

NEETS PROJECT

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

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

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

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

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Universidade Católica Portuguesa – Centro de Estudos dos Povos e Culturas de Expressão Portuguesa (Portugal)

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1. Introduction

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

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

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

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

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

According to Eurofound, “At EU level, NEETs are considered to be one of the most problematic groups in the context of youth unemployment” reason why the NEETS at RISK project identify characteristics and risk factors of becoming NEET, as well as the individual consequences of being NEET and the economic costs, scarring effects and wage penalties.

In international terms the NEET population is the group between 15-29 years old nevertheless due to the particular focus of this project - **prevention rather than remedial actions** - the project target group are those who are at risk of becoming NEET and not yet NEET. That is why the project target group includes young people who:

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

Developed based on the results of previous intellectual outputs, this Guide summarizes the project outputs by: presenting the model containing the methodological approach for the EARLY and INDIVIDUALIZED identification and targeting of young people at risk of becoming NEET and a set of preventive intervention measures TAILORED to the needs and specificities of the target groups; by reporting the results of the piloting of such model and by reporting the impact analysis results with a view to emphasize the potential of the model to be mainstreamed and integrated in the education/VET systems at local/regional/national and even European level.

The guide is organised in seven chapters as follows:

- Introduction (chapter 1);
- The guide starts by describing the NEET situation and providing examples of good practices to address the NEET issue (chapter 2);
- Abstract of the methodological approach (chapter 3);
- The different components of the model application - partners countries pilot experimentation including follow up and evaluation (chapter 4);
- Impact evaluation of the model (chapter 5);
- Conclusions and recommendations (chapter 6);

Annexes: with the main elements of the methodological implementation and the templates of the main tools used in the model application are also part of the Guide.

The present guide is addressed to education/VET entities/systems at local/regional/national and European level, both at practitioners' level and decision-makers level allowing them to apply an innovative methodology that can support Member States on their efforts to tackle the NEET phenomena.¹

During 3 years, the consortium worked intensively on products enhancing the support to prevent young people of becoming NEET and supporting a "smoother" transition of potential NEETs from the VET system to the world of work.

This strong Strategic Partnership, the intellectual outputs available at the project website (<http://www.preventingneets.eu/>), the local/regional networks of stakeholders developed in Portugal, Spain and Italy to support the project development and the pilot model application brought high level of potential longer benefits and high potential for mainstreaming and integration at political level in the education/VET systems at local/regional/national and European level.

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The aim was to develop an effective front-end strategy to address the NEET issue within the EU, build on European, national and regional partnerships developed for this purpose and on a series of tools developed to support practitioners and public services, and based on the research and experience gained from the pilot projects organized with local partners and country offices.

¹ The Project partners "Tavistock Institute of Human Relations" and "ISOB" developed a subproduct, "Practical guidelines on how to implementing the NEETS at RISK model" aimed at providing practical recommendations and a "hands-on" tool to technicians/teachers/trainers working with young people on the field. This product is available at the project website <http://www.preventingneets.eu/>.

2. NEET situation at partner countries and European levels

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

According to a Eurostat study, in 2014 ², 6.9 million young people aged 15–24 and an additional 6.4 million young people aged 25–29 were excluded from the labour market and from education in Europe. This corresponds to a significant increase in the NEET rate: in 2008, the figure stood at 11% of 15–24 years old and 17% of 25–29 years old; by 2014, these rates had increased to 12.4% and 20.3% respectively. There is also a huge variation between Member States, with rates varying in 2014 from below 7% (Denmark, Germany, Luxembourg and the Netherlands) to above 17% (Greece, Bulgaria, Italy, Romania, Spain and Croatia).

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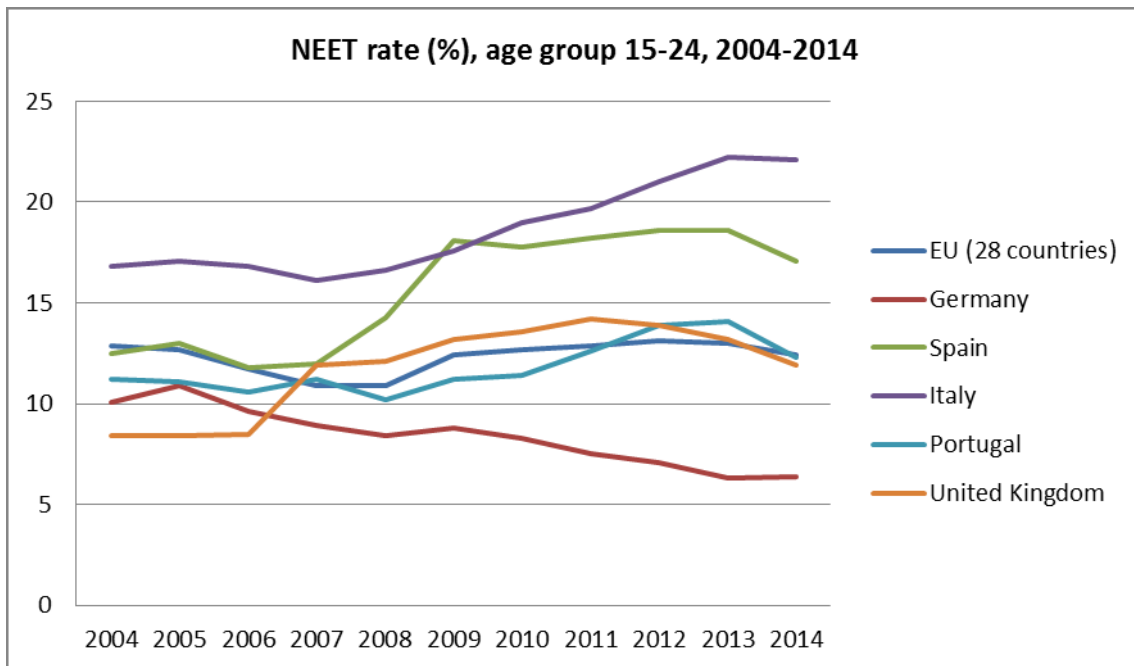
In fact, although the NEET problem in Europe is worsening, the situation is very different among countries. This difference is also noticeable among the countries in which we are focusing our attention, as Graph 1 shows. While in Germany, young NEETs are only 6.4% in the age group 15 to 24 years old,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

Over the last decade, NEET rates in some European countries aggravated considerably, in particular after 2008, as it was the case of Italy and Spain (Graph 2). Having already very high NEET rates before the economic crisis started, these countries registered a large increase of these values. Between 2007 and 2014, their NEET rates augmented around 40%. UK and Portugal also registered a growing trend of the NEET problem but in a much smaller rate. In this period, only Germany was able to keep very low and decreasing NEET rates.³

² This project was initiated in 2014 with a 3 years duration.

