Impact evaluation of

'Community Networking for Integration

of Young People in a NEET Situation'

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Title

Impact evaluation of 'Community Networking for Integration of Young People in a NEET Situation'

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The Tavistock Institute of Human Relations

Authors

Anna Sophie Hahne, Tavistock Institute (UK)

Thomas Spielhofer, Tavistock Institute (UK)

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Executive summary

Youth unemployment is a long-term issue in Europe. Whilst significant progress has been made in the last years with policies such as the Youth Guarantee, there were still over 12% of young people aged 15-29 not in employment, education, or training in 2019[1]. This does not only result in losses to European economies in terms of social benefit payments or taxable income but has also longer-term consequences for young people's life chances.

The European Project 'Community Networking for Integration of Young People in a NEET Situation' sought to provide an alternative solution to strategies and policies previously implemented, by strengthening and utilizing community networks. The developed model based on good practice examples was tested in three European countries (Italy, Spain, and Portugal). Following a preparation phase which included a territory diagnostic, selection of young people who are NEET as well as identification of possible members of local community and stakeholder networks, the main part of the piloting involved supporting NEETs and building the network. Across Spain, Italy, and Portugal more than 50 young people who were NEET engaged in the project and took part in individual coaching-based sessions, group sessions and job-experiences. At the same time, community networks were developed and maintained to create a shared ambition and understanding of ways to integrate NEETs as well as to give them a better opportunity to gain access to the world of work.

The theory-based impact evaluation was carried out to assess the impact of the model, drawing on survey and interview data. Overall, young people showed significant improvement in their employability skills, their awareness of and preparedness for employment or training options as well as their social capital. There was no significant improvement in young people's quality of life as well as their confidence. At the end of the programme, 40 of the 53 participants across the three countries were in employment, education, or training. At community level, stakeholders reported an increase in awareness of the need for better coordination of local approaches for the integration of NEETs. More than half of the stakeholders had expanded their network as well as increased collaboration with others.

The evaluation evidenced a successful application of the model in three different contexts with promising outcomes. Not all elements of the model were implemented due to practical constraints. Overall, this model makes a strong case for using such a community network approach to provide an improved pathway for re-integrating young people who are NEET.

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[1] https://www.eurofound.europa.eu/topic/neets

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Introduction

This report presents the findings from the impact evaluation of the piloting of the European project 'Community Networking for Integration of Young People in a NEET Situation'. It builds on previous reports of the project, namely the description of the model of intervention (O2-A1 Intervention Model - conceptual development) as well as results of the testing phase (O2-A5 Reporting of the testing phase in Italy, Portugal and Spain).[2]

The report will first provide a summary of the model of intervention and implementation as well as the evaluation methodology before presenting the evaluation findings and drawing conclusions.

Model of intervention

The main aim of the 'Community Networking for Integration of Young People in a NEET Situation' project was to develop an innovative model to identify and support young people who are NEET. This was done by drawing on existing good practice examples of social inclusion and work-based learning in partner countries (i.e., Germany, Italy, Portugal, Spain and the UK) which has been documented in a synthesis report (O1-A4 Synthesis Report: Community Networking for NEET Integration).[3]

The result is a holistic model for the systematic integration of young people who are NEET and is directed at three different levels:

- The micro level: Young people who are NEET
- The meso level: Professionals working with young people who are NEET
- The macro level: Stakeholders and organisations working within the labour market or are otherwise relevant for young people who are NEET.

The model can also broadly be divided in three parts: preparation; NEETs intervention and local community intervention (see Figure 1). The preparation includes the territory diagnoses, identification of NEETs, the initial formation of the local community and stakeholder network, setting up data collection processes as well as staff training. The second part gradually prepares the young people for the insertion into the labour market and consists of various activities aimed at engaging them via different methods. This is followed by different activities to orient young people by supporting them to develop job skills and build their trust through a combination of individual coaching-based sessions, group sessions and mentoring sessions. The last step 'inserting' of this second part of the model aims at providing young people with on-the-job experiences such as job-shadowing or internships. The third main part of the model concerns the local community intervention to build and maintain a network of stakeholders supporting the social integration of young people who are NEET. This involves engaging local organisations, raising awareness of the need to collaborate and involve stakeholders in

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Figure 1 Model of intervention

Preparation

Territory Diagnosis
- NEETs
- Local Stakeholders
- Communication Plan to mobilize NEETs and stakeholders: "what's in it" and as a "great opportunity" for young people

NEETs Selection
- Good knowledge of target group preferences and habits
- Identifiying and preparing (informal training) youth leaders

Local Community and Stakeholder Network
- Contacts with local stakeholders to identify common goals and synergies
- Good knowledge of labour market trends, dynamics and needs
- Communication activities to introduce the project to local community

Data Colection/Good Practices

Tools development and Staff trainning

NEETs Intervention

Engaging
- Communication actions targeting young NEETs
- Initial individual contact with young NEETs to clarify expectectations
- Family involvement
- Youth leader
- Alternative activities such as sports, arts, culture, communication, etc.

Orienting/stabilizing
- Referral to local stakeholders according to different support needs
- Individual coach-based sessions (define and monitor individual action plan)
- Group sessions (train soft and employability skills – key competences)
- Mentoring sessions (guidance by a professional)
- Empower for self organisation, embed entrepreneurial thinking,
- Inform about diferent pathways to the education system return
- School and VET tours/fairs

Inserting
- On-job experiences (e.g. job-shadowing; informative interviews; job tours; internships; on the job training; workshps)
- Build and expand apprenticeship-type training opportunities (dual system);
- Prepare for national and European mobility
- Prepare for reintegration in the educational system through transitional schemes

Local Community intervention

Engaging
- Communication actions targeting local stakeholders
- Build and maintain a good network of partners to provide opportunities for work-based learning and further referrals
- Involve the relevant community stakeholders in developing and implementing the IA plan.

Awareness
- Increase contacts, build trust, enhance image of NEETs
- Use national and international volunteering schemes, non-education and training activities like sports and arts
- Build and maintain a good network of partners for referrals and for work-based learning, particularly to employers, sectorial organisations and NGOs

Inserting
- Build and expand apprenticeship-type training opportunities
- Job Tours and Job Shadowing
- Prepare for national and European mobility
- Reintegrate in the educational system

Follow up
- Awareness campaigns among companies to promote young people integration, after the internships,
- Continue social and educational support (including mentoring and coaching) after initial insertion

Expected Outcomes

Stakeholders are aware of the need for better coordination of local approaches

Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with)

Sustainable local partnership networks

YP have a clearer vision and pathway for their future

YP have started to implement their action plans to achieve their goals

YP have increased employability skills, motivation and self confidence

YP have better links with employers and increased awareness of routes into work

YP have moved onto and remain in education/training/work after the end of the programme

Overall Coordination and Cooperation (closer cooperation of youth support services, schools, universities, employment agencies, employers, NGOs, voluntary schemes, legal and institutional systems)

the NEETs intervention by, for example, providing work-based learning opportunities. A detailed description of the model is provided in the intervention model report (O2-A1 Intervention Model - conceptual development).[4]Alongside the model, tools for each separate part were developed which have been integrated into a tools guide (O2-A2 Creation of tools for action) as well as guidelines for testing (O2-A4 Testing the Model and Tools, Guidelines).[5]

Evaluation methodology

The impact evaluation was theory-based with an underlying Theory of Change that was co-produced with all project partners. The first draft of the Theory of Change was developed during the second transnational meeting in March 2018 in Germany. During the meeting, the focus was on describing the context in which the programme would take place as well as specifying the outcomes that the project was trying to achieve. After the model had been developed, the Theory of Change was further progressed and inputs, outputs and outcomes were further specified and refined during the third transnational meeting in Italy in October 2018 (see Figure 2). Following the development of the Theory of Change, indicators for all outputs, outcomes, and impacts were defined alongside the specification of data collection tools. Together this forms the Monitoring and Evaluation (M&E) framework (see Appendix 1 – M&E framework). During the fifth transnational meeting in the UK the Theory of Change was reviewed and a Strength Weaknesses Opportunities and Threats (SWOTs) workshop of the model implementation conducted.

The impact evaluation aimed to answer the following questions:

- What outcomes have been achieved at beneficiary level?
- What impacts did the project have on stakeholders involved?
- What can be learned from the implementation for future application of the model?

