each partner.

Examples of good practices were gathered and are described in Chapter III, having considered local/national specifications of the partners' countries. These good practices address the way young people at risk of NEET are being identified at an early stage, as well as possible intervention measures to reduce the risk of becoming NEET.

CECOA and UCP-CEPCEP have coordinated this activity by providing guidelines to collect and compare the information provided by all partners. Twelve European experts contributed to the development of this document, providing a characterisation of the risk factors associated with the NEETS phenomenon and methodologies to prevent it with promising results and capacity of scalability to other contexts.

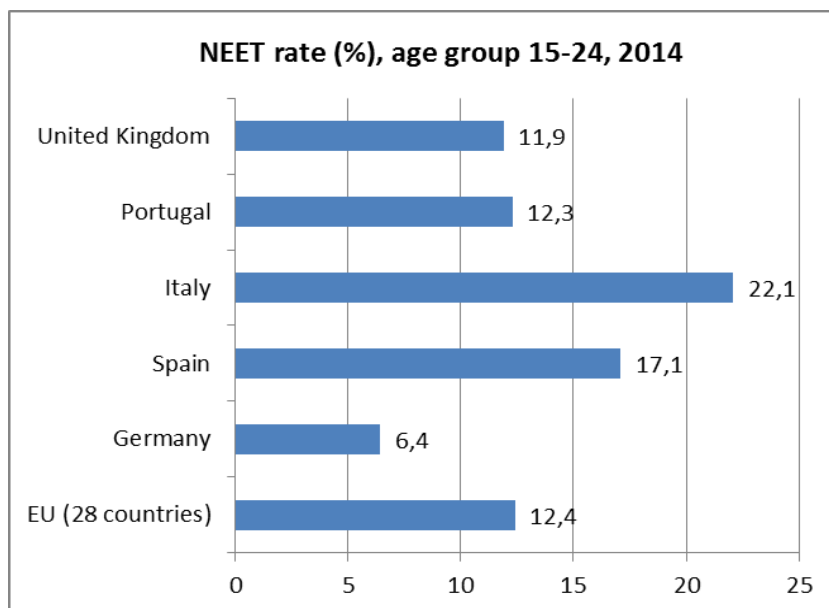
1.1. NEETS at RISK Country Comparison

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

13

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

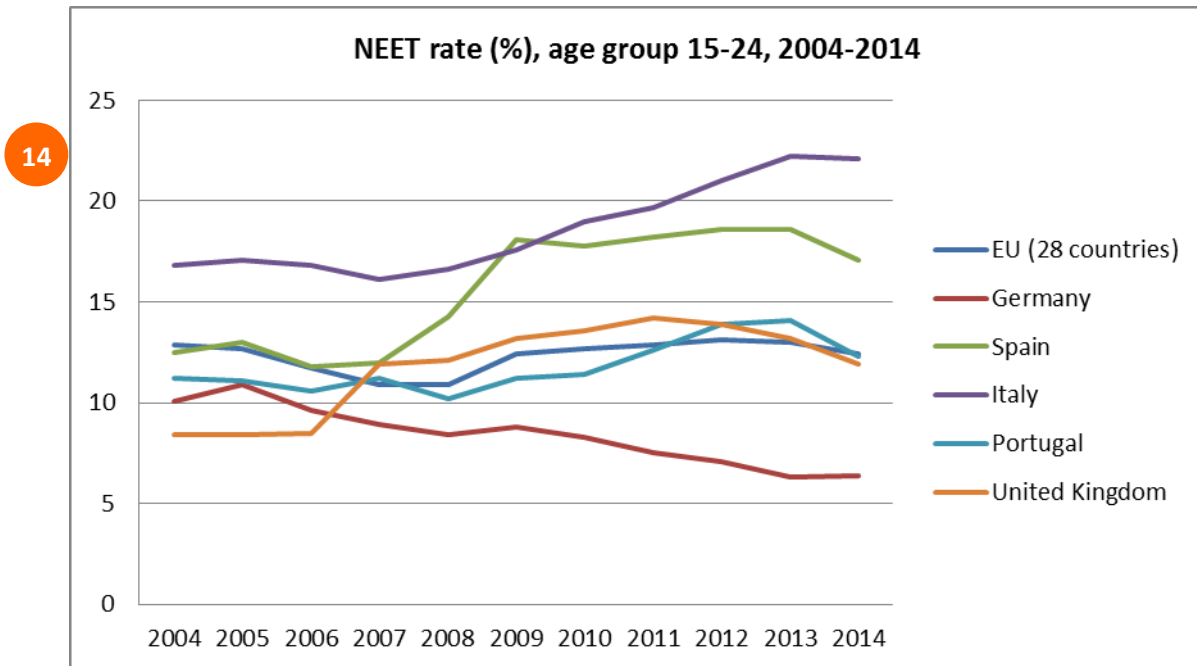
Graphic 1:



Source: Eurostat, Labour Force Survey (Last update: 10.07.2015)

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

Graphic 2:



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

In fact, a large NEET population often results from a declining economic situation. This is mostly the case of European countries such as Portugal, Spain or Italy where a deep and prolonged economic recession strongly affected labour market conditions. Youth employment prospects and families' social and economic situation have deteriorated. Early school leaving, although improving, remains high and youth unemployment rate increased markedly.

As Table 1 shows, there is generally a strong association between these education and labour market indicators. Countries having high NEET rates also have high levels of unemployment, particularly of youth unemployment, and substantial early school leaving. Although youth unemployment rates are normally higher than total unemployment, Spain, Italy and Portugal have the largest values. In 2014, 53.2% of young people with less than 25 years old in Spain, 42.7% in Italy and 34.7% in Portugal had no job.

Table 1:

NEET rate (age group 15-24) and other relevant education and labour market indicators, 2014

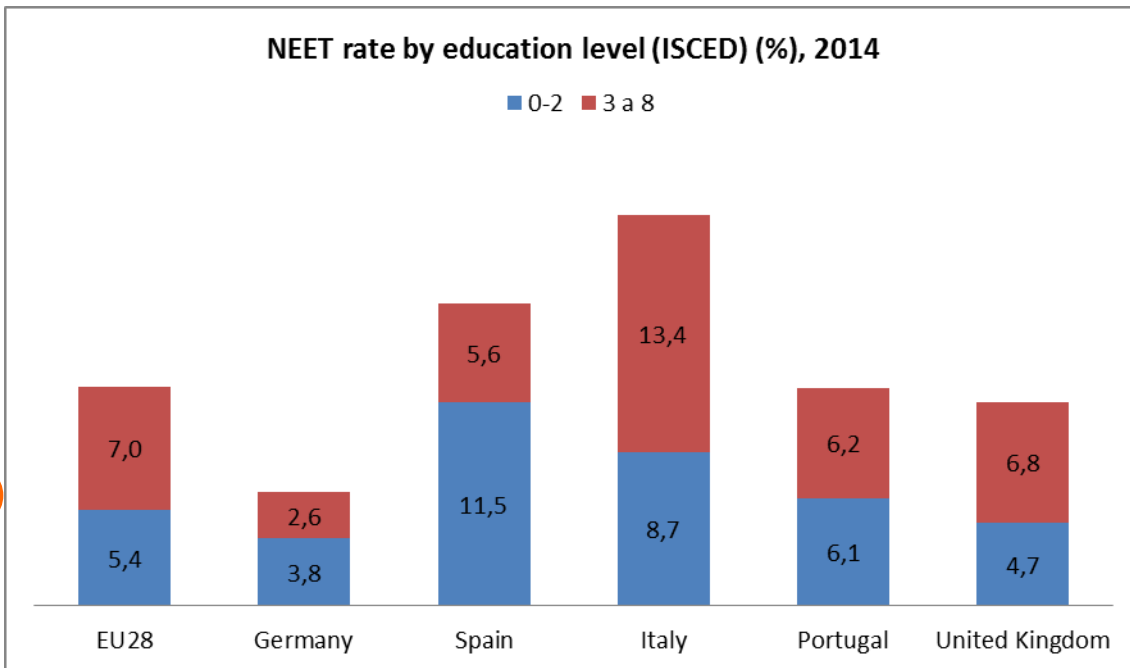
	NEET rate (%)	Early school leaving (18-24 years old) (%)	Unemployment rate (%)	Youth unemployment rate (less than 25 years old) (%)
EU28	12,4	11,1	10,2	22,2
Germany	6,4	9,5	5	7,7
Spain	17,1	21,9	24,5	53,2
Italy	22,1	15	12,7	42,7
Portugal	12,3	17,4	14,1	34,7
UK	11,9	11,8	6,1	16,9

15

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

Those leaving school with low qualifications are generally the most vulnerable to a NEET situation. However, NEET rates by education attainment, in Graph 3, show how NEETs are also frequent between young people having upper secondary and tertiary education. In EU28, 7% of these were in a NEET situation, in 2014, compared to 5.4% of the low-skilled youth, from 15 to 24 years old. This is also the case of Italy and UK and, in some extent, Portugal. Despite the fact that this might reveal the rising unemployment of young graduates and, in some cases, difficult transition processes from school to work or a mismatch between the skills of young people and the skills required by the labour market, it also results from the rising levels of education of the young generations.

Graphic 3:



16

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

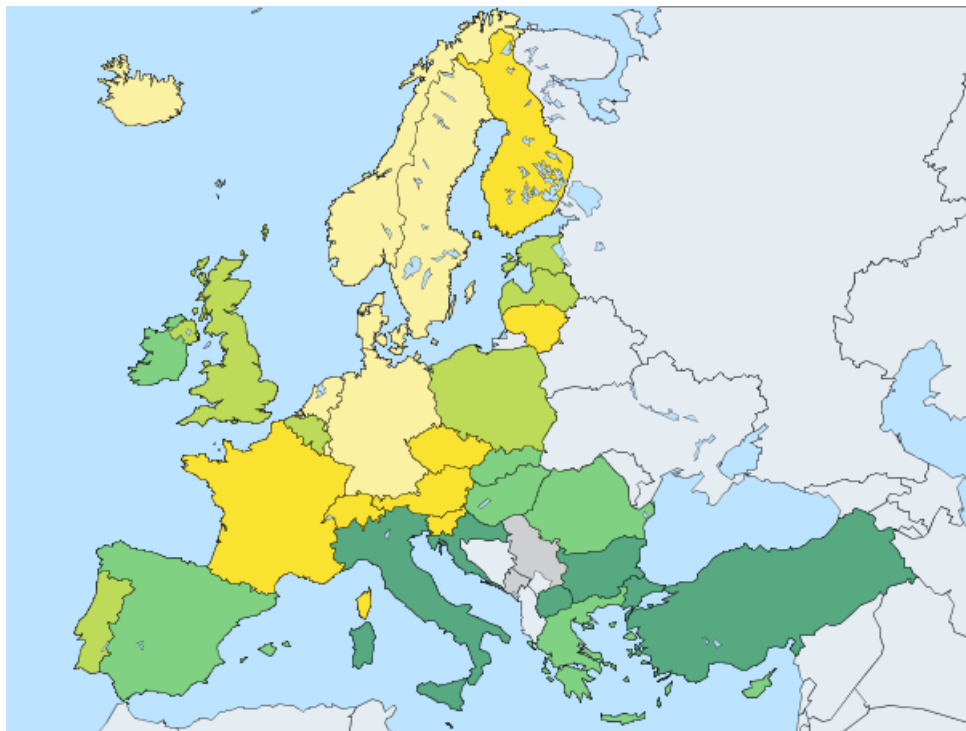
In 2014, Spain presented the highest NEET rate among young people below secondary education (11.5%). On the contrary, Germany had the lowest rate (3.8%). Regarding ISCED 3-8, Italy had the highest NEET rate (13.4%) and Germany the lowest among the project partners' countries (2.6%).







Because access to upper secondary education has expanded over the years, those between 15 and 19 years old (the youngest cohort), not in education or training are particularly at risk. When the labour market deteriorates, the youngest people making the transition from school to work are often the first to encounter difficulties. These young people might have lower qualifications, while employers tend to prefer more experienced workers for the few jobs available.

Chart 1 below shows that some countries are more successful than others in providing employment for 15-19 years old (shown in the chart as "not in education, employed"). On the other hand, across OECD countries, about one in two 15-19 years old not in education is working; but in Italy and Spain, less than one young adult in five, who is no longer in education, is employed.

Chart 1:

Age group 15-24 and other relevant education and labour market indicators, 2012



Legend	
	5 to 7.2
	7.2 to 10.7
	10.7 to 12.3
	12.3 to 19.1
	19.1 to 25.2
	Data not available

Source: European Foundation for the Improvement of Living and Working Conditions (2012)

According to the OECD Report (2014), young adults leaving school and entering a difficult labour market may remain unemployed for long periods or may exit the labour force entirely, i.e. become inactive. Actually, the proportion of young people in a NEET situation includes those who are unemployed or inactive. The latter group is particularly important as it includes discouraged young people who gave up looking for a job.

In EU28, the proportion of inactive young NEET, in 2014, was already near to the one of unemployed NEET, as we may see in Table 2 Italy, with the highest NEET rate, has also a higher proportion of inactive, representing more than half of the young NEETs. UK shows a similar situation even though with much lower values.

Table 2:

NEET rate, and the percentage of unemployed and inactive persons (age group 15-24), 2014

	NEET rate (%)	Unemployed persons (%)	Inactive persons
EU28	12,4	6,4	6,0
Germany	6,4	2,7	3,6
Spain	17,1	12,0	5,2
Italy	22,1	10,2	11,9
Portugal	12,3	8,2	4,1
UK	11,9	5,6	6,2

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

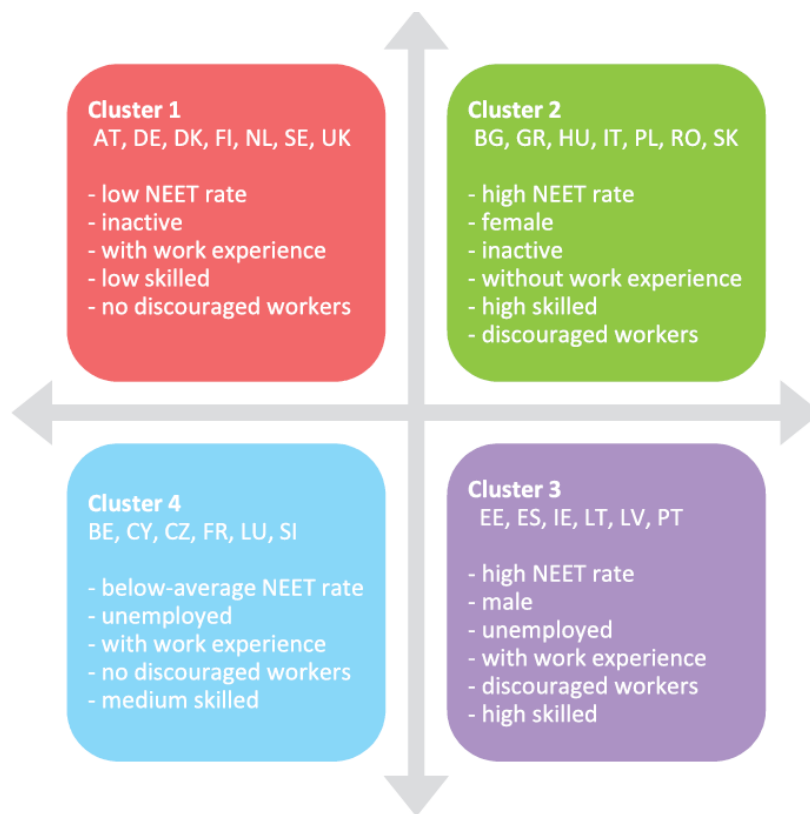
18

Inactive and long-term unemployed individuals in the NEET population may lose valuable skills and experience long-term effects on their future employment and earnings prospects, which, in turn, may result in fewer opportunities to accumulate human capital and foregone tax revenues for national economies. In addition, many studies have confirmed the association between unemployment and poor mental health, including depression, which may also translate into extra social costs for society (OECD, 2008).

Mapping the phenomenon of NEETs in Europe, a Eurofound study (2012) referred to the existence of four clusters in Europe, comprising diverse levels of NEET rates and characteristics of young people. According to this study, clusters 1, 2 and 3 disperse the five countries in which the project focus on.

Figure 1:

Characteristics of four NEET clusters in Europe



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

Germany and the United Kingdom belong to Cluster 1. In this cluster, the typical NEET has a lower educational level and has withdrawn from the labour market and from education. Germany is characterised by a low NEET rate. Germany has implemented the dual educational system. Young people get previous work experience and the percentages who are discouraged workers are well below the EU average. In the United Kingdom, the low share of discouraged workers indicates that in most cases this decision might have been voluntary, probably to take over family responsibilities or to follow alternative trajectories, and not as a sign of structural barriers for young people accessing the labour market.

Italy belongs to Cluster 2, and it is equally characterised by having a majority of NEETs who are inactive. In addition, the share of discouraged workers is higher than the EU average as well as the share of NEETs who are women is much higher than the EU average. The characteristics of this cluster, namely the high rate of NEETs without work experience, the high share of discouraged workers and the high share of NEETs among

those with a tertiary education, seem to indicate structural problems in the transition from the education system to the labour market. In this scenario, ending up as NEET seems to be involuntary and the result of various barriers that hinder a successful transition.

Portugal and Spain belong to Cluster 3. These countries have been heavily affected by the economic crisis and have seen the youth unemployment rate doubled or tripled since the onset of the recession. In fact, unlike the previous two clusters, the majority of NEETs are unemployed. While the high share of young people with a tertiary education may indicate some structural problem that slows the transition from education to work for the most educated, the fact that most NEETs have work experience and are more likely to be male might indicate that they fall into the NEET status as a result of the economic crisis, which hit the entire population of young people, regardless of their educational level.

20

1.2. Features and risk factors

Among the factors and the characteristics associated with the NEET phenomenon, the following ¹are included:

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

¹ From Reintegração da População NEET no Mercado de Trabalho e no Sistema de Ensino/Formação, SERGA, 2014. POAT/FSE: Gerir, Conhecer e Intervir.

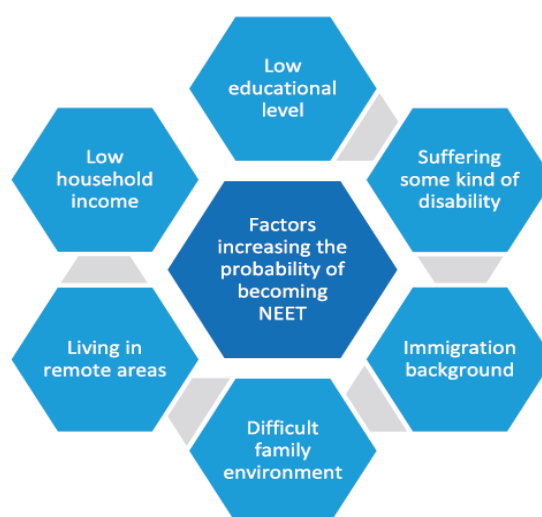
Along with these individual characteristics, certain intergenerational and family influences have a significant impact on the probability of being NEET, such as:

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

21

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

Figure 2:
Factors that increase likelihood of making Young NEETS



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

1.3. Consequences of becoming NEET

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

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

22

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

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

2.1. NEETS at RISK in Portugal

Despite the progress in young people's education in Portugal, we are still at a considerable distance from the European average. Early school leaving has been improving, but it is still far from the European target of reducing at least to 10% (in 2013, early school leaving in Portugal was 19.2%). Also in 2013, 30% of young people between 20 and 24 years old had only a basic education level, a value that, although much lower than in the beginning of the decade - 57 % in 2000 - is still worrying. At European level, 1 in 5 young people is low skilled (**Table 3**).

