

# MEETS PROJECT

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

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

## Quality User Feedback and Usability Evaluation

### Final Evaluation and Users Feedback Report

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## 1 General Approach and Objectives of the NEETS at RISK Project

Youth who are not in education, employment or training (NEET) are considered to be one of the most problematic groups in the context of youth unemployment. It is a shared insight that relevant actors must network and cooperate, but practice often lags behind this insight.

Resources are limited. Therefore an early identification of potential NEET is crucial in order to act preventively and in a targeted way against youth becoming NEET, but screening systems are not a matter of course.

Lastly interventions also exist, but they have shown to be to a high degree “one size fits all” measures, not sufficiently tailored to the specific needs of individual youth.

Therefore, the project combined the development of an effective methodology to identify young people “at risk” of becoming NEET, an innovative intervention drawing on existing good practice piloted in PT, IT and ES to prevent young people with such characteristics from becoming NEET, and an impact analysis to measure the outcomes of these pilots at regional and national level. While combining these three elements, the project aims to develop an effective front-end strategy to address the NEET issue within the EU, by focusing on prevention rather than remedial action and supporting a “smoother” transition of potential NEETs from the general education and VET system to work or appropriate further education.

Students or trainees from (15 to 24) who are in the schools or in the training system, ending their compulsory education but being at risk of becoming NEET are the main project target group.

Other target groups include: VET providers/schools, employment services/counselors, education and training system policy representatives, enterprises and social partners, local or regional authorities with VET and employment responsibilities, families and community.

The following intellectual outputs/products were foreseen and were developed:

- Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications;
  - A methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET;
  - A guide "Model for EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET";
  - A study and a report on the impact evaluation of the NEETS at RISK Model;
  - A Quality User Feedback and Usability Evaluation Report.
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## 2 General Approach to Quality Assurance (Internal Evaluation) in the NEETS at RISK Project

The aim and scope of the quality assurance internal evaluation of the **“EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET – flexible pathways and an effective methodology for the transition into the labour market”** (NEETS at RISK) is described in the “Quality and Evaluation Guidelines”.<sup>1</sup>

The evaluation follows an utilisation focussed approach, mainly based on status reporting and obtaining partner, stakeholder and user feedback. The leader of this intellectual output developed a set of quality indicators for all project elements, which were derived from the project characteristics as described in the project application. The indicators have been discussed and agreed with all partners. Data sources for the validation of this indicator framework are:

- Project generated data, as products, meeting minutes, product drafts etc.
- Partner Process Quality Surveys
- Learning Activity participant survey
- Status Reporting
- Advisory Board Meeting minutes
- Reports of results of other intellectual output and activities, as impact evaluation and dissemination.

The data obtained from these sources will be presented in this report and have informed the discussion of the current status of achievement of the quality indicators.

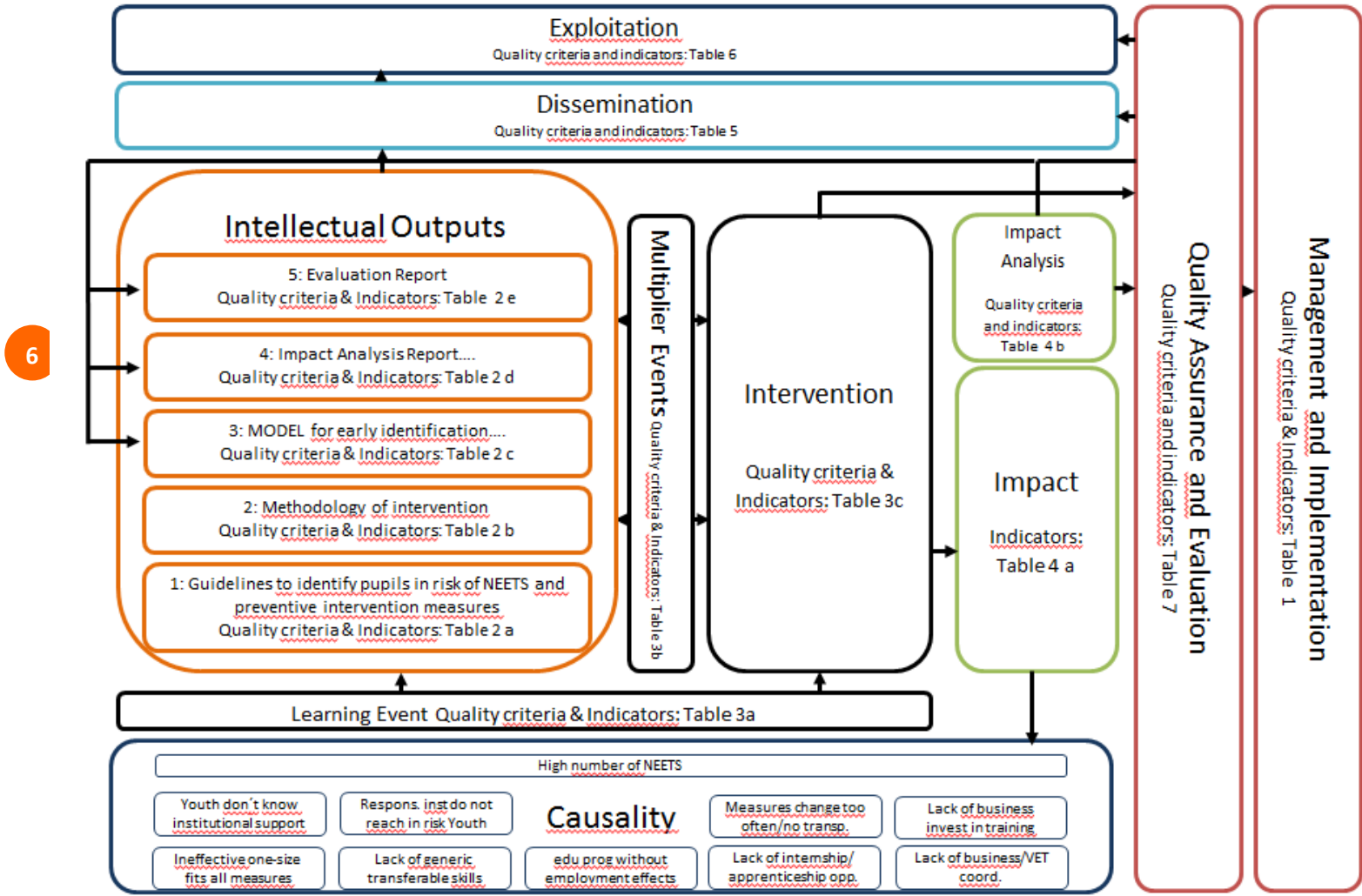
## 3 Model of Causality, Intervention and Impact and Quality Indicators

The project is based on a model of causality, intervention and impact, which is the working hypothesis for the project’s activities and serves as the main framework of the reflection on process quality achieved. The general model is substantiated by an indicator framework, which is based on measurable indicators for each of the elements of intellectual outputs, intervention and impact, as well as other outputs. Information on the factors of causality has been part of the justification of the project proposal. Since a systematic research on these factors is outside of the focus of this developmental project, no specific indicators have been formulated for the causality factors. The model on the page to follow, including the ever more rich information available as the project develops, was informed the discussion within the partnership and with stakeholders on a continuing basis, in particular within partner meetings, virtual meetings and other occasions. It is also the reference framework for the evaluative feedback given by Institut für sozialwissenschaftliche Beratung GmbH (from now on, ISOB) the partner responsible for Quality Assurance and Internal Evaluation. References in the chart refer to the indicator tables in ch. 9 of this report.

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<sup>1</sup> For further information on the methodological guidelines please check “Quality and Evaluation Guidelines” <http://www.preventingneets.eu/>

### NEETS – Model of Causality, Intervention and Impact



## 4 Main Products

For readers' convenience, this chapter summarizes the content of the intellectual outputs produced, in order to enable readers to have an idea of the materials the feedback and evaluation by various groups as well as this report refers to. Some overall evaluative remarks regarding the intellectual results produced conclude the chapter.

A short summary of the main characteristics of the finalized products is presented as follows:

### **IO1: Guidelines to identify young people at risk of becoming NEET and preventive intervention measures incl best practice cases<sup>2</sup>**

The 114 p. document includes an introduction, three main chapters and conclusions. The introduction describes the aims and objectives of the NEETS at RISK project. Chapter one discusses the NEETS issue in comparative perspective and by issue. In particular risk factors and consequences of becoming NEET are discussed. The second chapter presents the situation of NEETS in all partner countries, Germany and the United Kingdom as countries with relatively elaborated systems to deal with the problem, as well as in Italy, Portugal and Spain as those countries are the countries where the problem is most severe and therefore more comprehensive policies to deal with it must be developed.

Chapter three presents best practices of policies in all of the partner countries.

The report concludes with conclusions and recommendations, which are intended to inform the development of the products and interventions of the NEETS at RISK project.

The report is based on common research by all of the partners as well as guidelines for research and editing of the material by the partners Centro de Formação Profissional para o Comércio e Afins (from now on, CECO) and Universidade Católica Portuguesa – Centro de Estudos dos Povos e Culturas de Expressão Portuguesa (from now on, UCP-CEPCEP).

Based on the material collected the authors conclude:

“- Being NEET is a **multidimensional** phenomenon, its resolution have to go through the **conciliation** of efforts in several areas, such as dropout prevention measures, employability skills training, workplace learning or social inclusion programmes.

- The way education and VET systems are inclusive and capable of providing support within the school, in an integrated manner, or encouraging and enabling early school leavers to continue their previous studies, or helping them to find other more appropriate training alternatives, is fundamental. This requires innovative and non-standard approaches, **involving formal and non-formal contexts**, in order to adapt to the needs of students at risk of becoming NEETs or to young NEETs.

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<sup>2</sup> Available at <http://www.preventingneets.eu/>

- Early identification and intervention, with special attention to those who, for one reason or another, are in a more disadvantaged situation, requires **school and family involvement and local/ community support services**.

- There is a need to provide **guidance and mentoring services**, within and outside the education system, as way to help young people to make their choices and their transition processes. These services should give young people at risk of becoming NEET the opportunity to develop self-awareness and confidence on their own abilities and vocations; improve their “personal marketing” towards future employers; enlarge their social capital not only to facilitate their transition to the labour market but also to enhance social inclusion and civic participation.

- Promoting employability also requires looking for filling in the gaps in young people’ skills such as **transversal and specific work skills, experience workplace learning** and providing them access to qualifications which are valued and required by the labour market.”, p. 106)

Partners discussed and reviewed the report at various occasions. Also the main findings were presented to stakeholders representatives in Portugal, Spain and Italy. There has been wide agreement on the main findings quoted. Therefore, the partnership decided to base the model of intervention mainly on these insights.

## **IO2: Methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET<sup>3</sup>**

The aim of the output is to develop a methodology for tailored and targeted preventive interventions based on the insights gained through the research in IO1. The partner Tavistock Institute (from now on, TIHR) was responsible for defining the general methodology, based on partners’ discussion. CECOIA described the intervention in technical terms (A2), Fundación Metal Asturias (from now on, FMA) provided guidelines for mentoring and coaching (A3), while ISOB contributed guidelines for shaping work based learning experiences. A description and evaluation of the piloting was done by TIHR.

### **IO2-A1: Guidelines for the application of the pilot project in partners’ countries**

The document defines the main characteristics of the NEETS at RISK project intervention, including the target group, the methods for selecting/identifying young people for inclusion in the project, the expected outcomes of involvement in the project, the mechanisms for achieving these outcomes and the main elements of the intervention.

The content, according to the description in the paper (p. 4) “is based on a six step process involving:

- Face-to-face discussions with partners;

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<sup>3</sup> Each activity of this output is described below and is supported by a document, guideline or report. Full documentation is available at <http://www.preventingneets.eu/>

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- An initial specification of four broad, contrasting delivery models;
- Drawing on good practices in the delivery of activities aimed at preventing young people from becoming or remaining NEET as part of a 5-day staff learning activity in London organized within the project;
- An initial workshop with project partners organised as part of the learning activity to identify key issues the project is trying to address;
- Drawing on the results of IO1-A1 to identify common risk factors for becoming NEET and of IO1-A2 to identify existing best practices in the reduction of young people being or becoming NEET;
- Organising a Theory of Change workshop with partners as part of the first transnational project meeting”.

Three key priorities were identified, along with outcomes the intervention aims to achieve:

“Ensuring that young people have the social capital (contacts, networks, know-how) to find a job – this includes that project participants:

- have met other young people working/studying in different EET fields;
- have met with at least one potential employer in an area of their interest;
- have been provided with training on how to conduct job searches;
- have had at least one work experience placement or internship;
- are more aware of the skills or experience needed for different jobs;
- are more aware of the difference between the school and work environment;
- are more aware of what organisations or individuals are available locally to help them find a job or further training opportunity;
- are more aware of how to behave in the work place.

Ensuring that young people know how to choose the most suitable EET for them – this includes that project participants:

- are more aware of their own social competencies and talents relevant to the world of work;
  - are more aware of the EET options available to them locally after leaving school
  - have developed job search skills, including writing a CV, looking for a job and attending a job interview;
  - have put together a portfolio of achievements to help them visualise what they have achieved and what they are good at;
  - are more aware of what skills, qualifications or personal attributes are needed to access different types of EET locally.
-

Ensuring that young people do not have a negative attitude towards school/learning

– this includes that project participants:

- are more aware of the relevance of what they learn at school to the world of work;
- are more aware of what qualifications, skills and knowledge are needed to move into particular types of EET;
- are more motivated to do well in their place of learning, including school or college
- feel more confident that they are able to do well at school;
- are more willing to continue in learning, in school or via some other type of education or training, after completing compulsory education” (p. 14).

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The guidelines discuss evidence for the relevancy of these dimensions of intervention from the latest scientific research, in addition to the findings of IO1. Derived from these insights the document recommends that the methodology needs to include:

- “Different ways of making real engaging links with other young people, employers and professionals with experience of working and learning in different types of EET, via placements, visits, workshops or even one-to-one or small group meetings
- Training to support the acquisition of skills needed to make a successful transition after leaving school, including writing a CV, looking for a job and attending a job interview, and the possibility of applying or testing out these skills
- Putting together a portfolio to help young people recognise their skills, competencies, preferences and achievements relevant to different types of EET options.” (p. 16)

The document discusses assumptions that have to be made in order to implement these elements, as:

- “1. Students with relevant risk factors can be identified
  2. Students with relevant risk factors can be targeted in a preventative way (that is effective)
  3. Dosage of intervention (sub-set of activities or combination of activities) is strong enough to affect change
  4. The right people deliver (to the right young people)
  5. Most young people will complete the intervention
  6. To work, the model needs to be adapted to different contexts. This adaptation will not affect its effectiveness
  7. A multi-agency approach is key to success
  8. Teachers, counsellor, youth workers or any other staff are willing to deliver the intervention.
- “ (p. 15)
-

The report concludes with an overview of the preliminary “NEETS at Risk Model” which is to be tested in the piloting:

“The target group – to include young people:

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

Regarding the methods for selecting/identifying young people for inclusion in the project, it was decided that the particular approach to adopt needs to be adapted to the particular situation or context in which the proposed model is piloted – but is likely to include one or more of the following components:

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

The expected outcomes of involvement in the project include:

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

The mechanisms for achieving these outcomes include:

- Different ways of making real engaging links with other young people, employers and professionals with experience of working and learning in different types of EET, via placements, visits, workshops or even one-to-one or small group meetings;
  - Training to support the acquisition of skills needed to make a successful transition after leaving school, including writing a CV, looking for a job and attending a job interview, and the possibility of applying or testing out these skills;
  - Enabling participants to put together a portfolio to help them recognise their skills, competencies, preferences and achievements relevant to different types of EET options.
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The main elements of the intervention will include:

- A preparation phase – in which school or other staff are trained in delivering the intervention and a multi-agency project group is set up and has met to discuss how to increase the social capital of programme participants;
- A pre-selection/induction element – ensuring that the right young people are chosen to take part and are engaged in the process right from the start;
- A guidance element – focussing on preparing young people for their placement(s) and their transition to EET, mainly as a group but also some one-to-one meetings;
- An “experience” element – involving one or more direct experiences of the workplace and/or other learning environments;
- A post-placement consolidation element and future planning period – involving both one-to-one and group work.” (p. 16).

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**It can be evaluated** that IO2-A2 presents a quite comprehensive general concept for the intervention which is in line with the main recommendations of IO1. Additional evidence from literature is quoted and the content has been developed in interactive exercises, which used the expertise of all partners. Here, the Staff Learning Activity organised in London in May 2015 as part of the project proved to be particularly conducive and useful as it allowed for interactive group work, inspired by the fresh impressions from theoretical input as well as visits to good practice cases.

IO2- A2 aimed to operationalize this framework concept.