³ For in-depth information on the NEET situation in each country represented in the project – UK, Portugal, Spain, Italy and Germany - please read the document also produced within the NEETS at RISK project “Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications” and available at the project website <http://www.preventingneets.eu/>.

Graphic 1



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

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2.1. Characteristics and risk factors of becoming NEET

Among the factors and the characteristics associated with the NEET phenomenon, the following⁴ 3 are included:

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

⁴ From Reintegração da População NEET no Mercado de Trabalho e no Sistema de Ensino/Formação, SERGA, 2014. POAT/FSE: Gerir, Conhecer e Intervir.

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

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

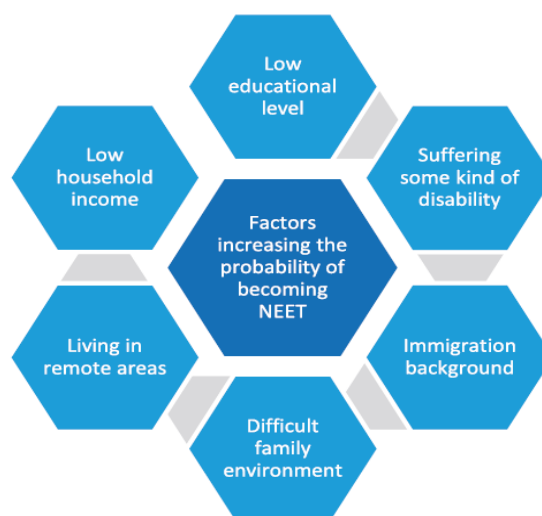
- Having parents who experienced unemployment increases the probability of being NEET in 17%;
- Young people with parents with a low level of education are up to 1.5 times more likely to be NEET than young people whose parents have a secondary education and up to two times more likely than those whose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

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

Graphic 2

Factors that increase likelihood of making Young NEETS



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

2.2. Consequences of becoming NEET

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

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

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

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

2.3. Preventive intervention measures/good practices

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

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

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

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

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

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Table 1 -Good Practices per Category of Measures

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

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

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

Table 2 - Good Practices Overview

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

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

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

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

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

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

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

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

3. The methodological approach⁵

Based on the study conducted, on the learning deriving from the above identified and described best practices and on the peer learning, exchanges and discussions among partners in the scope of a learning activity organized in London with all partners participation, a model - **the NEETS at RISK model** - was designed (**PREPARATION PHASE**) and tested (**IMPLEMENTATION PHASE**) in 3 pilot locations: Spain, Portugal and Italy. Also the NEETS at RISK project foresees a **FOLLOW-UP / EVALUATION PHASE** which, although linked with the model is not part of the model itself, so it is described in a separated chapter.

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

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The model includes:

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

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

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

⁵ For in depth information on this issue see “Guidelines for the application of the pilot project in partners countries” available at the project website <http://www.preventingneets.eu/>.

The **model** was designed to achieve the three key outcomes and **consists of five elements**:

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

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The next section describes the different elements of the model in a more detailed way as well as the way the project developed and tested the different tools and instruments of the model. ⁶

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

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

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

⁶ For more practical and “hands-on” guidelines on how to implement the model in future applications, consider reading a subproduct developed within the project, the “Practical guidelines on how to implementing the NEETS at RISK model” (<http://www.preventingneets.eu/>).

4.1. Preparation phase

The model developed as part of the NEETS at RISK project is closely correlated with the three phases of the project as described below. In fact, the model consists of five key elements of which the first – the preparation element - is equivalent with the preparation phase, while the four remaining elements are part of the implementation phase.

4.1.1. Preparation element

a) Development of a set of instruments

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

b) Preparation to apply the measures foreseen in the methodology

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

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

An important element of this preparation was the **development of national pilot project groups – as multi-agency project groups** - aimed to ease the development of the pilot and formed by staff school, project partners but also by local/regional external stakeholders that contribute and participate in the model application/implementation of the intervention.

c) Risk assessment criteria

There are various different approaches to identifying young people ‘at risk’ of becoming NEET. These approaches can vary from statistical approaches linking particular objective characteristics or circumstances (such as low attainment, socio-

economic background, ethnicity, etc.) with an increased probability of becoming NEET to approaches that identify particular attitudes or behaviours (via observation, teacher referral or self-completion questionnaires) which are seen as predicting an increased chance of becoming NEET in the future.

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

- The identification of young people perceived to be at risk of dropping out early by teachers, the school principal, school counsellors or other school staff. These might be students with low grades, low achievement, low attendance, having repeated one or more years or students from disadvantaged families;
- The analysis of available school data to identify 'risk factors' which in previous years have been shown to be associated with an increased risk of becoming NEET – these may differ depending on the particular area, but are likely to include low attainment, socio-economic status, school failure, etc;
- Completion of risk assessment questionnaires by students;
- Requests by students to be involved in the programme.

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d) Contents of mentoring and coaching sessions

In the framework of the pilot application, **mentoring and coaching sessions contents were developed** and prepared:

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

The materials prepared point out, in a very concise way, to the importance of the 8 key competencies for Life Long Learning as a framework concept for coaching and guiding youth in school. It suggests using individual interviews and group sessions to identify and develop individual competencies.

4.2. Implementation phase

e) Pre-selection/induction element: identification of young students to participate

According to the risk criteria defined above, **students** in the different pilot locations (Portugal, Spain and Italy) **were identified and selected to participate** in the pilot application of the model.

f) Guidance element: mentoring and coaching sessions

The process started with a face-to-face guidance session, where the participants meet the facilitator(s). The aim was to give the student the feeling that she/he has chosen to participate and take part in the programme as well as helping the youngster to identify and reflect on her/his personal objectives and professional expectations. Ultimately, the hope is that it helps the participant to be aware of her/his current competencies, raising awareness of personal strengths, individual achievements and the “where I do well”.