The main evaluation methods used were:

- Self-completion questionnaires of participants at three time-points: baseline, end of programme and 6-months after the end of the programme
- Facilitator completed questionnaires of work-readiness of participants at two time-points: baseline and the end of programme
- Analysis of secondary data including the individual action plan of participants and initial interviews with participants as well as testing reports
- Stakeholder survey
- Qualitative interviews with facilitators as well as a workshop with project partners
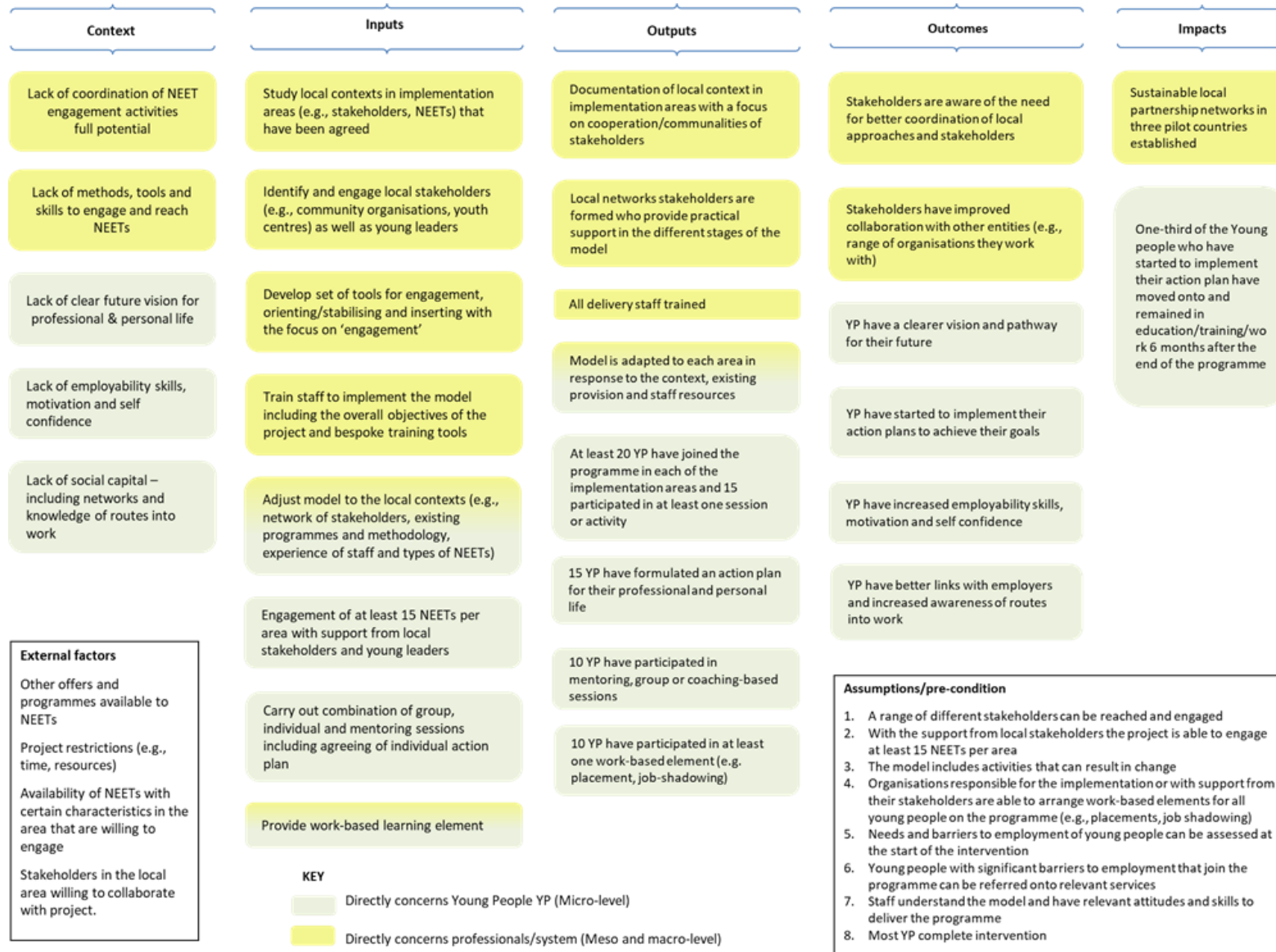
Model implementation

Between April and November 2019, the model was implemented and tested in three pilot

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Figure 2 Theory of Change

Context	Inputs	Outputs	Outcomes	Impacts
Lack of coordination of NEET engagement activities full potential	Study local contexts in implementation areas (e.g., stakeholders, NEETs) that have been agreed	Documentation of local context in implementation areas with a focus on cooperation/communalities of stakeholders	Stakeholders are aware of the need for better coordination of local approaches and stakeholders	Sustainable local partnership networks in three pilot countries established
Lack of methods, tools and skills to engage and reach NEETs	Identify and engage local stakeholders (e.g., community organisations, youth centres) as well as young leaders	Local networks stakeholders are formed who provide practical support in the different stages of the model	Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with)	One-third of the Young people who have started to implement their action plan have moved onto and remained in education/training/work 6 months after the end of the programme
Lack of clear future vision for professional & personal life	Develop set of tools for engagement, orienting/stabilising and inserting with the focus on 'engagement'	All delivery staff trained	YP have a clearer vision and pathway for their future	
Lack of employability skills, motivation and self confidence	Train staff to implement the model including the overall objectives of the project and bespoke training tools	Model is adapted to each area in response to the context, existing provision and staff resources	YP have started to implement their action plans to achieve their goals	
Lack of social capital – including networks and knowledge of routes into work	Adjust model to the local contexts (e.g., network of stakeholders, existing programmes and methodology, experience of staff and types of NEETs)	At least 20 YP have joined the programme in each of the implementation areas and 15 participated in at least one session or activity	YP have increased employability skills, motivation and self confidence	
	Engagement of at least 15 NEETs per area with support from local stakeholders and young leaders	15 YP have formulated an action plan for their professional and personal life	YP have better links with employers and increased awareness of routes into work	
	Carry out combination of group, individual and mentoring sessions including agreeing of individual action plan	10 YP have participated in mentoring, group or coaching-based sessions		
	Provide work-based learning element	10 YP have participated in at least one work-based element (e.g. placement, job-shadowing)		

External factors

Other offers and programmes available to NEETs

Project restrictions (e.g., time, resources)

Availability of NEETs with certain characteristics in the area that are willing to engage

Stakeholders in the local area willing to collaborate with project.

KEY

Directly concerns Young People YP (Micro-level)

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

Assumptions/pre-condition

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

areas. These were the Veneto region in Italy, Ajuda and Marvila in Lisbon, Portugal, as well as A Coruña and Ferrol in Spain. In the Spanish and Portuguese areas for piloting, the proportion of young people who are NEET is higher than the national averages. In the Veneto region, the proportion of NEETs is relatively low, but the majority of young people who are NEET are inactive rather than unemployed highlighting different problems the areas are facing. All main elements of the model were implemented with variations between the countries. However, not all recommendations were implemented due to limited resources and different practical constraints in the areas. **Error! Not a valid bookmark self-reference.** presents an overview of what was implemented in each of the three areas.

Table 1 Model implementation in Italy, Portugal and Spain

	Italy	Portugal	Spain
Preparation			
Territory Diagnosis	Examination of the characteristics of NEETs, exploration of relevant stakeholders and dissemination of project	Examination of the characteristics of NEETs, exploration of relevant stakeholders and dissemination of project	Examination of the characteristics of NEETs, exploration of relevant stakeholders and dissemination of project
Selection of NEETs	Network of stakeholders	Young ambassador to showcase path to EET; Network of stakeholders	Network of stakeholders
Local Community and Stakeholder Network	Engagement meetings with relevant stakeholders	Engagement meetings with relevant stakeholders	Engagement meetings with relevant stakeholders; visit to job fairs
NEETs Intervention			
Engaging	Contact through stakeholders; online dissemination activities	Contact through stakeholders; dissemination activities	Contact through stakeholders; stand at job fair; existing contacts with young people
Orienting	Individual coach-based sessions; internship at local company	Referral to other organisations; Individual coaching-based sessions; boot camp[1] with local stakeholders	Referral to other organisations; Individual coaching-based sessions; group sessions; mentoring sessions
Inserting	On the job experiences	On the job experiences	On the job experiences
Local Community intervention			
Engaging	New engagement with 'outreach' organisations; existing network of companies	Engagement with local organisations;	Engagement with local organisations
Awareness	Multiplier events	Multiplier events; Boot camp	Multiplier events
Inserting	Job tour and job shadowing		Job fairs

The table shows, for example, that Portugal was the only pilot country involving a young ambassador to identify young people who are NEET, while all countries engaged local stakeholders to select young people and refer onto the programme. All countries also developed an Individual Action Plan with the young people following the initial interviews to define their goals and how they are aiming to achieve those. A work-based element was required for all pilots and implemented differently in the countries ranging from job fairs, to company visits and internships. In Portugal, one of the key events was the Bootcamp which was attended by young people as well as stakeholders.

Evaluation findings

At Micro level

Description of participants

The target for the programme were young people aged 18 to 29 who were not in education, employment, or training (NEET). In previous reports, it was described that young people who are NEETs are not a homogenous group of young people.[6] However for this programme, there was no particular focus on a subgroup of NEETs. The focus was rather on all young people who are NEET with limited work experiences, no interest in training or engaged in informal work.

Each of the three countries involved a slightly different group of young people. We have compared participants according to demographic information (age, gender, and nationality) and other background details (highest education level, length of unemployment, and EET goals) based on information provided during their initial interviews.

Analysis of the demographic information showed the following:

- **Age:** Participants represented the full range of the age target in all three countries. On average, Portuguese participants were significantly younger than the young people who joined the programme in Italy and Spain ($p<.05$, $p<.01$).
- **Gender:** The distribution of the gender of participants was fairly balanced, even though in Portugal there were slightly more men on the programme than women.
- **Nationality:** While in Italy and Portugal the nationality of the vast majority of participants was the one of the corresponding country, nearly half of the participants in Spain were from Colombia and Venezuela.