#### **IO2-A2: Application of the pilot projects in partners’ countries - implementation phase**

CECOA was responsible for this 7 p. working paper. The paper structures the intervention in each partner country in practical terms, including a schedule for the intervention. It foresees 2 individual sessions with students, 6 group sessions and 4 work experience opportunities. A chart on p. 7 presents an overview of the intervention:

#### **IO2-A3: Mentoring and Coaching Sessions: Employability and Transition for School/VET to Work**

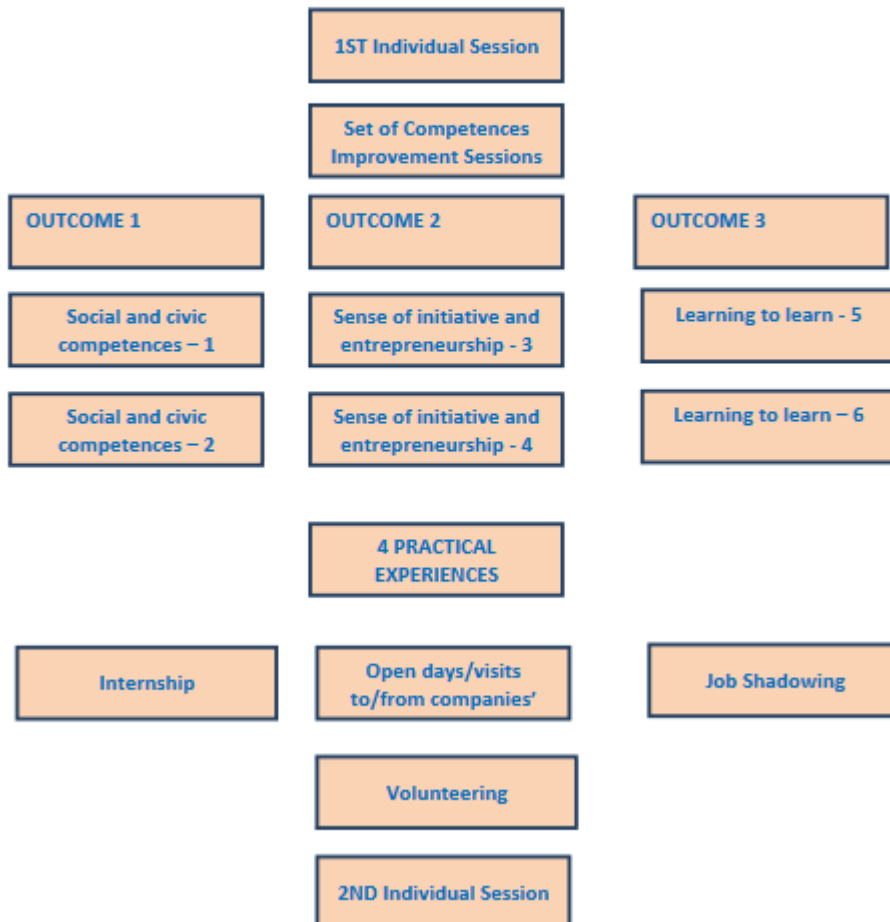
The 37 p. paper (author Marta Mendez-Fuentes FMA, Spain) provides material to implement the coaching and mentoring sessions with students. The material is based on insights from a prior project “KEYCOMKIT - Key Competencies for Life Long Learning”, which is prioritized and adapted for the needs of the NEETs target group.

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The paper presents theoretical introductions on the value of each competence, guidance for structuring the sessions as well as work sheets and templates for monitoring the intervention.

The pilot project intervention foreseen the following sessions:

- 2 individual sessions
- 6 groups sessions to improve students social and employability competences
- 4 work experience opportunities sessions (individual or groups sessions)



## IO2-A4: Guidelines for Work and VET Placements - Mentoring and coaching sessions 2 - provide work experience opportunities

The 42 p. paper (G.Marchl et al ISOB, DE) presents supporting material for organizing work based learning experiences, particularly internships, but also work based experiences in the school or exposure to entrepreneurs and companies, where internships cannot be organized.

Parts of the paper are informed by a good practice in Germany, where the Ministry of Education and Research pilot project BeVo+ identified well prepared internships as a very effective means to effect a smooth transition from school to work, particularly for students at risk.

The paper gives practical recommendations for building networks between schools and companies and profiles actors' roles to build such networks.

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Worksheets and templates to reflect expectations and learning goals as well as to capture learning effects are provided.

Step by step guidelines and checklists for additional types of exposure to the world of work are another part of the paper.

## IO2 – A5: Staff Preparation

IOA5 (Preparation of Staff) by Thomas Spielhofer (TIHR) has been available in a draft version to the partners well before the piloting, from February 2016 on<sup>4</sup>. The 11 p paper consists of a discussion of the implementation methodology, including instructions for the collection of baseline data and the continuing monitoring.

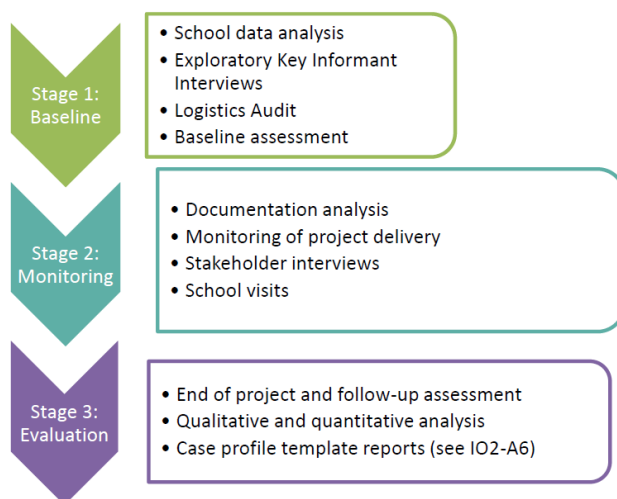


Figure 1: Methodology Design

[http://www.preventingneets.eu/neets\\_project/wp-content/uploads/2015/10/IO-2.A5-Preparation-300616.pdf](http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/10/IO-2.A5-Preparation-300616.pdf), p. 5

<sup>4</sup> And is now available on the project website [www.preventingneets.eu](http://www.preventingneets.eu)

The paper presents comprehensive instructions for the overall piloting of the model, including documentation and monitoring. Consequently the final activity output

### **IO2-A6: Results of Piloting**

could build on this documentation.

#### **The report, therefore, sums up the experience:<sup>5</sup>**

“The main elements of the model include:

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

Involving both one-to-one and group work.”

The report includes an overview of the organisational aspects of the piloting.<sup>6</sup>

#### **Conclusions, lessons learned, recommendations**

The report finds that all elements of the model have been tested, “but with some local variations”.

Partners “had involved the right types of young people in terms of their age, current educational status, and characteristics. This means that it had the potential to affect the required changes in reducing their risk of becoming NEET. Overall, 52 students started on the programme across the three pilots and 41 of these remained until the end – a retention rate of almost 4 in 5 (79%).”

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<sup>5</sup> Full documentation can be found at [http://www.preventingneets.eu/neets\\_project/wp-content/uploads/2015/10/IO2-A6-Final.pdf](http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/10/IO2-A6-Final.pdf)

<sup>6</sup> Overview of the Piloting [http://www.preventingneets.eu/neets\\_project/wp-content/uploads/2015/10/IO2-A6-Final.pdf](http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/10/IO2-A6-Final.pdf) , p. 16

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Key exceptions of delivery of the model were limited or no experiences of actual work place environments and not setting up of a multi-agency group at the start of the programme. “Overall, though, there was a high level of compliance to the model set out in IO2-A1.

According to the assessment of TIHR the main lessons learned with regard to the implementation include:

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- “The importance of facilitator skills and preparation: All three pilots highlighted that the way the implementation of the model relies on selecting staff with skills to engage participants in the activities. This included developing familiar programme routines and established behavioural norms, and findings ways to motivate students to engage in the different programme activities. While it is important to select staff with the right skills, time needs to be also spent on making sure that staff are fully briefed on the aims of the programme and are aware of good practice in engaging students with very low levels of attainment and concentration levels.
  - The need for flexibility in delivery: All three pilot sites used the overall model as a useful framework to inform project planning and delivery, but recognised the need for flexibility and adaptation to suit the local context, and the needs and interests of students. In Portugal, for example, they adapted the programme to focus on the practical work visits towards the end of the programme and an exploration of the work behaviour, skills and competences needed to find and keep a job. In Spain and Italy, facilitators found that it was easier to engage students in group activities once the programme was adapted to focus discussions on the types of work opportunities available to them, and their preparation for the company visits. This meant that while retaining the overall structure of the model, the programme was adapted in response to the type of students involved, and their interests and aspirations.
  - Students prefer practical activities: As discussed in the previous point, it was difficult to engage project participants in activities which were too theoretical or abstract; instead, they were most motivated in taking part and planning very practical activities – this was exemplified in much higher levels of attendance in such sessions. Thus, they particularly like practical hands-on activities (such as painting the wall in Portugal), visits to companies (Spain and Italy), and work placements (Portugal).
  - Supporting schools to be able to arrange work placements for students: many schools struggle with this as they do not have the links with employers or staff with time to develop links; there are also a lot of practical issues related with arranging such placements, including insurance, getting parents’ permission for such a placement. It is important therefore to make sure that any future implementation of this model is linked with support to schools to enable them to arrange work placements to provide them with the practical work they so crave.
  - Extending the length of the programme: all three pilots concluded that the intervention was too short to have a significant impact on students and that it needed to be extended to last a whole year. More preparation time would also have been needed to integrate work placements into the programme”.
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**IO3: Guide "Model for EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET"<sup>7</sup>**

The 72 p. paper includes a summary of the initial guidelines (IO1), a presentation of the NEET at RISK Model as fully described in IO2, a summary of the piloting and its documentation as well as reports the main data coming from the impact analysis, presenting some final conclusions and recommendations with a view to emphasize the potential of the model to be mainstreamed and integrated in the education/VET systems at local/regional/national and even European level.

The synthesis of the initial guidelines includes an overview of the international good practices which have been reviewed and considered in the development of the NEET at RISK Model.

The Guide also presents an abstract of the methodological approach including a detailed presentation of the different components of the NEETs at RISK model, organised according to the different phases of the model application: preparation phase, implementation phase and follow-up and evaluation phase.

The intervention is based on a theory of change, which is summarised in table 3 of the report and which had been developed in IO2.

**Table 3**

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

As mentioned, the main results of impact analysis are summarised and some lessons learned as well as feedback obtained from the focus groups are referred. Some of these conclusions include:

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

<sup>7</sup> The Guide is available in English, Portuguese, Italian and Spanish and can be download from the session “outputs” in <http://www.preventingneets.eu/>.

- The experimentation period varied between 2 and 6 months. It was considered too short. If we want to have some stronger results in terms of behaviour and attitudes of the students we must consider a longer experimentation phase;
- The selection phase of the students is a very important phase of the methodology and it must be done with the participation of the teachers and school staff;
- The implementation of the model relies on selecting staff with skills to engage participants in the activities. This included developing familiar programme routines and established behavioural norms, and findings ways to motivate students to engage in the different programme activities. While it is important to select staff with the right skills, time needs to be also spent on making sure that staff are fully briefed on the aims of the programme and are aware of good practice in engaging students with very low levels of attainment and concentration levels;
- The social actors, the schools ,the training centres and the companies are the leading actors of the professional inclusion of the NEET: they should work together in synergy and maintain a good communication throughout the intervention process and not only in the integration phase;
- The articulation with the labour market including companies must be stronger mainly through the employment services that can have a closer relation with schools;
- The support to schools to be able to arrange work placements for students in order to enhance the links between schools and employers.”

### IO3: Practical Guidelines

Partners decided that the Guide should be accompanied by a shorter paper targeted at practitioners in the field in order to guide them in using the Model and the available material. TIHR and ISOB volunteered to prepare such a document (*Practical guidelines on how to implement the NEETS at RISK model*<sup>8</sup>) which was developed until October 2017. The 16 p. paper version explains the preparation, pre-selection, guidance, experience and consolidation elements, on 4 pages each. Each presentation is structured along the details of the element, its rationale, steps and further resources.

### IO4: Impact Evaluation of the NEETs at RISK Model<sup>9</sup>

The partner responsible for this intellectual output – UCP-CEPCEP - has presented a general logic of the impact evaluation study to be conducted in the partner meeting in London (June 2015) and has developed the tools which were widely agreed by the partners after a period of discussion, fine tuning and pre-testing. Three key outcome indicators have been foreseen.

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<sup>8</sup> As it as been produced as a practical guideline, the Spanish partner FMA volunteered to give the document a more “hands on” format and produced it also as an e-book (in English and in Spanish) available in <http://www.preventingneets.eu/>.

<sup>9</sup> Available for download in the project website <http://www.preventingneets.eu/>.

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- Ensuring that young people do not have a negative attitude towards school/learning;
- Ensuring that young people know how to choose the most suitable EET for them;
- Ensuring that young people have the social capital (contacts, networks, know-how) to progress after leaving school.

The impact analysis used an ambitious methodology to measure the baseline situation of students awareness of self confidence, employability skills and social capital at three points in time: before the intervention, after the intervention and 6 months after the intervention.

Results are detailed and convincing statistical analysis is presented in spite of some limitations due to a low retention rate in the case of Spain and some limitations in the response rate.

The report lists as main results of the quantitative ratings:

In terms of a global analysis for all expected outcomes the student opinions, between the initial survey and the survey conducted at the end of pilot, testing were:

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

### Overall assessment of Intellectual Outputs

**On the whole it can be evaluated** that the products IO2 A1-A4 build on each other in a convincing way, IO1 findings are used and complemented with references to additional literature and more specific sources to the respective topics. Partners have discussed various options for the intervention and each paper briefly describes the process of development of its contents. A coherent logic of intervention was developed and explained.

In particular the “theory of change” which was developed and communicated (incl. assumptions) allowed for a systematic reflection and description of the piloting intervention throughout the development process. This model has also informed the development of tools for monitoring the intervention (IO2 - A5) and for measuring the impact (IO4).

IO3 and IO4 provide important input concerning building of competences relevant for employment as well as on organising work based learning in company settings and, where this is not possible practical exercises in schools. Both elements have been widely appreciated by the users (see Ch. 8).

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The instructions for the piloting have been complete, yet compact enough to inform the instruction of staff.

Also a comprehensive system of monitoring and documentation has been set up, which has yielded a good documentation of the piloting and allowed for a qualified assessment of its effects.

Additional means of getting feedback from final beneficiaries and stakeholders have been used.

IO4, impact analysis, set up a ambitious system of measuring the effects on participants. While the limited sample and quite substantial differences in the setting of the pilots need to be considered when interpreting the results, on the whole a convincing and informative analysis is provided in the resulting report. In addition, stakeholders feedback has been obtained by qualitative interviews with main stakeholders in schools before after and 6 month after the intervention.

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While some of this documentation has been provided by the partners too late to the partnership as a whole to influence the international development work, individual partners obviously profited from the structured dialogue with the partners in schools for which the survey provided a framework. The documentation which was finally provided confirms the main points of SWOT of the Model, which have been identified by focus groups participants and final beneficiaries, thereby triangulating qualitative data from three sources.

Finally a systematic stakeholder survey at the end of the project confirmed these qualitative findings through a quantitative evaluation of the results and quality of the products:

***8 out of 10 stakeholders recommend the NEETs at RISK Model for further use.***

In the scope of IO3 a relatively compact synthesis of the initial guidelines, of the model and of the impact found has been provided.

**Partners added a practical guideline** of 16p in addition to this guide in order to have at hand material which is suitable to wider distribution and also to practitioners in the field.

**Also as an extra, this practical guideline is also displayed in an e-book format.**

On the whole it can be evaluated that the main products of the NEETS at Risk project have been developed up to the quality standards set out in the beginning of the project.

In particular, the extensive documentation of impact and user feedback allows for the assessment of the quality of the approach and materials, which is discussed in later parts of this report.

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## 5 Final Status According to Status Reporting

The final status of project implementation discussed in detail along the quality indicator framework is the topic of the final status report IO5-A2, which is only available at the partners' space of the project website. The report is based on an analysis of the documents produced, evidence of activities and information and comments provided by partners.

For the purposes of this report, therefore, only a brief summary of the status report follows.

Overall the final project status is good. While there have been delays in the production of some of the outputs, these have been tolerated in the interest of a high quality of products. The piloting of the model has been finalised with success and proper monitoring and evaluation has been secured using a triangulation of data from IO2, IO4 and IO5.

### **IO1: Guidelines to identify young people at risk of becoming NEET and preventive intervention measures incl best practice cases<sup>10</sup>**

The intervention is based on IO1, "Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications". CECOA drafted contents for the report beginning in February 2015.

All partners discussed the draft report in a number of online meetings. Partners contributed to the report with national data as well as with national good practices, as requested. The draft model was discussed during the staff learning activity hosted by TIHR in London in May 2015. The meeting included several visits to relevant institutions in the London region as well as inputs on the general context of the issue by TIHR and ISOB.

The meeting was evaluated by the partners as very useful for the further elaboration of the Guidelines.

The activities resulted in a 114 p. report "Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications" Lisbon, September 2015<sup>11</sup>.

The guideline discusses the general state of the art of knowledge about the topic in the first chapter. The second chapter discusses the specific situation in each partner country. The third chapter discusses good practices in Portugal (4), Germany (2), Italy (3), Spain (2) and the UK (2). Main conclusions and methodology guidelines are derived from the materials presented.

The report meets the quality criteria defined in IO5 - A1.

It includes examples of good practice (Ch. 2 and 3).

Good practices of intervention were demonstrated and national knowledge was exchanged in the staff learning activity in London, including visits to relevant institutions.

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<sup>10</sup> Available at <http://www.preventingneets.eu/>

<sup>11</sup> Available for download in the project website <http://www.preventingneets.eu/>.

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The report and the best practices reported focus clearly on NEET risks (in contrast to temporary (search) unemployment, as the partners decided to focus on younger target groups still in school or VET education and selected best practices accordingly. Here a strong focus on exposure to work experience and building of critical key competencies for life long learning has been made.