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All the information, collected by means of a semi-structured interview based on predefined items as described in the “Questionnaire for User Profile”⁷, must be discussed with the participant for she/he to know his/her “debit and credit sides” and what she/he needs to improve.

The **mentoring and coaching sessions contents**⁸ **that were prepared in the preparation phase were adapted and applied at this stage**. They are meant to facilitate the self-reflection of participants, promoting a proactive attitude towards employment where the acquisition of soft skills plays an important role. The intervention process will address personal (mentoring- related) topics, dealing with both intrapersonal and interpersonal abilities, with a focus on professional (coaching related) aspects and proactivity: adaptability, creativity, leadership, entrepreneurial spirit, etc. These sessions included two separate but complementary actions: individual interviews and a series of group sessions.

The main sessions developed must tackled the following topics:

- Employability and transition from school/VET to work;
- Work experience opportunities/internships;

⁷ See annex “Questionnaire for User Profile”.

⁸ “See “Mentoring and coaching sessions: employability and transition for school/VET to work” available at the project website <http://www.preventingneets.eu/>.

- Future, What choices?;
- Future Perspectives - Empowerment to choice and adaptation to change;
- Entrepreneurship – attractive areas;
- Exploitation on interesting areas;
- Citizenship.

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

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

The facilitator(s) play the role of a mentor and the role of a coach at the same time by addressing personal (mentoring-related) aspects as well as professional (coaching-related) aspects.

g) Experience element: work related experiences

This element of the model includes also mentoring and coaching sessions under a different format: **work experiences in companies such as internships, placements, short visits, jobshadowing as well as practical experiences regarding different VET options**. Again no specific syllabus to strictly follow was defined within the project but general guidelines were defined.⁹

The general principle was that facilitating transition from school to work is better achieved with early exposure to employers and real work situations. Internships and other forms of contact with the labour market are open learning process for both sides, youth and companies alike, so they are important to be part of the model.

⁹ See “Guidelines for Work and VET Placements - Mentoring and coaching sessions - provide work experience opportunities” available at the project website <http://www.preventingneets.eu/>.

This learning process must be informed and regulated by mutual feedback about progress and difficulties. Training experts from the company or from training providers supported the reflection and mutual feedback. They encouraged and supported the students to reflect, review and evaluate the experiences according to clear and transparent criteria.

For each mentoring and coaching session (sessions organised under the guidance element and the experience element) a report was prepared according to a template also developed within the project.¹⁰

h) Consolidation element: reflect on learning

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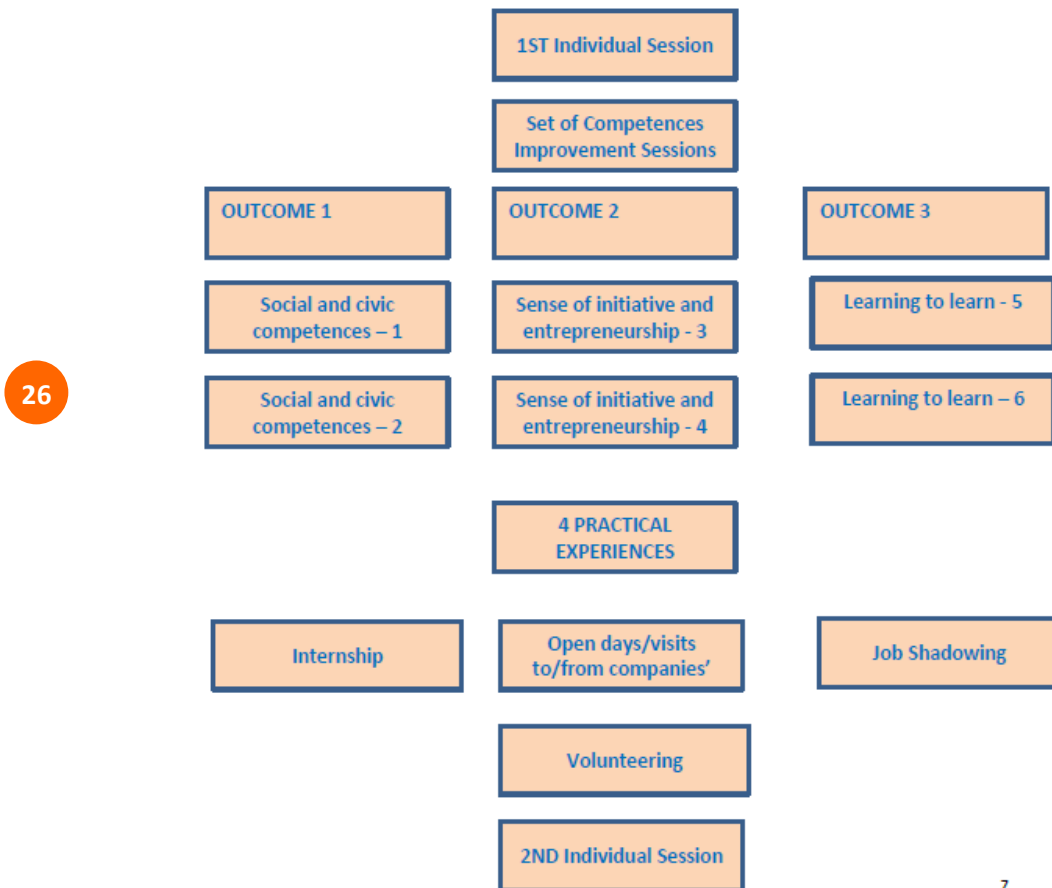
The aim of this last element is **to give students the opportunity to reflect on learning and experiences from the previous elements**. A second individual interview with the same questions asked as in the first interview was conducted in order to compare responses.¹¹ Potential changes in the student were observed allowing participants to reflect on their experience during this programme.

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

¹⁰ See in annex the template to report the mentoring and coaching sessions.

¹¹ See Annex "Questionnaire for Students – Second Assessment".