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[6] https://neetsinaction.eu/wp-content/uploads/2018/12/IO1_UK_-FINAL-VERSION.pdf

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Table 2 Demographic information of participants in Italy, Portugal, and Spain

	Italy	Portugal	Spain
Number of young people who engaged with the programme	16	23	17
Age	Range: 19-28 Mean: 24.1 (SD=3.2)	Range: 17-29 Mean: 21.3 (SD=3.1)	Range: 20-29 Mean: 25.2 (SD=3.2)
Gender	Female: 8 (50%) Male: 8 (50%)	Female: 9 (39%) Male: 14 (61%)	Female: 8 (47%) Male: 9 (53%)
Nationality	Italian: 13 (81%) Other (Colombian, Guinean, Ivorian): 3 (19%)	Portuguese: 13 (91%) Other (Guinean, Venezuelan): 2 (9%)	Spanish: 13 (58%) Venezuelan: 4 (19%) Colombian: 2 (12%) Portuguese: 1 (6%)

Data source: Individual interviews; partners' testing reports.

Analysis of other background information relating to their work and education experiences as well as goals revealed that:

- **Education level:** The most common education level across all participants was (lower and upper) secondary education. There were proportionally more participants with a tertiary education (Bachelor or Masters degree) in Spain than in the other two countries.
- **Length of unemployment:** More than half of all young people were unemployed for 6 months or less. There were also around a quarter of participants who would be defined as long-term unemployed (i.e., more than 12 months).
- **EET goals:** The majority of all participants were looking to find a job.
- **Work experiences:** Most participants reported to have at least some previous work experience. Most common was work experience in the service sector (e.g., shop assistant) and the hospitality sector (e.g., waitress).

Table 3 Further background information of participants in Italy, Portugal, and Spain

	Italy	Portugal	Spain
Highest education level	Primary: 0 Secondary: 10 (63%) Post-secondary: 2 (13%) Tertiary: 4 (25%)	Primary: 1 (5%) Secondary: 14 (64%) Post-Secondary: 3 (14%) Tertiary: 4 (18%)	Primary: 1 (6%) Secondary: 6 (38%) Post-Secondary: 2 (13%) Tertiary: 7 (44%)
Length of unemployment	≤6 months: 8 (53%) 6months - 1year: 4 (27%) ≥1 year: 3 (20%)	≤6 months: 15 (65%) 6months - 1year: 3 (13%) ≥1 year: 5 (22%)	≤6 months: 9 (56%) 6months - 1year: 2 (13%) ≥1 year: 5 (31%)
EET goals	Job: 6 (38%) Job/Training: 7 (44%) Job/Education: 3 (19%)	Job: 8 (38%) Training: 2 (10%) Job/Training: 10 (48%) Job/Training/Education: 1 (5%)	Job: 12 (71%) Training: 1 (6%) Job/Training: 3 (18%) Job/Training/Education: 1 (6%)

Data source: Individual interviews.

In summary, this comparison shows that the programme engaged the young people in the target group. Overall, the group of young people is very diverse, not only according to

demographic information but also based on their work experiences and previous education. The analysis also revealed some noticeable differences between the three pilot areas.

Immediate and intermediate outcomes for participants

The programme sought to achieve several immediate (changes in awareness, knowledge and skills) and intermediate (changes in behaviour) outcomes. The three key intended outcomes were:

- Young people have better links with employers and increased awareness of routes into work
- Young people have a clearer vision and pathway for their future
- Young people have increased employability skills, motivation, and self confidence

The outcomes were measured by a number of items included in self-completion questionnaires that participants completed at the start and the end of programme. Items were to be rated on a 5-point Likert scale from strongly disagree to strongly agree. Furthermore, work readiness was measured by one scale which facilitators completed at the start and the end of the programme. Appendix 2 – Methodology and Analysis includes details about the analysis of the questionnaires as well as lists the items of the scales and Appendix 3 – Questionnaires contains all questionnaires in English.[7] Sample sizes differed between the three countries but were generally relatively small overall; therefore, test power was small meaning that changes between baseline and follow-up scores would need to be large to result in a statistically significant effect.

In the following, we will present findings of the comparison between baseline and follow-up scores across the three countries as well as separately per country. We have divided the findings into the following outcome areas:

- Awareness of routes into work
- Social capital (links with employers)
- Future vision and pathway
- Employability skills and work-readiness
- Confidence and motivation
- Quality of life
- EET-status

Awareness of routes into work

Awareness of routes into work was measured by six items asking participants to indicate how much they know about possible career options and their requirements. Across all participants with completed baseline and follow-up questionnaires, the awareness of routes into work increased significantly ($p < .05$). However, there were differences between the countries (see

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[7] Questionnaires aimed at young people were also available in Portuguese, Italian and Spanish.

Figure 3). In Italy, the average awareness score did not increase while it did increase in Portugal and Spain. This difference was statistically significant in Spain ($p<.05$). Overall, the majority of young people involved increased their awareness of work possibilities when comparing the baseline and follow-up score (see **Error! Reference source not found.**).

> "I didn't know that I could learn other things, because before I thought of doing only the OSS (I took the qualification to my country), while in Italy I had the opportunity to do another training (for warehouse worker) and now I know I can also do other things. (participant, Italy)

Figure 3 Average sum scores of 'Awareness scale' at baseline and follow-up
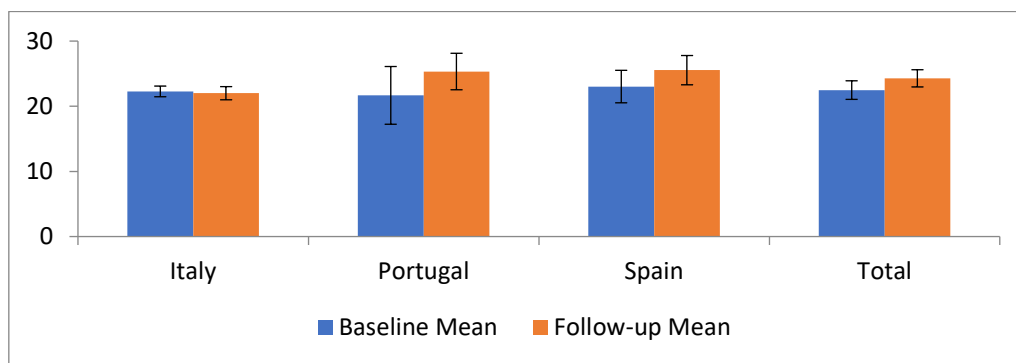
Note. Error bars represent 95% confidence intervals.

Table 4 Comparison of baseline and follow-up sum scores of the 'Awareness scale'

Number of young people	Improved	Sustained	Decreased
Italy	5	1	4
Portugal	4	0	2
Spain	9	2	2
Total	18	3	8

Social capital

There was a small improvement in the average mean score of social capital measured by four items across the three cohorts ($p<.05$). Again, Spanish participants showed a significant improvement ($p<.05$) while the other two cohorts showed a small but not significant improvement. The majority of participants improved their social capital when comparing baseline and follow-up scores indicating that they now have better contacts, for example with employers (see Table 10).

> "Importance of networking and all the way to do to reach the 1st job in the area, which is not easy." (participant, Spain)

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Figure 4 Average sum scores of the 'Social capital scale' at baseline and follow-up
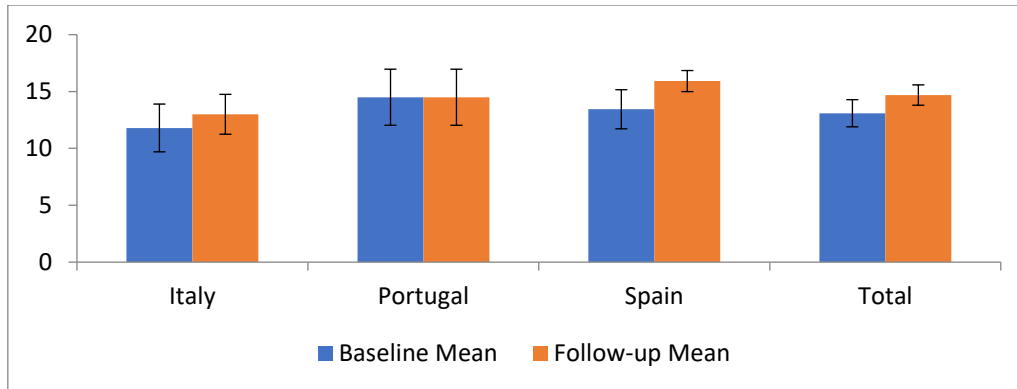
Note. Error bars represent 95% confidence intervals.

Table 5 Comparison of baseline and follow-up sum scores of the 'Social capital scale'

Number of young people	Improved	Sustained	Decreased
Italy	6	2	2
Portugal	2	1	3
Spain	11	1	1
Total	19	4	6

Future Vision and pathway

Participants future vision and pathway improved slightly for all three countries although this change was not statistically significant ($p > .05$). The majority of participants appeared to have a clearer vision about the future after ending the programme (see Table 6). There were further some comments from participants indicating that the programme did help them to figure out what they wanted to achieve in the future.

