



## 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*

### IO2 –A6

## Results of the application of the pilot project in partners' countries

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**Title**

Results of the application of the pilot project in partners' countries

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## Executive Summary

The main objective of IO2 was to develop an innovative model to identify and support young people at risk of being NEET and to implement and test it in three pilot locations (Spain, Italy and Portugal). As reported in IO2-A1, this model was developed via an iterative process involving all project partners between July and September 2015.

The main elements of the model include:

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

IO2-A2, A3 and A4 set out the key components of this model, while IO2-A5 presented the main ways of monitoring the results of the three pilots.

After summarising the main elements of the model and the data on which this report is based in Section 1, this document sets out the results of the piloting in Italy (December 2015 to July 2016), Portugal (February to June 2016) and Spain (April to June 2016), involving 52 students who started and 41 who completed the full programme in the three countries. Section 2 provides an overview and comparison across the three pilot sites with regard to the schools involved in the pilot, participant characteristics, and details relating to the different elements of the pilot projects with regard to preparation and delivery. Sections 3 to 5 then present more details on each of the three pilots in Portugal, Spain and Italy respectively – exploring the exact details of the pilot, an outline of each of the sessions delivered as part of it, key lessons learned from it, and sets out recommendations for the future development of the model.

The report ends with a final section presenting the main conclusions and recommendations of the pilot.

# 1. IO2 Methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET

## 1.1 *The NEETs at risk pilot model*

The main objective of IO2 was to develop an innovative model to identify and support young people at risk of being NEET and to implement and test it in three pilot locations (Spain, Italy and Portugal). The model aimed to be preventative – identifying at risk young people and providing them with a smoother transition into the labour market and/or further learning or training.

IO2 consisted of six logical activities across three distinct phases (Preparation, Implementation and Follow-up) – including:

### **Preparation**

- Activity 1 (A1): Guidelines for the application of the pilot project in partners' countries: this activity aims at developing the methodology with reference to existing best practices and of relevance to the needs and situations in the partner countries (July-September 2015)

### **Implementation**

- Activity 2 (A2): Application of the pilot project in partners' countries (September-December 2015)
- Activity 3 (A3): Mentoring and coaching sessions 1: employability and transition from school/VET to work (September-December 2015)
- Activity 4 (A4): Mentoring and coaching sessions 2: provide work experience opportunities (September-December 2015)
- Activity 5 (A5): Preparation of staff to apply the pilot testing and the measures foreseen in the methodology (December 2015)

### **Follow-up**

- Activity 6 (A6): Results of the application of the pilot project in partners' countries (October 2016 to February 2017)

IO2-A2 set out the proposed methodology and core intervention measures of the NEET at Risk project to be piloted in the three countries, including:

**The target group** – to include young people:

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

**The methods for selecting/identifying young people for inclusion in the project:**

It was decided that the particular approach adopted needed to be adapted to the particular situation or context in which the proposed model was piloted – but was likely to include one or more of the following components:

- The identification of young people perceived to be at risk of dropping out early by teachers or other school staff
- The analysis of available school data to identify ‘risk factors’ which in previous years have been shown to be associated with an increased risk of becoming NEET – these may differ depending on the particular area, but are likely to include low attainment, socio-economic status, school failure, etc.
- Completion of risk assessment questionnaires by the learners
- Requests by learners to be involved in the programme.

**The expected outcomes of involvement in the project included:**

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

**The mechanisms for achieving these outcomes included:**

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

- Enabling participants to put together a portfolio to help them recognise their skills, competencies, preferences and achievements relevant to different types of EET options.

**The main elements of the model to be piloted included:**

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

## 1.2 Assessing the results of the application of the pilot projects

Four documents and activities served as the main sources of information about the results of the application of the model in the three pilots:

- **Template for pilot testing** (see IO2-A5 and Appendix 1)
- **Session reports** (see Appendix 2)
- **Focus group** during the project meeting in Oviedo
- **Interview** with project partners in Italy

Tavistock designed the **template for pilot testing** to collect necessary baseline and monitoring data. More specifically the template asked for data about the school(s): including context information about the school(s), participants’ details (e.g., age, gender, ...), pre-piloting information (e.g., selection of participants) and piloting information (e.g., level of attendance per session).

They presented the template at the project board meeting in Regensburg and asked for comments and questions (July, 2016). Following that, project staff that was most involved in the testing was asked to complete the template. The three piloting countries completed the templates and sent it to Tavistock. Tavistock reviewed the collected information and asked for clarifications and further information in a few cases.

In-depth information about the sessions was provided by the **session reports**. Each piloting country provided summary reports of the sessions, however, each one in a slightly different format. Italy wrote one summary report of all group sessions combined and one summary report of the individual sessions. Spain provided separate reports of all six group sessions whereas Portugal completed separate reports for all 15 sessions they delivered including company visits. All reports were structured in the same way by dividing into five elements: Overall profile of participants, atmosphere at group sessions, debates and topics addressed, ex-post impressions and overall conclusions.

The **focus group** during the project board meeting in Oviedo (January, 2017) served as the third source of information. Tavistock designed this focus group with the aim to learn more about the piloting in each of the three areas. The focus group enabled project staff to reflect on the piloting, in particular in regards to strengths and weaknesses of the programme and any changes they would make to the model for future implementation. The initial exercise required everyone involved in the piloting to take notes about aspects of the programme that worked well, that did not work, and that could be improved. Experiences and opinions were linked to activities listed in the Theory of Change (see IO2-A1): Project preparation (e.g., staff selection and training) and pre-selection & induction (e.g., selection of school/IVETs); Project delivery divided into guidance (Ice breakers, confidence building, and employability skills), experience (work placements, VET placements, and meetings with EET providers) and consolidation (Job search skills, review). This exercise stimulated a discussion around recommendations and lessons learned. Project staff from FMA, CECOIA and JFA were present at the project meeting representing Spain and Portugal.

As no one involved in the application of the model in Italy was able to be present the exercise was repeated with project staff from Italy via a **skype interview** following the project meeting in Spain.

In addition, Tavistock sought the write-ups of the **individual interviews** for further background information about the participants.



## 2. Comparison of results across the three pilot sites

### 2.1 School and pupil details

Tables 1 and 2 below provide a comparison overview of the school and pupil details across the three pilot sites in Italy, Portugal and Spain. The following comparisons can be made across the three pilot sites:

- Type of School: Piloting in Italy took place in a mixture of secondary schools and IVET providers, while in Portugal and in Spain it was piloted in just one Secondary School
- Catchment area: Deprived areas – in Spain, it was the most deprived area of Oviedo with a high proportion of Roma families; in Portugal, it was a deprived area, but there are other more deprived areas in Lisbon; in Italy the schools and IVET providers were generally based in less deprived areas but levels of deprivation varied across the six
- Other NEET prevention programmes: Schools and IVET providers in Portugal, Italy and Spain were already engaged in other types of NEET prevention provision. Schools/IVETs in Italy are participating in local networks that promote different sorts of activities, the school in Portugal is involved in the government initiative TEIP3 and is offering specific classes for students at risk of becoming NEET in addition to the main curriculum, and the school in Spain is offering extra-curricular activities for students struggling with school.
- Information about the school: The participating schools across all three countries are characterised by a high proportion of students from immigrant families (between 10% and 20%), while both schools in Spain and Portugal also has high proportion of Roma students. The schools/IVET in all three countries also had disproportionately high proportions of economically disadvantaged students, and students with relatively high levels of special educational needs. Thus, more than half of the students in Portugal can be described as economically disadvantaged and parents of students in Spain have low to medium-low educational and professional qualification level of family members. In the six Italian schools/IVET levels of need and deprivation were more varied - for example, the proportion of students with with specific learning impairments ranged from 2% to 35%

- Number of students: Apart from Italy more students have been offered to take part than students starting the pilot. The highest drop-out from start to end of the project was found in Spain, 18 started the pilot and only 10 students remained at the end of it
- Characteristics of participants: In Italy, all students were aged 17, whereas in the other two countries participants were mainly aged 14-16; furthermore, more male students were participating in the pilot in Italy, whereas the gender distribution was more even in Portugal and Spain. In Spain, half of the final participants were Roma while in Portugal only one student was Roma and in Italy none. Attainment levels were comparable for students across all three countries.

### **Conclusion**

The summary table above shows that the pilots had targeted the correct types of young people in terms of their age, current educational status, and characteristics. This means that it had the potential to affect the required changes in reducing their risk of becoming NEET.

**Table 1: School details – Baseline Data**

|   | Italy  | Portugal   | Spain   |
|---|--|--|---|
| Type of school(s)                                 | 3 State Upper Secondary Schools and 3 IVET providers in two areas of the Province of Vicenza   | Secondary school   | Secondary school  |
| Catchment area of school(s)                       | Industrial areas – with more than 10% immigrant families   | Deprived area of Lisbon with high number of Roma and socio-economically disadvantaged families – but not most deprived area  | Most deprived area in Oviedo; high number of Roma families  |
| Other NEET prevention programmes in pilot schools | Actively participating in local networks aimed at preventing early school leaving  | Programa TEIP 3: «Educational Program for Territories of Priority Intervention» government initiative  | Extra-curricular activities   |
| Characteristics of pupils in school               | <ul style="list-style-type: none"> <li>- Proportion of foreign students ranging from below 10% to 20%</li> <li>- Number of students with Special Education Needs (SEN) ranging from 15 to 35</li> <li>- Proportion of students with specific learning impairments (dyslexia, dysgraphia, dysorthography, dyscalculia): ranging from 2% to 35%</li> </ul> | <ul style="list-style-type: none"> <li>- Nearly 10% of students are Roma;</li> <li>- Almost 60% of students are identified as being economically disadvantaged</li> <li>- Significant issues with behaviour and level of attendance of students</li> <li>- Six classes provide a tailored curriculum and vocational training (not following mainstream curriculum).</li> </ul> | <p>A high proportion of students:</p> <ul style="list-style-type: none"> <li>- with an ethnic minority and/or immigrant background (15-20%)</li> <li>- with parents with low to medium-low educational and professional qualification levels</li> <li>- with a limited predisposition to learning and/or respect for social rules</li> <li>- without the minimum and necessary habits for studying, nor proper study techniques</li> <li>- with a very low esteem of education as a means for a better future.</li> </ul> |

**Table 2: Pupil details – Baseline Data**

|  | Italy  | Portugal   | Spain  |
|--|--|--|--|
| Number of pupils offered to take part      | 16 from 6 schools and IVET providers   | 25   | 24   |
| Number of pupils started on pilot          | 1 <sup>st</sup> round: 8, 2 <sup>nd</sup> round: 8   | 18   | 18   |
| Number of pupils remaining at end of pilot | 1 <sup>st</sup> round: 8, 2 <sup>nd</sup> round: 8   | 15   | 10   |
| Main reasons for not completing pilot      | NA   | 7 students left school before the pilot started and 3 dropped out of the pilot as a result of bad attendance   | Main reasons are not attendance and leaving school after 16 <sup>th</sup> birthday.  |
| Gender                                     | 11 males and 5 females   | Among those who completed: 8 males and 7 females   | Among those who completed: 5 male and 5 female   |
| Age  | All 17 years old   | 2 aged 14, 7 aged 15, 5 aged 16 & 1 aged 17  | 2 aged 14, 6 aged 15 and 2 aged 16   |
| Ethnicity/Country of origin/Mother-tongue  | 12 students of Italian origin<br>4 students of other origin (Albanian, Ghanaian, Macedonian and Moldavian)   | 13 students of Portuguese origin; one Roma student and one Brazilian student   | 4 students of White Spanish origin; 5 Roma students and one Colombian student  |
| Attainment levels                          | Lower Secondary school Certificate   | 2nd or 3rd grade of Secondary School level   | 2nd or 3rd grade of Secondary School level   |
| Comparison to other pupils in the school   | Large number of absences – caused by alienation from school and harder return to the classroom; Poor performance and lack of disciplined behaviour<br>Negative relationships with teachers<br>Families with low level of education and low economic status | Students were chosen by the school to take part in a more vocational curriculum as they were judged to be less likely than others to do well at school, dropping out and were more at risk of becoming NEET. | Not specifically the most deprived but with the lowest level of attainment.<br>Roma represent 50% of the pilot population but only 8% of the entire school population. |

## 2.2 Project preparation and delivery

Tables 3 and 4 below provide a comparison overview of how students were selected for the pilots and what project delivery consisted of across the three pilot sites. In summary:

- Selection: The selection process differed between countries. In Italy, school counsellors and experts in school dropout pilot programmes were involved in selecting students based on low achievement and attendance. In Portugal, the Deputy Director selected the participants because of several characteristics such as low attendance and year's repeat. In Spain, students were selected for the pilot by the managing team consisting of student tutors and academic advisors
- Organisation: In all countries facilitators were chosen from the participating partners of the project because of the involvement and knowledge about the project and contribution to the materials. In none of the countries a multi-agency project group was set up
- Programme delivery – When and where: In Italy, piloting was conducted over two rounds lasting 7 months and 2 months. In Portugal and Spain piloting took between 3-4 months and was held mainly during school hours whereas the sessions in Italy took place outside of school hours. Also, in Portugal and Spain, the school served as the location of the sessions, however, in Italy sessions were held at the CPV centre in Schio and the employment Centre of Bassano del Grappa. Another notable difference was that whereas Italy provided fewer group sessions (7) than the other pilots, session length in this location was considerably longer with each session lasting 3-4 hours compared with only 1 hour in the other two locations.
- Programme delivery – sessions: Pilot delivery took place over 10-15 sessions, including a mixture of individual and group sessions as well as external visits. None of the pilots included an extended work placement as suggested in the NEETs at Risk model (see IO2-A1), although Italy arranged visits to companies and Portugal was able to organise a short placement, and Spain conducted several visits to vocational training sites. All pilots provided practical guidance sessions to prepare students for employment, including the skills and behaviour needed to succeed in the workplace. Portugal experienced the highest level of attendance with 12 students on average per session.

## Conclusions

The NEETS model outlined in IO2-A1 included:

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

The summary tables below show that the pilots had included most of the recommended elements of the model – key exceptions were limited or no experiences of actual work place environments and not setting up of a multi-agency group at the start of the programme. No work placements were organised because of practical issues (e.g., parental consent) and more preparation time would have been needed to integrate work placements in all of the pilots. However, there is clear evidence<sup>1</sup> that work placements are a very good environment for young people to gain confidence and motivation and give them the opportunity to acquire new skills. It is therefore very important that there is stronger focus on work experiences in future implementations of the model and the required stakeholder engagement to arrange such work experiences. Overall, though, there was a high level of compliance to the model set out in IO2-A1.

There were some notable differences across the three pilot sites. In particular, in Italy, piloting was conducted across two rounds and involving students drawn from several schools and VET centres – and delivering out of school hours in an external site; in contrast, Spain and Portugal involved students from one school only, and it was delivered during normal school hours in their school. Portugal was the only site to have organised an, albeit short, work placement – Italy organised visits to employers, while Spain organised visits to VET providers. Finally, the number and content of sessions differed across the three pilots.

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<sup>1</sup> See for example Sachdev, D., Harries, B., & Roberts, T. (2006). Regional and sub-regional variation in NEETS—reasons, remedies and impact. Learning and Skills Development Agency.

