



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

ComNetNEET: Community Networking for Integration of Young People in NEET situation



*Promoting NEET's social inclusion: a community-
based intervention model*

Training standard for implementation

Promoter:



Partners:



Promoting NEET's social inclusion: a community-based intervention model

Scope: Intellectual Output 5 – Training standard: How to implement intervention model from project “ComNetNEET - Community Networking for Integration of Young People in NEET Situation” (marketed as “NEETS IN ACTION”)

Partners: CECOIA - Centro de Formação Profissional para o Comércio e Afins (promotor), Câmara Municipal de Lisboa, Centro Produttività Veneto (CPV), ISOB – Institut für sozial wissenschaftliche beratung GMBH, Fundación Ronsel, Universidade Católica Portuguesa - Centro de Estudos dos Povos e Culturas de Expressão Portuguesa, Tavistock Institute of Human Relations and TESE – Associação para o Desenvolvimento

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1. Framework

1.1. Overview

What is COMNETNEET project?



An Erasmus+ project (2017-2020) with the main goal of developing an innovative intervention model to identify and support young people who are Not in Education, Employment or Training (NEET).

What are the purposes of this training standard?



- Define the main key points for organisations or professionals who want to provide training on COMNETNEET intervention model.
- Indirectly, it aims to better prepare organisations, youth workers, technicians and researchers to apply a comprehensive and flexible intervention methodology targeting social inclusion of young people who are currently NEET.

Why to provide training on this particular intervention model?



- COMNETNEET Intervention model was developed based on partner countries¹ collected good practices.
- It implies a local community stakeholders approach.
- It was tested in Italy, Portugal and Spain, presenting a good potential for the future.

¹ Germany, Italy, Portugal, Spain and United Kingdom.

1.2. Object of this training standard: COMNETNEET intervention model (1/2)¹

CAN I USE IT IF I DON'T WORK WITH YOUNG PEOPLE?

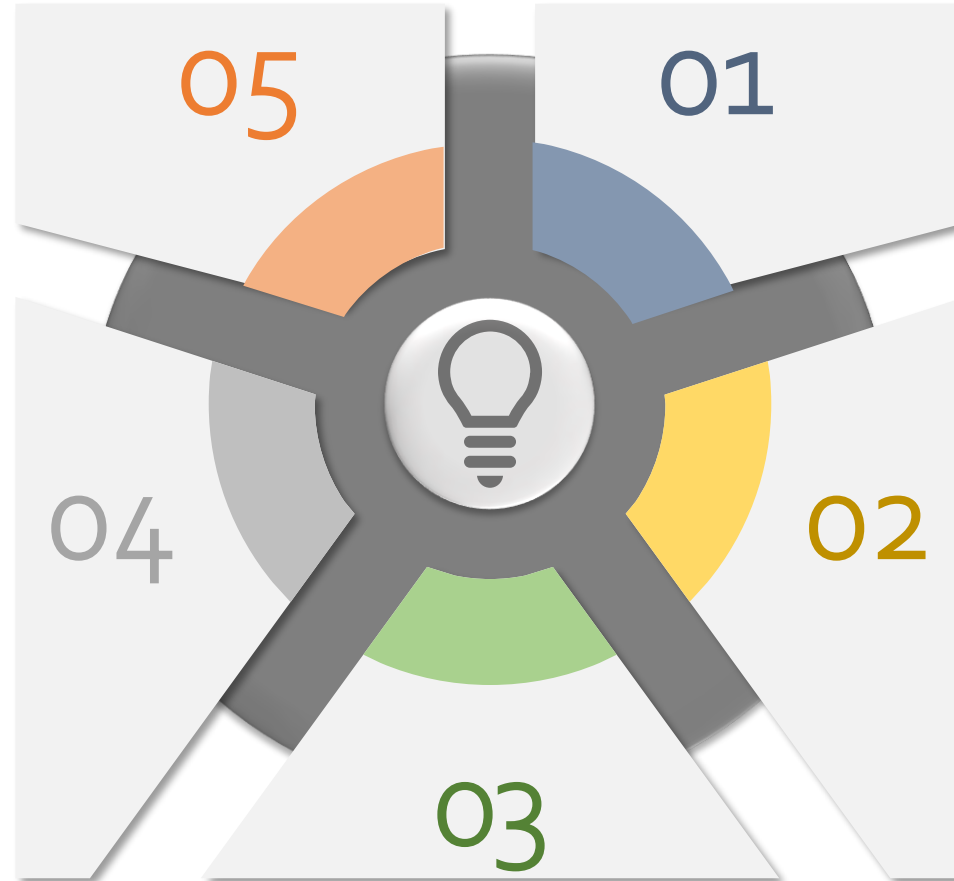
COMNETNEET intervention model is a very comprehensive and flexible model. It's possible to adapt its goals, contexts and target public according to different needs. There is a specific training module about possible adaptations to this model.

WHO CAN APPLY IT?

Organisations working in the scope of young people's social inclusion that joint efforts to implement an action.

HOW DOES IT WORK?

It imply 2 main stages: preparation for the intervention and intervention itself. Intervention is based on coaching, mentoring, non-formal learning and work-based methodologies. It's an open access intervention and its implementation is flexible, adjusted to context needs and partners resources. Even if the target are young people who are currently NEET, local community is also integrated in the intervention as co-agents of the implementation and as potential objects of change.



WHAT IT WANTS TO ACHIEVE?

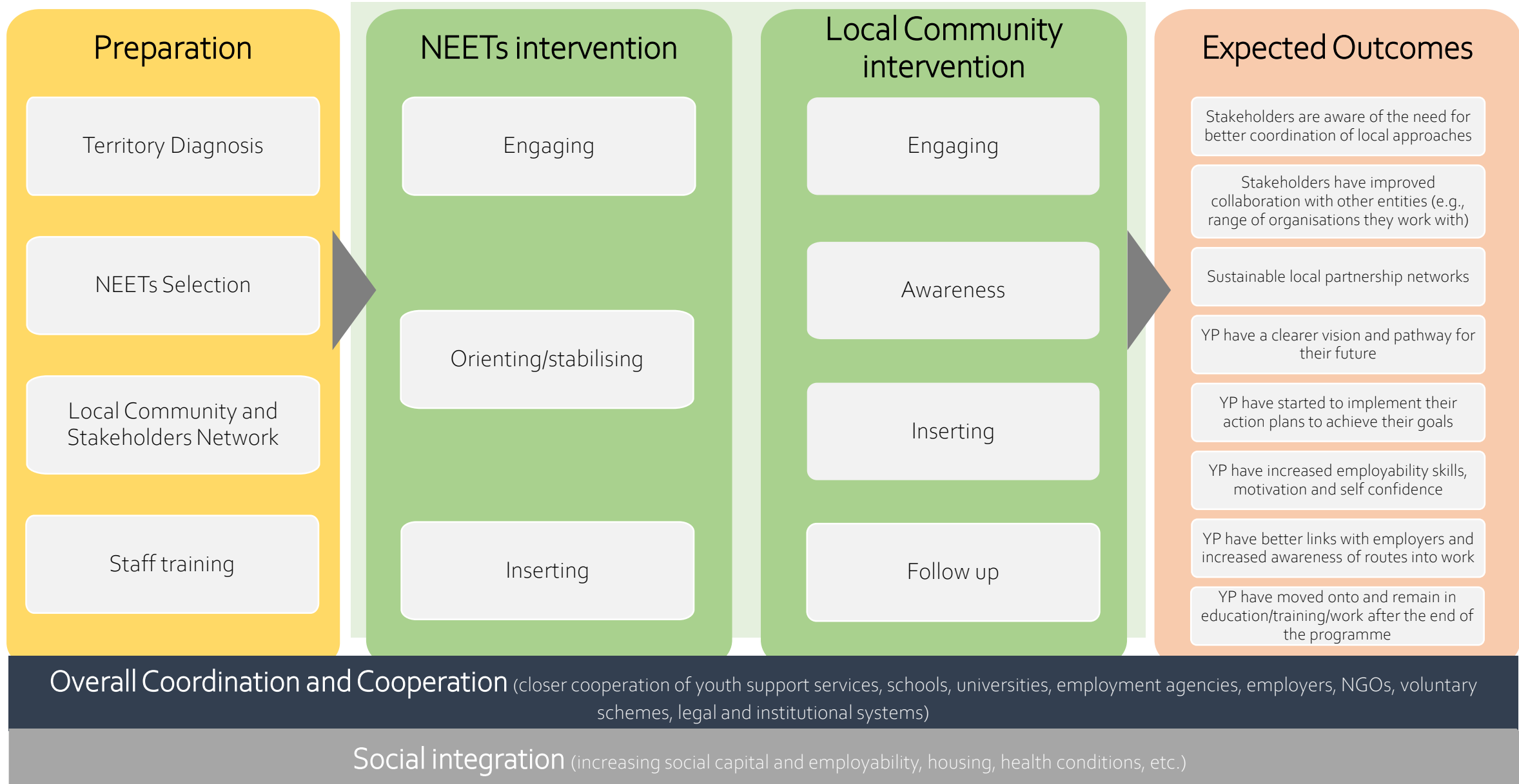
The main goal is to promote social integration of young people who are currently NEET through a holistic approach. Implying a community stakeholder network, it aims to develop employability skills and improve health, housing, economic and social conditions for youth. The ultimate impact would be to preserve created local networks even after intervention period to assure continuous support.

HOW IT WAS DEVELOPED?

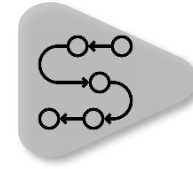
It was designed based on a research on partner countries' (Italy, Germany, Portugal, Spain, United Kingdom) good practices in promoting young people's social inclusion.

¹ More details about the intervention model are provided in the section dedicated to training modules.

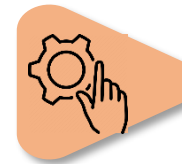
1.2. Object of this training standard: COMNETNEET intervention model (2/2)



1.3. General learning goals



Be able to identify the different phases of COMNETNEET intervention model.



Be able to apply COMNETNEET intervention model.



Be prepared to adapt COMNETNEET intervention model to different contexts and targets.

1.4. Training standard main target



Training centres, NGO's or other public and private organisations that:

- work in the scope of young people's social integration, particularly NEETs and
- want to provide training on a comprehensive methodology targeting social inclusion of young people who are currently NEET.

General conditions to organize the proposed training:

Have experience in training actions targeting youth workers



Be able to identify facilitators as specified in each module



Be able to assure the logistic requirements exposed in each module¹



¹ When the facilitator wants to reproduce the activities proposed in this Training Standard.

1.5. Trainees' profile¹



Professionals from organisations who work with young people and want to increase their knowledge on designing, implementing and evaluating interventions that promotes young people who are currently NEET. Particularly, if they are interested in multi-stakeholders approaches and non-formal learning methodologies.



This training standard covers all phases of the intervention model, since design, to direct intervention with target, impact evaluation and sustainability. Type and profile of professionals to be involved as trainees will be decided by each organization, according to the roles that each one will play during implementation and to the individual needs and interests.

For the proposed skills development and a better use of the training, it is suggested to consider the following trainees' profile requirements:

Training in social sciences (at secondary level or higher)



Professional experience with young people (one year minimum)



Knowledge about social projects and community intervention



Notions of non-formal learning and teaching methodologies



¹ A registration form can be used in order to have an overview of trainee's profile, knowledge and experience. This information will guide the trainer provider on a more suitable training development.

1.6. How to use this training standard (1/3)



The training standard is divided in modules. Modules and respective topics emerge from the intervention model developed in the scope of COMNETNEET project and from partners' experience.



This resource aims to set the references for the training, it does not represent the training itself. It points out the key topics, requirements, suggestions of activities and tools that can be used in future training actions.



This training standard can be used for on-site or online training actions. Due adaptations must be taken into consideration.



It can be used with 2 different purposes: learn how to apply COMNETNEET intervention model as a whole (having all training standard contents in consideration) or learn more about a specific module (having a specific module in consideration).

1.6. How to use this training standard (2/3)



To be able to apply COMNETNEET model, we recommend to follow the presented sequence of modules and to take into account the all document, including its resources. Even if the trainer provider will not use all, it provides important information and guidelines to support training development as a whole.



It can be complemented or adapted by the training provider. Adaptations should take into account training goals and trainees' profile and needs.



It's possible and even recommended to adapt training contents to trainees profile. For example: to develop a training for managers and another for direct intervention youth workers. It's also possible to have different type of professionals in different modules. Nevertheless, if the goal is to be able to apply COMNETNEET, it's important that the trainee have a systemic view of all the modules, even if he/she is not usually in charge of those kind of tasks. Proposed modules duration/contents can be adapted by the facilitator in order to meet trainees' profile and level of experience.

1.6. How to use this training standard (3/3)

EACH MODULE IDENTIFIED BY

Nº

ICON

COLOUR

In each module, reader will find a **short introduction** to frame the module, learning outcomes and expected competences to be developed, specific topics to support its development, a set of suggested **activities** to explore contents and the **evaluation** items:

1) LEARNING OUTCOMES

2) SPECIFIC CONTENTS

3) ACTIVITIES¹

4) EVALUATION ITEMS

RESOURCES



TO INFORM

- Frame key concepts



TO INSPIRE

- Disseminate tools/contents that can inspire training activities



TO SIMULATE

- Role playings and
- Other simulation activities

¹ Activities presented are suggestions and it is up to the facilitator to carry them out or not, taking into account the context and purpose of the training, his/her experience and knowledge, as well as the trainees' profile. Proposed activities don't cover all possible topics, other activities may be put in practice to fit module's goals.

1.7. Training modules: general overview¹

05. Adapt

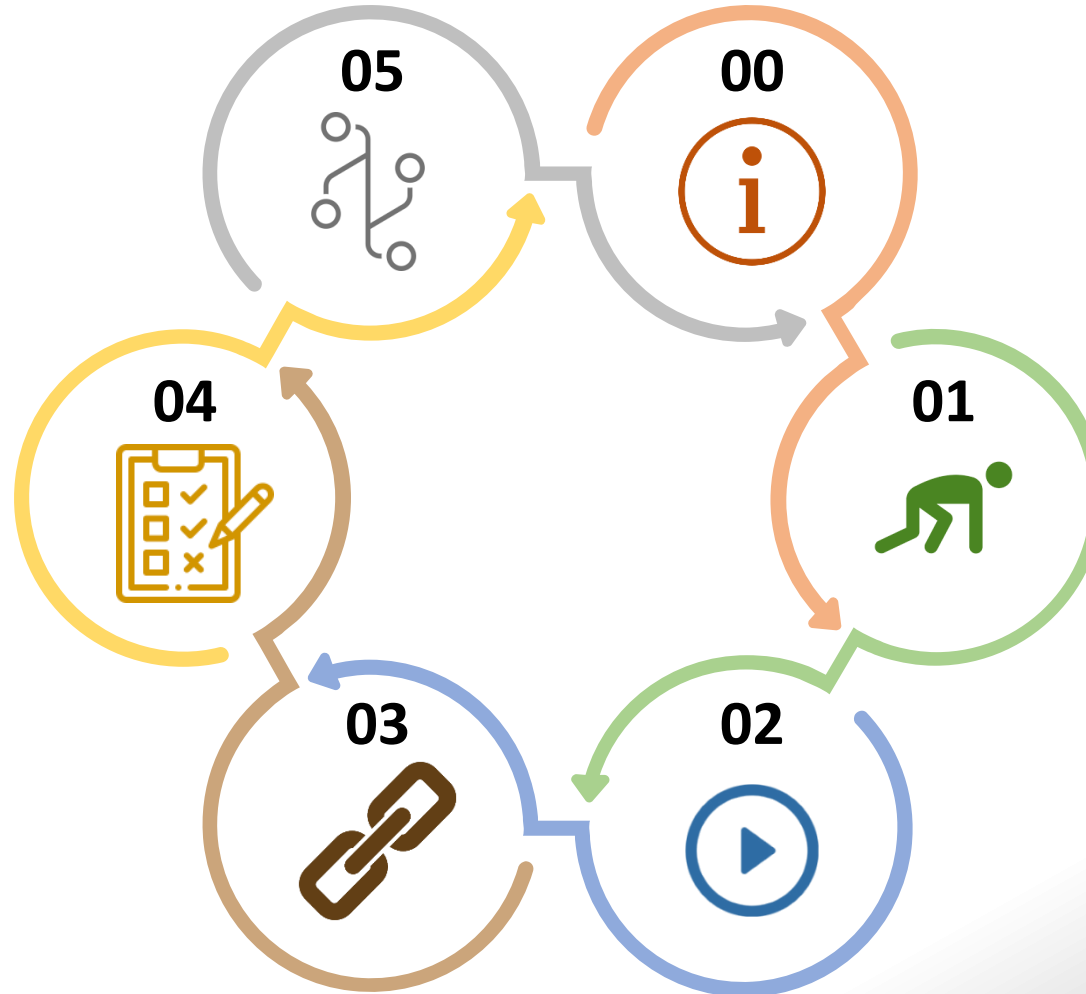
- Key factors that facilitate adaptation
 - Examples of other possible applications

04. Evaluate & ensure sustainability

- Impact evaluation definition
 - Evaluation tools
 - Sustainability strategies

03. Coordinate & manage stakeholders

- Multi-stakeholder leadership
- Local stakeholders network activation
- Stakeholders management



00. Acquaint

- Intervention model
- Key concepts related to intervention model

01. Prepare

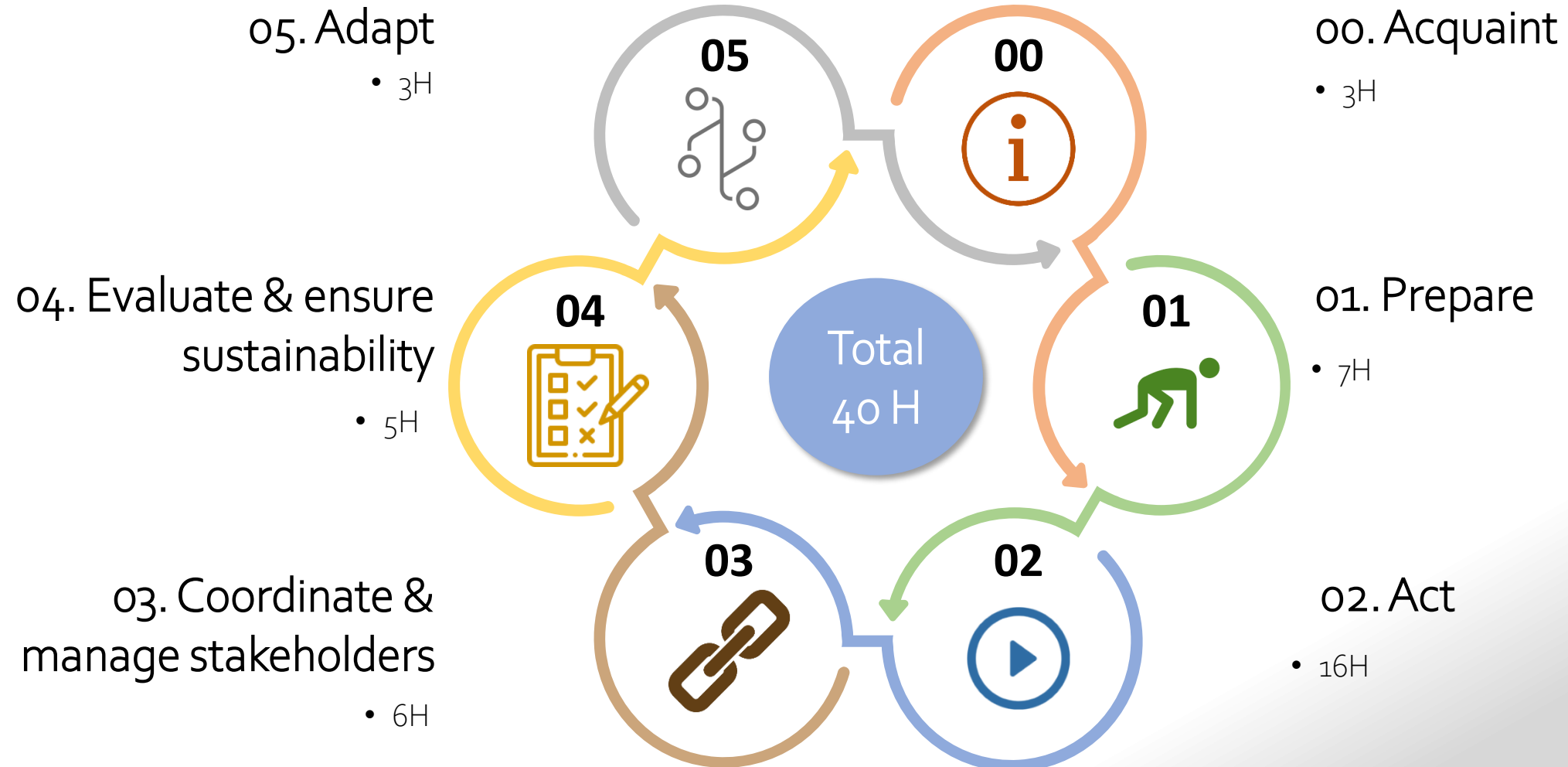
- Territory diagnosis
- Outreach young people & participants selection

02. Act

- Intervention with young people (coaching, mentoring, non-formal education and work-based methodologies)

¹ Modules are presented in a sequential order to facilitate training development. Nevertheless, we would like to highlight that the modules are interdependent and modules' contents are interrelated.

1.8. Training duration¹



¹ Training duration is merely indicative and it is provided according to trainees' profile defined in section 1.5.

1.9 Facilitators profile (1/2)

The implementation of this training standard may imply several facilitators from different fields of expertise and different academic background. Technical know-how is requested for each module:

05. Adapt

- Designing social interventions
- Project scaling and replication

04. Evaluate & ensure sustainability

- Impact evaluation
- Impact evaluation/measurement tools
- Community projects' sustainability

03. Coordinate & manage stakeholders

- Coordination and governance of multi-stakeholders network
- Stakeholders engagement and management



00. Acquaint

- COMNETNEET basic knowledge¹
- Young people who are currently NEET
- Multi-stakeholders interventions

01. Prepare

- Social diagnosis
- Participants selection
- Communication with young people

02. Act

- Non-formal learning methodologies
- Coaching (coaching attitude)
- Mentoring
- Work-based learning methodologies

¹ Information provided in this document about COMNETNEET should be enough to cover this topic.

1.9 Facilitators profile (2/2)

Key soft skills required:

Communication



Dynamism



Accuracy



Creativity



Other requirements directly linked with providing training:

- Experience preparing and providing training actions (preferably in the scope of young people's social inclusion and targeting youth workers)
- Experience providing online training (if this format is chosen)
- Medium/advanced computer/digital skills

1.10 Recommendations to the facilitators

Use practical and non-formal methodologies

Use of active and practical methodologies that imply starting points towards more advanced processes of reflection, cognitive integration and generalization.

- Minimize expositive and informative methods;
- Propose dynamics and practical exercises followed by debriefings, establishing a direct relationship between what is experienced and its applicability in "real" contexts;
- Encourage new ways of thinking about problems, involving participants in increasingly complex activities where they have to make decisions and take an active part in finding solutions;
- Promote experimentation in a protected environment (e.g. creating simulation situations, role playing exercises, etc.);
- Ensure a high number of practical exercises that will be reflected in the evaluation portfolio.

Promote a meaningful participation

Ensure that the training is meaningful, i.e. meets the needs, interests and issues of the target audience (meaning is more important than information).