> "{I learned to] to have a clear vision on how I want to live my life" (participant, Spain)

> "The job shadowing experience also made me understand that the area of my interest was right and that I had to continue on that path." (participant, Italy)

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Figure 5 Average sum scores of the 'future pathway scale' at baseline and follow-up
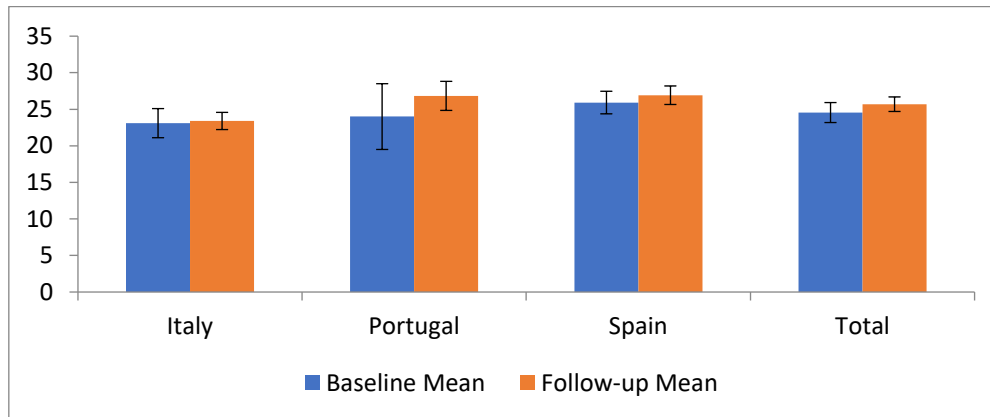
Note. Error bars represent 95% confidence intervals.

Table 6 Comparison of baseline and follow-up sum scores of the 'future pathway scale'

Number of young people	Improved	Sustained	Decreased
Italy	3	3	4
Portugal	5	0	1
Spain	7	2	4
Total	15	5	9

Employability Skills/ Work-readiness

Employability skills were measured by two different means: four items within the self-completion questionnaire, as well as a separate work-readiness scale which facilitators completed at the beginning and end of the programme. There was no change in employability skills reported by the participants, however, the work-readiness scale yielded a significant improvement from the start of the programme to the end across all countries ($p<.001$). Inspecting the average scores per country reveals that Spain and Portugal showed a significant improvement but not Italy ($p<.01$, $p<.01$, $p>.05$). This could be explained by the fact that in Italy, the baseline scores were much higher than in the other two countries, hence there was less room for improvement.

> *"It allowed me, through job shadowing, to learn more about a work area of my interest. In addition, the program allowed me to discuss my job search, becoming more aware of what I was doing well and what I could improve." (participant, Italy)*

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Figure 6 Average sum scores of the 'work-readiness scale' at baseline and follow-up
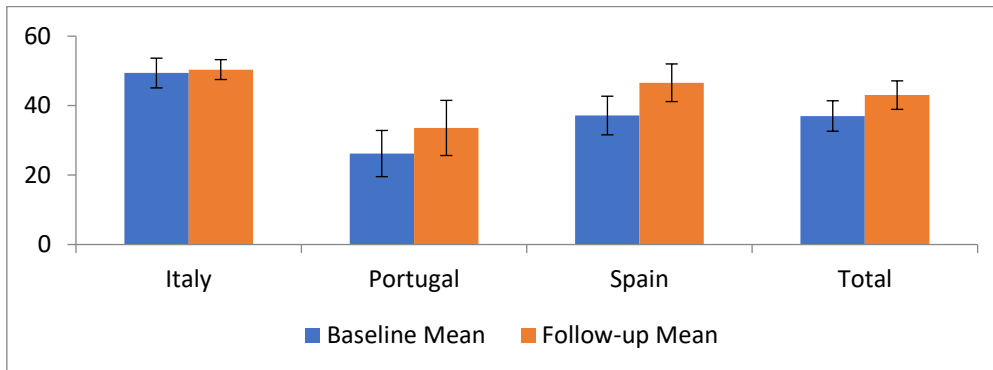
Note. Error bars represent 95% confidence intervals.

Table 7 Comparison of baseline and follow-up sum scores of the 'work-readiness scale'

Number of young people	Improved	Sustained	Decreased
Italy	6	1	6
Portugal	14	0	1
Spain	11	1	1
Total	31	2	8

Confidence and motivation

Confidence and motivation were measured together by four items. There was no improvement in the average confidence score for any of the countries. Interestingly, there were noticeable differences at baseline, with the confidence scores the highest in Spain at the start of the project.

> *"It helped me to believe my abilities" (participant, Italy)*

> *"I feel that I have to have more confidence in myself not giving up on my goals" (participant, Portugal)*

> *"I have learned to have more confidence to believe in me" (participant, Spain)*

Figure 7 Average sum scores of the 'confidence scale' at baseline and follow-up
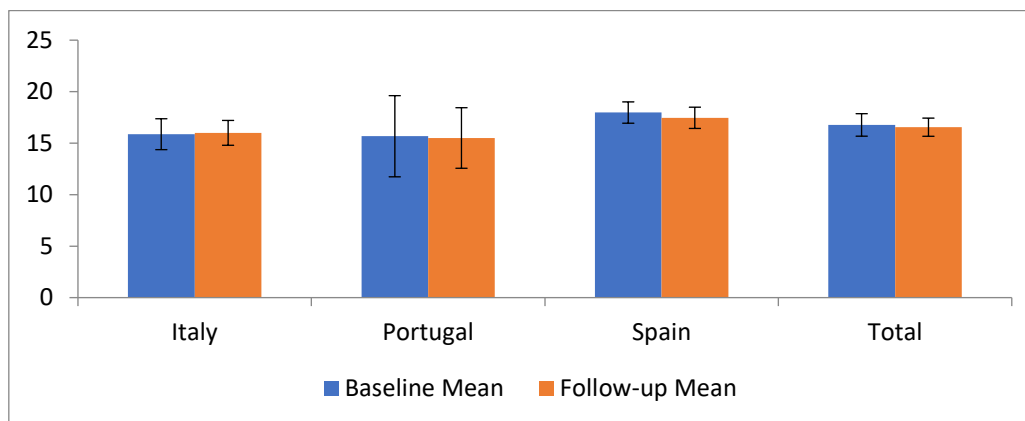
Note. Error bars represent 95% confidence intervals.

Table 8 Comparison of baseline and follow-up sum scores of the 'confidence scale'

Number of young people	Improved	Sustained	Decreased
Italy	4	2	4
Portugal	4	1	1
Spain	2	5	6
Total	10	8	11

Quality of Life

Quality of Life was assessed using one item only (i.e., "Thinking about how you have felt over the last four weeks: How would you rate your quality of life?"), but showed no change after participating in the project. As can be seen in the table below, most participants sustained their quality of life. However, this was deemed to be good or very good for the majority of participants already at the start of the programme – indicating very little room for improvement.

Table 9 Comparison of baseline and follow-up sum scores of Quality of Life

Number of young people	Improved	Sustained	Decreased
Italy	2	6	2
Portugal	0	6	0
Spain	1	12	0
Total	4	24	2

EET status

In addition to these soft outcomes measured with self-completion questionnaires, we also explored the EET outcomes of participants at the end of the programme as reported by testing partners. In total, 40 out of the 53 participants were in employment, education or training after finishing it.[8] Table 10 shows the distribution of participants in employment, training and education and other non-NEET outcomes (including starting an 'internship' and 'started business'). While Spain had the highest proportion of young people being NEET at the end of the programme, it also had the highest proportion of participants in employment. In Italy, the majority of young people moved onto doing an internship.

Table 10 EET status at the end of the programme

	Spain		Portugal		Italy		TOTAL	
Total	17		20		16		**53**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Total EET	9	53%	15	75%	16	100%	**40**	**75%**
Employment	7	41%	2	10%	4	25%	**13**	**25%**
Training			7	35%	2	13%	**10**	**19%**
Education	1	6%	4	20%				
Started Business	1	6%					**1**	**2%**
Internship			2	10%	10	63%		
Total NEET	8	47%	5	25%	0	0%	**13**	**25%**

Data source: Testing reports of partner countries.

Impact for participants

We measured the long-term outcomes for participants with a 6-months follow-up questionnaire that was completed online. As the number of responses was too small (only 10 participants), we were not able to analyse data by country.

Overall, the majority of participants agreed that they had achieved the main intended outcomes of the project, namely:

- Increased awareness of routes into work: The majority of participants agreed that the programme had helped them with improving their knowledge of what work and training opportunities exist and what is needed in employment.
- Social capital (better links with employers): Overall, more than half of the participants thought they had developed more links. However, when comparing this outcome with others, this revealed the lowest improvement, as only three respondents (strongly) agreed with the item 'Developed links with employers'. There was one respondent from each country disagreeing; therefore, this is not a country specific effect.

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[8] This count excludes young people who disengaged from the programme.

- Future vision and pathway: The majority of participants also thought they had increased knowledge about what they want for their future.
- Employability Skills: All but three (strongly) agreed that the programme had improved their employability skills.
- Confidence and motivation: Interestingly, all respondents agreed that the programme had helped them to improve their confidence in their abilities (when we did not find a statistically significant change from baseline to follow-up). All but one also agreed that they now felt more motivated to achieve their aims.

Overall, four participants felt they were now in a better position to find a job than before the programme, while the rest did not think it had made a difference. While the delivery of the programme ended before the pandemic occurred, the six-month follow-up was administered around April 2020 after countries had imposed restrictions due to the coronavirus. Therefore, we cannot rule out an effect of Covid-19 on young people's responses and views.