Graphic 3



7

4.3. Follow up and evaluation phase

a) Focus Group¹²

The methodology foreseen two kinds of focus group:

- focus group composed by school staff working with the target young people necessary for the development of the programme and also an instrument of quality and impact evaluation at certain phases;
- focus group / Stakeholders meeting integrating school staff but also different stakeholders taking part in the programme through several activities such as participation in the mentoring and coaching sessions and entities offering opportunities of internships; those can also be seen as an instrument of quality and impact evaluation.

¹² See annexes regarding Focus Groups.

One expected result deriving from the organisation of those focus groups is the creation of local/regional stakeholders networks as a guarantee of project sustainability namely to the part of the programme that foresees practical and work experiences opportunities.

b) Assessment surveys¹³

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

- The first one applied after the students selection with the objective of knowing their school career, family framework and support and their “status” towards the 3 expected outcomes that the project intend to measure;
- Second questionnaire applied after the intervention with the objective of knowing the school success and how they rate the expected outcomes after the mentoring and coaching sessions;
- Application of a 3rd questionnaire, six months after the intervention including a final student’s evaluation of the programme.

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

c) Output indicators

These indicators explained the activities developed along the programme allowing achieving the project foreseen results, as for instance:

- Number of mentoring and coaching sessions;
- Number of visits to VET providers;
- Number of internships/other forms of work experience;
- Number of focus groups.

All these activities were reported according to templates previously prepared and are an important element for project follow up and evaluation.

¹³ See annexes with questionnaires templates.

d) Outcomes indicators and theory of change

The outcomes indicators considered in the project were:

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

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

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- Students with relevant risk factors can be identified;
- Students with relevant risk factors can be targeted in a preventative way (that is effective);
- Dosage of intervention (sub-set of activities or combination of activities) is strong enough to affect change;
- The right people deliver (to the right Young people);
- Most young people complete the intervention;
- The model needs to be adapted to different contexts. This adaptation will not affect its effectiveness;
- A multi-agency approach is key to success;
- Teachers, counselors, youth workers or any other staff are willing to deliver the intervention.

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

Table 3

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

5. Impact evaluation ¹⁴

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

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

All three surveys had three tables ¹⁵each one referring to each outcome indicator:

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

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

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

The analyses of the evolution of the importance that students attribute to the questions linked with the expected outcomes considered are presented through an evaluation index defined as a composite indicator called “Average Rating Index” integrating degrees of importance from 1 to 5, assigning each student to different items of the variable considered.

¹⁴ For in-depth information on this issue see “Impact Evaluation of the NEETs at Risk Model” available at project website (<http://www.preventingneets.eu/>).

¹⁵ See annexes regarding questionnaires for students templates.

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

Table 4 - How do you do at school

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

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

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

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

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

5.1. Impact evaluation at the end of the intervention

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

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

Impact Indicator	Measure	Survey Statement	Value		
			Portugal	Italy	Spain
School/attainment achievement	a) Percentage of students who have improved average grade between 1st and 3rd term of the school year	Are more motivated to do well in their place of learning, including school or college students	80%	0%	30%
	b) Students have not failed school year	Are more willing to continue in learning, in school or via some other type of education or training, after completing compulsory	75%	0%	30%
School Attendance	a) Percentage of students who have improved school attendance, during the year (between 1st and 3rd term of the school year)	Are more motivated to do well in their place of learning, including school or college students	33,3%	40,0%	42,8 %
	b) Students have not dropped out of school, during the year	+ Feel more confident that they are able to do well at school	3,8%	(a)	(a)
School Expectancy	a)Percentage of students maintaining or improving expectations regarding the school grade they would like to achieve (general/ VET stream) (b)	Are more willing to continue in learning, in school or via some other type of education or training, after completing compulsory education	100 %	100%	1000 %

a) Unknown ; b) Maintaining

Concerning the **expected outcome “How do you do at school”** and referring to Table 7 indicators, the following data can be highlighted:

- school attainment/achievement: 80% of the students in Portugal have improved their average grade, on contrary in Spain only 3% of the students have improved their average grade and in Italy no students have improved. However, in Italy no students have failed school year;
- school attendance in all countries: less than 50% have improved school attendance during the year;
- school expectancy: all the students of the 3 countries maintained the expectancy regarding the school grades that they would like to achieve.

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

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

In relation to the expected outcome **“How do you feel prepared to make your future choices”** and concerning the indicator “self confidence” the most significant percentage is related to the measure b) namely in Italy for career choice (88,2%) and for Spain where 75% of the students know what competences are need to the course they want. In Portugal, more than 50% of the students declared to be comfortable only regarding “I know what kinds of courses are available/i can choose”. In terms of employability skills the students of the 3 countries for the presented measures declared in more than 50% of the cases to have improved, with exception of Portugal where the percentage is lower in terms of knowing what qualifications are needed to move to a course or to get a job.

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

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

Concerning the expected outcome “**How do you feel about your social skills and contacts**” the measure with more significant percentage is the one related to “Clarified their employment interest” through talks with professionals (53,4% for Portugal, 100% for Spain and 87,5% for Italy).

A global analysis regarding all the expected outcomes and considering the students opinions between the initial survey and the survey conducted at the end of pilot testing, show that:

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

5.2. Ex-post evaluation

The tools used for the ex-post evaluation in the three countries where the testing phase was implemented are: qualitative and face-to-face interviews with the students and a third student assessment survey.