23

		2002	2010	2013	Target 2020
Young people (20-24 years old) with upper-secondary education	UE28	76,9*	79,2	81,0	
	Portugal	49,1*	59,1	70,1	=>85% **
Early school leavers (18-24 years old)	UE28	17,0	13,9	12,0	<10%
	Portugal	43,6	28,3	18,9	<10%

Notes: * data regarding the year 2001; not available for the year 2000; ** not considered as an ET 2020 target but relevant for the analysis.

In addition, the severity of youth unemployment in recent years has contributed to increasing NEET rates. In 2013, youth unemployment rate (20-24 years) was of 35%, more than the double of the rate registered five years earlier. 42% of these young people had been unemployed for a year or more (**Table 4**).

		2007	2010	2013
Youth unemployment (20-24 years old)	Portugal	15,0	20,4	34,9
	UE28	13,9	19,3	22,1
Long-term youth unemployment	Portugal	4,2	6,9	14,6
	UE28	4,2	6,2	8,5

High youth unemployment and significant early school leaving seem to be closely related to the phenomenon of NEET. In 2013, nearly 1 in 5 young people aged between 18 and 24 years old had no job and did not participate in education or training (**Table 5**). During this period, strongly affected by the economic recession, the proportion of young NEETs, with at least secondary education, also increased.

		2007	2010	2013
Young people (18-24 years old) - no job / not participating in education or training	Portugal	13,6	14,9	18,8
	UE28	14,1	16,5	17,0

Several measures have been adopted to minimise early school leaving and the situation of NEETs in Portugal. Instead of a range of measures, a strategic and integrated approach to education, training and employment systems has been put in place, in line with the European Commission proposal, including:

24

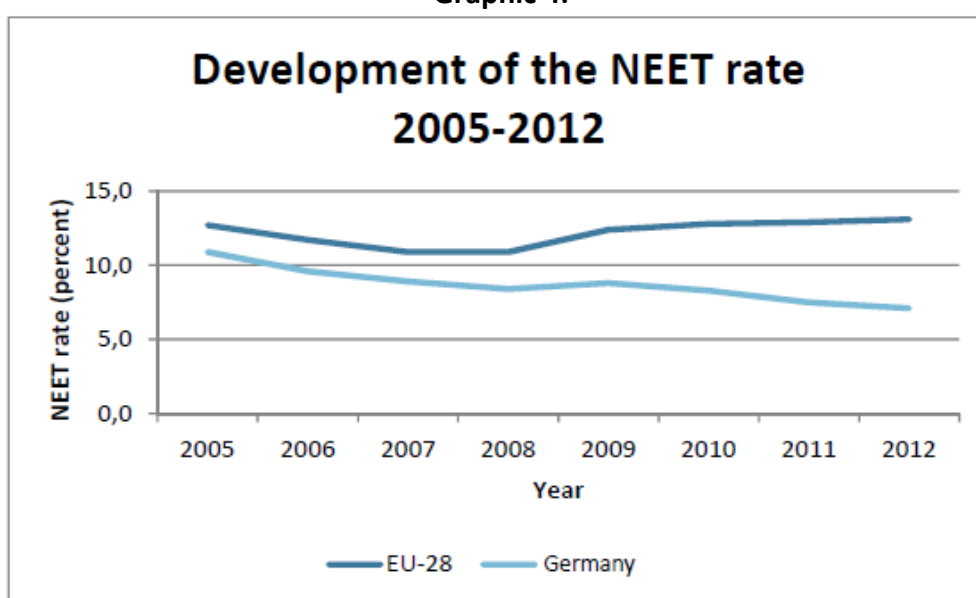
- Modern Curriculum, which prepare young people with relevant skills and able to face the constant and rapid changes in the labour market;
 - Young motivated to pursue careers that require strong science, technology, engineering or math skills - through packages of measures to inform young people as early as possible of the career opportunities existing in these areas;
 - Strengthening of individualized counselling and coaching actions aimed to help young people to find an educational or vocational course tailored to their personal needs and characteristics (strengthening the structures of CQEP);
 - Partnerships between schools and industry as an essential component of compulsory education - business involvement is a necessity in this area so that they can convey their experiences and knowledge;
 - Development of networks involving the main actors from the employment/education/training area, particularly at regional and local level, to ensure the credibility of young people from the labour market perspective;
 - Schools teaching students to become more entrepreneurial and to develop a positive attitude towards risk-taking;
 - Making entrepreneurial careers more attractive to young people by introducing simpler and faster administrative procedures to encourage new business / start-ups;
 - Experiencing business practices before finishing school in response to a global economy that needs more job creators and entrepreneurs than employees; this kind of experiences helps students to see the relevance of what they are studying and will encourage them to go further, learning by doing, in all levels of education;
-

- Experiencing voluntary practices as a way of raising young people awareness to the reality of society as well as a way to facilitate their integration in active life.

2.2. NEETS at RISK in Germany

In Germany the NEET rate decreased from more than 10 percent in 2005 to a rate of 7.1 percent (640,000 individuals) in 2012 – here almost twice as many as young unemployed.²

Graphic 4:



25

Source: Eurostat

Source: Eurostat, quoted by the Federal Ministry of Labour and Social Affairs 2014, p. 11

Not all individuals in these heterogeneous groups are available to enter the labour or vocational education and training markets or are in need of (subsequent) integration support. There are various reasons why an individual is given the NEET status. The NEET group comprises some 270,000 unemployed individuals and another 370,000 non-active people. These include youths without a job who do not fulfil the 'available for work' and 'seeking work' criteria, i.e. single parents, youths with health conditions that do not allow them to work, and young people with disabilities.³

² Cf. Federal Ministry of Labour and Social Affairs 2014, p. 11

³ Cf. Federal Ministry of Labour and Social Affairs 2014, p. 11

As low level of education is one of the most important risk factors to become NEET⁴ early school leaving must be considered as risk at NEET. Early school leavers (ESL) in Germany include young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level. There is no unified official national report about the state of dropout. ESL rate is reported to be 11.9 %, which is below EU average and is almost reaching set target of 10%. Reasons for ESL are various. Research shows that dropout risk is associated to lower socio-economic and lower educational status of parents, to the migrant population, to geographical provenance, and thus similar to NEETs risk factors.⁵

In accordance to the EU measures and initiatives regarding ELS, Germany has developed and integrated several programs. There is “The Support System for Learners in Transfer / Transition from School to Work” including the so-called “Basic Vocational Education Year and Vocational Preparation Year” that were developed for young people who did not succeed in entering the vocational training market directly after school. The main aim is to enhance their competencies needed for such training and, thus, their employability. Support is offered to young people in different stages of their transition process. Providers of these measures are mainly non-profit organizations, whereas their activities are embedded in the (financial) support structures of the Federal Employment Agency, the Youth Welfare Service and other public services. There is also the “Education Alliances” program that started across Germany in 2013 and is supported by the Federal Ministry of Education and Research (BMBF). The aim of this program is to ensure that disadvantaged children and young people are well equipped for their educational careers. BMBF also supports the “Education Strings Initiative” that aims to prevent school dropouts and to support transfer from school education to vocational training.⁶

The “German National Implementation Plan to Establish the EU Youth Guarantee” draws the conclusion that focus must be placed both on identifying the challenges involved and on providing targeted support for young people aged 20 to 25 who have no vocational qualifications or skills. Although the situation is positive compared with other countries, the number of people below 25 that are unemployed must be further reduced.⁷

⁴ Cf. Eurofund 2012, p. 56

⁵ Cf. Heid and Fischer 2012

⁶ Cf. Heid and Fischer 2012, p. 22ff.

⁷ Cf. Federal Ministry of Labour and Social Affairs 2014, p. 11

However, measures to reduce the risk of becoming NEET must take action much earlier than at the age of 20, because there is a considerable quote of NEETs among people still younger than 18 years.

For NEETs registered in the public employment services the German National Implementation Plan offers specific ways.

In Germany, this sub-group of NEETs can access employment-related assistance and support via youth welfare service providers. If they are unable to obtain assistance elsewhere, young people who are highly dependent on support to compensate for social disadvantages or to overcome difficult personal circumstances may be offered suitable socio-educationally supported vocational training and employment opportunities by youth welfare service providers.

A range of programmes and initiatives come into play here: JUGEND STÄRKEN (funding period 2007 to 2013) launched by the Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ) and the planned pilot scheme JUGEND STÄRKEN im Quartier (funding period 2014 to 2020) which, subject to approval as part of the Federal Government's ESF programme, will be jointly managed by BMFSFJ and the Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB), and will run from 2014 to 2020. The objective of these programmes is a targeted focus on NEETs: Given the large number of NEETs, the challenge is to identify and monitor the transitional processes involved in switching from school to employment in order to offer young people tailored services and opportunities.⁸

⁸ Cf. Federal Ministry of Labour and Social Affairs 2014, p. 19f.

2.3. NEETS at RISK in Italy

Undoubtedly, young people are those that have been affected the most by the current employment crisis. The unemployment rate among young Italians reached a new record in August 2014 (44.2%), while the employment levels continue to decrease.

Most worryingly, the number of NEETs – people in the 15 to 24 age group who do not work nor study – has been estimated at 1.27 million (including 181 thousand foreign citizens) that is 21% of people in this age cohort. This percentage rises to more than 30% in the Southern regions (Campania, Calabria and Sicily).

28

In Italy, the definition of NEET is different from the rest of Europe, because in Italy young people who are doing regional short and vocational language or computer training (up to 1 year) are also included in this term. Using such a definition represents a standardised description of the status of these young people, who are not engaged in institutional work or educational training. However, the concept defines young people by what they are not, and subsumes under a negatively perceived label a heterogeneous mix of young people whose varied situations and difficulties are not conceptualised⁹.

Italian NEET percentages reported by Eurostat are: 15-17 years 6.6% (6.9% of males, 6.1% of females), 15-19 years 11.9% (12.3% of males, 11.4% of females), 18-24 years 24.2% (24% males, 24.4% females), and 20-24 years 25.9% (25.4% males, 26.5% females).

These data show a significant increase of the NEET population during the last years. Moreover, the differences between males and females are highly evident. Considering older groups, NEET population increased, reaching its maximum among the 20-24 year age groups. Besides the differences between males and females, the highest female NEET percentage was observed in the 20-24 years group, but not in the younger ranges. Unlike other countries, in Italy the NEET condition is largely due to inactivity rather than unemployment, reflecting an alarming situation of demoralisation of the Italian young people that are facing difficulties in finding a job.

⁹ The heterogeneity of circumstances explains the different pathways of the NEETs and could describe various NEET groups having different needs and conditions such as: “core NEET”; “floating NEET” or “transition/gap year NEET”. “Core NEET” are those with social and behavioural problems including those who come from families where worklessness and unemployment is an accepted norm. “Floating NEET” comprises young people who lack direction and motivation, moving between different phases of activity but returning to NEET status repeatedly after unsuccessful engagements with activities leading to drop out from college courses, training programmes, or short term spells of employment. Finally, “transition/ gap year NEET” are those young people who have often chosen to take time out before progressing onto further or higher education opportunities and are likely to return to education, training or employment, but it is not always clear when this will occur.

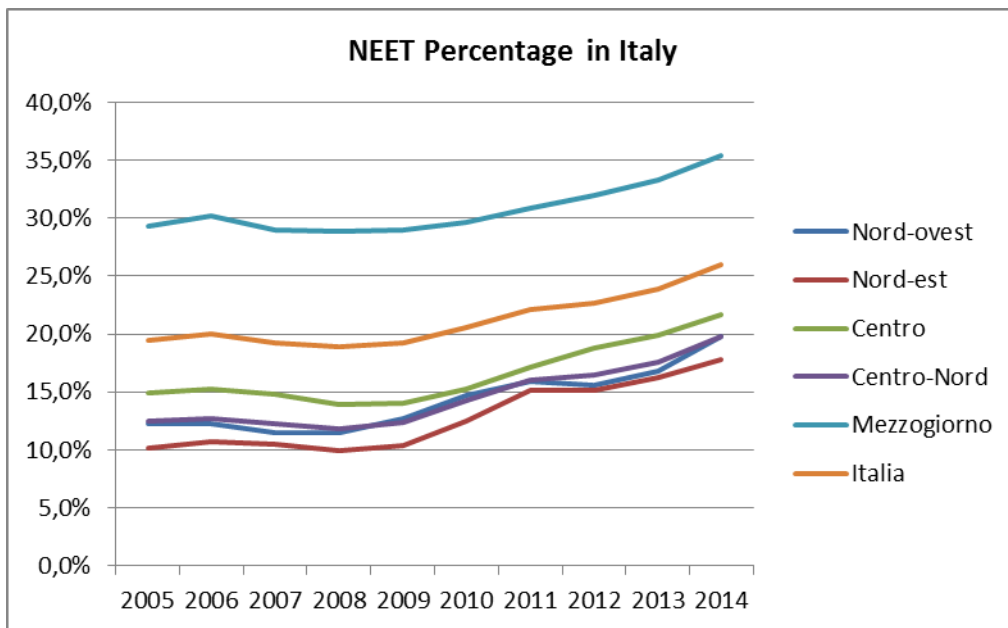
More specifically, the proportion of Italian NEETs is the highest in Europe and in statistical terms is characterised by:

- High rate of age (15,2% in the 15-19 age group; 40,3% in the 20-24 age group; 44,6% in the 25-29 age group);
- Incidence is higher among women, who are more represented in the inactivity component rather than the unemployed proportion (51,9% compared to 48,1% of men, in particular in the age group 25-29);
- Low level of education (40,6% is represented by people who only possess lower secondary school certification; 49,6% are people with upper secondary diplomas / graduates; only 9% of those have university degrees);
- Incidence continues to increase in the population of young foreigners (35,5% in 2013);
- Only 0.9% of the Italian NEET have some type of disease or disability (age group 15-19) and most of these subjects (2.4%) think either that no work is available or that it is not easy to get; in the 15-24 years group these percentages increase to 4.5%. seems to face when it comes to getting a job;
- Higher concentration for residents in the South (33%). Among the Southern Italian Regions of the south, those with the highest incidence are in fact Campania and Sicily (between 35% and 37%%), followed by Calabria (33.8%) and Puglia (31.2%) in which there is a flattening phenomenon of gender differences for which the NEET men are slightly lower than the women with values above 30%.

Taking into account the categorisation provided by ISTAT, in Italy the inactive NEET are significantly dominant in comparison to the unemployed (Elaboration data Eurostat 2014 by it.adviseonly.com), unlike Europe where the unemployed and inactive are equally divided within the whole NEETs population.

Graphic 5:

NEET percentage in Italy, divided in territorial areas



30

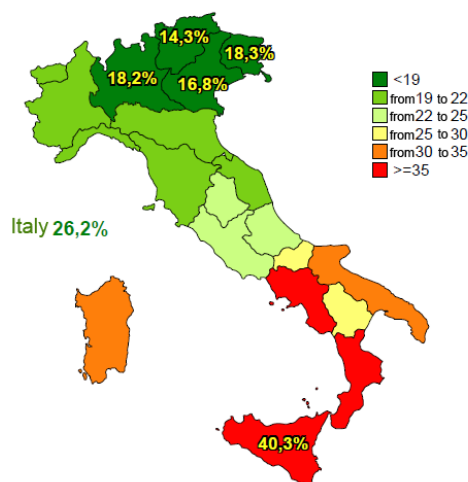
Source: Own elaboration on historical data processed by ISTAT

By analysing Graphic 5, it is possible to say that the highest percentage of NEET in Italy is situated in the “Mezzogiorno” (35,4%), while the lowest percentage is in the territorial section “Nord-Est” (17,8%) including Veneto Region. Despite the different results in each territorial area, the general trend in the Italian territory seems to be homogeneous. Indeed the trend is growing constantly since 2009.

In 2014 in the Veneto Region, NEETs amounted at around 118,000, i.e., 8% less than in the previous year. NEETs represent 16.8% of the young people living in the Veneto region. This is, however, the second lowest percentage in Italy following the Trentino Alto Adige Region with 14.3%.

Figure 3:

Young NEETs aged 15-29 years old – Year 2014



The National Plan for the implementation of the Youth Guarantee

To combat the problem of youth unemployment, the Italian Government launched the “National Plan for the implementation of the Youth Guarantee” on the basis of the EU Council Recommendation on the establishment of a guarantee for young people. Interventions targets young NEET (not in employment, nor in education, nor in training) aged 15-29 years old, corresponding to an estimated potential target of 1,722,000 individuals.

The main goal of the scheme is to activate young NEET, enhance their employability and provide them with good offers in terms of education, vocational training, apprenticeship or employment.

A set of nine standard active policy measures have been defined at national level, whose administration has been largely devolved to Local Authorities according to Italian institutional asset:

1. Registration, take up and orientation;
2. Training;
3. Guidance to work: aimed at designing and activating employment measures, supporting the young during start-up and first work experiences and training;
4. Apprenticeship;
5. Extra-curricular internship, also through geographical mobility, aimed at enhancing employability of young people and at facilitating school to work transition through on-

the-job training. The internship through national and transnational geographical mobility is intended to promote training and professional experience outside of their territory;

6. Community service aimed at providing young people up to 28 years with knowledge on the areas of national and regional community service (assistance to persons, civil protection, environment, cultural heritage, education and cultural promotion) and soft skills (teamwork, group dynamics, problem solving, brainstorming);

7. Support for self-employment and to self-entrepreneurship for young people up to 29 years old including training to prepare a business plan, personalised assistance for the drafting of a business plan, support access to credit, support services for the establishment of an enterprise, support for start-ups;

32

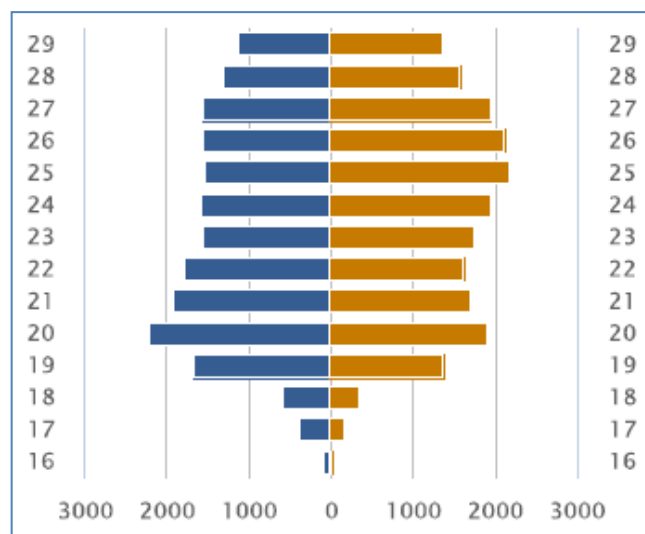
8. Transnational and territorial job mobility aimed at promoting professional mobility within the national territory or in EU countries (the focus is on the role of the competent services, including via the EURES network);

9. Employment incentives for taking ups on open and fixed term basis. To avoid “creaming” and “parking” effect, a detailed profiling methodology has been developed, to assess the effective employability of young NEET.

Reward and unit cost of interventions are set according to the profiling scores of individuals. In Veneto the Youth Guarantee Programme started from May 2014.

The distribution of NEET registered in the regional official web portal of the Youth Guarantee www.cliclavoroveneto.it varies depending on the age of users. Actually, total recordings are 39,900 and are continuously increasing.