**Table 3: Pre-piloting (selection and preparation)**

|                                      | <b>Italy</b>   | <b>Portugal</b>   | <b>Spain</b>  |
|--------------------------------------|--|---|---|
| Pupil selection                      | Pupils were recommended by their school counsellors because of low achievement and wavering attendance and selected in cooperation with experts in active labour market policies and school dropout prevention pilot programmes. | Pupils were pre-selected by the school as other interventions haven been place at the school and pupils were organised in specific classes. One class was selected for the purpose of this programme. Those students presented also poor grades, poor attendance, year's repeats, special education needs, poor family contexts | Selected by managing team in the school   |
| Involvement in selection             | School counsellors and experts   | Deputy Director   | Managing team: Student tutors and academic advisors   |
| Preparing for delivery               | The facilitators were involved in NEETs at RISK project since its inception  | They are actively participating in the project and validated the guidelines for Mentoring and Coaching Sessions, provided by FMA  | They are actively participating in the project and prepared the guidelines for Mentoring and Coaching Sessions. |
| Set up of multi-agency project group | Yes – as part of regional project  | No  | No  |

**Table 4: Programme delivery**

|                               | <b>Italy</b>  | <b>Portugal</b>   | <b>Spain</b>  |
|-------------------------------|---|---|---|
| Delivery staff                | Two facilitators (Elena Colbacchin and Giuliana Corrado) from CPV   | Three technical staff: Mónica Santos and Ana Cortes from JFA, and Vanda Vieira from CECOA   | Two technical staff from FMA: Marta Méndez-Fuente and M.José Alvarez-Suarez   |
| Start and finish              | 1st round: Early December 2015 to end of June 2016<br>2nd round: Early June to end of July 2016   | 18 <sup>th</sup> February to 30 <sup>th</sup> June 2016   | March 2016 : Information meeting with parents<br>Early April to end of June 2016.   |
| Location                      | 1 <sup>st</sup> round:<br>CPV branch in Schio<br>2 <sup>nd</sup> round:<br>Employment Centre of Bassano del Grappa                      | Group sessions: School<br>In addition, company visits   | Group sessions: School<br>Second part: Various collaborating centres  |
| Timing                        | Out of school hours   | During school hours   | During school hours   |
| Delivery of aspects           | Induction/Ice-breaker session(s)<br>Guidance sessions<br>Work placements or visits<br>Job search skills session(s)<br>Review session(s) | Induction/Ice-breaker session(s)<br>Guidance sessions<br>Work placements or visits<br>Job search skills session(s)<br>Review session(s) | Induction/Ice-breaker session(s)<br>Guidance sessions<br>VET visits/placements<br>Job search skills session(s)<br>Review session(s) |
| Number of sessions            | 10 sessions:<br>1 individual<br>7 group sessions<br>2 Company visits (4 companies)  | 15 sessions:<br>2 individual<br>12 group sessions and 1 company placement   | 13 sessions:<br>2 individual, 6 group sessions and 5 visits to VET centres.   |
| Number of pupils per sessions | 8 per session   | Average of 12 students per session  | Average of 9 students per session   |



### 3. Details and results of the pilot in Portugal

#### 3.1 Pilot details

In Portugal, the pilot was conducted in a secondary school (Escola Francisco de Arruda) situated in a deprived area of Lisbon in the district of Alcantara between February and June 2016. More than half (60%) of students at the school come from socio-economically disadvantaged backgrounds, 10% of students are Roma, and there are many issues relating to low-attendance and poor behaviour among pupils at the school. The school already runs several classes specifically tailored for low-achieving students and who are seen as being at risk of becoming NEET, providing them with a more vocational curriculum.

The pilot was targeted at 25 students attending one such 8<sup>th</sup> grade class – however, seven of these dropped out of school before the pilot even started as they had turned 16 and were able to leave school. Of the remaining 18 students, three hardly ever attended any sessions and dropped out of the programme – 15 students remained till the end, although some of them missed several sessions. Reflecting the general nature of students receiving such a more vocational curriculum, these students had poor grades, low levels of attendance, special educational needs and several had repeated one or more years. Most of the students came from socio-economically disadvantaged families with high levels of unemployment.

The gender balance for these 15 students was very even – 8 were male and 7 were female – and they ranged in age from 14 to 17 years old, with the majority aged 15 or 16 (12 of the 15 students). Most of the students came from families of Portuguese origin (13), but also included one Roma student and one Brazilian student.

The programme was delivered by social workers employed by the local parish, Junta de Freguesia de Alcantara (JFA). A member of CECO also attended the last session, while other teachers in the school supported some of the other sessions. The programme consisted of 15 sessions, which included some one-to-one work, group sessions, a visit to a job fair, and a half-day work placement. It was delivered for one hour every Thursday during normal school hours in a designated classroom.

#### 3.2 Session reports

The **first group session** (18/02/2016) took place with only 5 students in attendance as most of the other participants had not attended school on that afternoon. This meant that the delivery team and vocational teacher tried to make the session as engaging as possible to motivate the other students to attend in the future. The main focus of this session was on introducing the overall plan of the project and giving the students the chance to ask questions about the length and structure of the programme. In particular, this involving allaying their fears that the project would not involve

attending school for more hours than normally, as it would be made available during school hours, during the practical arts classes, always at the same time and preferably on the same day of the week, on Thursdays.

The **second group session** (03/03/2016) involved 12 students – they were split into 2 groups of six students to complete the baseline survey questionnaire (see IO5). The session also reminded those who had missed the first session about the purpose and structure of the project. Completing the questionnaire was challenging but helped students to think about their lives, their families, their friends and networks, as well as their reasons for failing at school and what they wanted to do in the future. This was useful to highlight the way students had a mixture of either very low expectations or extremely unrealistic expectations.

The **third group session** (10/03/2016) involved attending an external job fair organised by JFA– all 18 students invited to take part in the project attended. Students were able to collect information about different education or training options open to them after completing the 9th grade, in areas such as sports, mechanics, art, hairdressing, computing and business studies. The job fair had a good impact on the students widening their horizons and helped them think about what they needed to do to pursue different education or training options.

The **fourth group session** (07/04/2016) involved 6 students and focussed on the topics of Learning to Learn and Future Expectations. It was used to reflect on what they had learned from attending the job fair. To accomplish this objective, the facilitator brought with her some brochures of some of the education and training offers that had been present at the fair. The discussion helped to explore the extent to which students were aware of the need to develop skills and qualifications to work in particular jobs. This helped some of them to realise that they will not be able to find work unless they change their attitude towards school and learning. Others still thought that they would be able to find unskilled work after leaving school.

The **fifth group session** (21/04/2016) involved 11 students – it was used to complete the questionnaire with 3 students who had missed the previous session. For the students who had already completed it, it was a chance to reinforce some ideas about the previous session regarding the importance of training and education.

The **sixth group session** (28/04/2016) again involved 11 students; it focussed on participants identifying something negative and something positive about themselves, and also asked them to think about a time of change in the past, such as changing school or changing class. Students were particularly restless during this session and the activity was not completed. They showed serious difficulties in expressing themselves on the subject and did not elaborate much on what those changes meant to their lives.

The **seventh group session** (05/05/2016) was attended by 16 students. The session focussed on completing a template consisting of six questions about their work experience aspirations. Students found it hard to concentrate on the writing task set them, but engaged in the discussion following this exercise. It was used to get them to reflect on their own existing networks, family jobs, and what people living in their neighbourhood normally do after leaving school.

The **eighth group session** (12/05/2016) was attended by 13 students. Students were asked to choose one of six working areas and to reflect on what their daily routine would be like: what kind of tasks would be associated with it and what competences they would need to do perform the job. This was done once again using a simple template for students to write down their answers – many of them struggled to do this and to concentrate on the written task. It also showed that many of them had a very simplistic vision of the job requirement, and the task was used to show them how proper and specific training is essential to prepare them for their future jobs.

The **ninth group session** (19/05/2016) was attended by 13 students and involved planning an external trip to carry out a wall painting project in a local neighbourhood. The participants were very enthusiastic about this exercise as it was a practical activity. They enjoyed working together, planning the painting and discussing their ideas afterwards.

The **tenth group session** (26/05/2016) was attended by 10 students and involved carrying out the wall painting they had planned in the previous session. Some of the participants however dropped out of the activity as it took place in their neighbourhood and they were embarrassed to be seen by their friends. Those who completed the exercise found it very enjoyable: they left the place clean, they were very careful with the paint and brushes and collaborated very well with the teachers.

The **eleventh group session** (02/06/2016) was attended by 13 students and was used to reflect on their experiences and learning from the mural painting session the previous week, including what skills were needed to complete the task (teamwork, communication, following orders and working together). However, the students found it very difficult to express what skills and competences they needed to do so, and needed a lot of guidance about it.

The **twelfth group session** (09/06/2016) was attended by 11 students and focussed on the need and practicalities of completing a Curriculum Vitae (CV). As this was more of a theoretical task, students were quite restless and took some time to settle. It revealed a general lack of awareness of the nature and importance of CVs. None of them had ever seen a CV. Most saw the main route of getting a job was to go from door to door to supermarkets, cafes or restaurants in their local neighbourhood. Or going to work where some of their relatives are already working. They were aware of the possibility

of looking for jobs via the internet, but they were not aware of how to do so and what sites to use.

The **thirteenth group session** (16/06/2016) involved 12 students and focussed on preparing them for their work placements – students were enthusiastic and wanted to find out where they would be working. It was used to explore what skills and competences they would need to do well in their placements and ultimately to help them find a job.

The **work experience visits** (20/06 – 29/06/2016) took place over a one-week period involving 15 students and consisted of half a day for each of them in a different location. All of them enjoyed the experience – there were no behavioural problems and companies were satisfied with the experience. Students had the chance to spend time in a real work place and see what work was done there, talk with the owners and other employees. It was also an opportunity to watch how people dress, talk and react in a real work environment and how they deal with someone giving orders, criticizing or simply working as a group. It also showed that they behave very different when they are on their own and not with their peers.

The **fourteenth group session** (30/06/2016) involved all 15 students and was used to reflect on their work experience placement and to complete the follow-up questionnaire. The session was very positive because students had really enjoyed the work experience and were very enthusiastic and receptive. Overall, students were grateful for the program, for the visits to companies and expressed a future interest to be involved in the program, with more sessions and more contacts with other companies.

### 3.3 Lessons learned

The focus group with CECO and JFA staff revealed that one of the key success factors of the project was the level of buy-in achieved in the project from the start with the school. This was achieved via several meetings with the head-teacher during the preparation stage involving JFA and CECO staff: *“It only worked well because we already had the connection. They [the school] didn’t know CECO. But it helps that the school is partly funded by JFA”* Furthermore, the school was already very committed to providing an alternative curriculum for pupils at risk of becoming NEET and this model was seen as a way of further enriching their experience.

This meant that they were able to deliver the programme as part of the vocational curriculum of these students – at a fixed time, every week, in the same place: *“It was a good routine – the school re-arranged the schedule to allow the students to participate in the programme so they wouldn’t miss any other lessons”*.

The practical activities, including visiting the job fair, painting the wall, and the work experience, were judged to have been the most successful components of the pilot. All

15 students who completed the programme took part in the work experience, and all of them enjoyed and valued their experience – and some of them were able to find work during the summer holidays with these employers.

The main lessons learned from *delivering* the programme were:

- **The need for flexibility in delivery:** They started the pilot using the resources provided as part of the model (see IO2-A3, 4 and 5), but quickly realised that students found it difficult to concentrate on abstract discussions and exercises which required reading and writing. This meant that they adapted the programme to focus on the practical work visits towards the end of the programme and an exploration of the work behaviour, skills and competences needed to find and keep a job: “So we discussed what they needed to learn in relation to what they wanted to do”.
- **Students prefer practical activities:** As discussed in the previous point, it was difficult to engage project participants in activities which were too theoretical or abstract; instead, they were most motivated in taking part and planning very practical activities – this was exemplified in much higher levels of attendance in such sessions. Thus, the sessions they liked best were planning and painting the wall mural and the short work placement. Furthermore, students expressed a desire for more work visits and links with vocational education and training organisations.

### 3.4 Recommendations

Key recommendations for any future implementation or development of the programme included:

- **Supporting schools to be able to arrange work experiences for students:** schools struggle with this as they do not have the links with employers or staff with time to develop links; there are also a lot of practical issues related with arranging such placements, including insurance, getting parents’ permission for such a placement
- **Providing a clear check list to help schools implement the programme:** including who will deliver it, when and for how long, how it fits into the curriculum, how students are selected for it, etcetera
- **Providing training and guidance to staff delivering the programme:** the staff delivering the pilot all had experience of working with young people, including helping them to find jobs; however, they were not fully prepared to deal with the challenges of engaging a group of students with very low levels of attainment and concentration levels as was needed for this programme
- **Allowing for flexibility in programme delivery:** as discussed above, it is important to be able to amend the programme in line with the specific needs

and interests of those students participating in it: “This reformulation is needed for any future implementation – so there needs to be flexibility in delivery”.

- **Extending the length of the programme:** project staff felt that the intervention was too short to have a significant impact on students and that it needed to be extended to last a whole year.

## 4 Details and results of the pilot in Spain

### 4.1 Pilot details

In Spain, the pilot was conducted in a secondary school (La Corredoria) located in the most deprived area in Oviedo. The school can be characterized by a high proportion of students from ethnic minorities and/or with an immigrant background (15-20%) and parents with low to medium-low educational and professional qualification levels. Many students also have low levels of motivation to learn and do not see education as a means to a better future.

Of the 24 students that were offered to take part in the programme, 18 started it. However, eight dropped out during the programme as a result of low attendance or leaving school after they had turned 16. This meant that 10 remained until the end of the programme. The students that took part in the programme were not the most deprived ones compared to all other students but had the lowest level of attainment. Particular noticeable was the high proportion of Roma among the participants (i.e., 50%) while only 8% of the total school population are Roma. The other four participating students were white Spaniards and one student was South-American. The gender balance was even with 5 male and 5 female students. Their age ranged from 14 to 16 years with most students being 15 years old (6 out of 10).

Students were selected for participation by the school management team, consisting of student tutors and academic advisors selected, while the programme itself was delivered by two members of the project team from Fundación Metal Asturias. The programme started in early April and finished in late June. Sessions were delivered in the school centre during school hours. In March, before the start of the programme a meeting with parents was held to provide them with information about the project and get their approval for the participation of their children. In total, 13 sessions were delivered; this included two individual sessions, six group sessions and five visits to VET centres.

### 4.2 Session reports

The **first group session** (12/04/2016) was held with 14 students even though 21 were expected. The session focused on social and civic competencies, especially communication skills. Communication skills were addressed from the perspective of the communicator. Facilitators showed music videos to draw the student's attention to the topic and present the message that we can all find our space in this world if we try and want to achieve this. The atmosphere of the session was in general very positive as participants knew what the session was about. Only one student resisted taking part in one group exercise and students got distracted quite frequently.

Communication skills were also the main topic of the **second group session**

(14/04/2016), but this time from the perspective of the receiver. Nine students attended this session; others did not take part as they thought the session was cancelled due to a strike. An exercise involving active listening was performed to strengthen the learning. Again, videos were shown to make the session more attractive. Student completed the student pre-survey at the end of the session for the evaluation of the programme. The atmosphere was described as more relaxed than in the first session and it should be noted that students only came to the school centre because of this session.

The **third group session** (19/04/2016) was attended by 12 students. The session addressed the topic of responsibility in life and followed the second session. It became clear that students were very interested in doing something outside the school centre. Students were distracted in this session and had to be reminded continuously to pay attention, even though they did pay attention to the videos shown.

The **fourth group session** (21/04/2016) involved nine students – two of these had not attended any of the previous sessions. Again, the facilitators used a video to engage students and prompt a discussion. The main content of the discussion was future perspective and expectations of the students as well as problem solving. The topic changed to sexual harassment as another music video was shown. The atmosphere of the session was relaxed even though a visit outside the school centre had been planned for that day and students had been looking forward to that visit.

The **fifth group session** (03/05/2016) again involved nine students; of these, six had participated in the previous session. By then, one student had dropped out of the programme as she had turned 16. The focus of this session was on a SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis and the need to highlight one's strengths and tackle weaknesses. Facilitators used a drawing to present the general idea of a SWOT analysis, a video and a group exercise. As part of the session, the design of CVs and behaviour during a job interview were addressed. This session was described as rather difficult as students' behaviour was challenging and they were easily distracted. However, the content of the session was interesting and relevant for them.