- Promote co-construction with trainees either in advance or during the training itself;
- Value individual experiences when shared, taking advantage of it to build bridges with the work that is being done;
- Stimulate curiosity;
- Stimulate questions, sharing and spontaneous participation.

Give and receive feedback

Establish a relationship with the trainees based on exchange, reciprocity and valorization.

- Take stock and systematize throughout the session what has already been addressed and what will still be interesting to address;
- Gather feedback and shape the training (content and methodology) according to trainees' opinions;
- Provide feedback to trainees so they can be aware of goals to be reached and individual learning evolution;
- Create rapport/ empathy with the public;
- Respect and be attentive to moments where participants need to rest and moments where it's better not to interrupt trainees' concentration.

1.11 Training assessment

Trainees must attend a minimum of 75% of the training in order to get the training certificate.

Proposed assessment for defined learning outcomes¹ is based on 2 processes:

Formative evaluation



- Self completion questionnaire at the end of each module for individual assessment of learning evolution.
- Qualitative feedback collection in the last session of each module to guide facilitator's planning and potential adjustments.

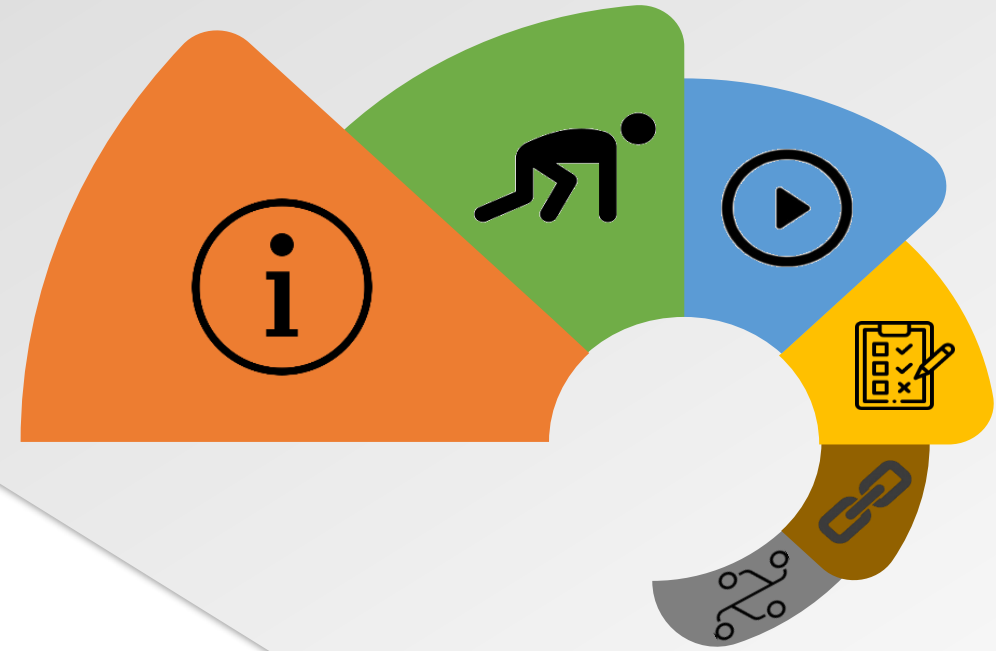
Summative evaluation



- Observation grid with each trainees' name to be filled by training facilitators during/following practical exercises and aiming at monitor learning outcomes.
- Final portfolio with all practical exercises (individual and group ones) developed during each module².
- Qualitative feedback from training facilitator provided to each trainee based on proposed learning outcomes and having in consideration the observation grid and the individual portfolios.

¹Learning outcomes for evaluation can be found in the beginning of each training module and evaluation items at the end.

²To be developed by each facilitator based on proposed evaluation items and according to its own sessions plan.



2.Syllabus



2.Syllabus

oo. Acquaint



Introduction



This module aims at making acquaintance with COMNETNEET project, its intervention model and key related concepts. Through this module, trainees will have the necessary background information about the project.



Essential to all intervention model future practitioners, regardless their profile or role.



- It's predominantly an informative module.
- Contents are based on project description and main information can be found in <https://neetsinaction.eu/>.



Learning outcomes

At the end of the training module, trainees will be able to:

1. Describe key aspects of COMNETNEET project

- Recognise the project framework and its objectives
- Describe COMNETNEET intervention model



3. Recognise the importance of working in collaboration with local stakeholders

- Describe the concept of stakeholders
- Recognise the potentialities and challenges of working using a multi-stakeholder approach



2. Understand the target: young people who are currently NEET

- Identify the different profiles of young people who are currently NEET
- Identify risk factors and main impacts related to young people who are currently NEET



oo. Aquaint

Specific contents

01

COMNETNEET (COMNETNEET)

- 1.1 COMNETNEET project overview
- 1.2 COMNETNEET theory of change
- 1.3 COMNETNEET Intervention model

02

Young people who are currently NEET

- 2.1 Concept
- 2.2 Statistical data
- 2.3 Profile
- 2.4 Risk factors
- 2.5 Impacts & challenges

03

Local stakeholders network

- 3.1 Concept of stakeholders
- 3.2 Potentialities of working with a local stakeholders network
- 3.3 Challenges of working with a local stakeholders network



Activities

1.COMNETNEET

Resource 1: Basic info on COMNETNEET



GOAL : To frame COMNETNEET project and intervention model.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. Complement the information with [project website contents](#), namely intellectual outputs. Information can be presented using a quiz mode to enhance interactivity.

TIME: 30 mins.

MATERIALS: support presentation.

1.COMNETNEET

Resource 2: COMNETNEET Theory of Change



GOAL : To present COMNETNEET's Theory of Change.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. Opportunity for trainees to train their own theory of change will be given in module 4.

TIME: 15 mins.

MATERIALS: support presentation.

2.Young people in NEET situation

Resource 3 : NEET: basic info



GOAL : To understand the concept of young people in NEET situation.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. You can divide trainees into teams and present the NEET's Quiz to explore this information.

TIME: 20 mins.

MATERIALS: support presentation.

3.Local stakeholders network

Resource 4: Local stakeholders collaboration in the scope of COMNETNEET



GOAL : To understand challenges and opportunities of multi-stakeholder collaboration.

IMPLEMENTATION SUGGESTION: use this resource for a practical activity. In small teams explore what are the goals, challenges and opportunities of multi-stakeholders approach. Debrief with the support of Resource 4 information.

TIME: 30 mins.

MATERIALS: support presentation, blank template for each groups, coloured pens.



Resource 1 – Key points on COMNETNEET project: overview (1/2)

FRAMEWORK

European project (2017-2020) with the main focus on young people who are currently NEET. The project aims to develop an innovative model to identify and support young people who are currently NEET based on good practices from partner countries and a pilot test in Italy, Portugal and Spain.

PROJECT MAIN GOALS

- Identify good social inclusion practices and work based approach strategies;
- Design and develop an intervention model;
- Monitor the implementation of the methodology test at local level in Portugal, Spain and Italy;
- Evaluate the impact of the model;
- Finding the best means of optimisation and networking in order to improve the socio-professional inclusion of the NEETs;
- Ensure sustainability, through the training of professionals, influencing policies and changing the culture of services provided.

METHODOLOGY

- Development of an innovative model - the project focuses on learning from existing interventions and approaches that work with young people who are currently NEET, with the aim of developing customized solutions. The model will include several steps, from the identification of the NEET to the development of competencies and support to the identification of educational or training responses. The model also aims to promote greater contact with the labour market;
- It supposes to be developed using a multi-stakeholder local network;
- Pilot of the model - testing in Italy, Portugal and Spain;
- Evaluation - evaluation of the main results of the model's testing with stakeholders and other actors within the project. The project will use a Theory of Change to guide the evaluation.



Resource 1 – Key points on COMNETNEET project: intervention model action scheme (2/2)

PREPARATION

Territory diagnosis

- About the local young people who are currently NEET
- About key stakeholders and local interventions that may be similar and/or complementary
- About the labour market dynamics

Local stakeholders network activation

- Prepare information about the project
- Contact relevant stakeholders that can have synergies with pilot activities
- Plan and schedule project activities together

Project communication

- Develop a communication plan to attract participants
- Implement pilot dissemination actions

Participants selection

- Set a deadline for registration
- Initial interview

INTERVENTION

provided by local stakeholders network

Individual coaching-based session(s)

- Develop and monitor Individual Action Plan
- Support life project development

Referral

- Possibility to refer participants to other services and/or stakeholders

Group sessions

Promote employability skills

Mentoring sessions

Promote employability skills and contact with labour market

Work-based elements

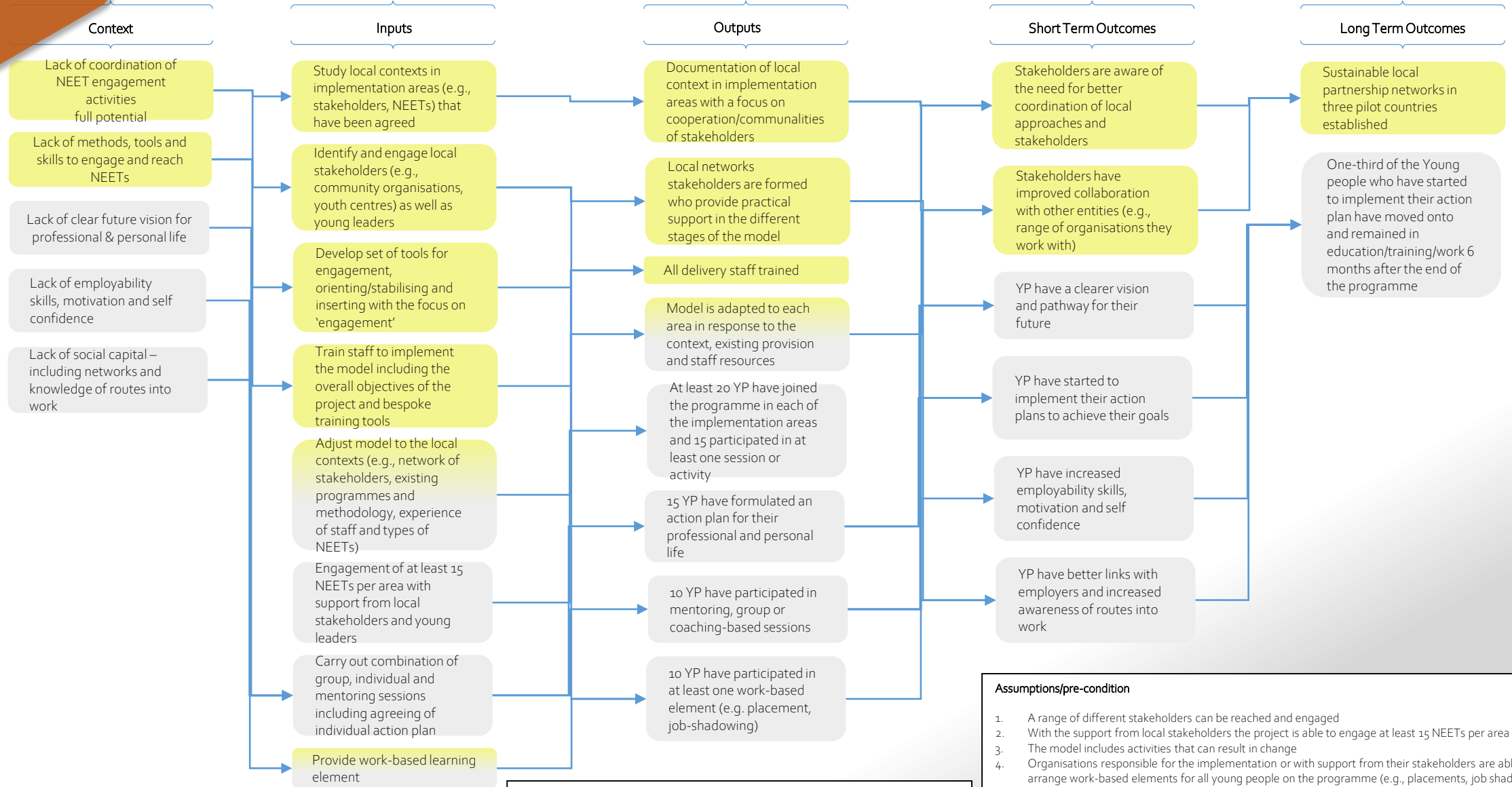
- Job-shadowing
- Internships
- Etc.

Follow-up

Overall coordination: stakeholders management and project management transversal activities (e.g. meetings)



Resource 2 – COMNETNEET’s Theory of Change



KEY

Grey box: Directly concerns Young People YP (Micro-level)

Yellow box: Directly concerns professionals/system (Meso and macro-level)

External factors

- Other offers and programmes available to NEETs
- Project restrictions (e.g., time, resources)
- Availability of NEETs with certain characteristics in the area that are willing to engage
- Stakeholders in the local area willing to collaborate with project

Assumptions/pre-condition

1. A range of different stakeholders can be reached and engaged
2. With the support from local stakeholders the project is able to engage at least 15 NEETs per area
3. The model includes activities that can result in change
4. Organisations responsible for the implementation or with support from their stakeholders are able to arrange work-based elements for all young people on the programme (e.g., placements, job shadowing)
5. Needs and barriers to employment of young people can be assessed at the start of the intervention
6. Young people with significant barriers to employment that join the programme can be referred onto relevant services
7. Staff understand the model and have relevant attitudes and skills to deliver the programme
8. Most YP complete intervention



Resource 3 – NEET: basic info (1/3)

CONCEPT



YOUNG PEOPLE FROM 15 TO 29 YEARS WHO ARE CURRENTLY NOT IN EMPLOYMENT OR CARRYING OUT ANY EDUCATION OR TRAINING ACTIVITY. (NEET - NOT IN EMPLOYMENT, EDUCATION OR TRAINING)

PROFILE

Young people who are currently NEET represent a mix of vulnerable and non-vulnerable people, each with their own characteristics and needs. This group is very heterogeneous; young people can have different education and socioeconomic background. This diversity must be taken into account when designing policies and interventions.

OTHER UNSPECIFIED REASONS

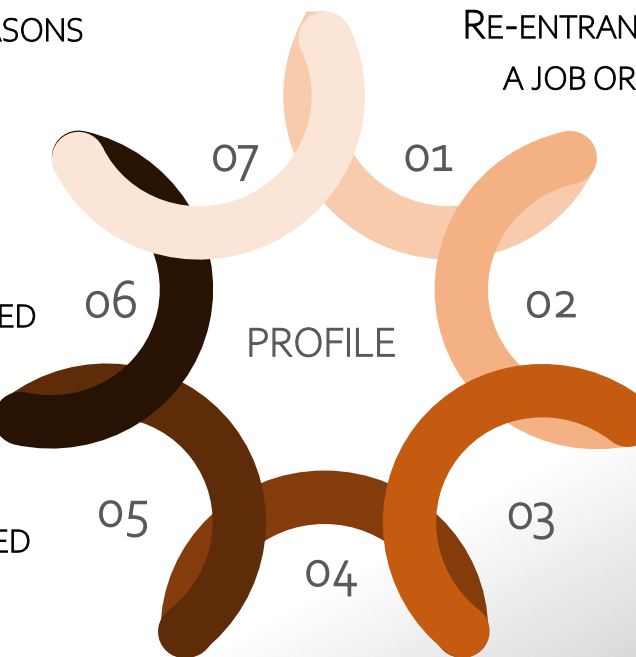
RE-ENTRANTS WHO HAVE ALREADY FOUND A JOB OR WILL RE-ENTER EDUCATION OR TRAINING SOON

SHORT-TERM UNEMPLOYED

DISCOURAGED WORKERS

LONG-TERM UNEMPLOYED

UNAVAILABLE DUE TO FAMILY RESPONSIBILITIES



UNAVAILABLE DUE TO ILLNESS OR DISABILITY



Resource 3 – NEET: basic info (2/3)

RISK FACTORS

The factors that seem to increase the probability of being in a NEET situation:





Resource 3 – NEET: basic info (3/3)

MAIN IMPACTS

The main impacts of young people being in a NEET situation are:

- WASTE OF POTENTIAL, TALENT AND SKILLS OF THE YOUNG PEOPLE;
- EMOTIONAL (LOW SELF-ESTEEM, LACK OF MOTIVATION) AND MENTAL HEALTH PROBLEMS;
- IMPACT IN PUBLIC FINANCES (PAYING UNEMPLOYMENT INSURANCE AND OTHER WELFARE BENEFITS TO NEETs AND LOSS OF INCOME AND OUTPUT FOR THE ECONOMY);
- OVER-AGED ACTIVE POPULATION.

JUSTIFY

MULTILEVEL INTERVENTION

The main answers to deal with the impacts are:

- EDUCATION POLICIES - MEASURES TO PROMOTE QUALIFICATION AND SCHOOLING (E.G. REDUCING DROP-OUTS, EXTENDING COMPULSORY SCHOOLING, ETC.);
- SOCIAL & EMPLOYMENT POLICIES - MEASURES TO PROMOTE EMPLOYABILITY (E.G. TAX INCENTIVES AND SUBSIDIES TO COMPANIES, PROMOTION OF ENTREPRENEURSHIP, TAX BENEFITS FOR YOUNG WORKERS, INTERNSHIPS, ETC.);
- MEASURES TO SUPPORT THE TRANSITION PROCESSES TO THE WORLD OF WORK (PERSONALIZED SOFT SKILLS DEVELOPMENT PROGRAMS AND VOCATIONAL ORIENTATION, ETC).



Resource 4 – Local stakeholders collaboration in the scope of COMNETNEET

WHAT IS IT?

Community-based approach where various public and private organisations with common goals, work together to better solve a specific issue. It promotes a collaborative form of action organized in a local network.

GOAL

Enhance intervention's effectiveness and efficiency and promote results' sustainability by taking advantages of all possible synergies.

OPPORTUNITIES

- Promotes a systemic approach by bringing different and complementary perspectives together;
- Optimizes resources;
- Provides a wider and more adjusted response to the target public, amplifying support possibilities;
- Allows organisations to become more and more specialised on what they do best; sharing their practices with others without an adversarial logic;
- Amplifies possibilities for a more sustained positive impact, not only for the target public but for the involved organisations.

CHALLENGES

- Identify relevant and motivated stakeholders to join the local network (mainly when no financing is available);
- Highly demanding at the level of management/coordination of all entities/activities.



Evaluation items



Complete the following table considering your level of knowledge on the following topics:

	Not at all	A little	Fairly	Very much	Totally
ComNetNEET project framework					
ComNetNEET intervention model					
Concept of young NEETs and their profile					
NEETs risk factors and main consequences					
Concept of multi-stakeholders approach and local network collaboration					
Potentialities and challenges of multi-stakeholders approach					



2.Syllabus

01. Prepare



Introduction



This module is about how to prepare the intervention with young people who are currently NEET. Trainees will explore all tasks that are included in intervention preparation.



Particularly relevant for professionals directly involved in project preparation activities.



- It's an informative and practical module.
- Contents are based on preparation tasks required for COMNETNEET intervention model during the pilot in the 3 countries.



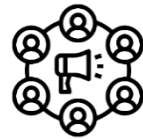
01. Prepare

Learning outcomes

At the end of the training module, trainees will be able to:

1. Make a territory diagnosis

- Apply diagnostic tools and methodologies
 - Identify and characterise target public
- Identify key stakeholders and responses already existing in the territory linked to intervention scope
 - Analyse local labour market dynamics



3. Plan and disseminate intervention among their target

- Use communication and engagement strategies appropriate to the target audience
- Develop a communication plan based on the diagnosis data
- Implement actions for dissemination of the intervention among target group

2. Prepare participants' selection strategies

- Choose and implement different selection tools
- Elaborate a selection process plan



01. Prepare

Specific contents

01

Territory diagnosis

- 1.1. Social diagnosis
 - 1.1.1 Objectives & stages
 - 1.1.2 Diagnosis methodologies
 - 1.2.2.1 Applied to the identification and characterisation of young people who are currently NEET
 - 1.2.2.2 Applied to the identification and characterisation of entities
 - 1.2. Labour market dynamics: concepts & main indicators

02

Participants selection

- 2.1 Target definition
- 2.2 Selection plan definition
- 2.3 Selection tools to be used

03

Communication with young people

- 3.1. Outreach young NEETs
 - 3.1.1 Key factors in communication with young people
 - 3.1.2 Communication strategies
- 3.2 Development of project communication plan



01. Prepare

Activities (1/3)

1.Territory Diagnosis

Resource 5: Social diagnosis & COMNETNEET



GOAL : To understand the diagnosis as the first stage of an intervention project.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity.

TIME: 15 mins.

MATERIALS: support presentation.

1.Territory Diagnosis

Resource 6: Suggestions of diagnosis methodologies



GOAL : To share methodologies that allow to collect information on the intervention context.

IMPLEMENTATION SUGGESTION: use this resource as a base for a practical activity where trainees identify possible diagnosis methodologies. At the end of the exercise, compile information including Resource 6 info.

TIME: 20 mins.

MATERIALS: support presentation; post its to collect suggestions, coloured pens.

1.Territory Diagnosis

Resource 7: Local stakeholders mapping



GOAL : To facilitate the identification of relevant stakeholders.

IMPLEMENTATION SUGGESTION: use this resource as a practical exercise for each trainee. Even if they don't complete all the tasks of the Resource 7, it's important to ignite this reflection.

TIME: 30 mins.

MATERIALS: support presentation, templates for each trainee to fill, actual maps, if available, post-its and coloured pens.

1.Territory Diagnosis

Resource 8: Empathy Map



GOAL : To better know the target public.

IMPLEMENTATION SUGGESTION: use this resource for a practical activity. Individually, each trainee try to fill the empathy map template with the support of online search for info (optional). Debrief is focused on the advantages of visual info as a support for planning.

TIME: 30 mins.

MATERIALS: support presentation, blank template for each trainee, coloured pens, devices to access internet.



01. Prepare

Activities (2/3)

1. Territory Diagnosis

Resource 9: Focus group



GOAL : To explore a participative method to collect information on a given context/group.

IMPLEMENTATION SUGGESTION: use this resource for a practical activity simulating a focus group with trainees about the target public (NEETs). Debrief on the applicability of collecting inputs from young people and stakeholders.

TIME: 45 mins.

MATERIALS: chairs in circle and white board.

2. Participants selection

Resource 10: Participants selection: step by step



GOAL : To explore steps to take into account when defining a participant selection plan.

IMPLEMENTATION SUGGESTION: use this resource for an informative or practical activity. Individually, each trainee thinks and writes the different processes involved in participants selection. Group debrief.

TIME: 30 mins.

MATERIALS: support presentation, blank template for each trainee, coloured pens.

2. Participants selection

Resource 11: COMNETNEET Initial interview



GOAL To apply the technique of interviewing young people.

IMPLEMENTATION SUGGESTION: use this resource for a simulation activity with trainees where they can practice interview. 2 trainees role-plays interviews and the others take notes for further feedback. Rotate 2 or 3 times.

TIME: 45 mins.

MATERIALS: informal interview setting (2 chairs, no table to separate).

3. Communication with young people

Resource 12: Key issues on communicating with young people



GOAL: To acknowledge some key issues to be taken into account when communicating with young people.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity exploring with trainees key factors for an effective communication targeting young people.

TIME: 15 mins.

MATERIALS: support presentation.



01. Prepare

Activities (3/3)

3. Communication with young people

Resource 13: Key points for communication plan development



GOAL: To explore issues to take into account when defining a communication/dissemination plan to young people.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity exploring with trainees key factors for their communication plan.

TIME: 20 mins.

MATERIALS: support presentation.

3. Communication with young people

Resource 14: Suggestions of communication activities



GOAL: To explore different dissemination actions to integrate in the communication plan.