Graphic 6:
NEETs registered in Youth Guarantee in Italy



Features and risk factors

The NEET problem is complex arising from interplay between individual, family, and contextual (school, labour market, neighbourhood) factors. Although low educational attainment is a marked indicator of young people becoming NEET there are deep-rooted individual, family and contextual factors contributing to increase the risk of becoming NEET.

These factors may be traced back to early childhood. There have been debates on whether NEET status is transitional and temporary or whether it has long-term negative effects on young NEETS. Empirically outcomes of studies on impacts of NEET experiences have been mixed and vary by gender and outcome measures. In addition, few studies have adopted a life course perspective, or considered both individual and contextual factors.

33

Broadly speaking, young people with a low level of education are three times more likely to become NEET compared to young people who obtained an upper secondary school certification. Young immigrants are 70% more likely to become NEET compared to residents. Furthermore, young people who are affected by disabilities or health problems are 40% more likely to be included in the category NEET or ESL (early school leavers) compared to young people without any health problems¹⁰. In addition to this, the family background plays an important role. Indeed, the success of school/training programs is strongly shaped by the socio-economic backgrounds and the qualifications of the parents. This means that young people with high qualified parents leave less school, have a lower probability to become NEET or ESL and participate more actively in cultural activities compared to young people with unqualified parents.

The causes which lead to the status of NEET or ESL are multiple: different socio-economic backgrounds, disadvantaged social, economic and cultural family background, severe mental and physical disabilities, etc. These can be analysed on three different levels: the micro level to evaluate the individual and family characteristics, the meso level to look over the school environment influence, the macro level regarding the economic and social factors.

An important element of the first observation level consists of the extension of the adolescence by those young people who still live with their parents although they are adult. The difficulty of interaction with other people represents the individual factor which leads to this behaviour. So it becomes difficult to create significant and collaborative relationships. The NEET are characterised by little determination to study, train or begin a serious active job search. Therefore, the NEETs motivation plays an active role in the analysis of the issue. Among the different personal attributes,

¹⁰ Publication available on the site: www.eurofound.europa.eu/publications/htmlfiles/ef1254.htm.

responsible for the NEETs passivity, the first one is represented by the lack of desire to work, the second one by the aversion of the school background's formality and finally by irritability, hypersensitivity and inability to adapt ourselves. In this observation level, we can also find the family background as a cause that leads to the NEET status.

In the second observation level, the attention should be focused on school institutions that seem to be unable to offer to the students an interesting education both from a methodological and content point of view. In this way, the students' motivation to learn decreases and the will of leaving school grows proportionally.

In addition to this, many students noticed the difficulty school manager and teachers have to manage and deal with the "bullying" phenomenon. This issue makes the school environment less comfortable for studying.

34

The macro level is characterised by the problems related to economic and social issues. The highest percentage of NEETs and ESL were reached in the years after the financial crisis in 2008. The financial slump discouraged many young people studying or searching for a job.

Consequences of becoming NEET

As revealed in the previous paragraphs, not having an instruction, not being trained or not be looking for a job has individual and social consequences.

From an individual point of view, NEET means being afflicted by many negative social conditions like isolation, insecurity and low-paid job, crime and health problems. A prolonged exposure to the NEET status implies negative psychological, social, as well as relational and physic effects. Young NEET feels incompetent and is invaded by a sense of inutility, frustration, humiliation and shame.

In particular, it has been observed that, among the inactive NEET, there is a low level of satisfaction regarding relationship with friends (especially among women). The NEETS, especially those with lower education, show less cultural interest, lower social participation rates and less satisfaction with their lifestyle. Generally, long-term unemployment brings further difficulties, such as psychological changes that can work against likelihood of future chances of employment or training.

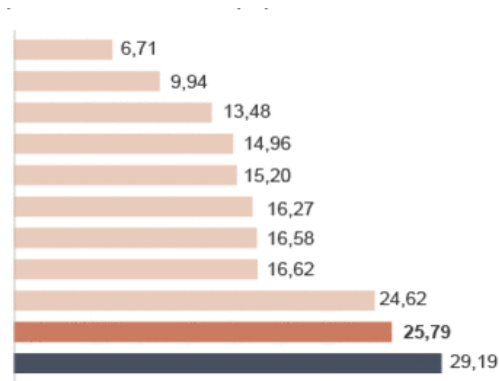
Reduced self-esteem, feelings of self-value, and expectations of success all decrease the likelihood of a successful outcome in job seeking, or may reduce the motivation to seek work at all. Many long-term unemployed people cease to believe in their ability to regain employment, bringing a personal cost and a cost to society. This seems to show that it is the NEET condition, a more than adequate cultural and work stimulus, which negatively influences these young adults, even those with a higher education.

According to ISTAT report, in fact, the NEET condition could force these adolescents into a process of cultural depauperation and social devitalisation, which will continue to grow as the NEET condition lasts over time. The more one remains unemployed or out of the training system, the harder it is to reintegrate oneself; therefore, permanence in the NEET state is a risk indicator of social exclusion.

2.4. NEETS at RISK in Spain

According the 2014 OECD Report (Organisation for Economic Co-operation and Development, 2012), more than 25% of the Spanish youngsters are neither in employment nor in education or training. This percentage is only worse in countries as Turkey and Greece and if we analyse this data in detail we find that one of four has left the school prior to complete the upper secondary studies. This means the highest rate among the OECD countries.

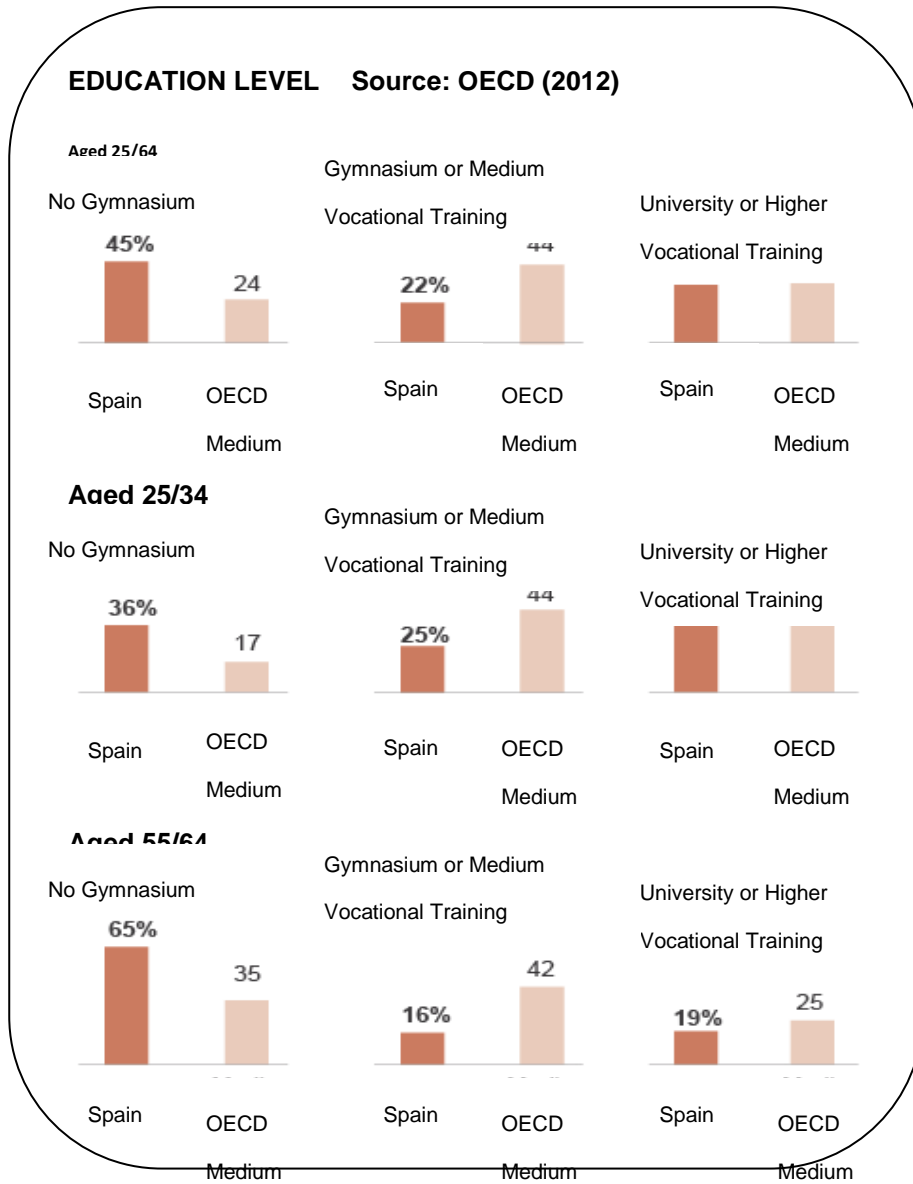
Graphic 7:
% of young people aged 15-29 years old that are neither in employment nor in education or training (NEET)



In Spain, the percentage of young people aged 15 to 29 years old that are neither in employment nor in education or training is of around 25% as shown in the graph. However, more important than these figures than could have different reading when we take in consideration other relevant data (high structural unemployment rate, high school dropout) is the fact that there are around 50% of young people not enrolled in any training course or looking for a job. They are in a serious risk to be excluded of the

educative system and labour market and even young people with solid competences have difficulties to access the labour market without experience.

Figure 4:



36

Legend: 50% of the population aged 25-65 years old have not completed the secondary studies and 36% of the population aged 25-34 years old dropped out before 16 years old

When the labour offer is so restricted due to the financial crisis, youngsters suffer the most due to their lack of competences and experience. In Spain, in contrast to other countries, 19% of the NEETs are in an unemployment condition, that is to say, they are looking for a job. They are forced NEETs while the OCDE average rate is 6%. 7% of the Spanish young people (9% in OEDC countries) are inactive, meaning that, they do not search for a job.

Forced vs. Inactive		
Spain	19%	7%
Medium OECD	6%	9%

One reason for this phenomenon was the real state bubble that caused the school drop out of many students attracted by rapid wages.

Other alarming information is that 50% of those aged 25 to 64 years old haven't completed the Gymnasium or Vocational training studies.

However, the youngest students are at higher education levels when compared with their parent's generation.

Also Spanish unemployment rate of people with university degree or higher vocational training is three times the OECD average rate.

In general, a higher educational level reduce the unemployment risk, although in Spain, as the unemployment rate increased till dramatic figures since 2009, the university studies or VET qualification do not reduce the unemployment rate as in other European countries.

In the frame of the European initiative STRATEGY FOR ENTREPRENEURSHIP AND YOUTH EMPLOYMENT, the Spanish government launched in 2013 the implementation of 100 measures, addressed to young people aged 16 to 25 years old, aiming at promoting the access to the labour market or the continuation of their education or training after completing the compulsory education.

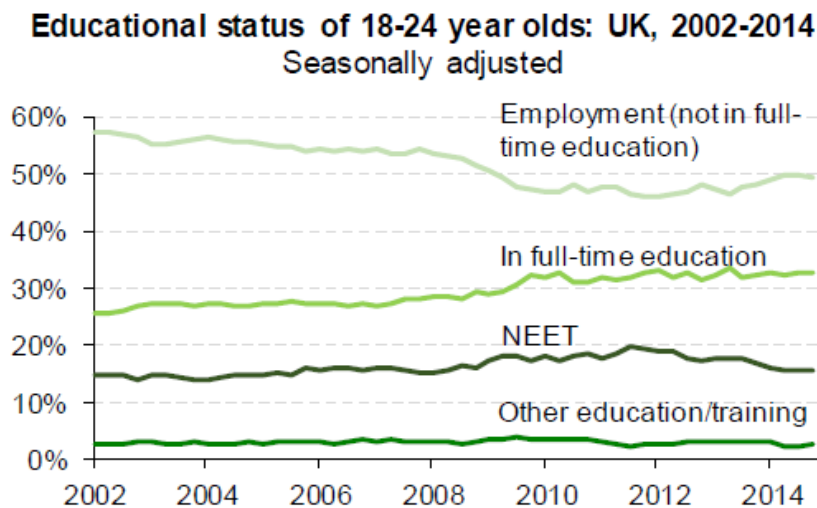
2.5. NEETS at RISK in the United Kingdom

In the United Kingdom, the total proportion of young people aged 16-24 who are NEET has hardly changed – remaining at around 13% or 963,000 people since 2002. Even though over this period, the NEET rate among 18-24 year olds has decreased as a result of a larger numbers of young people staying in full-time education (87% of 16-17 year olds were in full-time education in the fourth quarter of 2014 compared with 74% in the first quarter of 2002), the overall figure has stayed roughly the same as a result of higher levels of youth unemployment.

Graphic 8 below shows this trend for those aged 18-24 – with the proportion of those NEET in 2014 very close to the proportion in 2002, but significantly more young people in full-time education, but lower numbers in employment.

38

Graphic 8:



Source: James Mirza Davies (2015) Commons Briefing papers SN06705

Not all unemployed 16-24 years old are NEET and not all people who are NEET are unemployed. Indeed, 61% of unemployed 16-24 years old are NEET, while the remaining 39% are in education or training. In contrast, 47% of people who are NEET are unemployed, while the rest are economically inactive: not seeking work and/or not available to start work.

In the UK, women aged 16-24 are more likely to be classified as NEET than men – thus in the last quarter of 2014, 57% of 16-24 years old who were NEET were women. Of these most are inactive, while most men who are NEET in this age group are looking for and available for work. The main reason for this is that women who are inactive and NEET are most likely to be looking after a family or home – indeed, 60% of women who are NEET and inactive fall into this category.

Other risk factors associated with being NEET in the UK are¹¹:

- Low attainment – young people with higher achievements at 16 are less likely to be NEET;
- Poverty – young people eligible for free-school meals are more likely to be NEET (34% compared with 11% of those not eligible);
- Disengagement/behaviour – those who have been excluded or suspended from school are more likely to be NEET than those who have not;
- Disability – young people with a disability are more likely to be NEET (28%) than those who do not (13%).

A recent report by the UK Audit Commission identified the following risk factors, which when present increased the chance of being long-term NEET (for six months or more) – it showed that “being NEET at least once before” increased the chances of young people being NEET for 6 months or more at a later stage by a factor of 7.9.

Figure 5:

Increased chances of being NEET

Factor	Increase in chance of being NEET for six months or more
Being NEET at least once before	7.9 times more likely
Pregnancy or parenthood	2.8 times more likely
Supervision by youth offending team	2.6 times more likely
Fewer than three months post-16 education	2.3 times more likely
Disclosed substance abuse	2.1 times more likely
Responsibilities as a carer	2.0 times more likely

Source: Audit Commission (2010); Against the odds Report

¹¹ James Mirza Davies (2015) Commons Briefing papers SN06705.

The main policies in the UK used to try to reduce the number of young people who are NEET include¹²:

40

- **Raising the participation age to 18:** this policy means that from Summer 2014 on, young people with 16 years old must continue in some form of education or training until they turn 18 – this can be both in school or college, or via work-based training such as an apprenticeship;
- **The Youth Contract:** is a package of schemes aimed at helping young people into sustained employment, launched in April 2012; this includes incentives to employers to take on NEET young people or offer them apprenticeships, work experience placements and support within colleges to help 16 and 17 young people who are NEET and who have low or no qualifications, and those from other disadvantaged backgrounds;
- **Apprenticeships:** are paid jobs that incorporate on and off the job training. Successful apprentices receive a nationally recognised qualification on completion of their contract. The Government pays a proportion of the training costs for apprentices, depending on their age, with remaining training costs normally covered by the employer;
- **Traineeships:** are aimed at unemployed young people under 24 and provide them with support, education and training to help them get onto an apprenticeship or into work;
- **The Work Programme:** is aimed at 18-24 young people who are long-term unemployed and aims to give them the support and encouragement to find work – it is mainly focussed on those claiming job-seekers allowance for more than 9 months.

¹² James Mirza Davies (2015) Commons Briefing papers SN06705

Chapter
III

Good Practices Description

Based on desk research, examples of different approaches adopted were identified and selected by partners to be included in these guidelines. Coming from European countries such as Portugal, German, Italy, Spain and the United Kingdom, the examples follow a similar structure, as the positive impacts particularly focus on small-scale interventions.

3.1. Good Practices in Portugal

3.1.1. EPIS (“Empresários pela Inclusão Social”)

EPIS developed a preventive approach targeted to early school leavers from 12 to 18 years old, dealing with students with low school performance, school failure and in risk of drop out from school. The factors associated with students of risk of becoming NEETS are related to their personal characteristics and attitudes toward school; some may be associated with personal and family barriers as well. At the end of the program/intervention, results are assessed in terms of better “students’ performance appraisal at the end of each school term” and in terms of outcomes increase every year.

<p>Name of the intervention:</p>	<p>EPIS Best Portuguese Practice “Empresários Pela Inclusão Social”:</p> <p>This intervention is targeted to students aged 12 to 18 years old, with low school performance and/or a track record of school failure and of dropout risk.</p> <p>In Portugal, in the levels of education equivalent to the targeted age group, about 30% of students have risk of failure at the end of the school year. School failure national rate varies between 14% and 20% in these levels of education.</p> <p>In order to motivate those students EPIS developed a method based on two steps:</p> <p>(1) Risk screening of students and risk clustering based in four categories – student, family, school and social context;</p>
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	<p>(2) Empowering methodology and customized plans implemented by a fully dedicated mediator that has a portfolio of up to 60-80 students.</p> <p>With these procedures in place, objective and exhaustive criteria are applied to the selection of students in risk and adequate time and intensity of the mediator intervention is planned, allowing quantitative and qualitative improvements, measured on an individual and portfolio basis.</p>
<p>Model of intervention:</p>	<p><input checked="" type="checkbox"/> Micro model of intervention-mediation to promote school success</p> <p><input type="checkbox"/> Macro model of intervention-mediation to promote school success</p> <p><u>Please, explain your answer:</u></p> <p>Non-universal:</p> <ul style="list-style-type: none"> • Focus on students at risk; • Screening quantitative model based on four groups of factors: student, family (Apgar index), school, territory (Graffar index); • In average, 30% selected. <p>Professional and Full-Time:</p> <ul style="list-style-type: none"> • Full time mediators; • Academy and coaching on the field; • 2-3 years of work with students “OUT OF CLASSROOM”; • Targets: students, teachers, family, others; • Places: school and home; • Contents: non-cognitive skills mainly. <p>The intervention is results driven:</p> <ul style="list-style-type: none"> • Students performance appraisal at the end of each school term; • Outcomes analysis every year.
<p>Context of implementation:</p>	<p><input checked="" type="checkbox"/> Formal</p> <p><input checked="" type="checkbox"/> Informal</p> <p><input type="checkbox"/> No formal</p> <p><input checked="" type="checkbox"/> In the school system and some pilot experience in the VET system</p>
<p>Target-group description:</p>	<p><input checked="" type="checkbox"/> Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET</p> <p><input type="checkbox"/> Young people who are based in schools/educational institutions</p> <p><input type="checkbox"/> Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s</p>
<p>Intervention main</p>	<p>Intervention during the academic year?</p> <p><input checked="" type="checkbox"/> Yes</p>

characteristics:

No

How many hours per week?

5 – 10

11 – 25

26 – 50

> 51

X Depending of each student

How is the intervention structured?

At individual

At group level

X Both

Do you use ICTs?

X For deliver information

X For communication

Students have the opportunity to achieve a certificate to recognise what they have learnt?