Thus the document meets the criterion to focus on EARLY (=preventive) interventions.

Informed by the document the partners discussed criteria for selection of criteria along a grid provided by the lead partners (CECOA and UCP-CEPCEP). The partners choose as main target group students/trainees from 15 to 24 years who are in the schools or in the training system, ending their compulsory education but is risk of becoming NEETs; persons who are not in the schools or in the training system (as well as unemployed persons) ranging from 15 to 24 years.

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However, it was agreed that the definition of the specific target groups for testing the model depends on the context of each partner country and must be identified in an early stage allowing specific measures to be taken to reduce the NEET risks factor. This has been defined in the national discussion on the implementation of O2, during the transnational meeting in Italy (November, 2015).

The “Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications” is available on the project website in EN version, as well as in nationally adapted versions in Spanish, Italian and Portuguese. It has been discussed with stakeholders in a number of focus groups in Portugal, Italy and Spain. It was well received and stakeholders validated its content.

In the assessment of the internal evaluation and quality assurance the output report for IO1 meets all of the quality criteria set. The development of the report was interactive, all partners contributed and a number of online meetings as well as the staff learning activity in London helped to exchange relevant knowledge and synthesize it into one common approach.

From the the internal evaluation perspective the learning experience, a new element in the Erasmus+ programme, proved to be particularly valuable for ideas sharing and exposure to first-hand knowledge of experienced practitioners.

In its first status report the internal evaluation recommended to mind these experiences as well as the experience gained through the best practices from the various countries in the elaboration of the other project products. In particular the importance of a closer collaboration between the world of education and the world of work as well as a stronger focus on building general life competencies in contrast to merely academic achievements as a common characteristic of the best practices chosen. Further on, partners should mind the conclusion of the document, based on the material collected and the learning experience discussions, that the prevention of youngsters becoming NEET is not an activity only focused on the individual, but that the building of social capital, regional networks of relevant actors, must be an important part of the strategy. As youngsters in risk often lack social capital of their own, institutions must support them by using their own networks.

As the review of the documentation of focus groups and stakeholders network meetings reveals, this perspective is shared by the stakeholders involved.

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According to the observation by IO5 leader, partners factually make good use of IO1 in the development of the other intellectual outputs.

## **IO2: Methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET**

For IO2-A1, following numerous online discussions of all partners, giving feedback and input based on drafts since 23.06.2015 the following output was produced: **“Working paper “Guidelines for the application of the pilot project in partners’ countries”** (Dr Thomas Spielhofer & Dr Kerstin Junge, TIHR, September 2015). The 28 p. paper was developed in parallel to the finalization of IO1 and is based on its results.

The paper defines the target group and guides the selection of youngsters at risk.

It defines the expected outcomes and discusses evidence on these outcomes.

Further on, it describes the four key steps of the model: preparation, guidance, experience, consolidation. Conclusions finalise the guideline. The guideline makes a point of emphasizing the importance of local context and the use of the specific resources each partner has. Therefore, the framework model needs to be used by the partners with a degree of latitude in its implementation.

The draft was discussed widely among partners in virtual meetings and therefore represents a consent among partners. Therefore, no formal survey on consent was needed. The paper was used to guide the elaboration of O2-A2 and O2-A3 and O2-A4.

O2-A3 and O2-A4 have been discussed in the third partner meeting in Vicenza (November 2015) and further adapted based on the results of the discussion.

The 31 page O2-A3 output activity paper **“Mentoring and Coaching Sessions: Employability and Transition for School/VET to Work”**, elaborated by Marta Méndez-Fuente (FMA, 30.09.2015) points in a relatively concise way to the importance of the 8 key competencies for Life Long Learning as a framework concept for coaching and guiding youth in school. It suggests using individual interviews and group gatherings to identify individual competencies. A template for individual interviews is provided. The paper makes reference to didactical material elaborated in the Grundvig project **“KEYCOMKIT”** which can be used to support group gatherings.

IO2-A4 is a working paper of 42 p. **“Guidelines for Work and VET Placements”** (Gabriele Marchl/Alexander Krauß/Gerhard Stark, ISOB) that provides a discussion of the importance of improving school/VET provider and company cooperation in preparing youngsters in risk for further education and/or transition to work. According to recommendations by leading institutions like OECD, the European Commission, CEDEFOP, studies from McKinsey and others, as well as international best practice, internships for students in companies are the first choice to expose youngsters to the demands but also opportunities of work life. Minding the difficulties of establishing regular internships in some of the partner countries, which result from different traditions and legal frameworks, the paper sets a general framework recommendation for shaping such internships in the mutual interest of companies and students alike, according to proven best practices from Germany, which were validated by empirical evidence from a number of pilot programs. The paper includes a general model as



well as numerous templates and worksheets for companies and schools which support the preparation and implementation of meaningful internships. The paper is available in English

**IOA5 – “Preparation of Staff”** by Thomas Spielhofer (TIHR) is has been available on the partner space in a draft version to the partners well before the piloting, from February 2016 on and is now available to the public on the project website. The 11 p paper consists of a discussion of the implementation methodology, including instructions for the collection of baseline data and the continuing monitoring.

**IO A6 – “Results of the Piloting”** has been available to the partners in draft format since April 2016 and is now available on the website. The substantial and rich 32 p paper, which is annexed by the original field reports which were filled in by the piloting partners, covers a synthesis of the methodology and reports details of the students involved, the sites of the piloting, lessons learned from the piloting and recommendations from all the countries involved in the piloting.

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It can be evaluated that, based on the results of IO1 partners have developed guidelines for piloting that meet the quality criteria defined.

Based on the theory of “social capital” the guidelines emphasize the reinforcing role of actors and stakeholders. In particular, the cooperation between schools and the community and companies as well as the cooperation of communities and companies have been advocated. This meets the quality criteria “increase network capacity”, “increase contact with employers” “expose youth to work-based environments” and “encourage companies to become engaged”. This element was validated by the best practices visited in the UK as well as reported from Germany. Thus the guidelines do “Reflect effectiveness of existing measures”. They focus on “prevention” and “early identification” as young students still in the education/VET system were chosen as target group. Guides for better preparation of e.g. internships (better preparation, analysis of companies and students needs and interests) “optimize agents actions” and operationalise the “individualized targeting” of the intervention.

The likelihood of organizing work experiences for the targeted individuals was discussed in Spain. According to Spanish partner FMA not only to legal constraints but also to the tough circumstances the companies are going through, another kind of work experiences is being thought. In this sense, some brief “hands-on exercises” have being taken into consideration, so the students can “taste” specific activities illustrating some occupations, mostly in VET institutions rather than companies. The partner considers that the real gap amongst potential NEET revolves around the lack of civic and social competences, as ground values not only to seem but also, and more importantly, to be and act properly.

Partner ISOB recommended that partners should continue their efforts to adapt the generally accepted approach of increasing work based learning opportunities to their own local circumstances. Legal and institutional frameworks for internships often lag behind the accepted insight into the value of internships and specific recommendations by relevant institutions. It was also advised that partners should: build on the strong involvement of stakeholders during the focus groups and multiplier events to build foundations for wider opportunities through regional networking; intensively promote the concept as such, in particular with regards to benefits for companies; build relevant regional networks with a wide

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range of companies and businesses; reinforce preparation of staff for its role in matchmaking and network management. Where internships in real situation prove to be unrealistic, schools and VET providers should provide work experiences that are as close to such experiences as possible.

These recommendations have been followed by the partners so that meaningful experiences could be organised and the feedback of stakeholders overall has been good.

### **IO3: Guide "Model for EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET"**

During the online meeting (20.09.2016 and 24.10.2016) partners discussed the evaluation of the piloting (included in IO2), the impact evaluation (IO4) and the overall project evaluation (IO5) in order to analyse the various tools available and to avoid redundancies in the use, collection and processing of information. Partner CEPCEP presented a preliminary draft of contents in writing to the partner meeting in Regensburg (July 2016). A draft of IO3 was presented to the partners on the occasion of the final partner meeting in Lisbon (June 2017) and revised thereafter.

Partners discussed via mail and virtual meetings controversially the value of a translation of the guidelines to the partner languages, as most of the elements were already available in other, already translated outputs. Finally, it was decided to translate it and the guide is available in English, Portuguese, Spanish and Italian.

Partners also decided that the guide should be accompanied by a shorter paper targeted at practitioners in the field in order to guide them in the use of the available materials. TIHR and ISOB volunteered to prepare such a document (**Practical guidelines on how to implement the NEETS at RISK model**) which was developed until October 2017 (available on the project website). The 16 p. paper explains the preparation, pre-selection, guidance, experience and consolidation elements, on 4 pages each. Each element is structured along the details of the element, its rationale, steps and further resources. Also as an extra, this practical guideline is also displayed in an e-book format.

It can be evaluated that the IO3 main results have been achieved and validated by the partners. Concerning the translation of IO3 partners discussed the value of a short guide to be translated and widely distributed, but finally only the guide as main result of IO3 was translated.

### **IO4: Impact Evaluation of the NEETs at RISK Model**

At the time of collecting the information from the common online platform as well as reviewing documentation of results along partner ISOB's own documentation the process of delivering IO4 was: based on a presentation in the London partners meeting partner, UCP-CEPCEP distributed a 14 p. ppt presentation "IO 4 IMPACT EVALUATION Draft methodology Jun 2015 UCP-CEPCEP" to the partners for feedback.

Partner ISOB added extensive comments to the document following above cited quality criteria and sent it back to all partners for discussion. A preliminary discussion in several virtual meetings followed. A further presentation of the concept and decision on the concept by the

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partnership was part of the third partner meeting in Vicenza as well as further virtual meetings.

During the Vicenza meeting (November 2015), the overall design of the intervention phase based on IO2-A1, A2, A3 and A4 was discussed, especially regarding the links between the intended outcomes of the intervention and the number and contents of the mentoring and coaching sessions to be delivered to the students. This discussion was necessary for drafting a revised model of the impact evaluation to be implemented according the quality criteria already defined and the pilot projects in partners' countries. According to the schedule of the pilot projects, a first version of the Questionnaire for Students - Initial Assessment was provided to the partners for discussion. It was also decided to do a pre-test of the questionnaire in Portugal, with the support of the partner Junta de Freguesia de Alcântara (from now on, JFA).

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The application of a pre-test, allowed for the improvement of some details of the questionnaire, these having been discussed with the other partners in online meetings. This discussion then leads to the final questionnaire.

Based on the partners' written comments, the online discussions and the feedback on the pre-test of the questionnaire in Portugal, a final version of the Questionnaire for Students - Initial Assessment was provided on the 23<sup>th</sup> March 2016, which was intended to collect data about students' situation, attitudes and expectations at the beginning of each intervention. UCP-CEPCEP also prepared the Questionnaire for Students to be used at the end of the intervention and the one to collect data on actual and potential impacts 6 months after the intervention.

A full and revised design of the IO4 has been presented and discussed at the next partners meeting in Regensburg (July 2016).

The questionnaires and overall impact evaluation design have been used with the target group as described in the IO4 report.

The products of IO4 have been fully developed and delivered. Partners validated the outputs, after an in-depth discussion of the various drafts of the analysis.

Partners had an extensive discussion about the impact evaluation methodology, which enriched their common understanding of the issues as well as appropriate methodologies to measure impact. Partners took into account the complexity of the different situations in the partner countries, which enriches the diversity of experiences and situations in which the approach is used, but limit the comparability of the interventions. The partners have reacted by designing a set of mutually complementing tools to measure the changes in attitude and other indicators on the side of the students, but also collecting material that describes the change in practices of schools and their sustainability, using qualitative methods (interviews, focus groups, etc). The data collected by this triangulated approach allow for a high quality overall evaluation of the piloting.

The IO4 report has been delivered by the IO leader after in depth discussion with all partners and with IO2 leader TIHR and ISOB in particular, as the various elements of evaluation were mutually complementary.

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## **IO5: Quality User Feedback and Usability Evaluation Report**

The objectives, activities and outputs of IO5 have been fully developed.

The guidelines for IO5 have been available to all partners in presentation form from the kick-off meeting and as a written document from February 2015, with a revision in May 2015. From February 2015 an online monitoring tool was available for all partners at

<https://docs.google.com/spreadsheets/d/12L6Gcu71iPaFuGnE5FxWE1LePWx20y5F-8sdz7VGw2E/edit?usp=sharing>

While the monitoring spreadsheet tool added substantial value through a real time monitoring of activities in the first months of the project, after the establishment of the file repository on the website as well as the extensive documentation of the regular virtual partners meetings accessible through this repository, the online monitoring was moved from the spreadsheet format to these means of online monitoring as well as data collection through a template, particularly in order to collect additional information and comments.

In February 2015 IO5 Guidelines were sent to partners for comments (36 pages). The paper was approved by tacit consent since no suggestions were received. The paper is to be regarded as an open document as details of indicators and data collection instructions depend on the finalisation of other IO. The paper includes a model of causality and intervention as well as an indicator framework and data collection plan.

ISOB provided online questionnaires for six process quality surveys, one after each partner meeting and an evaluation survey for the learning activity. The fifth process survey has been replaced a status report during 2017, as partners felt that a feedback in a shorter format would add value. All six surveys were analysed in working papers (about 20 p. each) shortly after the data collection had been completed.

Questionnaires for piloting user and stakeholder feedback have been developed. A questionnaire to report focus group results has also been provided to collect stakeholders feedback.

An interview guideline (questionnaire) ([http://www.preventingneets.eu/neets\\_project/wp-content/uploads/2015/10/IO5-A4-UserFeedbackQuestionnaire-EN.pdf](http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/10/IO5-A4-UserFeedbackQuestionnaire-EN.pdf)) has been developed to document the assessment of the key stakeholders and decision makers in schools participating in the piloting. The interview guidelines were designed to support interviews with key informants and actors within schools at the beginning, after and six month after the intervention. Partners TIHR and CECOIA contributed to the questionnaire, which was distributed as annex to IO2-A5.

The interim evaluation report has been delivered at time (April 2016) and includes a summary of the project approach, a summary of the process quality surveys at that time as well as the staff learning activity evaluation, a discussion of the main products and an evaluation of their value versus the indicators set. A discussion of the model of causality intervention and impact along the indicators developed was the main part. The interim evaluation report of about 60 pages, exceeded the volume planned, due to the volume of information that has to be presented.

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The interim evaluation report was well received by the target audiences. ISOB organized the partner meeting in Regensburg and moderated the discussion regarding the pilot as well as the guideline draft.

The IO has been implemented according to plan, with exception of data collection for IO5-A4. Real time collection of data and feedback from all relevant actors took place in the form of document analysis, quality surveys, learning activity survey, online monitoring tool and participation of IO leader in project virtual meetings. Data obtained were used to stimulate reflection and discussion among partners. Quality criteria defined in the quality and internal evaluation plan were used as criteria of feedback.

The cooperation with IO2- A5/6 was intense and productive and also the methodology of IO4 has been a topic of discussion and IO4 results have been included in the analysis of IO5. A quality presentation and evaluation of the piloting, its impact and user and stakeholder feedback could be presented as a basis for the final model.

The feedback from the partners as well as the collaboration between the different evaluation activities developed well in general.

There have been delays in the delivery of IO5-A4 at times. Data could not be collected and analysed in time in spite of numerous reminders. Therefore, the analysis and synthesis of the data, which was planned to be an input for the development of IO2-A6 was not feasible, so the final results of the data which were finally collected could be presented in the scope of the present final evaluation report, thereby contributing to the final validation of the outputs.

Earlier results, based on partial data were presented in the partner meetings in Oviedo and Lisbon, informing the final development of some of the intellectual outputs/products. The partners managed to reflect and comment on the state of the art and gather ideas for the further development of the project. As a general recommendation, more discipline in collecting and sending the necessary information and timely notification in the case of delays is necessary.

### **Dissemination**

A dissemination plan has been developed, which is available at the partner space of the project website. The dissemination plan foresees a separate dissemination reporting system. Evidences of dissemination are collected in the folder mentioned and currently information about dissemination activities is collected along a common template which was analysed and reported by the activity leader FMA.

The project has a specific logo and a leaflet (in all partner languages), available from the beginning of its lifetime.

The project website <http://www.preventingneets.eu/> is running properly, with updated information both in the public and private areas, corresponding to the expected level of outreach. This way, working papers and meeting minutes are stored and available only for partners whereas results are published for public. Data collection on dissemination activities was done on a regular basis, once the project is frequently valorised.

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The project is published on Facebook with its own profile <https://pt-pt.facebook.com/NEETS-at-Risk-Project-1620196494894839/>, with regular posts concerning related topics, news and videos from third-parties. The activity has been implemented according to the dissemination plan.



## 6 Results of Process Quality Surveying

The IO5 leader surveyed the process quality of the project implementation among partners six times during the project.

The aim was to document subjective impressions and recommendations for improvement in addition to the informal communication within the project and the information obtained through the online monitoring system.

This way, improvement points could be put on the agenda to discuss potential changes in the process.

The following dimensions were monitored on a 5-point scale include:

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### Process:

- Atmosphere in meetings
- Productivity of meetings
- Punctuality of tasks delivered
- Productivity of communication between meetings
- General project management quality

### Products:

- Technical quality of work delivered
- Inspiration from results delivered
- Usefulness for target group
- Innovativeness of products

### Valorisation:

- Level of outreach to relevant stakeholders
- Stakeholders response

### Partners were asked to offer comments on the following issues:

- major achievements of the way of cooperation in the partnership up to now?
- opportunities for improvement?
- what can partners do to be even more useful for your work in the next months?
- risks that could jeopardize the success of the project?