IMPLEMENTATION SUGGESTION: use this resource for a practical activity. In teams, trainees should design their own communication plan targeting young people. Then, present it to other groups.

TIME: 45 mins.

MATERIALS: support presentation, blank template for each team, coloured pens, props for the group presentations.



01. Prepare

Resource 5 – Social diagnosis & COMNETNEET

WHAT IS IT?

- First stage of an intervention project
- Process of collecting and systematising information about a certain reality/context where project will intervene

WHAT'S IT FOR?

- Know, understand and interpret the reality of a context (based on the survey of vulnerabilities/needs and potentials/opportunities)
- Establish priorities for action
- Ensure responses' appropriateness and intervention's effectiveness

...IN COMNETNEET MODEL

For a local project targeting young people who are currently NEET the diagnosis is essential to:

- Know the real needs and potentialities of young people
- Identify relevant partners
- Adapt the activities to the different contexts, ensuring an intervention that really meets the challenges identified
- Design a good communication plan able to identify and mobilise participants

... MUST BE FOCUSED ON

- Local young people who are currently NEET
- Local stakeholders and good practices in the territory
- Labour market dynamics

...USING

- Technical expertise, formal and non-formal knowledge and experience of the people who will implement the model
- The target as a source of information
- Information collected through the application of different diagnostic techniques and methodologies
- Desk research



01. Prepare

Resource 6 – Suggestions of diagnosis methodologies

METHODS	INFORMATION (applied to)		GOAL	AVAILABILITY as resource
	YOUNG PEOPLE	ENTITIES		
Problem clouds	X	X	Get reality's perceptions of professionals (about the problem, the target, territory, etc.)	
Empathy map	X	X	Describe young NEETs' characteristics through key questions	X
Diagnostic interview	X	X	Gather relevant information through questions directly put to the different actors	
Guiding questions and local stakeholders mapping		X	Support in identifying/selecting the relevant entities to be involved through key questions	X
Focus Group	X	X	Collect information through interaction with the target group which, as a group, expresses itself with the focus on a particular theme/topic	X
SWOT Analysis	X	X	Identify Strengths, Weaknesses, Opportunities and Threats of a given reality	

Transversal to each of the diagnostic methodologies, it is important to take into account and value all the informal knowledge about the territory that each of the actors involved in the intervention may have (technicians from the different entities involved, target public, community in general).



1. Guiding questions to partners identification



- *Who has the power to bring about change?*
- *What are the organisations that work on your territory and that can present synergies with your project? (youth organisations? Parishes? VET providers? companies, youth employment support services? vocational orientation services, health services? others?)*
- *Are there other networks in your territory with whom you can create synergies?*
- *Which organisations may also be interested in project's mission or benefit from project results?*
- *Who has the time, resources and desire to bring about change?*
- *Who might be able to make a difference?*
- *Who has a relationship with the people in whom you want to bring about change? Who do the "targets of change" trust? Who will they listen to?*

2. Mapping potential partners



1. On a blank sheet or using a real territory map, organise the different organisations by intervention topic (e.g. Education, Health; Employment; Sports; etc.)
2. Next to each organisation add the following information:
 - what kind of support they provide
 - contact information
 - liaison person
3. Keep this map in an accessible / visible place



Resource 8 – Empathy Map

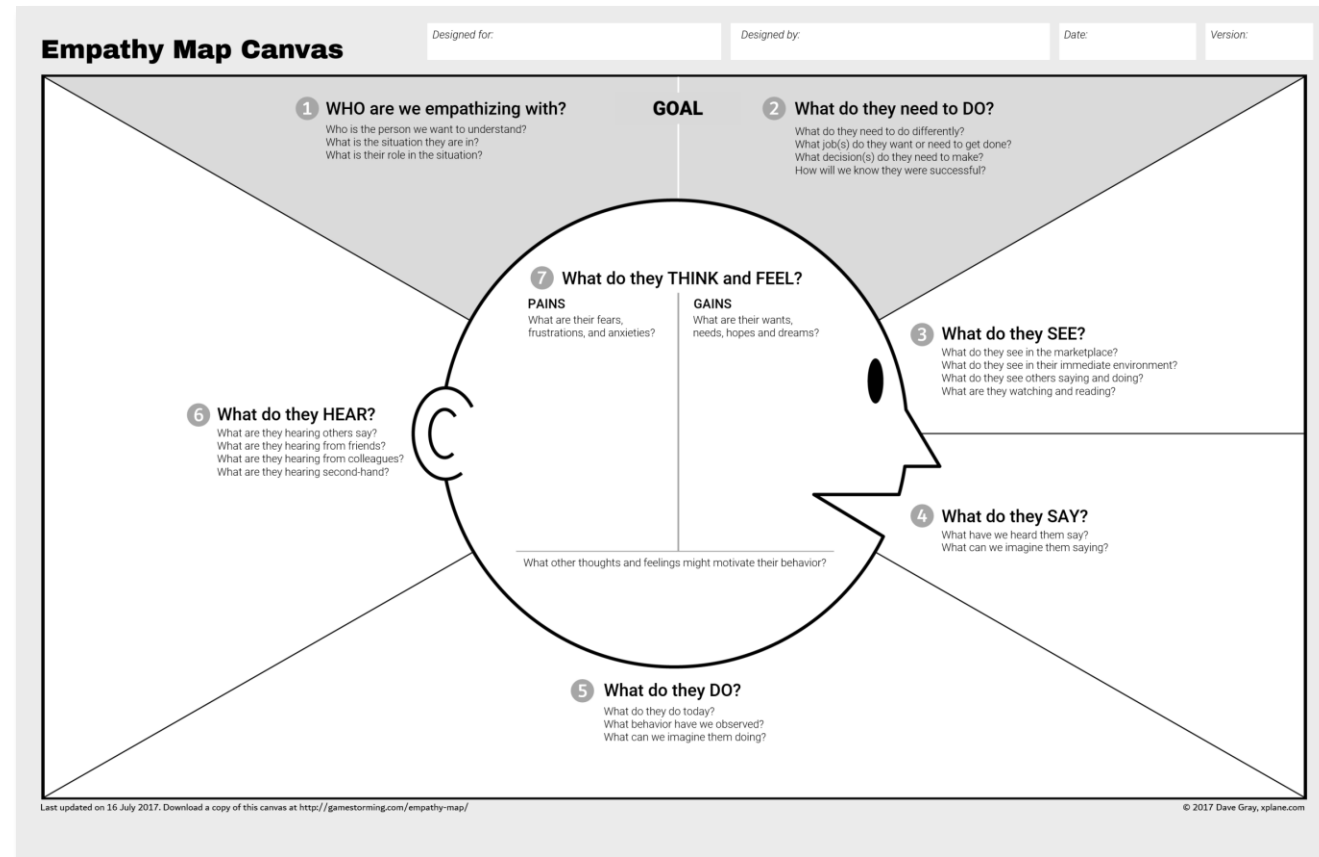
01. Prepare

Short description

One of the key factors to work with any target group is to effectively KNOW the target group. The empathy map is a tool that can support you in the description of local young people who are currently NEET by helping you making some relevant questions and collect the answers. This visual representation was developed for understanding audiences and stakeholders.

How to apply

- Use your empathy map as research questions to know local young people who are currently NEET and potential participants.
- Try to collect the answers to those questions (and others you may consider relevant) using different sources (e.g. desk research, contact with local organisations that work with your target public and contacting directly with young people from the target group).
- The gathered information – knowledge about your target – will be the key for you to be able to develop / adapt activities that meet their interests and to provide support that they actually feel as needed.
- It can also support the reflection on stakeholders identification and engagement.





01. Prepare

Resource 9 – Focus Group

Short description

The Focus Group is a tool that allows auscultation/ survey and collection of opinions/ views of a given group with the aim of producing knowledge about a given context/theme and guide the decision-making process.

Is frequently used in a diagnosis stage as a qualitative approach to gain an in-depth understanding of social issues, from the perspective of intervention's target.

Define the objectives of the study

- Define the purpose of the focus group (Eg. know who the young NEETs in the territory are)
- Develop a list of key questions and challenges

Identify and recruit participants

- Ensure homogeneous composition – age, gender, education - (max. 10)
- Identify a facilitator and an assistant

Identify suitable location

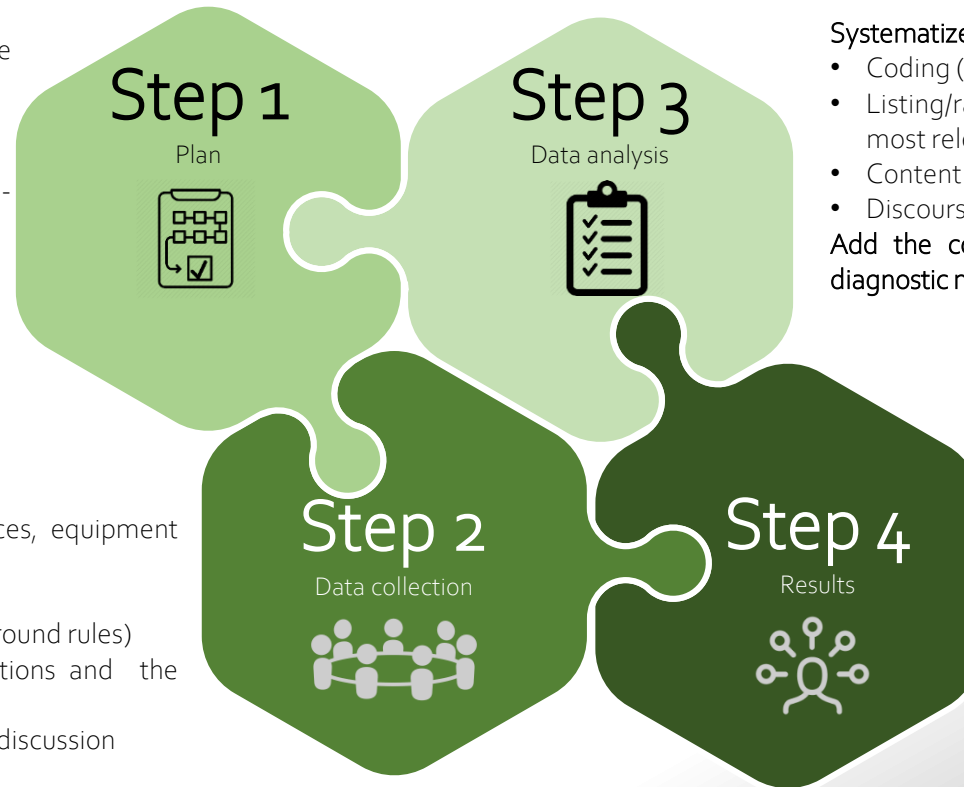
- Select an accessible, reasonably sized venue
- Arrange materials

Pre-session preparation

- Familiarise with script, group dynamics, setting preferences, equipment operations

Facilitation during meeting

- Introduce (purpose of the meeting, self introductions and ground rules)
- Discuss (moderator sets structured challenges and questions and the assistant observes and records responses)
- Track questions for completion and follow up on themes of discussion
- Conclude (acknowledge participants)



Systematize the collected data and information

- Coding (key ideas, themes)
- Listing/ranking (prioritize topics that have emerged as most relevant)
- Content analysis
- Discourse analysis

Add the collected information to data provided by other diagnostic methods

Report the results to the target audience

Support decision-making process



01. Prepare

Resource 10 – Participants selection: step by step

Selection criteria



Define participants profile:

- Age
- Territory
- Professional situation
- Educational level
- Other conditions for participants to be able to seize intervention

Application form



Available online or on-site. Should ask:

- Biographical data
- Interests
- Labour market situation
- Motivation for participation
- Contacts

Criteria validation



Validation of criteria and contact selected participants

Initial interview



Online or on-site contact where:

- Criteria are validated
- Expectations are managed
- Trust relationship starts to be built

Registration



Collect:

- Missing data
- Documents

It can happen during or after initial interview depending on potential participant's interest.

Consent form signature



Can include:

- Consent to personal info collection
- Consent to be filmed, recorded and photographed
- Consent for project partners to send information on other initiatives

Database creation



Registration of participants information in a database allowing:

- Data analysis
- Follow-up individual processes
- Data reporting



01. Prepare

Resource 11 – Initial interview

Complete version

Check for complete version of the initial interview with young people who are currently NEET in the following link: https://neetsinaction.eu/wp-content/uploads/2019/03/IO2_A4_guideline_12_03_19_final.pdf (p.29)

How to apply

- Contents of initial interview should be adapted according to the application form information (to avoid information overlap).
- The main goal of this moment is to have the potential participant integrating your intervention.
- This initial interview aims to be an informal conversation between the youth worker and the youngster.
- Interview form acts only as a guide/grid for youth worker.
- Coaching-based techniques can and should be used in this first contact.

Participants Initial Inquiry
(To be filled by the youth worker/technician in conversation mode)

Participant N° _____

General information

1. Date: __/__/__ 2. Country: Italy Portugal Spain

3. How did you first hear about ComNetNEET (NEETS IN ACTION) project?

Personal information

4. First Name: _____ 5. Last Name: _____

6. Date of birth: __/__/__ (dd/mm/yr) 7. Age: ____ 8. Gender: _____

9. Place of birth (country): _____ 10. Nationality: _____

11. Place of residence (parish/ city): _____

12. Mobile: _____ 13. Email: _____

14. How do you prefer to be contacted? (which channel? At what time?):

Project
ComNetNEET: Governmental financing for integration of Young People in NEET Situation

it



01. Prepare


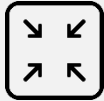












Resource 12 – Key issues on communicating with young people (1/2)

Voluntary approach	A successful outreach practice gives young people the opportunity to choose for themselves whether to get or not involved.
Non-judgemental approach	Many NEETs get involved through outreach workers because of their non-judgemental approach, their willingness to be accessible and to help in every kind of difficult circumstances (from helping with finding a placement for apprenticeship to help in family conflicts).
Inclusive approach	Have in mind that young people who are currently NEET are a very heterogeneous group, they face different barriers and have different needs. The same approach will not work for all.
Accessibility and flexibility	Finding young people where they are – in the street, at school, and delivering help where it is relevant and in the form in which it is relevant. Provision of information and passive availability are not enough, don't wait for people to come, go out.
Adapting to social trends	Outreach work showing flexibility and developing and adapting to social trends, to the most popular "scenes", and to what is considered trendy at the moment in your specific context.
Multi-agency working groups	Several partnerships with and among public, private and social organisations in order to provide more resources and more innovation. Partnership should be tailored to the local context and as far as possible build on existing channels of cooperation/networks to maximise existing resources as well as expertise and experiences.
Knowing your target	Gather data, profile and determine their needs and who they listen to (this can be done through street work, visiting the places where young people go).
Reliable and relevant	Provide low barriers for access to a trustworthy person. Meet young people's needs and characteristics to justify their involvement. Provide a clear answer to the question "What's in it for me".



01. Prepare

Resource 12 – Key issues on communicating with young people (2/2)

<p>Instant access to information </p>	<p>Short sentences </p>	<p>Appealing titles </p>	<p>Use of colourful and inclusive images </p>	<p>Videos </p>
<p>Clear messages (young people are used to 140 carac. texts) </p>	<p>Infographics with icons (specially for complex and/or long content) </p>	<p>Conversational language </p>	<p>Several fonts in the lettering and different sizes to highlight </p>	<p>Personalize content (make them feel that you are talking TO THEM) </p>
<p>Visual contents (memes; gifs, icons, colours) </p>	<p>Current references </p>	<p>Use of contradictions </p>	<p>References linked to young people's daily life </p>	



Resource 13 – Key issues on communication plan development

The dissemination to young people and their involvement from the beginning of the project/intervention is one of the keys to its success.




The communication plan should be a document that seeks to address the following points:

POINTS...	...TO BE TAKEN INTO ACCOUNT
Which actions are most appropriate to promote the project among NEET youth?	Characteristics of young people (ages, interests, etc.) - info taken from the diagnostic stage
Which is the best timing for the dissemination stage?	School calendar, duration of the dissemination phase, etc
What resources will be needed in each communication action?	Information taken from the diagnosis on available resources
Who is responsible for each action of the communication plan?	Involve network partners and distribute responsibilities and roles



Resource 14 – Suggestions of communication activities

01. Prepare

ACTIVITIES	HOW TO APPLY	ALLOWSTO	REQUIRE
<p>Youth ambassadors Recruit young people to be ambassadors and to help recruit other young people</p> 	<ul style="list-style-type: none"> • Identify active young people in your territory that could support the identification of young people who are currently NEET • The identification of these ambassadors can be made through youth workers experience and previous projects or with the help of other local stakeholders • Even if it's not possible to pay a salary, identify some perks that you would be able to provide them (e.g. local experiences; vouchers; training courses) 	<ul style="list-style-type: none"> • Communicate with young people using language they can relate to and underlying messages that they can identify with 	<ul style="list-style-type: none"> • Perks to be handed to ambassadors
<p>Meet me halfway festival Grab young people through an event that meets their interests</p> 	<ul style="list-style-type: none"> • Select a date where your organisation or a partner organisation has already an event planned so that you can optimise efforts • If possible, involve young people from the target territory in the planning/implementation • If it is a talent show prepare an appealing prize • Have the presence of an important person for local young people • Present the project in a non-formal way 	<ul style="list-style-type: none"> • Disseminate the project to many young people at the same time • Make a first step in young people' territory 	<ul style="list-style-type: none"> • Approx. 3 hours • Venue • Sponsors or partnerships to have an artist / important figure to young people and assure all the logistics (stage, lights, sound, food, dissemination)
<p>Escape room Disseminate the project and what the project can do for participants through a funny activity</p> 	<p>Group exercise where participants are locked in different rooms and the only way to leave is to solve the challenge in each room</p> <ul style="list-style-type: none"> • Define 4 different types of rooms with different challenges (related to definition of life projects and integration in the labour market) • Divide young people into 4 groups • The first group go into the first room, 15 min later enters the second one, etc • If groups don't complete the challenges in the expected time, the door open and they go to the next room with a time penalty of 5 min 	<ul style="list-style-type: none"> • Market the project to a group young people at the same time • Motivate young people to the project proposal 	<ul style="list-style-type: none"> • Approx. 3 hours • Venue with 3 to 5 rooms that can be closed • Props matching the challenges



01. Prepare

Evaluation items

Complete the following table considering how much you feel prepared regarding the following topics:



	Not at all	A little	Fairly	Very much	Totally
Apply diagnostic tools and methodologies to get territory, local stakeholders and target public information					
Use youth communication and engagement strategies					
Develop and implement a communication/dissemination plan to young NEETs based on the diagnostic data					
Draw a selection plan					
Implement selection tools suitable for young NEETs					



2.Syllabus

02. Act



Introduction



This module focuses on how the intervention targeting young people who are currently NEET is done in the scope of COMNETNEET project.



This module is particularly relevant for professionals involved in direct intervention activities¹.



- It's predominantly a practical module.
- Contents are based in intervention implemented during COMNETNEET pilot in the 3 countries.

¹Specific countries legal issues to be able to work directly with young people and/or to perform certain tasks should be analysed case by case and are not the scope of this training standard.



Learning outcomes

At the end of the training module, trainees will be able to:



1. Identify intervention's key features

- Describe the different intervention stages
- Acknowledge interdependency and flexibility among intervention methodologies
- Identify the concept of personalized approach: individual action plan

2. Apply individual coaching-based sessions

- Describe coaching basic concepts and potential
- Understand what it means to have a coaching attitude
- Experiment coaching-based sessions

6. Provide work-based (WB) experiences

- Describe the concept of work-based learning
- Identify different types of WB experiences to promote employability
- Prepare and manage WB experiences for young participants

3. Refer participants to others responses

- Describe referral concept
- Identify the key factors for effective referrals

5. Implement mentoring sessions

- Acknowledge the concept of mentoring sessions in the scope of employability development
- Prepare and manage mentoring sessions

4. Apply group sessions based on non-formal methodologies

- Describe the concept of non-formal learning methodologies and group approaches potential on employability skills development
- Identify some specific application methodologies
- Prepare and design a group session



Specific contents

01

Intervention overview

- 1.1 Intervention's different stages (preparation + intervention + follow-up)
- 1.2 Intervention methodology: flexibility and suitability
- 1.3 Personalized approach:
 - 1.3.1 Concept
 - 1.3.2 Individual action plan

02

Coaching-based individual sessions

- 2.1 Coaching key concepts
- 2.2 Coaching potentialities in personal development
- 2.3 Coach attitude
 - 2.3.1 What this means?
 - 2.3.2 What are the key skills?
 - 2.3.3 How it is in practice?

03

Referral

- 3.1 Concept
- 3.2 Potentialities & challenges of referral
- 3.3 Strategies and tools to promote effective and successful referrals

04

Group sessions

- 4.1 Non formal learning concept & principles
- 4.2 Non-formal methodologies and group approach potentialities to promote skills development
- 4.3 Examples of non-formal group methodologies
- 4.4 Design and group sessions preparation

05

Mentoring sessions

- 5.1 Concept
- 5.2 Potentialities of mentoring to promote employability
- 5.3 Mentoring sessions preparation and management

06

Work-based learning experiences

- 6.1 WBL Concept
- 6.2 Examples of WBL experiences
- 6.3 WBL experiences preparation and management



Activities (1/5)

1. Intervention overview

Resource 15: Intervention stages



GOAL: To acknowledge different intervention stages and its interdependency.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. A quiz may be used to promote interactivity.

TIME: 20 mins.

MATERIALS: support presentation.

1. Intervention overview

Resource 16: Interdependency between different intervention methodologies



GOAL: To get familiar with the possible connections/complementarity between different proposed methodologies.

IMPLEMENTATION SUGGESTION: use this resource for an informative & practical activity where trainees identify which methodology to use in each situation.

TIME: 30 mins.

MATERIALS: support presentation; scenarios with different situations related to young people, template for participants to fill.

1. Intervention overview

Resource 17: Individual Action Plan



GOAL: To develop an individual action plan.

IMPLEMENTATION SUGGESTION: use this resource as a practical and individual exercise where each trainee or groups must develop an individual action plan. Use this resource to support debrief.

TIME: 30 mins.

MATERIALS: support presentation, templates for each trainee/group to fill, coloured pens.

2. Coaching-based individual sessions

Resource 18: Coaching-based overview



GOAL: To acknowledge key information about coaching-based methodologies.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative / practical activity with a "Who wants to be a millionaire" quiz style about coaching key features.

TIME: 30 mins.

MATERIALS: support presentation + noisy object to trainees use when they want to respond.



Activities (2/5)

2.Coaching-based individual sessions

Resource 19: Coaching attitude key skills



GOAL: To acknowledge key skills required from youth worker to adopt a coaching attitude.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. You can complement this information with other reliable sources.

TIME: 15 mins.

MATERIALS: support presentation.

2.Coaching-based individual sessions

Resource 20: Powerful questions examples



GOAL: To practice the art of making powerful questions.

IMPLEMENTATION SUGGESTION: use this resource for an informative & practical activity where trainees become familiar with the different types of questions (open and closed) and can simulate role plays/scenarios to practice powerful questions.

TIME: 40 mins.

MATERIALS: support presentation; role-play scenarios, setting to practice conversation (2 chairs).

2.Coaching-based individual sessions

Resource 21: Wheel of life tool



GOAL: To know some examples of tools that can facilitate young people's personal development.

IMPLEMENTATION SUGGESTION: use this resource as an individual exercise where each trainee must fill his/her own wheel of life. You may explore other coaching tools in this activity.

TIME: 40 mins.

