



ComNetNEET
"Community Networking for
Integration of Young People
in NEET Situation"

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Model of Intervention targeted at NEETs by José Sousa Fialho, Maria Ana Carneiro and Maria Cândida Soares, UCP – Universidade Católica Portuguesa
Tools Guide by TESE – Associação para o Desenvolvimento

MODEL OF INTERVENTION TARGETED AT NEETS: AN INNOVATIVE PROPOSAL

The project ComNetNEET aims at integrating young people who are currently NEET (i.e., not in employment, education or training) by helping them to overcome the main obstacles from a social inclusion perspective.

This 2nd newsletter is focus on the Model of Intervention.

Drawing on resources of the local community, the project will promote direct interaction between the NEETs and (potential) employers in various entities (companies, NGOs, etc.), E&T providers and supporting agencies at local level.

The approach of the project is to mobilize the whole community to enable young people at risk of being long-term NEETs and to develop relevant skills and competences to find and succeed in employment. Identifying and reaching 'hard to reach' and socially excluded NEETs can be challenging.

Targeting at young people who are NEET, our intervention includes a variety of possible approaches aimed at increasing their chances of finding/staying in work or returning to the educational system. This includes upgrading their skills for employability, addressing skills mismatches,

and increasing their work experiences and opportunities in their local community, when they are ready.

The target-group:

- 18-29 years old;
- Not in education, not in employment, not in training.

Namely:

- With reduce employment experience and in situation of undeclared unemployment;
- Without interest in training actions;
- Integrating problematic informal groups of young people;
- In situation of drop-out.

EDITION: CECO – CENTRO DE FORMAÇÃO PROFISSIONAL PARA O COMÉRCIO E AFINS

Innovative VET business partnerships through work-based interventions, is therefore an important feature to be developed through this intervention.

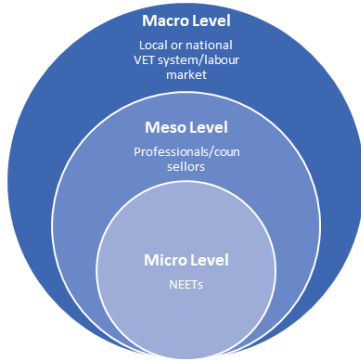
By improving NEET's skills and competences it will contribute to better align their possibilities in finding and sustaining employment.

1st Focus group session in Portugal (July, 2018)

Coordinated by UCP and hosted by CML – Câmara Municipal de Lisboa



1 - Levels of intervention: micro, meso and macro



2nd Focus group session in Portugal (July, 2018), hosted by Junta de Freguesia da Ajuda

The methodology foresees 3 levels of intervention:

Micro Level:

Intervention with 45 young people who are NEET, at local level.

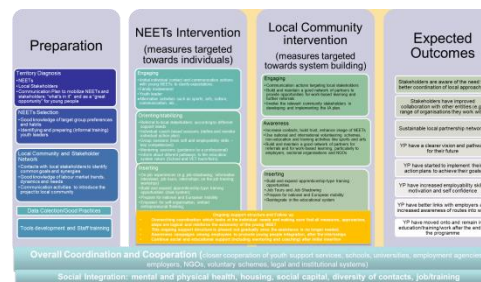
Meso Level:

Intervention involving the professionals working for and with young people in a NEET situation, networking and dissemination activities, and creation of conditions to allow them to reproduce the model and the intervention at national level.

Macro Level:

The ecosystem of organisations that are part of the NEET issue such as employment services/counsellors, local, regional and national authorities with E&T and employment responsibilities, enterprises and social partners will be involved directly in the project in networking and dissemination activities, during and after the project.

2 - Design of the intervention model



2.1. Preparation

This preparation includes the following stages:

- Territory diagnosis
- NEETs selection
- Local Community and Stakeholder Network
- Data collection/ Good Practices
- Tools Development and Staff Training

- Mapping the main characteristics of the territory as: NEETs, other indicators, how NEETs interact with their local communities.
- The NEETs selection aims at collecting a good knowledge base of the target group preferences and habits. Also considered the role of the youth leaders, which will be identified and prepared through informal training.

- The existence of a group of companies and entities, meaning a local community and stakeholder network, many of them already collaborating in several projects and constituting networks aimed at the social inclusion of young people in disadvantaged situation, namely NEETs.

- Data collection of good practices was crucial for the development of the current model. The information provided in the Newsletter 1. ISOB proposes a matrix of educational and training chains to describe activities to integrate NEETs, as well as to better support their transition.

- In conclusion, the model attempts to provide a possible solution to what has been identified as lacking by this specific group of vulnerable young people. The proposed interventions develop a work-based learner system and consider the importance of the staff in following the young person.