Yes

X No

What is the “theory of change”¹³ behind?

EPIS has become the largest private organisation in Portugal focused on combating early school leaving and school dropout, on the mainland and islands.

Increasing students’ self-esteem, self-knowledge, motivation to learn and greater satisfaction with school progress and grades improvement, are the goals of EPIS intervention. The evaluation of the program and the positive results that have been achieved show that EPIS project is an asset to the students, their families, to society.


During the new school year 2014/15, the total investment in EPIS programs will increase by about 50% reaching a total of around EUR 7.2 million - divided into about 0.8 million euros EPIS direct investment and about 6.4 million euros of partners investment (mainly in allocation of human resources to the network of mediators).

With this enlargement, the EPIS initiative reaches 29 municipalities from the mainland and from the islands, with the collaboration of

¹³ http://en.wikipedia.org/wiki/Theory_of_change and <http://www.theoryofchange.org/what-is-theory-of-change/>

	<p>183 technicians who perform functions of mediators in 174 schools from the Ministry of Education and Science, from the autonomous regions and from 9 vocational training centres from the Institute of Employment and Vocational Training (IEFP).</p> <p>Who plays the stakeholders role?</p> <p>Stakeholders are involved in all intervention phases:</p> <ul style="list-style-type: none"> • teachers and mediators are involved in the screening phase; • the definition of the students at risk portfolio is decided by the mediators; • teachers, mediators and the principal are invited for the kick of the capacitation phase; • training/coaching sessions targeted to the teachers and mediators are foreseen; • students, teachers and family portfolio are completed; • training academy on “family capacitation” targeted to the mediators and teachers is also done (when possible, for the all school community): “family capacitation” are mostly working sessions focused on training strategies to address families in the most appropriate way, to get all involved as much as possible in students interventions (particularly their collaboration in completing the family portfolios is desirable); • at the end, a meeting with the school staff for sharing screening results is also foreseen. <p>After analysing the results of the screening, students at risk of failure are identified according to the indicator (% of students who failed 1 school year and % of students that had one or more negative grades at the end of the 1st term). There is a meeting with school stakeholders for sharing the screening phase results. This meeting is attended by the mediators, the teachers of the classes involved in the project and by the school principal.</p>
<p>Intervention description:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Screening of students <ol style="list-style-type: none"> 1. Selection of students using a screening tool 2. Multi-factor risk screening of students <ul style="list-style-type: none"> • Student: academic record, negative grades at the end of the 1st term, key non-cognitive skills • Family background: unemployment situations, single-parent families, etc • Teachers/Schools/VET entities • Social context and community <input type="checkbox"/> Building capacities for school success

	<p>3. Mediator/Mentor profile</p> <p>4. Capacitation modules and “modus operandi” for mediators/mentors</p> <ul style="list-style-type: none"> • Students at risk • Family of the student (when possible) • Teachers/trainers • Community (optional) <p style="margin-left: 40px;"><input type="checkbox"/> Measuring results and outcomes</p> <p>5. Scorecard: to apply at the end of each term and used in the reports</p> <ul style="list-style-type: none"> • Key indicators • Academic performance • Key non-cognitive skills <p>6. Evaluation of effectiveness and fine-tuning of multi-factor risk screening</p>
<p>Focus of the intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive changes – improve of hard skills X Behavioural changes - improve of soft skills <input type="checkbox"/> Employability – working the transition from VET to the world of work <ul style="list-style-type: none"> - Work experience - Transition pathways - Entrepreneurship contents <input type="checkbox"/> Other kind of actions (please identify and detail)
<p>Intended outcomes:</p>	<p>X Increase motivation to achieve at school</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop employability skills <input type="checkbox"/> Clarify employment interests <input type="checkbox"/> Gain employability or work-relevant skills <input type="checkbox"/> Clarify post-18 pathways in education, employment or training <input type="checkbox"/> Gain greater insight of what is needed to get a job and do well in employment <p>Please, explain your answer:</p> <p>Empowering students on non-cognitive skills, out-of-class, to improve school performance:</p> <ol style="list-style-type: none"> 1. Conscientiousness: to be organized, responsible and hardworking 2. Openness to experience

	<p>3.Extraversion 4.Agreeableness 5.Emotional stability</p>
<p>Main results:</p>	 <p>According to the public 2014 Accounts Report, the year 2014 marks the EPIS higher institutional and geographical expansion ever of the program "Mediators for school success". The partnership with the Ministry of Education and Science (MEC) was reinforced through a new protocol that allowed passing from 17 to 50 teachers allocated to the program and to 41 3rd cycle schools in Lisbon and Porto regions; the partnership with the Institute of Employment and Vocational Training (IEFP) was extended through a new protocol that allowed to support trainees in nine centres - Porto, Aveiro, Viseu, Amadora, Lisbon, Seixal, Setúbal, Évora, Faro – with the collaboration of 16 mediators hired full time.</p> <p>EPIS established new partnerships with the Regional Governments of Azores and Madeira, starting to have a presence in both archipelagos: in Azores, with 9 teachers allocated as mediators in nine schools of the 3rd cycle; in Madeira with 32 teachers allocated as mediators in 24 schools of the 2nd cycle.</p> <p>EPIS expanded further its local partnerships to the municipalities of Porto - 5 mediators in 9 3rd cycle schools - and Pombal - where EPIS is developing a pilot project to prevent school failure in 1st cycle students.</p> <p>Within EPIS network, the program "Mediators for school success" supported, in the academic year 2014/2015, about 7,451 students, which represents a doubling compared to the 3,791 students supported in 2013/2014. Thus, the objective of dissemination and</p>

"institutionalisation" of the EPIS methodology set out in the Action Plan of the EPIS 2013-15, has been reached.

3.1.2. Programa Integrado de Educação Formação

Programa Integrado de Educação Formação (PIEF) is a Portuguese macro model of intervention-mediation to promote school success. The Portuguese Ministry of Social Security and Labour was responsible for the program implementation. It's a preventive action to combat the situation of the NEET young population, since it signalise students and look for appropriate differentiated responses to answer to those students needs especially based on the development of behavioural and social skills. Among the measures implemented within the program, the most common are the ones related to vocational training (training education courses for young people, internships) as well as those aiming to support job creation (support recruitment, micro credit, startups).

47

Name of the intervention:	Programa Integrado de Educação Formação (PIEF): O Programa Integrado de Educação Formação (“The Integrated Program of Education/Training”) has been considered a good practice in the integration of disadvantaged young people. Multidisciplinary working based teams signalise students and look for appropriate differentiated responses to answer to those students needs especially based on the development of behavioural and social skills and on an extended follow-up and monitoring of those young people.
Model of intervention:	<input type="checkbox"/> Micro model of intervention-mediation to promote school success <input checked="" type="checkbox"/> Macro model of intervention-mediation to promote school success <u>Please, explain your answer:</u> In developing the PIEF, the Portuguese Ministry of Social Security and Labour was responsible for the program implementation.
Context of implementation:	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/> No formal <input type="checkbox"/> In the school system and some pilot experience in the VET system The program foresees individual and unique learning paths, anchored in a personal PEF (Plan for Education and Training) for each person supported within the program. A Technical Pedagogical Team composed by teachers and a “local intervention technician” monitors each PEF. As a result, the

	<p>curriculum and the intervention implemented is the result of the interaction of several PEFs coexisting in the same classroom. It is a fusion of informal learning paths (resulting from unplanned learning such as socialisation, the sharing of experiences and workplace experiences), non-formal learning paths (resulting from planned learning activities but without an eminently certifying character, such as educational games, role plays, field trips, on-the-job training or activities of social and community interest) and formal paths (resulting from planned activities but eminently certification-based as for example all classroom activities and evaluation). The result of this “fusion” is formal, because all end up contributing to the development of skills that, in turn, will contribute to the final certification of the young person.</p>
<p>Target-group description:</p>	<p>X Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET</p> <p>X Young people who are based in schools/educational institutions</p> <p>X Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s</p>
<p>Intervention characteristics: main</p>	<p>Intervention during the academic year?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>How is the intervention structured?</p> <p><input type="checkbox"/> At individual <input type="checkbox"/> At group level <input checked="" type="checkbox"/> Both</p>
<p>Intervention description:</p>	<p>At a macro and institutional level, the program can be described as follows:</p> <ol style="list-style-type: none"> a) Promotion and coordination of the process of identification of potential PIEF beneficiaries and channel of information to the regional structures responsible for implementing the program; b) Promotion and coordination of the development of PIEF at national level, in conjunction with regional structures; c) Monitoring the implementation of the Program, through collection and systematisation of information and dissemination of results; d) Designing the program, encouraging the development of local experiences and exchange among those local experiences, giving visibility to this good practice; e) Managing a fund to support the development of the Program.

Focus of the intervention:	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive changes – improve of hard skills X Behavioural changes - improve of soft skills <input type="checkbox"/> Employability – working the transition from VET to the world of work <ul style="list-style-type: none"> - Work experience - Transition pathways - Entrepreneurship contents <input type="checkbox"/> Other kind of actions (please identify and detail)
Intended outcomes:	<ul style="list-style-type: none"> X Increase motivation to achieve at school <input type="checkbox"/> Develop employability skills <input type="checkbox"/> Clarify employment interests <input type="checkbox"/> Gain employability or work-relevant skills <input type="checkbox"/> Clarify post-18 pathways in education, employment or training <input type="checkbox"/> Gain greater insight of what is needed to get a job and do well in employment
Main results:	<p>While it is desirable to invest primarily in signalling processes and preventive actions to combat the situation of the NEET population, one cannot fail to provide the implementation of active labour market measures to be applied to the same target group. Among these measures, the most relevant are the ones related to vocational training (training education courses for young people, internships) as well as those aiming at supporting job creation (support recruitment, micro credit, start-ups).</p> <p>There has been a great difficulty in integrating this best practice in regular education / training offers and it would be desirable to make a road map of concrete initiatives developed within the program, that can be considered good examples, so that they can pass the example to other work teams, motivating the implementation of new initiatives.</p>

3.1.3. Programa Escolhas

O Programa Escolhas (“Choices Program”) is a governmental program, managed and coordinated by the High Commission for Immigration and Intercultural Dialogue, which

targets children and young people between the ages of 6 and 24 from disadvantaged social backgrounds (many are immigrant descendants and members of ethnic minorities such as the Roma communities) living in vulnerable places, and aiming at promoting their social integration.

The Program is in place since 2001. In 2013-2015, the program entered its fifth generation. It supports projects managed by local partnerships involving schools, local authorities, Non-profit Organizations and the Commissions for the Protection of Children and Youngsters, in the areas of educational inclusion and non formal education, vocational training and employability, civic and community participation and digital inclusion.

50

Name of the intervention:	<p>Programa Escolhas “Choices Program”</p> <p>Created in 2001 and currently in its 5th implementation phase (that will run until December 31, 2015), is defined as a nationwide governmental program, anchored in locally planned projects and specifically designed for the promotion of social inclusion of children and youth coming from vulnerable socio-economic contexts.</p>
Model of intervention:	<p><input type="checkbox"/> Micro model of intervention-mediation to promote school success</p> <p><input checked="" type="checkbox"/> Macro model of intervention-mediation to promote school success</p>
Context of implementation:	<p><input checked="" type="checkbox"/> Formal</p> <p><input type="checkbox"/> Informal</p> <p><input type="checkbox"/> No formal</p> <p><input type="checkbox"/> In the school system and some pilot experience in the VET system</p> <p>Areas prioritised by the 5th generation of the program: school inclusion and non-formal education; vocational training and employability; community dynamics and citizenship; digital inclusion; entrepreneurship and training.</p>
Target-group description:	<p><input checked="" type="checkbox"/> Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET</p> <p><input checked="" type="checkbox"/> Young people who are based in schools/educational institutions</p> <p><input checked="" type="checkbox"/> Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s</p> <p><u>Please, characterise the target-group per age, gender, location:</u></p> <p>Target - children and youth aged 6 to 24 years old</p> <p>The “Programa Escolhas” developed a consolidated work,</p>

	<p>promoting school success, reducing absenteeism and school dropouts through a daily support to young people, in terms of the learning contents, the learning organisation and the optimisation of the study process.</p>
<p>Intervention main characteristics:</p>	<p>Intervention during the academic year?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>How is the intervention structured?</p> <p><input type="checkbox"/> At individual <input type="checkbox"/> At group level <input checked="" type="checkbox"/> Both</p> <p>Do you use ICTs?</p> <p><input type="checkbox"/> For deliver information <input type="checkbox"/> For communication <input checked="" type="checkbox"/> Both</p>
<p>Intervention description:</p>	<p>The intervention carried out by the program has been also developed with families. It is essential to promote parenting skills in the school sector, so that they can oversee the study of childrens, or, if this is not possible, at least stimulate their effort in schoolwork, monitor and enhance their journey, step by step.</p>
<p>Focus of the intervention:</p>	<p><input type="checkbox"/> Cognitive changes – improve of hard skills</p> <p><input checked="" type="checkbox"/> Behavioural changes - improve of soft skills</p> <p><input type="checkbox"/> Employability – working the transition from VET to the world of work</p> <ul style="list-style-type: none"> - Work experience - Transition pathways - Entrepreneurship contents <p><input type="checkbox"/> Other kind of actions (please identify and detail)</p>
<p>Intended outcomes:</p>	<p><input checked="" type="checkbox"/> Increase motivation to achieve at school</p> <p><input type="checkbox"/> Develop employability skills</p> <p><input type="checkbox"/> Clarify employment interests</p> <p><input type="checkbox"/> Gain employability or work-relevant skills</p> <p><input type="checkbox"/> Clarify post-18 pathways in education, employment or training</p> <p><input type="checkbox"/> Gain greater insight of what is needed to get a job and do well in employment</p>

Main results:	Results in 2014 51.087 beneficiaries: <ul style="list-style-type: none">- Educational attainment rate - 74%- Reintegration into school – 1.955- Going to employment or training – 9.000
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3.2. Good Practices in Germany

3.2.1. Company-internal Vocational Preparation bevoplus Project

The pilot project “Company-internal Vocational Preparation bevoplus” aims to facilitate school-to-apprenticeship transition of young people, female and male, mostly at the age range 13 to 16 years old. Since 25% of apprentices drop-out of their apprenticeships and that a high level of vacancies point out to an insufficient matching process, this German project promote the transition from school-to-apprenticeship. Traditionally companies had an abundance of applicants for apprenticeships and therefore did **not** use the obligatory internships in companies during the school time to identify the most talented candidates for their specific needs, but relied mainly on “school marks and good manners”.

<p>Name of the intervention:</p>	<p>The pilot project “Company-internal Vocational Preparation bevoplus” is funded by the Federal Institute for Vocational Education and Training and the Federal Ministry of Education and Research.</p> <p>The methods of the pilot project bevoplus: Orientation of potential in the bridging process between school and vocational training.</p> <p>The classic process for choosing a suitable “vocation” for young candidates is done by combining exam results or comparable standardised test results with a <i>generalised prediction of future performance</i> and general behavioural and self-representational attributes, and analysing the <i>probable attitudes</i> to further education, which are considered necessary in order to implement the training successfully in the workplace. In doing so, the responsible trainers or human resources employees in the company can assume they have made the right choice of candidate having used the normal company process for acquisition as well as using their experience and "gut feeling". And in this way young pupils who are at risk to become NEET because of weak performance at school or low education level don't get a chance for vocational in-company training.</p> <p>However, there is still reason to doubt about the functionality of the process for both sides (for the company as well as for the young people) as the current state of affairs in the educational market in Germany shows:</p> <ul style="list-style-type: none"> • <i>Demographic change</i> has a long-lasting effect on the scope of the selection process: In light of the decreasing number of possible candidates looking for vocational training in future, the issue for companies will be to search for any possible candidates qualified for the job
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and to gain the interest of enough potential trainees by the ever-more-frequent use of **active marketing strategies** which promote the attractiveness of the trainee positions to a much wider sector of society, in order to attract people previously considered atypical for such positions, and secure the acquisition of appropriate and interested candidates.

- In situations where there is a very high demand for internships, e.g. in situations of high youth unemployment, this principle of active marketing of internships, applies as well: here the point is to find the most appropriate candidates among the many, without applying an implicit selection algorithm, which potentially filters out those candidates who might be the best match for the companies needs.
- Despite noticeable differences between different trainee vocations, there is a clear need for qualitative improvement in the sector, as statistics show there is currently a *dropout rate*, Germany-wide, of 24,4 % of all traineeships. Considering also that the reasons named by the trainees for dropping out of the traineeships tended to be "this traineeship wasn't really the right thing for me/didn't agree with me" as well as "there were problems with tutors, teachers, colleagues and other trainees", the issue on the side of the companies is finding possible improvements to their normal acquisition process and to the selection methods for staffing the trainee positions (the so-called "Matching" processes). For SME who operate in labour markets with a surplus of young candidates, making the right match also is very important. Since introducing and training junior employees is a major investment for the company, it is very desirable that the candidate remains in the company on the long run. Therefore making the best match is critical. The best match not in all cases must be the one with the best academic credentials or career prospects, since these often move on to larger competitors. More often, finding a candidate that wants to become committed to the specific company, and also has exactly the right potential and character traits for the job, is the best strategy.

These circumstances require a **paradigm change** regarding the design of the matching process for the transfer between school and the training system (in Germany, the German dual system) and/or to entry level jobs in SME. Matching strategies must be based on the insights gained through the realisations and the instruments of the new action-orientated vocational training, which has been implemented in Germany in the last 15 years.

In vocational training and education, a concept with the following new focal points has been established: The ability to

	<p>make decisions and act on them in complex learning and working situations, and the capability for each individual to organise themselves and their actions independently.¹⁴ This puts the <i>learning competencies</i> and practical and relevant capability for action of the individual candidates in a more important position: The trainees will be seen as a young person with the ability to learn and develop, taken on and treated as such in the workplace.</p> <p>Conclusion: In order to find young people for the company who are motivated, ready to learn and suitable for the practical requirements of each job, companies must create working and learning situations, where practical experience and basic decision making principles can be demonstrated. In order to be able to shape such situations at an adequate level of difficulty, SMEs themselves need new competencies for a potential-orientated candidate selection process, in the first place.</p> <p>The innovative method according to the <i>bevoplus</i> guideline promotes the recognition of relevant competencies in individual young people, before they go into traineeships and internships, to make the future prospects provided with learning in the workplace in a suitable company attractive and tangible, thereby carving a new, pro-competency path in preparing for workplace learning.</p>
<p>Model of intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Micro model of intervention-mediation to promote school success <input type="checkbox"/> Macro model of intervention-mediation to promote school success X Not applicable <p><u>Please, explain your answer:</u></p> <p>The model is to be applied by training companies within the dual system in the framework of compulsory 2-weeks-internships during school time to promote successful transition from school to in-company apprenticeship.</p>
<p>Context of implementation:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formal <input type="checkbox"/> Informal <input type="checkbox"/> No formal <p>X in companies related to compulsory internships during school time</p>
<p>Target-group description:</p>	<p>X Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET</p> <p>X Young people who are based in schools/educational institutions</p>

¹⁴

Cf. K.Hensge et al., S. 137

	<p>X Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s</p> <p><u>Please, characterise the target-group per age, gender, location:</u> Young people, female and male, mostly at the age range 13 to 16 years old.</p>
<p>Intervention characteristics: main</p>	<p>Intervention during the academic year?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>How many hours per week?</p> <p><input type="checkbox"/> 5 – 10 <input type="checkbox"/> 11 – 25 <input checked="" type="checkbox"/> 26 – 50 <input type="checkbox"/> > 51</p> <p>How is the intervention structured?</p> <p><input type="checkbox"/> At individual <input type="checkbox"/> At group level <input checked="" type="checkbox"/> Both</p> <p>Do you use ICTs?</p> <p><input type="checkbox"/> For deliver information <input type="checkbox"/> For communication <input checked="" type="checkbox"/> Both</p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Who plays the stakeholders role? The training manager and the trainers of the company.</p>
<p>Intervention description:</p>	<p>Aims of the guideline "Training-orientated Internship" (AoBp) bevoplus</p> <p>The internet-supported <i>guideline "Training-orientated Internship" (AoBp)</i> is aimed at SMEs and is an action concept to secure strategic acquisition of skilled workers/employees. Internships, be they a part of curricula of schools, or other training providers, should not only serve as orientation for the young people, but they should also be <i>educationally orientated</i>, in order to systematically attract suitable candidates for training and future employment. The self-reflecting attitude of the company requirements and</p>

competencies becomes the foundation for the trainee selection process.