The **sixth group session** (05/05/2016) was attended by 10 participants. The topic was the labour market and professional possibilities of the students. As part of the methodology, students were searching for VET courses and job offers to learn where and how to look for information, and to get to know requirements of courses and jobs. Computers turned into a great source of distraction and students were described as restless.

### 4.3 Lessons learned

The focus group with FMA showed that visits to companies and VETs were experienced as particularly important for the programme. These provided an opportunity to show



students further possibilities for their future. Students valued the external activities and messages delivered outside the classroom were also seen as more powerful than messages delivered by teachers.

In Spain, it was experienced as challenging to engage students into a system when they know that they do not want to stay in the educational system. What they want is 'to learn by doing. They know where they don't want to be'. They want practical learning, but they are forced to stay in the educational system. More needs to be changed at policy level for a programme like this to be successful; with the programme they are building bridges between the educational and the vocational system.

There were some indications of early impact of the programme. One girl changed her future goals: *'I don't know if I want to be a mechanic, but I want to be something in my life'*. Another girl decided to follow the example of another participant, also reinforced by her sister who dropped out of school at the age of 16 and had not done anything with her life. Three boys moved to basic vocational programmes, but they did already know at the start of the programme that this is what they wanted to do.

The main lessons learned were that:

- **Students preferred visits to companies and VETs over theoretical sessions in the classroom:** From the start of the programme students were very interested to hear about the visits planned. They preferred sessions that were not closely related to a usual school session. In classroom sessions they were often distracted and not highly motivated to follow the topic of the session.
- **Videos and other media were useful to get the students interest:** Facilitators used videos proposed in the testing materials to make sessions as attractive as possible for the students. Especially music videos were shown to have the potential to reach students.

#### 4.4 Recommendations

Key recommendations for any future implementation or development of the programme included:

- **Alternate classrooms sessions with visits to companies or VETs:** Students found outside activities more attractive and messages from the classroom can be reinforced and turned into something practical. Furthermore, messages from companies are received differently. Facilitators were seen as teachers so messages from someone from outside the educational system are more powerful. *'If this activity were permanent, I would prepare along with the companies visited an index of the messages I want them to give ... because the*

*point is about making a change in their behaviour'. Visits could lead to more in-depth discussions, based on situations and opinions they could encounter beyond the school system.*

- **Providing training and guidance to staff delivering the programme:** For permanent implementation staff needs to be better trained and prepared for the delivery of the project. Facilitators were very experienced as vocational advisors but this target group posed a particular challenge. Delivery of the programme requires a set of different skills from organisational skills to facilitator skills to be able to reach them, make them believe and trust you and to be able to change their behaviour and mind-set.
- **Extending the length of the programme:** Facilitators felt that the programme was too short to provoke a change in the attitudes of most of the students and that more sessions would have been needed. It was also not possible to organise work placements as they did not feel that the students were ready for this responsibility. More preparation time would have been needed to integrate work placements into the programme.

## 5 Details and results of the pilot in Italy

### 5.1 Pilot details

In Italy, the pilot was conducted involving students drawn from three State Upper Secondary Schools and three IVET providers in two areas of the Province of Vicenza over two rounds, each involving eight students: from early December 2015 to 30th June 2016 (1st round) and from early June to the end of July 2016 (2nd round). The first round took place in the CPV branch in the town of Schio, while the 2nd round was delivered in the Employment Centre of Bassano del Grappa.

The schools and IVET institutions sending students to the pilot are all based in relatively deprived areas, with fairly high proportions (below 10% to 20%) of foreign students, students with Special Education Needs (SEN), and those with specific learning impairments (dyslexia, dysgraphia, dysorthography, dyscalculia). All six providers were already actively participating in local networks aimed at preventing early school leaving before the start of the pilot.

The pilot was targeted at 16 students from across these six institutions – 8 participated in round 1 and 8 in round 2. All students completed the full programme. Students chosen to take part in the project by their school counsellors were those with large numbers of absences from schools, usually caused by alienation from school, low levels of school performance and lack of disciplined behaviour, negative relationships with teachers. All 16 students came from families with low levels of education and low economic status.

Of the 16 students, 11 were male and 5 were female, and all were 17 years old. Most of the students came from families of Italian origin (12), but also included four students born outside Italy (Albania, Ghana, Macedonia and Moldavia).

The programme was delivered by two facilitators from CPV who were involved in the project from the start. The programme took place out of school hours and consisted of 10 sessions, which included one individual session, eight group sessions, and company visits. It was delivered for 3-4 hours out of school hours in the CPV centre (round 1) and an employment centre (round 2) – visits to employers lasted around 2-3 hours.

### 5.2 Session reports

The programme started with a briefing event for parents and students in each of the schools and IVET providers involved in the pilot to inform them about the aims of the project and would it involve for them.

All those involved in the programme then had an individual meeting with one of the facilitators. At the beginning of the individual sessions, almost all students expressed hesitation for the inclusion in a new project. Initially they did not know how to engage

with the facilitator as a result of the novelty of the context and the lack of knowledge about possible practical implications of the project. As the activity continued, the facilitator observed students' convergence of expectations and growing interest in the planned activities.

The remaining section contains a summary of each of the group sessions delivered as part of the project. These included five group sessions, one preparatory session for the company visits, 2 sessions of visits to four companies for each student, and a final session:

The **first group session** in both rounds took place with all eight students with a focus on communication skills – providing and perceiving information. It started with an analysis of personal and skills profiles of young people in the region and identification of the main categories profiles) of unemployed young people. The activities in this group section were then focused on communication skills necessary for the development of self-advocacy and self-determination - important skills for lifelong success. To that end, the activities in this section offered many opportunities for participants to practice communicating their strengths and assets while learning how to minimize any perceived barriers to employment.

The **second group session** focused on the exploration of the different education and trainings possibilities in the region to inform them but also enable them to reflect on their own pathways. The group session presented a large selection of training resources. Depending on the profile of the participants, they were guided towards a particular employment resource or another: workshop, school or skills centres (job and training centres in which the young unemployed person receives occupational training courses combined with professional practice), occupational training, social welfare courses (courses in job starting, training and employment, professional workshops, in collaboration with the municipalities, secondary schools and NGOs) and others.

The **third group session** provided the participants with team working activities and networking activities – important professional competencies. The activities sought to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants learnt about positive teamwork behaviour and discovered how their own conduct can impact others on a team. The importance of enthusiasm and a positive attitude in the workplace were also explained to participants. They were informed on basic strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during school, an interview and on the job.

The **fourth group session** provided students with information about entrepreneurship as one career option and what skills are relevant for this and the possibilities for starting their own companies. The activities of this group session therefore aimed to help participants to explore types of entrepreneurial activity applicable to school

programs and to think about their personal objectives and the best way to achieve them, and provide a model for success that highlights the factors that contribute to it.

The **fifth group session** focused on preparing students for the company visits by exploring priority sectors and companies in the area. This involved exploring what companies might potentially be interested in taking on young people as trainees. It also involved a web search and analysis of companies' profiles, corporate values and skills required for performing the main occupational profiles of interest to participants. Students also developed a short questionnaire to be used during visits to gather information what are currently the demands and expectations from companies relating to trainees or their employees.

The next **session** was a special session providing a preparation to companies' visits through web search and analysis of companies' profiles, corporate values and skills required for performing the main occupational profiles.

**Two sessions** were spent visiting companies – each student visited 4 companies – 2 each day.

The **final group session** was used to complete the follow-up questionnaire.

### 5.3 Lessons learned

Interviews with CPV staff revealed that the main success factors of the project were achieving strong buy-in into, and support for, the project at regional level and the use of facilitators with a real ability to engage with the types of students involved in this programme. This meant they were able to get support from key multi-agency stakeholders to engage students in the programme, help set up company visits and deliver the programme out of school hours.

Students particularly liked the practical activities, including analysing the jobs available for young people in the area, preparing for the company visits and visiting four different companies over 2 days. Otherwise, the following characteristics of the programme were appreciated by the students and thought to have contributed towards achieving the programme aims:

- Programme routines
- Flexible and tailored provision
- Positive encouragement by facilitator
- Hands-on experience
- Recognition of effort

The group atmosphere and engagement of students improved over the course of the programme. At the start, students were said to be very passive with only limited

communication, mostly facilitator-to-participant one-way communication. In contrast, at the end they were more active even though they still needed reminders about how to behave from time to time. Students also started to enjoy participating towards the end and committed themselves to attend. Especially the company visits contributed towards the change in the participants and had an impact on the value they placed on their own education.

A particular strength of the programme was that through the methodology it allowed the facilitators to make students aware of the need for education or training in order to achieve a successful transition into the working environment. As part of the methodology, group games and activities were used which seemed to be very well tailored towards the needs of the students and encouraged them to participate and open up towards the programme.

A barrier was student's low motivation at the beginning of the programme which made it difficult for the facilitators to integrate participants in group activities. Facilitators continuously had to find activities and topics that students were interested in. However, for some the low motivation resulted in infrequent attendance. This was especially problematic when the routines changed for example because of holiday breaks or waiting time for feedback from companies.

The main lessons learned from *delivering* the programme were:

- **The importance of facilitator skills in engaging students and establishing program behaviours:** As noted above, a key success factor of the programme was the ability of the facilitators to engage students in the programme – who initially were very passive and reluctant to engage in group activities. As the group developed, the facilitator set up a program routine and participants became more familiar with the routine and some behavior rules. The facilitator also gave recognition to each participant's efforts and participation. This meant that participants' active participation in group activities improved overall.
- **The need for flexibility in delivery:** Facilitators found that students found it difficult to concentrate and engage in group activities at the start of the programme but that engagement increased if they talked about topics of direct interest to them. This included, above all, discussions of the types of work opportunities available to them, and preparation for the company visits. This meant that while retaining the overall structure of the model, the programme was adapted in response to the type of students involved, their interest and any guidance provided by their teachers.
- **Students prefer practical activities:** As discussed in the previous point, it was difficult to engage project participants in activities which were too theoretical or abstract; instead, they were most motivated in taking part and planning very

practical activities – this was exemplified in much higher levels of attendance in such sessions. Thus, the sessions they liked best were those focused on preparing for the company visits and the visits themselves.

- **Preparing for company visits:** several sessions were spent preparing students for the company visits, including how to behave in the work place, the skills needed to achieve, and the likely employment and training options in such organisation. Students also were helped to prepare questions in advance of the visit, so that they could interact with the employers and gather useful and relevant information about entry routes into employment and the value of education and training.

## 5.4 Recommendations

Key recommendations for any future implementation or development of the programme included:

- **Recruiting staff with the skills of working with the target group:** as noted above, this was judged to be a key success factor for this programme – it meant that students engaged in the programme and continued to attend, and also developed their communication skills and team working behaviour
- **Providing work placement opportunities:** even though company visits were carried out as part of the programme, no actual placements were organised as part of the programme – future iterations of the programme will contain a work placement as part of new government reforms requiring all schools to make provision for such experience
- **Allowing for flexibility in programme delivery:** as discussed above, it is important to be able to amend the programme in line with the specific needs and interests of those students participating in it: “It needed to be a flexible model – adapted to teachers’ requests and the types and interests of students involved’
- **Extending the length of the programme:** project staff felt that the intervention was too short to have a significant impact on students and that it needed to be extended to have a greater impact

## 6. Conclusions

### 6.1 Summary of findings

This report has provided details of three detailed piloting applications of the NEETs at Risk model, implementing all parts of the methodology, but with some local variations. Information collected from each of the pilots showed that they had involved the right types of young people in terms of their age, current educational status, and characteristics. This means that it had the potential to affect the required changes in reducing their risk of becoming NEET. Overall, 52 students started on the programme across the three pilots and 41 of these remained until the end – a retention rate of almost 4 in 5 (79%).

As regards project deliver, Sections 2-5 above show that the pilots had included most of the recommended elements of the model – key exceptions were limited or no experiences of actual work place environments and not setting up of a multi-agency group at the start of the programme. Overall, though, there was a high level of compliance to the model set out in IO2-A1.

There were some notable differences across the three pilot sites. In particular, in Italy, piloting was conducted across two rounds and involving students drawn from several schools and VET centres – and delivering out of school hours in an external site; in contrast, Spain and Portugal involved students from one school only, and it was delivered during normal school hours in their school. Portugal was the only site to have organised an, albeit short, work placement – Italy organised visits to employers, while Spain organised visits to VET providers. Finally, the number and content of sessions differed across the three pilots

### 6.2 Lessons learned

The main lessons learned with regard to the implementation of the NEETs at Risk model set out in IO2-A1 and IO2-A2 to IO2-A4 and of relevance to its future development include:

- **The importance of facilitator skills and preparation:** All three pilots highlighted the way the implementation of the model relies on selecting staff with skills to engage participants in the activities. This included developing familiar programme routines and established behavioural norms, and finding 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 aims of the programme and are



aware of good practice in engaging students with very low levels of attainment and concentration levels

- **The need for flexibility in delivery:** All three pilot sites used the overall model as a useful framework to inform project planning and delivery, but recognised the need for flexibility and adaptation to suit the local context, and the needs and interests of students. In Portugal, for example, they adapted the programme to focus on the practical work visits towards the end of the programme and an exploration of the work behaviour, skills and competences needed to find and keep a job. In Spain and Italy, facilitators found that it was easier to engage students in group activities once the programme was adapted to focus discussions on the types of work opportunities available to them, and their preparation for the company visits. This meant that while retaining the overall structure of the model, the programme was adapted in response to the type of students involved, and their interests and aspirations.
- **Students prefer practical activities:** As discussed in the previous point, it was difficult to engage project participants in activities which were too theoretical or abstract; instead, they were most motivated in taking part and planning very practical activities – this was exemplified in much higher levels of attendance in such 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).
- **Supporting schools to be able to arrange work placements for students:** many schools struggle with this as they do not have the links with employers or staff with time to develop links; there are also a lot of practical issues related with arranging such placements, including insurance, getting parents' permission for such a placement. It is important therefore to make sure that any future implementation of this model is linked with support to schools to enable them to arrange work placements to provide them with the practical work they so crave
- **Extending the length of the programme:** all three pilots concluded that the intervention was too short to have a significant impact on students and that it needed to be extended to last a whole year. More preparation time would also have been needed to integrate work placements into the programme.

## APPENDIX 1: Pilot Testing Templates (Portugal, Italy and Spain)

### TEMPLATES FOR PILOT TESTING – PORTUGAL

#### SCHOOL DETAILS

Name of school: Basic School of Francisco de Arruda

Type of school: Basic School

Description of neighbourhood/catchment area of school (e.g. is it a deprived area?): Yes, the school Francisco de Arruda, located in the west of Lisbon, distributed among Ajuda and Alcântara parishes, essentially serving the people of this area of the city.

Established in 2004/2005, it is a vertical group of schools, from pre-school to 9th grade, consisting of six schools: EB Alexandre Herculano, EB Alexandre Rodrigues Ferreira and EB Homero Serpa, located in Ajuda neighbourhood; EB Raul Lino, the EB of Santo Amaro and EB Francisco de Arruda, school headquarters grouping, located in Alcântara.

Recently EB Francisco de Arruda was requalified. In addition to teaching activities, the school provides multiple programs and ongoing projects in the schools grouping, whose presence in the local environment is felt either by developing initiatives open to the community, either through the establishment of collaborative partnerships with various entities and institutions.

What other NEET prevention programmes does the school run/organise? Yes. Programa TEIP 3. Its «Educational Program for Territories of Priority Intervention». The TEIP program is a government initiative, currently implemented in 137 school clusters / ungrouped schools that are located in economic areas and socially disadvantaged, marked by poverty and social exclusion, where violence, indiscipline, abandonment and school failure are a consequence and manifest. Are central objectives of the program to prevent and reduce early school leaving and absenteeism, reduction of indiscipline and promoting educational success of students. There are 3 PCA (Alternative Curricula Program) classes. The PCA, are intended for students of 2nd and 3rd cycles of basic education with learning difficulties, repeated academic failure, risk of social exclusion and / or school leavers.