The internal evaluation discussed the results in a feedback paper after each wave of the survey. The survey is implemented using the program “Lime Survey”.

The survey has been implemented at six points, after each partner meeting.

A feedback survey paper informed partners about results after each wave and recommendations for the further implementation were given.

A summary of the results follows.

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<p><b>1</b></p> <p><b>Atmosphere in the most recent face-to-face partner meeting</b></p> <p>I. Atmosphere: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>	<p><b>2</b></p> <p><b>Productivity of the most recent meeting</b></p> <p>I. Productivity meeting: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>
<p><b>3</b></p> <p><b>Atmosphere in electronic communication</b></p> <p>I. Process 1: Atmosphere in electronic communication: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100</p>	<p><b>4</b></p> <p><b>Productivity of electronic communication</b></p> <p>I. Process 2: Productivity of electronic communication: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 1</p>
<p><b>5</b></p> <p><b>Punctuality of tasks</b></p> <p>I. Process 3: Punctuality of tasks delivered: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>	<p><b>6</b></p> <p><b>Technical quality of work</b></p> <p>I. Product 1: Technical quality of work delivered: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>
<p><b>7</b></p>	<p><b>8</b></p>

<p><b>Inspiration from results</b></p> <p>VI. Product 2: Inspiration from results delivered: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>	<p><b>Usefulness for the target group</b></p> <p>VI. Product 3: Usefulness for the target group: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>
<p>9</p>	<p>10</p>
<p><b>Innovativeness of products</b></p> <p>VI. Product 4: Innovativeness of products: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>	<p><b>Level of outreach to relevant stakeholders</b></p> <p>VI. Valorisation 1: Outreach: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>
<p>11</p>	<p>12</p>
<p><b>Stakeholder response</b></p> <p>VI. Valorisation 2: Stakeholder response: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>	<p><b>General quality of project management</b></p> <p>VI. General quality of project management: N<sub>1</sub>=6; N<sub>2</sub>=6; N<sub>3</sub>=5; N<sub>4</sub>=3; N<sub>5</sub>=4; N<sub>6</sub>=3 Valid 100%.</p>
<p>13</p>	<p>14</p>

Overall, the project partners at the end of the project have a quite positive opinion of the project quality process.

While individual negative answers show that partners have not been reluctant to share also negative feedback, answers in general have been positive. The interpretation of the final survey is limited by the low response rate of only three responses. The answers become more differentiated and nuanced as the project progresses.



There have been six face-to-face partners meetings, namely:

- the first partners meeting in Lisbon in January 2015
- the second partners meeting in London in June 2015
- the third partners meeting in Vicenza in November 2015
- the fourth partners meeting in Regensburg in July 2016
- the fifth partners meeting in Oviedo in January 2017
- and the sixth and final partners meeting in Lisbon in June 2017

Regarding the atmosphere during the face-to-face partners meeting in Lisbon, due to the fact that some partners could not participate, only three partners answered the questions regarding the atmosphere and efficiency of the partners meeting. The face-to-face meeting was seen as being overall positive, with all of the responses at the “very good” and “good” level. The atmosphere allowed for an overall good team atmosphere which has been a prerequisite for the efficiency of the partner collaboration over the whole duration of the project. Generally, the final process survey shows a consolidation of an overall positive feedback in all aspects with only moderate appreciations regarding the punctuality and efficiency of the electronic communication during the last months. This issue has been often addressed in virtual conferences following the evaluation reports.

The responses for the question concerning the atmosphere in electronic communication are maintained on a high level of satisfaction namely 100% on the “good” level.

In October 2017 the partners were also moderately satisfied with the development of the productivity in the electronic communication. A similar pattern can be noticed while evaluating the punctuality level of the communication among partners. In both cases the internal evaluation could notice a slight decrease of respondents satisfaction.

As noticed before, the collaboration among partners has improved overpassing the initial flaws being in the last project year still on a productive and good functioning path and this influenced the course of the project and the efficiency of the actions, which have been taken until the end of the project.

Most of the partners were satisfied at the end of the project with the overall fluidity and time efficiency of the collaboration among them: 100% considered the punctuality to be “good” and 75% moderately o.k. The technical quality of the products developed was rated as positive.

In general, as noticed before, the partners were moderately satisfied with the technical quality of the work (67% “good” and 33% “o.k.”). High qualitative level as well as punctuality delivering the final products and feedback from the stakeholders according to the given deadlines are two major points which needed improvement during the duration of the project being essential for achieving all the project objectives in time.

Partners expressed quite similar opinions regarding the inspiration from the delivered results: 67% are satisfied with the results, while the other 33% of the answers show a moderate satisfaction. 100% of the respondents find the project and the resulted products as very useful or useful for the target group.

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While referring to the innovativeness of the resulted products throughout the project as well as at the end the respondents revealed to be satisfied with the innovation level inside the project.

A similar perspective can be observed while looking at the answers regarding the outreach of the products to the relevant stakeholders and the stakeholder's response.

When it came to the satisfaction about the outreach of the products to the relevant stakeholders, the result during the fourth survey shows 100 % positive appreciations. There were no negative responses. Also, a growing positive feedback becomes obvious while evaluating the answers regarding the project management. The constant positive results of the last quantitative question concerning the general quality of the project management are highly encouraging. The majority of the respondents rated the general quality of the management activities as "very good" and "good".

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As the management activities represent the technical core and the administrative frame of the project, their flawless development is the key to a successful implemented project. The increasing satisfaction of all partners is a very positive sign not only for the achievement of the project objectives but also for future collaboration in next projects.

Partners concluded that their common work operated during the project in a very constructive way. After several face-to-face meetings and due to the constant virtual meetings, they know each other better which leads to more trust and commitment and a flawless communication. The partners know the abilities of their project colleagues and support each other, working in an efficient and focused way. Below, the answers in their original form.

### Qualitative answers

In order to be able to analyse the impressions regarding the project on a more detailed and subjective level, the partners had the opportunity to contribute with verbal comments.

Throughout the project, there was a very high and detailed participation and willingness to share specific appreciations, wishes, suggestions and possible matters of concerns.

In the final survey the respondents summed up their assessment at the end of the project:

- "The main achievement in the last 6 months was the conference in Lisbon. During the conference the project was well represented: What has been done in the last years, what model has been developed and how was it piloted in the three countries, all illustrated by experiences from representatives of the three countries. Other achievements are completed reports: IO-A6 has been finalised, results of the last internal survey were provided, the third student surveys was designed and implemented, drafts of IO3 and IO4 have been shared. Another achievement, not directly related to the project but to the partnership, is the approval of another project. This is a great achievement of the partnership."
  - "The consortium has worked jointly in the preparation of the last IOs in the work plan, delivering information concerning the results from testing and reviewing the corresponding conclusions."
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- “The major achievements were the O2-A6 with the contributions from all partners, as well as the multiplier events done in Portugal. “

As to potential improvement (“Where do you see opportunities for improvement?”) the respondents see slight needs for improvement focused mainly in the administrative area: there is a common need of more efficient online collaboration and keeping the agreed deadlines. Two partners consider that there is no need for improvements.

Answers included:

- “Communication could be improved by for example having more online meetings. Feedback via email is sometimes slow, however, I feel that the online communication and the timeliness of replies have been improved after the last project meeting in Lisbon”;
- “Probably more often communication could have allowed an earlier delivery of the final IOs”;
- “The preliminary version of O3 and O4 should be improved with other partner’s contributions”;

Regarding partners’ contributions, (“What can your partners do to be even more useful for your work in the next months?”) one partner is completely satisfied with the partners collaboration. Some answers were more general and referred to the project as a whole, others turned out more specific. In general, it is important to sustain a continuous virtual communication in order to keep the activity at the very professional level achieved recently. It is also crucial to deliver results not only in time, but to care about their quality standards, as outlined in the application, and to prepare the actual implementation of features of the project in the field at an early point. Also in order to develop high quality products, partners should keep that in mind and give their feedback early on, in order to cooperate constructively.

Answers included:

- “Collaboration is important to ensure outstanding deliverables are completed on time and with a good quality”;
- “The delivery of IO3 to allow a timely translation and digital edition of the document. This applies also to the articles for dissemination purposes”;
- “To complete the O3 and O4 until the end of the project”.

Also in the last survey partners were asked to assess potential risks (“Do you currently perceive any risks that could jeopardize the success of the project? If yes, please state up to three.”)

At the end of the project, further risks in the project implementation could occur during the dissemination and exploitation of the results while measuring the impact of the project on a larger scale.

Answers included:

- “The project has good results and piloting is completed. At this point, the focus is on providing good products (reports) that represent the project well and are useful for
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stakeholders and practitioners. A risk is that partners are busy with other projects/work and don't have enough time to provide feedback or work on outstanding reports“;

- “No. The core of the work plan is done“;
- “In my opinion, I believe there is no major risks, since all partners are involved and we will complete the project very soon”.

In the final survey additional questions on exploitation suggestions (“Do you have any suggestions regarding the exploitation of the project products after the implementation period?”) were added.

The answers included:

- “It is important to have a comprehensive guide so that interested practitioners can use the material and design the intervention according to the guide. Apart from that it would be reinforcing when schools continue to use the model“;
- “The real exploitation depends on how the competent Public Administration (namely, Regional Ministry of Education) welcomes the NEETS at Risk approach“;
- “After the implementation period, we will maintain the project website with all the products”.

Finally, in the last survey partners were asked to reflect on lessons learned from their participation and to make suggestions on process development in future similar projects.

Lessons learned (“Please share your opinion regarding the project and its development in a few lines taking into consideration the following aspects: 1) main lessons learned and 2) aspects to be considered and improved in future projects. Feel free to add any other comments regarding the project?”)

The respondents expressed direct and pragmatic suggestions at this point.

Lessons learned:

- Importance of collaboration, dependency on partners;
- Importance of good project management;
- Importance of face-to-face meetings to discuss issues and agrees on ways of working;
- For a sound analysis of the impact, projects of this kind demand not only an intensive but also an extensive field testing;
- Good communication between partners and constant contacts through the online meetings to share results.

Improvements in future projects:

- Regular online meetings to keep updated what other partners are doing and stay motivated - Need for online space to share documents
- Good dissemination activities and to get constant stakeholders feedback.

At the end of the project, it can be considered that partners’ satisfaction with the development of the project is constantly positive. The project is considered to having been on the right track by all the respondents.

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Face-to-face communication in meetings has proven to be most efficient and to bring the expected good results. Internal communication was on a difficult path in February 2017 but has been constantly improved.

Lessons learned from the pilot have been discussed and more time should be spent finalizing the feedback gathering. It is important to stay in contact with stakeholders, to communicate with them, to gain their feedback and support for innovative aspects of the project, even where they do not reflect the actual standard procedures in the field.

## 7 Evaluation of Results of the Staff Learning Activity

From 4 to 7 May 2015, NEETS at RISK partnership staff met in London in order to learn more about best practices of integrating NEETS. These 5-days staffs learning mobility Tavistock Institute of Human Relations hosted activity.

On Friday, 7.5.2015 partners evaluated the learning experience in a common session facilitated by Alexander Krauss, ISOB, along guiding questions.

The methodology was: participants were given guiding questions on which they reflected each one individually for 15 min. Then the ratings were collected on flipchart. Then the facilitator encouraged participants to comment on their rating. Each participant of the learning experience took part.

Four weeks after the event partners were asked to rate the event from the perspective of closer reflection after the event in an online survey. Questions used were the same. One representative of each organization took part in the survey.

A full analysis of the evaluation exercises is provided in the working papers “LEARNING ACTIVITY - Documentation of Learning Activity Evaluation Session2 (ISOB May 2015) and “O5A5 - Survey to Evaluate Learning Activity London 2015” (June 2015).

Questions	Average Evaluation Exercise at the End of the Learning Activity	Average Evaluation Survey 4 weeks after the Learning Activity
How would you rate your learning about general context and theory of NEETS?	8,28	8,66
How would you rate the value of the learning regarding the identification of NEETS?	9,35	7,83
Interventions: How would you rate the value of the learning regarding the interventions for the integration of NEETS ?	8,35	7,83
Monitoring and Impact: How would you rate the value of the learning regarding the monitoring and impact of NEETS	8,71	6,83

related measures?		
Inspiration: How would you rate the general inspiration you took from the program?	8,14	7,50
Team building: How would you rate the team building within the program?	8,85	8,17
<b>Overall Value: How would you rate the overall value of the program?</b>	<b>9,00</b>	<b>7,67</b>
	<b>N= 14</b>	<b>N=6</b>

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The averages for the dimensions reflected show a general quite high appreciation for the event, which is also consistent between the surveys.

While the participants rated the overall value of the event as 9 out of 10 immediately after the event, also four weeks later, back at home and working on the implementation of the learning outcomes this appreciation is confirmed by a still high rating of 7,67 out of 10.

The appreciation for the learning about context and theory of NEETs was even higher four weeks after the event.

Monitoring and measuring impact was identified as a more problematic field at this point.

Partners also provided verbal comments.

In general the good team building and interesting program, which included seeing institutions with a high level of experience with NEET (like Ealing College) as well as discussions with leading research institutions in the field (like the National Foundation for Educational Research) was highlighted.

Asked for their “most memorable” aspects/experiences of the program immediately after the program, participants mentioned:

- “The way the council (Ealing a.k.) works
- Adequate connections to employers seem to be a problem also here
- It is a good idea to work with the police station, as this is unexpected, but very relevant for the target group
- In the college it was very interesting that teacher and leadership quality is regarded as critical
- Resources must match responsibilities
- Value of children doing voluntary work
- Mentoring & residential activities as effective intervention
- Openness of the college for the “real world”

Among their most important “lessons learned” participants mentioned:

- “Our project is relevant!
- Research sustained as private Foundation (NFER)
- We must be flexible in our approach
- We will not be able to change the world, but we can make a contribution
- We have all ingredients at hand, but we have to find the right dosage
- Reinforced our message of “individualized and tailored”, reinforced that it is relevant and challenging “think globally – act locally” – must be very flexible
- Must fit every single person (not all)
- We saw what we knew, but know we know that it works
- Money and long term orientation is important, therefore we need system impact to build bridges between education, training and employment
- Mentors and advisors with employers contacts and relevant experience are needed, not public servants!
- Therefore the profile of tutors is very important point for the project
- We saw methodologies to cater for the needs of different types of clients
- Material of the foundation looks useful
- Our own team is functional!
- Impressed of the pragmatic approach in the UK – the institutions started with dealing with the easiest cases, we in PT would have started with the hardest!
- Something can be done also with limited resources
- UK makes a point of short pathways problem-solution. We in PT would go for “perfect”
- Value of typologies presented and theoretical input
- We must learn to link the elements and transform projects to systems
- Importance of work experiences
- Importance of employer preparation”

These points were confirmed in shorter form also in the online survey.

From the feedback given by participants, the internal evaluation concluded that “on the whole the learning experience was rated quite highly by the participants”.

The approach of the NEETS at RISK project has been validated by the input of external experts and partners, in discussing the implications of this input, emphasized the importance of flexible and individualized approaches.

Good contacts to employers, openness to the social context of the educational institution and organization of work experiences appear to be critical. In addition, outdoor and residential experiences were considered as positive interventions.

Regarding the organization of the event participants emphasized the value of highly intensive communication among them, also outside of the core program. Therefore accommodation should facilitate this communication.” (“LEARNING ACTIVITY - Documentation of Learning Activity Evaluation Session2 (ISOB May 2015), p. 7).

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## 8 Findings from User Feedback and User Impact

### 8.1 During Project: Focus Groups and Stakeholders Awareness Meetings Feedback

The project made a substantial effort to involve relevant stakeholders in the development of the products and of the model. The involvement of these stakeholders was supposed to input their knowledge into the project, to get feedback to the general project approach and product drafts and to prepare the implementation of the pilot as well as the sustainability of the practices developed through a regional network of actors.

Three focus groups were organized in Portugal, Spain and Italy. For these focus groups, the participation of 74 is documented.

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- Focus groups in Portugal with 24 participants;
- Focus groups in Spain with 17 participants;
- Focus groups in Italy with 33 participants.

Three stakeholders' awareness meetings were also organised in Portugal, Italy and Spain. For these stakeholders meetings the participation of 180 is documented.

- The Stakeholders awareness meeting in Portugal with 56 participants;
- The Stakeholders awareness meeting in Spain with 77 participants;
- The Stakeholders awareness meeting in Italy with 47 participants.

The stakeholders meeting reports and the focus groups reports are available at the project website private space. An overall of 254 participants attend those multiplier events.