MATERIALS: support presentation, wheel of life template for each trainee to fill, coloured pens.

2.Coaching-based individual sessions

Resource 22: Practice scenarios



GOAL: To train coaching attitude through role-play.

IMPLEMENTATION SUGGESTION: use this resource as a base for a simulation activity where trainees role-play, training coaching-attitude. Trainees rotate and the ones who are not in role-play setting observe to provide feedback.

TIME: 4 Hours (2H + 2H) mins.

MATERIALS: role play setting (2 chairs + audience), scenarios.



Activities (3/5)

3. Referral

Resource 23: Key factors on referral



GOAL: To identify key factors to assure successful referral processes.

IMPLEMENTATION SUGGESTION: use this resource to inspire an informative / practical activity where trainees, in group, anticipate these and other factors. Incorporate resource information for debrief.

TIME: 25 mins.

MATERIALS: support presentation + template for groups to identify factors.

3. Referral

Resource 24: Monitoring referral: support tool



GOAL: To identify instruments and strategies to allow a good referral monitoring.

IMPLEMENTATION SUGGESTION: use this resource for an informative activity aiming at presenting referral support tools and strategies.

TIME: 30 mins.

MATERIALS: support presentation.

4. Group sessions

Resource 25: Non-formal learning: concept



GOAL: To know the concept of non-formal learning and main differences with informal and formal learning.

IMPLEMENTATION SUGGESTION: use this resource as a base for a wider informative activity about the concept of non-formal learning, integrating information from other sources.

TIME: 20 mins.

MATERIALS: support presentation.

4. Group sessions

Resource 26 Non-formal learning key features and methods



GOAL: To know non-formal learning key features and methods.

IMPLEMENTATION SUGGESTION: use this resource as a base for a wider informative activity about non-formal learning key features and methods. A quiz can be used to promote more interactivity.

TIME: 20 mins.

MATERIALS: Support presentation.



Activities (4/5)

4. Group sessions

Resource 27: non-formal learning tools - examples



GOAL : To identify examples of tools that can be used in a group session aiming to promote personal development through non-formal learning methodologies.

IMPLEMENTATION SUGGESTION: Use this resource to present some examples of tools that can be used in group sessions and instigate the group to share tools that they know.

TIME: 60 mins.

MATERIALS: support presentation.

4. Group sessions

Resource 28: Planning group sessions: example of a session flow



GOAL: To prepare a group session based on a non-formal learning methodology.

IMPLEMENTATION SUGGESTION: use this resource for a simulation activity where trainees should prepare a session flow based on a given session goal and present it to class.

TIME: 60 mins.

MATERIALS: support presentation, sessions goals scenarios, group exercise template.

5. Mentoring sessions

Resource 29: Mentoring types



GOAL: To recognise the mentoring concept and the different mentoring types.

IMPLEMENTATION SUGGESTION: use this resource as a base for a wider informative activity about the concept of mentoring, complementing with other sources.

TIME: 20 mins.

MATERIALS: support presentation.

5. Mentoring sessions

Resource 30: Formal mentoring process example – Faz-Te Forward



GOAL : To know how formal mentoring processes can be developed.

IMPLEMENTATION SUGGESTION: use this resource to share examples of formal mentoring processes with trainees.

TIME: 20 mins.

MATERIALS: Support presentation.



Activities (5/5)

5. Mentoring sessions

Resource 31: Mentoring for entrepreneurs: example from Fundación Ronsel



GOAL : To know how mentoring specifically targeting entrepreneurs can be developed.

IMPLEMENTATION SUGGESTION: Use this resource to present an example of a mentoring process targeting entrepreneurs.

TIME: 20 mins.

MATERIALS: support presentation.

6. Work-based learning experiences

Resource 32: WBL concept & examples of experiences



GOAL: To understand the concept of WBL and acknowledge the different types of experiences that can be provided.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. A quiz can be used to promote interactivity.

TIME: 30 mins.

MATERIALS: support presentation.

6. Work-based learning experiences

Resource 33: WBL experiences preparation: role of youth worker



GOAL: To be aware of youth workers' role in WBL experiences.

IMPLEMENTATION SUGGESTION: use this resource as a base for a practical activity where trainees can explore in group which is the role of the youth worker in WBL management. Debrief with the support of resource information.

TIME: 30 mins.

MATERIALS: support presentation, template for exercise and coloured pens.



Resource 15 – Intervention stages



Preparation

Stage that includes all tasks linked to intervention preparation. A good preparation is one of the key factors for intervention success. It includes definition of project activities, workplan, roles, participants selection, intervention materials development, evaluation and monitoring processes definition, resources mobilisation, etc. (check module 1, 3 and 4 for more detail on some important preparation tasks).



Implementation

At this stage you are already providing intervention responses to your target public. Young people who are currently NEET may have access to coaching based individual sessions, group sessions, referral, mentoring and work-based experiences. 6 months was the total intervention time with young people in COMNETNEET. Different project partners may provide different types of project responses as long as they are coordinated. Further details about each methodology are presented in the following resources.



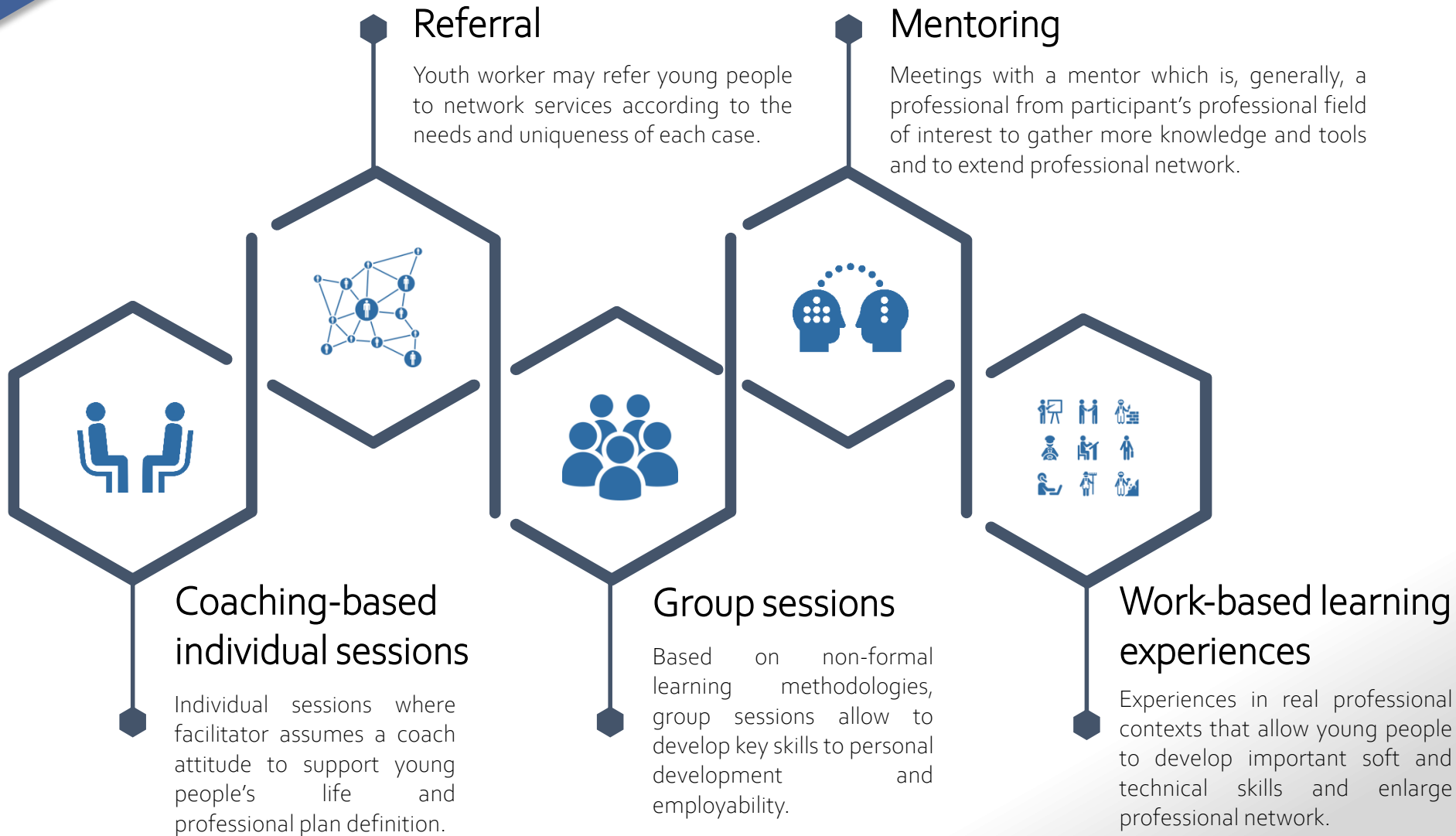
Follow-up

This intervention model is strongly committed to promote social inclusion in a sustainable way. To do so, you must include, at least, one 6 months follow-up as an intervention stage; anticipating contacts with your participants even after their participation in project activities ends. This stage has 2 main goals:

- evaluate project results' sustainability;
- be able to identify other support needs that participants may present at the moment.



Resource 16 – Interdependency between intervention methodologies: short description (1/2)



- Some examples and support tools to implement each of these methodologies are presented in the following resources.
- Nevertheless, specific procedures can be defined by intervention partners, according to their own experiences, resources and having in consideration context and target needs.
- In the scope of COMNETNEET, each individual action plan had, at least, individual coaching-based sessions and one work-based experience.



Resource 16 – Interdependency between intervention methodologies: short description (2/2)

Each individual intervention process may imply several methodologies:



- Aligned with project personalised approach, we consider that **individual coaching based sessions** should always be a part of each individual pathway. It serves as an overall and individual orientation process. There is no specific definition about the n° of individual sessions per participant (generally it can go from a minimum of 4 to 10 sessions of approx. 60 mins; weekly or bi-weekly).



- **Referral** must integrate the intervention whenever there is a specific need that cannot be directly addressed by other methodologies (e.g. health, financial support, housing, etc.). Due to its nature there is no min. or max. n° of referrals per participant.



- **Group sessions** are particularly useful when it's clearly advantageous to train skills in group (e.g. communication, problem solving, creativity, lab; job search techniques and tools, etc.). On the other hand, the group context allows to promote a greater sense of belonging and to enlarge participant's social and professional network. 4 to 8 group sessions (approx. 90 mins.; bi-weekly) are recommended but it can be adapted according to participants' needs and intervention time.



- **Mentoring sessions** are particularly useful for participants who want to know more about a specific professional field or don't know yet what to choose and want to explore different options. Usually there a min. of 3 to a max. of 5 mentoring sessions.



- **Work-based learning experiences** are also one of the methodologies that should always integrate an individual pathway since it can have a major impact on young people's professional and personal development. Each participant can have 1 or more WBL experience. Types of WBL are explored in more detail in part 6 of this module.



Resource 17 – Individual Action Plan (IAP)

Complete version

Check for complete version of the initial interview with young people who are currently NEET in the following link: https://neetsinaction.eu/wp-content/uploads/2019/03/IO2_A4_guideline_12_03_19_final.pdf (p.35)

How to apply

- Contents of this individual action plan can be adapted according to intervention/target public/youth or worker's needs.
- The main goal of this moment is to be able to design an individual and suitable intervention for each situation.
- It results from an informal conversation between the youth worker and the youngster.
- The presented form acts only as a guide/grid for youth worker. It's not a form to be filled by participant.

NEETSinACTION

Annex 4: Individual Action Plan (IAP)

Individual Action Plan (IAP)
(to be filled by the youth worker/institution and to be attached to registration form)

Participant NR: _____

Name: _____

Date: ___ / ___ / 2019 (corresponding to the day that participant establish his/her individual action plan)

Country: _____

1. Main changes that participant wants to achieve: *(What are the participant's general goals? Complete with the information from initial inquiry and from "Follow-up to the goal" tool or other used to set goals and to define an action plan)*

2. Main goal(s) that participant has: *(What are participant's specific goals? Complete with the information that you have in the tool "Follow-up to the goal" or other used to set goals and to define an action plan)*

Project
Create a NEETSinACTION project for young people in NEET status



What is a coaching-based attitude?

Coaching-based methodology in the scope of COMNETNEET is not a coaching process and trainees will not become coaches after this training. It implies that youth worker assumes a coaching attitude, being aware of key features and some tools that can facilitate each individual process. **It allows to:**

- Promote an assisted reflection
- Guide young people into action and making young people feel responsible for their own successes
- Support self-assessment and alternative scenarios
- Promote self responsibility
- Explore strengths more than weaknesses
- Assist on planning and setting goals
- Focus on action

Youth worker as a co-explorer that facilitates young people's thinking out loud

¹Reading suggestion: d'Agostino, M. & col. (2008). *Coaching Youth Initiatives*. Available on <https://www.salto-youth.net/downloads/4-17-1531/coaching%20guide%202008.pdf>

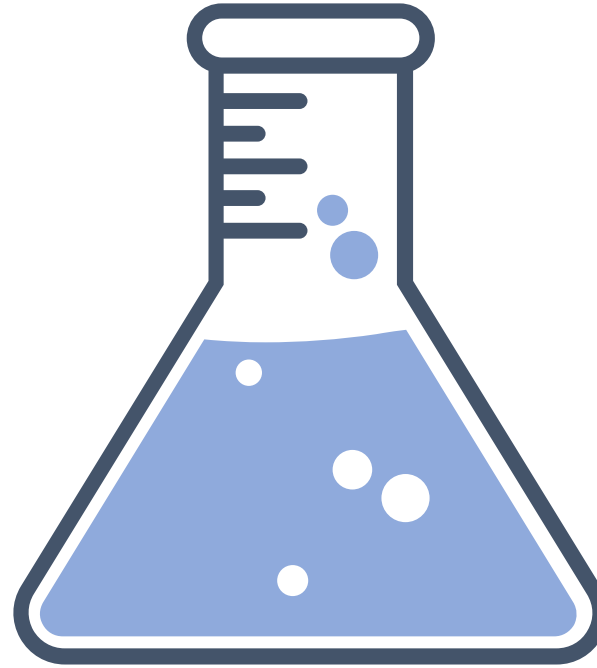


Resource 19 – Coaching attitude: key skills



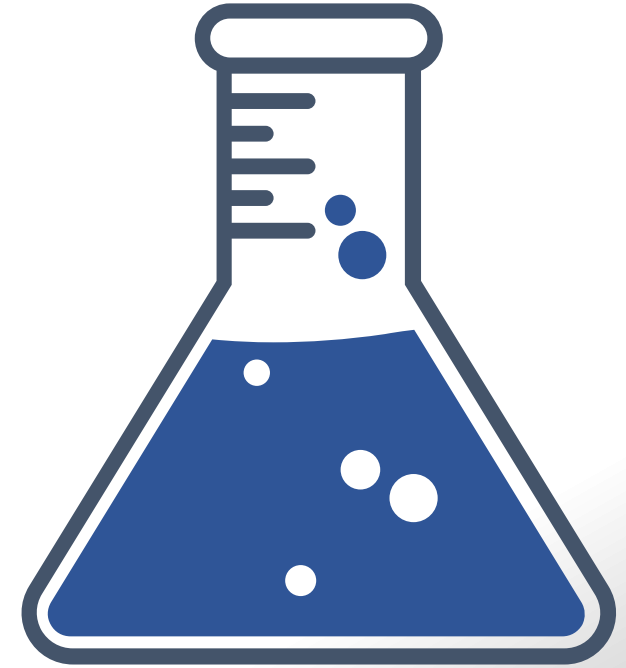
Personal skills

- Positive attitude
- Intuition¹



Interpersonal skills

- Believe that the human being is able to change
- Believe in young people's potential and that potential can be explored
- Respect everybody has different "timings"



Communication skills

- Active listening
- Positive and non-directive language
- Develop the art of asking questions (powerful questions)

¹ Read between the lines. Be able to bring to conversation what is not being said.

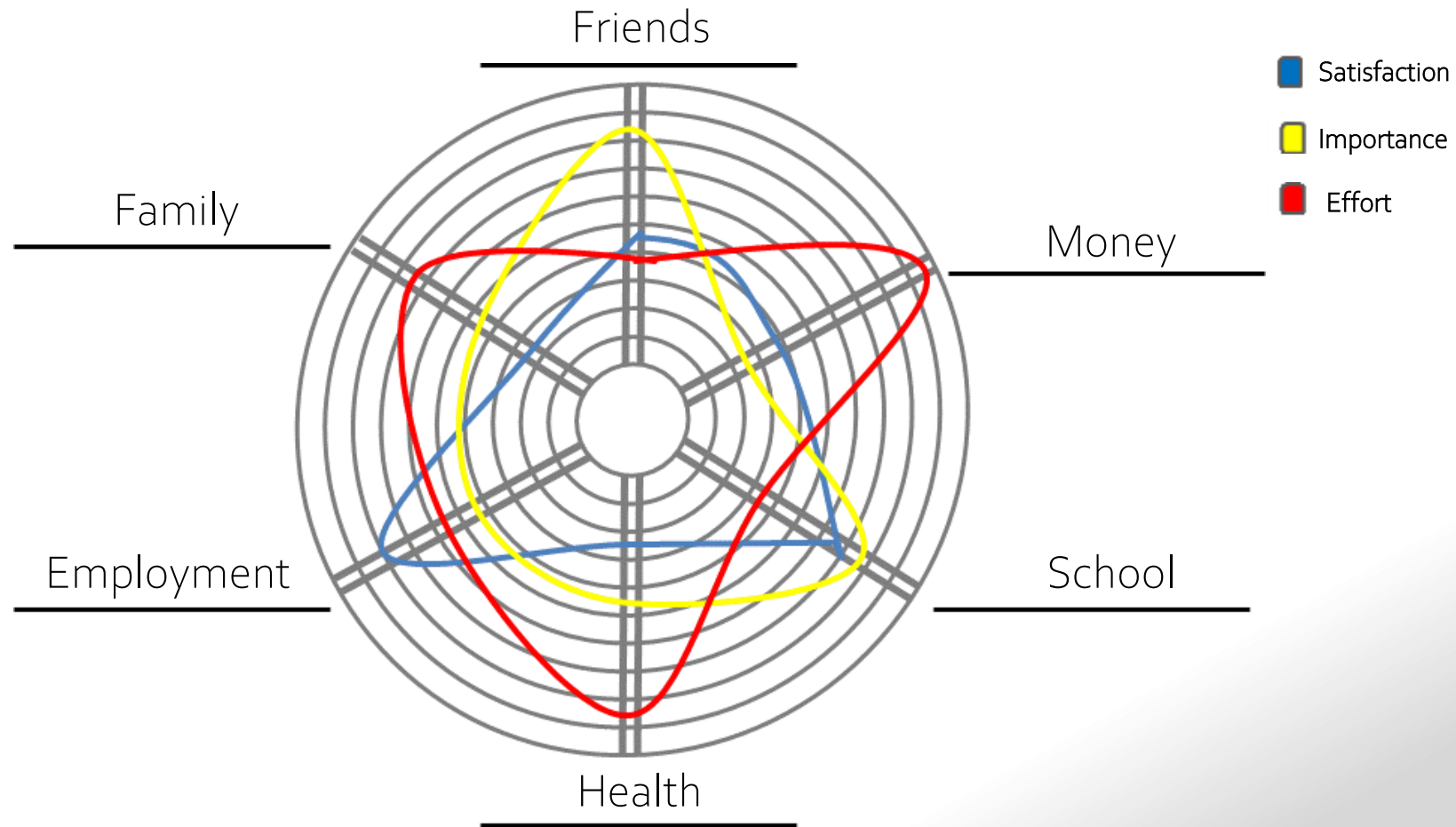


Resource 20 – Powerful questions: examples

Situational	What became clear now? What do you feel right now? What is in stake for you?
Transformative	What are you willing to change? If you knew for sure that it will work what kind of pathway would you choose? Why you think it may not work?
Individual	What part of you is talking? From 1 to 10 how do you feel? Is this what you want? What is your perception about yourself? Without these obstacles who would you be?
Integrity	How will you feel? Where did that come from? Do you feel comfortable with this?
Solution	What are the options? What resources do you need?
Focus	What are you really committed to do? What do you really want? What is the priority?
Action	When? What do you need to achieve it? What is the next step?
Challenge	Why not? So? How will you feel when you achieve what you want?
Cheer or project to the future	Do you feel better? Are you aware of your capabilities?



Resource 21 – Wheel of life: filled example (1/2)





Resource 21 – Wheel of life (2/2)

Short description

Assessment tool to identify the primary areas of focus in life and the main changes that can improve life satisfaction. This tool is particularly useful to set and prioritise goals.

How to apply

- 1) Identify six areas that you consider important in your life. Examples of areas: Family; Friends; Love; Money; Personal development; Work; Leisure / Hobbies; Sport; Time for you.
- 2) Describe what each area means to you.
- 3) Indicate the level of satisfaction with each one of the areas of your life. Mark on the wheel: wheel's center represents satisfaction point 0, and the other end of the line represents the maximum level - 10 values. After sorting, join the dots.
- 4) Indicate the level of importance that each of the areas has for you (0 to 10 values).
- 5) Indicate the level of effort you dedicate to each of the areas (0 to 10 values).
- 6) Indicate the level of satisfaction you would like to have in each area of your life, hence for a year (0-10).
- 7) Analyse your wheel (Type of questions: is there an area that you have low satisfaction, low effort and high importance? Or, have low satisfaction, high effort and low importance? What do you want to change? Is there a trigger area, e.g., if you change it, others will also improve?).
- 8) Identify areas to work on in future coaching-based sessions, or actions that you would be willing to take in order to get close to the level of satisfaction you want (actions that depend only on you).
- 9) Identify the level of commitment you need to invest in each of the recognised areas or with the actions described (full time dedication?; a day?; a month?).

Resource 22 – Practice scenarios¹

David

Context: 1st contact with the project (1st interview). His mom told him to go see this organisation in order for him to get a job.

Sociodemographic data: 19 years old, 8th grade, family with low income.

General data: early school leaver. He spent the last year at home, without working/education.

Youth worker's main goal: be able to present project participation's advantages for him and motivate David to, at least, experiment project activities.



Elizabeth

Context: 3rd individual coaching-based session. She was very disappointed in the last session because she has no idea about which professional path to follow.

Sociodemographic data: 28 years old, primary teacher tertiary education.

General data: She only went to college to get some degree, she realised that she didn't like it and was not fit for that professional field.

Youth worker's main goal: be able to promote assisted reflection, promote existing strengths, instigate alternative scenarios, identify possible pathways, etc.



Ali

Context: Last individual session out of 8. He's going to start a professional internship and he's very apprehensive because he really wants to make it work.

Sociodemographic data: 25 years old, migrant background, his family is still in origin country.

General data: VET qualification in welding with high grades.

Youth worker's main goal: be able to make the individual sessions wrap-up, highlighting his personal achievements and support reflection regarding internships expectations.

¹These are only suggestions, other scenarios can be created by training facilitator in order to assure an adjustment to context and trainees.



Resource 23 – Key factors for successful referrals

- ✓ Meet partner entities and social workers with whom you interact
- ✓ Know each organisation's support type in order to assure a good fitting between referral and participant's needs/profile
- ✓ Know who to contact within each organisation for each concern
- ✓ Respect the operating methods of the different entities
- ✓ Show availability to respond to requests
- ✓ Promote regular contact
- ✓ Seek input from partners to improve processes and procedures
- ✓ Use face-to-face meetings to clarify more complex issues
- ✓ Disseminate the responses/initiatives of partner entities
- ✓ Follow up referred situations and clarify with partner organisations when and how this follow-up will occur



Resource 24 – Monitoring referral: support tool

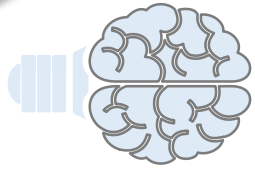
Database to support referral monitoring. It can be adapted according to youth worker’s needs.