The list of courses in General Education and the possibility of developing multidisciplinary projects at the level of Complementary Training allow the acquisition of knowledge and development of skills in scientific, artistic, technological, social, sports and soft skills arising from research work of registration information, text production, oral and written communication, problem solving, spatial location, fine motor skills and other, properly framed in the demands of today's world.

This measure is intended that students learn through a wide range of practical oriented working methods that motivate them to school life and help them develop their interests and abilities.

There is also 1 Vocational Training Class. VOCATIONAL COURSES OF BASIC EDUCATION - With these courses we aim to ensure the creation of an offer basic education that emphasizes both the acquisition of knowledge in structural disciplines, such as Portuguese, mathematics and English, as the first contact with different vocational activities. These courses have a curriculum organized by modules and based on the involvement of companies, organizations

and partners, based on the geographical area of the school, both in terms of offering moments of simulated practice suitable to the age of the students, or even contributing to the teaching modules of the vocational component.

The vocational courses of basic education are aimed at students from 13 years old to express constraints studies of general education, particularly those students who had two retentions in the same cycle or three (or more) deductions in different cycles in full their school career. Prior identification of the target audience influences the organization of the course, including its duration and the choice of vocational activities.

The referral of students is made after a vocational assessment process, which takes into account factors such as age, educational background, interests, skills and characteristics of students. The integration of students in vocational courses requires the agreement of the parents.

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

Francisco Arruda School has 557 students. From these close to 10% of students are of gypsy origins. 322 of the students are identified as in need of social support from the board of education. The school has problems with the behaviour and level of attendance of students and has a total of 6 classes with specific curricula and vocational training.

## **PUPIL DETAILS**

### **Number of participants**

Number of pupils offered to take part: 25

Number of pupils started on pilot: 16

Number of pupils remaining at end of pilot: 15, on average

Main reasons for not completing pilot: 6 students leaved school and 3 gave up for poor attendance.

### **Characteristics of participants**

Gender (number of boys/girls): Information based on the initial 18 participants: 9 males and 9 females

Age: 14 from 17 years old

Ethnicity/Country of origin/Mother-tongue: From the total of students, 1 is Brazilian. All the other students have Portuguese Nationality. 1 is Gipsy. Mother-tongue: Portuguese

Attainment levels: 2<sup>nd</sup> or 3<sup>rd</sup> grade of Secondary School level; gipsy girls with no plans to continue studying once they turn 16.

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

322 of the 557 students are identified as being economically disadvantaged receiving some kind of support from school and board of education. Close to 40 students are from gypsy origins. Especially girls drop out of school very early.

### **PRE-PILOTING**

#### **Selection:**

How were pupils selected for inclusion? The students were selected following some criteria as having between aged 15 – 16 years old, still in the VET system and completing their compulsory level of education. Those students presented also poor rates, poor attendance, year's repeats, special education needs (1), poor family contexts, etc.

Who was involved in selecting pupils? The students were selected by Emília Jesus Charrua Mogário, Deputy Director. She was the teacher responsible for the project implementation in the school and our «link» with the other teachers and parents. She is also the Coordinator of the Multidisciplinary Team of Support and Integration.

#### **Organisational:**

Who was chosen to deliver the programme? (Title/Role/etc.) Technical staff involved in the NEETS at Risk Project from Junta de Freguesia de Alcântara and CECOIA:

From session 1 to session 5, Mónica Santos (social assistant) from JFA was the main responsible;

From session 6 to session 14, Ana Cortes (technician responsible for the educational program) from JFA was the main responsible;

The last session 15, was provided by Vanda Vieira (training technician responsible for the NEETS at Risk Project implementation), from CECOIA.

How were they prepared to deliver the programme? They are actively participating in the project and validated the guidelines for Mentoring and Coaching Sessions, provided by FMA.

Was a multi-agency project group set up? If yes, who was part of it? How often did they meet?  
No.

### **PILOTING**

#### **Programme delivery**

When did programme delivery start/finish?

During the summer school holidays, 5 students participated in an internship in the same companies visited during the intervention.

Where did it take place? The individual interviews, and the group sessions to work the competencies were organized in the school, during the school lessons (usually, Thursdays in the afternoon. The students also visited different organization, from the area of Alcântara between 20 and 29 of June, accompanied by the Ana Cortes.

When did it take place (e.g., outside school hours)? During the school hours and at the arts classes' workshops). Only the visits to companies/organizations were done outside the school, but during school hours.

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

Induction/Ice-breaker session(s)

Guidance sessions

Work placements or visits

VET visits/placements

Portfolio of achievements

Job search skills session(s)

Review session(s)

How many sessions were delivered? (specify number and length of sessions) 15 sessions: 2 individual; the remain were group sessions and several visits to companies and organizations. Each visit: 2 students.

How many pupils attended each session? (include reasons for non-attendance) Average of 12 students per session. No reasons for non-attendance. They were simply absent from school in the session day.

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

Farewell session, with no special event.

## TEMPLATES FOR PILOT TESTING – SPAIN

### SCHOOL DETAILS

Name of school: Instituto de Enseñanza Secundaria “La Corredoria”

Type of school: Secondary School

Description of neighbourhood/catchment area of school (e.g. is it a deprived area?): The most deprived area in Oviedo, capital of the region, indeed. High number of Roma, representing 8% of the school population (5 out of the 10 regular students participating in the testing).

What other NEET prevention programmes does the school run/organise? Extra-curricular activities for students struggling with subject material and passing exams as well as visits from external associations.

Additional context information (number of pupils, percentage with special educational needs, socio-economic origin, levels of attainment, non-attendance etc.) Most students were Roma, with a strong culture of dropping out the school and working illegally; special attention to girls, in that sexist micro-society. Parents wait for their children to turn 16 to make them leave the education system without any economic penalty from the public system.

At school level (around 700 students):

-Education and professional level of family members: mostly medium-low or just low.

-High percentage (15% to 20%) of immigrants and minorities.

-A significant part of educators has identified, amongst new students, a high percentage of students...:

...with a limited predisposition to learning and/or respect for social rules;

...without the minimum and necessary habits for studying, nor proper study techniques;

...with very low curiosity with regard to cultural and professional subjects

...with a very low esteem of education as a means for a better future.

### PUPIL DETAILS

#### Number of participants

Number of pupils offered to take part: 24

Number of pupils started on pilot: 18 (*Though most of those interviewed declared their interest in the program, they simply didn't show up... as they use to do. As long as their participation was not mandatory, they skipped the sessions. They probably attend the interview as an opportunity to leave the classroom.*)

Number of pupils remaining at end of pilot: 10, on average

Main reasons for not completing pilot: No information is available, though it was expected because it is a regular behaviour. Some turned 16 and then left the school.

#### Characteristics of participants



Gender (number of boys/girls): Information based on the initial 18 participants: 10 male and 8 female

Age: 11 (15 years-old), 4 (16 years-old) and 3 (14 years-old)

Ethnicity/Country of origin/Mother-tongue: 9 Roma, 3 South-Americans, 6 white Spaniards.

Regarding the final 10 participants:

Ethnicity/Country of origin/Mother-tongue: 5 Roma, 1 South-American, 4 "White Spaniards"

Gender: 5 male and 5 female

Age: 2 x 16 years-old, 6 x 15 years-old, 2 x 14 years-old

Attainment levels: 2<sup>nd</sup> or 3<sup>rd</sup> grade of Secondary School level; gipsy girls with no plans to continue studying once they turn 16.

How do they compare with other pupils in the school? Not specifically the most deprived but with the lowest level of attainment. Though gypsies represent 8% of the total school population, they present 50% of the final participants

Other details (e.g. percentage with special educational needs, socio-economic origin, year repeats, non-attendance etc.): Information is not available.

## **PRE-PILOTING**

### **Selection**

How were pupils selected for inclusion? They were selected by the managing team (Student tutors and academic advisors) in the school once the centre got familiar with the project and the model to be implemented.

Who was involved in selecting pupils? The managing team in the school, solely.

### **Organisational**

Who was chosen to deliver the programme? (Title/Role/etc.) Technical staff involved in the NEETS at Risk Project at Fundación Metal Asturias, namely: Marta Méndez-Fuente and M.José Alvarez-Suarez, with previous experience on labour guidance activities.

How were they prepared to deliver the programme? They are actively participating in the project and prepared the guidelines for Mentoring and Coaching Sessions.

Was a multi-agency project group set up? If yes, who was part of it? How often did they meet? No.

## **PILOTING**

### **Programme delivery**

When did programme delivery start/finish? It started in early April and finished in late June. A previous meeting with parents was organized in March to give them information about the project and get their approval for the participation of their children.

Where did it take place? Group sessions were organized in the school centre, visiting different collaborating centres during the second part of the intervention.

When did it take place (e.g., outside school hours)? During the school hours; only the very last visit took place in the afternoon, outside the school hours.

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

Induction/Ice-breaker session(s)

Guidance sessions

Work placements or visits

VET visits/placements

Portfolio of achievements

Job search skills session(s)

Review session(s)

How many sessions were delivered? (specify number and length of sessions) 13 sessions: 2 individual, 6 group sessions and 5 visits to VET centres.

How many pupils attended each session? (include reasons for non-attendance) Average of 9 students per session. No reasons for non-attendance.

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

Farewell session, with no special event.

Outcomes: It is still too early to see an impact, if any. But one student was aware of the need to study and get prepared for her future, but her family (Roma) doesn't want her to study once she turns 16.



## TEMPLATES FOR PILOT TESTING - ITALY

### SCHOOL DETAILS

**Name of school:**

The pilot testing involved students attending different schools/VET institutions located in two different territorial areas of the Province of Vicenza:

Thiene/Schio

Istituto Professionale Statale "G. B. Garbin" – State Upper Secondary School

ENGIM VENETO - CFP Patronato S. Gaetano Thiene – IVET provider (VET is organised and managed by the Regional Government – Training curricula are based on National Occupational Standard)

Bassano del Grappa

ENAIP VENETO – Bassano del Grappa - IVET provider (VET is organised and managed by the Regional Government – Training curricula are based on National Occupational Standard)

ENTE DI FORMAZIONE I.RI.GEM SOC. COOP. - IVET provider (VET is organised and managed by the Regional Government – Training curricula are based on National Occupational Standard)

Istituto di Istruzione Superiore "A. Scotton" - State Upper Secondary School

Istituto Tecnico Commerciale "Einaudi" - State Upper Secondary School

**Type of school:**

- State Upper secondary schools (technical institutes and vocational institutes)
- Initial vocational education and training organisation (three and four-year vocational training courses addressed to students who have completed the first cycle of education and organised by the Regional Government).

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

Schio/Thiene

Schio is a municipality in the Province of Vicenza situated in North of Vicenza and East of the Lake of Garda. Its population is estimated at 39.355 inhabitants. The foreign residents in the municipality are 5.158, i.e. 13.11% of the population. Schio is now an industrial town thanks to Alessandro Rossi, who founded the biggest Italian wool firm (Lanerossi) in the 19th century. The economic context is characterised by the presence of large and medium-sized full production companies, mainly in the textile sector. It is a mature industry, which survives thanks to the high quality added value. Many large companies in the textile in Vicenza, however, do not keep important production lines transferring most of the production to "contractors" producing on-demand or relocating abroad.

Bassano del Grappa

Eighth centre in the region by population and second in the province, Bassano del Grappa urban area extends well beyond the municipal boundaries with a total population of about 70,000 inhabitants. The foreign residents in the municipality are 4.707, i.e. 10, 85% of the population.

The productive structure of the area is characterized by the relevant density of businesses in relation to the resident population, as well as by industrialization rates above the national

average. Textile and clothing are the leading sectors; other relevant sectors are: pottery, production of furniture, jewellery and precision mechanics. The rate of outsourcing, while lower than that of the surrounding provinces. Commercial activities are particularly developed. The structure of the workforce is composed of 70% of employees and 30% self-employed and freelancers.

**Catchment areas:** Municipalities of the Alto Vicentino (Thiene, Schio, Marano Vicentino, Breganze, Malo, etc.)

Istituto Professionale Statale "G. B. Garbin" – State Upper Secondary School

Istituto di Istruzione Superiore "A. Scotton" Breganze – State Upper Secondary School

ENGIM VENETO - CFP Patronato S. Gaetano Thiene – IVET provider

**Catchment areas:**

ENAIIP VENETO – Bassano del Grappa – Urban area of Bassano del Grappa and other surrounding Municipalities as Cartigliano, Cassola, Marostica, Nove, Pove del Grappa, Romano d'Ezzelino, Rosà, Solagna

ENTE DI FORMAZIONE I.RI.GEM SOC. COOP. – *ut supra*

Istituto di Istruzione Superiore "A. Scotton" Bassano del Grappa - Municipalities of Thiene, Schio, Bassano del Grappa, Asiago, Dueville

Istituto Tecnico Commerciale "Einaudi" – Province of Vicenza but the whole catchment area extends outside the Province including also the Province of Treviso and Padua

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

All the schools/VET providers involved in the pilot testing are actively participating to local networks aimed at preventing early school leaving. The main activities can be summarized as follows:

- promotion of specific training / information/vocational guidance initiatives in cooperation with public and private actors
- implementation of specific activities targeting the young population (attending the first years of upper secondary schools) involving families and providing tools to help parents in supporting students' transitions
- implementation of measures to develop in participants a short-long term personal and professional skills assessment
- Promotion of targeted guidance activities for disadvantaged young people at risk of early school leaving (peer education, active citizenship, socialisation, peer tutoring/mentoring, counselling, Youth Guarantee projects in partnership with local stakeholders, listening desk for parents and students
- Support activities for volunteering
- Afternoon sport activities

Furthermore, since 2001, a Compulsory Education and Training Regional Registry (AROF- Anagrafe Regionale Obbligo Formativo) is active at regional level to track students' fulfilment of compulsory education.