2.2. NEET Intervention

There are 3 intervention areas that were incorporated in the model: "grabbing," "orienting and stabilising," and "inserting," with a particular focus on the soft skills gaps and skills mismatches which can act as obstacles to motivation, access and integration into the VET/education system and into the labour market.

a. Engaging

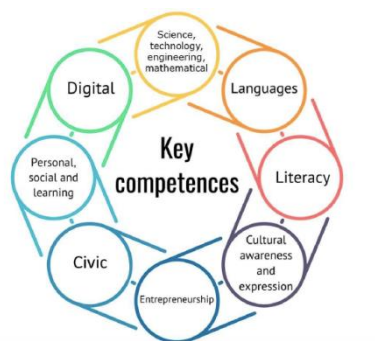
Is promoting ways of engaging young people and foster their social integration.

- i. Initial individual contact and communication actions with young NEETs to clarify expectations;
- ii. Family involvement;
- iii. Youth leader;
- iv. Alternative activities such as sports, arts, culture, communication, etc.

b. Orienting/stabilizing

Methodologies aiming to build relevant competences, trust, confidence and motivation to their re-access to the regular education and training measures.

- i. Referral to local stakeholders according to different support needs;
- ii. Individual coach-based sessions (define and monitor individual action plan);
- iii. Group sessions (train soft and employability skills – key competences);
- iv. Mentoring sessions (guidance by a professional);
- v. Inform about different pathways to the education system return;
- vi. Initial individual contact and communication actions with young NEETs to clarify expectations;
- vii. Family involvement;
- viii. Youth leader;
- ix. Alternative activities such as sports, arts, culture, communication, etc.



c. Inserting

In this phase the young NEET is expected to be ready to integrate experiences whether in the education system and/or in the employment system.

- i. On-job experiences (e.g. job-shadowing; informative interviews; job tours; internships; on the job training; workshops);
- ii. Build and expand apprenticeship-type training opportunities (dual system);
- iii. Prepare for national and European mobility;
- i. Empower for self-organisation, embed entrepreneurial thinking.

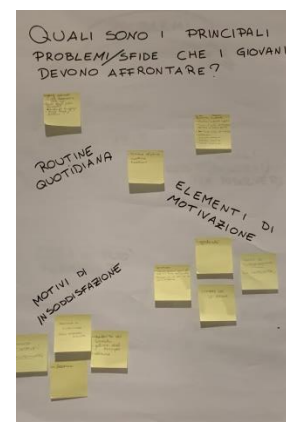
2.3. Local Community Intervention

The local community intervention plays an important role operating in the formal systems, but also in the informal but still extremely relevant and meaningful support network for the young NEET's social integration (also in areas of health, finances, family, sports, culture, etc.).



1st Focus group session in Italy

Hosted by CPV (February, 2019)



1st Focus group session in Italy

Hosted by CPV (February, 2019)

a. Engaging

Engaging the local community stakeholders involving, keeping active and interested in integrating of young NEETs includes:

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

The community stakeholders provide information for the profiling of the skills of the young NEETs; the orientation to the needs of the employers and sectorial approach.

b. Awareness

Keeping in context the importance and the role of the network of local and community stakeholders take in the integration of the young NEETs, it is very important to find ways of activating the network that already exists, as well as to increase contacts. It is very important to involve the stakeholders in the process as opportunities in finding tailor made solutions both for the young NEETs, as well as for the employers and other relevant services. The following approach should be considered:

- i. Increase contacts, build trust, enhance image of NEETs;
- ii. Use national and international volunteering schemes, non-

education and training activities like sports and arts;

- iii. Build and maintain a good network of partners for referrals and for work-based learning, particularly to employers, sectorial organisations and NGOs.

c. Inserting

By keeping the local community and stakeholders involved since the beginning of the planning and preparation of the intervention, and keeping them interested and aware, the transition into the education and training as well as employment systems is then activated in the process where they should or could have been taking part already. The types of activities which this network can take part are:

- i. Build and expand apprenticeship-type training opportunities;
- ii. Job Tours and Job Shadowing;
- iii. Prepare for national and European mobility;
- iv. Reintegrate in the educational system.

The intervention with NEETs, which includes the need to involve different stakeholders, requires coordination and cooperation between the different entities involved.

However, it is difficult to coordinate and requires certain assumptions:

- Definition of who performs the function of general coordinator of the intervention;
- Approval by all entities of the actions to be developed;
- Appointment by each entity of a representative with decision-making powers within the scope of its organization;
- Clear definition of functions of each entity.
- Periodic coordination meetings;
- Elaboration of periodic reports on the intervention with swot analysis.

2.4 Expected Outcomes

The identified expected outcomes of the intervention model are:

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.