In selection, participants included representatives of:

- **regional policy makers** as Lisbon City Council, Councillor of Social Rights and social projects from PT; the General Directorate for Vocational Training and Lifelong Learning (Regional Ministry of Education and Culture) from IT; the Asturian Institute for Childcare (Regional Ministry of Social Services and Rights) from ES; the Observatory of Childhood and Adolescence (Regional Ministry of Social Services and Rights) from ES;
  - **training providers**, for example, as CINEL from PT; the "Giovanni Fontana" Chiampo from IT);
  - **national institutions** responsible for vocational education and research, like the Portuguese Ministry of Education; the IEFP - Institute of Employment and Vocational Training and Escola Segura, PSP from PT;
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- **public employment services** as the Province of Vicenza (in charge of active labour market policies and vocational education), the regional Office of the Ministry of Education and the Chamber of Commerce of Vicenza/CSR Desk representative from IT;
- Further on **services** like Gebalis and Santa Casa da Misericordia de Lisboa e de Almada from PT;
- **relevant NGO** like “Junior Achievement” a Portuguese organization promoting entrepreneurship, Arquivo 237 and Teatro Umano; Social enterprise Cooperativa “Primavera Nuova” from IT; Cultural Association "Mar de Niebla" for Social Action from ES,
- **schools** like School Group Francisco Arruda and Escola Secundaria Fonseca Benevides from PT; Second Chance School of Gijon from ES; State Vocational School “G.B.Garbin” from IT; “Orienta-Insieme” Schools Network Gijón from ES.
- **Other projects and entities** as Alkantara Project; Cooperativa Aproximar, Oficina Ofícios RE.criar, Fabrica Alcântara Terra from PT.

**It can be evaluated** that the partners involved a high number of relevant stakeholders, including key policy makers as well as practitioners in the field on a decision maker level.

The stakeholders’ experts provided extensive feedback on the situation in their area, current good practices and perceived strengths, weaknesses, opportunities and risks of the current system.

A general synthesis of the reporting provided by the partners is presented below, details and documentation of individual statements can be found in the report of the respective meetings, which can be found in the partners space of the project website.

All stakeholders confirmed that NEETs are a relevant and urgent problem for their regions and fields of responsibility.

A growing heterogeneity of learners, weakened social cohesion, the economic crisis and changing professional profiles necessitate a more flexible and tailored approach to education, training and transition to work.

The educational system cannot longer count on the support of functional families and often guidance from parents and peer groups proves to be misleading.

There is a multitude of agencies, schools, NGO actors and other organisations active in the field, often with promising and innovative approaches.

However, these initiatives as well as legally responsible institutions currently do not cooperate enough, so there is not a clear and transparent system to take care of all individual needs and situations.

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In particular, the involvement of employers in the integration of NEETs is too weak.

In all of the countries approaches like internships in companies, elements of practical work in addition to school curricula and individual guidance yielded promising results, but have not been developed into a regular system.

Vocational courses often motivate youth in risk to choose more practice oriented vocational education pathways, thus preventing a drop out from the educational system.

Supporting such professional courses with a strong guidance system, including individual coaching and monitoring, can lead to a transition into the labour market, as has been demonstrated in Portugal.

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Also in Portugal, stakeholders emphasized that a strong coordinating role of municipalities as a coordination agent can be conducive to monitoring the situation and finding appropriate pathways for each individual.

In Spain, participants particularly warned of a low skill strategy, which would maybe yield quick, but very unstable results, like employment in construction and hospitality. In addition, a lack of coordination between actors in the education, labour market and social system has been highlighted in Spain.

The Italian stakeholders emphasized the need for a solid and certified qualification also. They also affirmed the growing heterogeneity of learners.

From the perspective of the stakeholders involved in Focus Groups in Portugal top priorities to improve the situation, in terms of strategies that can be pursued by regional actors like schools, municipalities, employers' associations, training centres include:

- Essential role of school communities, teachers, non-teaching staff, involvement of parents;
- Training plans that are in line with real needs and interests, which include real life experiences;
- Bridging the gap between the school and the labour market for a smooth transition;
- Youth policies should monitor the participation of young people in society, that is, must be across all areas of governance. They should also be seen in a training logic of all actors: young people and institutions working with / for young people, as envisaged in this area;
- Foster the promotion of employment and internships for young unemployed or looking for their 1st job;
- Involve local authorities (parish councils, city hall) to support employment, training centres, and businesses (through social responsibility initiatives).

In addition to similar statements made in Italy and Spain, the Italian Focus Group emphasized the need for a changed mind-set on the side of the actors within the system. Each actor has to fill its role with the final goal of labour market integration in mind. In addition, educators must play an active role in this integration. Changing the organizational culture of educational

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institutions is a long-term effort, however. Individual project results must be integrated into broader efforts.

Creating demanding and engaging educational programs to prevent drop out is a further priority in Italy, as well as strong systems of guidance and mentoring to address the multitude of individual issues that are often inhibitors of learning. Here, it was mentioned that, systems of tutoring and peer tutoring can play a positive role.

The Focus Group sessions, in addition to getting input from the experts, also aimed to mobilize the stakeholders to support the project and to validate the main outputs.

Within the sessions the general approach, aims and objectives, as well as the results of the IO IO1 were presented. As an example, in Portugal in FG1 – the partners presented a general description of the Project, the O1 (best practices and the results of the learning activity) and parts of the IO2 (provisional parts of the model) in FG2 – the partners presented and discussed the IO2 (results of the intervention), in FG3 - the IO3 and IO4 (results from Portugal and some information about the other countries) have been presented.

In the AS 1 and 2 these results were also presented and topics as >How to involve young people who are in school and out of school?; How to empower companies in order to promote youth employability? ; How to involve student's families and communities? ; how to validate young social skills?< were discussed with the stakeholders. In Awareness Session 3 – the partners presented and discussed the IO3 and IO4 (results from Portugal and some information about the other countries).

Participants in all three countries welcomed the project unanimously. They regard it as highly relevant.

The aim to individualize the support and to design preventive strategies, based on early identification and interventions as mentoring and exposure to work experiences, meet the priorities for action, listed by the experts.

All of the stakeholders agreed to support the project by continuing to give expert input, feedback to product drafts and making relevant contacts. The Portuguese correspondent reports: "Acceptance of the project was unanimous, and all involved were willing to support to the extent of its powers."

Also in practical terms, stakeholders will support the pilot testings. E.g. in **Portugal** public company GEBALIS (PT) agreed to receive interns from the pilot groups. Also the training centre CINEL is prepared to receive students. Junior Achievement is available for mediation between the young participants and businesses, and to think on other forms of future collaboration, through any applications for other complementary programs funding after the completion of this financing (with a view to future sustainability).

The Group of Schools Francisco Arruda, key player in the development of the pilot in Portugal, makes available all the conditions for intervention, and being involved in the selection of the young students to participate, providing the rooms and the necessary logistical resources.

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Public institute IEFP agreed to promote the integration of NEET mentoring and coaching sessions programmes or parts of them in existing and future courses.

A comparable level of support is reported, in less detail, by the correspondents from Spain and Italy.

On the whole it can be evaluated that partners implemented the initial focus group sessions with success.

Stakeholders were relevant, in depth input was given and the project approach was accepted by the external experts as matching the problem of NEET as perceived by the practitioners and policy makers. Even more important schools, institutions with access to companies and training providers agreed to support the project in practical terms, while policy makers agreed to support dissemination and sustainable use of results.

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The piloting could build on good local support networks, therefore.

In the final **focus group**, partners in Italy pointed out that the intervention using the NEETs at RISK model reinforces policy initiatives in Italy, which aim to introduce elements of the dual system. In particular better vocational orientation, work based learning and alternation between theoretical content learning in VET schools and work based learning are main elements. Here NEETs at RISK model can be a good preparation and elements of various stages of education better coordinated, which contributes to better prevention of school dropout and a better transition of students between individual stages.

In Spain, the **final focus group** considered as strengths of the model the exchange of good practices, the forming of extended partnerships, attention to early interventions and prevention. However, the group identified as weaknesses that the intervention is potentially “too late” and the target group too narrow. According to the feedback obtained “the intervention was very focused on the 3 possible pillars (education), and it led apart the other 2 (employment and training)”. The group saw a wider application of the model and intensified networking as an opportunity arising from the availability of the model.

In Portugal, the **final focus group** considered as strengths the involvement of the community and the local authorities to find places for students to get in contact with the word of word; as weaknesses, how to reach the enterprises, in particular, out of Lisbon and how to involve more enterprises and how to do more internship for students; as opportunities, the involvement of parents in the process and the promotion of a better link with the local community; and finally, as treaths, how to motivate students to be more active in school and to organize lessons based on the practical level.

In the stakeholders meetings in Italy (first meting) strength of the NEETS project approach were considered as: Strengthen the direct comparison with various practitioners in the different involved agencies and organizations; Promoting the young people's active attitude and their involvement in testing the methodology; Ensure the replicability and extension of interventions also in other geographical areas. Weaknesses mentioned include: Limited

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number of test cases; Resources limited to the project lifecycle; Lack of students' interest and commitment to be involved and stay in the piloting.

In Portugal strengths mentioned in the second stakeholder meeting include: To promote the earlier contact between the education and training system and the entrepreneurial world; To foster some type of professional experience to young people out of their network; To increase students' self-esteem and motivation to learn. Weaknesses mentioned were: The time allocated for developing practical skills and work experience was short in comparison with the time available for theoretical content.

It can be evaluated that the feedback from the wider audience of stakeholders, as far as it is documented, has been in line with the points mentioned by the focus groups and the stakeholders awareness meeting.

## 8.2 During Project: School Actors Feedback

The aim of collecting user feedback regarding the application of the NEETs at RISK model in schools and E&T institutions was to document the subjective reaction of key actors of the piloting experience regarding the piloting.

As key actors we understand all people (teachers, tutors, principals etc., depending on circumstances and setting) who have been involved in the testing.

They have been invited to share their perspective and assessment of key quality indicators of the exercise before, at the end and six month after the piloting.

According to the instructions given by IO5 leader, these key actors should have been interviewed by the same representative of the partner organisation before, after and six month after the piloting, to reflect a continued conversation about the experience.

A detailed questionnaire for each of these interviews has been provided by the IO5 leader, along with detailed instructions. (cf. [http://www.preventingneets.eu/neets\\_project/wp-content/uploads/2015/10/IO5-A4-UserFeedbackQuestionnaire-EN.pdf](http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/10/IO5-A4-UserFeedbackQuestionnaire-EN.pdf))

This schedule has been only partially implemented in spite of repeated reminders by the IO leader in the case of Spain and with some delays in the case of IT and PT. While the exercise has yielded complete, if substantially delayed responses in the case of Italy, in the case of Spain the interviews at the beginning and at the end of the piloting could be realised, involving two representatives of the school involved.<sup>12</sup>

The statements in the analytical comparative tables within this report are synthesized from the original statements given in the sources and provided to ISOB as internal evaluator.

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<sup>12</sup> Source PT: NEETS\_IO5\_A4\_user\_feedback\_V2\_PT-1.docx; Source ES: [http://www.preventingneets.eu/neets\\_project/wp-content/uploads/2015/10/NEETS\\_IO5\\_A4\\_user\\_feedback\\_3-EN-Initial-FMA.pdf](http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/10/NEETS_IO5_A4_user_feedback_3-EN-Initial-FMA.pdf) [http://www.preventingneets.eu/neets\\_project/wp-content/uploads/2015/10/NEETS\\_IO5\\_A4\\_user\\_feedback\\_3-EN-Final-FMA.pdf](http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/10/NEETS_IO5_A4_user_feedback_3-EN-Final-FMA.pdf) Source IT: NEETS\_IO5\_A4\_user\_feedback\_1\_CPV.docx

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As reasons for the limitations in carryin out the interviews the partners cited problems in scheduling the interviews and a limited time budget of the interviewing partners.

In spite of these limitations, the interviews yielded meaningful information about the perception of the problem, prior and current practices on mitigating it as well as an assessment of the value of the NEETs at RISK model.

This narration by the key actors should not be interpreted as revealing the “truth” about the effectiveness of the intervention, this aspect being in-depth covered in IO4 “Impact Evaluation of the NEETs at RISK model”. However, the perception of the objective facts by the key actors is even more important, as this subjective assessment will be one key factor (along with legal and policy decisions) for the model sustainability.

### Key Information and Assessments regarding School Key Actors

	Before the intervention		After the intervention		6 months after the intervention	
<b>Interviewed ID</b>	PT	Emília Mogárrio, Directorate of School Groups Francisco Arruda representative	PT	Emília Mogárrio, Directorate of School Groups Francisco Arruda representative	PT	Emília Mogárrio, Directorate of School Groups Francisco Arruda representative
	IT	6 principals/headmasters of 5 institutions	IT	6 principals/headmasters of 5 institutions	IT	6 principals/headmasters of 5 institutions
	ES	2 Head of Studies and Academic Advisor	ES	2 Head of Studies and Academic Advisor	ES	
<b>Perception of the NEETs problem</b> <i>"Please describe your perception of the problem of students at risk of becoming NEET in your school! What is current the situation"</i>	PT	Students have no employability skills difficulty of students to follow contents, instability and incoherent behaviours, negative attitudes towards school and their poor performance in regular courses.	PT	Students realized what they want to do and what they do not want to do. Awareness of responsibilities of a job performance, when they were along in their visits to companies. Very important: possibility of experimentation of work environment. S. lack self-esteem, and the project allowed them to gain some experience. They realized that someone cares for them...opportunity to think about their future...	PT	The most important results is that students are more conscious about their choices, having more realistic possibilities.
	IT	Moderate but serious problem.	IT		IT	
	ES	Persistent problem.	ES	Reaffirmation of prior policies, Statistically speaking, the situation has not changed ...too brief to have an impact in the panorama. Initiative is welcome: it makes students leave the classroom. Releases the classroom from problematic students. Lesson: the regular program does not fit their needs and their tastes bec. they are not willing to study but to experience by doing.	ES	

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

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

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	Beginning of the intervention		After the intervention		6 months after the intervention	
<p><b>General prior policies on NEET</b></p> <p><i>“...what is already being done regarding this problem? What are the main difficulties and challenges faced by such students? How have you identified (if you did) youth at risk before? How do you do it now? What approach does your school currently use to identify students at risk of becoming NEET?”</i></p>	PT	<p>Programs, projects and course to deal with the early school leaving phenomenon as the Programa TEIP Alternative courses to the mainstream curriculum for students in Identified by teachers at the end of the 1st term (behaviour problems, demotivation and low level of attendance, lower support from their parents or family members).</p> <p>Preventive measures: meetings with parents or other family . Since parents have lower control over their children behaviours, poor performance continue.</p>	PT	<p>The group was already formed and the students were previously identified (school attendance and social family background) They are students that have already failed some years; who are in risk of school leaving. In this cases school offers vocational areas of their interest.</p>	PT	<p>School did much also before. „more wider horizon to seek more partners and protocols with other entities, to increase contact with the business world“</p> <p>This screening has not always been done because additional resources are needed. Nevertheless, it’s a necessity of the school beyond the Neets at Risk Project.</p> <p>The screening will be maintained.</p>
	IT	<p>Inter-institutional cooperation: comprehensive strategy (risk analysis, indiv support plan, securing WBL (ASL scheme).</p>	IT	<p>Reinforced perception of relevance.</p> <p>Reinforced efforts of early identification.</p> <p>NEETS interventions fit in the system and will be used.</p>	IT	<p>Consensus that a holistic approach needs to be developed.</p> <p>Prevention focused on social and emotional risk factors.</p>
	ES	<p>Identification through repetition of course levels.</p> <p>Complementary tutoring, activities of volunteer groups.</p> <p>„Tutoral Action programme“.</p>	ES	<p>Too short intervention to change policies.</p> <p>Additional activities welcome.</p>	ES	<p>The employability skills mentioned at the beginning of the intervention are considered to be crucial. The visits to VET institutions reinforced the message, because responsibility, proactiveness, commitment to do well, etc, are the most demanding aspects from companies.</p>



The interviews involved the key decision makers involved in the testing in three institutions in Italy and one each in Spain and Portugal.

All respondents affirmed that the NEETs problem in their schools is a persistent one and mitigating action are needed.

The respondents identified missing employability skills on the side of the students as a main reason for the problem. They described influencing factors as dysfunctional families and cultural factors.

In Portugal the respondents describe a changed perception of responsibilities and opportunities on the side of the students. For schools the experience reinforced the insight that individualisation, practical experiences and work-base learning including contacts to employers are strategies that need to be reinforced. The program should be more flexible and adapted to the practical work experiences, even, small visits to companies at the end of the program can be a opportunity to explore and reflect about behaviour, skills and competences needed to find and keep a job. Plus, to engage students in the project it's essential to deliver practical activities, instead of theoretical and abstract exercises. Furthermore, students expressed a desire for more work visits and links with vocational education and training organisations.

In the case of Spain the persistence of the problem and a mismatch between student's needs and school policies (system) is described. It was assessed that the intervention was too short to influence current practices, but points in the right direction.

In the case of Italy the respondents describe a range of reform measures currently implemented by the national and regional government, as increased work based learning opportunities. It is described that the analysis by the NEETS at RISK project and the model suggested reaffirm the value of these measures. The NEETs at RISK model fits into these measures well and helps to develop a "holistic approach".