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

**Istituto Professionale Statale “G. B. Garbin”**

Pupils attending the school: 1.304  
Foreign students: 248 (19%)  
Students with non-Italian citizenship born in Italy: 61  
Certified Disabled students: 48  
Special Education Needs (SEN) students: 21  
Students with specific learning impairments (dyslexia, dysgraphia, dysorthography, dyscalculia): 8, 29%  
Students' transitions to other secondary schools/VET institutions: 77  
Students withdrawn from school (including students currently participating to Youth Guarantee Programmes targeting NEETs): 21

**ENGIM VENETO - CFP Patronato S. Gaetano Thiene – IVET provider**

Pupils attending the school: 340  
Students with non-Italian citizenship born in Italy: 85  
Certified Disabled students: 14  
Special Education Needs (SEN) students: 22  
Students' transitions to other secondary schools/VET institutions: 8  
Students withdrawn from school (including students currently participating to Youth Guarantee Programmes targeting NEETs): 54

**ENAIIP VENETO – Bassano del Grappa**

Pupils attending the school: 240  
Foreign students: 20%  
Certified Disabled students: ===  
Special Education Needs (SEN) students: ===  
Students with specific learning impairments (dyslexia, dysgraphia, dysorthography, dyscalculia): 35%  
Students' transitions to other secondary schools/VET institutions: 48  
Students withdrawn from school (including students currently participating to Youth Guarantee Programmes targeting NEETs): 130

**ENTE DI FORMAZIONE I.RI.GEM SOC. COOP.**

Pupils attending the school: 320  
Foreign students: 45  
Students with non-Italian citizenship born in Italy: 45  
Certified Disabled students: ===  
Students with specific learning impairments (dyslexia, dysgraphia, dysorthography, dyscalculia): 35%  
Students' transitions to other secondary schools/VET institutions: 65%  
Students withdrawn from school (including students currently participating to Youth Guarantee Programmes targeting NEETs): 280

**Istituto di Istruzione Superiore “A. Scotton”**

Pupils attending the school: 551  
Foreign students: 13%  
Certified Disabled students: 12

Special Education Needs (SEN) students: 15

Students with specific learning impairments (dyslexia, dysgraphia, dysorthography, dyscalculia): 4, 6%

Students' transitions to other secondary schools/VET institutions: 23

#### Istituto Tecnico Commerciale "Einaudi"

Pupils attending the school: 1.308

Foreign students: less than 10%

Students with non-Italian citizenship born in Italy: 44

Certified Disabled students: 24

Special Education Needs (SEN) students: 15

Students with specific learning impairments (dyslexia, dysgraphia, dysorthography, dyscalculia): 2, 5%

Students' transitions to other secondary schools/VET institutions: 0, 9%

Students withdrawn from school (including students currently participating to Youth Guarantee Programmes targeting NEETs): 19

### **PUPIL DETAILS**

#### **Number of participants**

Number of pupils offered to take part:

I<sup>st</sup> round Pilot testing: 8 students (2 female and 6 male)

Istituto Professionale Statale "G. B. Garbin" – 4 students

Istituto di Istruzione Superiore "A. Scotton" – 2 students

ENGIM VENETO - CFP Patronato S. Gaetano Thiene – 2 students

II<sup>nd</sup> round Pilot testing: 8 students (3 female and 5 male)

ENAIIP VENETO – Bassano del Grappa – 4 students

ENTE DI FORMAZIONE I.RI.GEM SOC. COOP. – 1 student

Istituto di Istruzione Superiore "A. Scotton" Bassano de Grappa – 2 students

Istituto Tecnico Commerciale "Einaudi" – 1 student

Number of pupils started on pilot:

I<sup>st</sup> round Pilot testing: 8 students (after the first individual session, two students, initially involved in the piloting, decided not to continue the project and were replaced)

II<sup>nd</sup> round Pilot testing: 8 students

Number of pupils remaining at end of pilot:

I<sup>st</sup> round Pilot testing: 8 students

II<sup>nd</sup> round Pilot testing: 8 students

Main reasons for not completing pilot:

#### **Characteristics of participants**

**Gender (number of boys/girls):**

I<sup>st</sup> round Pilot testing: 2 female and 6 male

II<sup>nd</sup> round Pilot testing: 3 female and 5 male (1 student withdraw after the first interviews)

**Age:** The average age of both groups is 16-17.

**Ethnicity/Country of origin/Mother-tongue:**

I<sup>st</sup> round Pilot testing: 6 Italian; one from Albania and one from Ghana

II<sup>nd</sup> round Pilot testing: 6 Italian, one from Macedonia and one from Moldavia

**Attainment levels:** Lower Secondary school Certificate

How do they compare with other pupils in the school? Other details (e.g. percentage with special educational needs, socio-economic origin, year repeats, non-attendance etc.):

Large number of absences – caused by alienation from school and harder return to the classroom; Poor performance and lack of disciplined behaviour - Negative relationships with teachers

Families with low level of education and low economic status

**PRE-PILOTING**

**Selection:**

How were pupils selected for inclusion?

Pupils were recommended by their school counsellors because of low achievement and wavering attendance and selected in cooperation with experts in active labour market policies and school dropout prevention pilot programmes.

Who was involved in selecting pupils? *ut supra*

**Organisational**

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

Two facilitators (Elena Colbacchin and Giuliana Corrado) from CPV , experts in active labour market policies and school dropout prevention pilot programmes.

How were they prepared to deliver the programme?

The facilitators were involved in NEETs at RISK project since its inception. They were constantly involved in providing feedback during the development and implementation of the model and the methodological tools. They were prepared to deliver the programme according to the guidelines and recommendation foreseen for staff preparation by IO2 –A2 Application of the pilot projects in partners' countries Implementation phase

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

No

**PILOTING**

**Programme delivery**

When did programme delivery start/finish?

The first round of pilot testing started at the beginning of December 2015 and ended in late June 2016.

The second round of pilot testing started at the beginning of June 2016 and ended in late July 2016.

Where did it take place?

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

Both pilot testing took place out of school as extra-curricular experience at CPV branch premises in Schio and at the premises of the Employment Centre of Bassano del Grappa.

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

Induction/Ice-breaker session(s)

Guidance sessions

Work placements or visits

VET visits/placements

Portfolio of achievements

Job search skills session(s)

Review session(s)

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

Each group session lasted 3-4 hours

Each company visits lasted 2-3 hours depending on the company availability to host the students for the visit

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

8 pupils for each session. No reason for non-attendance

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

No special event/ceremony. Delivery of students' final survey (post-intervention assessment)

## APPENDIX 2: Summary reports

### SUMMARY REPORTS – PORTUGAL



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*

### IO2-A3-MENTORING AND COACHING SESSIONS: EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO WORK – SESSION 1

Mauro Santos  
Junta Freguesia Alcântara  
Lisbon (Portugal)  
18/02/2016  
Final

Partners:



Promoter:



Co-funded by the  
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## SUMMARY REPORT

(1/2)

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)

The kickoff of the project at Escola Francisco de Arruda was rather complicated as almost all the class was absent from school during that afternoon.

Although the information about the program provided by the teachers in advance to all students involved, only 5 students were present for the 1<sup>st</sup> session of the application.

The class selected was an 8<sup>th</sup> grade, one from vocational education courses of Escola Francisco de Arruda.

The intervention was designed to be flexible, it was decided to follow the session even with less students.

Our strategy was to reward the interested students and to motivate the absent one. Since students talk to each other, it was a way of involving them in the following sessions:

### ATMOSPHERE AT GROUP SESSIONS

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

Even with a small group, we had some resistance regarding the introduction of the subject. They had some questions regarding the length of the project and if it would mean more hours at school or not.

We had negotiated with the teachers that the sessions would be made available during school hours, during the practical arts classes, always at the same time and preferably on the same day of the week, on Thursdays.

The presence of the teacher responsible for the vocational classes was very important because it allowed to establish a "bridge" with them and to secure them that the project was in their best interest.

### DEBATES AND TOPICS ADDRESSED

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

They were happy to know sessions would take place in their curricula schedule and that they would do some activities outside school, as to visit some



|  |
|--|
| <p>companies, to participate in education and training fair, etc. Outside school activities was what they were more interested in doing!</p>   |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p> <p>The focus of the session was to introduce the technicians from Junta de Freguesia de Alcântara that were going to work with them and to evaluate the predisposition of the students to be involved in this kind of program.</p> <p>They do not usually think on their future and especially on the skills and competences needed to achieve their goals. So, having the possibility to participate into such a specific program, it was at least different from the regular classes.</p> |
| <p><b>OVERALL CONCLUSION</b></p> <p>(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?)</p> <p>The class is already on a vocational training and education curricula. This means, Portuguese participants were already being identified as are students that are not fit to the general school curricula. They are usually absent from class, or demotivated, and have failed years of school till the 8<sup>th</sup> grade.</p>  |





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*

**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 2**

Mauro Santos  
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Lisbon (Portugal)  
03/03/2016

Partners:



Final

Promoter:



Co-funded by the  
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## SUMMARY REPORT

(1/2)

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)

Session 2 was more productive since we had 12 students present. They were divided in 2 groups of six to complete the individual interviews.

Some of the students were not present in session 1, for this reason we explain again the purpose of the project as the project team and schools wanted to learn from this program for students add-value.

### ATMOSPHERE AT GROUP SESSIONS

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

As some of the students were not in the 1<sup>st</sup> session it was necessary to summarize the project and its goals again. They already had some information from their classmates so they didn't have many questions.

Students considered very long the questionnaire used to collect information during the individual interviews. It was rather extended in their opinion and they lose their focus easily. They also had some difficulty understanding some of the questions.

One way to overcome this difficulty was to try to give examples to the questions that were posed, so that the students could answer.

### DEBATES AND TOPICS ADDRESSED

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

The session centered on the individual interviews. To fill the questionnaire, they had to think about their reality, from family, friends, their network. What makes them fail at school, what they want to do in the future and how other people may look at them, as well all the other questions to collect as much information as possible.

### 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?)

We realized students do not have high expectations regarding their future, or

they have idealist expectations, for example, some student want to be famous football players as Cristiano Ronaldo. Nevertheless, in most cases most students don't believe in them and in what they can do. Its truth they are very young in age but at the same time they don't have confidence and motivation to aim for higher objectives and parents in some cases are negligent regarding their children future, only hope they don't get involve in crime and drugs or illicit work.

#### 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?)

Interviews were important for our application mainly because it was done in an individual basis. Students had a much different behavior when they were alone with the teacher and technicians.

At the same time, if we want to get a combination of early identification and individualized intervention, the time invested with each student at the begging of the testing phase of the methodology allowed us to design and adapted tailored actions.

It made students think about their lives and about their future. We bring some examples, when they had difficulties to project them in the future. But in general, with more of less resistance, during the individual interviews, all young pupils collaborate with our staff. Sometimes, the most important key success of the application was to give them more extra attention!





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*

**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 3**

Mauro Santos  
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Lisbon (Portugal)  
10/03/2016  
Final

Partners:



Promoter:



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the information contained therein*

## SUMMARY REPORT

(1/2)

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.

|   |
|---|
| <p><b>OVERALL PROFILE OF PARTICIPANTS</b></p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>All the students were invited and participate in the Fair «Futuro Alcântara».</p>  |
| <p><b>ATMOSPHERE AT GROUP SESSIONS</b></p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>Youngsters participated in a job fair. All of them showed great interest in seeing the other Education and Vocational Training entities represented through stands.</p> <p>The students were not alone. They were accompanied with the teachers. The teachers followed the students in contacting with the exhibitors. Some students collect brochures and information regarding courses, schools, etc.</p>   |
| <p><b>DEBATES AND TOPICS ADDRESSED</b></p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>They were mainly focused on the choices of training/education alternatives after completing the 9<sup>th</sup> grade. Mainly in areas like sports, mechanics, esthetics, hairdresser, computing and commercial areas.</p>  |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p> <p>The focus of the session was based on the importance to continuing school, of not abandon school at least before complete the compulsory education; to be careful about their next choices of education and training areas per their interest; investing in areas with higher probably of getting a future job. They were accompanied to the session by their teachers.</p> <p>On the other hand, and because the fair was also frequented by other schools in the Alcântara Parish, they also contacted with other students, although superficial.</p> |
| <p><b>OVERALL CONCLUSION</b></p>  |

(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?)

The job fair had a good impact on the students opening their horizons and making them realize what they need to do, since for every job they will be there is a training or education field that can prepare them in the future.

The job fair was organized by Junta de Freguesia de Alcântara, with more than 20 training/education exhibitors.





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*

**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 4**

Mauro Santos  
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Lisbon (Portugal)  
07/04/2016  
Final

Partners:



Promoter:



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## SUMMARY REPORT

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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)

Session had 6 students present. They all knew our technician from one of the former sessions at least. The group was small so they were calm and willing to listen and participate.

The purpose of the session was to reflect on what the students had learned at the education and training fair. To accomplish this objective the facilitator brought with her some examples, brochures of some of the education and training offer that had been present at the fair.

### ATMOSPHERE AT GROUP SESSIONS

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

Students show not being interested in theoretical classes, as they already failed in this type of regular curricula. They do not like to be in classes and are much more interested in classes where they can "make" or "build" something.

They need to see the results of their work in a much faster way than a regular student. They lose focus very easily.

Students have difficulties seeing in what way the curricula that is taught to them is useful when they apply to a job in the future.

### DEBATES AND TOPICS ADDRESSED

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

Learning to Learn and Future Expectations were the main subjects of the session. We can see students do not have a clear vision of what is asked of them when they apply to a job.

They do not have any idea about what their education should provide them to be successful. About the different paths, they can take and in what way that prepares them for the future.

They see their education as simply being in class waiting for time to pass. They have no study methods and have no idea how to organize their time and their efforts to achieve good results at school.

#### 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?)

Students severely lack the motivation to change their habits. Even if they agree they need education or training they just procrastinate their will to really apply in it.

They are not motivated to work towards a goal as sometimes that same goal is not even clear to them.

They all see themselves as working in some non-specialized work in the future but have no notion that even those require certain skills and competences.

They are not aware of the importance of social skills needed to finding and keeping a job.

3

#### 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?)

Some of them recognize they are not ready to start working (plus they are very young...) if they don't change something in the way they look at school and training.

Others, because of family lacking education or any kind of formal training expect that things will be solved as soon as they leave school. Because there will always be work in a restaurant, supermarket or in mechanics where they can learn on the job. They forget completely their lack of social skills that are needed to keep any job. They also forget that even for those type of jobs it's important to present a qualification!



EARLY identification, INDIVIDUALIZED targeting and  
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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 5**

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21/04/2016  
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## SUMMARY REPORT

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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)

Session 5 had 11 students present. Only 3 of them hadn't done the interview yet.

### ATMOSPHERE AT GROUP SESSIONS

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

The students who were doing the interviews already knew what to expect and the kind of questions they were going to be asked so the session didn't have any major problems.

The rest of the group was a bit agitated but the time was spent talking with them about important subjects to the project. It was a good time to build some trust between students and out technicians.

### DEBATES AND TOPICS ADDRESSED

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

The session centered on the interviews. In order to fill the questionnaire they had to think about their reality. What makes them fail at school, what they want to do in the future and how other people may look at them? Regarding the main subject of the session which was the interviews students reacted the same way the first ones.

### 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?)

They realized they do not have high expectations regarding their future. That in most cases most people don't believe in them and in what they can do. They don't have themselves the confidence and motivation to aim for higher objectives.

But it was clear that after they talked to their colleagues they had already done some thinking on the subject.

### 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?)

Interviews were important mainly because they were done in an individual basis. Students had a much different behavior when they were alone with the teacher and technicians.

It made them think about their lives and about their future. To the students that had already done the report it was a chance to reinforce some ideas about the previous session regarding the importance of training and education.



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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 6**

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## SUMMARY REPORT

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| <p><b>OVERALL PROFILE OF PARTICIPANTS</b></p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>11 students participated in the session. Before the session, they were restless and that showed low productivity. We didn't reach all our goals as the exercise was not done to the end.</p>   |
| <p><b>ATMOSPHERE AT GROUP SESSIONS</b></p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>Youngsters identified something negative and something positive about themselves. They identified a changing situation in their lives, usually something like changing school or changing class.</p>  |
| <p><b>DEBATES AND TOPICS ADDRESSED</b></p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>The main focus of discussion was on changes in our lives and how to react to that. Either is a change in school or as change in work environment. How to react before a situation that isn't of their liking.</p> <p>They were confronted on how they react and how they should do it.</p>   |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p> <p>They could identify and write changing situations in their lives but were unable to make a serious reflection on the subject.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>«I came to this course (vocational training course instead of regular education)»</li> <li>«I leave futsal...»</li> <li>«I'm Brazilian, I came from another country and to a new school»</li> <li>«I want to study to find a job and to help my mother»</li> <li>«I start to play football»</li> <li>«I change to another course»</li> <li>«I move to another school»</li> </ul> |

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| <p>«I have a new cousin»<br/>«I have a new relationship»</p> <p>They showed serious difficulties in expressing themselves on the subject and didn't elaborate much on what those changes meant to their lives. They were uncomfortable in sharing with the rest their thoughts and experiences.<br/>Probably the tool was too complex for the student, or, it was applied in an incorrect way, since it's more an individual approach than a group session.</p>  |
| <p><b>OVERALL CONCLUSION</b></p> <p>(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?)</p> <p><b>Strong points</b></p> <ul style="list-style-type: none"><li>- Changing – Why you should address and face the issue of changing in life. The importance of facing situations, seeking help and guidance and listening to advices of other people</li><li>- Practical cases of changing that they have already faced. Their experience and the result of their actions</li></ul> <p><b>Weak Points</b></p> <ul style="list-style-type: none"><li>- We couldn't conclude the exercise. Students didn't appreciate the subject</li><li>- Group was restless and with low interest on thinking about the subject</li><li>- Very little sharing of personal experiences</li></ul> |







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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 7**

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05/05/2016  
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## SUMMARY REPORT

(1/2)

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)

16 students

All students participated in the session. We prepared a template with 6 questions regarding their professionals/internships aspirations. Questions were answered individually.