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

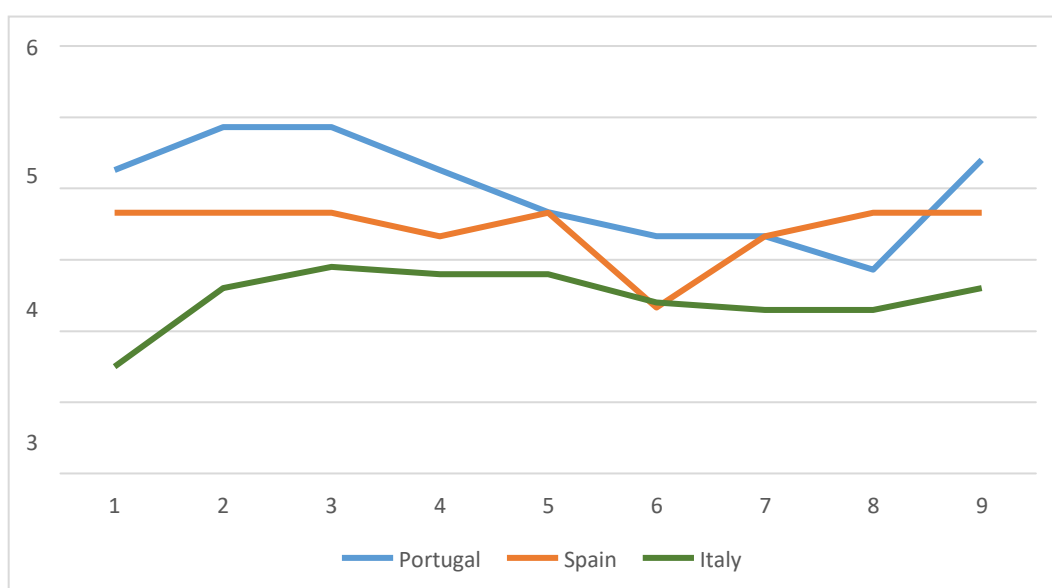
Questions	The most relevant answers
1 - The effects that students felt for participating in the programme	<ul style="list-style-type: none"> - Have increased knowledge of how to find a job - To do a CV - The importance of the school in their future life
2 - What the students like most about participating	<ul style="list-style-type: none"> - Company visits
3 - What they don't like	<ul style="list-style-type: none"> - Theoretical sessions
4- Improvements	<ul style="list-style-type: none"> - Longer project/intervention

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

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

Graphic 7

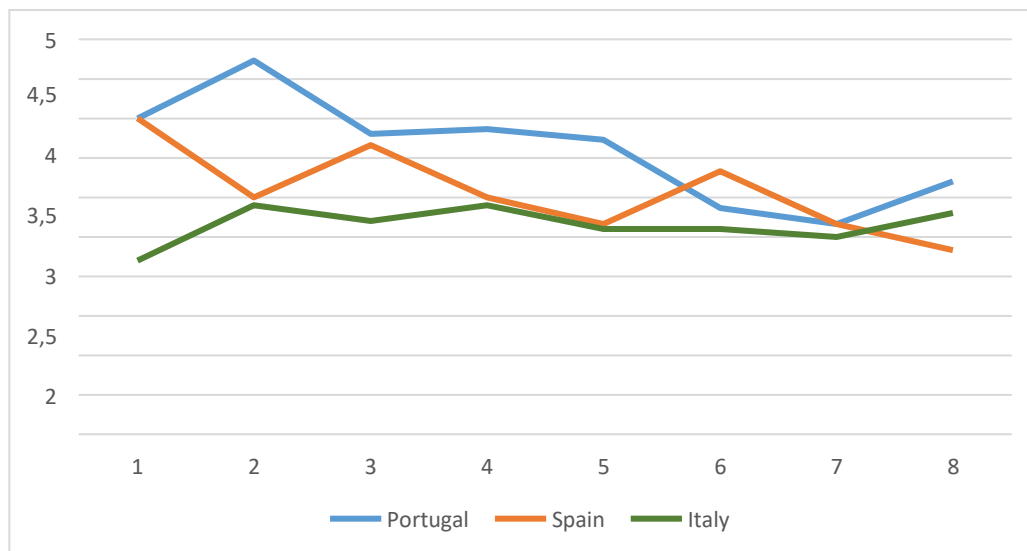
1 - How do you do at school



The results show that Italy presents significantly lower averages for all items (statements). On the other hand, Portugal is the partner country where the average to each item is higher with exception for the statement “Trying hard at school will help me to go to further studies/ university”.

Graphic 8

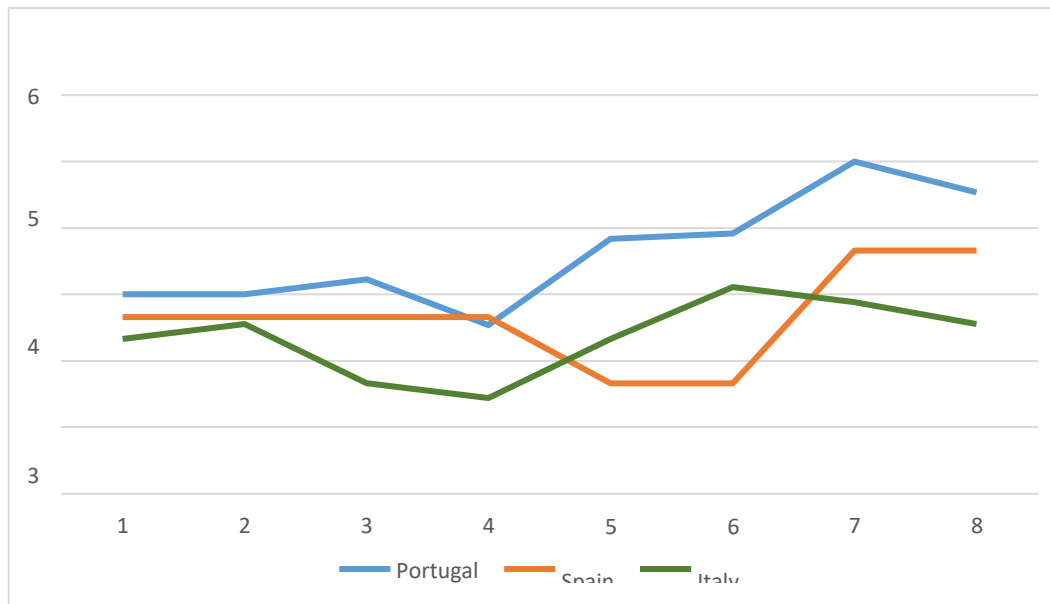
2. How do you feel prepared to make your future choices?



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In terms of “How do you feel prepared to make your future choices “, the results show that Italy presents to all statements an average value lower than 3,5, which means a weak agreement. Portugal presents the higher value for almost every itmes.

Graphic 9
3. How do you feel about your social skills and contacts?



In general, concerning the outcome “How do you feel about your social skills and contacts” we can see that the trend goes in the same direction that the two outcomes presented before. Portugal presents, an average value higher than the other two countries.