Figure 8 Participants views on the achievement of outcomes

Note. N=10.

At Meso and Macro level

The programme further sought to achieve outcomes at the meso and macro level. These were:

- Stakeholders are aware of the need for better coordination of local approaches and stakeholders
- Stakeholders have improved collaboration with other entities, including e.g. the range of organisations they work with and the way they work with them

The main mean of assessing the achievement of these outcomes was the online survey of stakeholders completed by 11 across the three countries. All stakeholders who completed the online survey provided information and guidance to young people as part of their roles and some of them further offered education, training or work opportunities. Their involvement in the programme ranged from attending project seminars to providing advice, identifying young people who are NEET and providing training.

Awareness of better coordination

The vast majority agreed that the project made them aware of the better coordination of local approaches as well as stakeholders working with NEETs. More than half of the survey participants also reported to have an improved understanding of local approaches to support NEETs.

Figure 9 Absolute frequencies of 'awareness of better coordination'
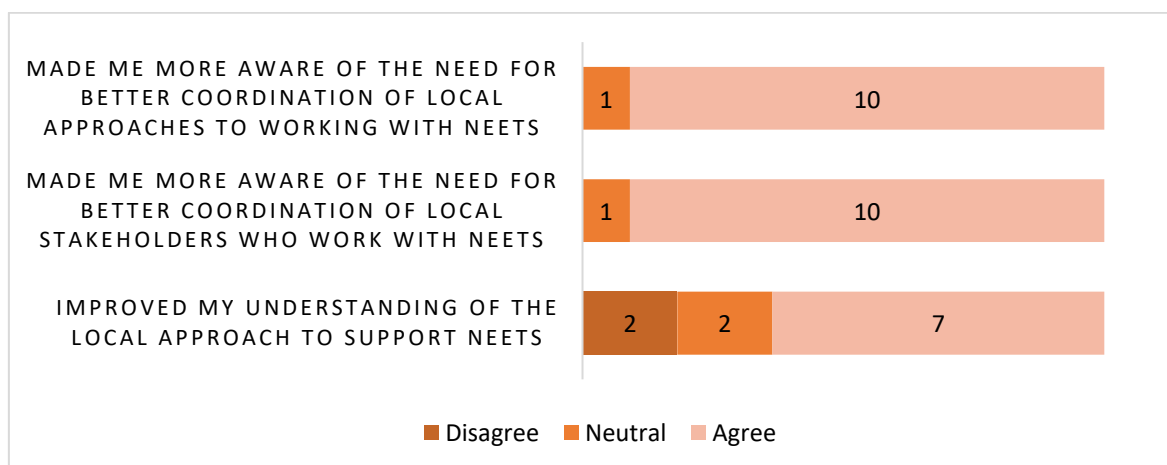
Note. N=11.

Improved collaboration

Six respondents reported an increase in the number of organisations they work with during the lifespan of the project – the remaining reported no change. The majority also planned on continuing to work with the organisations they had newly developed links with – four said 'definitely yes', one 'probably yes' and one 'might or might not'. The same can be found when looking at how many respondents agreed with the statements about the improvement of links

with other organisations and the awareness of other organisations delivering services (see Figure 10).

Figure 10 Absolute frequencies of 'Improved collaboration'

MY AWARENESS OF OTHER ORGANISATIONS DELIVERING RELEVANT SERVICES IN MY AREA — Disagree 2, Neutral 3, Agree 6
MY LINKS WITH OTHER RELEVANT ORGANISATIONS — Disagree 3, Neutral 2, Agree 6

■ Disagree ■ Neutral ■ Agree
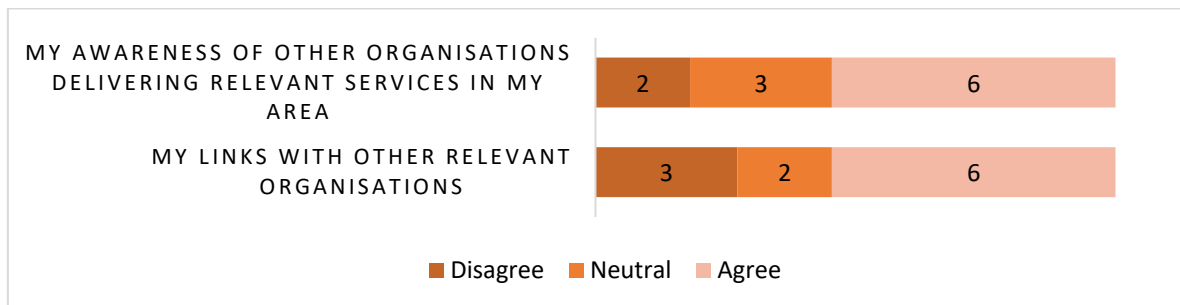
Note. N=11.

Increased Knowledge and skills

We further assessed if stakeholders felt that they had improved any relevant skills through their engagement in the project. Indeed, six respondents reported to have increased their knowledge about best practices and a further six felt they improved the support they are able to offer. However, only two felt that because of their involvement in the project the outcomes for NEETs they worked with had improved.

Figure 11 Participants Absolute frequencies of 'Increased Knowledge and skills'

IMPROVED THE SUPPORT I AM ABLE TO PROVIDE TO NEETS — Disagree 4, Neutral 1, Agree 6
IMPROVED MY KNOWLEDGE OF BEST PRACTICES TO SUPPORT NEETS — Disagree 2, Neutral 3, Agree 6
IMPROVED MY ABILITY TO IDENTIFY NEETS — Disagree 4, Neutral 2, Agree 5
ENCOURAGED ME TO GET MORE TRAINING ON HOW TO WORK WITH NEETS — Neutral 6, Agree 5
HELPED ME IMPROVE MY OWN SKILLS OF WORKING WITH NEETS — Disagree 2, Neutral 5, Agree 4
IMPROVED OUTCOMES FOR NEETS I WORK WITH — Disagree 4, Neutral 5, Agree 2

■ Disagree ■ Neutral ■ Agree

Note. N=11.

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Summary of findings

In summary, the results reported above show that most of the outcome indicators have been achieved over the course of the programme. As regards the project output indicators, all three areas have in fact exceeded most of the outputs set – the only noticeable exception is that in Portugal only 4 participants participated in at least one work-shadowing element which is noticeably below the target of 10. The following tables document the extent to which the main output and outcome indicators specified in the Theory of Change have been achieved across the three pilot areas.

Table 11 Output indicators achieved

Outputs	Indicators	Italy	Portugal	Spain
At least 20 YP have joined the programme in each of the implementation areas and 15 participated attended at least one session or activity	Number of YP who have attended the first interview	21	28	17
	Number of YP who have attended at least one subsequent session	16	23	17
15 YP have formulated an action plan for their professional and personal life	Number of YP who have formulated an action plan	16	23	15
10 YP have participated in mentoring, group or coaching sessions	Number of YP who have participated in mentoring, group and coaching sessions	16	13	16
10 YP have participated in at least one work-based element (e.g. placement, job-shadowing)	Number of YP who have participated in at least one work-based element	11	4	11

Table 12 Outcome indicators achieved

Outcomes	Indicators	Italy	Portugal	Spain
Stakeholders are aware of the need for better coordination of local approaches and stakeholders	Number of stakeholders who report to be more aware of the need for better coordination of local approaches and stakeholders	10 (out of 11) = 91%		
Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with)	Number of stakeholders who report to have improved collaboration with other entities	6 (out of 11) = 55%		
	Number of positive differences of the number of organisations who they used to work before the pilot and after	6 (out of 11) = 55%		

YP have a clearer vision and pathway for their future	Number of YP who reported to have a clearer vision/pathway for their future	3 (out of 10) 30%	5 (out of 6) 83%	7 (out of 13) 54%
YP have started to implement their action plans to achieve their goals	Number of YP who reported to have at least completed one action from their action plan	Not reported	Not reported	11
YP have increased employability skills, motivation, and self confidence	Number of YP who reported to have increased their employability skills	5 (out of 10) 50%	2 (out of 6) 33%	9 (out of 13) 69%
	Number of YP for whom facilitators reported to have increased their work-readiness	6 (out of 13) 46%	14 (out of 15) 93%	11 (out of 13) 85%
	Number of YP who reported to have increased their self-confidence	4 (out of 10) 40%	4 (out of 6) 67%	2 (out of 13) 15%
YP have better links with employers and increased awareness of routes into work	Number of YP who reported to have increased awareness of routes into work	5 (out of 10) 50%	4 (out of 6) 67%	9 (out of 13) 69%
	Number of YP who reported to have their social capital	6 (out of 10) 50%	2 (out of 6) 33%	11 (out of 13) 85%

Barriers and enablers

Young people's perspective

Participants' views on the programme were collected via follow-up questionnaire.[9] This showed that all 21 respondents had enjoyed the programme, while the vast majority also felt able to actively participate in sessions and thought that the trainers delivered the programme well.

> *"The first thing was to know that someone is there to inform us, because you cannot know these things at home. It was interesting to be informed and have people ready to help me, this was a beautiful thing."* (participant, Italy)

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[9] Participants in Portugal completed the 6-months follow-up form instead of the follow-up form which did not include questions about project satisfaction.