Participant ID.	Date of referral	Referral reason	Organisation referred to	Service/dpt referred to	Person of contact	Contact	Referall status (on hold, ongoing, support concluded)	Next booked follow-up	Obs.



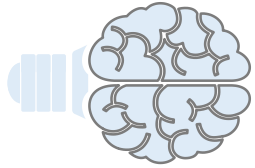
Resource 25 – Non-formal learning: concept

Formal learning



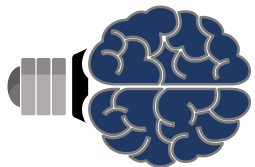
Formal learning is always organised and structured and has learning objectives. From the learner's standpoint, it is always intentional: i.e. the learner's explicit objective is to gain knowledge, skills and/or competences. Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. This definition is rather consensual.

Informal learning



Informal learning is never organised, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home or during leisure time for instance. This definition, with a few exceptions (see [Werquin, 2007](#)) also meets a fair degree of consensus.

Non-formal learning



Mid-way between the first two, non-formal learning is the concept on which there is the least consensus, which is not to say that there is consensus on the other two, simply that the wide variety of approaches in this case makes consensus even more difficult. Nevertheless, for the majority of authors, it seems clear that non-formal learning is rather organised and can have learning objectives. The advantage of the intermediate concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organised activities, whether or not the activities themselves have learning objectives. In some countries, the entire sector of adult learning falls under non-formal learning; in others, most adult learning is formal. Non-formal learning, therefore, gives some flexibility between formal and informal learning, which must be strictly defined to be operational, by being mutually exclusive, and avoid overlap.



Resource 26 – Non-formal learning: features and methods



Essential features of non-formal learning

- Balanced co-existence and interaction between cognitive, affective and practical dimensions of learning
- Linking individual and social learning and partnership oriented symmetrical teaching/learning relations
- Participatory and learner-centered
- Holistic and process-oriented
- Close to real-life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices
- Voluntary and (ideally) open-access
- Aims above all to convey and practice the values and skills of democratic life



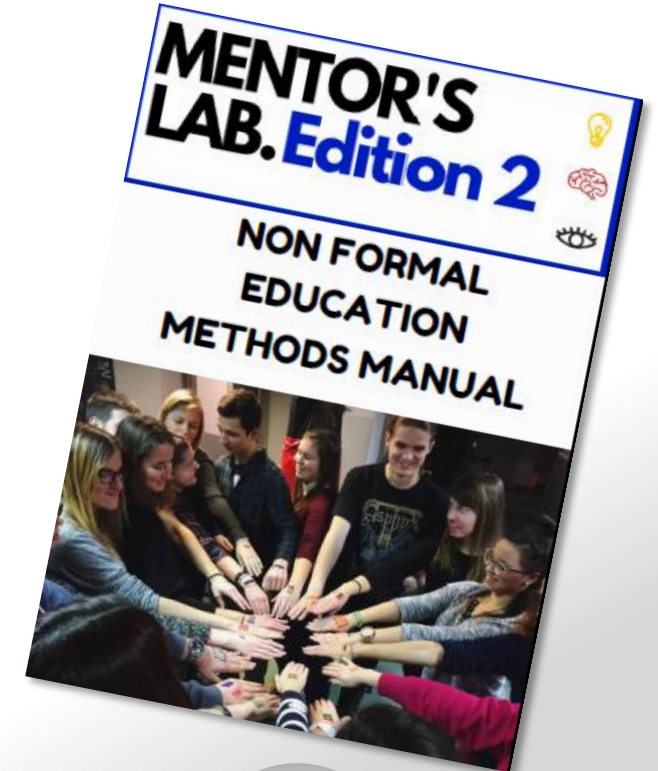
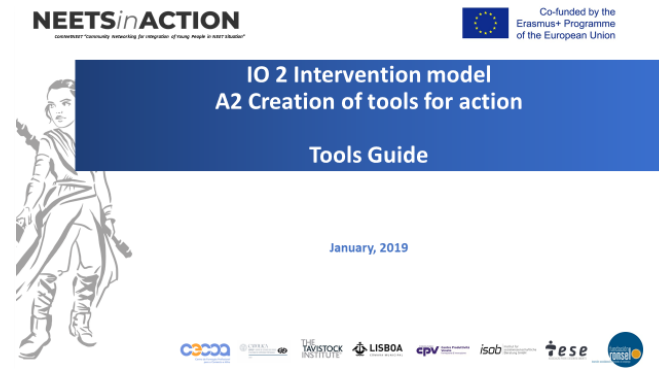
Non-formal teaching/training and learning methods

- Communication-based methods: interaction, dialogue, mediation
- Activity-based methods: experience, practice, experimentation
- Socially-focused methods: partnership, teamwork, networking
- Self-directed methods: creativity, discovery, responsibility



Resource 27 – Non-formal learning: tools

Examples of Erasmus+ projects that produced outputs related to non-formal learning tools. Facilitator(s) can choose some tools examples to present to trainees and/or simulate application of some of the tools in the training sessions.





Resource 28 – Planning group sessions: example of a session flow

Time	Activity	Resources	Duration
10h00	Ice-breaker: present themselves with 2 objects: 1 that identifies one of their biggest strengths and one related to some feature about themselves they would like to improve.	2 Baskets with various office material	25 min (5 min. for choosing the objects and 1 min per presentation per person)
10h25	"Feed"back : Instagram type quiz organised in teams of 4 where groups need to identify "effective feedback key features". Each team can buzz when they think they know the answer. Debrief at the end summarising main learnings with the support of the group.	Cards/questions for the quiz and PPT with Instagram quiz templates, buzz	20 min (limit time)
10h45	Feedback on track: role play sessions where participants in pairs train giving and receiving feedback. 1st round: facilitator with a participant (5 mins) Next 3 rounds (5 mins. each): 2 participants Each round is always followed by feedback from observers.	Room in the suitable layout (2 chairs for active role players and others in circle for observers)	35 min
11h20	Final debrief & session evaluation; collect main inputs about the session from participants and establish the link between sessions learning and everyday life situations	Room with chairs in semicircle or circle	10 mins

Session main goal: develop communication skills: give and receive feedback

Target public: 20 young people male and female from 16 to 26 y.o. (most of them don't know each other)

Time: 90 min

Logistic: room with removable furniture, a computer, projector and screen

- Results:**
- Participants acknowledging the important role of feedback for their personal development and daily life
 - Participants better prepared to give and receive feedback

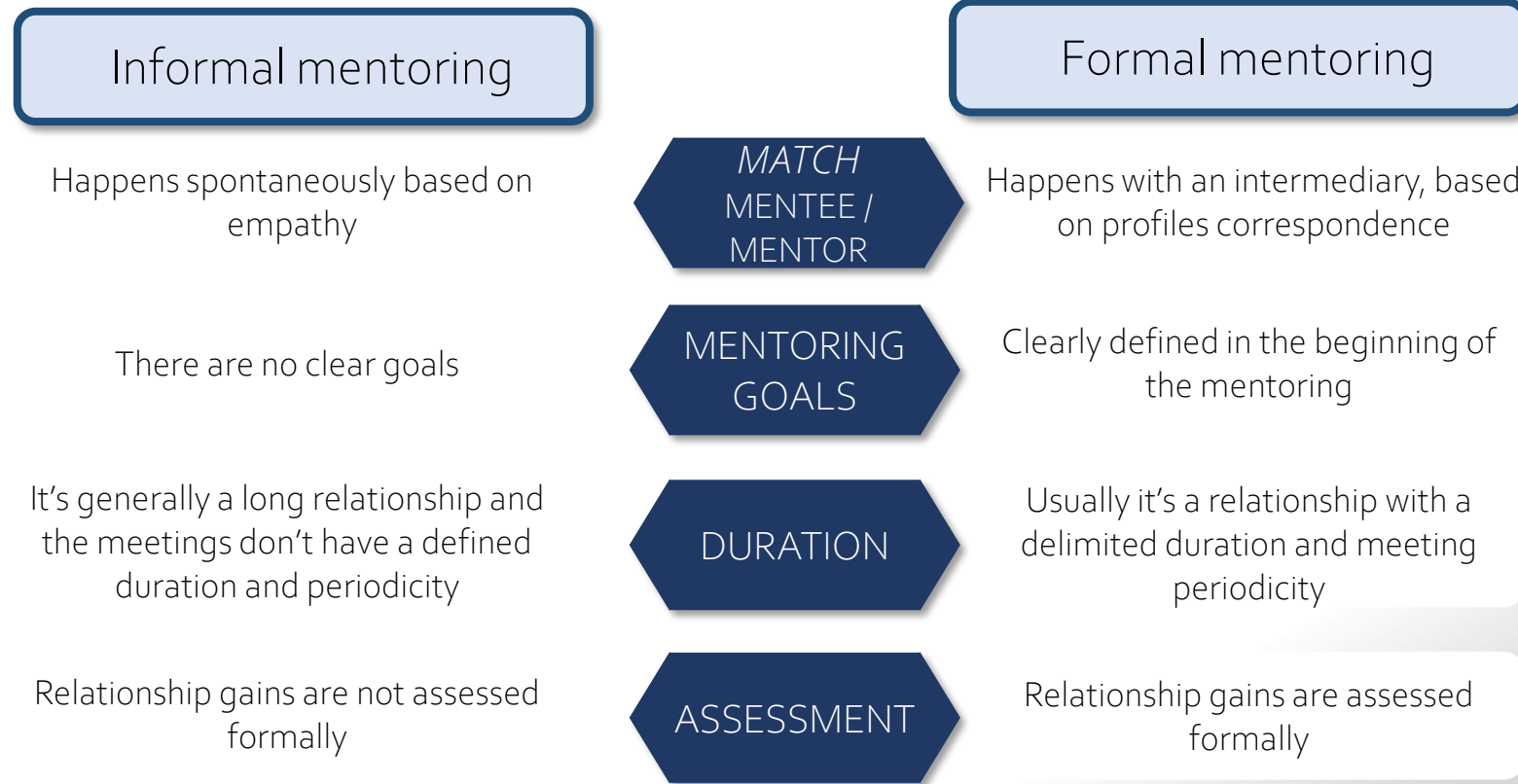
Evaluation: quick online questionnaire and qualitative feedback collected at the end of the session

- Session's activities may be various, as long as it serves session's goals and participants' interests.
- Activities should be interconnected. Previous activities should prepare/facilitate learnings in the following activities.



Resource 29 – Mentoring types

There are several types of mentoring, namely:





Resource 30 – Formal mentoring process: project Faz-Te Forward example¹



Faz-Te Forward full mentoring guides for mentee and mentor available on https://neetsinaction.eu/wp-content/uploads/2019/03/NI_A_IO2_TESE_Tools_guide.pdf

Matching is done by project team

Mentoring goals are set by mentor and mentee in the first meeting

Meetings of approx. 1 hour (weekly or bi-weekly). Minimum of 4 meetings²

In the end of mentoring, mentor and mentee will assess mentoring results

1. In the first meeting with mentor, mentee will propose mentoring's goals.
2. These goals will be validated by the mentor that can suggest other ones he/she may find useful for mentee's personal and professional development.
3. Individual goals will be registered in Mentoring Agreement (a copy is handed to both parts).

Mentoring will be useful to mentee:

- Increment his/her knowledge about his/her professional field of interest;
- Boost and diversify his/her networking;
- Define and review his/her professional goals (and also personal) and his/her action plan to achieve it.

Source: TESE– Associação para o Desenvolvimento (2018). *Mentoring Guides*. Developed under the project Faz-Te Forward, funded by European Commission under Portugal Social Innovation Programme.

² In Faz-Te Forward project, one of the references used for COMNETNEET intervention model, mentoring may involve job-shadowing experiences, becoming a work-based experience.



Resource 31 – Mentoring to entrepreneurs: Fundación Ronsel piloting programme

Experimental mentoring process developed in the last years with Youth Business Spain Network.

Mentoring programme will support 200 Galicia's entrepreneurs and have the following main goals:

- Consolidate businesses
- Reduce business risks
- Improve business management
- Increase professional network

During this pilot programme, mentor and mentees will go, side by side, accomplishing several steps of "Camino de Santiago", developing entrepreneurship project in a non-formal, creative, and healthy ambience.

Check out pilot mentoring programme video





Resource 32 – WBL concept & examples of experiences (1/2)

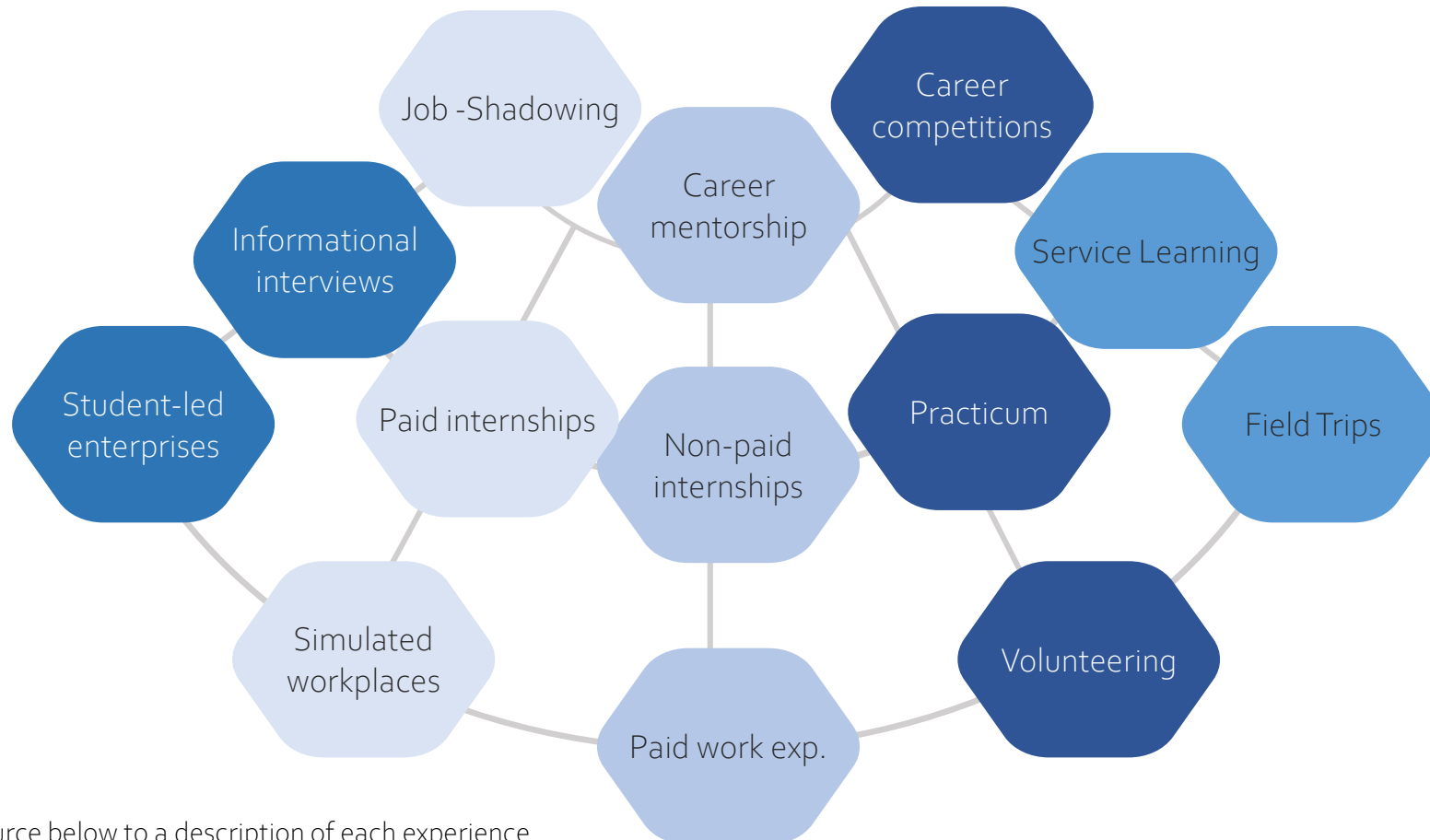
WHAT IT IS?

- ✓ WBL experiences may include in-school or after school opportunities, or experiences outside the traditional school setting that are provided in an integrated environment to the maximum extent possible.
- ✓ WBL is an educational approach or instructional methodology that uses the workplace or real work to provide knowledge and skills that will help participants connect school/academic experiences to real-life work activities and future career opportunities.
- ✓ It is essential that direct employer or community involvement is a component of the WBL to ensure in-depth participant engagement.
- ✓ These opportunities are meant to engage, motivate and increase the learning process.
- ✓ These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources.
- ✓ WBL requires in-depth engagement of youth and an evaluation of acquired work relevant skills.



Resource 32 – WBL concept & examples of experiences (1/2)

TYPES OF EXPERIENCES¹



¹Go to web source below to a description of each experience



Resource 33 – WBL experiences preparation: role of youth worker



Expectation management & learning goals definition

- Support participant in defining what he/she wants to achieve and what are the expectations with this WBLE.



WBL experiences context identification/matching

- Co-define context identification for WBLE with the participant whenever it's possible.
- Identify a base of potential organisations who could promote WBLE in project preparation stage with local network support.



Learning experience maximization

- Set evaluation mechanisms for the WBLE.
- Keep in touch with participant/entity during WBLE.
- Support participant identifying problem solving strategies whenever requested.



Evaluation items



Complete the following table considering how much you feel prepared regarding the following topics:

	Not at all	A little	Fairly	Very much	Totally
Acknowledge intervention's flexibility and the interdependency between different methodologies					
Understand the methodology as a personalised approach and be able to develop an individual action plan					
Be able to apply individual coaching-based sessions					
Be able to refer participants to others responses					
Be able to apply group sessions based on non-formal learning methodologies					
To know how to implement mentoring sessions					
To know how to provide work-based learning (WBL) experiences					



2.Syllabus

03. Coordinate &
manage stakeholders



Introduction



This module focuses on how the intervention can be coordinated and stakeholders can be involved and effectively managed.



This module is particularly relevant for professionals involved in stakeholders management and project coordination tasks.¹



- It's an informative and practical module.
- Contents are based in the guidelines and practices that guided project partners during COMNETNEET project development.

¹Specific countries legal issues to be able to work directly with young people and to perform certain tasks should be analysed case by case.

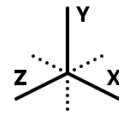


Learning outcomes

At the end of the training module, trainees will be able to:

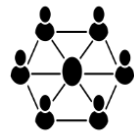
1. Identify key features for intervention coordination

- Describe COMNETNEET coordination's proposal
- Identify key factors on coordinating a multi-stakeholders intervention
 - Name coordinator's main tasks
- Identify potential coordinator profile through COMNETNEET examples



3. Effectively manage stakeholders

- Identify key concepts about stakeholders management
- Identify strategies and tools to effectively manage stakeholders



2. Involve local network and define intervention

- Describe the procedures to contact and involve local stakeholders
- Establish partnerships
- Prepare intervention work plan
- Prepare staff for the implementation



Specific contents

01

Intervention coordination

- 1.1 COMNETNEET local network coordination: basic information
- 1.2 Multi-stakeholder network coordinator: key features
- 1.3 Coordinator's main tasks and responsibilities in a community intervention project with multi-stakeholders
- 1.4 Types of organisations who can coordinate: its potentialities and limitations

02

Local network activation & intervention definition

- 2.1 Local stakeholders engagement
- 2.2 Establish partnerships
- 2.3 Intervention activities definition:
 - 2.3.1 Set intervention activities
 - 2.3.2 Partners' roles
 - 2.3.3 Work plan
- 2.4 Prepare staff for activities implementation – staff training

03

Stakeholders management

- 3.1 Key concepts on stakeholders management
- 3.2 Strategies to effectively manage stakeholders
- 3.3 Tools that can support stakeholders management



03. Coordinate

Activities (1/3)

1. Intervention coordination

Resource 34: COMNETNEET basic coordination info



GOAL: To identify key information on COMNETNEET local network coordination.

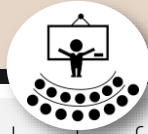
IMPLEMENTATION SUGGESTION: Use this resource to provide basic information about COMNETNEET project and multi-stakeholders network coordination.

TIME: 10 mins.

MATERIALS: support presentation.

1. Intervention coordination

Resource 35: Governing body: key features



GOAL: To explore key features for an entity who assumes the role of governing body.

IMPLEMENTATION SUGGESTION: use this resource as a base for a wider informative activity where trainees get in touch with key features and principles to be a coordinator and/or a governing body. True or false quiz can be used to make this activity more interactive.

TIME: 20 mins.

MATERIALS: support presentation.

1. Intervention coordination

Resource 36: Different coordinating profiles = different possibilities (COMNETNEET example)



GOAL: To recognise that different coordinating profiles are associated with different potentialities and limitations.

IMPLEMENTATION SUGGESTION: use this resource as a base for a practical activity where trainees can think and write individually the main strengths and limitations if their own organisation were coordinator of an intervention like this.

TIME: 30 mins.

MATERIALS: support presentation + template for exercise.

2. Local network activation & intervention definition

Resource 37: Potential roles and profile of local stakeholders



GOAL: To identify key local stakeholders.

IMPLEMENTATION SUGGESTION: use this resource for a practical activity where facilitator can present this resource info and then ask participants to identify who they would like to involve for their own local network and for what.

TIME: 30 mins.

MATERIALS: support presentation; template for each trainee.



Activities (2/3)

2. Local network activation & intervention definition

Resource 38: Guiding questions to co-construct intervention with stakeholders



GOAL : To identify some useful key questions to guide stakeholder's involvement.

IMPLEMENTATION SUGGESTION: use this resource as a base for a practical activity where trainees may simulate responding the question based on a project that they would like to implement with a multi-stakeholder approach.

TIME: 20 mins.

MATERIALS: support presentation; template for each trainee, coloured pens.

2. Local network activation & intervention definition

Resource 39: First local stakeholders network meeting



GOAL : To give some clues to prepare organisations to successfully work together.

IMPLEMENTATION SUGGESTION: use this resource for a practical exercise. In teams, trainees can prepare their own 1st meeting agenda. Use the resource for debriefing, comparing perspectives, advantages and disadvantages.

TIME: 30 mins.

MATERIALS: support presentation, templates for each team, coloured pens

3. Stakeholders management

Resource 40: Prepare intervention workplan – example



GOAL : To set up a work plan.

IMPLEMENTATION SUGGESTION: Based on COMNETNEET example and using the same template, ask trainees to develop the activity system and set up the work plan of a project of their choice (in pairs or individual).

TIME: 60 mins.

MATERIALS: support presentation, template for work group.

3. Stakeholders management

Resource 41: Staff training: key issues



GOAL: To describe key points for staff training.

IMPLEMENTATION SUGGESTION: use this resource to explore with trainees how they can prepare future staff training for intervention implementation.

TIME: 20 mins.

MATERIALS: support presentation.



Activities (3/3)

3. Stakeholders management

Resource 42: Stakeholders management: key points by steps



GOAL : To identify key points on effective stakeholder's management.

IMPLEMENTATION SUGGESTION: use this resource as a base for a wider informative activity about concept and highlights on effective stakeholder management. A debate about trainees' professional experience on stakeholder management can be organised.

TIME: 45 mins (with debate).

MATERIALS: support presentation + room setup for debate.