6. Conclusions and Recommendations

From the testing phase conducted in the three partner countries (Portugal, Spain and Italy) the following conclusions and recommendations could be identified:

From the **students’s point of view** (expressed through interviews and questionnaires) the main conclusions are:

- The majority of young people involved in the model testing said that they had increased knowledge on how to get a job - the Portuguese students want to finish 12 years of schooling in order to find a job or to get a better preparation to the labour market, the Spanish and the Italian students want to go directly to labour market since they have not shown interest in further education/training;
- The majority of students referred the importance of the project to help them in choosing their professional career and in the Portuguese case they even mentioned several occupations they are interested in;

- The students like better practical subjects concerning either the coaching sessions or the courses curricula; they would like to have more contacts with professionals and entrepreneurs as well as more practical exercises; they were most motivated in taking part and planning very practical activities – this was proven by a much higher level of attendance in such kind of sessions. Thus, they particularly like practical hands-on activities (such as painting the wall in Portugal), visits to companies (Spain and Italy), and work placements (Portugal);
- All students that answered to the survey in Portugal, Spain and Italy said that the project could be improved with:
 - More activities namely practical activities and company visits;
 - More job search activities and know more about job opportunities;
 - Internships being selected with students participation;
 - More meetings with professionals and entrepreneurs;
 - More practical exercises during group sessions.
- A significant number of students presented a positive evolution in terms of outcome indicators during the different phases of the impact evaluation and in general students didn't mention any important issue that they didn't like in the project;
- The students have shown great interest to do internships particularly if they can choose the kind of economic sector and/or occupation.

~

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

- The experimentation period varied between 2 to 6 months. It was considered too short. In order to achieve stronger results in terms of students behavior and attitudes changes a longer experimentation phase should be considered;
- The students selection phase is a very important phase of the methodology and it must be done with the participation of the teachers and school staff;
- The implementation of the model relies on selecting staff with skills to engage participants in the activities. This includes developing familiar programme routines and established behavioral norms, and findings ways to motivate students to engage in the different programme activities. While it is important to select staff with the right skills, time needs to be also spent on making sure that staff are fully briefed on the programme aims and are aware of good

practices in engaging students with very low levels of attainment and concentration;

- The social actors, the schools, the training centres and the companies are the leading actors of NEETs inclusion in the labour market and in society: they should work together in synergy and maintain a good communication throughout the intervention process and not only in the experience phase;
- The articulation with the labour market including companies must be stronger mainly through the employment services that need to have a closer relation with schools;
- Schools need a greater support in finding work experiences for students in order to enhance the links between schools and employers.

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The **project final conference organized** in Lisbon in the 29th June 2017 was a very important moment to collect feedback near **relevant stakeholders from the different countries involved in the project** (PT, ES, IT, UK, DE).

The following aspects in terms of **challenges and lessons learned** can be highlighted:

- The NEETS at RISK Model is innovative and of great quality but it is essential:
 - To prepare the technicians and the facilitators for the model field application, namely for the development of new routines and the interconnection with the ongoing curricular program;
 - To introduce some flexibility in the application of the model, depending on the needs of the students and the context of the school;
 - To increase practical sessions since it is difficult to involve students in theoretical sessions, which are felt to be too abstract and too long.
 - The NEETS at RISK Model was accepted by stakeholders in the 3 countries where it was tested (PT, ES, IT) however it is necessary:
 - To support schools in the organization of work experience sessions for trainees and in the development of greater contacts with the world of work;
 - To support schools strengthening their local partnerships and improving the administrative process management, namely regarding some logistical and practical issues, such as obtaining parental permission for students to participate in the program; obtaining insurance for students, etc.
-

- The positive impact of the project is illustrated mainly through the qualitative analysis (interviews, focus groups and stakeholders meetings), as well as through the quantitative analysis (impact assessment questionnaires applied to students), however:
 - A longer intervention program with a longer preparation phase would have a more significant impact on students, in particular on the experience element of the program.
 - The complete implementation of the NEETS at RISK Model requires an intensive work of partnership, an in-depth involvement of partnership resources and a strong commitment between stakeholders such as schools, training centers, companies, employment services, ONG working on the territory, etc.

Annexes

Annex 1 - Checklist

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

A) The screening phase

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

B) The preparation phase

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

C) The implementation phase

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

D) The follow-up and evaluation phase

- ✓ Focus Group with school staff and different stakeholders in order to know the effects of the intervention on the students;
 - ✓ Assessment surveys applied to the selected students in three different moments:
 - 1) objective of knowing the school career, family support and the importance of the expected outcomes before the coaching sessions;
 - 2) objective of knowing the school success and the importance of expected outcomes after coaching sessions;
 - 3) 6 months after the intervention with the final student's – ex- post evaluation.
-

- ✓ To consider the following output indicators:
 - number of coaching sessions;
 - number of visit to VET providers;
 - number of students participating in internships/other forms of work related experience.

- ✓ To consider the following outcome indicators:
 - Young people have a less negative attitude towards school/training/work;
 - Young people are more able to choose suitable EET;
 - Young people have improved their social capital to find a job.

Annex 2 - Questionnaire for User Profile (individual interview)

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

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

Annex 3 – Summary Report of Mentoring and Coaching Sessions

SUMMARY REPORT

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

OVERALL PROFILE OF PARTICIPANTS

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

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ATMOSPHERE AT GROUP SESSIONS

(i.e.: predisposition and participation of youngsters)

DEBATES AND TOPICS ADDRESSED

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

EX-POST IMPRESSIONS

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

OVERALL CONCLUSION

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

Annex 4 – Pilot Testing Template

SCHOOL DETAILS

Name of school:

Type of school:

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

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

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

PUPIL DETAILS

Number of participants:

Number of pupils offered to take part:

Number of pupils started on pilot:

Number of pupils remaining at end of pilot:

Main reasons for not completing pilot:

Characteristics of participants:

Gender (number of boys/girls):

Age:

Ethnicity/Country of origin/Mother-tongue:

Attainment levels:

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

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PRE-PILOTING

Selection:

How were pupils selected for inclusion?

Who was involved in selecting pupils?

Organisational:

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

How were they prepared to deliver the programme?

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

PILOTING

Programme delivery

When did programme delivery start/finish?

Where did it take place?

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

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

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

54

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

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

Annex 5 - Focus Group Sessions

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

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

Project?