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	Beginning of the intervention		After the intervention		6 months after the intervention	
<p><b>Exposition to Work Based Environments</b></p> <p><i>“Have your students been exposed to work based experiences? Please describe! How has the intervention changed this? Your perception of their reaction? Your perception of the value of this?”</i></p>	PT	When possible, they were exposed to work based experiences. Teachers try whenever possible to put students in work-based situations close to the local labor market, but with great difficulty.	PT	<p>Students reacted with enthusiasm to company visits even when they were short.</p> <p>It was important that students were alone there, as this forced them to be responsible.</p> <p>Students became acquainted with some of the expectations of local companies with regard to skills and competences for a job. They got ... knowledge of potential local employers in the area. Students increased their initial social contacts with employers and peers.</p> <p>They are very immature and this experience placed them in a position they usually don't have.</p>	PT	Some of the students will collaborate in the organization of a great sporting event promoted by the city of Lisbon as volunteers. It is a very good experience for these students. Feedback is very positive because normally out-of-school experiences are less positive.
	IT	ASL scheme (alternanza scuola lavoro).	IT	WBL parts of NEETS intervention the most relevant, the company visits have been the real added value...as well as group sessions on placement opportunities offered by local companies...more practical and mature learning context“.	IT	Contact with employers „has sent a signal of hope and serious intent...they have understood that school represents a gateway to the labour market“.
	ES	No.	ES	<p>No exposition to WBL.</p> <p>Visits to sectorial VET institutions.</p> <p>Students excited about simulators they had the opportunity to try driving-simulator and welding-simulator. They also enjoyed a visit to a social center where they played with handicrafts. Definitely, they welcome to activities that imply to do something, they are sick of listening and memorizing.</p>	ES	

Exposition to work based environments has been a key part of the intervention. While real workplace experiences could only be organized as an exception, the reaction even to limited forms of exposition to WBL has been unanimously very positive.

Portugal reports that students reacted with “enthusiasm” to these experiences (in some cases the experience was maintained during student summer holidays). It’s important to provide real work experiences to young people. This initiative was possible thanks to the partnership with the Town Council of Alcântara. Another aspect to improve is the ability to extend this experience for longer, during the school year, wiith experiences allowing greater socialization of students.

In Italy exposition to WBL is now part of a general government policy to introduce elements of the “dual system” (of countries like Germany, Austria and Switzerland), in Portugal and Spain such experiences were less common.

The key actors in all three countries regard even the minimal WBL experiences that could be organized, as a key feature of the model and describe their value to the students, as giving them a more realistic picture of opportunities and requirements, but also hope that education can be a bridge to employment.

This is highlighted in the case of Italy, where in particular the contact to employers proved to be of high value. To the students wbl contacts to employers “sent a signal of hope”.

Also a better orientation about vocational training opportunities, as was the case in Spain yielded some of this effect.

In all cases students at risk of becoming NEETs appreciated the opportunity to do something practical and to escape a classroom learning situation.

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	Beginning of the intervention		After the intervention		6 months after the intervention	
<p><b>Individualisation of programmes</b></p> <p><i>“How do you target individual students? How are your actions targeted / tailored How is it now? What changed in this regard? Insights/recommendations?”</i></p>	PT	<p>Students were chosen by the school to take part in a more vocational curriculum as they were judged to be less likely than others to do well at school, dropping out and were more at risk of becoming NEET.</p> <p>The vocational curriculum relevance is a condition, not only for improving the human capital potential of education and training graduates, but also for retaining learners in education and training system.</p> <p>Enhanced flexibility, ...it’s time consuming and more demanding...guiding principles on teaching and assessment, and concrete examples or ‘best practices’, are provided.</p>	PT	<p>Selection of work groups, experiencing different vocational areas.</p> <p>Actions taken on each one of them is already individualized. By age, number of years they fail, social background. They were divided in groups and then the actions are done in groups, offered different vocational areas (digital arts, healthcare and hygiene).</p> <p>Their behavior is completely different when they are alone and when they are all together. The fact that these sessions are similar to regular classes discourages students, loses their attention.</p> <p>The best would be to work with each student individually after they have their work experience.</p>	PT	<p>The specific intervention is made with students individually. There is a service of a psychologist who follows the students for professional orientation. In some cases there are also other support services.</p> <p>Tailoring strategies may enhance the impact of the intervention. The purpose of this pilot was to identify potential ways to tailor these Interventions were chosen according to those students specific needs.</p> <p>Possible tailoring mechanisms were identified for 2 interventions. The impact of the interviews and meetings with students could be enhanced by including more interaction with the community and offering more sessions along the school year, with practical exercises and contacts with the local market.</p>
	IT	To a degree, assistance available.	IT	<p>NEETS „has allowed to target stud....effective in identifying at risk young people.“</p> <p>„The methodology proposed ...offered a valuable contribution for improving school’s case management“.</p>	IT	Confirmed.
	ES	Additional activities for groups „no individualised activities“.	ES	<p>Interventions with families, psycho-pedagogic intervention</p> <p>We will continue the collaboration</p>	ES	Interventions in classroom (at group level), with families and, in many cases, psychopedagogic

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				with FMA here.		interventions as well as the participation of the school management team with regard to disciplinary issues. The idea is to continue the collaboration of Fundación Metal Asturias as an extra-curricular activity.
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The dimension of a higher individualization of efforts to prevent NEETs has been addressed by the institutions involved to a limited degree before the intervention. Some additional work groups have been offered, mostly for groups, but not individuals, as was the case in Spain.

In Portugal quite comprehensive individualisation has been implemented, though respondents point to the need for larger resources to do so. This type of intervention add more flexible mechanisms allowing the strengthening of inclusion and dropout prevention actions in order to achieve the objective of raising the school attendance for all young people up to 18 years.

Also it is reported that students can profit from individual programmes with counsellors as well as in work based learning situations with employers, as their behaviour is influenced by sometimes negative peer pressure in the classroom, while the workplace situation requires taking responsibility and fitting in a more mature group setting.

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Respondents in Spain and Italy confirm that the additional opportunities to address students in a individualized way according to the NEETs model have been valuable and will contribute to an improvement of the school's own case management in the case of Italy. In Spain the cooperation with the NEETs partner FMA will be continued in this field.

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	Beginning of the intervention		After the intervention		6 months after the intervention	
<b>Matching</b>  <i>"Do you feel that your institution (school or other) has the mission to match students to other institutions (schools/Universities etc.) and/or employers? ... how can the current matching role (if any) be described? How has the matching role changed through the intervention?"</i>	PT	Traditional curricula: a body of knowledge to be transmitted. Now: individualise interventions, with the involvement of other education and training stakeholders... Defining local learning programs. Would like to increase the number of study visits and the contacts with employers, even for younger students... teaching practices are not changing as fast as expected to match the employer's needs.	PT	The school tries to adapt students to the education and training offers according to the students' needs. A part of this role is to try to identify the best offer to each one of the students.  What we lack is the direct contact with employers. And this was an aspect where this project had the most successful result.	PT	What they can take advantage of, besides the adaptation of the training curriculum, is the establishment of more partnerships (such as the BIP ZIP projects). These experiences bring greater link of the classes with the community in several aspects (economic, cultural, etc.). Measures to support job creation (support recruitment, micro credit, startups). The school managed to bridge the gap with some local entities, such as auto workshops, nail centers, hairdressers. The program should be more flexible and adapted to the practical work experiences, even, small visits to companies at the end of the program can be a opportunity to explore and reflect about behaviour, skills and competences needed to find and keep a job.
	IT	Services for guidance, intermediation and placement exist. National Companies Register for work based learning.	IT		IT	Confirmed.
	ESP	No "obviously it is not a specific mission of the school center".	ES	"Nothing must be done against the procedure". "There was no matching during testing". 2 students have decided to continue their studies.	ES	

In Portugal, comprehensive matching initiatives are underway, which were reinforced by the project. This extends to better individualisation in preparation and curriculum in order to better match employers needs, but also better cooperation with employers and communities, as well as creating transitions to more specialised and in-depth programmes, which often include longer internships..

In Italy improved matching between students and companies and/or institutions of education are part of recent reform measures and current practices. These have been reinforced by the NEETS at RISK project activities.

In Spain, the prior perception has been that matching to employers or other institutions has not been part of the school's mission and legal guidelines. While no concrete matching activities have been implemented during the testing, the respondents indicate an increased awareness of the value of such activities.



	Beginning of the intervention		After the intervention		6 months after the intervention	
<b>Networking</b>  <i>"Increase network capacity - How do you network, with whom? What additional partners do you now have? What is the value of this?"</i>	PT	The networking capacity is local, with the other schools of the group, with other vocational training centers, with parish councils, with the small and medium enterprises and NGOs, for the referral of students, when possible.	PT	<p>„Students finished the project with a clearer notion of the importance and value of a good social network. They realise there is a big gap in their path to find a job as they usually live in a closed community, only relating with their classmates and in their neighbourhood“.</p> <p>Information that companies are willing to accept these students, „Employers liked the experience“.</p> <p>So, today there are more information on what are the companies willing to accept the students, contacts will be used in the future again.</p> <p>One of the students did not go to the internship but the company accepted him after that and he went to work there in the summer vacations.</p> <p>It should be longer, during all school year and not only for a couple of days.</p>	PT	<p>The school made protocols with other entities. The greater difficulty in putting students in local training experience in companies is related to their age factor. Students are very young students. There companies have few experiences with students of these ages. It is still necessary to address issues such as the existence of insurance. What has changed is the perspective of a longer experience in time. The IEFP courses provide for an internship period at the end of the course.</p> <p>In the PIEFs there are protocols with Casalinho entities. The PIEF is the Integrated Program of Education and Training, a Portuguese macro model of intervention-mediation to promote school success.</p> <p>It's a preventive action to combat the situation of the NEET young population, since it signalise students and look for appropriate differentiated responses.</p>
	IT	With institutions and employers Min o Edu provides training on intercultural and guidance issues.	IT	Networking structures reinforced.	IT	Confirmed. New contacts with potential work placement host companies.
	ES	<p>“Symbolic or by chance“ with social services, associations...</p> <p>“We don't have contact with employers“.</p> <p>„The official curriculum of the school</p>	ES	<p>Test included visits to specialised VET centres. It would be good to continue the cooperation.</p> <p>Contact with employers “not applicable“.</p>	ES	

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	center does not foresee activities of this kind". „employers can take a big role, offering what these youngsters are looking for; to work and just learn by doing“.				
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The Portuguese respondent reports improved networking and “social capital” on the side of the students, who are now more aware of the value of their social capital, of the necessity to reach out beyond the usual peer group and neighbourhood. The school has made many additional contacts to employers on the occasion of short work placements, company visits and entrepreneur visits to the school, which were a success for all. Also improved networking with related initiatives and public actors are reported after and 6 month after the intervention.

All respondents affirm networking as an important impact of the testing. While in Italy an increased cooperation of relevant actors is a key point in the current reforms, in Spain such activities up to now have been unsystematic and only by chance. For Italy the experience reinforces and affirmed the value of the current approaches.

In Spain the respondent points out that networking was not part of his current mission. However he demonstrates the insight that employers can take a big role. However there are no official contacts to employers before or after the testing.

	Beginning of the intervention		After the intervention		6 months after the intervention	
<b>Assessment of prior policies</b>  <i>“Reflect effectiveness of existing measures - what has been done up to now? Potential and limitations?                      In your opinion: what are the strengths and limitations of the current practices? What is their effectiveness?”</i>	PT	(statement not relevant)	PT		PT	
	IT	+ existing experience in prevention, guidance and networking - Lack of standardised system to identify youth at risk - Weak funding	IT	Affirmed the effectiveness of recent policies on NEETS	IT	
	ES	„They don’t fit the needs and tastes of this kind of students“	ES		ES	

In the case of Spain the assessment is succinct, but clear: the current policies do not meet the needs of the students.

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In the case of Italy the assessment is also clear. Italy is on the right track, the direction of policy is appropriate and affirmed and reinforced by the NEETs at RISK model. What needs to be done now is to standardize the interventions and to increase funding.

	Beginning of the intervention		After the intervention		6 months after the intervention	
<b>Assessment of the NEETs at RISK intervention model</b>  <i>“Overall what difference do you think the pilot has made to the practices of your school in working with students at risk of becoming NEET? Do you have any plans to build on this experience in future? If yes, in what way? If no, why not?                      Feedback to the material:                      Please comment on the material you received for the piloting:                      Strengths:                      Weaknesses:</i>	PT	For Escola Francisco de Arruda it is a good routine, since the school re-arranged the schedule to allow the students to participate in the pilot program so they would not miss any other lessons.  Allowing for flexibility in pilot program delivery: it’s important to be able to match the program with students’ current activities and to extending the length of the practical parts of the vocational curricula.	PT	Experiment was watched closely by other teachers and students „We would like to maintain this programme along the school year, but with more sessions, working with negative attitudes, giving early selection of school pathways and create the possibility of internship experiences“. Employers liked the experience, which should be longer. Students experienced improvement, it is necessary to	PT	„I think the most important were the students' more conscious choices and their more realistic possibilities“. The most significant competences are the social skills. Students improve a lot at this level and collaborated with the various initiatives with more maturity. The aim is to make them responsible, more intervenient citizens. And some of the young students became more responsible, with

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<p>Would like more of:          Would need less of:          Quantitative Assessment (1 = worst, 10= best) of          design, usability, effectiveness, overall value"</p>				<p>continue working on responsibility, commitment, motivation. Many of them want to work and create income to help out at home.</p> <p>Experience in workplaces instilled responsibility as a fundamental competence.</p> <p>Feedback was very positive. They were very enthusiastic</p> <p>Impact on the teachers who followed the project more closely was also very good. The impact in the school, as a whole, was very positive.</p> <p>The most important aspect is the support to arrange work experiences for students. The other suggestion is to implement more practical lessons related with arranging of job placements.</p> <p>Providing training and guidance to school staff and allowing for flexibility in program.</p> <p>The intervention was short to have a significant impact on students.</p>		<p>more self-esteem. They improve these skills.</p> <p>Provide real work experiences to young people. This initiative was possible thanks to the partnership with the Town Council of Alcântara. The aspect to improve is the ability to extend this experience for longer, during the school year. Experiences allowing greater socialization of students.</p>
	IT		IT	<p>Fits into broader current policies          All of these policies currently tested          Will be synthesized into overall best practice          Design: 4          Usability: 4          Effectiveness: 5          Overall value: 5</p>	IT	<p>Measures are "unequivocally positive"          "Communication was facilitated and relationships between staff and learners improved".          "Great interest by other teaching staff and institutions not originally involved".          "The step by step approach to develop policies" has not currently „represented a critical mass“ to solve the problem.</p>

						NEETS = policy priority Partners in initiative „Progetto FUORI SCUOLA“ adopt NEETS methodology, which will increase. impact Design: 4 Usability: 4 Effectiveness: 5 Overall value: 5
	ES		ES	+ intervention tailored to the profile of the students. -Low number of hands on exercises and real experiences. Would like intervention in the whole year and more visits as they reinforce message of group sessions Design: 6 Usability: 8 Effectiveness: 7 Overall: 7	ES	

The assessment of the NEETs at RISK model interventions is unanimously positive in all countries.

In Portugal, the respondent confirms the value of the approach and claims that longer experiences, more internships and psycho-social work should be expanded. In particular, it is stressed that employers reacted positively to the programme. The testing was observed with positive interest by students and teachers alike.

In Italy NEETs at RISK project contributed to the current overall policy reform, which includes many elements proposed by the NEETs at RISK model. In particular, the networking activities have been increased and the respondents hope that all activities will be consolidated into a overall holistic model which will be adequately funded. The quantitative rating of the quality dimensions is mildly positive.

In Spain, the assessment is positive. An increase in visits and employer contacts and activities all over the year are suggested. The quantitative assessment is positive.

## Conclusions from School Stakeholders Feedback

Overall the assessment of the experience by key actors in schools and VET institutions involved in the pilot testing has been very positive in Portugal and Italy. In Spain, the initiative was also appreciated in many aspects. However, the general strategies of the piloting organisation contradict some of the key elements of the intervention, as contacts to employers and matching of students to employer's needs are not regarded as within the mission of the organisation. Nevertheless, some **positive effects** on individual level could be observed:

- Elements like individualised psycho-social support and training in key competences are appreciated in all countries;
- Improved networking by schools and cooperation with other actors, in particular involvement of employers, are regarded as a promising key element of intervention, even where the current legal and statutory framework limits the implementation;
- All criticisms of the piloting concern that elements of the model have been applied not enough or not long enough. An expansion of activities and continuing the cooperation with the NEETS at RISK project partners should be continued according to all respondents;
- Partners report a higher level of individualisation of programmes, a more consistent protocol of identification of critical cases and expansion of practical elements in teaching;
- A new level of cooperation with companies has been achieved in Portugal as well as in Italy. In both cases this is consistent with overall public policy, while in Spain this has not been the case;
- School responsible staff feels that individual programs and taking responsibility on the shop floor and face to face with employers enhances the student's critical sense of responsibility, but also of achievement. This contrasts with the usual classroom situation, where even in relatively tailored and innovative programmes the peer pressure of a immature limits the learning;
- Work based learning (WBL) was reported as better matching the learning style of the students. School responsible in Portugal and Italy strongly recommend that WBL elements, particularly those with real employers should be expanded. They are regarded as the most successful part of the programme;
- Therefore on the level of cooperation with the piloting partners and based on the reaction of students and teachers reported, a high level of impact has been achieved;
- A more comprehensive application of the model during a longer period of time is necessary to achieve a sustained impact;
- Based on the overall very positive reaction of key actors even to a partial, limited and short implementation of the NEETS at RISK model, it can be evaluated that an adequate implementation of the model would have a very high potential for wide and sustainable impact.

### Strengths:

- Intervention methodology accepted by target group of teachers and headmasters;
  - Positive impact perceived;
  - Networking effect for schools, access to companies (PT, not ES);
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- Improved perception of requirements of work life;
- Everything “practical” accepted by students;
- Value of having an individual student in company (without his peer-group) vs regular classroom group experience (PT);
- All schools will continue to use or expand usage of methodology.