3. Stakeholders management

Resource 43: Community Toolbox¹



GOAL : To provide an example of a wide resource about community intervention.

IMPLEMENTATION SUGGESTION: use this resource to share with trainees examples of strategies and tools to promote effective stakeholders management. Challenge trainees to share other tools from their own experience.

TIME: 30 mins.

MATERIALS: Support presentation.

3. Stakeholders management

Resource 44: Common glossary for stakeholders



GOAL : To recognize the importance of creating and sharing a glossary between stakeholders.

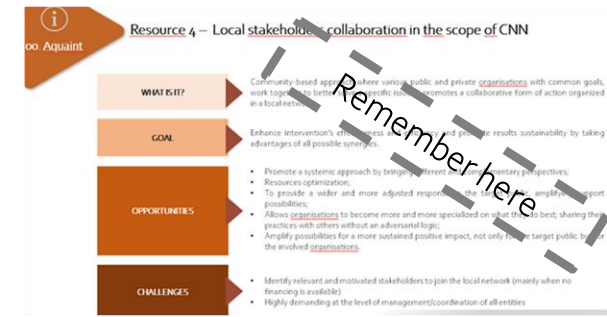
IMPLEMENTATION SUGGESTION: use this resource to raise awareness on the importance of all stakeholders alignment and how a common glossary can help. Ask participants to add more terms they consider important.

TIME: 15 mins.

MATERIALS: Support presentation.



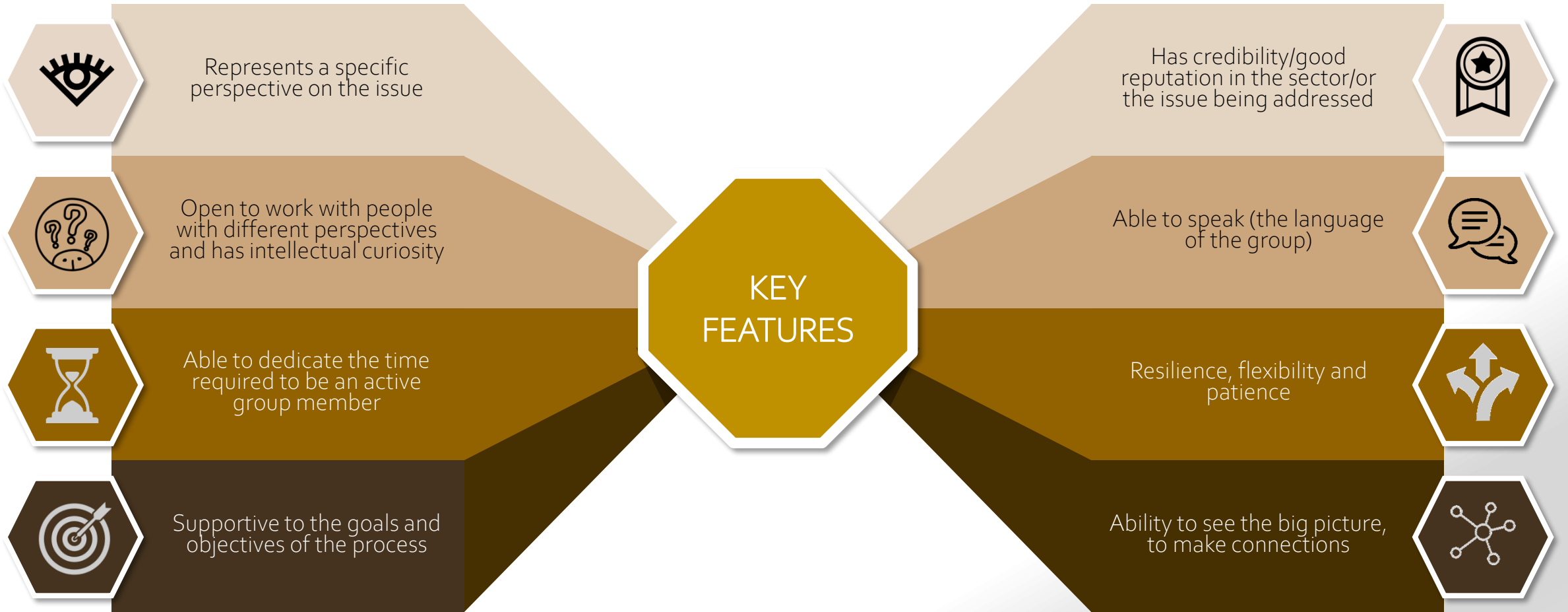
Resource 34 – COMNETNEET basic info on multi-stakeholder coordination model



- COMNETNEET intervention model implies the active participation of multi-stakeholders in all intervention processes. This multi-stakeholders approach allows to optimize resources and to promote intervention’s sustainability.
- The initiative to activate this network can come from one promoter organisation or from several organisations (e.g. an already established local network).
- Stakeholders involved will be public or private entities that intervene at local level. Entities need to share and be able to contribute to project’s goals. Involved stakeholders will form a local network.
- Partners roles in the intervention are decided among the local network in the preparation phase, according to available resources and expertise fields.
- According to good practices research (Intellectual Output 1 of this project), local networks are more effective when one organisation coordinates the action. This organisation will assume a leading/coordinating role and the governance model can be discussed among all partners.
- In the case of COMNETNEET, leading organisations were direct project partners: Centro Produttività Veneto in Italian pilot, Lisbon City Council in Portuguese pilot; Fundación Ronsel in Spanish pilot. Each involved other local partners. For future implementations, coordinator organisation can be chosen differently.
- In the case of COMNETNEET, there was no financial support to local partners and it was point out as one of the biggest limitations. Still, it was possible to provide intervention, optimising partners resources.



Resource 35 – Governing body: key features



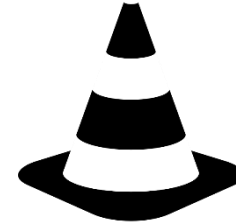


Resource 36 – Different coordinating profiles = different possibilities (COMNETNEET example)

COMNETNEET pilot coordinating entity



Main strength



Main limitation

Centro Produttività Veneto | Private VET center

Strong link with business sector which allows to facilitate partnerships with enterprises.

More challenging to involve public and tertiary sector organisations due to lack of previous collaborations.

Lisbon City Council | public entity

Local reference entity for establish a local network.

Institutional contacts can slow down process flow.

Fundación Ronsel | NGO

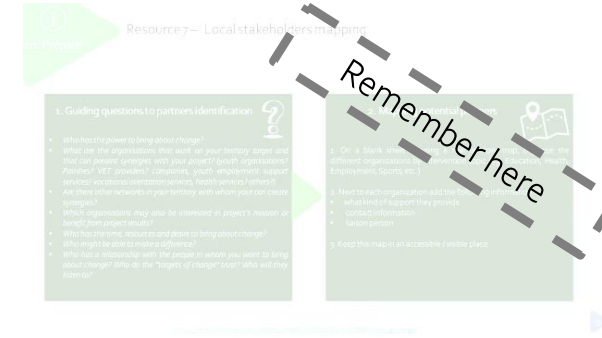
Wide variety of local partners already pre-existent.

Smaller degree of local influence which can make involving local stakeholders more challenging (than a municipality for example).



Resource 37 – Potential roles and profile of local stakeholders (1/2)

What can other stakeholders do?



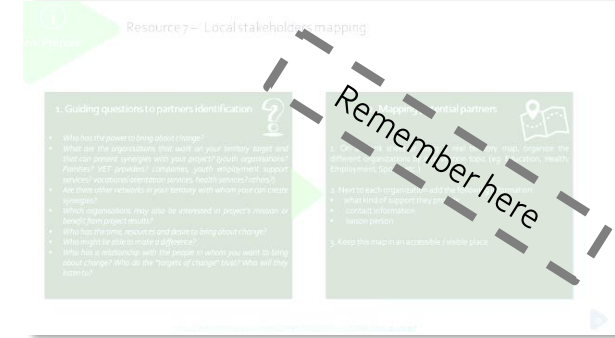
SUPPORT PREPARATION	SUPPORT ACTIVITIES	SUPPORT DISSEMINATION	PROVIDE COMPLEMENTARY INTERVENTIONS
<p>Help you profile local young NEETs</p> <p>Help you plan project activities</p>	<p>Different local stakeholders can assure or collaborate in:</p> <ul style="list-style-type: none"> - Mentoring sessions - Group sessions - Work-based elements 	<p>Disseminate the project to young people</p> <p>Support the identification of young ambassadors</p> <p>Identify other key stakeholders</p>	<p>Be available to receive your referrals and to refer young people to you</p>

Source: COMNETNEET (2019). Staff training presentation. Internal document.



Resource 37 – Potential roles and profile of local stakeholders (2/2)

So, what type of stakeholders to involve?

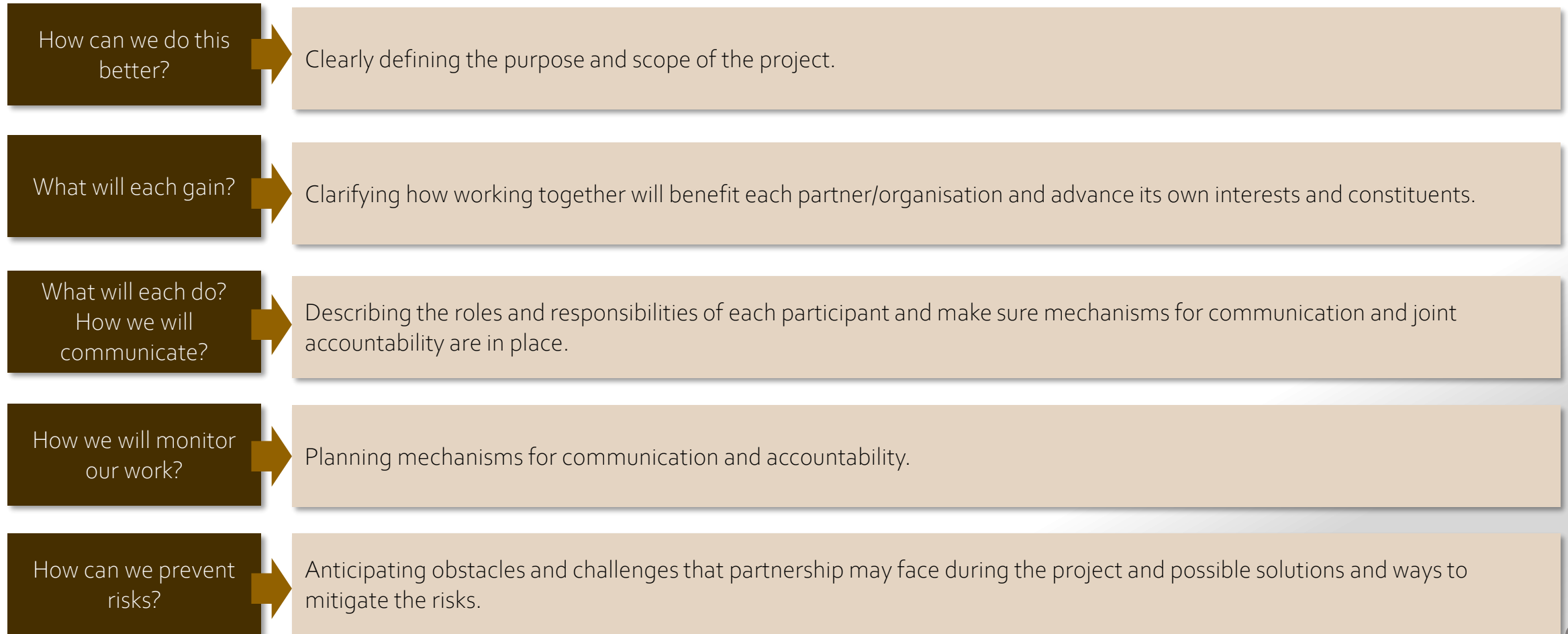


STAKEHOLDERS THAT ALSO PROVIDE SUPPORT TO NEETS	STAKEHOLDERS THAT CAN FACILITATE WORK-BASED EXPERIENCES	STAKEHOLDERS THAT PROVIDE COMPLEMENTARY INTERVENTIONS	STAKEHOLDERS WITH A GOOD VISIBILITY AMONG LOCAL YOUNG PEOPLE
<ul style="list-style-type: none"> • NGO's or other social organisations; • Employment services, VET centers etc. <p>Any organisation that also intervene with NEETs and that can have synergies with this project.</p>	<ul style="list-style-type: none"> • Companies and other employers; • Chambers and other representative entities. <p>These stakeholders can also support you to provide mentoring sessions</p>	<ul style="list-style-type: none"> • Health organisations; • Educational entities; • Social services; • Legal services; • Volunteering services; • Housing services; • Municipalities and parishes; • (...) 	<ul style="list-style-type: none"> • Sport associations; • Cultural and art associations; • Youth associations, youth clubs; • Schools; • (...) <p>Any entity that can support project dissemination</p>





Resource 38 – Guiding questions to co-construct intervention with stakeholders





Resource 39 – First local stakeholders network meeting (1/2)

1. After your stakeholders mapping, invite relevant key stakeholders to participate in a kick-off meeting for the pilot intervention presentation
2. Prepare the meeting
3. Hold the meeting with the suggested agenda
4. Follow up (e.g. Thank you emails)

Agenda point	Specific suggested topics	Duration
A & B) Welcoming, presentations & expectations	<ul style="list-style-type: none"> • Facilitator welcome participants • Each organisation present itself and how their work is related to young people • Each organisation share their expectations towards present meeting <p>Note: Facilitator can do a small presentation ice-breaker to promote session dynamics</p>	15 min
C) Short project overview	<ul style="list-style-type: none"> • What is the project? • What are we trying to develop in this territory for young people? • How are we going to do it? • Why did we invite you to be here today? (focus on the advantages of achieving goals with more resources and working in a complementary and collaborative way; also address the importance to build a local network that can support young people in NEET situation after the project ends) <p>Note: facilitator can prepare a short PowerPoint (or other format) to support presentation</p>	20 min



Resource 39 – First local stakeholders network meeting (2/2)

D) Discover synergies

The main goal of this topic is to explore future collaborations.

Distribute post-its of 2 colours. Ask participants to write in one colour some ideas about "how the project can contribute / complement their own projects/activities?" and in the other colour some ideas about "how they think their work can contribute / complement this project?". They will have 10 min to do this task.

When all participants have finished, ask them to Individually share their thoughts with the group. When each participant share, facilitator put the post-it in the board according to the respective topic validating with participant if he/she agrees with the selected topic.

To facilitate, you can have a board divided in different topics e.g.:

- Identification of young people
- Intervention with young people
- Project dissemination
- Other

After all participants have shared their ideas, facilitator do a wrap-up of possible collaborations for the future.

45 min

E) Closing

Suggested topics:

- Meeting general wrap-up
- Next steps of the pilot (according to what was discussed in the meeting)
- Exchange of contacts (you can use a presence sheet)
- Acknowledgments

Note: Even if they are willing to, most of participants would probably not be able to make actual decisions regarding the participation of their organisations in the project. Further follow-up will be probably one of the next steps. It's important to set clear deadlines to make collaborations happen.

10 min

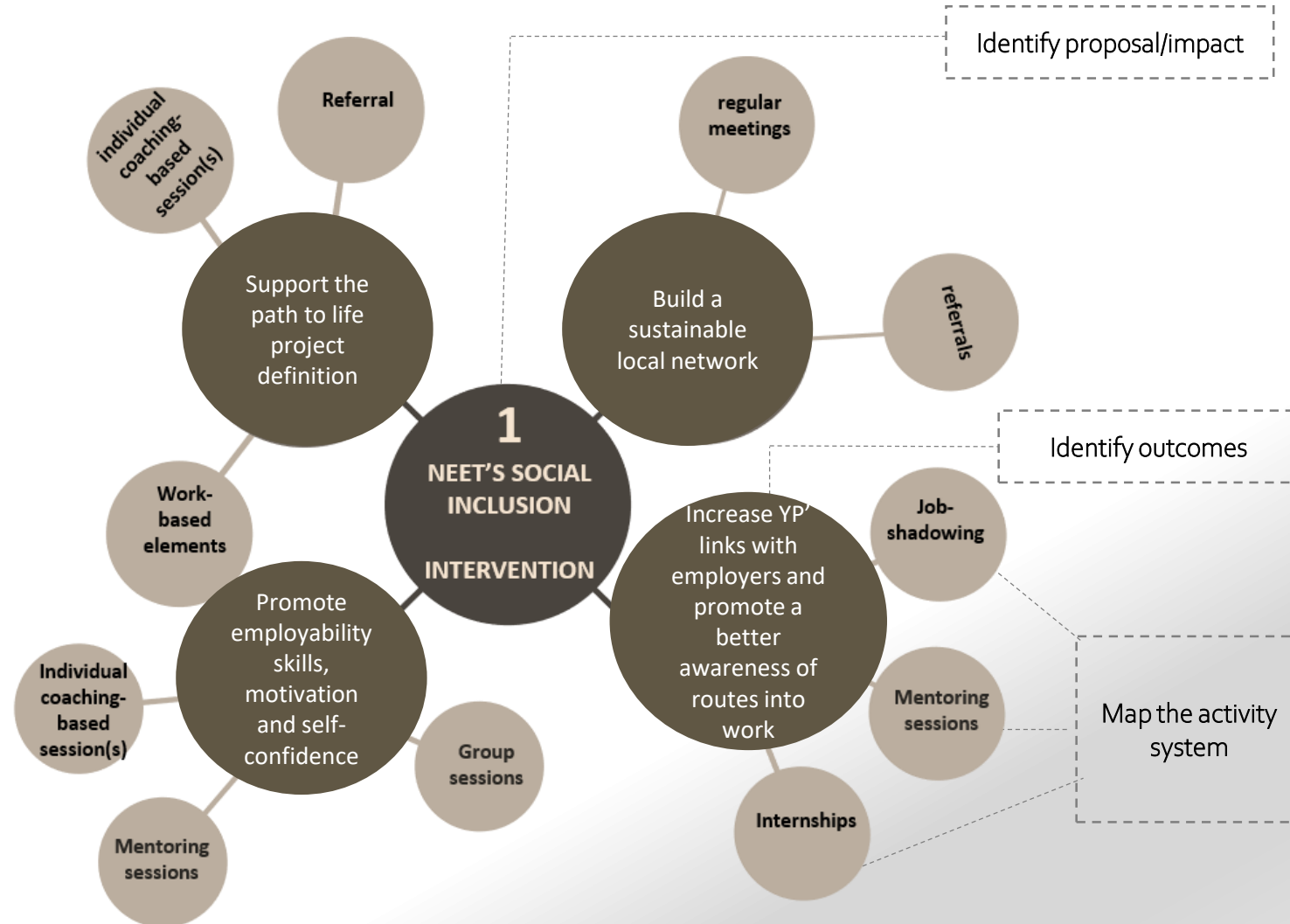


Resource 40 – Prepare intervention work plan: example (1/2)

1) Define the activity system

The work plan will be defined based on the:

- Information identified in the diagnosis
- Intervention goals/outcomes and expected impact
- Roles and know-how of each stakeholder
- Resources available



Source: Santos, F. et. al. (2015). Manual para Transformar o Mundo



Resource 40 – Prepare intervention work plan: example (2/2)

2) Setting up the work plan

Increased YP's links with employers and awareness of routes into work					
Activity	Goal	Responsible partner	Other partners involved	Calendar	Resources
Job shadowing	Increase contacts with employers	- City Council - Professional guidance office	Companies	Jan – Mar 2020 (1 p/ week)	Transport
Mentoring Sessions	- Increase knowledge about professional area of interest - Increase knowledge about labour market entry processes	- City Council - Professional guidance office	Companies	Jan – Mar 2020 (1 p/ week)	Place for mentoring meetings
Internships	- Increase contacts with employers	VET centers	Companies	Jan – Mar 2020 (2 p/ week)	Transport

a table for each outcome provides a general overview of the entire intervention work plan



Resource 41 – Staff training: key issues

WHAT IS THE GOAL OF THIS TRAINING?

Prepare staff that will implement the actions among young people. This does not involve a certified training. It aims to assure that all staff involved is prepared to go to action.

WHO IS THE TARGET?

Youth workers that did not take part on this specific training action and/or need to more in-depth in certain topics.

WHICH ARE THE CONTENTS?

- Contents are focused on project intervention methodologies (coaching-based individual sessions, referral, group sessions, mentoring and work-based learning experiences) and key mechanisms of report, monitoring and evaluation.
- Staff can be trained in all areas or only receive training according to their role in the implementation.

WHO CAN PROVIDE THIS TRAINING?

One or more project partners or an external entity as long as the trainers have expertise on training fields.

WHICH SHOULD BE THE TRAINING DURATION?

That depends on the level of knowledge related to intervention methodologies that youth workers already have. 2 days would be a minimum length (even for experienced youth workers).



Resource 42 – Stakeholders management: key points by steps

Phase 1: Initiate the process

01

- Clarify common objectives and the scope of the initiative.
- Do an initial situation analysis (i.e. who are the key stakeholders? What are their interests, fears, expectations, issues and power relationships? What politics are involved?).
- Establish a coordination team.
- Select milestones.



Phase 2: Build sustainable collaboration

02

- Build consensus on a shared future vision.
- Make sure consultations and decision-making processes are inclusive and participatory.
- Create trust by sharing each other's values, concerns and interests.
- Communicate outcomes to stakeholders regularly.



Phase 3: Manage collaboration

03

- Develop detailed and concrete action plans.
- Secure resources and support.
- Develop capacities and build on existing talent of each stakeholder.
- Value trust among partners and consider each organisation motivation.
- Establish management mechanisms (with built-in conflict-resolution mechanisms).





Resource 43 – Community Toolbox¹



The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change. It offers thousands of pages of tips and tools for taking action in communities. The Community Tool Box is a public service of the Center for Community Health and Development at the University of Kansas.

Want to learn about community assessment, planning, intervention, evaluation, advocacy, and other aspects of community practice? Then help yourself to over 300 educational modules and other free tools.

Under continuous development since 1994, the Community Tool Box is widely used in teaching, training, and technical support. Currently available in English, Spanish, Arabic, and Farsi, and with millions of user sessions annually, it has reached those working in over 230 countries around the world.





Resource 44 – Common glossary for stakeholders

The glossary is a tool to align operators belonging to different organisations on the terminology in use for the different activities and in different services (e.g. employments services and in social services). It has the function of making it clear the type of activity carried out by each organisation and how it fits into the provision of services and communication with users. Furthermore, it is very important that there is no ambiguity in the communication between entities in the reporting of the activities that are carried out.

Examples of some terms to be included in a shared glossary of a project in the field of social inclusion:

- | | | | |
|----|---------------------------|----|---------------------------|
| 01 | ▶ Case manager | 05 | ▶ Work-based experiences |
| 02 | ▶ Active policy proposals | 06 | ▶ Unemployment |
| 03 | ▶ Guidance | 07 | ▶ Young NEET's |
| 04 | ▶ Internships | 08 | ▶ Active policy proposals |

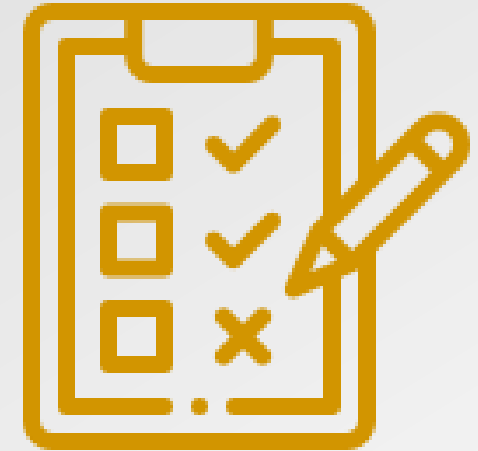


Evaluation items

Complete the following table considering how much you feel prepared regarding the following topics:



	Not at all	A little	Fairly	Very much	Totally
Identify coordinator and/governing body main tasks and key features					
Engage local stakeholders					
Plan project activities and co-construct intervention with local stakeholders					
Manage stakeholders in an effective way					



2.Syllabus

04. Evaluate & ensure
sustainability



Introduction



This module focuses on how to evaluate and monitor the intervention and how to design your sustainability plan. Despite of being module 4 of this Training Standard, it is supposed to be considered at the design phase of an intervention.