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Figure 12 Participant's feedback on the programme

	Agree	Strongly agree
I ENJOYED THE PROGRAMME	38%	62%
I FELT ABLE TO ACTIVELY PARTICIPATE IN THE SESSIONS	52%	43%
THE CONTENT OF THE SESSIONS WAS RELEVANT TO MY SITUATION	48%	48%
THE TRAINERS DELIVERED THE PROGRAMME WELL	48%	48%
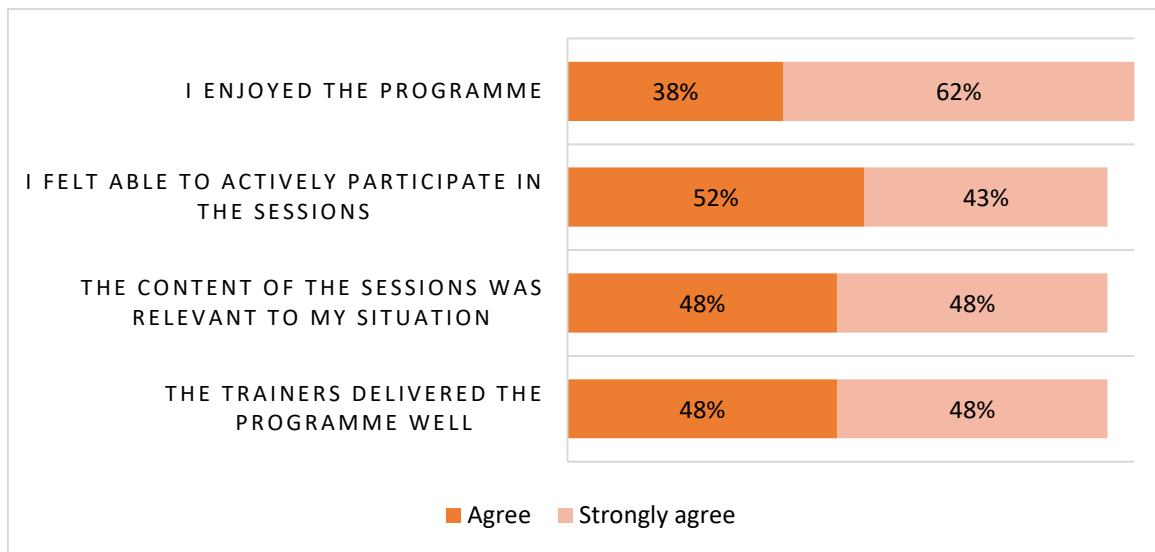
Note. N=21, *Data source:* Follow-up questionnaire.

As part of the follow-up survey, participants were further asked to describe what they have liked the most, the least and what they would improve about the programme. Young people reported that they liked the individual sessions the most. Some further enjoyed the work-based learning element the most, including job fairs and internships. Hardly any participants who completed this survey reported any activity they liked least. The only activities mentioned were: the theoretical part related to job attitudes; the orientation as well as evaluation and CV writing. Participants had a few ideas how to improve the programme in the future. Their comments can be summarised into three recommendations:

- **Stronger work-based element:** Participants reported that they would have liked more company visits, job fairs or other job shadowing experiences.
- **More group sessions:** Three participants also mentioned that they would have liked more group sessions, also to be able to speak to other young people more and receive more information from facilitators.
- **Increase the length of programme:** A couple of young people further reported they would have preferred a longer programme.

Project partners and facilitators' perspective

While participants provided feedback about the second part of the 'NEETs intervention' model only, project partners and facilitators appraised the model implementation in all its parts. The following description of barriers and enablers is based on the Strength Weaknesses Opportunities and Threats (SWOTs) workshop held with project partners as well as interviews with facilitators.

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Preparation

- **Barriers:** Existing programmes and competition between stakeholders engaged with young people who are NEET can be a barrier to implementing this model as it relies on the cooperation between stakeholders. Especially, larger organisations can be difficult to engage and to maintain contact with, therefore, communication and dissemination of the model is important.
- **Enablers:** When there is interest from stakeholders, a well-functioning network of stakeholders with good working relationships is key for a successful implementation of the model. Good reputation of stakeholders is an added benefit for the network. The programme coordinator should use the strengths of each organisation to utilize the overall potential in the best way.
- **Recommendations**: Two key factors for a successful preparation are the selection of organisations that complement each other as well as well-prepared staff training for facilitators. Overall, it should not be under-estimated how long the preparation phase can take. Roles and tasks should be clarified within the network of stakeholders for a smooth implementation.

NEETs Intervention

- **Barriers:** Part of the model foresees a work-based learning element; this is difficult to arrange as it requires the cooperation of companies. This is especially challenging to arrange in a limited amount of time and with expectations of young people to move into employment at completion of the programme. Facilitators need to be equipped to work with very disadvantaged young people with low language skills and a lack of motivation to engage.
- **Enablers**: When arranged, job-shadowing, job tours and other work-based learning elements can be a real opportunity for young people to develop their skills and raise awareness of work possibilities as well as requirements.
- **Recommendations:** When working with young people facilitators need to be flexible and adjust the plan according to their needs. It is important to listen to young people's voice and make sure they feel heard and understood, but at the same time make them understand that they are responsible for their future. Overall, opportunities to let young people experience the world of work should be used as much as possible.

Local Community Intervention

- **Barriers:** Making the model attractive for other stakeholders without funding in a short time is the key barrier for this part of the model.
- **Enablers:** Enablers for the local community intervention were using the European project as a good 'brand' and having other stakeholders with a good reputation in the network.

Conclusion

Summary of impact

The main objective of the impact evaluation was to assess the impact of the ComNetNEET model. The model describes an innovative methodology to identify young people who are NEET and support them to move into education, employment or training by drawing on community networks of stakeholders. This model was implemented in three pilot locations (Spain, Italy and Portugal). The programme sought to improve young people's employability skills, their social capital as well their pathways for the future. At macro level, the programme set out to increase stakeholders' awareness for better coordination of approaches as well as to strengthen their coordination with other organisations. An evaluation framework was developed to run alongside the piloting. Baseline, monitoring and follow-up data was collected by pilot partners. Evaluation evidence showed that participants significantly improved their awareness of possible pathways, their employability skills as well as their links with employers. They did not improve their confidence according to baseline and follow-up data, however, a sub-sample of them did report such an improvement at 6-months follow-up. At the end of the programme, 40 of the 53 participants across the three countries were in employment, education, or training. There were differences in the improvement across the countries with Spain showing the greatest improvement across all outcomes. At community level, stakeholders reported an increase in awareness of the need for better coordination of local approaches for the integration of NEETs. More than half of the stakeholders had expanded their network as well as increased collaboration with others.

Summary of recommendations

Main recommendations from partners, facilitators and participants were:

- **Extend the preparation and implementation phase:** There needs to be sufficient time for the preparation phase of the programme, including the training of staff so that facilitators are sufficiently prepared. This also includes the development of the stakeholder network.
- **Stronger work-based element:** Arranging of work experiences is generally challenging and needs a strong focus as well as incentives for companies to collaborate.
- **Flexibility:** Flexibility of the model is important to make sure every young person is supported in the way that best suit his or her needs within their particular context and location.

Limitations

Not all activities of the model have been implemented due to several resource and other constraints and there were differences in the implementation of the model per country. The overall sample size of participants was only just above 50 and there were gaps in the data. Only limited 6-months follow-up data was collected so that there is the possibility of a response bias in terms of who completed this online form.

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Appendices

Appendix 1 – M&E framework

Outputs	Indicators	Data source
Documentation of local context in implementation areas with a focus on cooperation/communalities of stakeholders	Pilot area template are completed, and all relevant information recorded	Pilot area template
Local networks stakeholders are formed who provide practical support in the different stages of the model	Number of stakeholder part of the network	Interview with partners
	Type of stakeholder part of network	Interview with partners
	Number of meetings and number attended	Interview with partners
	Type of support provided for the delivery of the programme	Interview with partners
All delivery staff trained	Training sessions completed in full	Interview with partners
	Number of staff trained	Interview with partners
	Number of sessions and lengths of sessions	Interview with partners
	Guidance and tools provided for delivery	Interview with partners
Model is adapted to each area in response to the context, existing provision and staff resources	Adjustment made to the model after study of the context	Interview with partners
At least 20 YP have joined the programme in each of the implementation areas and 15 participated in at least one session or activity	Number of YP who have attended the first interview	Interview template
	Number of YP who have attended at least one subsequent session	Monitoring sheet
15 YP have formulated an action plan for their professional and personal life	Number of YP who have formulated an action plan	Monitoring sheet, IAP
10 YP have participated in mentoring, group or coaching sessions	Number of YP who have participated in mentoring, group, and coaching sessions	Monitoring sheet
	Number of attendees per different session	Monitoring sheet
10 YP have participated in at least one work-based element (e.g. placement, job-shadowing)	Number of YP who have participated in at least one work-based element	Monitoring sheet
	Type of work-based element per YP	Monitoring sheet