#### **Weaknesses/Points for Improvement:**

- Programme too short to validate sustainable impact;
- Segments of skill acquisition too short;
- Contact with employers and matching not perceived as part of the school mission in some schools. “working according to regulations” (ES);
- Really “preventive” intervention should start at a much earlier age, 15-17 already curative.

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#### **Suggestions for Improvements:**

- ES: more external visits and hands on experiences;
  - PT: continuing programme, sustain and expand company network.
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### 8.3 After Piloting: Impact on Students

The impact of the piloting after the NEETs at RISK model application is covered and reported in IO4 “Impact Evaluation of the NEETs at RISK Model”.<sup>13</sup> According to the report, the tools used in the ex-post evaluation in the 3 countries during the testing phase were face-to-face interviews with the students and questionnaire surveys targeted to students involved which were implemented in three waves (in the beginning of the programme, at the end of the programme and 6 months after completing the programme).<sup>14</sup>

A reduction in the number of identified students who responded to the 3<sup>rd</sup> survey could be noted, namely Italy (47.1% reduction) and Spain (25% reduction).

The quantitative analysis of the surveys demonstrated a mildly positive effect on student’s perception of the value of school and other aspects.

The results of the surveys demonstrated that students at the end of the piloting have a less negative attitude towards school/learning regarding the indicators school attendance, school attainment and school expectations.

At the end of the piloting, students are more able to choose suitable EET, as indicated by a better self confidence and higher employability skills of a relevant part of the sample.

Also students have improved their situation in a core dimension of the intervention model: the improvement of their social capital, mainly employer contact.

The effects in the various dimensions are mildly positive in all partner countries, with the highest overall scores in Italy, where the average age of students has been the highest.

Regarding students reaction, IO4 also documents the results of the qualitative interviews with the students participating in the piloting.

The detailed statistical analysis of all the results is documented in the IO4 report.

#### Qualitative interviews results

In general, the students felt a positive effect of participating in the testing of the NEETs at RISK model.

The report claims that up to 80% of students felt they increased knowledge of how to find a job.

The students also reflected on the question “What is needed to do well at work”. While not all students responded, those who did stressed the fact that they learned to do a CV and the importance of the school in their future life. Also students said they increased their relationships with their colleagues.

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<sup>13</sup> Available for download at the project website <http://www.preventingneets.eu/>

<sup>14</sup> According to the methodology for impact evaluation the third questionnaire survey should be applied 6 months after the end of the programme. However, delays happened, meaning that the 3<sup>rd</sup> survey was only applied 8 to 9 months after the end of the programme, depending on countries.

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According to the IO4 report, the students liked participating in the NEETS at RISK project.

Practical activities as painting practice were appreciated. Also internships and company visits were popular.

Next to these in general the communication with new and relevant agents as entrepreneurs were highly appreciated.

The report synthesizes the findings in a table:

Questions	The most relevant answers
1 - The effects that students felt for participating in the programme	<ul style="list-style-type: none"> <li>- Have increased knowledge of how to find a job</li> <li>- To do a CV</li> <li>- The importance of the school in their future life</li> </ul>
2 - What the students like most about participating	<ul style="list-style-type: none"> <li>- Company visits</li> </ul>
3 - What they don't like	<ul style="list-style-type: none"> <li>- Theoretical sessions</li> </ul>
4- Improvements	<ul style="list-style-type: none"> <li>- Longer project/intervention</li> <li>- More activities namely practical activities, and companies visits</li> <li>- More job search activities and know more about job opportunities</li> <li>- More company visits and work experiences in companies visited</li> <li>- Internship selected by students</li> <li>- More meetings with professionals and entrepreneurs</li> <li>- More practical exercises during groups sessions</li> </ul>
5 – The plans for the future in terms of further education/training and/or finding work	<ul style="list-style-type: none"> <li>- To enhance their professional skills</li> </ul>

Based on the quantitative and qualitative data obtained and analysed the report offers some conclusions and recommendations as follows:

- The selection of students to enter into the programme is a key element for the success of the methodology implementation and it should be done with the participation of the teachers and school staff, which implies the organisation of awareness and training sessions to those professionals;
  - Portuguese students want to finish 12 years of schooling in order to find a job or to get a better preparation to the labour market; the Spanish and Italian students want to go directly to labour market;
  - Students found that the piloting which varied between 2 and 6 months was too short;
  - If sustainable results in terms of behaviour and attitudes of the students should be achieved, a longer intervention is needed, while already the results of the short intervention are encouraging;
  - The awareness and coaching sessions plays a very important role in the methodology. However the responses of students show that it is important to integrate more interventions by professionals and entrepreneurs as well as more practical exercises;
  - A multi actor approach is needed. “The articulation with the labour market including companies must be stronger mainly through the employment services that can have a closer relation with schools – all students would like to have the opportunity to make study visits to companies and even longer internships, more job search activities and know more about job opportunities”;
  - Overall the authors conclude that “A significant percentage of students revealed a positive evolution in terms of outcome indicators during the different phases of the impact evaluation and in general all students didn’t mention any important issue that they didn’t like in the intervention”.
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## 8.4 At the End of the Project: Feedback from Stakeholders on Relevance, Quality and Exploitability

### Stakeholder Feedback Survey on Merit of Programme, Suggestions for Improvement and Dissemination and Exploitation Prospects

#### 1) Turnout of survey - Quantity

The survey to collect feedback from key stakeholders of the NEETS at RISK project has been targeted to representatives of future user groups.

The survey was conducted online in the survey system “Lime Survey”, along with a questionnaire which was developed by evaluation and quality assurance partner ISOB, translated and distributed to the target groups by the project partners in Portugal, Italy and Spain.

The responses were collected between September 4th and November 5th 2017.

The outreach was high in Portugal, where 30 relevant stakeholders gave feedback. In Italy and Spain 9 stakeholders each responded.

Country	Frequency	%	Valid %	Cumulative %
Portugal	30	62,5	62,5	62,5
Spain	9	18,8	18,8	81,3
Italy	9	18,8	18,8	100,0
Total	48	100,0	100,0	

In Portugal organisations who identified themselves in the survey included:

- Centro Qualifica do Agrupamento de Escolas de Azambuja
- Agrupamento de Escolas Poeta António Aleixo
- Programa Escolhas, Responsável pelos Dinamizadores Comunitários
- GEBALIS, Empresa Municipal
- Forum Estudante
- ISQ
- CECOIA
- AMBA, Director
- Centro de Informação Europeia Jacques Delors, Director

Further on the PT sample included:

- Agrupamento de Escolas Dr Azevedo Neves
- INDITEX
- Escola Secundária de Mem Martins - Agrupamento de Escolas de Mem Martin
- Fundação Aga Khan Portugal
- Fundação da Juventude

- CEFOSAP, Centros Qualifica Lisboa, Aveiro, Porto
- CNE
- Câmara Municipal de Loures
- Casa Pia de Lisboa
- TESE - Associação para o Desenvolvimento
- Escola Secundária de Fonseca Benevides
- Câmara Municipal de Lisboa

In Spain, the following stakeholders identified themselves:

- Centro del profesorado y recursos Aviles-occidente
- CEPA VILLARDEVEYO
- MARÍA INMACULADA
- Consejería de educación y cultura
- IES Pérez de Ayala
- Consejería de Educación Observatorio de la Infancia del Principado de Asturias
- CIFP AVILES
- I.E.S. Cuenca del Nalón

In Italy, the following stakeholders provided feedback:

- ENGIM VENETO
- RETE SCUOLE ORIENTA-INSIEME
- IPSIA "G. B. GARBIN"
- PROVINCE OF VICENZA-EMPLOYMENT SERVICE
- CFP "G. FONTANA"
- UST VICENZA - UFFICIO SCOLASTICO REGIONALE PER IL VENETO
- ENAIP BASSANO DEL GRAPPA
- CFP ZEVIO

**It can be evaluated**, that even if the turnout of this additional survey has been quite modest overall and particularly in the cases of Spain and Italy, the quality of the participation was good, as highly relevant stakeholders have contributed.

All of the respondents represent future users or organisations which are critical for the future dissemination and exploitation of the results. While in Portugal some national organisations are represented, in Spain and Italy the sample focuses on regional organisations, following the federal structure in these countries, which gives the main responsibilities in the field of education to the regional level of government.

The quality of the responses has been high particularly in the case of Italy, where the stakeholders offered quite extensive and rich written feedback to the qualitative questions which were asked.

## **2) Assessment of relevance of the NEETs at RISK model**

The respondents were asked to rate the relevance of the topic of the project in general. The question included an assessment of the relevance of the key elements of the NEETs at RISK model such as: identification of risk factors, early intervention, individual support for students, learning employability skills, work based learning and improved multi-actor cooperation.

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Respondents were asked to rate the relevance on a scale from 1 = low to 10 = highest.

**On the whole respondents regard all of these dimensions as highly relevant on a 7,94 to 8,40 level.**

Improved cooperation between actors is considered as the most important factor, work based learning as the second most important aspect. The other factors are clustered on about the same level, close to a rating of 8. In Portugal, the country which contributed with more answers, work based learning and agent cooperation is rated at the same level. Also the overall reliance is rated at a 1 point higher level, on average, than in the other partner countries.

**It can be evaluated, that the stakeholders surveyed regard the topic of the NEETS at RISK project as highly relevant in all of the dimensions the project highlighted.**

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Multi-agency cooperation and the facilitation of work based learning experiences stand out among the dimensions.

“What is your assessment of the relevance of individual elements of the NEETS at RISK model?”

	Overall	Portugal	Italy	Spain
Identification of risk factors	7,98	8,37	6,88	7,67
Early intervention	7,94	8,27	7,33	7,44
Individual support of students	7,96	8,33	7,44	7,22
Learning employability skills	8,02	8,30	7,22	7,89
Work based learning (contact with employers, internships, visits to companies)	8,21	8,63	7,44	7,56
Improved cooperation of schools, municipalities, employers (building a support network)	8,40	8,63	8,11	7,89

Rating on a scale of 1 = lowest to 10 = highest  
N= 48 Std. Dev.: 1,242, 1,327, 1,352, 1,495, 1,336, 1,349

### 3. Assessment of quality of the NEETs at RISK model

Since the stakeholders of the project rate the relevance of the topic as very high, consequently the expectations for the quality of the NEETs at RISK model produced can be expected to be high. The feedback of the stakeholders is positive.

**Overall the assessment of quality of the NEETs at RISK model is in a very positive range.**

None of the dimensions surveyed is rated lower than 7,3. Only in the case of Spain and Italy, which contributed only with few of the answers, the dimensions of innovativeness and technical merit are rated at less than 7.

**Overall the guidance for work based learning experiences is rated the highest overall and by all of the partners.**

“What is your assessment of the quality of the NEETs at RISK model, regarding....”

	Overall	Portugal	Italy	Spain
<b>Guidance for risk identification and early intervention</b>	<b>7,69</b>	8,10	7,00	7,00
<b>Guidance for individual support of students</b>	<b>7,81</b>	8,17	7,11	7,33
<b>Guidance for work based learning experiences</b>	<b>8,04</b>	8,38	7,44	7,56
<b>Usability of material</b>	<b>7,68</b>	8,07	6,78	7,33
<b>Relevance of material</b>	<b>7,69</b>	8,00	7,33	7,11
<b>Innovativeness of material and approach</b>	<b>7,30</b>	7,83	6,33	6,56
<b>Technical merit (design, lay out)</b>	<b>7,59</b>	8,07	6,11	7,56

Rating on a scale of 1 = lowest to 10 = highest

N= 48, 48, 47, 47, 45, 47, 46 Std. Dev = 1,339, 1,214, 1,141, 1,270, 1,345, 1,614, 1,343

### 4. Assessment of future use of the NEETs at RISK model

**Eight out of 10 stakeholders will probably recommend the NEETs at RISK model and material to their peer stakeholders.**

The probability is highest in Portugal and Italy, while in Spain the level is slightly more moderate.

On the more concrete level of the probability that the stakeholder’s own organisations will use the results, a lower level of positive responses can be expected, as some of the stakeholders surveyed do not work for organisations which work directly with the target groups.

In spite of this fact the level of positive answers is at almost the same level at almost 8 in Portugal and Italy and still 7 out of 10 in Spain.

Therefore a high level of approval of the transferability of the model and the materials as well as a high level of dissemination and exploitation activities is registered by the respondents,

which stand for the wider audience targeted by the dissemination activities of the project, can be expected.

„Please provide your opinion on how probable it is that you will use the NEETs model and material in the future or recommend it to others:“

	Overall	Portugal	Italy	Spain
<b>Probability that I/my institution will use the general model in the future</b>	<b>7,61</b>	7,89	7,89	7,11
<b>Probability that I will recommend the model and material to others</b>	<b>8,07</b>	8,29	8,29	7,89

Rating on a scale from 1 = not probable at all to 10 = very probable  
N= 46 Std. Dev. = 1,483, 1,323

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The stakeholders surveyed were confronted with some qualitative questions in order to capture the motivation for their quantitative ratings as well as to document suggestions for future improvements of the model and materials.

The results of the analysis of the responses follows.

#### 5. Please add any specific comments on the general quality and usability of the NEETs at RISK model/ material

On the whole the stakeholders in Portugal and Italy approve the approach of the project and the quality of the material, while in Spain, as far as one can guess from the few statements that were made, a certain scepticism prevails. This scepticism is targeted less at the model itself, but rather more versus the conditions under which it is meant to be applied.

Among the positive qualities highlighted by the respondents are

- Innovativeness
- Structured process of intervention
- exploitation of international experience
- comprehensiveness
- adaptability
- proven effectiveness in testing, impact on clients and staff
- client centred approach
- usability and transferability

Some of the comments highlighted the pre-conditions for a successful wider application, as the need for a wider application in more cases in order to get the full benefits of synergies, adequate resources devoted to training of staff and network building.

Overall there is a wide consensus that the model proved to be innovative and promising in testing, based on a client based early intervention approach along with a defined process, but that a wider dissemination and application would further improve the chances of wide impact.

Comments as provided by the respondents (PT/ES: translation AK, ISOB, IT: translation CPV)



### Portugal:

- It is an innovative model that had the merit of being applied in a real context.
- A specific strategy to structure the intervention with young NEET is essential. The model has, from this point of view, many qualities.
- Sharing knowledge is, as always, a good practice for inspiration and for understanding the potentialities and problems associated with a method or practice. The fact that it was an international project made it possible to include in the debate new experiences which, duly adapted, could enrich the impact of our institutions on employability of young people.
- The model used by the the project seems interesting to me as well as the lessons learned to put into practice in preventing young people from falling into the NEET situation.
- Comprehensive model, but that can be used in a way adapted to each reality.
- This is an extremely current, relevant and necessary topic.
- I attributed 3 to the likelihood of my institution using the template and the materials, because this is not the mission of my organization. However, because of the large network of partners in my organization, I should recommend them to other entities. As for the usability of the materials / products, it all depends on how schools and local (public and private) organizations view this as pressing and consequently seek multi-level conciliation, helping young people to make choices, motivating self-confidence, improving personal, professional and social skills, ....(trunc.).
- A model that allows shared action both at the level of intervention and at the level of monitoring.
- The quality of the model allows the knowledge of strategies to be applied on a daily basis.
- Excellent quality of the model, nevertheless some limitations in the multiplication of the level of use of the materials and products produced.
- Quality study that should be presented to a vast network of entities, in a dissemination logic.
- The model has quality; it now has to be applied to a larger population.
- I do not know in depth to be able to pronounce, but I have an interest in the subject.

### Italy:

- The evaluation of the NEETs at RISK model and materials also from other colleagues found the programme to be having a relevant impact on the young people involved in relation to both tangible and intangible outcomes. The model has found effective in either reengaging young people with mainstream education or transitioning them into work and developing their personal resilience and capabilities.
  - The model can be considered of high quality and usability by the local school network since it promotes a person-centred approach, enabling the young person to actively participate in a programme that addressed his/her specific needs. The model can also support teaching staff and other professionals involved in preventing ESL in delivering tailored services for those at risk of long-term unemployment and social exclusion.
  - The capacity to offer in-depth and tailored assistance to individual students at risk of ESL is a market strength of the NEETs at RISK model. The relational approach
-

suggested to the staff also facilitates personal empowerment among participants. The model approach is also in line with best-practice measures for re-connecting young people at risk of early school leaving with education or training.

- Although the relevance of the model and material cannot be refuted, challenges remain for its delivery in the future on a wider base (additional funding to ensure its sustainability, adjustments to be made to the service model and impacts these may have on the young people engaged in the piloting). The vulnerability of the staff and limited resource are also challenges that should be addressed in the short-term.
  - The evidence to date from the pilot suggests the success of the proposed approach and tools. From the perspectives of both the participants and the staff involved in the delivery of the service, the guidance model contributes towards the development of career identity (e.g. seeing themselves as part of the labour market and having a clearly defined role within it), adaptability (e.g. the development of career management skills such as resilience, self-efficacy and flexibility) and human and social capital (e.g. improved skills developed through their quality offer and improved social skills, team participation, interview skills).
  - Overall, NEETs at RISK model can be considered a solidly-structured model, with valid and sustainable prerequisites for implementing other pilot experiences having a potential impact on the students involved, although not immediately observable. One of the main strengths was no doubt the topic of the intervention itself, i.e. prevention of early school leaving, which is a matter of great importance in all the schools involved. Projects promoting innovative action strategies on this theme are considered by schools as having an added value coupled with the fact that schools are often lacking the resources and instruments needed to autonomously carry out significant and w (trunc.)
  - The NEETs at RISK model and material has a high grade of usability and transferability potential since it was intended to be useful to educators in schools, to superintendents and school boards, and to policymakers in planning and executing dropout prevention strategies. The Guide seeks to help them develop practices and consider policy alternatives for implementation.
  - The quality and usability of the NEETs at RISK model and material can be evaluated quite high. The project model has delivered early successes for young people participating in the programme and there has been a generally very positive response to pilot interventions from schools and project participants. Young people highlighted the specific aspects of the support they had received as meeting their needs and helping them to progress: strong one-to-one relationships with a “critical friend” support worker; goal setting and progression planning; „holistic” support across many different aspects, areas and periods of their lives. Personalised one-to-one support can.
  - The piloting of the NEETs at RISK model and material offered the opportunity of observing, experimenting and drawing conclusions on the effectiveness of interventions focused on preventing early leaving by resorting to a rigorous methodological approach, aimed at identifying its effects. The quality and usability of the model with adaptation to the different local contexts can be rated high.
-

**Spain:**

- The model is restricted, but thanks to the focus groups, a network began to be built that will allow a broader vision and the generation of new initiatives.
- Greater investment in specialized staff by competent administrations.