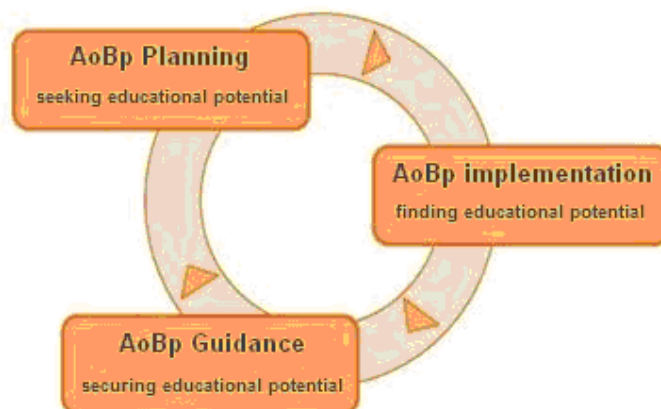
With a starting point in genuine company educational resources, the guideline integrates a practicable vocational educational method, *which accentuates the learning potential of the young people*, and at the same time, makes clear that their development and creative competencies still is connected to the conditions and framework of the company.

Description of the Guideline AoBp

The AoBp Feedback Cycle

Future-orientated staff acquisition through preparation for workplace learning needs to be planned systematically, implemented and guided in a results-orientated fashion. The *bevoplus*-Guideline for the AoBp is based on an *action model for the planning, Implementation and guidance of educationally-orientated internships for commercial and industrial vocations/job profiles*.

All the actions described in the guideline are assigned logical, systematic "work steps", which contain the appropriate instruments, as well as reasons and impulses to reflect on the practices used in training until now and the people responsible for the training.

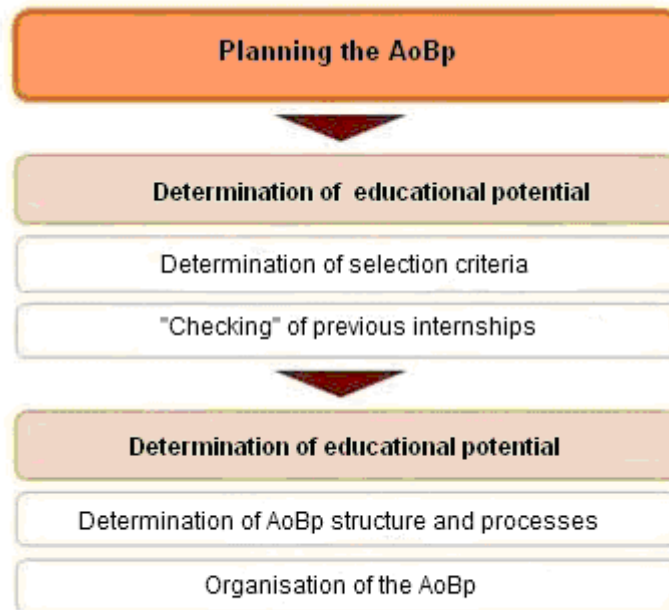


Designed as a feedback loop, the *bevoplus*-action model promotes the competencies of the company to:

- design educationally-orientated development strategies,
- didactically endorse the educational and work processes in a competency-oriented way,
- construct a "Learning Organisation".

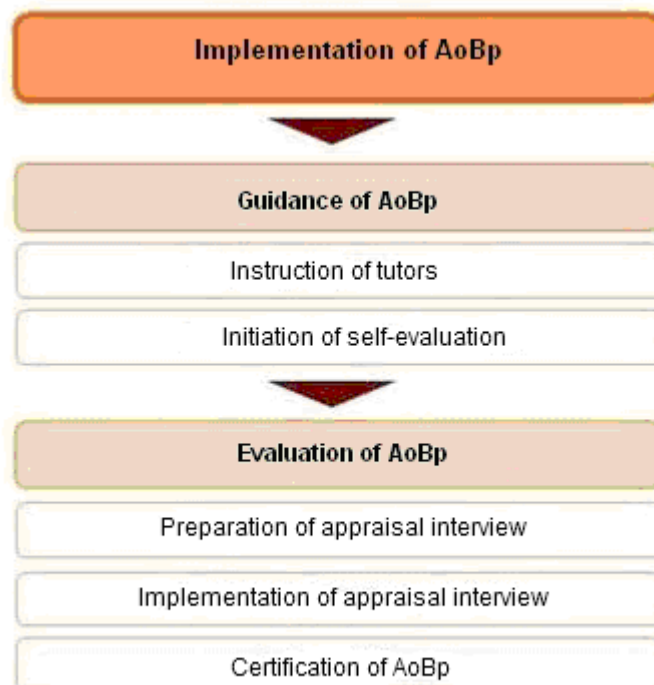
The action **step "AoBp planning"** supports the tutors and others responsible for the training to:

- evaluate the training potential of the company,
- define, determine and develop the educational potential of the young people.



The **step "AoBp implementation"** supports the trainers and tutors of the company:

- by structuring the training as an interactive learning process between trainees and tutors,
- and to implement this process as participative competency development planning.



Through implementing the **step "AoBp guidance"**, aimed at acquiring the potential candidates, those responsible for making the decisions are supported in:

	<ul style="list-style-type: none"> • practicing potential-orientated educational marketing, • integrating the management of the traineeships in the company competency development strategies.
<p>Focus of the intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive changes – improve of hard skills <input type="checkbox"/> Behavioural changes - improve of soft skills X Employability – working the transition from VET to the world of work <ul style="list-style-type: none"> - Work experience - Transition pathways - Entrepreneurship contents <input type="checkbox"/> Other kind of actions (please identify and detail)
<p>Intended outcomes:</p>	<ul style="list-style-type: none"> X Increase motivation to achieve at school <input type="checkbox"/> Develop employability skills <input type="checkbox"/> Clarify employment interests <input type="checkbox"/> Gain employability or work-relevant skills

	<ul style="list-style-type: none"> <input type="checkbox"/> Clarify post-18 pathways in education, employment or training <input type="checkbox"/> Gain greater insight of what is needed to get a job and do well in employment <p>Please, explain your answer:</p> <p>Through the guideline “training-oriented internship (AoBp)” in the pilot project <i>bevoplus</i>, the practice of static confrontation of job specifications from the company against suitability profiles of the applicants will be transformed from a matching process into a <i>learning process</i> for both sides: The consequential reflection and orientation of <i>educational potential</i> promotes the willingness of the existing staff in the company to improve their training competencies, as well as the willingness of the young people to use their initiative to strive for improvement of their own independent career-handling competencies.</p>
<p>Main results:</p>	<p>The guideline was tested in 10 companies and 30 trainees were involved in the testing. The interviewed companies have gained the following impulses from the guideline:</p> <ul style="list-style-type: none"> • Evaluation and development of vocational competences is an important task during internship, • The company is requested to support trainees in in-company training, even if the trainee is an underachiever, • Systematisation and design of the internship are important prerequisites to become a successful internship, • Systematisation and design of the internship clarify the specific tasks of the training staff in company. <p>All companies involved in the testing phase have intended to continue and expand conducting internships according to the guideline.¹⁵</p>

3.2.2. Securing School Success Initiative

The “Securing School Success Initiative” supports, through different activities, children and young adults who are at risk of dropping out or having to repeat class. Through the different aspects of the program’s activities, students learn to discover their abilities, develop self-confidence and motivation and enhance their potential to face the challenges of schools. The main outcome is the “increase motivation to achieve at

¹⁵ Cf. Stark 2014, Musy and Stark 2014

school” and the focus of the intervention is on cognitive changes, improvement of hard skills, behavioural changes and improvement of soft skills.

Name of the intervention:	Securing School Success Initiative (ESF-Programme “Projekte zur Vermeidung von Schulversagen und zur Senkung des vorzeitigen Schulabbruchs“) The “Securing School Success Initiative” supports, through different activities, young people who are at risk of dropping out or having to repeat class. It focuses on students learning to discover their abilities, developing self-confidence and motivation and enhance their potential to face the challenges of schools. It also focuses on all levels of educational policies in order to be able to achieve sustainable results in classrooms, teaching methods and local support networks. ¹⁶
Model of intervention:	<input type="checkbox"/> Micro model of intervention-mediation to promote successful transition from school to in-company apprenticeship <input checked="" type="checkbox"/> Macro model of intervention-mediation to promote school success
Context of implementation:	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal <input type="checkbox"/> No formal
Target-group description:	<input checked="" type="checkbox"/> Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET <input checked="" type="checkbox"/> Young people who are based in schools/educational institutions <input checked="" type="checkbox"/> Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s <u>Please, characterise the target-group per age, gender, location:</u> Children and young adults who are at risk of dropping out or having to repeat classes.
Intervention main characteristics:	Intervention during the academic year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many hours per week? <input type="checkbox"/> 5 – 10 <input type="checkbox"/> 11 – 25

¹⁶ Cf. Heid and Fischer 2012, p. 25ff.

	<p>X 26 – 50 <input type="checkbox"/> > 51</p> <p>How is the intervention structured? <input type="checkbox"/> At individual <input type="checkbox"/> At group level X Both</p> <p>Do you use ICTs? <input type="checkbox"/> For deliver information <input type="checkbox"/> For communication</p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt? <input type="checkbox"/> Yes x....No</p> <p>Who plays the stakeholders role? Networks around schools with partners such as social workers, institutions of early childhood education, NGOs, local authorities, companies and parents.</p>
<p>Intervention description:</p>	<p>Through the different aspects of the program’s activities, students learn to discover their abilities, develop self-confidence and motivation and enhance their potential to face the challenges of schools. In order to be able to achieve sustainable results in classrooms, teaching methods and local support networks, the program fosters projects and developments on all levels of educational policies. The activities are structured in three main parts: Regional Network Centres, Social Work at Schools and Customised Educational Projects.</p> <p>(1) Regional Network Centres By taking the regional specific needs and requirements into account, they are constructing a profound safety-net around schools with different partners (network of partners).</p> <p>(2) Social Work at Schools Social workers as an integrated part of school can give individual support to students with particular difficulties in learning. The main part of their daily work is offering open activities in order to generate excitement about learning and prevent difficulties.</p> <p>(3) Customized Educational Projects Students are given the opportunity to enhance their individual capacities in additional tutoring classes or to learn</p>

	<p>theoretical knowledge through a hands-on approach during Study-Camps in their holidays. Other possibilities made possible through the program are the short-term engagement of experts for clearing and diagnosis processes, the additional qualification of teachers, the introduction of get-togethers for parents and many more activities.</p>
<p>Focus of the intervention:</p>	<ul style="list-style-type: none"> X Cognitive changes – improve of hard skills X Behavioural changes - improve of soft skills <input type="checkbox"/> Employability – working the transition from VET to the world of work <ul style="list-style-type: none"> - Work experience - Transition pathways - Entrepreneurship contents <input type="checkbox"/> Other kind of actions (please identify and detail)
<p>Intended outcomes:</p>	<ul style="list-style-type: none"> X Increase motivation to achieve at school <input type="checkbox"/> Develop employability skills <input type="checkbox"/> Clarify employment interests <input type="checkbox"/> Gain employability or work-relevant skills <input type="checkbox"/> Clarify post-18 pathways in education, employment or training <input type="checkbox"/> Gain greater insight of what is needed to get a job and do well in employment <p>Please, explain your answer:</p> <p>Central aspects:</p> <ul style="list-style-type: none"> • positive expectations • individual support in learning • variety of student-focused teaching-methods • coordinated and aligned support for students at risk • reflection and evaluation at the school-level • broadening of educational expertise • regionally-effective educational infrastructure to enable customised measurements
<p>Main results:</p>	<p>Regional Network Centres:</p> <ul style="list-style-type: none"> • 14 Network Centres have been installed in all regional districts; • 220 schools in the Federal State of Saxony-Anhalt are involved in the program (through social workers and/or educational projects).

	<ul style="list-style-type: none">• 91 Non-governmental Organisations from the youth sector are involved. <p>Social Work at Schools:</p> <ul style="list-style-type: none">• 208 schools are supported by a social worker (2nd period). <p>Customised Educational Projects</p> <ul style="list-style-type: none">• From 2009 to 2012 more than 390 projects have been funded through the program¹⁷
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¹⁷ Cf. Olk, Speck, and Stimpel 2012, p. 41-46

3.3. Good Practices in Italy

3.3.1. “OFFICINA DI MARINO” (“Marino’s Workshop”)

“Marino’s workshop” project is aimed at fragile adolescents aged 16 to 18 years old dropping- out of school and young disadvantaged adults aged 19 to 21 years old from disadvantaged family background. Every adolescent and young adult who participate in the project have the opportunity to have a traineeship experience - re-employment in a company for a period of four months.

Name of the intervention:	“Officina di Marino” (“Marino’s Workshop”) The project targets fragile adolescents aged 16 to 18 years old dropping- out of school and young disadvantaged adults aged 19 to 21 years old from disadvantaged family background. The intervention is structured in two different paths: A) PATH A: ADOLESCENTS (aged 16-18) - Bi-weekly meetings aimed to establish a mutual trust between young people and educator, to encourage the school re-orientation and prepare young people to enter the labour market through traineeship opportunities. - 20 hours/week traineeship activities - Job search and other employment opportunities B) PATH B: YOUNG ADULTS (aged 19-21) 8-10 group weekly meetings dealing with topics as vocational guidance and strategies of job search. - 30 hours per week traineeship programme - Job search and other employment opportunities
Model of intervention:	<input checked="" type="checkbox"/> Micro model of intervention-mediation to promote school success <input type="checkbox"/> Macro model of intervention-mediation to promote school success
Context of implementation:	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal <input checked="" type="checkbox"/> No formal All the activities are done out of the school/training system. The Local authorities’ services play a key role in bridging and linking the educational team and the youngsters’ families.

<p>Target-group description:</p>	<p>X Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET</p> <p>X Young people who are based in schools/educational institutions</p> <p>X Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s</p> <p><u>Please, characterise the target-group per age, gender, location</u></p> <p>Young people aged 16 to 18 years old dropping out of school and young disadvantaged adults aged 19 to 21 years old. The project is targeted at young people from disadvantaged family background supported by: the Municipal social services, the specialist services of the Local Social and Health Unit no. 4 (child protection and welfare services, child psychiatry, drug addiction service, Family Counselling) or by the local lower and upper secondary schools.</p> <p>To access the project all young people have to:</p> <ul style="list-style-type: none"> • fall into one of two age groups indicated (16-18 years old and 19-21 years old); • be referred by a municipal social service, a specialist service or a secondary school from the territory; • come from disadvantaged family context or at risk of social marginalisation; • be in a state of early school leaving and not participating in other school or work placement reintegration pathways; • be unemployed.
<p>Intervention main characteristics:</p>	<p>Intervention during the academic year?</p> <p>X Yes <input type="checkbox"/> No</p> <p>How many hours per week?</p> <p><input type="checkbox"/> 5 – 10 <input type="checkbox"/> 11 – 25 X 26 – 50 <input type="checkbox"/> > 51</p> <p>Every adolescent and young adult who participate in the project have the opportunity of a traineeship experience - re-employment in a company for a period of four months.</p> <p>The beneficiaries included in Path A carry out 20 hours/week traineeship activities while the young participants in Path B have a time commitment of 30 hours per week.</p>

	<p>How is the intervention structured?</p> <p><input type="checkbox"/> At individual <input type="checkbox"/> At group level <input checked="" type="checkbox"/> Both</p> <p>Do you use ICTs? <input checked="" type="checkbox"/> For deliver information <input checked="" type="checkbox"/> For communication</p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Who plays the stakeholders role? The project involves the participation of:</p> <ul style="list-style-type: none"> • 8 municipalities (Schio, Thiene, Malo, Marano Vicentino, Santorso, Torrebelficino, Valli del Pasubio, San Vito di Leguzzano) funding € 1,000.00 per adolescent or young involved in the project; • the Local Social and Health Unit n° 4 - Alto Vicentino co-funding € 5,000.00 for taking charge of five adolescents or young people followed by the specialist services; • 3 Upper Secondary Schools of the territory with the task of referring known situations of disadvantaged young people at risk of dropping out of school or having a full-blown situation of school dropouts.
<p>Intervention description:</p>	<p>A) PATH A: ADOLESCENTS (aged 16-18)</p> <p>A1) THE "GYM" - Bi-weekly meetings aimed to establish a mutual trust between young people and educator, to encourage the school re-orientation and prepare young people to enter the labour market through traineeship opportunities.</p> <p>A2) THE TRAINEESHIP - Path A - 20 hours/week traineeship activities</p> <p>A3) JOB SEARCH AND OTHER EMPLOYMENT OPPORTUNITIES - Post – traineeship activities with adolescents including training modules on the following subjects: preparation of the Curriculum Vitae and cover letter; preparation of a job interview; strategies of active job search; rights and duties of the workers; information regarding employment contracts.</p> <p>B) PATH B: YOUNG ADULTS (aged 19-21)</p> <p>B1) THE "GYM" - The activities of the first part of the project with the group of young adults are articulated into 8-10 group meetings on a weekly basis dealing with topics as vocational guidance and strategies of job search.</p> <p>B2) THE TRAINEESHIP - young participants in Path B - 30 hours per week.</p>

	<p>B3) JOB SEARCH AND OTHER EMPLOYMENT OPPORTUNITIES - Post-traineeship activities with young adults with the specific aim of supporting the self - activation of young people in the search of employment or other opportunities.</p>
<p>Focus of the intervention:</p>	<p>X Cognitive changes - improve of hard skills</p> <p>X Behavioural changes - improve of soft skills</p> <p>X Employability – working the transition from VET to the world of work</p> <ul style="list-style-type: none"> • Work experience • Transition pathways • Entrepreneurship contents <p><input type="checkbox"/> Other kind of actions (please identify and detail)</p>
<p>Intended outcomes:</p>	<p><input type="checkbox"/> Increase motivation to achieve at school</p> <p>X Develop employability skills</p> <p>X Clarify employment interests</p> <p>X Clarify post-18 pathways in education, employment or training</p> <p>X Gain greater insight of what is needed to get a job and do well in employment</p>
<p>Main results:</p>	<ul style="list-style-type: none"> • Referral of 30 adolescents and young people by the services and schools in the area; • Taking charge of a total of 18 young people involved in the project; • 18 internship performed by the young people involved in the project and its completion by 85% of the beneficiaries involved; • Improvement in 85% of the adolescents and young people of: transversal skills (relational, organisational, problem solving...); technical and professional skills for the type of work performed; resilience in situations where prompted commitment and perseverance are required; pro-activation related to personal and professional situation; • 50% reduction of deviant events in 85% of the young people involved.