This module is particularly relevant for professionals involved in evaluation tasks¹ and sustainability planning.



- It's an informative and practical module.
- Its contents are based in evaluation processes used during COMNETNEET project.

¹Specific expertise in evaluation is always recommended. External support may be required. Professionals profile to perform these tasks will depend on how complex is the evaluation that consortium needs and/or choose.



Learning outcomes

At the end of the training module, trainees will be able to:

1. Recognise impact evaluation as a key factor to project's future

- Describe impact concept and its link to the Theory of Change
- Identify the key features of impact evaluation process design
- Recognise impact evaluation in the scope of COMNETNEET (as an example)



2. Design a sustainability plan

- Recognise the sustainability plan as part of the intervention model
- Describe the steps to set up a sustainability plan for the project
- Identify different sustainability strategies





04. Evaluate
& ensure
sustainability

Specific contents

01

Impact evaluation

- 1.1 Impact evaluation
 - 1.1.1 what is impact
 - 1.1.2 what is impact evaluation
 - 1.1.3 Impact evaluation and the theory of change
- 1.2 Impact evaluation process design
 - 1.2.1 The data collection process
 - 1.2.2 Collection tools
- 1.3 COMNETNEET impact evaluation model

02

Sustainability

- 2.1 Sustainability plan
 - 2.1.1 Strategic options to consider for sustainability
- 2.2 Dissemination strategies & its role on sustainability
 - 2.2.3 Scaling strategies



Activities (1/3)

1. Impact Evaluation

Resource 45: Impact evaluation definition



GOAL: To frame impact evaluation concept.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. Complement the information with more relevant suggested references. Try to apply the concept to concrete examples, through trainees' contributions.

TIME: 20 mins.

MATERIALS: support presentation.

1. Impact Evaluation

Resource 46: Theory of Change as an impact assessment tool



GOAL: To frame the impact assessment in the theory of change.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity.

TIME: 35 mins.

MATERIALS: support presentation.

1. Impact Evaluation

Resource 47: Theory of Change design: workshop model



GOAL: To conduct a workshop with key stakeholders, based on the Theory of Change.

IMPLEMENTATION SUGGESTION: simulate in small groups the workshop, each one assuming the role of a stakeholder.

TIME: 25 mins.

MATERIALS: support templates for each group to fill.

1. Impact Evaluation

Resource 48: Impact evaluation design: indicator construction



GOAL: To define evaluation indicators.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. Ask participants to give examples.

TIME: 20 mins.

MATERIALS: support presentation.



Activities (2/3)

1. Impact Evaluation

Resource 49: Data collection process



GOAL: To identify the criteria and aspects on which the data collection process should focus.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. Give an example of a data collection process to check whether it meets the presented criteria (small group activity).

TIME: 20 min.

MATERIALS: support presentation.

1. Impact Evaluation

Resource 50: Examples of data collection tools



GOAL: To show examples of data collection tools and data collection tools combinations for inspiration.

IMPLEMENTATION SUGGESTION: analyse the examples available. Propose the creation of one collection tools combination adapted to the projects in which the participants are involved (individual or group activity).

TIME: 20 min.

MATERIALS: examples provided.

1. Impact evaluation

Resource 51: Evaluation reporting



GOAL: To give some clues about how to analyse and report data.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. Ask participants about their experience.

TIME: 20 min.

MATERIALS: support presentation.



04. Evaluate
& ensure
sustainability

Activities (3/3)

2. Sustainability plan

Resource 52: Sustainability strategies



GOAL: To identify the aspects and strategies to take into account in the design of a sustainability plan.

Implementation suggestion: use this resource as a base for an informative activity.

TIME: 25 min.

MATERIALS: support presentation.

2. Sustainability plan

Resource 53: Sustainability plan design



GOAL: To build a sustainability plan - put in practice.

Implementation suggestion: In small groups build a sustainability plan using the template. At the end, each group presents.

TIME: 40 min.

MATERIALS: templates for each trainee/group to fill.

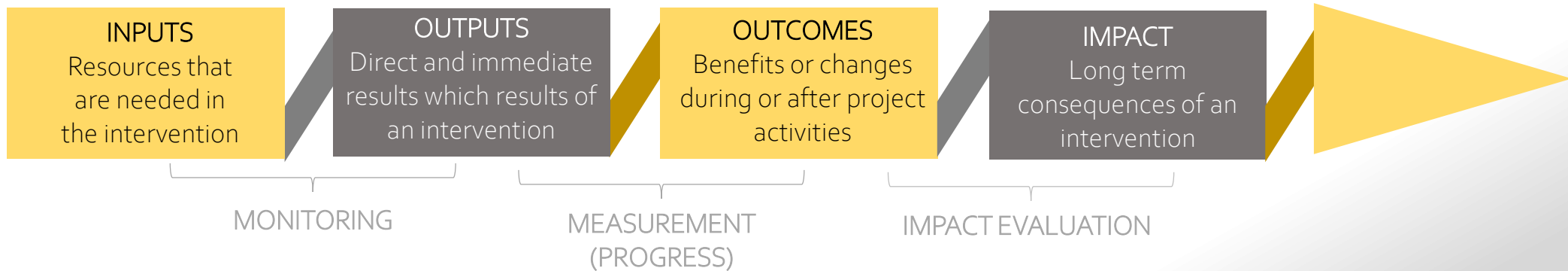




Resource 45 – Impact evaluation definition (1/2)



It's the last link in the results chain, which relates the inputs of an intervention to long-term results.
 Is the significant and long-term effect on social, economic, environmental and other indicators, primary or secondary, produced by an intervention.



Source: Amaral, P. (2013). *Avaliação de Impacto: breve introdução*; I Santos, F. et. al. (2015) *Manual para Transformar o Mundo*.

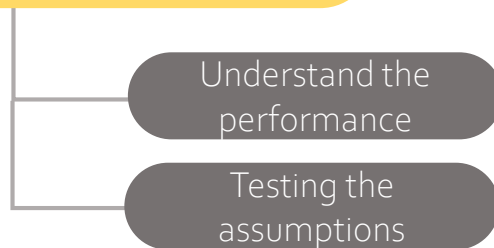


Resource 45 – Impact evaluation definition (2/2)

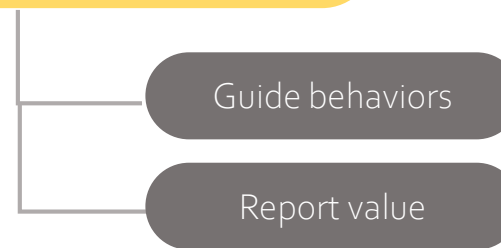
Impact measurement/evaluation refers to the process of analyzing, calculating and monitoring changes (positive or negative) that results from the implemented solution's system. Impact measurement is essential to validate whether the initiative creates (or not) value for society. A systematic approach to impact measurement allows the initiative/organisation to communicate the actual return to society (funders, stakeholders and beneficiaries), as well as to inform of what it is actually achieving and, thus, plan its growth to achieve an increasing impact.

IMPACT EVALUATION

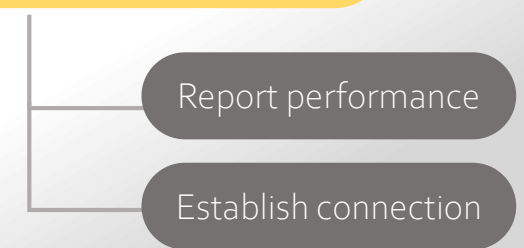
MEASURING TO LEARN



MEASURING TO ACT



MEASURING TO ENGAGE





Resource 46 - Theory of Change as an impact assessment tool (1/3)

THE POTENTIAL

The Theory of Change is a tool for planning and evaluation, which:



ALLOWS INVOLVING THE VARIOUS STAKEHOLDERS IN THE PLANNING FOR CHANGE



REPRESENTS PROCESSES OF CHANGE BASED ON WHAT ACTUALLY HAPPENS AND IN EVIDENCE



SHIFTS THE FOCUS OF INTERVENTION FROM WHAT IS ALREADY DONE TO WHAT NEEDS TO BE ACHIEVED



INTEGRATES ACTIVITIES AND STRATEGIES



ALLOWS TO EFFECTIVELY ATTRIBUTE IMPACT TO INTERVENTION

The theory of change describes the strategy to achieve the necessary change. It identifies the pre-existing conditions, paths and interventions necessary for an impact initiative to succeed, explaining how the first (immediate) changes relates to the intermediate and long-term ones. Theory of Change acts at a strategic level, mapping the interventions needed to generate the results that will ultimately lead to impact. Elucidates how the direct outcomes of the initiative are related to desired long-term changes.



Resource 46 - Theory of Change as an impact assessment tool (2/3)

STEPS

1 Formulating the vision and long-term change

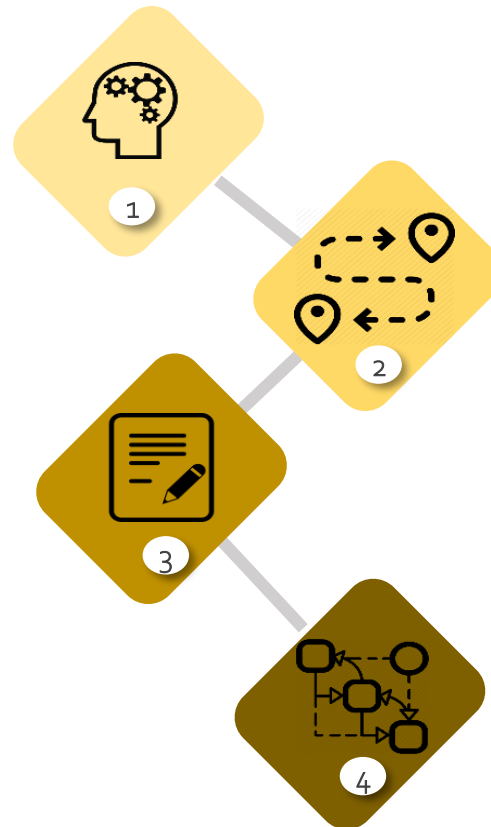
Vision - translates aspiration or long-term purpose, formulated in a general way.

Long-term change - specifically formulated, measurable, achievable and time-bound.

3 Writing the narrative

Is a summary of the theory, which:

- presents the changes map;
- explains its rationale and assumptions;
- presents arguments for the intervention logic.



Build the path(s) 2

Identify preconditions (changes) for the vision to be achieved. Map the changes chronologically reversed:

- List the changes;
- Group the changes;
- Link the changes.

Put the theory into practice 4

- Associate indicators to changes.

The quantitative indicator relates to a quantity or number (How many? How many times? How much?) and the quality indicator fixes qualities or characteristics (How? Where? Who? When? What? Why?).

- Establish intervention strategies

Only at this stage are designed the intervention strategies that can influence the succession of changes.

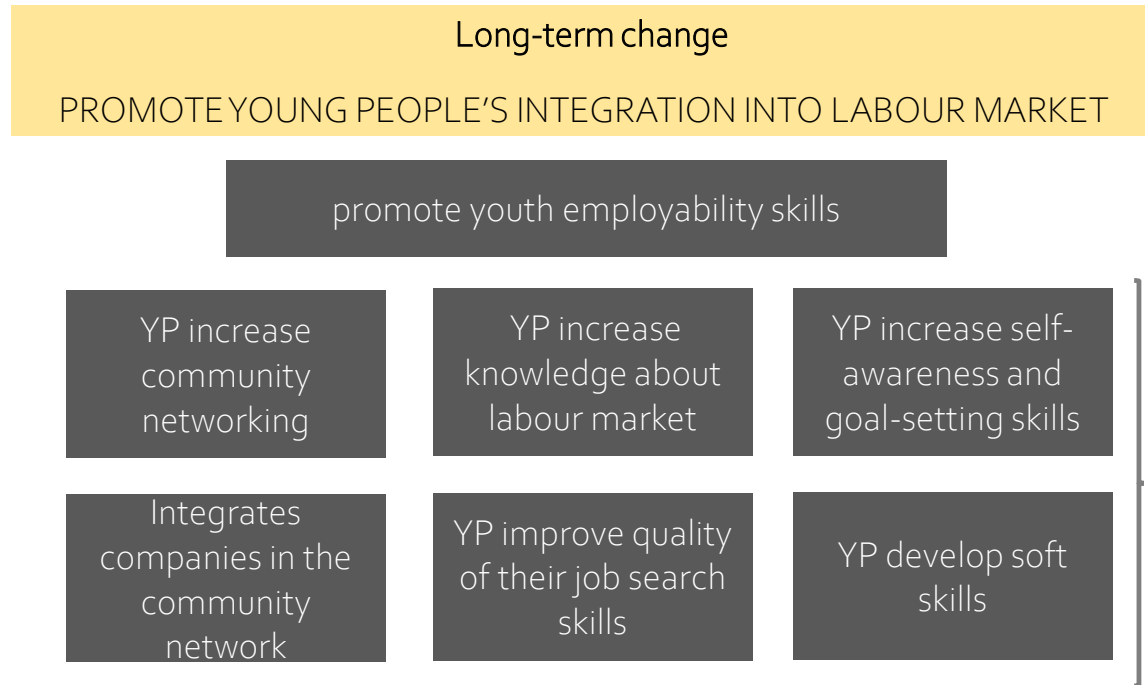


Resource 46 - Theory of Change as an impact assessment tool (3/3)

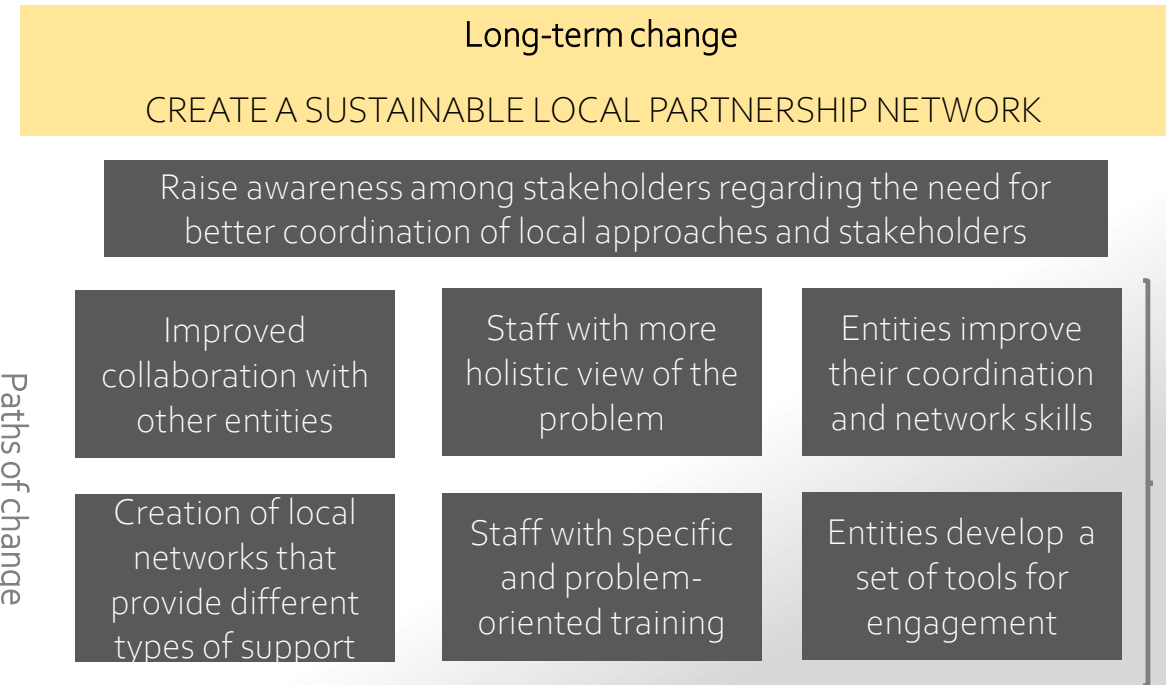
Changes Map

Visual representation of Theory of Change, built from long-term vision and the identification of the preconditions:

EXAMPLE 1



EXAMPLE 2





Resource 47 - Theory of Change design: Workshop model

Constructing a theory of change: This is also the first step in designing the evaluation plan as it identifies the outcomes you are trying to achieve



Tip: Conduct a workshop with key stakeholders to capture different inputs in a collaborative way while using the process below to map the journey from problem, inputs, outputs, and outcomes to impacts

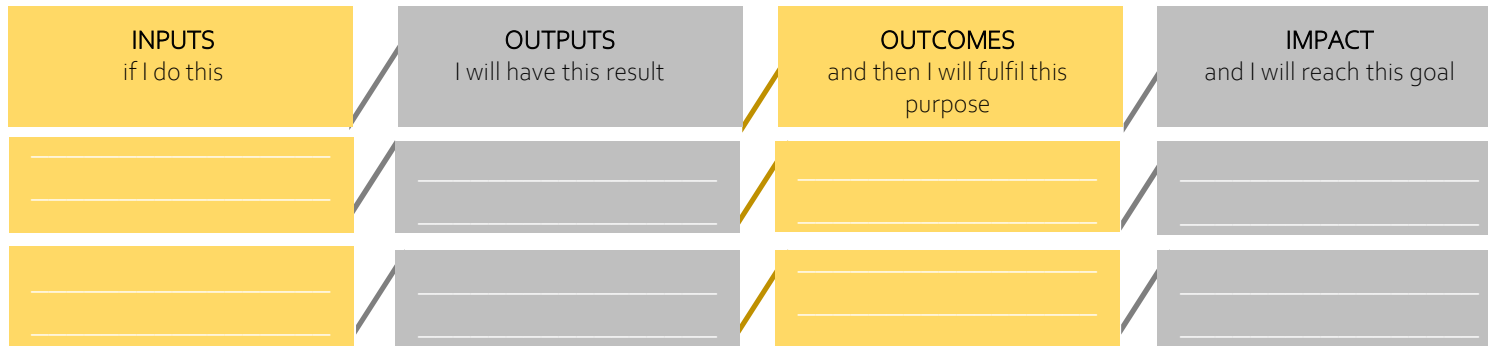
- Have representation from beneficiaries, staff and stakeholders
- Use post its and colours
- Think about what is feasible and testable
- Focus on 'how' not just 'what'

1. Formulating the vision and long-term change

How does the solution contribute to the change you want to create? Determine the impact goal:

3. Writing the narrative

Identifies the main elements of the map of the results chain that relate the inputs, outputs, outcomes and impact.



2. Build the path(s)

What intermediate changes must take place? what will be done to achieve the desired impact? Is there confidence that the activities will lead to the desired results?

list the changes

merge the changes

chain the changes

How can they be tested?



Resource 48 - Impact evaluation design: indicator construction criteria (1/2)

Indicators

Are the bridge between the expected results and the data collection process and corresponds to items of information that describe observable characteristics or changes. The information from these indicators is then used to build a tangible, relevant and validated picture of the benefits being achieved.

For each outcome its necessary to:

- defined appropriate indicators
- how the data will be collected
- by whom
- when

Examples				
Type of indicator	Results	Indicators results	Data collection method	When and by Whom
Quantitative	Young people create more opportunities to enter into labour market	Number of job applications	Questionnaire	Halfway and at the end of the intervention, answered by the participant
Qualitative	Stakeholders increase their awareness about the need for better coordination of local approaches	Stakeholders' perception of being more aware of the need for better coordination of local approaches	Interviews with stakeholders	At the end of intervention



Resource 48 - Impact evaluation design: indicator construction criteria (2/2)

Good indicators must be:



Relevant - indicate the real benefits expected to be achieved.



Sensitive - are sensitive to change.



Defined in time - oscillate over the time they are being monitored.



Measurable – subject to quantification and measurement.



Specific - the indicators are specific to what is being measured and exist on a comparable scale, so that monitoring can be done in the same way over different periods of time.



Consistent - indicators are consistent over time creating a reliable basis for comparison.



Practical - the indicators are simple and relatively quick to apply, making them practical and realistic for regular monitoring.



Resource 49 – Data collection process

The data collection process corresponds to the monitoring process that allows the follow up of the project and should be planned in project design phase.

The data collection process shall focus on:

Resources

Human and material resources (e.g. degree of financial compliance with initially estimated).

Activities

Measurement of participants involvement/performance evaluation (e.g. attendance, degree of participation in activities, level of satisfaction of participants by activity).

Service/product

Measurement of dosage and quality. Degree at which planned programme was implemented and general level of satisfaction of participants (e.g. How many sessions were held? How much of predicted activities happen? How the participant perceives the impact of the programme).

Results

Measurement of whether the programme has been conducted competently (e.g. number of young people who has developed the expected skills).