	Length of work-based element per YP	Monitoring sheet

Outcomes	Indicators	Data source
Stakeholders are aware of the need for better coordination of local approaches and stakeholders	Number of stakeholders who report to be more aware of the need for better coordination of local approaches and stakeholders	Survey of stakeholder
Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with)	Number of stakeholders who report to have improved collaboration with other entities	Survey of stakeholder
	Number of positive differences of the number of organisations who they used to work before the pilot and after	Survey of stakeholder
YP have a clearer vision and pathway for their future	Number of YP who reported to have a clear vision/pathway for their future	Follow-up questionnaire, baseline questionnaire (Q1)
YP have started to implement their action plans to achieve their goals	Number of YP who reported to have at least completed one action from their action plan	IAP review
	Type of action completed and left to complete	IAP review
YP have increased employability skills, motivation and self confidence	Number of YP who reported to have increased their employability skills	Follow-up questionnaire, baseline questionnaire (Q2)
	Number of YP who reported to have increased their motivation	Follow-up questionnaire, baseline questionnaire (Q3-4)
	Number of YP who reported to have increased their self-confidence	Follow-up questionnaire, baseline questionnaire (Q3-1 to Q3-3)
YP have better links with employers and increased awareness of routes into work	Number of YP who reported have better links with employers	Follow-up questionnaire, baseline questionnaire (Q4-1, Q4-3)
	Number of YP who reported to have increased awareness of routes into work	Follow-up questionnaire, baseline questionnaire (Q4-4, Q4-5)

Impacts	Indicators	Data source
Sustainable local partnership networks in three pilot countries established	Number of stakeholders remain in network at the end of the programme	Interviews with partners
	Number of stakeholders who remain in network 6 months after the end of the programme	Questionnaire
One-third of the Young people who have started to implement their action plan have moved onto and remained in education/training/work 6 months after the end of the programme	Number of YP who moved to employment, training or education following the programme	Follow-up questionnaire
	Type of occupation per YP	Follow-up questionnaire
	Number of YP who remained in employment, training or education following the programme 6months after the end of the programme	6-months follow-up
	Type of occupation per YP	6-months follow-up

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Appendix 2 – Methodology and Analysis

Development of questionnaires

Questionnaires for participants, facilitators and stakeholders were developed at the beginning of the project once outcomes had been defined as part of the Theory of Change. Questionnaires aimed assess intended outcomes. We draw on existing questionnaires and scales to develop the questionnaires for the purpose of the impact evaluation, these were:

- The World Health Organisation Quality of Life (WHOQOL) –BREF
- 'NEETs at Risk' Erasmus+ project
- Resurgo's Spear Programme

Statistical analysis

The analysis of all surveys was carried out using IBM SPSS Statistics 23. Figures were created in Microsoft Excel. The analysis involved descriptive statistics such as the calculation of frequencies as well as inference statistics to test for changes over time. Various significance tests were used depending on the sample size, met assumptions for tests and the levels of measurements. This means that T-tests for dependent samples, Friedman tests and Wilcoxon signed-rank tests were used. All significance tests were carried out with a significance level of .05. Bonferroni correction was used when multiple tests were performed.

We conducted factor-analysis and reliability analysis with the baseline data of the participant survey to understand how well the items are measuring the outcomes. This led to grouping items to scale together to measure the intended outcomes. Tables A to F below present scale statistics and list items for each scale.

Table A: Awareness of routes into work scale

Cronbach's Alpha	Number of items	Range
.85	6	6-30

Items
I know what kind of courses are available/I can choose
I know what kind of professional careers I can choose
I know what qualifications and skills are needed to move into the course(s) I want
I know what qualifications and skills are needed to get the job(s) I want
I know how and where to look and apply for courses of relevance to me at VET centres, colleges or universities
I know how to search and apply for a job (writing a CV, looking at job advertisements and doing well at job interviews)

Table B: Social capital scale

Cronbach's Alpha	Number of items	Range
.73	4	4-20
Items		
I know who to contact to discuss further training or employment opportunities		
I know other young people working/studying in my areas of interest who can help me		
I know some potential employers in my areas of interest		
I have talked with other people in jobs		

Table C: Future Vision and pathway scale

Cronbach's Alpha	Number of items	Range
.88	6	6-30
Items		
I have aims that I would like to achieve in my life		
I have a clear vision and pathway for my future		
I'm motivated to achieve the aims that I have set myself		
I know what steps are needed in order to achieve my aims		
I know what my further learning interests are		
I know what my future employment interests are		

Table D: Employability skills scale

Cronbach's Alpha	Number of items	Range
.78	4	4-20
Items		
I have got some previous work experience including placements, internships, or on the-job training		
I am aware of the skills needed to do well in employment		
I am aware of how to behave in the workplace		
I am positive about my skills to progress in the future		

Table E: Confidence and motivation

Cronbach's Alpha	Number of items	Range
.90	4	4-20
Items		
I feel confident in myself		
I am confident that I can overcome unexpected challenges		
I am satisfied with myself		
I always try to do my best		

Table F: Work-readiness

Cronbach's Alpha	Number of items	Range
.96	9	7-63
Items		
Supportive Team Player (e.g., works well together with others)		
Reliability (e.g., does what s/he says; arrives on time, etc.)		
Positive Attitude (e.g., is optimistic and hopeful)		
Responsive to Feedback (e.g., responds well to feedback and can handle criticism)		
Responsibility (e.g., behaves accountable for own behaviour and makes independent decisions)		
Communication – confident (e.g., communicates effectively and with confidence)		
Managing Emotions (e.g., is good at keeping emotions such as aggression under control)		
Motivation (e.g., is motivated to come to sessions regularly and move into EET)		
Self-confidence (e.g., trusts in own abilities and skills)		

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Appendix 3 – Questionnaires
Baseline questionnaire of participants

Baseline questionnaire

ID		Initials		Date	

Consent form

- Someone has explained to me what the questionnaire is for
- No-one will tell anyone else what I have answered
- My name won't be used in any reports
- I know that there are no right or wrong answers
- I am happy to take part in this research

Please tick if you agree to take part in this research by completing this form ☐

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Thinking about YOUR GOALS FOR THE FUTURE, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it*)

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

Thinking about HOW YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it)*

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

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Thinking about YOUR CONFIDENCE AND MOTIVATION, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it*)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel confident in myself	☐	☐	☐	☐	☐
I am confident that I can overcome unexpected challenges	☐	☐	☐	☐	☐
I am satisfied with myself	☐	☐	☐	☐	☐
I always try to do my best	☐	☐	☐	☐	☐

Thinking about HOW YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it***)**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know who to contact to discuss further training or employment opportunities	☐	☐	☐	☐	☐
I know other young people working/studying in my areas of interest who can help me	☐	☐	☐	☐	☐
I know some potential employers in my areas of interest	☐	☐	☐	☐	☐
I have talked with other people in jobs	☐	☐	☐	☐	☐
I have got some previous work experience including placements, internships, or on-the-job training	☐	☐	☐	☐	☐
I am aware of the skills needed to do well in employment	☐	☐	☐	☐	☐
I am aware of how to behave in the workplace	☐	☐	☐	☐	☐
I am positive about my skills to progress in the future	☐	☐	☐	☐	☐
I have people in my life that I trust	☐	☐	☐	☐	☐
I have people in my life who are supporting me in achieving my goals	☐	☐	☐	☐	☐

Thinking about how you have felt over the last four weeks:

	Very poor	Poor	Neither poor nor good	Good	Very good
How would you rate your quality of life?	☐	☐	☐	☐	☐

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Facilitators baseline questionnaire

Facilitator baseline questionnaire

YP ID		YP Initials		Date	

Please rate the participant's skills and attitudes on a scale from 1 to 7, where 1 means very low and 7 very high level of skill?

	1	2	3	4	5	6	7
Supportive Team Player (e.g., works well together with others)	□	□	□	□	□	□	□
Reliability (e.g., does what s/he says; arrives on time, etc.)	□	□	□	□	□	□	□
Positive Attitude (e.g., is optimistic and hopeful)	□	□	□	□	□	□	□
Responsive to Feedback (e.g., responds well to feedback and can handle criticism)	□	□	□	□	□	□	□
Responsibility (e.g., behaves accountable for own behaviour and makes independent decisions)	□	□	□	□	□	□	□
Communication – confident (e.g., communicates effectively and with confidence)	□	□	□	□	□	□	□
Managing Emotions (e.g., is good at keeping emotions such as aggression under control)	□	□	□	□	□	□	□
Motivation (e.g., is motivated to come to sessions regularly and move into EET)	□	□	□	□	□	□	□
Self-confidence (e.g., trusts in own abilities and skills)	□	□	□	□	□	□	□

Follow-up questionnaire of participants

ID		Initials		Date	

How satisfied were you with the programme? (*for each statement, indicate how much you agree or disagree with it*)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I enjoyed the programme	☐	☐	☐	☐	☐
I felt able to actively participate in the sessions	☐	☐	☐	☐	☐
The content of the sessions was relevant to my situation	☐	☐	☐	☐	☐
The trainers delivered the programme well	☐	☐	☐	☐	☐

Thinking about YOUR GOALS FOR THE FUTURE, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it*)

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

Thinking about HOW YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it*)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know what my further learning interests are	☐	☐	☐	☐	☐
I know what my future employment interests are	☐	☐	☐	☐	☐
I know what kind of courses are available/I can choose	☐	☐	☐	☐	☐
I know what kind of professional careers I can choose	☐	☐	☐	☐	☐