3.3.2. “PASSAGGI”: ACCORDO DI RETE ISTITUTI CITTÀ DI VICENZA (“PASSAGGI: Network agreement among schools in Vicenza”)

This preventive intervention foresees the agreement and involvement of young people in the age of completion of compulsory education and training who are attending Upper Secondary Schools or vocational training centers in the Province of Vicenza. The process of "transition" is originated from the students formal request; so students are actively involved through the all process, in particular in the internship at school.

The intervention starts with students decision to implement a "transition". The transition can be from vocational education and training to education system, within the education system or from the education system to the vocational training system. Parents may be involved in the initial guidance meeting in the case of minor students; School headmasters and institution managers can also be involved.

<p>Name of the intervention:</p>	<p>“PASSAGGI”: ACCORDO DI RETE ISTITUTI CITTÀ DI VICENZA (“PASSAGGI: Network agreement among schools in Vicenza”)</p> <p>The project is based on a territorial agreement involving a network of public and private education institutions and private vocational training centers of the Province of Vicenza. The project is aimed at supporting students in the transition from one school to another or through different curricula. The agreement intends also to contribute to the recognition of formal, non-formal and informal learning in compliance with the current regulations in line with the Ministry Act n° 87/2004 and the agreements signed in the Unified State - Regions Conferences.</p>
<p>Model of intervention:</p>	<p><input type="checkbox"/> Micro model of intervention-mediation to promote school success</p> <p><input checked="" type="checkbox"/> Macro model of intervention-mediation to promote school success</p> <p>Three main types of intervention are foreseen in the agreement:</p> <ul style="list-style-type: none"> a) from vocational education and training to education system; b) within the education system; c) from education system to vocational training system. <p>Individual cases and the assessment of operational procedures are generally discussed in yearly meetings of the head teachers and managers of the institutions involved in the agreement.</p>

	<p>The project is aimed at fostering a permanent change to the situation of students at risk of early school leaving also through the direct involvement of the teaching staff. Furthermore, the project supports students in the transition from one school to another or through different curricula.</p>
<p>Context implementation:</p>	<p>of</p> <p><input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal <input type="checkbox"/> No formal</p> <p>The institutional part of the model provides for the direct involvement of the teaching staff appointed as tutor to follow the student and to transfer the data to the school of destination. All the work is done in extra school hours or when the teachers involved are not engaged in institutional activities.</p> <p>Outside the school context, the model envisages the possibility to involve the family of the student together or separately in the early stages of guidance.</p>
<p>Target-group description:</p>	<p><input checked="" type="checkbox"/> Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET</p> <p><input checked="" type="checkbox"/> Young people who are based in schools/educational institutions</p> <p><input checked="" type="checkbox"/> Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s</p> <p><u>Please, characterise the target-group per age, gender, location</u></p> <p>Young people in the age of completion of compulsory education and training who are attending Upper Secondary Schools or vocational training centers in the Province of Vicenza and who require the transfer to another institution or VET provider. These young people need to rethink their choices and ask to change their education or vocational training pathway as they no longer correspond to their initial training needs and personal development goals.</p> <ul style="list-style-type: none"> • Horizontal mobility in both directions (from education to vocational education and training and vice versa and between different study areas and programmes) is possible through the mainstream education and vocational training system.
<p>Intervention characteristics:</p>	<p>main</p> <p>Intervention during the academic year?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>How many hours per week?</p> <p><input type="checkbox"/> 5 – 10</p>

	<p> <input type="checkbox"/> 11 – 25 <input checked="" type="checkbox"/> 26 – 50 <input type="checkbox"/> > 51 </p> <p>How is the intervention structured?</p> <p> <input type="checkbox"/> At individual <input checked="" type="checkbox"/> At group level </p> <p>Do you use ICTs?</p> <p> <input checked="" type="checkbox"/> For deliver information <input checked="" type="checkbox"/> For communication </p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>Who plays the stakeholders role? The main actors involved are:</p> <p>a) Students: the process of "transition" originates from their formal request and they are actively involved through the internship at the School of destination.</p> <p>b) Parents: they may be involved in case of minors in the initial guidance meeting.</p> <p>c) School headmasters, managers of the institutions involved. They collect the students' requests, appoint the school staff to start the "transition" procedures and verify that the latter are respected in all the major steps in accordance with the agreements signed by the network.</p> <p>d) The teaching staff appointed as counsellor / internship assessor / tutor for the prevention of early school leaving. The involvement of professional psychologists or non-teaching staff is not foreseen.</p> <p>The Provincial School Office and the Province of Vicenza are involved in promoting the networking among public and private institutions. Funding from the Ministry of Education played a crucial role in the past for the maintenance of the network through the support of teachers' extra-curricular hours dedicated to the implementation of the project actions</p>
<p>Intervention description:</p>	<p><u>A) REQUEST FOR THE TRANSFER WITHIN THE EDUCATION SYSTEM</u></p> <p><u>A.1) First year classes:</u></p> <ol style="list-style-type: none"> 1. Guidance interview with the student and parents; 2. Design of the tailor-made guidance intervention; 3. Preparation of the dossier; 4. Organisation of guidance internships in the school of destination, identified through the results of the interview; 5. Transfer to another school / study curriculum.

Duration: 2 days for individual coaching; at least, six days internship.

A.2) Second or third year classes:

1. Guidance interview with the student;
2. interview with the parents or legal representatives;
3. Design of the tailor-made guidance intervention;
4. Preparation of the dossier;
5. Organisation of guidance internships in the school of destination, identified through the results of the interview;
6. Transfer to another school / study programme.

Duration: 2 days for individual coaching; at least, six days internship.

In case of positive result:

1. Delivery of study materials and preparatory exercises;
2. Invitation to the attendance of remedial courses activated by the receiving school;
3. Preparation of a special examination session on the subjects not followed in the sending school (the examination has to be "concluded before the start of classes according to the school calendar" (art. 24, Ministry Act no. 90 of 21.05.2001 "Rules for the conduct of the examinations in State and non-State primary, lower and upper secondary");
4. Inclusion in the class and identification of possible forms of discipline reinforcing.

B) REQUEST FOR THE TRANSITION FROM THE EDUCATION TO THE VOCATIONAL EDUCATION AND TRAINING SYSTEM

1. Individual interview with the student;
2. Interview with the parents or legal representatives;
3. Dossier preparation;
4. Organisation of guidance internships (6 days minimum) at one or more VET centers to assess the choice;
5. Submitting the formal application to the selected VET center, enclosing the documentation useful for the assessment of the competences, knowledge and skills possessed.

The receiving VET Centre organises a reception process by:

6. Interviewing for planning the guidance internship;
7. Sending to the teacher of the school of origin the internship assessment results;
8. Identifying a teacher for each area of interest required to transfer to which the student or teacher at the sending school may refer;
9. Establishment of *ad hoc* Committee (composed of teachers chosen by the teaching staff Council in relation to the assessments to be made both by experts of the labour market and education). On the basis of the documentation presented, the Committee assesses the skills and abilities acquired by the applicants, recognises the related credits,

	<p>identifies the class to which interested parties may apply to be entered;</p> <p>10. Organisation of the integration path;</p> <p>11. Inclusion in the class of destination and identification of possible forms of disciplines reinforcing;</p> <p>12. Preparation of any plan of disciplinary support to be developed within the VET center and / or individually by the student.</p> <p>Duration: 2 days for individual coaching; at least, six days internship; additional 30 days for the other procedures.</p> <p><u>C) REQUEST FOR THE TRANSITION FROM THE VOCATIONAL AND EDUCATION TRAINING TO THE EDUCATION SYSTEM</u></p> <p><u>C.1) First year classes:</u></p> <ol style="list-style-type: none"> 1. Guidance interview with the student and parents; 2. Design of the tailor-made guidance intervention; 3. Preparation of the dossier; 4. Organisation of guidance internships in the school of destination, identified through the results of the interview; 5. Transfer to another school / study programme. <p>Duration: 2 days for individual coaching; at least, six days internship.</p> <p><u>A.2) Second or third year classes:</u></p> <ol style="list-style-type: none"> 1. Guidance interview with the student at the school; 2. Interview with the parents or legal representatives; 3. Design of the tailor-made guidance intervention; 4. Preparation of the dossier; 5. Organisation of guidance internships in the school of destination, identified through the results of the interview; 6. Disciplinary support plan to be developed within the VET center and / or individually by the student. <p>Duration: 2 days for individual coaching; at least, six days internship.</p>
<p>Focus of the intervention:</p>	<p><input checked="" type="checkbox"/> Cognitive changes – improve of hard skills</p> <p><input checked="" type="checkbox"/> Behavioural changes - improve of soft skills</p> <p><input type="checkbox"/> Employability – working the transition from VET to the world of work</p> <ul style="list-style-type: none"> • Work experience • Transition pathways • Entrepreneurship contents <p><input type="checkbox"/> Other kind of actions (please identify and detail)</p>
<p>Intended outcomes:</p>	<p><input checked="" type="checkbox"/> Increase motivation to achieve at school</p> <p><input type="checkbox"/> Develop employability skills</p> <p><input type="checkbox"/> Clarify employment interests</p> <p><input type="checkbox"/> Clarify post-18 pathways in education, employment</p>

	<p>or training</p> <p><input type="checkbox"/> Gain greater insight of what is needed to get a job and do well in employment</p>
Main results:	<p>The agreement is in force since May 08 2014 and to date it has managed approx. 160 transitions (education/VET and vice versa).</p> <p>The system of peer interaction involving public and private stakeholders of the education and vocational training system with widely defining duties and responsibilities is definitely a good practice to be replicated in other contexts. This system promotes a top-down intervention model firstly involving school managers and head teachers and allowing the transmission of responsibilities and the formalisation of the roles to the more operational levels.</p>

74

3.3.3. “POST - PROGETTO ORIENTAMENTO SCOLASTICO TERRITORIALE - BASSANO DEL GRAPPA” (“POST – TERRITORIAL SCHOOL GUIDANCE – BASSANO DEL GRAPPA”)

In an economic and cultural changing scenario, the valorisation of knowledge and competences (considered as "resources") represents the basis/essential condition for informed education and training choices. The rationale behind POST project is that, in changing socio-cultural contexts, the relation between training demand and offer needs to be reconsidered mainly enhancing technical and scientific knowledge. The educational purpose of the POST network as a pedagogical reference is the “multifactoriality” of guidance.

The POST project involved approx. 5,000 students enrolled in upper secondary schools of the POST network. Direct beneficiaries were more than 1,200 students enrolled in the first classes and over a thousand students of second classes of upper secondary schools. Around 4.000 parents and approx. 640 students enrolled in VET centers were also involved in the project.

Name of the intervention:	<p>“POST - PROGETTO ORIENTAMENTO SCOLASTICO TERRITORIALE - BASSANO DEL GRAPPA” (“POST – TERRITORIAL SCHOOL GUIDANCE – BASSANO DEL GRAPPA”)</p> <p>The “Territorial School Guidance Project” started in 2002 in the Veneto Region and is aimed to:</p> <ol style="list-style-type: none"> 1) the promotion of a regional network for "multifactorial" and student-centred; guidance actions; 2) the implementation of accompanying measures for vulnerable people to reduce the phenomenon of school drop-out; 3) the construction of "good practices" to improve the
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	<p>guidance choices within education and training and to start an integrated horizontal and vertical supply chain training system among lower, upper secondary school, Universities, vocational training and in-company training;</p> <p>4) a reflection based on an analysis of the guidance activities to better match training demand and supply.</p> <p>The specific objectives pursued by the different editions of the POST project can be summarised as follows:</p> <p>1. Meetings with families</p> <p>1.a consultancy/advice through "one-stop training" at all upper secondary schools aimed at a proper acquisition of a study method aimed at "self-assessment for self-guidance";</p> <p>1.b creation of a network of information and advice at all secondary schools aimed at ensuring support and concrete answers to all the questions and guidance counselling (POST-action);</p> <p>1.c development and updating of a dossier with information materials about the educational offer of the territorial area;</p> <p>1.d "information open days" and guidance workshops in upper secondary schools and integration in the territory of the different guidance initiatives;</p> <p>1.e information and training meetings addressed to families aimed at:</p> <ul style="list-style-type: none"> - enhancing the meaning of guidance and counselling; - facilitating dialogue between parents and children; - information on re-education and career guidance; - education and training offers after upper secondary school; - EU opportunities for students' mobility.
<p>Model of intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Micro model of intervention-mediation to promote school success <input checked="" type="checkbox"/> Macro model of intervention-mediation to promote school success <p>1. Meeting with families: activities with families of students of lower secondary schools, of the penultimate and final year of upper secondary school - 600 hours for 2,000 beneficiaries (400 interventions of 1.5 hours to family groups). The action foresees the following operational line-up:</p> <ul style="list-style-type: none"> A) Organisation of meetings with teachers in charge of guidance activities and / or with the coordinators of the class to implement fine-tuned interventions; B) Constitution of the Working Group; C) Maintenance, updating and development of the website www.orientascuola. as an interactive tool for the exchange of experiences; D) Organisation of advice and information one-stop shops ("POST-.azioni") at all schools in the network to support the decision process to be made after the end of the low secondary school. The on-stop shops are operational from November to January and are

managed by teachers of each school involved;
E) Development and maintenance of a dossier with information materials regarding the training offer of the territorial area delivered to all families of the students involved;
F) Organisation of workshops with experts targeting parents and teachers of the school network to deepen and enhance the significance of the guidance and counselling developed by the teachers inside the class Councils.

2. First and second cycle transition: with students of lower secondary schools: 400 hours to 2,400 beneficiaries.

A) Constitution, within lower secondary schools of groups of students of the last classes divided according to the school choice made;

B) Delivery of tests to detect knowledge and skills;

C) Data survey on success / failure at school in the first classes of the 2nd cycle of education and training.

Students in the last class can experience, through the construction of a blog, a virtual dialogue with upper secondary school students and vocational training. They are able to start an informal dialogue among peers, gaining customised information on study programs and increasing their skills.

3. Short modules on study method: 200 hours for 500 students. The action foresees 16 hours of lab per school (1 lab module-eight hours for every quarter to be carried out outside school hours) through active learning to accompany, support and strengthening focused study method.

4. Change of study curriculum or system (education/VET): with students of first or second-year of upper secondary schools and VET centres and their families; 100 hours for 250 students. A) Accompanying measures for difficult situations - Implementation of specific training modules in multiple editions in a total of 30 hours to be carried out during the year for the recovery of the subject knowledge and the improvement of the study method.

5. Activities with disadvantaged or at risk young people: with upper secondary school students at risk and with special conditions and families; 200 hours for 400 students: developing a shared practice regarding the welcoming procedures that define the tasks and roles

	<p>of teachers, schematise the various phases of accompanying activities and the initial learning of the Italian language.</p>
<p>Context of implementation:</p>	<p> <input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal <input type="checkbox"/> No formal </p> <p>The institutional part of the model provides for the direct involvement of the teaching staff appointed as mentor to follow the young and transfer the data to the school of destination. Everything is done during school hours or when the teachers involved are not engaged in institutional activities.</p> <p>Operators involved in the training initiatives in the framework of the regional project "OrientaVeneto" are also involved in the activities.</p> <p>Outside the school context, the student's family is necessarily involved with the student in the early stages of guidance.</p>
<p>Target-group description:</p>	<p> <input checked="" type="checkbox"/> Young people who are not yet NEET – who are still in education/training, although there is a risk that they might become NEET </p> <p> <input type="checkbox"/> Young people who are based in schools/educational institutions </p> <p> <input type="checkbox"/> Young people who are less than 18 years old/below the compulsory school-leaving age and definitely not those in their 20s </p> <p><u>Please, characterise the target-group per age, gender, location</u></p> <p>POST project involved approx. 5,000 students enrolled in upper secondary schools of the POST network. Direct beneficiaries were more than 1,200 students enrolled in the first classes and over a thousand students of second classes of upper secondary schools. 4.000 parents. Approx. 640 students enrolled in VET centres were also involved in the project.</p>
<p>Intervention main characteristics:</p>	<p>Intervention during the academic year?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>How many hours per week?</p> <p> <input type="checkbox"/> 5 – 10 <input type="checkbox"/> 11 – 25 <input checked="" type="checkbox"/> 26 – 50 <input type="checkbox"/> > 51 </p>

	<p>How is the intervention structured?</p> <p><input checked="" type="checkbox"/> At individual <input checked="" type="checkbox"/> At group level</p> <p>Do you use ICTs?</p> <p><input checked="" type="checkbox"/> For deliver information <input checked="" type="checkbox"/> For communication</p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Who plays the stakeholders role? The main actors involved are:</p> <p>a) teachers appointed by the School Committee to carry out guidance activities and for students participation; teachers engaged in the prevention of school dropping-out; teachers in charge of the contacts with local stakeholders; support teachers for the integration of disabled students.</p> <p>b) Families of young people at risk of school dropping out involved in the guidance sessions.</p> <p>The Provincial Office of the Ministry of Education and the Provincial Administration of Vicenza are involved in promoting the networking among public and private institutions. In 2008, the involvement and contribution of the Regional Government played a crucial role in the development of the network.</p>
<p>Intervention description:</p>	<p>CHANGE OF STUDY COURSE OR EDUCATION/VET SYSTEM BENEFICIARIES</p> <p>Type: Students of first and second classes of Upper Secondary Schools with learning difficulties Number: 250</p> <p>SPECIFIC OBJECTIVES OF THE ACTION</p> <ol style="list-style-type: none"> 1. Establishment of a coordination group of teachers belonging to different types of schools in the 2nd cycle of studies and Vocational; 2. Recognition in the first and second classes of Upper Secondary Schools and VET centres, with the collaboration of the class coordinators, the number and socio-cultural characteristics of students with learning difficulties and those who intend to change study course or institution. 3. Constitution of groups of teachers in collaboration with a counselling expert to strengthen the capacity of relationship with the class and tackling the behaviour and learning dynamics. 4. Design, by a counselling expert of training actions for students with the aim of: providing listening and reception;

increasing self-esteem in students; help in the reflection on the elements of anxiety and how communication often accompany the training pathways; support for parents of students interested in the actions.

5. Develop knowledge and information for guidance services available within the school and the conditions for their use.

IMPLEMENTING METHODOLOGIES

The action is divided into two sub-actions, not necessarily ordered sequentially, according to the following methodologies:

Accompanying measures for difficult situations

1. With questionnaires and observation forms, the class councils in the early months of the school detect students who need to rethink their training or have severe learning difficulties.

2. Establishment of a working group with the teachers belonging to the network, in collaboration with a counselling expert who initiates the study and planning of the training modules and the assessment of the results achieved by the participating students after the group or individual training initiatives.

3. Continuation of the module with ad hoc training and accompanying interventions with the support of the counselling expert, elaborated following the results obtained.

4. Implementation of specific training modules in multiple editions for a total of 30 hours to be carried out during the school year, one for each school network, to complement the work that schools already implement for the recovery of disciplinary knowledge and the improvement of the study method. Group and individual meetings; contacts and family involvement.

TRANSITION BETWEEN SCHOOLS AND VET CENTRES: STUDENTS OF THE FIRST AND SECOND YEAR OF UPPER SECONDARY SCHOOLS

The action envisages: individual interviews with interested students, meetings with parents, use of documentation produced to ensure the exchange of information between the school of origin and the new school of destination.