### ATMOSPHERE AT GROUP SESSIONS

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

They all participated and questions were written individually. Some difficulty in concentration, some scatter.

### DEBATES AND TOPICS ADDRESSED

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

We following discussion has about their relevant Professional areas as well as about the education and training offers.

We discussed again about student's appropriate courses, expectations towards their professional future. Main tasks, responsibility and competences as the social skills, the communication, the responsibility and the capacity to work in teams, follow rules and orders, the initiative to find other education and training pathways and the capacity and motivation to learn even with mistakes.

### 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?)

The facilitator promoted some reflection on what students would like to work in the future or in what kind of internship would they be interested.

We also reflected about their own network, family jobs, if they want to do the same as parents do (some students lived with a grandmother or parents are unemployed...), in the neighborhood what people do after leaving school, where they work, etc.

They identified possible competences and skills that they would need in their

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| future job and on what are the paths to achieve it.   |
| <b>OVERALL CONCLUSION</b><br>(i.e.: strengths 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?)   |
| <b>Strong points</b> <ul style="list-style-type: none"><li>- Self-awareness of the professional area they would like to work on</li><li>- Students assume they choose areas they think are easier to achieve a job</li></ul>  |
| <b>Weak Points</b> <ul style="list-style-type: none"><li>- Very low awareness of the tasks and responsibilities associated with almost every job</li><li>- Very low awareness of the competences needed to the work they want to do in the future</li><li>- They do not know what is the best school or training system to achieve their objectives</li></ul> |





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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 8**

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## SUMMARY REPORT

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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)

13 students attend this session. All students participated in the session.

Students were asked to choose from 6 working areas and establish what their daily routine would be like. What kind of tasks would be associated to it and what competences they would need to do perform a job.

It was a session focused on the practical skills: needs to do a legal job.

### ATMOSPHERE AT GROUP SESSIONS

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

We prepared a template and all participated and questions were written individually.

Nevertheless, some students had some difficulty to concentrate and at the end they fulfilled the questions but after a discussion with their peers.

### DEBATES AND TOPICS ADDRESSED

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

Students tried to identify what their day would be like in the profession of their choice.

They also identified some of the skills needed to do it.

### 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?)

They were shown what are the tasks related to each one of the work environments and competences to do them right.

They have a very simplistic vision of is asked of them and what are the expectations of a work environment.

It was shown to them how proper and specific training is essential to prepare them to their future jobs

#### OVERALL CONCLUSION

(i.e.: strengths 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?)

##### Strong points

- They all could identify an area of interest
- They assume they choose areas they think are easier to achieve
- They show some motivation towards learning more about what is asked of them in a work environment

##### Weak Points

- Still, very low awareness of the tasks and responsibilities associated with almost every job
- Very low awareness of the competences needed to the work they want to do in the future
- They do not know what is the best school or training system to achieve their objectives



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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 9**

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| <p><b>OVERALL PROFILE OF PARTICIPANTS</b></p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>13 students participated in the preparation of the mural painting – urban art intervention design.</p>   |
| <p><b>ATMOSPHERE AT GROUP SESSIONS</b></p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>As the activity would take place outside school they were quite enthusiastic with it. Almost all of the group gave ideas about messages and what should be draw and painted. Since almost all the group attend this session, it wasn't easy to reach consensus on what should be done. But the discussion went without any major problems.</p>  |
| <p><b>DEBATES AND TOPICS ADDRESSED</b></p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>At first they had ideas that didn't suit the objective of the exercise. They had to understand that this wasn't supposed to be just a graffiti. That it had to have a message.</p> <p>Something that was meaningful for them. And they understood it. When they did, they had ideas like freedom, self-confidence and releasing themselves. They already have the desire to have some independence but aren't ready prepared for it.</p> |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p> <p>The session was very good. The presence of the school arts teachers helped them putting their ideas to paper. They understood the objective of the exercise and reached a consensus on the message to be painted. They were able to discuss it and hear each other.</p>   |
| <p><b>OVERALL CONCLUSION</b></p>  |



(I.e.: strengths 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?)

**Strong points**

- Their ability to listen and change the ideas they previously had for the mural
- The discussion that they had regarding the subject to be painted. The choice of the word "release yourself" was seen in different ways by them but it meant something to all of them

**Weak Points**

- Their inability to express what they think about their own feelings. Teachers and technicians have to be very strict maintaining the discussion on the right track. If they are left alone they can't do anything.
- The possibility that some of them only look at this activities as a way to go outside school. There's always the possibility that, especially the ones who don't participate as much, are only looking for a "free afternoon".





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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 10**

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| <p><b>OVERALL PROFILE OF PARTICIPANTS</b></p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>10 students participated in designing and painting the mural in the neighborhood. They were all invited but in the day some of them fled and gave up the activity.</p>   |
| <p><b>ATMOSPHERE AT GROUP SESSIONS</b></p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>As the activity was done outside the school some of them didn't participate in it. Probably because it was taking place near the place where they live and their neighbors were watching them.</p>  |
| <p><b>DEBATES AND TOPICS ADDRESSED</b></p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>They had the opportunity to express themselves in a non-usual way. They could be heard without saying a word, just by painting a statement.</p> <p>They worked social skills and competences without even realizing it. Time and space management, working in team, communication between them and with others, visual arts.</p> |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p> <p>The activity was very well planned. We probably need to work further in motivating them towards this kind of activities and prepare them to be seen and judged by other youngsters who are not in the program.</p>  |
| <p><b>OVERALL CONCLUSION</b></p>  |

(I.e.: strengths 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?)

**Strong points**

- The ones who participated have done it with much responsibility. They left the place clean, they were very careful with the ink and brushes and were collaborated very well with the teachers
- They were very happy with the snack they were offered after the job was done

**Weak Points**

- Some didn't want to take part because their older friends were watching them
- They could not understand they were giving a good example to other youngsters and felt ashamed to be working outside and painting a wall



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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 11**

Mauro Santos  
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Final

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| <p><b>OVERALL PROFILE OF PARTICIPANTS</b></p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>13 students participated.</p>  |
| <p><b>ATMOSPHERE AT GROUP SESSIONS</b></p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>This was a very positive session. Students engaged well in the exercise of analyzing the mural painting activity as it was a practical activity.</p>  |
| <p><b>DEBATES AND TOPICS ADDRESSED</b></p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>It was addressed the skills and competences needed to paint the mural. Teamwork, communication, following orders and working together. All students participated in the discussion.</p> <p>Students valued the snack they were offered after working and all of them were very happy with it.</p>  |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p> <p>It was very difficult for the students to discuss and identify the competences and skills they used to paint the mural. They are very individualist and do not have the social skills to work together without a very present guidance.</p>   |
| <p><b>OVERALL CONCLUSION</b></p> <p>(i.e.: strengths 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?)</p> <ul style="list-style-type: none"> <li>- Overall they had a positive attitude and a reinforcement of their transversal competences used throughout the project.</li> </ul> |



EARLY identification, INDIVIDUALIZED targeting and  
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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 12**

Mauro Santos  
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## SUMMARY REPORT

(1/2)

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)

11 students participated in the group session.

### ATMOSPHERE AT GROUP SESSIONS

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

This session was the return to a more theoretical session so it took a little time to calm the group and start it. The subject was clearly of not much of a concern for them. Not even one had ever seen a curriculum vitae and had never thought of what could be important in it.

### DEBATES AND TOPICS ADDRESSED

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

Their idea of getting a job is limited to their neighborhood. They see themselves going from door to door in supermarkets, cafes or restaurants just asking if they can get a job there. Or going to work where some of their relatives already do so.

The idea of using the internet to find a job is known to them. Nevertheless, students' don't know at what sites and companies they can look for it or how to do it.

They have no idea how networking with different people and different places may be important in finding opportunities and in being "at the right time, at the right place".

### 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?)

They understood the importance of setting themselves and presenting themselves as what someone else needs. Not only in a CV but in their social media too. Even if in they have a hard time understanding why a personal internet page can weaken their chances in getting or maintaining a job.

They appreciate the fact that we show them where to actively look for a job, outside the place where they live, and with different kind of jobs.



The exercise of finding and looking for work ads in some sites was a good one. They could see where to look for a job but, as important as that, they could see the things required nowadays to get a job.

#### OVERALL CONCLUSION

(i.e.: strengths 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?)

- They became more interested in the session as it was taking place.
- They have a hard time identifying what benefits they can bring to an employer.
- They are aware of the different ways to look for a job but can't select what is important or not to write in their CV
- They do not realize the relevance of social media in the definition of their future and opportunities





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*

**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 13**

Mauro Santos  
Junta Freguesia Alcântara  
Lisbon (Portugal)  
16/06/2016  
Final

Partners:



Promoter:



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## SUMMARY REPORT

(1/2)

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.

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| <p><b>OVERALL PROFILE OF PARTICIPANTS</b></p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>12 students participated in the group session.</p>   |
| <p><b>ATMOSPHERE AT GROUP SESSIONS</b></p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>This was a good session. Students were eager to know where they would work.</p>   |
| <p><b>DEBATES AND TOPICS ADDRESSED</b></p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>The objective was to make them show that can be successful outside the classroom. They understood that they would have the opportunities to be side by side with an employer. Someone that can determine if they have a job or not in the future.</p> <p>This would be a chance for them to see what competences they need to do any kind of job. At least some of the transversal ones. Getting on time, follow the schedules, responsibility and politeness. It was a chance for them to see what kind of skills they should work on to do the job they want in the future.</p> <p>The idea was to make them abandon the "romantic" idea they had about keeping and getting a job.</p> |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p> <p>They were confident they would do a good job. Probably much better that they could ever do in such a small internship.</p> <p>They were serious about their intentions of being to the internship on time and be at the best of their behavior during the length of it.</p> <p>They appreciate the fact that we show them where to actively look for a job, outside the place where they live, and with different kind of jobs.</p>   |

OVERALL CONCLUSION

(i.e.: strengths 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?)

- Students were very enthusiastic with work experience
- It was possible to find internships to every student
- The possibility of being alone in a work environment was of great interest to them
- Students were expecting to be "the best" at the place of internship. They don't understand the training and skills needed to almost every job.



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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 14**

Mauro Santos  
Junta Freguesia Alcântara  
Lisbon (Portugal)  
20-29/06/2016  
Final

Partners:



Promoter:



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## SUMMARY REPORT

(1/2)

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.

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| <p>OVERALL PROFILE OF PARTICIPANTS</p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>15 students participated in an internship.</p>   |
| <p>ATMOSPHERE AT GROUP SESSIONS</p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>The students enjoyed the internship. There were no behavioral problems and companies were satisfied with the experience as well.</p>  |
| <p>DEBATES AND TOPICS ADDRESSED</p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>Students enrolled the activities asked to them in each of the places they were. Students had the internships in mechanics, stores, in a swimming pool, hairdresser and a kindergarten school. They were placed there according to their interests.</p>   |
| <p>EX-POST IMPRESSIONS</p> <p>(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?)</p> <p>The experience was a very good one. It was very important for everyone involved. Students had the chance to work in a place. See the work that is done there and talk the owners and employers of each company.</p> <p>It was an opportunity to watch how people dress, talk and react to a work environment. How they deal with someone giving orders, criticizing or simply working as a group.</p> |
| <p>OVERALL CONCLUSION</p>  |

(I.e.: strengths 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?)

- Students were very enthusiastic with work experience
- Students react totally differently when they "out of their group". They behave and are respectful. They follow orders much better and try to cause a good impression.
- The possibility of being alone in a work environment was of great interest to them
- Internships provided school with more companies' contacts. Companies that are willing to accept internship students
- The length of the internship was very short. Half a day is a very short period of time. It is less more than an experience.
- This experience uncovers the difficulty of getting internships for students in Portugal. Companies usually are not interested in it and it's almost impossible to have, in a regular basis, under age students in work environments because of the restrictions they have in leaving school.

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**IO2-A3-MENTORING AND COACHING SESSIONS:  
EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO  
WORK – SESSION 15**

Mauro Santos  
Junta Freguesia Alcântara  
Lisbon (Portugal)  
30/06/2016

Partners:



Final

Promoter:



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## SUMMARY REPORT

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| <p><b>OVERALL PROFILE OF PARTICIPANTS</b></p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>During the last session, students fulfilled the questionnaire about the impact of the intervention - O4.</p>   |
| <p><b>ATMOSPHERE AT GROUP SESSIONS</b></p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>The session was very positive because students have come from the visits to companies, so they came very enthusiastic and receptive.</p>  |
| <p><b>DEBATES AND TOPICS ADDRESSED</b></p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>The session centered on the impact questionnaire.</p>  |
| <p><b>EX-POST IMPRESSIONS</b></p> <p>(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?)</p>  |
| <p><b>OVERALL CONCLUSION</b></p> <p>(i.e.: strengths 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?)</p> <p>According to our experience, students were grateful for the program, for the visits to companies and expressed a future interest to be involving in the program, with more sessions and more contacts with other companies!</p> |

## SUMMARY REPORTS – SPAIN



EARLY identification, INDIVIDUALIZED targeting and  
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*Flexible pathways and an effective methodology for  
the transition into the labour market*

## SUMMARY REPORT – 1<sup>ST</sup> SESSION

Marta Méndez-Fuente  
M.José Alvarez-Suarez  
FMA  
Spain  
12/04/2016

Partners:



Promoter:



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## SUMMARY REPORT – 1<sup>ST</sup> SESSION – 12/04/2016

Facilitators: Marta Méndez-Fuente and M.José Álvarez-Suarez

### OVERALL PROFILE OF PARTICIPANTS

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

A total amount of 14 students participated in the first session, though 21 were previously interviewed and invited to join the sessions.

Gender: 8 boys and 6 girls.

Minority: apart from 1 Ecuadorian and 1 Colombian, the majority of participants (7) were Gypsies. The Gypsy community is significant in the area where the School Center is located. Its culture is deeply rooted amongst its members, especially with regard to women and their expectations in life.

The general ex-ante impression came from the individual interviews that were organized the previous week. All the interviewees declared their willingness to participate (even those that, finally, did not show up).

### ATMOSPHERE AT GROUP SESSIONS

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

It must be noted that all participants knew beforehand the nature, content and purpose of the sessions so their predisposition was positive, except for 1 person who declined to participate in the course of the first hour of the session, not having completed a first and very simple exercise all participants were asked to do.

It was noticeable the lack of attention they use to have in the classroom. They got distracted very frequently though they stayed in the room along the 2 hours the sessions lasted (the lessons use to last only 50 minutes).

### DEBATES AND TOPICS ADDRESSED

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

This first session was framed between 2 modern music videos, played by young people and with clear messages. Meanwhile the students were arriving at the room, the first music video was playing. The main idea was to share the message that "we all are under the same Sun", so there's a place for us in the World and we have to prepare ourselves for that.

Participants introduced each other in pairs, addressing their age, expectations in a 5-year period and their plans to achieve their aims.

"A good qualification (training) and working hard is all that is needed to get success at workplace and in life, in general. Social competences are less important". Participants reflected and debated though, in general, they didn't show an informed opinion. Generally speaking, and though they "want to do something", they use to be passive while sharing their points of view.

Communication was the main topic addressed in the first gathering. How we communicate is the way people get to know us, so it's very important to express ourselves properly. It is not a matter of what we say but also how; misunderstandings in communication can play a big role and can lead to some difficult and unplanned situations.

The session finalised with another music video, which content was not commented on the spot but at the beginning of the following session.

#### 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?)

A single session is not enough to bring conclusions, though the general impression was that the group itself is not easy to manage because of the complexity of its members and the family environment and bad habits of participants. Still, they paid attention, taking into consideration their usual performance in classroom, so real expectations have been generated.