Resource 50 – Examples of data collection tools (1/3)

Dimension	Tools / strategies	Goal	Periodicity
Resources	Financial reports	assess the implementation rate of the financial plan	monthly
	Staff performance evaluation	assess the profile adjustment of employees	halfway
	Partnership assessment scale/questionnaire	promote reflection and appreciate satisfaction with the process and network results	halfway
Activities	Attendance record	monitor the number of participants present in each activity	by activity
	Observation grids	observe the participants' performance based on pre-defined criteria (attitudes, motivation, participation)	by activity
	Satisfaction/feedback questionnaire	assess whether or not the activity met the expectations and needs of participants	by activity
Service/product	Satisfaction/feedback questionnaire	assess whether or not, in general, the services provided are meeting the expectations and needs of participants	periodically
	Activity/execution reports	monitor the implementation rate of the project (number of activities performed, etc.)	periodically
Results	Self-assessment questionnaires	assess the participant's perception of the effect of the intervention on his or her development	Before (baseline), and after the intervention (pre and post test)
	Control group	allows the comparison between the intervention group and a homogeneous group without intervention by validating whether or not the results are due to the action	Pre and post intervention
	Follow up	monitor the participant's progress	after participation in the project
	Interviews	collect information, in a more or less structured way involving more in-depth contact between the interviewer and the participant. allows access to attitudes, perceptions, opinions, usage, etc.	before, and after the intervention
	Portfolios	It is an organized and properly planned collection of work produced by the participant, in order to provide a broad view of its development (personal, social, emotional skills)	during intervention



Resource 50 – Examples of data collection tools: possible combinations (2/3)

A range of methodological approaches can be used for impact evaluations. Which ones are most appropriate to evaluate a programme depends on:

Resources available

Evaluation expertise

Local context

Evaluation questions

Intended use of data

EXAMPLE 1 More simple

EXAMPLE 2 More complex

Design approach

Key evaluation question

Requirements

Methods

- THEORY EVALUATION BASED ON A THEORY OF CHANGE
- HAS THE INTERVENTION MADE A DIFFERENCE? HOW HAS IT DONE THAT?
- GOOD UNDERSTANDING OF CONTEXTUAL FACTORS
- MIXED METHODS RECOMMENDED:
 - SELF-ASSESSMENT QUESTIONNAIRE AT THE END OF PROGRAMME TO DETERMINE PERCEIVED IMPACT
 - INTERVIEWS WITH A SMALL NUMBER OF PARTICIPANTS

- EXPERIMENTAL EVALUATION USING A CONTROL-GROUP DESIGN.
- TO WHAT EXTENT CAN A SPECIFIC (NET) IMPACT BE ATTRIBUTED TO THE INTERVENTION?
- LARGE NUMBERS OF PARTICIPANTS, SIGNIFICANT HUMAN AND FINANCIAL RESOURCES, CONTROL GROUP
- ONLY QUANTITATIVE METHODS POSSIBLE:
 - SELF-ASSESSMENT QUESTIONNAIRE AT THE BEGINNING AND THE END OF PROGRAMME TO MEASURE DISTANCE TRAVELLED USING STANDARD INSTRUMENTS (ALSO CONTROL GROUP)
 - FOLLOW-UP OF PARTICIPANTS



Resource 50 – Examples of data collection tools: questionnaire examples (3/3)

Self assessment questionnaires

NEETSinACTION

Thinking about YOUR GOALS FOR THE FUTURE. In what extent do you agree with the following statements? Use the following options: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have aims that I would like to achieve in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a clear vision and pathway for my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm motivated to achieve the aims that I have set myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what steps are needed in order to achieve my aims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about HOW YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES. In what extent do you agree with the following statements? Use the following options: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know what my further learning interests are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what my future employment interests are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what kind of courses are available/I can choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what kind of professional careers I can choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what qualifications and skills are needed to move into the course(s) I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what qualifications and skills are needed to get the job(s) I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how and where to look and apply for courses of relevance to me at VET colleges or universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to search and apply for a job (writing a CV, looking at job advertisements and doing well at job interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project: Connecting Young People to their Aspirations through Practical & Vocational Training

Facilitators questionnaire (Observation grid)

NEETSinACTION

4.3. Facilitators baseline questionnaire

Facilitator baseline questionnaire

YF ID	YF Initials	Date							
Rate on the following scale and add a comment (use 1 to 7, where 1 equals low and 7 equals high level of skill)									
			1	2	3	4	5	6	7
Supportive Team Player (e.g., works well together with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability (e.g., does what s/he says; arrives on time, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Attitude (e.g., is optimistic and hopeful)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsive to Feedback (e.g., responds well to feedback and can handle criticism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility (e.g., takes account for own behaviour and makes independent decisions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication – confident (e.g., communicates effectively and with confidence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Emotions (e.g., is good at keeping emotions such as aggression under control)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation (e.g., is motivated to come to sessions regularly and move into EET)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence (e.g., trusts in own abilities and skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project: Connecting Young People to their Aspirations through Practical & Vocational Training



Resource 51 – Evaluation reporting

Following the design of the evaluation plan and data collection the last two steps are data analysis and reporting. Analysing collected data aims to answer the evaluation questions and determine if the programme had an impact.

There are different approaches for the analysis of quantitative data (numbers) and qualitative data (text). For reporting of findings and learning always keep in mind who the intended users and stakeholders are and what format will work best for them.

The traditional way of reporting is to produce an evaluation report.
A common structure is:

- Executive summary
- Programme overview
- Evaluation methodology
- Findings by evaluation questions
- Conclusion



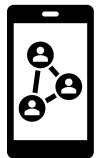
Other options include different presentation events, formats and using different materials:

- Workshop with stakeholders
- Conference presentation
- Poster
- PowerPoint
- Video
- Newsletter



Another consideration is data visualisation to support communication of findings:

- Infographics
- Graphs and charts
- Word Cloud
- Diagrams
- Map





Resource 52 – Sustainability strategies (1/3)

Sustainability Assessment - The sustainability plan should be part of the initial design of the project and allows, not only to consider how the results can be disseminated, but also how to build the growth model. The decision-making process must be based on the results that emerged from the evaluation plan.

The sustainability plan should focus on:



Strategic options

structural options in the project design that benefit its sustainability (ex. number of partners involved, type of partners, project budget, etc).



Dissemination

give visibility to the project and make findings more readily available.



Scaling process

how can the project grow/continue?



Resource 52 – Sustainability strategies (2/3)



Strategic options

Strategies – examples:

- Co-construction and involvement of various stakeholders in the design and development of the project, enhancing ownership of the project by various key players;
- Realistic budgeting;
- Rigorous evaluation to promote sustainability (it is essential to understand the relevance of replication and continuity of a pilot project).



Dissemination

Strategies – examples:

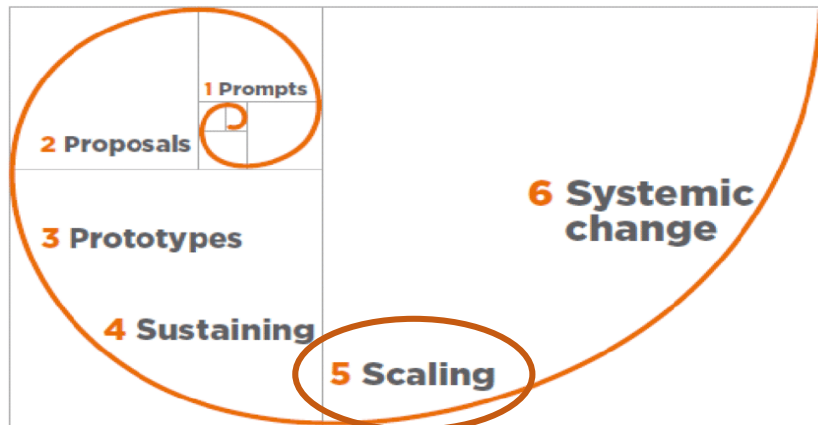
- Communication plan (newsletters; publication on social networks, etc.);
- Brand image/identity of the program;
- Seminars, workshops, presentations with key stakeholders;
- Systematisation and publication of results.



Resource 52 – Sustainability strategies (3/3)



Scaling process



Scaling deep

deepening the impact - diversify the range of products or services provided to the beneficiary (e.g. increase the quality of services/products, increase the number of services/products, develop more innovative management strategies).

Scaling up

maximise the impact - replicate/adapt the model in/to other contexts. (e.g. geographical increase; change of target group).

Scaling out

expand the impact - disseminate the solution/model to achieve more impactful and systemic levels of change. Model appropriation by other entities/initiatives.

Strategies – examples:

- Search for new financing lines;
- Franchise model;
- Technicians training/ entities capacitation;
- Distribution of a methodology guide.



Resource 53: Sustainability plan design

Strategic Options - strategies

Dissemination - strategies

Scaling Process - strategies

Scaling deep?

Scaling up?

Scaling out?



Evaluation items

Complete the following table considering how much you feel prepared regarding the following topics:



	Not at all	A little	Fairly	Very much	Totally
To build an evaluation plan (build the paths and the results chain)					
To describe the Theory of Change and its advantages in monitoring and evaluation					
To define evaluation indicators					
To identify different evaluation tools and choose the most proper ones					
To describe the steps to set up a sustainability plan for the project					
To identify different sustainability strategies					



2.Syllabus

05. Adapt



Introduction



This module focuses on how to adapt COMNETNEET intervention model to different contexts or target publics.



This module is particularly relevant for professionals involved in project design and strategic development.



- It's an informative and practical module.
- Its contents are based in literature and knowledge gathered during COMNETNEET implementation/partners experience.



Learning outcomes

At the end of the training module, trainees will be able to:

Identify key factors that allow intervention's adaptation

- Recognise territory diagnosis as key to future adaptations
- Identify how multi-stakeholders approach can facilitate adaptation
- Identify the flexibility within the proposed intervention methodologies



Adapt proposed intervention model to other targets, contexts and formats

- Identify other potential targets
- Identify other potential contexts
- Identify other types of intervention





Specific contents

01

Key factors to future adaptations

- 1.1 Evaluation results
- 1.2 Territory diagnosis
- 1.3 Multi-stakeholders approach
- 1.4 Flexibility of intervention methodologies

02

Other possible applications

- 2.1 Other target publics
- 2.2 Other contexts
- 2.3 Other formats of intervention



Activities (1/2)

1. Key components

Resource 54: Adaptation facilitators



GOAL: To provide an overview of the different COMNETNEET factors that facilitate project adaptation and to highlight evaluation's role on adaptation guidance.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity.

TIME: 45 mins.

MATERIALS: support presentation.

1. Key components

Resource 55: Territory diagnosis and its link with adaptation



GOAL: To demonstrate the diagnostic potential to support adaptation.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity. Ask participants to give examples using the presented topics.

TIME: 25 mins.

MATERIALS: support presentation.

1. Key components

Resource 56: Multi-stakeholders approach and its link with adaptation



GOAL: To demonstrate the adaptation potential of a multi-stakeholder approach.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity.

TIME: 15 mins.

MATERIALS: support presentation.

1. Key components

Resource 57: Intervention methodologies: adaptation flexibility



GOAL: To demonstrate the adaptation potential of flexible methodologies.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity.

TIME: 15 mins.

MATERIALS: support presentation.



Activities (2/2)

1. Key components

Resource 58: Adaptation process - put in practice



GOAL: To apply the knowledge about the process of adapting an intervention.

IMPLEMENTATION SUGGESTION: ask participants (individually or in pairs) to fill in the templates based on the COMNETNEET model. At the end, ask them to share and analyse according to the contents previously presented.

TIME: 35 mins.

MATERIALS: support presentation + blank templates

2. Possible applications

Resource 59: Other target groups



GOAL: To present different types of possible targets.

IMPLEMENTATION SUGGESTION: use this resource as an example of possible adaptations needed for different target groups; ask for contributions from participants to complete the table.

TIME: 25 mins.

MATERIALS: support presentation + blank template.

2. Possible applications

Resource 60: Other contexts



GOAL: To present different types of possible contexts.

IMPLEMENTATION SUGGESTION: use this resource as a base for an informative activity.

TIME: 15 mins.

MATERIALS: support presentation.

2. Possible applications

Resource 61: Other formats of intervention



GOAL: To present other possible formats of intervention.

IMPLEMENTATION SUGGESTION: use this resource as an example of possible adaptations needed for different target groups; ask for contributions from participants to complete the table with other examples of formats.

TIME: 25 mins.

MATERIALS: support presentation + blank template.



Resource 54 - Adaptation facilitators

Pilot projects allow testing intervention methodologies. Once its impact has been validated it can be scaled up and replicated (different audiences, different contexts, different conditions).
 The COMNETNEET project had the main goal of developing an innovative intervention model targeted to young NEET, possible to apply in different contexts (different countries). The following model features facilitate future adaptations:

05

PRODUCED DELIVERABLES

COMNETNEET has produced several outputs that can guide future adaptations:

- Good practices on NEETs social inclusion synthesis
- Tools Guide
- Guideline to implement the model
- Pilot countries report
- Guide for social inclusion

04

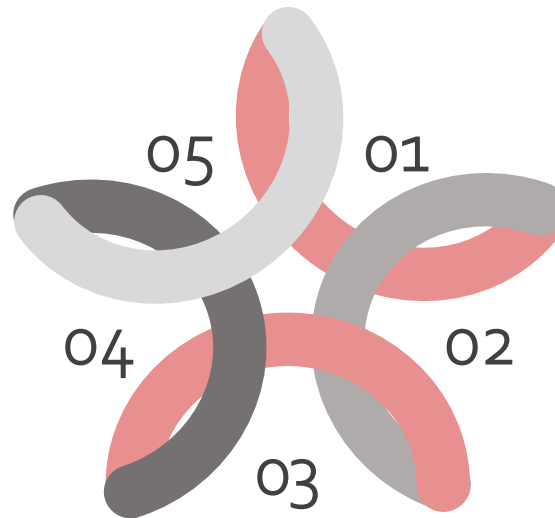
TESTED IN 3 COUNTRIES

This intervention was tested in 3 countries with different young people, in different contexts, with different needs and different resources.

03

MONITORING & EVALUATION PROCESS

- An evaluation process not only produces findings about what works, but also provides information about what is needed to make the intervention work for different groups in different settings, which can then be used to inform decisions.



INTERVENTION BASED ON TERRITORY DIAGNOSIS

A diagnosis it's an open instrument that is always under construction. Allows adaptations within the project itself or between applications of the same methodology in a different context.

01

INTERVENTION FLEXIBILITY

- Intervention methodology is flexible based on individual action plans;
- Multi-stakeholder approach facilitates adaptation of the model to different realities and needs.

02



Resource 54 – Adaptation facilitators: Role of evaluation

Oriented group discussion for stakeholders on how evaluation can guide future adaptations

2 hours group discussion (aprox. 10 participants) between stakeholders who implemented the intervention in order to explore data collected through evaluation and how it can guide future adaptations. This resource aims to inspire trainees to conduct this type of sessions after they finish their intervention and/or at a pre-defined moment during intervention.

Below, find some guiding questions to conduct group discussion. A template can be filled at the end of the session to compile information discussed. Group discussion participants can be divided in small groups or the whole group provide its inputs to all questions.

Did you achieved interventions main goals? Which factors contributed the most to project goals (un)achievement?

Did your intervention worked best with a specific target profile? If so, which one and what do you think contributed to that?

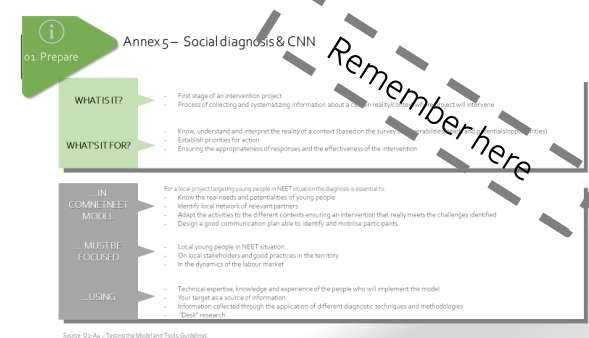
It was more effective to provide intervention with a certain profile of stakeholders? If so, which profile and which factors, in your opinion, justify it?

Did you achieved other goals beside the ones you have defined? If yes, which ones and what, in your opinion, make that possible?

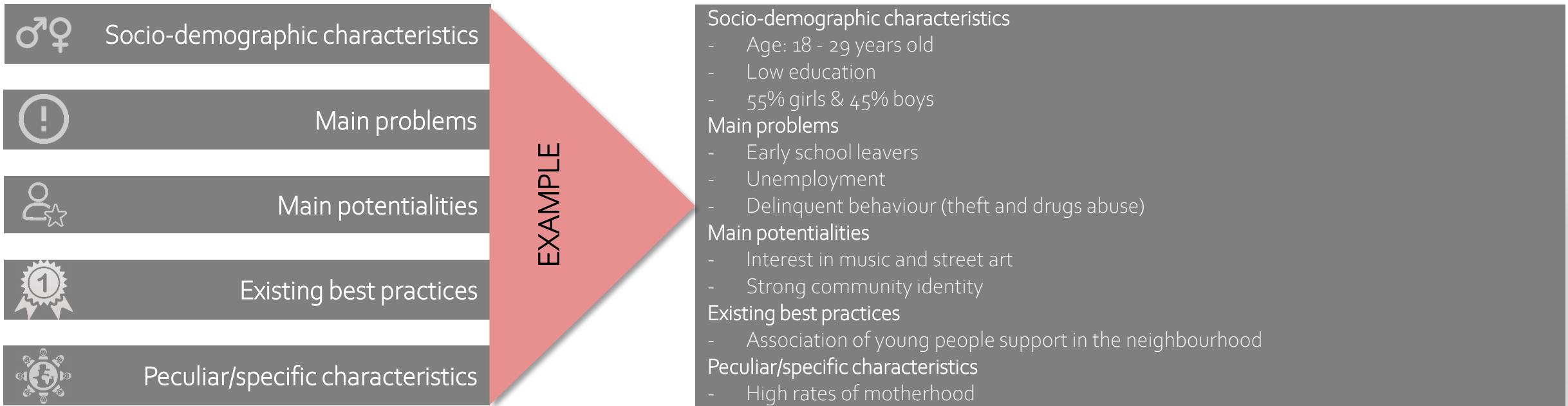
To which other contexts or target public do you think your intervention can be applied? What changes/adaptations you think it would be necessary?

What can you do differently in the future in order to maximize intervention positive impact?

Resource 55 - Territory diagnosis and its link to adaptation



Intervention model assumes that each's stakeholders network will design its own intervention plan according to diagnosis information. So, according to your own local territory diagnosis you will gather key-information to adapt intervention:





Resource 56 - Multi-stakeholders approach and its link to adaptation

Multi-stakeholder approach enhances and makes more effective the adaptation of intervention models to different contexts. The participation of different partners and the heterogeneity of the network allows:



a broader view of the territory of intervention



faster identification of the methodologies to be implemented, taking into account the know-how and good practices of the entities



diversity and more effective answers and possibility of referral taking into account the area of activity of each partner (e.g. health area; education area, etc.)



complementary approaches, with different scopes taking into account the type of organisation (NGO, Public, Private)

Resource 57 - Intervention methodologies: adaptation flexibility

The more flexible the intervention methodologies are, more adaptable they are also to:

- different contexts
- different individual or group needs
- existing resources

In COMNETNEET intervention model only individual coaching-based sessions and work based experiences always integrate participants' plan. The other proposed methodologies are optional and there is no specific n° of sessions defined per participant.

02. Act

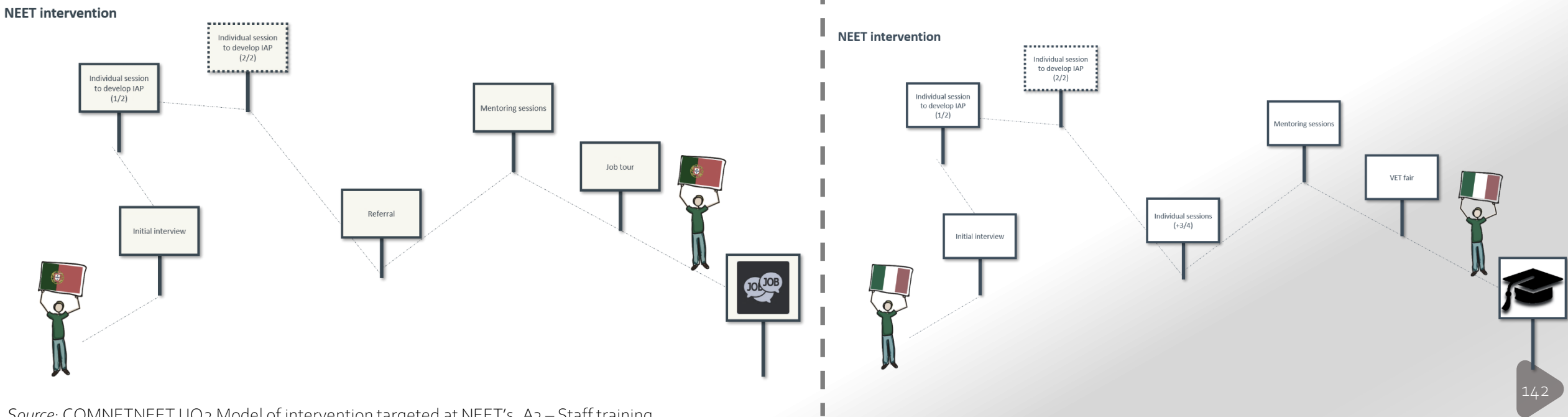
Resource 16 – Interdependency between intervention methodologies: when to use each (2/2)

Each individual intervention process may imply several methodologies.

Remember here

- Aligned with project personalized approach, we believe that **individual coaching based sessions** are always a part of each individual pathway. It serves as an overall and individual definition about the NP of individual sessions per participant (generally it can go from a minimum of 1 to a maximum of 2 sessions of approx. 60 mins. each)
- **Referral** must integrate the intervention whenever there is a specific need that cannot be addressed by these methodologies (e.g. health, financial support, housing, etc.). Due to its nature there is no fixed number of referrals per participant.
- **Group sessions** are particularly useful when it's clearly advantageous to train skills in group (e.g. communication, problem solving, creativity, job search techniques and tools, etc.). On the other hand, the group context allows to experience a greater sense of belonging and to enlarge participant's social and professional network. 4 to 8 group sessions (approx. 60 mins.) are recommended but it can be adapted according to participants' needs.
- **Mentoring sessions** are particularly useful for participants who want to know more about a specific professional field or don't know yet what to choose and want to explore different options. Usually there a min. of 3 to a max. of 5 mentoring sessions.
- **Work based learning experiences** are also one of the methodologies that should always integrate an individual pathway since it can have a major impact on young people's professional and personal development. Each participant can have 1 or more WBL experience. Types of WBL are explored in more detail in the part 6 of this module.

Individual pathway of each participant is co-constructed with him/her and is adjusted to existent needs and available resources. Examples of 2 possible intervention pathways:





Resource 59 – Other target groups

Several groups can benefit from interventions that promote their socio-professional integration. For each one, specific adaptations should be made:

Different target groups	Examples of adaptations to be made in intervention
Older unemployed	<ul style="list-style-type: none"> - We may need to focus more on skills requalification as one of the referral possibilities - We may need to include digital skills development as competences to work in group sessions
Long-term unemployed	<ul style="list-style-type: none"> - We may need to make more referrals related to financial support - We may consider to focus individual sessions and group sessions on developing professional self-esteem and self-image
Migrants	<ul style="list-style-type: none"> - We may need to make language adaptations and to have language courses as a possibility of referral - We may use group sessions to promote social and cultural integration and focus more on labour market and recruitment processes




IDENTIFY OTHER POSSIBLE TARGET GROUPS AND EXAMPLES OF ADAPTATIONS TO BE MADE

_____	_____
_____	_____
_____	_____
_____	_____



Resource 60 – Other contexts

The same model can be applied to a similar target audience, but in different contexts:

Different Contexts		Key information to consider
	Geographical different neighbourhood, country, city or region	<ul style="list-style-type: none"> - Statistical data related to young people who are currently NEET - Identification of cultural and social particularities - Identification of existing good practices in the territory
	Institutional schools, child and youth care institution, community association, etc.	<ul style="list-style-type: none"> - Voluntary character of participation may need to be adapted - Integration of activities in the daily life of the institution - Involvement of the institutions' different key actors
	Time replication after x years	<ul style="list-style-type: none"> - Updated statistical survey of NEETs phenomenon - Identification of cultural and social particularities



Resource 61 – Other formats of intervention

Sometimes the contexts in which one operates are unpredictable and it is necessary to change the intervention format. In this exercise, explore intervention model adaptations for an online application:

Other formats	Intervention methodologies	Necessary adaptations
ONLINE INTERVENTION	Individual coaching-based session(s)	<ul style="list-style-type: none"> - obtain participant consent and understand their know-how related to the use of online resources - ensure access to the necessary online communication resources - use online meeting platforms that best suits the situation (interaction / user-friendly) - understand if the participant has a space with privacy where he can have the session(s) - as a rule, ask to keep the cameras on (but evaluating according to each particular situation) - review session frequency - reinforce confidentiality and data protection issues
	Group sessions	<ul style="list-style-type: none"> - use online meeting platform that best suits the situation (without restriction of number of persons per session) - alternatively prepare webinars or podcasts on the topics to be addressed - use an organisation platform, information sharing and task management with the group (e.g. Trello)
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



Evaluation items

Complete the following table considering how much you feel prepared regarding the following topics:



	Not at all	A little	Fairly	Very much	Totally
View evaluation as a process that can guide future adaptations to intervention model					
Recognise diagnosis potential as the basis for adaptation process					
Identify how a multi-stakeholder approach facilitates the adaptation process					
Identify how flexible methodologies facilitates adaptation					
Identify other target groups, contexts and formats where you could use this intervention model					
Identify and implement the necessary adaptations taking into account different audiences and different contexts of operation					



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THANKYOU!

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