Yes

No

Not sure

55

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

Yes

No

Not sure

1.3 Do you think that this project can facilitate employment?

Yes

No

Not sure

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

1.5 Have you heard about young people who are at risk of being NEET before?

(Please tell us where)

Yes

No

1.6 Do you think that this project is meaningful?

Yes

No

Not sure

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

56

Yes

No

Not sure

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

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

Thank you for filling in the questionnaire 😊

Annex 6 - Focus Group Results Reporting Template

Coordinator: Junta de Freguesia de Alcântara

Template Autor: ISOB GmbH

Contact:

Organisation:		
Author:	Email:	Skype:
Focus Group Facilitator:	Email:	Skype:
Place:	Time:	
Focus Group Participants: Name, organisational affiliation, field of activity, experience (please describe the relevance and dissemination potential of the AB member)		
1.		
2.		
3.		
4.		
5.		
(add as necessary)		
1. What is the general situation of NEETs in your area of activity (region, sector, agency, field of responsibility)? Coordinator: Please describe individual statements, fields of consensus etc.. (make sure that all relevant information is documented)		

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

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

STRENGTHS:

WEAKNESSES:

OPPORTUNITIES:

THREATS:

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

4. Discussion of NEETS project approach:

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

STRENGTHS:

WEAKNESSES:

OPPORTUNITIES:

THREATS:

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4.2. What can you do to support the project?

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

4.4. Any other relevant information

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

Annex 7 – Questionnaire for Students - Initial Assessment



Questionnaire ID Initial Assessment	Student No.	Place (PT, SP, IT)	Date

(to be filled in by the interviewer; add the student name, if possible)

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1. You are a: boy girl
2. When were you born? ____/____/____
3. In which country were you born? _____
4. Your nationality is: _____
5. Who do you live with most of the time? _____
6. Who is your guardian, in charge of your education? (father or mother, or other family member) _____
7. At school, you are at grade: _____
8. At school, you are at a:
 - General education program
 - Vocational oriented course
 - Other. Which is: _____
9. In the current school year, how often on average have you not attended school in a month? (choose only one option)
 - 5 or more days per month
 - 3-4 days per month
 - 1-2 days per month
 - Less than 1 day per month
 - I haven't missed school (if you selected this option, pass to question 11)
10. If YOU NOT ATTENDED SCHOOL, what were the main reasons for that? (you may choose more than one option)
 - I don't like the subjects
 - I don't like the teachers
 - I don't like the school
 - I had a suspension or a disciplinary action
 - I was ill
 - I had to support my family
 - Other reasons. Which are: _____

11. Usually do you participate in school activities other than classes?

- Yes (if you selected this option, pass to question 13)
 No

12. If NO, what are the main reasons not to participate in school activities? (you may choose more than one option)

- I do not want to
 I do not like the activities
 I do not have available time
 I need to be at home because I have family duties
 I need to be at work because I am a working student
 I have other(s) activity(ies) out of school
 Other reasons. Which are: _____

13. What grades did you get at the end of the 1st term of the current school year? (choose only one option)

- Mostly very good
 Mostly good
 Mostly sufficient
 Mostly not sufficient (negative grades)

14. Are you expecting to pass/ to succeed this school year?

- Yes
 No

15. Have you ever failed/ repeated a school year?

- Yes
 No (if you selected this option, pass to question 18)

16. If YES, how many times have you failed/ repeated a school year? _____

17. In your opinion, what were the main reasons why you failed? (for each reason, choose how important it was using the scale 1 to 5, in which 1 means the least important reason and 5 the most)

	1 (the least important)			5 (the most important)	
Poor grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor attendance record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor behaviour at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being motivated to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being unhappy at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having been ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not getting enough support or guidance from the teachers/ the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not getting enough support or guidance from my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor conditions at home to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

They praise me when I do well in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They give me the support I need to do well in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They encourage me to be involved in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They attend regular meetings with my teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They attend school events and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They talk to me about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They believe that education is important to succeed in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. What are your parents/ or your guardian's expectations for your education? *(choose only one option)*

To go to the university	<input type="checkbox"/>
To get a vocational course, of intermediate level or non-higher education	<input type="checkbox"/>
To complete the upper-secondary level and then leave school	<input type="checkbox"/>
To leave school before achieving a upper-secondary level	<input type="checkbox"/>
I don't think they have any expectations for my education	<input type="checkbox"/>

24. At what level of education did your father studied? *(choose only one option)*

Less than upper-secondary	<input type="checkbox"/>
Upper-secondary	<input type="checkbox"/>
Higher education	<input type="checkbox"/>

25. At what level of education did your mother studied? *(choose only one option)*

Less than upper-secondary	<input type="checkbox"/>
Upper-secondary	<input type="checkbox"/>
Higher education	<input type="checkbox"/>

26. Is your father currently: *(choose only one option)*

Employed	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Retired or inactive	<input type="checkbox"/>

27. Is your mother currently: *(choose only one option)*

Employed	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Retired or inactive	<input type="checkbox"/>

28. Thinking about HOW YOU DO AT SCHOOL, to what extent do you agree or disagree with the following statements? *(for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)*

	1 (strongly disagree)				5 (strongly agree)
I have the necessary abilities to do well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work hard to succeed at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like learning new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I like to learn about things that really matter to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to question the things that I am learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I find learning boring I usually find a way to make it interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I find learning too demanding I usually keep trying until I succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying hard at school will help me to go to further studies/ university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying hard at school will help me to get a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Thinking about HOW YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)

	1 (strongly disagree)			5 (strongly agree)	
I know what my further study 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 to look and apply for a course, at a school, a VET centre or a university	<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 for a job and attending a job interview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Thinking about HOW YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS that can help you to progress/ to do well after you leave school (to get a job, to do well in employment, to start your own business, to get further learning opportunities...), to what extent do you agree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)

	1 (strongly disagree)			5 (strongly agree)	
I know who to contact when I look for further training or employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know other young people working/studying in my areas of interest who can help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know some potential employers in my areas of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have visited some companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have talked with professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got some work experience as placements, internships, or on-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the skills needed to do well in employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of how to behave in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am positive about my skills to progress after leaving school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex 8 – Questionnaire for Students – Second Assessment