#### 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?)

The first session and the content addressed gave no clue to assess its likelihood to reach the expected outcomes; too early for that.

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## SUMMARY REPORT – 2<sup>ND</sup> SESSION

Marta Méndez-Fuente  
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FMA  
Spain  
14/04/2016

Partners:



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## SUMMARY REPORT – 2<sup>ND</sup> SESSION – 14/04/2016

Facilitators: Marta Méndez-Fuente and M.José Álvarez-Suarez

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| <p>OVERALL PROFILE OF PARTICIPANTS</p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>A total amount of 9 students participated in the second session; 6 of them were Gipsy, 1 Ecuadorian, 1 Colombian and 1 Spaniard. All girls (4) were Gipsy, and they sat down apart from the boys.</p>  |
| <p>ATMOSPHERE AT GROUP SESSIONS</p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>They started asking about the visits to be made outside the School Center. In fact, this seems to be the activity that calls their attention most.</p> <p>The atmosphere was similar to the first day, though it was noted a more relaxing environment since part of the students went to strike. It must be noted that all participants went to the center just because of the project session because, otherwise, they would have stayed at home. It was told that some of the students that did not attend the session because they thought it was cancelled due to the strike.</p>  |
| <p>DEBATES AND TOPICS ADDRESSED</p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>The session started with the same music video as the one that closed the first gathering. In this case, the official video was played, showing how handicap people overcame very tough situations; the main message was that we all have to be "renegades with a cause".</p> <p>The other side in the communication process was tackled in the course of the second session, and an exercise was done in the room for participants to know the extent to which they are good listeners (they ranked positively!). Active listening is a key aspect, specially for them once they showed a very low level of attainment in this regard.</p> <p>Communication skills were defined as a critical competence as long as we live in society and are very likely of being either part of a group or a team; the difference of both terms was clarified by means of 2 very funny videos (cartoons).</p> <p>The sessions finalised with participants filling out the questionnaires for the students survey.</p> |
| <p>EX-POST IMPRESSIONS</p> <p>(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?)</p> <p>It is still too early to observe a change in participants, though they had to opportunity to</p>  |

reflect on the effects of a person's behaviour/misbehaviour on others. A fictitious situation was brought to the room as a dominoes effect.

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?)

Though participants didn't express a particular mindset on the topics addressed, they showed -somehow- interest not only because of their attendance, but also because they went to the School Center just for the session and because they stayed in the room for the entire period (some of them even arrived in the room ahead of time).

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## SUMMARY REPORT – 3<sup>RD</sup> SESSION

Marta Méndez-Fuente  
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FMA  
Spain  
19/04/2016

Partners:



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## SUMMARY REPORT – 3<sup>RD</sup> SESSION – 19/04/2016

Facilitators: Marta Méndez-Fuente and M.José Álvarez-Suarez

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| <p>OVERALL PROFILE OF PARTICIPANTS</p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>A total amount of 12 students participated in the third session; this means that some of them returned after the strike.</p> <p>Gender and minority: 5 boys (2 Gipsy and 1 Colombian) and 7 girls (4 Gipsy and 1 Venezuelan).</p> <p>It must be noticed that in the first half of the group sessions, 6 students attended the first 3 gatherings, 5 participants were in 2 sessions and 7 joined the group just 1 day.</p>   |
| <p>ATMOSPHERE AT GROUP SESSIONS</p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>It was a stressful day, because participants were very distracted and a lot of calls of attention were needed. Still, no-one left the room and nobody complaint for staying there.</p>  |
| <p>DEBATES AND TOPICS ADDRESSED</p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>The session continued the topics addressed in the previous one, by focusing on responsibility. All participants were asked to say what they are responsible for; most of them declared they had to take care of some of their family members (younger siblings, mostly). A video showing the fable of the cicada and the ant helped to trigger the debate.</p> <p>Participants claimed a visit outside, that was initially planned for the following day (though not finally organized). Meanwhile, a video of a steel mill was played. There is a plant in the region and the idea was to show them what's inside "that place they can see from the highway". They were interested since they paid close attention to the entire 7 minutes of duration.</p> |
| <p>EX-POST IMPRESSIONS</p> <p>(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?)</p> <p>It is obvious their interest to go outside. They openly declared they don't want to be in the School Center but somewhere else not closely related to memorising. Still, facilitators made them clear the need to learn if they want to be qualified for most of the jobs.</p> <p>It is due to mention that janitors in the School Center think that it is not true the assertion stating that these youngsters do not know what they want; the truth is that they know they don't want to be in the School Center.</p>   |

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?)

Over the course of the 3 sessions, it is getting more and more clear that, if not all, some participants (boys, mainly) really want to do something, but outside the School Center. In any case, they are told the need to have basic competences and basic knowledge, they should acquired in the School Center, for their further qualification.

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## SUMMARY REPORT – 4<sup>TH</sup> SESSION

Marta Méndez-Fuente  
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21/04/2016

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## SUMMARY REPORT – 4<sup>TH</sup> SESSION – 21/04/2016

Facilitators: Marta Méndez-Fuente and M.José Alvarez-Suarez

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| <p>OVERALL PROFILE OF PARTICIPANTS</p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>The number of participant was reduced from the previous one: only 9 attended the fourth session (4 boys and 5 girls). All girls were Gipsy, as well as 2 out of the 4 boys (1 South American and 1 "white Spaniard").</p> <p>Only 5 of the students attended the 4 sessions and 2 participated in 3; it was the first participation for 2 of the girls.</p>   |
| <p>ATMOSPHERE AT GROUP SESSIONS</p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>Though they thought a visit outside was planned for the day, they stayed in the room and didn't complain. Some of them were a bit distracted though they reacted properly when required.</p> <p>The atmosphere was more relaxed as long as participants selected some music videos of their taste. Particularly, one of them helped to address the topic of sexual harassment.</p>   |
| <p>DEBATES AND TOPICS ADDRESSED</p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>The pens that were given to the students for them to do the proposed activities served to start the fourth session. An unused pen was showed, along 2 others already used, both of them spoiled by participants. This helped them reflected on the need to take care of the things they have in hand, specially if they don't own their property. Since it is considered they didn't damage the pens on purpose but because they played with them, they should keep in mind they must be very cautious at work or in the VET center in this regard.</p> <p>Problem solving was tackled and, once again, a funny video of cartoons facing a problem was used to activate the discussion. The need to be creative and to think for themselves was a central aspect, stating that this also applies to their expectations and plans for their future: they have to be what they want, not what others want for them (this is specially applicable for Gipsy women, as long as -according to their culture- they are expected to leave the school, get married and have children before their twenties).</p> <p>Because of a music video with very explicit sexual images, detrimental for women, the topic of sexual harassment was addressed.</p> |
| <p>EX-POST IMPRESSIONS</p> <p>(i.e.: did participants change their minds?; have they seriously reflected on the importance</p>  |

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| <p>of having basic skills?; what plans do they have for the near future?)</p> <p>It was noticeable the facial expression of a girl while talking about the decisions they have to make on their lives by themselves, instead of others dictating what they should do.</p>   |
| <p>OVERALL CONCLUSION</p> <p>(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?)</p> <p>Though a visit to a local Community Center was planned for that day, the Principal of the School Center preferred to finalise the group sessions before going outside; the decision was made based on the original plan and also for logistics reasons.</p> <p>It is being considered the appropriateness of alternating the groups sessions and the visits outside. It could lead to more in-depth discussions, based on real facts, situations and opinions they could encounter beyond the school system, so specific topics could be reinforced and some others addressed though not initially and specifically planned.</p> |

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## SUMMARY REPORT – 5<sup>TH</sup> SESSION

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03/05/2016

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## SUMMARY REPORT – 5<sup>TH</sup> SESSION – 03/05/2016

Facilitators: Marta Méndez-Fuente and M.José Álvarez-Suarez

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| <p>OVERALL PROFILE OF PARTICIPANTS</p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>The number of students in the session was the same as in the previous one (9), though only 6 of them participated in both of them. It is due to mention that by then a student dropped out because he turned 16 and it was not mandatory any more to attend the classes without being penalized financially speaking.</p> <p>Some gypsies declared openly that they were waiting to be 16 to leave the school system; they are subsidized and they would lose the benefit otherwise. Still, they are just sat down in the classroom, but they do nothing. The student who dropped out was a bona fide example: he was quiet –that is, not problematic- though he was very passive. He said he would like to be a car mechanic but he didn't take the opportunity to visit a specific VET center in that field (though he had already dropped out, he was invited to join the visit and he declined). His father and brother work with cars, though he had said he would like to work like them but "legally".</p> <p>The session counted on 5 gypsies, 1 South American and 4 "white Spaniards"; 5 of them were girls and 4 boys.</p> <p>Only 4 of the students attended the 5 sessions and 3 participated in 4, 1 in 3 and another 1 in 2 sessions.</p> |
| <p>ATMOSPHERE AT GROUP SESSIONS</p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>It was not an easy session. Participants were very distracted so it was difficult to get them involved.</p>   |
| <p>DEBATES AND TOPICS ADDRESSED</p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>The session revolved around the SWOT analysis and the need to promote the positive personal features and external conditions and to combat the negative ones. The topic was addressed by 3 different means: on one hand, a general idea, based on a drawing, was presented; it was followed by a video showing a cartoon and, finally, an individual exercise was done by participants, for them to reflect.</p> <p>The design of a CV was tackled as well as the proper performance during a job interview. Participants were asked to put themselves on the interviewer shoes while showing them videos of interviews of different kind (what to do and what not to do). Also, a simulator of interviews was used, where participants had the opportunity of choosing amongst different options and testing the result of their selections.</p> <p>The session finalized by playing different videos about industrial processes ("How it is made"</p>  |

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| and alike).  |
| <b>EX-POST IMPRESSIONS</b><br>(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?)<br><br>Probably because of their mood, they didn't pay so much attention. Still, it meant an opportunity for them to reflect on the importance of giving the best image of themselves while looking for a job.   |
| <b>OVERALL CONCLUSION</b><br>(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?)<br><br>It was the first session addressing specific work-related content. Though it was, obviously, interesting for participants, it was the most difficult session to manage due to their behavior. |

3





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*

## SUMMARY REPORT – 6<sup>TH</sup> SESSION

Marta Méndez-Fuente  
M.José Alvarez-Suarez  
FMA  
Spain  
05/05/2016

Partners:



Promoter:



Co-funded by the  
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the information contained therein*

## SUMMARY REPORT – 6<sup>TH</sup> SESSION – 05/05/2016

Facilitators: Marta Méndez-Fuente and M.José Alvarez-Suarez

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|---|
| <p>OVERALL PROFILE OF PARTICIPANTS</p> <p>(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)</p> <p>The overall phase of group sessions finalized with the attendance of 10 participants. Gypsies and women represented 50% of them.</p>  |
| <p>ATMOSPHERE AT GROUP SESSIONS</p> <p>(i.e.: predisposition and participation of youngsters)</p> <p>As in the previous session, participants were very restless, what did not facilitate the development of the gathering. It was especially difficult because of the use of computers.</p>  |
| <p>DEBATES AND TOPICS ADDRESSED</p> <p>(i.e.: which topics focused the highest attention of participants; specific activities)</p> <p>Along with the previous session, this one was much targeted to the labor market and professional options of participants. Instead of giving them a speech, they were asked to look for VET courses they were interested in and job offers. They were guided and oriented in the process.</p> <p>The goal was for them not only to know how and where they should look for information, but also to know the content of certain courses and the requirements for some jobs. To get familiar with the real world of work was the aim of the session. They also knew the proceedings to be registered as unemployed and, therefore, subject to free-of-charge courses.</p> |
| <p>EX-POST IMPRESSIONS</p> <p>(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?)</p> <p>In spite of the content of the session, and the opportunity they had to use computers for a professional purpose, they were very distracted and played games when they were not monitored. In only one case, the student took advantage of the information he got and applied for a cooking course he knew about.</p>  |
| <p>OVERALL CONCLUSION</p>   |

(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?)

The use of a computer amongst students of this kind is very risky, since they are very prone to jump into non-related topics. For the session to have been fully exploited, it would have been appropriate to work with only 2 students per facilitator.

The experience has shown that computers are a good supporting tool as long as the student is centered in the task; if he is not, s/he would use them very probably for something else.

3

## SUMMARY REPORTS – ITALY



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*

## SUMMARY REPORT – INDIVIDUAL SESSION

Susanna Casellato (CPV)  
Facilitators: Elena Colbacchin  
Italy  
June, 22-23, 2016

Partners:



Promoter:



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

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## SUMMARY REPORT – 1<sup>ST</sup> SESSION

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.

**Facilitators:** Elena Colbacchin, CPV

**Report:** Susanna Casellato (CPV)

### OVERALL PROFILE OF PARTICIPANTS

#### **Participants:**

8 students (3 female and 5 male) from different schools located in the area of Bassano del Grappa (Vicenza) were involved in the first phase of individual interview sessions and were recommended by their school counselors because of low achievement and wavering attendance. CPV facilitated and organized the identification of potential participants and provided a letter to school boards explaining the project. This entailed gaining permission from the appropriate school boards.

The average age is 17. Of the 8 students 6 are Italian; one student is Moldavian and one is from Macedonia. Before starting the individual interview session, one student, initially involved in the piloting, decided not to continue the project and was replaced.

### ATMOSPHERE AT THE INDIVIDUAL SESSIONS

Individual interviews took place on June 22-23, 2016 and were held by Elena Colbacchin expert in active labour market policies and school dropout prevention pilot programmes. For interviewing the participants, CPV was provided a room in the Employment Center of Bassano de Grappa.

At the beginning of the individual sessions, almost all students expressed hesitation for the inclusion in a new project. Initially they did not know how to approach mainly for the novelty of the context and the lack of knowledge about possible practical implications of the project. As the activity continued, the facilitator observed students' convergence of expectations and growing interest in the planned activities.

Below is a list of interview prompts that were used to gather information necessary to answer the questions. The interview was of a semi-structured nature, so the facilitator was able speak about many of the topics without being prompted to do so.

1. Tell me a little bit about yourself: Name, age, description of living conditions, current familial structure, number of siblings, highest level of education attained by siblings, highest level of education attained by mother or father, rules in the household, conversations had with parents, approximate household income, highest level of education student attained, desire to go to school, job, job while in school.

2. Tell me about your high school experience: Skipping school or classes, education ability, desire to stay in school, attribution of desire to drop out of school, number of times moved while in school, reasons for moving while in school, participation in extracurricular activities, interaction with parents while in school, parental expectations for education, student

feelings of expectations, parental knowledge of student's friends and friends' parents, parental discussions with teachers or any other people at high school, parental volunteerism at high school, parental knowledge of academic progress, parental knowledge of behavior

3. Please share some stories about how you used the support systems that existed at your high school: Relationship with school counselor, other adults at school interested in student's education, description of exhibition of adult interest, reasonableness of rules established at high school, opinion of high school, positive aspects of school, negative aspects of school, adequacy of facilities, skill of teachers at teaching, skill of teachers at classroom management, description of favorite teacher, hindrances to access to supports.

4. Describe the manner in which you were encouraged to stay in high school: encouragement from members of your community, encouragement from school employees, mentors in or out of school, family, was leaving school a good decision, anything that would have kept you from leaving school, anything that would have led to a different decision.

At the conclusion of the interviews, each participant was thanked for participating in the study.

#### DEBATES AND TOPICS ADDRESSED

A number of ethical considerations were taken into account. Firstly informed consent was essential. Parents (being all students under age) were contacted by the schools and received detailed information on the project, its main aims, type of piloting being conducted and participants information sheet explaining what they might be asked and a consent form that they both (student in question and his/her parent) needed to sign as part of their agreement to participate. Secondly, confidentiality was a key consideration in conducting the individual sessions. From the onset, participants were reassured that the interview would be confidential and that data would only be used for the piloting purpose.