TAILOR-MADE PATHWAYS FOR THE FULFILMENT OF THE RIGHT-DUTY TO EDUCATION AND TRAINING: MEASURES TO REDUCE DROPPING-OUT TARGETING VET STUDENTS

BENEFICIARIES

Type: Upper Secondary School students with difficulties and VET students who wish to continue their studies

Number: 250

SPECIFIC OBJECTIVES OF THE ACTION

- Accompany students in the process of knowledge i.e. to

develop the ability to identify and make themselves aware of skills, abilities, expectations and personal interests and method of study (self-empowerment);

- Developing the culture of work, promoting professional growth and the definition of a own study and / or professional plan;
- Provide tools to support students in their choices and in the exploitation of resources possessed (Management tool for personal and professional balance of competences);
- Expansion of knowledge and improvement of skills of interpretation and understanding of the world of work;
- Support for vocational training, the transition to high school after qualifying.

IMPLEMENTING METHODOLOGIES

a) Creation of a working group made up of upper secondary school and training centres teachers who will carry out an analysis and comparison of training and information guidance already implemented in the institutions of the network with the purpose of:

- Increase the concept of evaluation of early school leaving;
- Integrate teachers from different types of schools through the reflection on the disciplines and the different educational systems;

b) Identification of students with personal and social disadvantages through with commonly shared selection criteria;

c) Study and realisation of specific training courses for students in social and personal disadvantages; student support for the creation of a path towards a conscious choice, using self-assessment cards, etc;

Activities for students will be focused on guidance (self-analysis and self-assessment, small groups counselling), training, active research, etc.

ACTIVITIES FOR DISADVANTAGED AND AT RISK YOUNG PEOPLE: WELCOME OF FOREIGN STUDENTS

BENEFICIARIES

Type: Foreign students enrolled in Upper Secondary Schools

Number: 140

Type: Families of immigrant students

Number: 90

SPECIFIC OBJECTIVES OF THE ACTION

The guidance and welcoming pathways targeting foreign students when entering the school include:

- a) assessment of prior learning;
- b) languages skills assessment;
- c) construction of a personalised educational project;
- d) family involvement;

	<p>e) distribution in the various classes, avoiding the formation of mono-ethnic classes;</p> <p>f) intercultural education addressed to all students;</p> <p>g) synergies and partnerships with the outside world (Third Sector organisation, ect).</p>
<p>Focus of the intervention:</p>	<p>X Cognitive changes – improve of hard skills</p> <p>X Behavioural changes - improve of soft skills</p> <p><input type="checkbox"/> Employability – working the transition from VET to the world of work</p> <ul style="list-style-type: none"> • Work experience • Transition pathways • Entrepreneurship contents <p><input type="checkbox"/> Other kind of actions (please identify and detail)</p>
<p>Intended outcomes:</p>	<p>X Increase motivation to achieve at school</p> <p><input type="checkbox"/> Develop employability skills</p> <p><input type="checkbox"/> Clarify employment interests</p> <p>X Clarify post-18 pathways in education, employment or training</p> <p><input type="checkbox"/> Gain greater insight of what is needed to get a job and do well in employment</p>
<p>Main results:</p>	<p>- 18 public and private institutions involved as active partners of POST network</p> <p>- 1.450 hours with students; 600 hours with families</p> <p>Lower Secondary Schools: 2.950 students and 2.040 families</p> <p>Upper Secondary Schools: 740 students and 250 families</p> <p>VET centres: 100 students and 80 families</p> <p>POST project in its overall structure, has the following innovations:</p> <ul style="list-style-type: none"> • remarkable development of information activities that allow students, parents and teachers to easily access the educational opportunities in the area; • sharing by all partners of instruments and standard guidance procedures and identification of transferable good practices / actions; • supporting the testing of effective guidance pathways in connection with the curricular activities; • promoting the active participation of students in the guidance processes as acquisition of skills in the process of self-knowledge; • ensuring to the guidance process a function of continuity between lower and upper secondary school, vocational training, higher education in view of appropriate and effective choices for entering the labour market. <p>The project has contributed to:</p>

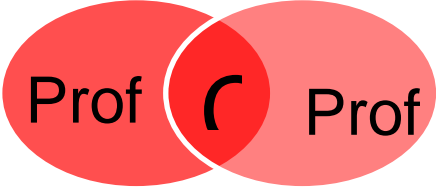
- Enhance and improve the guidance and counselling in the transition between lower, upper secondary school vocational education and training;
 - Facilitate guidance on students' skills and abilities;
 - Foster collaboration among teachers in charge of school guidance and VET teaching staff on the issue of early school leaving and assessment;
 - promote and simplify the procedures for the transition among study courses and VET focusing on the recognition of skills acquired;
 - Set up interventions for the improvement of key competences (learning to learn, problem-solving, etc.);
 - Systematically organise information / guidance counselling targeting foreign students and families;
 - Awareness-raising initiatives on EU education and training opportunities;
 - Strengthen a connection with the public and private employment centres;
 - Promote entrepreneurship education.
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3.4. Good Practices in Spain

3.4.1. “OCÚPATE” Project

“OCÚPATE” project (Young, be active!) in the frame of the Regional Youth Guarantee Initiative it consists of an integral focus, preventive and early assistance measure addressed to the employability improvement and the job placement of youngsters. The goal is to give opportunities for youngsters aged 16 to 25 years old, or less than 30 in case of disability (equal or higher than 33%), without Compulsory Secondary Education Certification. The goal is to give opportunities for professional skills acquisition and therefore a job placement or continuation to upper professional studies. At regional level, in Asturias, the number of participants in Fundación Metal Asturias program is about 100 per year. The job placement rate achieved has been around 46%.

Name of the intervention:	<p>“OCÚPATE” project <i>(Young, be active!)</i> _in the frame of the Regional Youth Guarantee Initiative</p> <p>The program consists on the development of training actions combined with job practices focusing in the acquisition of a professional qualification and addressed to those youngsters with special difficulties in job placement. At the end, youngsters will acquire a level I professional certificate and a basic competences certificate.</p> <p>It is specially focused to those youngsters aged 16 to 25 years old, or less than 30 in case of disability (equal or higher than 33%) without a Compulsory Secondary Education Certification.</p> <p>It consists of an integral focus, preventive and early assistance measure addressed to employability improvement and job placement of youngsters.</p> <p>The first objective of these actions is to obtain participants job placement; the second is to guide them to other training actions in order to improve their professional skills through Level II Professional Certificates or an Intermediate Vocational Training Cycle.</p>
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<p>Model of intervention:</p>	 <p>X Micro model of intervention-mediation for combating the NEETS circumstance. The goal is to give opportunities for professional skills acquisition and therefore a job placement or continuation to upper professional studies.</p>
<p>Context implementation:</p>	<p>of</p> <p>X Formal (Training actions plus on-the-job training)</p> <p><input type="checkbox"/> Informal</p> <p><input type="checkbox"/> No formal</p>
<p>Target-group description:</p>	<p>X Young people who can be considered NEET according to the Spanish youth criteria, that is to say, youngest aged 16 to 25 years old (or 30 in case of disability=>30%) not in school nor working during the 3 months prior to the registration in a national youth guarantee file.</p> <p>Hence, it is a very heterogeneous group including youth with lack of educational/training competences.</p>
<p>Intervention characteristics:</p>	<p>main</p> <p>Intervention during the academic year?</p> <p><input type="checkbox"/> Yes</p> <p>X No (the duration is 6 months)</p> <p>How many hours per week?</p> <p><input type="checkbox"/> 5 – 10</p> <p><input type="checkbox"/> 11 – 25</p> <p>X 26 – 50</p> <p><input type="checkbox"/> > 51</p> <p>Two different stages:</p> <ul style="list-style-type: none"> • During the first 3 months, 20% of the day will be focused on the development of effective practical work whereas the remaining 80% will be used to train key competences and competences related to the professional certificate subject. Students in this period will earn about 20% of the monthly inter-professional wage. • During the second stage, the last 3 months, the rate of practical work increases from 50% to 75% as well as the wage received.

Labour contract

Period	3 months	2 months	1 month
Practical training	80%	50%	25%
Real job	20%	50%	75%

How is the intervention structured?

- At individual
- At group level
- X Both

Formative sessions at group and individual level. The individual sessions deal mainly with the definition of the professional profile and the skills/competences required. There is a set weekly timetable for both types of sessions.

Do you use ICTs?

- X For delivering information (in specific professional certificates)
- For communication

Students have the opportunity to achieve a certificate to recognise what they have learnt?

- X Yes (acquisition of a Level I Professional Certificate)
- No

Who plays the stakeholders role?

- National Public employment service
- Regional Public employment service
- Tutors / docents
- Facilitators / advisors
- Human resources staff
- Youngsters in unemployment condition, not participating in formal studies
- Community

Intervention description:

- X Screening of students:
 1. Selection of students after intention form and interview.
 2. Students in risk of socio-economic exclusion, identified by:
 - 2nd Chance School
 - Disadvantaged families (unemployment situations; single-parent families, etc)
 - Teachers/Schools/VET entities

	<ul style="list-style-type: none"> • Community associations <input type="checkbox"/> Building capacities for school success X Measuring results and outcomes - Key competences acquisition (mathematics, literacy) - Professional Certificate acquisition - Professional experience – Labour contract
<p>Focus of the intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive changes – improve of hard skills X Behavioral changes - improve of soft skills <ul style="list-style-type: none"> • Team work • Motivation • Respect • Self-esteem X Employability – working the transition from VET to the world of work: <ul style="list-style-type: none"> • Work experience • Professional Certificate • Training pathways • Customized employability pathway • Gender equality contents • Environmental contents • Mathematics and language literacy <input type="checkbox"/> Other kind of actions (please identify and detail)
<p>Intended outcomes:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increase motivation to achieve at school X Develop employability skills X Clarify employment interests X Gain employability or work-relevant skills X Clarify post pathways in education, employment or training X Gain greater insight of what is needed to get a job and do well in employment <p>Please, explain your answer:</p> <p>The beneficiaries of the “OCÚPATE” program come from an unemployment situation and they are also out of the formal training system. Most of them don’t want to go back to their</p>

	<p>studies, but they lack the competences required to bet a job. So the main goal is to reinforce their motivation, self-esteem and get them focused in the acquisition of key competences and basic professional skills.</p> <p>FMA provides certification in the following areas:</p> <ul style="list-style-type: none"> • Electrotechnical Installations and Building Telecommunications • Plumbing and Heating-Air Conditioning • Data recording and treatment • Electronic and Electric devices
<p>Main results:</p>	<p>The reference program runs since 2008 and it has been launched annually till now. Its success supports each new call:</p> <ul style="list-style-type: none"> • At regional level, in Asturias, the number of participants in Fundación Metal Asturias program is about 100 per year. • The job placement rates achieved has been around 46%.

3.4.2. PERIPLoS Project

Youngsters aged 16 to 21 years old with special difficulties accessing the labour market due to their lack of professional competences are the target of the PERIPLoS Project, a project designed to promote job placement among youth. The intervention follows the following steps: screening of students; building their capacities for employment, through "job demonstration" actions and "dual training (or in alternance)"; measuring results and outcomes. After dual training completion, 18 out of the 28 participants had an extension of the labour contract in the metal field (64%). Generically, the contract duration was 6 months (57% of them renewed for additional 6 or 9 months) but others had an initial contract of 1-year duration.

<p>Name of the intervention:</p>	<p>PERIPLoS PROJECT (2005-2007)</p> <p>Project designed to promote job placement among youth having special difficulties accessing the labor market due to their lack of professional competences. The priority target group was young people aged 16 to 21 years old and with a background of early school failure.</p> <p>The goal is to experiment qualifying processes for employment through new theoretical-practice training systems working together with local companies.</p>
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	<p>The program considered essential to enhance the training pathway to the labor market based on a deep knowledge of some jobs.</p> <p>Fundación Metal Asturias was responsible for two specific actions within the project framework of the project: 1) “Job demonstration” in the metal sector as a vocational guide tool; 2) Dual Training of Apprentices in the metal sector.</p> <p>The “<u>job demonstration</u>” comprised the organisation of workshops in different occupations (Welding, Machine tools, Metallic and PVC carpentry, Boiler making and Electricity), including showing the development of different tasks related to the chosen job.</p> <p>The <u>dual training</u> consisted on the delivering of non formal training actions to unemployed youth through a dual methodology (or in alternance) between the theoretical-practice training in the training centre and practical training in the company. This is implemented through the signature of a Labour Contract for Training which laborally links the company and the beneficiary.</p>
Model of intervention:	<p><input checked="" type="checkbox"/> Micro model of intervention-mediation to promote school success</p> <p><input type="checkbox"/> Macro model of intervention-mediation to promote school success</p>
Context of implementation:	<p><input checked="" type="checkbox"/> Formal (Training actions plus on the job training)</p> <p><input type="checkbox"/> Informal</p> <p><input type="checkbox"/> No formal</p>
Target-group description:	<p><input checked="" type="checkbox"/> Unemployed youth, aged 16 to 21 years old with an early school failure background. (50% of the targets did not complete a Compulsory Secondary Education Certification).</p> <p><input checked="" type="checkbox"/> Unemployed without defined professional interest and need of professional advice.</p>
Intervention main characteristics:	<p>Intervention during the academic year?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>The Dual Training program for metal apprentices took place along 3 phases during 18 months covering 1.260 training hours:</p> <ul style="list-style-type: none"> • 1st phase: focused totally in training in Fundación Metal Asturias training centres. It comprises the Module “Basic Qualification for Employment” and the

	<p>modular contents specific for each job.</p> <ul style="list-style-type: none"> • 2nd phase: training combined with job through a Training Contract. • 3rd phase: real work in a company during 3 months (full time). <p>From this moment the contract would be extended or extinguished based on the contractual regulation.</p> <p>The “Job demonstration” procedure involved the development of specific tasks for the chosen occupation during 10 hours in a first phase which were increased till 25.</p> <p>How many hours per week?</p> <p><input type="checkbox"/> 5 – 10</p> <p><input type="checkbox"/> 11 – 25</p> <p><input type="checkbox"/> 26 – 50</p> <p><input type="checkbox"/> > 51</p> <p>How is the intervention structured?</p> <p><input type="checkbox"/> At individual</p> <p><input type="checkbox"/> At group level</p> <p>X Both</p> <p>Do you use ICTs?</p> <p>X For deliver information</p> <p><input type="checkbox"/> For communication</p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt?</p> <p>X Yes</p> <p><input type="checkbox"/> No</p> <p>Who plays the stakeholders role?</p> <ul style="list-style-type: none"> • Gijón City Council • Avilés City Council • Carreño City Council • General Directorate of Vocational Training of Principality of Asturias • Construction Labour Foundation • Asturian Federation of Employers • Fundación Metal Asturias • Trainers, facilitators, labour advisers • Unemployed youth
<p>Intervention description:</p>	<p><u>Screening of students:</u></p> <ul style="list-style-type: none"> • Labor advisors from city councils (Avilés, Gijón) • Media advertisement (press, radio.....) • Personal interview – Fulfillment of form

	<p><u>Building capacities for employment:</u></p> <ul style="list-style-type: none"> • _"Job demonstration" action: Welding, Machine tools, Metallic and PVC carpentry, Boiler making and Electricity. • Dual training (or in alternance) comprising theoretical-practice training in a training centre and practical training/job in a company under the framework of a Labour Contract for Training. • Soft skills <p><u>Measuring results and outcomes:</u></p> <ul style="list-style-type: none"> • Labour contract indicator: After dual training completion, 18 out of the 28 participants had an extension of the labour contract in the metal field (64%). Generically the contract duration was 6 months (57% of them renewed for additional 6 or 9 months) and the others had an initial contract of 1 year duration. • Inscription in training actions after specific professional guidance and counselling: after the completion of the job demonstration actions, 70% of the attendants were directed to courses related to the job tasks they participated in. • Age: 81,82% of people contracted < 21. The others (>21) had been in unemployment condition for 3 years or more.
<p>Focus of the intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive changes – improve of hard skills <input type="checkbox"/> Behavioural changes - improve of soft skills X Employability – working the transition from VET to the world of work <ul style="list-style-type: none"> • Professional guidance and counselling • Specific training for metal jobs • Work experience • Environmental approach: awareness raising regarding specific occupations (recycling, waste management, good practices....) • Local development: information and training about the economic development of the regional territory • Gender equality <input type="checkbox"/> Other kind of actions (please identify and detail)
<p>Intended outcomes:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increase motivation to achieve at school

	<p>X Develop employability skills</p> <p>X Clarify employment interests</p> <p>X Acquire employability or work relevant skills</p> <p>X Clarify educational pathways, or training for employment</p> <p>Please, explain your answer:</p> <p>The main goal of the whole program is to enhance the job placement of youth with special difficulties accessing the labor market because of their lack of educational and professional skills.</p>
<p>Main results:</p>	<ul style="list-style-type: none"> • After dual training completion, 18 out of the 28 participants had an extension of the labour contract in the metal field (64%). The contract duration was initially for 6 months (57% of them renewed for additional 6 or 9 months) and the others had an initial contract of 1 year duration. • Inscription in training actions after specific professional guidance and counselling: around 70% of the attendants were directed to courses related to job tasks they participated in. • 7,14% of those completing the actions with high performance were women. This is a good indicator having in mind the low representation of women in the metal sector.

3.5. Good Practices in the United Kingdom

3.5.1. Prince's Trust 12-week Team Programme

The Prince's Trust 12-week Team Programme is a 12-week personal development course aimed at people aged 16-25 years olds, offering work experience, qualifications, practical skills, participation in community projects and a residential week. The Programme offer has the following target groups: unemployment young people, young people underachieving in education, young people leaving care and young offenders and ex-offenders. The Prince's Trust 12-week Team Programme was founded in 1976 by the Prince of Wales.