Questionnaire ID	Student No.	Place (PT, SP, IT)	Date
Second Assessment			

Student Name: _____

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1. In the last quarter, how often on average have you not attended school ? *(choose only one option)*

- 5 or more days per month
- 3-4 days per month
- 1-2 days per month
- Less than 1 day per month
- I haven't missed school

2. If YOU NOT ATTENDED SCHOOL, what were the main reasons for that? *(you may choose more than one option)*

- I don't like the subjects
- I don't like the teachers
- I don't like the school
- I had a suspension or a disciplinary action
- I was ill
- I had to support my family
- Other reasons. Which are: _____

3. In the last quarter do you participate in school activities other than classes?

- Yes
- No

4. If NO, what are the main reasons not to participate in school activities? *(you may choose more than one option)*

- I do not want to
- I do not like the activities
- I do not have available time
- I need to be at home because I have family duties
- I need to be at work because I am a working student
- I have other(s) activity(ies) out of school
- Other reasons. Which are: _____

5. What grades did you get at the end of last quarter of the current school year? *(choose only one option)*

- Mostly very good
- Mostly good
- Mostly sufficient
- Mostly not sufficient (negative grades)

6. Did you get success in this school year?

- Yes
 No

7. In your opinion, what were the main reasons why you failed in current school year? (for each reason, choose how important it was using the scale 1 to 5, in which 1 means the least important reason and 5 the most)

	1 (the least important)				5 (the most important)
Poor grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor attendance record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor behaviour at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being motivated to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being unhappy at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having been ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not getting enough support or guidance from the teachers/ the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not getting enough support or guidance from my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor conditions at home to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reasons. Which are:					
_____	<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"/>	<input type="checkbox"/>

8. Until what grade/ school level do you intend to study? (choose only one option)

- To the university
 To a vocational course, of intermediate level or non-higher education
 To the upper-secondary level and then leave school
 To leave school before achieving the upper-secondary level

9. How likely do you think is it that you will achieve this school level? (choose only one option)

- Very likely
 Fairly likely
 Not very likely
 Not at all likely

10. If YOU DON'T INTEND TO CONTINUE STUDYING until you complete the upper-secondary level, what are the reasons? (for each reason, choose how important it is using the scale 1 to 5, in which 1 means the least important reason and 5 the most)

	1 (the least important)				5 (the most important)
I don't like to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't like the course I am on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not able to get sufficient marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think school is not important to get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My parents/family do not expect that

I complete the upper-secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents/family need me to work so I can contribute to family income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to start working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reasons. Which are:					
_____	<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"/>	<input type="checkbox"/>

11. After you leave school, what would you like to do? (choose only one option)

Looking for a job and start working	<input type="checkbox"/>
Not looking for a job or start working nor studying	<input type="checkbox"/>
I do not know	<input type="checkbox"/>

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12. What are your parents/ or your guardian's expectations for your education? (choose only one option)

To go to the university	<input type="checkbox"/>
To get a vocational course, of intermediate level or non-higher education	<input type="checkbox"/>
complete the upper-secondary level and then leave school	<input type="checkbox"/>
To leave school before achieving a upper-secondary level	<input type="checkbox"/>
I don't think they have any expectations for my education	<input type="checkbox"/>

13. Thinking about HOW DO YOU DO AT SCHOOL, to what extent do you agree or disagree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)

	1 (strongly disagree)				5 (strongly agree)
I have the necessary abilities to do well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work hard to succeed at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like learning new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to learn about things that really matter to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to question the things that I am learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I find learning boring I usually find a way to make it interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I find learning too demanding I usually keep trying until I succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying hard at school will help me to go to further studies/ university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying hard at school will help me to get a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Thinking about HOW DO YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? *(for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)*

	1 (strongly disagree)			5 (strongly agree)	
I know what my further study 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 to look and apply for a course, at a school, a VET centre or a university	<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 for a job and attending a job interview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Thinking about HOW DO YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS that can help you to progress/ to do well after you leave school (to get a job, to do well in employment, to start your own business, to get further learning opportunities...), to what extent do you agree with the following statements? *(for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)*

	1 (strongly disagree)			5 (strongly agree)	
I know who to contact when I look for further training or employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know other young people working/studying in my areas of interest who can help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know some potential employers in my areas of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have visited some companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have talked with professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got some work experience as placements, internships, or on-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the skills needed to do well in employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of how to behave in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am positive about my skills to progress after leaving school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex 9 – Questionnaire for Students – Third Assessment



Questionnaire ID Third Assessment	Student No.	Place (PT, SP, IT)	Date

Name _____

Part A: Qualitative interview questions

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1. What difference did taking part make to you in terms of:

- Increased knowledge of how to find a job
- What is needed to do well at work
- Anything else

2. What did you like best about participating in the NEETs at risk project last year?

3. Is there anything you did not like so much?

4. In what way, could the project be improved?

5. What are your plans for the future in terms of further education/training and/or finding work? (Did taking part in the NEETs at risk project help you in making these plans in any way?)

Part B: Questionnaire questions

Thinking about HOW DO YOU DO AT SCHOOL, to what extent do you agree or disagree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree).

	1 (Strongly disagree)				5 (Strongly agree)
I work hard to succeed at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like learning new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to learn about things that really matter to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to question the things that I am learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I find learning boring I usually find a way to make it interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I find learning too demanding I usually keep trying until I succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying hard at school will help me to go to further studies/ university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying hard at school will help me to get a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about HOW DO YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)

	1 (Strongly disagree)				5 (Strongly agree)
I know what my further study 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 to look and apply for a course, at a school, a VET centre or a university	<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 for a job and attending a job interview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about HOW DO YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS that can help you to progress/ to do well after you leave school (to get a job, to do well in employment, to start your own business, to get further learning opportunities...), to what extent do you agree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)

	1 (Strongly disagree)				5 (Strongly agree)
I know who to contact when I look for further training or employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know other young people working/studying in my areas of interest who can help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74 I know some potential employers in my areas of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have talked with professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got some work experience as placements, internships, or on-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the skills needed to do well in employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of how to behave in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am positive about my skills to progress after leaving school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEETS

PROJECT

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

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

Partners:



Promoter:



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