Thirdly, participants were advised that they were under no obligation to participate in the piloting that they could choose to stop the interview at any time and that they did not have to answer any question they did not want to. Finally, the facilitators were aware of the importance of establishing a relation with the piloting participants and maintained a respectful, non-judgemental and attentive attitude at all times. The facilitators made good use of interviews skills and found humor to be a very powerful tool, particularly with some participants.

Students were asked questions from the interview guide designed to help create a portrait characterizing the circumstances around which students are considering dropping school. Students were also asked about their future plans and aspirations.

All students' family have low income and

Considering the school disciplines were unanimous in disliking / succeed in mathematics, and the disciplines directed to the informatics were the most frequently reported as successful.

Analysis of professional skills required in terms of marketability in the workplace including transversal competences such survey of the skills possessed by students and those currently required by the labor market

Analysis of CV: semistructured interview of motivation on the path that led students to think of leaving the school with detailed analysis of situations perceived as a failure.

Vissito school

Analysis of possible jobs to highlight the demand for skills and qualifications defined. Raise

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awareness in the participants of the need to follow an educational and training program structured and formal.

The most frequently-cited reason students were thinking about school dropping out was their perception that teachers did not care about them.

Half of the students interviewed reported the desire to complete school and expressed the desire for further education and training in order to fulfill career aspirations. Other narrative stories show that one of the main reason to decide to leave school early (the necessity of combining job and schooling) is the necessity to start working and earning money. This can be illustrated with the expression often repeated by participants: "it was not possible to combine work and study at school".

While some students appeared to know what they needed to do to get back in school, most students expressed the need for guidance in determining their future options.

#### EX-POST IMPRESSIONS

Most of the interviewed students demonstrated limited expertise in reflecting on their past experiences and therefore found it difficult to create a coherent life and educational story. The facilitator therefore needed to provide them with substantial support and guidance to enable them to talk about their time at home and at school. In some cases it was apparent that they were reluctant to talk about their education but in most cases they appeared inexperienced in reflecting on what they had done in the past and having to explain themselves to another person. Unless they were prompted and supported, most students only provided short factual narratives which contained limited recollection of emotions or explanations for their behaviours. The observation the facilitator made is that most of them did not seem to be experienced in providing more elaborate autobiographical narratives by also talking about their feelings, their thoughts and the possible reasons for their behaviour at the time. Besides describing their response to immediate events they often gave her no further explanation for their actions unless the facilitator provided them with further guidance and support (such as asking them what they felt and thought at the time or why their behaviour was so different then to how it is now). In short, they seemed to lack the experience of talking about themselves and to providing an explanation for their actions to someone else.

#### OVERALL CONCLUSION

(i.e.: strengths 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?)

##### **Strengths:**

It was visible expectations regarding the project from most participants. It was important to create empathy.

The finding that students have difficulties in constructing a coherent narrative has important connotations for practice. The implications are that interventions should focus on memories which the young person experienced in the recent past before making the connection to

their experiences of school in the relatively distant past. The benefit gained from focusing on their current lives at school is that it gives students the opportunity to develop their skills and abilities to engage in more elaborative and insightful narrative reasoning. The facilitator highlighted individual difference and that it is therefore necessary to work with students as individuals. It is important to adopt a person centred approach which most secondary schools are not able to provide. Most students respond well to this whole person approach, their behaviour improves and they re-engage with education.

**Weaknesses:**

Still can not be considered a change mentalities or something similar, as the project is still at a very early stage

**Next steps:**

Group sessions and company visits







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*

## SUMMARY REPORT – GROUP SESSIONS

Susanna Casellato (CPV)  
Facilitators: Elena Colbacchin  
Italy

Partners:



Promoter:



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## SUMMARY REPORT – GROUP SESSIONS

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.

**Facilitators:** Elena Colbacchin, CPV

**Report:** Susanna Casellato (CPV)

### OVERALL PROFILE OF PARTICIPANTS

#### **Participants I<sup>st</sup> Round:**

All the 8 students (2 female and 6 male) from different schools located in the area of Schio (Vicenza) previously involved in the individual interviews attended the group sessions.

#### **Participants II<sup>nd</sup> Round:**

All the 8 students (3 female and 5 male) from different schools located in the area of Bassano del Grappa (Vicenza) previously involved in the individual interviews attended the group sessions.

### ATMOSPHERE AT THE GROUP SESSIONS

Group sessions were held by the facilitator Elena Colbacchin expert in active labour market policies and school dropout prevention pilot programmes.

#### **I<sup>st</sup> Group**

In the beginning the participants were generally weak and passive. They did not have much interaction with each other as well as not responding to the facilitator. They often needed intensive facilitation. Most of the participants adopted the wait-and-see attitude as it seemed they did not understand what was going on with the group. They were also easily distracted by the environment and other external factors.

As the group developed, the facilitator set up a program routine and participants became more familiar with the routine and some behavior rules. The facilitator also gave recognition to each participant's efforts and participation. Participants' active participation in group activities improved overall. Yet, they still needed continuous reminders from the facilitator and encouragement in order to follow instructions. The students showed improvement in participating in the activities. On the whole, the participants enjoyed the process of participation and increased their engagement and commitment in attending the session. Their attention span was longer and they also gave responses to the facilitator.

#### **II<sup>nd</sup> Group**

During the initial stage of the group session, most participants were unresponsive and asocial. Facilitator-to-participant one-way communication was the main interaction pattern

in the group. The facilitator hardly received complete responses from participants. Some participants also had limited vocabularies. In the beginning interaction between participants was almost absent, even though the facilitator had tried to design some group activities that required limited interaction with each other. After a few sessions, leader-centred interaction remained the main interaction pattern. Most participants were unfamiliar with two-way communication channel. The facilitator seldom received feedback from participants and most of the feedback received was from the facilitator's observation of the participants' non-verbal language rather than "talking" to the participants. At the ending stage, the communication pattern had extended more to participant-to-participants and facilitator-to-group. Participants' interaction with each other had enhanced because the facilitator encouraged them to interact with each other during the activities.

#### 4 DEBATES AND TOPICS ADDRESSED

Support offered in both group sessions was provided in a flexible manner tailored to the individual needs of the participants.

The concept behind the implementation of the groups sessions was that to make effective transitions through school and from school to further education/training and employment young people require access to information and suitably qualified people to assist them in making key decisions about jobs, courses and career paths, including access to careers advice which is informed by current labour market trends. Before making and implementing decisions about careers, young people need to develop knowledge and understanding of themselves in relation to the world of work. This includes consolidating the skills required to learn further as well as recognising and developing employability skills through the course of their everyday learning at school, in employment and training pathways, at home and in the community.

The group sessions for both piloting rounds addressed the following topics:

##### Group session 1:

Analysis of personal and skills profiles of young people in the region and identification of the main categories profiles) of unemployed young people.

The activities in this group section were also focused on communication skills necessary for the development of self-advocacy and self-determination, important skills for lifelong success. To that end, the activities in this section offered many opportunities for participants to practice communicating their strengths and assets while learning how to minimize any perceived barriers to employment.

The facilitator not only helped participants practice and recognize how they provide information to others, but also helped them consider how others may prefer to receive information. It is important to reinforce with participants that communication skills involve give and take – and they can, indeed, be learned and strengthened over time. learning how to minimize any perceived barriers to employment.

##### Group session 2:

Illustration of alternative education and training resources in the region (mainly those suitable to the dual model of E&T) and other different professional opportunities available to the participants.

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The main aim of this group session was to help participant to:

- find out what they would like to do professionally and help make it possible for them to achieve it;
- inform and advise them on possibilities to participate in a new training or continued education course to acquire more professional skills or competences or to initiate an occupational activity
- promote young people's employment
- facilitate the transition to an active professional life or reintegration into the school system through a series of assistance designed to help them gain access to training resources;
- provide support for a personal job finding programme through a process of individualised information package
- Bring the city's resources closer to participants so to take advantage when developing the different phases of the programme.

The group session presented a large selection of training resources to help the participants aim for the future, or, if he/she prefers, choose the option of returning to the educational system. Depending on the profile of the participants, they were streamed towards a particular employment resource or another: workshop, school or skills centres (job and training centres in which the young unemployed person receives occupational training courses combined with professional practice), occupational training, social welfare courses (courses in job starting, training and employment, professional workshops, in collaboration with the municipalities, secondary schools and NGOs) and others.

#### **Group session 3:**

Decision-making process concerning the development of professional competences.

The activities in this groups section sought to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants learnt about positive teamwork behavior and discovered how their own conduct can impact others on a team. The section also discussed possible obstacles to teams working successfully and offers the opportunity to build constructive strategies for overcoming these challenges.

Furthermore, the activities in this section focused on the process of networking and its relevance and importance to career development. Participants learnt about taking initiative and overcoming fear (which is quite common), informational interviewing, as well as potential guidelines to consider when using social networks, texting, and email for networking purposes.

By creating opportunities whereby young people can research, talk to, and network with those working in careers of interest, the more likely they will be able to make informed choices regarding their future.

The activities of the group session also helped to increase the participants' sense of confidence. Participants could understand, accept and name their emotions. They know themselves and have a sense of identity. They also accept themselves and value who they are.

The importance of enthusiasm and a positive attitude in the workplace were also explained to participants. They were informed on basic strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during school, an interview and on the job.

#### **Group session 4:**

Entrepreneurship/Intrapreneurship

Competence, attitudes and skills related to self-employment

The activities of this group session were aimed:

- to help participants think about their personal objectives and the best way to achieve them, and provide a model for success that highlights the factors that contribute to it
- to provide participants with an example of a possible career choice by illustrating them to entrepreneurs or intrapreneurs cases who work in a field related to a course or program of study
- to explore types of entrepreneurial activity applicable to school programs
- to explore a work environment in a given area of interest

In this activity, the learning process was broken down into different steps:

- Becoming aware of what entrepreneurship means and how it could relate to the field of study
- Discovering different types of entrepreneurship/intrapreneurship
- Researching different companies in the student's area of interest
- Preparing for company visits and meeting with an entrepreneur
- Visiting companies and meeting entrepreneurs or other key roles in the companies

#### **Group session 5:**

Analysis of the socio-economic context of the Region in order to identify priority sectors and companies potentially interested in taking on young trainees for a traineeship.

This group session was aimed at preparing to companies' visits through web search and analysis of companies' profiles, corporate values and skills required for performing the main occupational profiles of interest of participants.

Participants had the opportunity to:

- discuss the purpose of the field trip and how it could relate to the current studies or specific interest;
- introduce vocabulary words to be used during the company visits.
- explore the companies' websites (if available) they will be visiting.

During this group session the participants' thematic/professional areas of interest were identified with respect to the company visits by creating ad hoc questionnaires, in order to better understand the organizational and production systems to be visited as well as a list of open-ended observation questions to gather information during the visits. The company visits thus allowed the participants to have direct feedback from company representatives as to what are currently the demands and expectations from the companies about the possibility of trainees and/or new workers' inclusion.

**Company visits (4 companies for each round of participants/2 per day)** aimed at expanding participants' learning through active hands-on experience with the resources of the local community as well as to increase their knowledge and understanding of specific subjects and add realism to the topics of studies. These companies visits also contributed to give an idea to students about their job profile once they will start working.

At the end of each company visits, participants provided feedback on their experience mainly focusing on how their expectations related to their initial skills, identifying strengths and weaknesses affecting a possible job search.

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#### EX-POST IMPRESSIONS

The interventions for both groups had a quite immediate positive impact on students' reports of having caring, supportive relationships with adults outside of home and school, the quality of their friendships and their belief that education matters for their future. Nevertheless, it is not possible to yet demonstrate improvement in students' performance or decision making because it is too early. It could take more than six months to show effects.

In the short-term, the group interventions proved useful for all participants, who were able to obtain information consistent with the requirements of the labor market, often changing significantly their opinions and initial beliefs. In particular, the group session enabled each participant to better understand the demands of the working world and to make new hypotheses on how to find a occupation, also opening new possibilities to new professional profiles not previously considered, and thus to the training paths required to perform specific tasks.

The feedback provided by participants at the end of the company visits represented the starting point for understanding how participants can proceed to strengthen their professional profile, identifying how their own characteristics can be accepted by the world of work. Areas and skills requiring further development were also analysed taking into consideration the companies' main expectations as well as the local labour market priorities. This activity has reinforced the participants' awareness of the utility of a scolastica training, considered as the preferred criteria by companies in assessing novel candidature. In particular, this situation was important for participants of the first group, with whom a meeting at a VET provider located in Thiene was also organised thus allowing participants also to consider further vocational training paths

The need of encouraging students at risk of school dropouts/low achievers to assume responsibility for their learning process, and involving them in the facilitation of their own learning processes (e.g., self-motivation, self-inspiration, diagnosis and assessment of their own learning needs, monitoring their own learning processes, analysing their own learning barriers, evaluating their own learning outcomes, etc.) as well as tuning students' desires with offered work-based learning opportunities, offering formal and non-formal learning opportunities that give motivation to learn at work related to training for working on technological or organizational changes, using new pathways of workplace learning - clearly emerged during the group sessions.

#### 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?)

##### **Strengths:**

Il percorso ha permesso di rendere consapevoli i partecipanti rispetto alla necessità di una formazione formale per accelerare il loro inserimtno nel mondo del lavoro, permettendo di considerare e quindi facilitando l'iscrizione a percorsi scolastici diversi da quelli frequentati in precedenza, riuscendo così a distinguere tra le diverse tipologie di istituti scolastici sia per modalità di erogazione dell'istruzione (istituti tecnici, professionali e CFP), sia per varietà di indirizzi presenti sul territorio.

Durante le sessioni di gruppo gli utenti si sono influenzati reciprocamente ad una crescente partecipazione. In particolare il primo gruppo ha dimostrato da subito un buon coinvolgimento nelle attività, interagendo da subito sia con il facilitatore che con gli altri membri del gruppo, in un clima di collaborazione e sostegno reciproco, in cui ciascun partecipante ha fatto percepire la propria attenzione ed il proprio interesse.

Il secondo gruppo ha iniziato con un maggior distacco tra i partecipanti, che hanno raggiunto una buona coesione con tempi maggiori, riuscendo a trovare una buona collaborazione e manifestando una buona capacità di condivisione. Questo ha facilitato lo svolgimento delle attività proposte, permettendo una costante partecipazione e interazione tra i partecipanti.

The group interventions allowed to make participants aware about the need of formal training to accelerate their integration/inclusion in the workplace, allowing to consider and thus facilitate enrollment in alternative learning pathways/schooling other than those currently attended. At the end of the group session, participants were able to distinguish between the different types of schools, delivery modes (Technical institutes, initial vocational institutes) and different vocational programmes.

#### **Weaknesses:**

##### **For both groups**

At first, most participants motivation to participate in the group sessions was low and the groups did not offer anything that seemed attractive to them, as they did not enjoy the activities and they did not find meaning in joining the groups as they did not have much perception or understanding about what the group sessions were for. The facilitator continuously explored the activities that the participants may perceive as enjoyable so that they at least felt interested in the group and could satisfy themselves in terms of enjoyment and involvement. When the participants started to display more interest in the group and were able to understand the program structure, they were also willing to stay in the group and felt quite involved in the group environment.

The facilitator also used group games and activities to encourage members to gather and emphasized the group experience, common achievement and efforts made together.

One of the main challenge is to involve young people who have little motivation at the beginning, so the participation in the project may not be constant, especially if the frequency of meetings is subjected to sudden changes, as in the case of interruptions for holiday periods or for the "waiting" for feedback from companies in order to arrange visits at their premises.

#### **Next steps:**

The next steps

The next steps involve a tailor-made elaboration, for each participant, of a strategic development necessary to achieve the objectives identified during the sessions

To provide feedback to the school involved in the piloting and to discuss about the sustainability and replicability of these type of interventions targeting low achievers/students at risk of early school leaving.

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