92

Name of the intervention:	<p>Prince's Trust 12-week Team Programme</p> <p>This project works with students aged 16-25 years old, offering work experience, qualifications, practical skills, participation in community projects and a residential week.</p> <p>It has four key target groups:</p> <ul style="list-style-type: none"> • Unemployed young people • Young people underachieving in education • Young people leaving care • Young offenders and ex-offenders
Model of intervention:	<p><input checked="" type="checkbox"/> Micro model of intervention-mediation to promote school success</p> <p><input type="checkbox"/> Macro model of intervention-mediation to promote school success</p> <p><u>Please, explain your answer:</u> Targeted provision at young people with greatest needs to engage them into education, employment or training.</p>
Context of implementation:	<p><input checked="" type="checkbox"/> Informal</p> <p><input type="checkbox"/> No formal</p> <p>Not part of formal education system – delivered in different locations, like community centres, libraries, etc.</p>
Target-group description:	<p>Mainly targeted at young people aged 16 or over who are unemployed or NEET – in 2013/14, 83% of young people who joining the project were unemployed.</p>
Intervention main	<p>Intervention during the academic year?</p> <p><input checked="" type="checkbox"/> Yes</p>

<p>characteristics:</p>	<p><input type="checkbox"/> No</p> <p>How many hours per week?</p> <p><input type="checkbox"/> 5 – 10</p> <p><input type="checkbox"/> 11 – 25</p> <p>X 26 – 50</p> <p><input type="checkbox"/> > 51</p> <p>How is the intervention structured?</p> <p><input type="checkbox"/> At individual</p> <p><input type="checkbox"/> At group level</p> <p>X Both</p> <p>Do you use ICTs?</p> <p><input type="checkbox"/> For deliver information</p> <p><input type="checkbox"/> For communication</p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt?</p> <p>X Yes</p> <p><input type="checkbox"/> No</p> <p>Who plays the stakeholders role? Employers, mentors, trained youth workers, etc.</p>
<p>Intervention description:</p>	<p>The Prince’s Trust Team Programme is designed to help young people to:</p> <ul style="list-style-type: none"> • Improve confidence; • Increase self-esteem; • Engage them in education or training or to move onto employment; • Develop or learn in a way suited to their personal style and preferences; • Set goals for the future; • Develop targets to achieve their career potential. <p>This is done via an intensive 12-week programme within a group of about 15 young people aged 16-24 years old. During the 12 weeks, they:</p> <ul style="list-style-type: none"> • Spend a week away at a residential activity centre; • Undertake a project based in their local community; • Complete a work placement; • Participate in a team challenge, involving caring for others;

	<ul style="list-style-type: none"> • Stage a team presentation, during which they recount their experiences.
<p>Focus of the intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive changes – improve of hard skills X Behavioural changes - improve of soft skills X Employability – working the transition from VET to the world of work <ul style="list-style-type: none"> • Work experience • Transition pathways • Entrepreneurship contents <input type="checkbox"/> Other kind of actions (please identify and detail) <p>The main focus of the intervention is on young people who are NEET/unemployed – it aims to motivate them, improve their confidence and explore their future career options and ultimately to help them engage in education, employment or training.</p>
<p>Intended outcomes:</p>	<ul style="list-style-type: none"> X Develop employability skills X Clarify employment interests X Clarify post-18 pathways in education, employment or training X Gain greater insight of what is needed to get a job and do well in employment
<p>Main results:</p>	<p>In 2013/14, the Team Programme worked with 11,853 young people across the UK – of these, two-thirds went into employment, education or training (37% employment and 32% education or training), while 16% started a voluntary work position after completing the programme.</p>

3.5.2. Ealing Pathway Programme

The Ealing Pathway Programme offer up to 26 weeks of intervention (beneficiaries will be able to unaffected as not paid). Participants get a placement from 1 to 2 days a week, with paid expenses per day, lunch and travel costs. Young people aged 16 or over who are NEET and who are deemed to be able to move into education, employment or training with support, get access to training calendar of short courses, some mentoring sessions (group and individual, one day per week) and encouragement to participate in social actions (one day per week).

Name of the intervention:	Ealing Pathway Programme This project situated in the Ealing Borough of London works with students aged 16-19 years old (or 24 for disabled young people) over 26 weeks, offering a work placement (2 days per week), training (1.5 days per week), mentoring/support as a group or 1:1 (0.5 days per week), as well as volunteering activities (Duke of Edinburgh Award http://www.dofe.org/), certificate and support to progress onto further learning or employment.
Model of intervention:	<input checked="" type="checkbox"/> Micro model of intervention-mediation to promote school success <input type="checkbox"/> Macro model of intervention-mediation to promote school success <u>Please, explain your answer:</u> Targeted provision at young people with greatest needs to engage them into education, employment or training. Recruited mainly via referrals from other organisations.
Context of implementation:	<input checked="" type="checkbox"/> Informal <input type="checkbox"/> No formal Not part of formal education system – delivered in different locations, like community centres, libraries, etc.
Target-group description:	Mainly targeted at young people aged 16 or over who are NEET and who are deemed to be able to move into education, employment or training with support. The main target groups are: <ul style="list-style-type: none"> • Young offenders • Young carers • NEETs
Intervention main characteristics:	Intervention during the academic year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many hours per week?

	<p> <input type="checkbox"/> 5 – 10 <input type="checkbox"/> 11 – 25 <input checked="" type="checkbox"/> 26 – 50 <input type="checkbox"/> > 51 </p> <p>How is the intervention structured?</p> <p> <input type="checkbox"/> At individual <input type="checkbox"/> At group level <input checked="" type="checkbox"/> Both </p> <p>Do you use ICTs?</p> <p> <input type="checkbox"/> For deliver information <input type="checkbox"/> For communication </p> <p>Students have the opportunity to achieve a certificate to recognise what they have learnt?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>Who plays the stakeholders role? Local authority staff, mentors, local authority employers, and other delivery partners.</p>
<p>Intervention description:</p>	<p>The Ealing Pathways Programme aims to help young people who face barriers to moving onto education, employment or training to gain confidence, develop skills, achieve qualifications needed to get onto other courses (English, Mathematics, ...) and prepare them for this progression (via interview practice, completing application forms, etc).</p> <p>This is done via an intensive 26-week programme within a group of about 14 young people aged 16-24. During the 26 weeks, they:</p> <ul style="list-style-type: none"> • Start with a 2-week induction process; • Spend 2 days per week on a work placement with a local authority employer at which they are paid £6.50 per hour (= the minimum wage in the UK); • Attend training with a training provider to improve and achieve certificate in Maths, English, Employability and Health & Safety from Entry Level 3 up to Level 2 depending on their previous attainment; • Receive support or mentoring both in a group setting and also 1:1; • Get the opportunity to complete Duke of Edinburgh Award – by completing a personal programme of activities in <u>four sections</u> (five for Gold) - Volunteering,

	<p>Physical, Skills, Expedition and for Gold, a Residential;</p> <ul style="list-style-type: none"> • Provide help with learning skills for progression, including how to complete application forms, put together CVs, interview practice, etc.
<p>Focus of the intervention:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive changes – improve of hard skills X Behavioural changes - improve of soft skills X Employability – working the transition from VET to the world of work <ul style="list-style-type: none"> • Work experience • Transition pathways <input type="checkbox"/> Other kind of actions (please identify and detail) <p>The main focus of the intervention is on young people who are NEET/unemployed – it aims to motivate them, improve their confidence and explore their future career options and ultimately to help them engage in education, employment or training.</p>
<p>Intended outcomes:</p>	<ul style="list-style-type: none"> X Develop employability skills X Clarify employment interests X Clarify post-18 pathways in education, employment or training X Gain greater insight of what is needed to get a job and do well in employment
<p>Main results:</p>	<p>Since 2011, 97 young people have been recruited onto the programme – of these, 82% completed the full 26-weeks. Of those completing the programme – over three-quarters moved onto further learning or employment, including:</p> <ul style="list-style-type: none"> • 37% in apprenticeships • 31% into employment • 10% into further learning <p>A further 13% moved into some form of education, training or employment within 6 months of completing the programme. Young people completing the programme also achieved many different certificates and awards.</p>

Main findings and conclusions

Addressing the issue of NEETs from a preventive perspective, the NEETs at RISK Project aims to understand the risk factors of becoming NEET and to contribute for a tailored intervention that can support the reduction of those risk factors.

Reducing early school leaving or smoothing the transition from school to labour market is of great importance to prevent young people from being NEET. For those who are already out of the school, reintegrating them at an early stage in new and relevant education or training opportunities and giving them the chance to get a job or to accumulate work experience are also key interventions to prevent long-term unemployment and the risk of being disengaged more permanently from the labour market.

98

However NEETs are a heterogeneous group, and their characteristics and risk factors vary depending on the age group, education level, labour market vulnerability, family background, among other individual, social and economic circumstances. Therefore, it is important to set up measures for the reduction of the NEET rate with targeted policies for different subgroups.

According to Quintini et al¹⁸, “Despite the fact that today’s young cohorts are smaller in number and better educated than their older counterparts, high youth unemployment remains a serious problem in many OECD countries. This reflects a variety of factors, including the relatively high proportion of young people leaving school without a basic education qualification, the fact that skills acquired in initial education are not always well adapted to labour market requirements, as well as general labour market conditions and problems in the functioning of labour markets”.

After 2008, with the economic recession and the labour market deterioration, most of the European countries have faced a growing level of youth unemployment and a significant increase in the NEET rates. In 2014, almost 7 million young people aged 15–24 years old were excluded from the labour market and education in Europe. Although the NEET problem has aggravated in Europe, the situation is very different among countries. In 2014, Spain and Italy record the highest NEET rates, with 17.1% and 22.1% respectively. UK and Portugal also registered a growing trend of the NEET rates and they are now very close to the EU28 average of 12.4%. In Germany, young NEETs are only 6.4% of the age group 15 to 24 years old.

¹⁸ Glenda Quintini, John P. Martin and Sébastien Martin (2007), «The Changing Nature of the School-to-Work Transition Process in OECD Countries» Paris: OECD.

High rates of youth unemployment and the economic and social consequences associated with the NEET situation has led to a growing sense of urgency. As a result, in recent years, EU Member States have actively participated in the design and implementation of policy measures aimed at preventing and reducing the number of young NEETs. According to the OECD Report (2014), “EU Member States have tried a number of measures to prevent young people from becoming NEET and to reintegrate those who are NEETS. The involvement of a range of stakeholders in the design and delivery of youth employment measures is essential. In particular, a strong level of engagement with employers and their representatives is needed for measures that focus on fostering their beneficiaries’ employability. Successful policies are innovative. They introduce new ways of reaching out their target groups, with outreach activities forming an important part of the efforts to engage”.

99

Although aiming at ensuring a greater participation of young people in education and employment, these policies involve a wide range of different measures which can be grouped into four broad categories, which sometimes overlap:

- Preventing early school leaving: providing support within the school environment, at home or through holistic support measures that can improve the chances of staying in education or training.
 - Reintegrating young early school leavers: providing support for those who just made the decision to leave E&T, encouraging and enabling them to continue their previous studies, or to find other more appropriate training alternative.
 - Facilitating transition school-labour market: intervening at a later stage of the route with the main objective of facilitating the transition of young people from school to the labour market and therefore to ensure that public investment in education and training is maximised.
 - Promoting employability: intervening closer to the point of entry into the labour market by removing practical and logistical barriers to employment, looking for filling in the gaps in young people’ skills such as transversal and specific work skills.
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The NEETS at RISK Project collected and described 12 good practices implemented in 5 European countries – Portugal, Germany, Italy, Spain and UK – at national or regional levels (Table 6) several of them aiming at specifically tackling the NEETs problem.

Table 6:

Good Practices per Category of Measures

Country/ Region	Good Practices	Types/Aims of the Measures			
		Preventing early school leaving	Reintegrating young early school leavers	Facilitating transitions E2E	Promoting employability
Portugal	EPIS – Empresários pela Inclusão Social (“Employers for Social Inclusion”)	X			
	PIEF - Programa Integrado de Educação e Formação (“Integrated Education and Training Program”)	X			
	Programa Escolhas (“Choices Program”)	X	X		X
Germany	Pilot Project “Company-Internal Vocational Preparation bevoplus”	X		X	
	Securing School Success Initiative	X			
Italy	OFFICINA DI MARINO (“Marino’s workshop”)		X		X
	PASSAGGI: Accordo di Rete Istituti Città di Vicenza (“PASSAGGI: Network agreement among schools in Vicenza”)	X		X	
	POST - PROGETTO ORIENTAMENTO SCOLASTICO TERRITORIALE – Bassano del Grappa (“POST – Territorial School Guidance – Bassano del Grappa”)	X	X	X	X
Spain	“OCÚPATE” project (Young, be active!)		X	X	X
	PERIPILOS PROJECT	X	X		
United Kingdom	Prince’s Trust 12-week Team Programme		X	X	X
	Ealing Pathway Programme		X	X	X

The table below systematise and sinthetise the 12 good practices identified according to the following criteria: target groups; selection methods and criteria; types of intervention and intended outcomes.

Table 7:

Good Practices Overview

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

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

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

Country/ Region	Good Practices	Criteria			
		Target Group	Selection	Intervention	Intended Outcomes
		NEET, although there is a risk that they might become NEET; age range mostly from 13 to 16 years old	2 weeks during school time (in the 8 th , 9 th or 10 th grade); Secondary school voluntary participation in in-company internships during holidays.	Training companies with dual VET system provide 2 weeks internships during school time respectively during holidays	
	Securing School Success Initiative	Children and young adults at risk of dropping-out or having to repeat class	Students with particular difficulties in learning; voluntary participation in measures, on various occasions supported by clearing and diagnosis processes asked by teachers or social workers at school.	Develop students' self-recognition and confidence on their own abilities and motivation through different activities and involving teaching methods and local support networks	Higher and sustainable school success
Italy 102	OFFICINA DI MARINO ("Marino's workshop")	Young people aged 16-18 years old in situation of school drop-out and young disadvantaged adults aged 19-21 years old	Schools and local social services identify adolescents and young people from disadvantaged family background.	Promote social inclusion based on the support of municipal social services	Reintegrating young early school leavers and promoting access to work
	PASSAGGI: Accordo di Rete Istituti Città di Vicenza ("PASSAGGI: Network agreement among schools in Vicenza")	Students at risk of early school leaving in the age of completing the compulsory education and training	Submission by the student of a formal application, enclosing the documentation requested for the assessment of competences, knowledge and skills. Students' selection by the school. Establishment of <i>ad hoc</i> Committee composed of teaching staff to assess the student's skills and abilities and credits.	Delivering suitable school or training pathways to students through a network of local education and VET providers and involvement of teachers	Preventing drop-out and early school leaving

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

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

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

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

Country/ Region	Good Practices	Criteria			
		Target Group	Selection	Intervention	Intended Outcomes
			programme, and have to pass an interview to get selected for the programme.		

Inspired by each country good practices, some key findings and suggestions may be highlighted:

- 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 proceses. 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.

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ANNEX: Methodology Guidelines

Intellectual Output 1 - O1 – A1 - Identifying risk factors



One of the main priorities of the project is to focus on improving the attainment of young people at risk of early school leaving who are still at school or in the VET system, as this was seen as a key predictor of becoming NEET. In addition, the project target group was agreed to include young people who:

109

- Are not yet NEET – who are still in education/training, although there is a risk that they might become NEET;
- Are based in schools/educational institutions;
- Students/trainees aged 15 to 18 years /below the compulsory school-leaving age.

Furthermore, it was agreed that the intervention itself would:

- Be provided as something additional to young people's normal curriculum rather than instead of it;
- Aim to motivate students and/or re-engage them in education or training, with the ultimate aim of reducing the risk of them becoming NEET in future (rather than re-engaging young people who are already NEET);
- Not aim to get them jobs/move into employment – although it is supposed to better prepare them for employment, by improving their employability skills and competences.

An earlier intervention will contribute to reduce young people demotivation towards school or the VET system, combat and reinforce students/trainees employability skills and foster the transition from the world of education and training to the world of work. At the same time, an earlier intervention increases the opportunity and the flexibility to introduce proper employability skills, for a better transition from school/VET to the labour market. Also the provision of work experience opportunities, putting trainees/students in contact with employers, peers, professional's networks and entrepreneurs is expected to have a positive impact in students attainment, employability skills and preparation for the world of work.

The following outline of the output is expected:



NEETS at RISK at European Level

Chapter I containing a description of the NEETS at Risk at European Level, like a «state of art», using as sources: EUROFOUND, EUROSTAT, OECD, ETC.

110 Information already available from the proposal:

At European and international level, the NEETS at RISK project will contribute to (1) a better transition from VET system to the world of work, (2) a decreased level of youth people and adults poverty, (3) a lower gap between women and man in terms of access to jobs.

Related to point (1), how young people find a job after leaving school? It's expected that our project will have impact in the creation of a smoother path between education and the world of work. The skills and knowledge of the human capital are not linked with the employer's needs. For people out of a job, the problem is higher because their skills will be outdated over time. It's important that VET system support young people more in terms of careers alternatives, treat young as adults more responsible and their choices having consequences. It's important to have contact with the industry, to learn about what jobs are available today and what is needed in the future. The increasing of young and young adults skills through their participation in the coaching and mentoring sessions and on job training experiences as well as getting best opportunities to get employed are central to the project. Young people must be in contact with companies during their learning paths and experience different types of jobs to bridge the existing gaps. Studying and working along is essential to get experience. EU policies are focused on increasing skills and creating employment, but there must be a greater connection between the two.

Chapter II

NEETS at Risk in Partners Countries

To complete Chapter II each partner must report information based on the following structure:

- 2.1. NEETS at RISK Country Overall description – with population rates - data from 2008 until 2014
- 2.2. Features and risk factors
- 2.3. Consequences of becoming NEETS (economic, social, others) and (if possible) social impact

111

(Using as sources: EUROFOUND, EUROSTAT, OECD and others at national level varying from official statistic or governmental bodies, national or regional studies, examples of good practices at national, regional level, etc.)

Intellectual Output 1 - O1 – A2 - Identification of NEET reduction preventive intervention measures

To identify NEET reduction preventive intervention measures

Information already available from the proposal:

The project aim to address the issue of NEETs from a preventive perspective, so to understand the difference between an earlier intervention and a remedial intervention is important; as to understand and recognise the real risk factors of becoming a NEET and try to know existing preventive measures/experiences/methods/actions. The methodology has to therefore concentrate on those EARLY interventions.

Based on desk research and examples of good practices identified by partners and coming from European countries such as Portugal, Spain, United Kingdom, German and Italy partners will reflect upon, assess and elaborate on possible NEET reduction preventive intervention measures due to be applicable to the project target group.

For the identification of good practices, each partner should use the following structure and identify and describe GOOD PRACTICES with positive impacts at national, regional or local level

GOOD PRACTICE DESCRIPTION:

112

1. Context of intervention and implementation
2. Target-group description
3. Intervention main characteristics
 - a. What's the 'theory of change'¹⁹ behind?
 - b. How is the intervention structured: at individual or at group level?
4. Intensity and duration of the intervention and, if applicable, of the different actions contained
5. Focus on: formal and/or informal, in and/or out of school/training system
6. Who are involved directly in the intervention: students/trainees, professors, teachers, educators, parents, families, others?
7. Who plays the stakeholders role?
8. Focus of the intervention – provide details regarding the kind of actions/work made directly with the target groups
 - a. Cognitive changes – improve of hard skills
 - b. Behavioural changes - improve of soft skills
 - c. Employability – working the transition from VET to the world of work
 - i. Work experience
 - ii. Transition pathways
 - iii. Entrepreneurship contents
 - d. Other kind of actions (please identify and detail)
9. Main results
10. Critical reflection on what can be “taken from” this best practice and/or used in our project taking into consideration the target group and the main priorities defined (pag. 2)

¹⁹ http://en.wikipedia.org/wiki/Theory_of_change and <http://www.theoryofchange.org/what-is-theory-of-change/>



Tips for reflection:

- I. What is needed to engage and motivate young people to learn/maintain active in the learning system
- II. Which could be the more adequate strategies to transmit the adequate behavior to succeed in the school/VET system and/or in the world of work?
- III. Which could be the more adequate strategies to improve employability and entrepreneurship skills?
- IV. Individual or at group level intervention?
 - IV. 1 Which are the advantages/disadvantages of each approach?
 - IV. 2 Is there an ethical implication in each of the approaches? (e.g. could individual targeting be stigmatizing?)
 - IV. 3 Is targeting a whole cohort individual enough?
- V. Which could be a “good” intervention duration (intensity of ‘dosage’)? In terms of hours/days/weeks/months/terms
- VI. How much flexibility should a model of intervention have to meet varying provider’s needs?
- VII. Better to target young people who are most at risk of becoming NEET or more those where there is some doubt? Which of those were targeted in the best practice?
- VIII. Which stakeholders must be involved in our intervention? (Teachers/trainers, social workers, parents, students/trainees, companies ... others? What needs to be done to get them ‘on board’?)

113



Final version of the IO in the format of a text file into EN (translation of an extract to PT, ES and IT is foreseen)

MEETS

PROJECT

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

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

Partners:



Promoter:



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