MORE INFO ABOUT:
<https://neetsinaction.eu/>

Intellectual Output 2 – A1 Model of Intervention targeted at NEETS

Developed under ComNetNEET project

Date: January 2019

Project funded by European Commission through Erasmus+ Programme

Grant agreement N^o: 2017-1-PT01-KA202-035954

Author: UCP – Universidade Católica Portuguesa



1st Focus group session in Spain

Hosted by FR (July, 2019)

3 - Tools guide: examples of tools

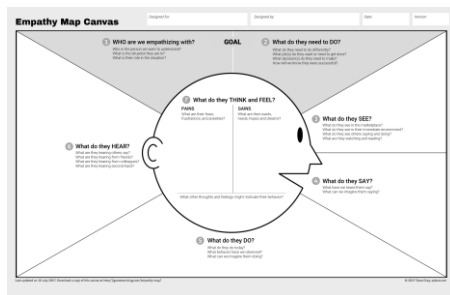
The main goal was to create tools that could be used and tested during the intervention pilot in Italy, Portugal and Spain

Having a wide and comprehensive intervention model, priorities set by testing partners (CML, CPV and RF) and two areas were seen as priorities:

- Engaging young people (meaning both identifying and keep them motivate along the project)
- Stakeholders management

3.1. «Outreach young people in NEET situation»

Empathy map: guidance tool



Short description

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



How to apply?

- As research questions to know local young people in NEET situation and potential participants
- To collect the answers to those questions using different sources (desk research, contact with local organizations that work with the

target public and contacting directly with young people from the target group.

- To gathered information – knowledge about the target – the key to be able to develop/adapt activities that meet their interests and to provide support that they actually feel as needed.

3.2. «Engage and manage a local stakeholder's network»

Guiding questions: guidance tool



Short description

To know the target group is one of the key issues when you aim at developing a stakeholder network. This tool is a set of questions that can guide you stakeholders' identification.



How to apply?

In the pilot preparation and when thinking about which organisations which should be involve in the intervention considers the following questions:

- Who has the power to bring about change?
- What are the organizations that work on the territory target and that can present synergies with NEETS IN ACTION project? (
- Are there other networks in the territory with whom to can create synergies?
- Which organisations may also be interested in project's mission or benefit from project results?
- Who has the time, resources and desire to bring about change?
- Who might be able to make a difference if your initiative is able to convince them?

- Who has a relationship with the people in whom you want to bring about change? Who do the "targets of change" trust? Who will they listen to?

Local stakeholders mapping



Short description

Territorial mapping may help to identify available services, providers and potential partners not only to refer young people but also to plan interventions and resources allocation.



How to apply?

1. Answer to previous guiding questions tool
2. On a blank sheet or using a real territory map, organize the different organizations by intervention topic (eg. Education, Health (see next page as example)
3. Next to each organization add the following information:
 - what kind of support they provide
 - contact information
 - liaison person
4. Keep this map in an accessible place for you.

3.3. «Develop young people's soft and employability skills»

Definition of SMART goals: individual activity



Short description

This tool aims to support definition of SMART goals in order to promote goals' achievement. It is also useful to identify resources and/or obstacles.



How to apply?

Promote the reflection with young person and ask him/her to register goals on paper.

What are SMART goals:

- **Specific/Simple** (formulated in a simple way, clear about the results it meant to achieve)
- **Measurable/ Meaningful** (defined in a way that they can be measured and that are really meaningful to young people (and not to please other people). Young people will have to question themselves "Why do I want this" Why is this important to me?"
- **Attainable/ Ambitious;** (it has to be attainable according to the time, context and resources available. – *What are the obstacles? What are the possible solutions to these obstacles?* In the other hand, it must be ambitious to represent a challenge)
- **Realistic/Responsible** (Challenging enough to keep the motivation, goals' achievement must rely mostly on the individual and not on external factor that young people can't control)

- **Time-bound:** clear in terms of deadline to achieve the goal and the inherent steps

3.3. «Provide work-based learning experiences to young people»

Mentoring guides: for mentees and for mentors



Short description

You will have access to important information not only to provide to mentors and mentees but also for you to mediate mentoring relationships.



How to apply?

- This guide is meant to be read in the preparation stage in order to facilitate and guide youth workers in mentoring activities (including how to prepare these experiences) related to the project.

You can also adapt the different templates to ComNetNEET project.

Job-shadow: as individual or group activity



Short description

Job-shadowing can be done as an individual or as a group activity. A short description of job-shadowing and some templates are available in Mentoring Guides (TESE, 2018).



How to apply?

- In a later stage of intervention after knowing better participants profiles and professional areas of interest, you can organize job-shadowing experiences
- These experiences can be done in the scope of a mentoring relationship or not. If not, you can ask participants to identify some job functions that they would like to follow for one day. At least ask each participant to identify and rank 4 of them.
- You contact and invite organisations giving them project' details and exposing added value of this experience (you can get inspiration on Mentoring Guide) and schedule job shadowing experiences

To prepare job-shadowing experience check page 20 of Mentoring Guide for Mentees (TESE, 2018).

FOR MORE INFORMATION

Intellectual Output 2 – A2 Creation of tools for action

Developed under ComNetNEET project

Date: January 2019

Project funded by European Commission through Erasmus+ Programme

Grant agreement N°: 2017-1-PT01-KA202-035954

Author: TESE – Associação para o Desenvolvimento

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<https://neetsinaction.eu/>

NEXT NEWSLETTER: RESULTS OF THE PILOT APPLICATIONS IN PT, ES AND IT

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