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	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know what qualifications and skills are needed to move into the course(s) I want	☐	☐	☐	☐	☐
I know what qualifications and skills are needed to get the job(s) I want	☐	☐	☐	☐	☐
I know how and where to look and apply for courses of relevance to me at VET centres, colleges or universities	☐	☐	☐	☐	☐
I know how to search and apply for a job (writing a CV, looking at job advertisements and doing well at job interviews)	☐	☐	☐	☐	☐

Thinking about YOUR CONFIDENCE AND MOTIVATION, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it*)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel confident in myself	☐	☐	☐	☐	☐
I am confident that I can overcome unexpected challenges	☐	☐	☐	☐	☐
I am satisfied with myself	☐	☐	☐	☐	☐
I always try to do my best	☐	☐	☐	☐	☐

Thinking about HOW DO YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it*)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know who to contact to discuss further training or employment opportunities	☐	☐	☐	☐	☐
I know other young people working/studying in my areas of interest who can help me	☐	☐	☐	☐	☐
I know some potential employers in my areas of interest	☐	☐	☐	☐	☐
I have talked with other people in jobs	☐	☐	☐	☐	☐
I have got some previous work experience including placements, internships, or on-the-job training	☐	☐	☐	☐	☐
I am aware of the skills needed to do well in employment	☐	☐	☐	☐	☐
I am aware of how to behave in the workplace	☐	☐	☐	☐	☐
I am positive about my skills to	☐	☐	☐	☐	☐

	Very poor	Poor	Neither poor nor good	Good	Very good
progress in the future					
I have people in my life that I trust	☐	☐	☐	☐	☐
I have people in my life who are supporting me in achieving my goals	☐	☐	☐	☐	☐

Thinking about how you have felt over the last four weeks:

	Very poor	Poor	Neither poor nor good	Good	Very good
How would you rate your quality of life?	☐	☐	☐	☐	☐

What was the most useful part of the sessions?

What was the least useful part of the sessions?

What could be done to improve the programme?

What have you learned about yourself?

How do you prefer to be contacted for the final questionnaire in about 6-months?

Email	☐
Mobile-phone	☐
Other_____	

NEETS*in*ACTION

6-month follow-up questionnaire of participants

Follow-up form at 6 months (online)

Thank you in advance for completing this form about your participation in the "NEETs in Action" project. Your feedback is very important for the evaluation of this project. It will only take 5 minutes to complete. As before:

- No one will tell anyone else what you have answered.
- Your name will not be used in any report.
- There are no right or wrong answers.

○ Please check if you agree to participate in this research by completing this form. (4)

Q2 What is your name?

_____

Q3 What are you doing at the moment?

○ I am attending training courses or some school / university (1)

○ I have a regular job with a contract or I am self-employed / have a company (12)

○ I have an informal job, without a contract (13)

○ I am unemployed and looking for a job/training and/or education (14)

○ I am unemployed and not looking for a job/training and/or education (15)

○ Other situation (16) _____

NEETS*in*ACTION

Q4 To what extent would you agree the programme has helped you with the following things:

	Strongly disagree (13)	Disagree (14)	Neutral (15)	Agree (16)	Strongly agree (17)
Increased knowledge of what you want for the future (1)	○	○	○	○	○
More motivated to achieve your aims (8)	○	○	○	○	○
Increased confidence in your abilities (9)	○	○	○	○	○
Increased knowledge of what is needed in employment (10)	○	○	○	○	○
Improved your employability skills (11)	○	○	○	○	○
Developed more links with employers (12)	○	○	○	○	○
Increased knowledge of what work and training opportunities exist (13)	○	○	○	○	○

NEETS*in*ACTION

Q5 Overall, would you say you are in a better position now to find a job than before the programme?

○ Much worse (35)

○ Somewhat worse (36)

○ About the same (37)

○ Somewhat better (38)

○ Much better (39)

Q6 In what way has the programme helped you the most?

_____

_____

NEETSinACTION

Facilitators follow-up questionnaire

YP ID		YP Initials		Date	

Please rate the participant's skills and attitudes on a scale from 1 to 7, where 1 means very low and 7 very high level of skill?

	1	2	3	4	5	6	7
Supportive Team Player (e.g., works well together with others)	☐	☐	☐	☐	☐	☐	☐
Reliability (e.g., does what s/he says; arrives on time, etc.)	☐	☐	☐	☐	☐	☐	☐
Positive Attitude (e.g., is optimistic and hopeful)	☐	☐	☐	☐	☐	☐	☐
Responsive to Feedback (e.g., responds well to feedback and can handle criticism)	☐	☐	☐	☐	☐	☐	☐
Responsibility (e.g., behaves accountable for own behaviour and makes independent decisions)	☐	☐	☐	☐	☐	☐	☐
Communication – confident (e.g., communicates effectively and with confidence)	☐	☐	☐	☐	☐	☐	☐
Managing Emotions (e.g., is good at keeping emotions such as aggression under control)	☐	☐	☐	☐	☐	☐	☐
Motivation (e.g., is motivated to come to sessions regularly and move into EET)	☐	☐	☐	☐	☐	☐	☐
Self-confidence (e.g., trusts in own abilities and skills)	☐	☐	☐	☐	☐	☐	☐

Did you notice any changes in the skills, behaviour or qualities of the participant?

NEETS*in*ACTION

Stakeholder survey

Stakeholder survey (online)

This survey explores your involvement in the European project 'Community Networking for Integration of Young People who are NEET' and how this has had an impact on the way you deliver your services.

Our primary concern is your right to data privacy under the General Data Protection Regulation (GDPR); your responses will be treated as anonymous and confidential and will not be passed on to third parties. Your answers will not be used for any purpose other than that needed for the evaluation of the project and no individuals will be identified from the information provided.

Please provide your consent to take part in this survey by clicking on the box below.

○ I agree to take part in this survey and consent to having my personal data used for this survey (1)

Q2 Your name:

_____

Q3 Organisation you work for:

_____

Q4 Please describe your role in your organisation:

_____

NEETS*in*ACTION

Q5 What services does your organisation offer to NEETs (please tick all that apply)

☐   Information and guidance   (1)

☐   Financial support   (2)

☐   Accommodation   (3)

☐   Education or training (please specify)   (4)

_____

☐   Apprenticeships   (5)

☐   Other work opportunities (please specify)   (6)

_____

☐   Other (please specify)   (7)

_____

Q6 What did you do as part of the 'Community Networking for Integration of Young People who are NEET' project? (please tick all that apply)

☐   Identifying NEETs   (1)

☐   Provided training   (2)

☐   Provided work-based opportunities   (3)

☐   Attended project seminars   (4)

☐   Provided advice to the project   (5)

☐   Other (please specify)   (6)

_____

NEETS*in*ACTION

Q7 Are you aware of the tool guide for the delivery of the project?

○ Yes (1)

○ No (2)

Q8 How useful did you find the tool guide?

○ Extremely useful (1)

○ Moderately useful (2)

○ Slightly useful (3)

○ Neither useful nor useless (4)

○ Slightly useless (5)

○ Moderately useless (6)

○ Extremely useless (7)

Q9 Have you used the tool guide?

○ Yes (1)

○ No (2)

NEETS*in*ACTION

Q10 How have you used the tool guide?

_____

Q11 Why not?

_____

Q12 How many organisations or contacts delivering relevant services to NEETs did you have links with before joining the project and how many do you have now?

	Number of organisations / contacts (1)
Before (1)	
Now (2)	

Q13 Do you plan to continue working with organisations that you have developed new links with because of your involvement in the project?

○ Definitely yes (1)

○ Probably yes (2)

○ Might or might not (3)

○ Probably not (4)

○ Definitely not (5)

○ NA - I did not develop new links with other organisations (6)

NEETS*in*ACTION

Q14 To what extent has your involvement in the project improved:

	A great deal (1)	A lot (2)	A moderate amount (3)	A little (4)	None at all (5)
Your awareness of other organisations delivering relevant services in your area (1)	○	○	○	○	○
Your links with other relevant organisations (2)	○	○	○	○	○
Your understanding of the local approach to support NEETs (3)	○	○	○	○	○
Your knowledge of best practices to support NEETs (4)	○	○	○	○	○
Your ability to identify NEETs (5)	○	○	○	○	○
The support you are able to provide to NEETs (6)	○	○	○	○	○
Outcomes for NEETs you work with (7)	○	○	○	○	○

NEETS*in*ACTION
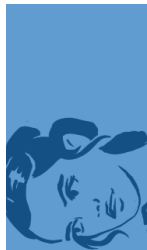
Q16 My involvement in the project has:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Made me more aware of the need for better coordination of local approaches to working with NEETs (1)	○	○	○	○	○
Made me more aware of the need for better coordination of local stakeholders who work with NEETs (2)	○	○	○	○	○
Helped me improve my own skills of working with NEETs (3)	○	○	○	○	○
Encouraged me to get more training on how to work with NEETs (4)	○	○	○	○	○

NEETS*in*ACTION

Q15 Are there any other benefits you have experienced because of your involvement in the project?

_____

Q17 What are your three key lessons learned from participating in the project?

○ Lesson 1 (1) _____

○ Lesson 2 (2) _____

○ Lesson 3 (3) _____

Q18 Would you be happy to be interviewed for the evaluation?

○ Yes (1)

○ No (2)

Display This Question:
  If Would you be happy to be interviewed for the evaluation? = Yes

Q19 Please state your email address:

_____