**6. Which elements or aspects are in your opinion most relevant to your local/national context and/or organisation?**

Many respondents contributed with rich comments on the relevance of the approach and material to their own organisations.

Aspects mentioned included:

- Improvement of networking capacity;
- Early support;
- Individual support;
- Improvement of organisational reflectiveness through meetings and case discussions;
- Protocol for evaluation of measures;
- Protocol for internship organisation;
- Better identification of risk factors;
- Better awareness of the social context of transitions from education to employment and training;
- Holistic, targeted and flexible model;
- Active adoption and dissemination by the responsible public body;
- Raised awareness of the relevance of networking and multi-agency cooperation.

Comments as provided by the respondents (PT: translation VV, CECO; ES: translation AK, ISOB, IT: translation CPV):

**Portugal:**

- The most relevant aspect was the networking capacity for solving common problems.
  - Early signalling, individual support.
  - The constant need to update ourselves is a fact and these meetings and opportunities offer us moments of reflection in which we listen to others, but also in the assessment of our work and comparison of the impact we have on the ground. The documents will be disseminated and also used to guide young adults and young people in the improvement of the professional and personal pathways.
  - Early identification of young people at risk of becoming NEET and the identification of preventive measures and methodologies.
  - Networking new approaches.
  - As trainee providers between the ages of 15 and 24, we deal daily with this problem: many try to pursue their studies and end up giving up and becoming NEET. For our part, the tools developed in the project will be fundamental to preventively work with these young people.
  - Given that it is an Association of residents, it is an interesting model but from the practical point of view it is difficult to implement, so that it is part of "Redemprega Centro Historico" we can fight and sensitize to be implemented in organizations of the territory.
-

- Contribute to the inclusiveness of these young people in society. Give them opportunities to be interested and active citizens.
- Identification of situations of school dropout in the age group 15-19 years - identification of socioeconomic contexts that indicate risk - identification of identities / organizations / institutions for the creation of support networks.
- The most important elements are how to identify young Neets and where to find them.
- Guidance for individual support given to young people.
- The possibility of intervening early, in preventing the risk of dropping out of school and in outlining strategies and dynamics that involve young people in the system and reverse the cycle.
- Identification of good practices and indication of methodologies.
- I think the materials can be very useful for the application at my school when they are translated.
- Being a large organization where there could be protocols of internships.

#### Italy:

- The holistic, targeted and flexible service model and individualised approach to young people at risk of disengaging from mainstream education; The early intervention approach and the promotion of cooperation and networking between schools of different types and levels which are located in the same catchment area can facilitate exchange of practices.
  - A common strategy/action plan, based on clear and shared goals and a common understanding of the challenges, can help structure cooperation between public and private stakeholders.
  - The NEETs at RISK model promotes the establishment of strong connections with local communities and relevant employment, training and welfare agencies: These links help to facilitate holistic services delivery and transition pathways as well as building legitimacy of the measures with participants' families and local communities.
  - It is clear that in addition to the tangible outcomes, for most young people who participated (in terms of education, training, work placement or employment) the project appears to have been highly successful in influencing young people subjective perceptions of themselves, their place in the labour market and their expectations and readiness for the future.
  - Ufficio Scolastico Regionale per il Veneto is committed to promote and disseminate NEETs at RISK model and related material to the regionals schools network since the proposed model and intervention measures allow for adaptation at regional and/or local level over time.
  - Individualised preventative measures; the proposed model can be easily adapted to different contexts and target groups (eg. NEETs, other disadvantaged groups, etc.).
  - The validity of the pedagogical principles on which NEETs at RISK model was based to prevent early school leaving. Moreover, important lessons can be learned on the structural contexts in which similar actions could be implemented in the future.
-

**Spain:**

- The school in connection with other agents not as an isolated entity.
- Direct work with teachers involved. Knowledge of resources in the area.
- Greater investment in specialized personnel

**7. What could be improved?**

In general suggestions for improvement of the model do not concern the value of the approach and the materials, but claim that a wider dissemination, extended training of professionals, extension of the groups targeted and in particular a further improved and intensified cooperation of organisations and institutions would be needed.

In detail, suggestions mentioned by several respondents include four main areas:

- Training of staff;
- Broad dissemination;
- Outreach to target groups other than students in schools;
- Simplification of some instruments.

**Portugal:**

- The training of technicians and teachers in the application of the methodology.
  - Since the Centro Qualifica is intended for people over 18 years of age, our unemployed target group is mostly in an effective NEET situation. However, it is very important to focus on prevention.
  - Broad dissemination of the model developed with other agents and partners at the national level.
  - For now I only see the positive sides, maybe with the time and the consultation of the documents I will see if something is missing or if there is any subject that is felt short. We must always consider that the young and the working world is extremely dynamic and as such the tools we have become suddenly obsolete when there are social or structural changes, and because it was a very comprehensive project, I believe there will be many items that will remain to ensure inspiration for a long time. Thank you for the invitation and congratulations for the tremendous work that was done.
  - Instead of staying only in schools, projects should design methodologies that identify young people in NEET who have dropped out early.
  - Reach more people and coaches, involve more young people.
  - Greater involvement of local entities / associations, communities, etc. is essential. To act early on with these young people and bring them back to the education or training system. In this sense, it is essential to the communication channels or joint projects between these entities and the education and training system.
  - Commitment to the reconciliation of all entities at regional and local level. I think that many successful small experiments will be more effective than a more macro-acting, especially in the systems of regular and vocational education that have very heavy machines.
  - Enlargement of the model to a larger universe.
  - The continuity of extending networking is improving.
-

- Conditions for the transferability of materials and products produced.
- Perhaps the simplification of instruments for diagnosing needs among young people.
- Since the NEET situation is a multidimensional phenomenon and associated with a stage of the age cycle, be aware that prevention actions should not be directed only at young people at risk of NEET situation, but to all young people in a particular group.
- Greater scope in the application of this model, to see the real impact.

### **Italy:**

- Provision of training modules targeting staff involved in the measures delivery.
- The barriers to education and the needs of many young people who have already or are a risk of disengaging early from school are often complex and multi-faced and they require support beyond what is currently offered through the mainstream education system.
- Delivery of tailored-made training programme for staff involved in the implementation of preventive measures.
- In terms of what could be achieved within a very short timescale, and in restricted territorial areas, the pilots have achieved considerable success. The vast majority of young people were offered relevant opportunities of exploring alternative education, training and employment options. The feedback from the participants themselves as well as from education and training providers, employers and other stakeholders was for the most part very positive. The project experience also confirms the basic structural and contextual problem of a shortage of private sector jobs.
- The interaction with the local area, its associations, entrepreneurial context and society proved to be a precious element in NEETs at RISK pilot, particularly appreciated by all the actors involved. This type of interaction, as mentioned in the model of intervention, is totally positive and should be strengthened in a structured manner, and not left to chance alone, the individual projects or the goodwill of teachers, headmasters or external actors.
- The objectives, approach and achievement of the proposed model and intervention measures are consistent with the aims and objectives of national and regional government strategies and initiatives in the areas of education and ESL prevention.
- Provision of tailored-made training for staff and professionals involved in delivering preventative measures targeting young people at risk of school dropping-out
- Nothing

### **Spain:**

- Opting for a proactive vision, involving actions at an early age.
  - Greater investment in specialized personnel.
-

## 9 Discussion of Quality Indicator Achievement

### Indicators and Data Sources

The following set of indicators has been deduced from the description of the main outputs and specific activities in the application, as well as from the general descriptions of project aims. They are listed in a systematic format in the tables below, in order to measure the progress and real achievement of results.

This can be regarded as a common minimum that is obligatory for the partners, in accordance with the application. All activities and results, tangible and intangible, will be discussed vs these indicators.

Intellectual Output/ Activity	Indicator	Target Value	Data Source	Status October 2017
<b>Table 1</b> Project Management and Implementation	Cooperation Agreements signed	All agreements signed	Info provided by promoter	y
	Reports delivered in time from partners to promoter	All partner reports delivered in time	Info provided by promoter	Y
	Reports delivered in time from promoter to the Commission	All reports delivered in time by the promoter	Info provided by promoter	Y
	Payments made in due time	All financial reports delivered in time Funds made according to the schedule	Info provided by promoter Financial documents from partners	Y Y

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

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

Intellectual Output/ Activity	Indicator	Target Value	Data Source	Status October 2017
	Partner Meetings implemented	All partners participate in all meetings	Meeting minutes	Y Lisbon, London, Vicenza, Regensburg, Oviedo, Lisbon
	All deadlines met	A all deadlines met or plan of action approved to meet the next key deadline in spite of delays	Information provided by the promoter by using Monitoring of Project GANTT (continuously updated)	Y, minor delays in order to achieve quality, punctuality of tasks delivered matter of concern for partners corrective measures recommended by Internal evaluation (see Ch. 6)
	Number of formal complaints from partners	Zero complaints	Info provided by promoter	Y
	Number of complaints from National Agency	Zero complaints	Info and continuous monitoring by the promoter	Y
	Existence of communication structure via internet, software for on-line conferences running and used in partner communication	Software running, on-line partner meetings take place monthly	Minutes of the online meetings Agenda of the meetings	Y, regular Skype meeting fully functional and documented, high level of satisfaction of partners with electronic communication (see process quality survey results ch. 6)



Intellectual Output/ Activity	Indicator	Target Value	Data Source	Status October 2017
	Proven communication among partners	All partners provide feedback and information when required  Quality of partner communication rated as at least “good” by 75% of partners in project process survey.	Collection of project related Email and minutes of on-line conferences  6 x Project Process Quality Survey	Y, extensive exchange of Email, Skype conference minutes, high level of satisfaction of partners with partner communication (see process quality survey results ch. 6)
	Risks addressed	Promoter and partners address and find solutions for all risks identified.  All risks identified through 6 x project process quality survey addressed by partners	6 x Project Process Quality Survey  Minutes of On-line and Partner meetings	Y 6 proces surveys implemented, risks discussed and corrective measures recommended. Measures discussed in partner and virtual partner meetings.
<b>Table 3a</b>  <b>Learning Activities</b>	Implementation of the joint staff learning activity	Participation of all partners	Documentation of the event including: attendance list, agenda of the meeting and minutes of the meeting	Y
	Number of best practices presented	Each partner presents at least two good practices	Event documentation	Y
	Positive evaluation of staff learning activity	Partner assess content and methodology of event as at least „useful“ with respect to quality of methodology, applicability, relevance and	Partner Survey	Y, Indicator met , see Ch 7

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

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

Intellectual Output/ Activity	Indicator	Target Value	Data Source	Status October 2017
		efficiency		
<b>Table 3b</b>  <b>Multiplier Events</b>	Focus Groups of at least relevant key informants implemented	Participation of 5 key informants in PT, ES, IT x 3 times	Documentation of focus groups including: minutes, invitations, participants lists	Y, see Ch 8.1
	Focus Groups provide feedback as needed	100% participation in online surveys	Online Survey turnout	Face to face feedback to IO1 and general IO 2 approach, online survey as part of stakeholder feedback survey cf. Ch 8.4
	Network of Stakeholders established	Stable network of Stakeholders initialized  30 stakeholders participate in events in PT, ES, IT,  30 relevant stakeholders participate in conference in PT, ES, IT  60 participants in European Conference	Documentation of Event  Turnout of event participant survey  75% of participants affirm interest in cooperation or further information	Y  ➤ 40  Y  Y

Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
<b>Table 2 a</b>  <b>IO1 Guidelines Identification and Intervention</b>	<p>Existence of Guidelines containing a methodological approach for the identification of young people at risk of NEET in an early stage as well as possible intervention measures to reduce the risk of becoming NEET</p> <p>Overall quality criteria:</p> <ul style="list-style-type: none"> <li>• Inclusion of examples of good practice of identification</li> <li>• Good practice exchanged in learning activity used</li> <li>• Focus on NEETS risks (in contrast to temporary (search) unemployment</li> <li>• Focus on EARLY (=preventive) interventions</li> <li>• Discussion of criteria for selection along grid provided by lead partner</li> <li>• Identification of target group specific for each partner</li> </ul>	Existence	Document Analysis	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>
	Quality of Guidelines rated positively by partners and stakeholders	At least 75% of partners and Focus Groups surveyed (in context of O5) rate guide as at least "useful for the identification..." and ready for testing along overall quality criteria	Survey of partners and Focus Groups along overall quality criteria	Y Partner meeting, electronic communication, minutes of focus groups

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

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

Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
<p><b>IO1-A1</b></p> <p><b>Identifying risk factors</b></p> <p><b>O1-A2</b></p> <p><b>Identification of NEET reduction preventive intervention measures</b></p>	<p>Study</p> <p>Quality criteria:</p> <ul style="list-style-type: none"> <li>• Identification of typical risk patterns</li> <li>• Description of target group</li> <li>• Description of context</li> <li>• Key informants involved</li> </ul>	<p>Research methodology accepted by 75% of the partners</p> <p>IO1 A 1 outcome paper accepted by 75% of the partners</p>	<p>Existence of the study/desk research</p> <p>Existence of research methodology</p> <p>IO1-A1 Outcome paper existence</p> <p>Tacit consent among 75% of partners</p>	<p>Y</p>
	<p>Framework produced by the leading partner, applied by other partners</p> <p>Target group identification</p>	<p>Good practices accepted by responsible IO leader, based on criteria of stakeholder and expert involvement as well as contribution to IO2 quality criteria</p> <p>Selected material revised by the partners from all the participating countries and accepted by IO leader</p> <p>IO 1 leader and 75% of other partners accept selected prevention measures</p>	<p>Existence of the study/desk research</p> <p>Survey among partners</p>	<p>Y</p> <p>Y</p> <p>Y, approved by discussion in partner meeting</p>

Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
<b>Table 2 b</b>  <b>IO2 Methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET</b>	Overall quality criteria (cf. p. 31 ff.): <ul style="list-style-type: none"> <li>• Reinforce matching role of actors/stakeholders</li> <li>• Reflect effectiveness of existing measures</li> <li>• Prevention</li> <li>• Early identification</li> <li>• Optimize agents actions</li> <li>• Increase network capacity</li> <li>• Individualized targeting</li> <li>• Tailored intervention</li> <li>• Increase contact with employers</li> <li>• Increase employability skills</li> <li>• Expose youth to work-based environments</li> <li>• Encourage companies to become engaged</li> <li>• Further elaboration of impact and result indicators specific for selected interventions/interpretation of general overall quality criteria</li> </ul>			Y Y Y Y Y Y Y Y Y Y Y Y Monitoring template for piloting along these quality criteria developed (Annex to IO2-A5 and IO5-A5)
	Existence of intervention methodology to reduce number of NEETS	Existence  Quality of intervention methodology <b>along overall quality criteria</b> for IO 2 approved by 75% of partners and Focus Groups as „suitable for testing“	Document analysis  Survey of partners  Focus Group Survey	Y  Y Discussion and approval in partner meeting  Focus groups validated general concept and will support

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Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
				the intervention
	Existence of supporting material	Existence  Quality criteria met according to assessment by partners and Focus Group	Survey of partners  Focus Group Survey	Y Approved in partner meeting  Y Approval in Partner Meeting and Final Stakeholder Survey ( Positive Feedback by School Stakeholders cf Ch 8.4)
	Positive feedback on testing experience from tutors, regional representatives and target groups	75% of tutors rate methodology , supporting material, guidance and work experience  as at least „useful“ in all quality aspects  75% of regional representatives (relevant for education and labour market) rate pilot experience as 75% at least „useful“ in all quality aspects of target group members rate experience as at least „useful“ in all quality aspects.	Survey of tutors, companies and target group	Y Positive qualitative feedback by School Actors cf Ch 8.2          Y Positive Feedback by Stakeholders cf. Ch 8.4

Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
	Existence of pilot testing report to quality standards	Report accepted by partners and Focus Groups.	Document analysis, partner and Advisory Boards survey	Y O2-A6 accepted by partners in partner meeting. Overall model quality approved by school stakeholders and general stakeholders Cf ch 8.2, 8.4
<b>O2-A1 Guidelines for the application of the pilot project in partners' countries</b>	Existence of instructions for partners which clarify "who will do what when, how".  Existence of instructions for the documentation of the piloting	Testing partners and partners responsible for IO 4 and IO 5 affirm that instructions and templates are sufficient	Partner survey	Validated by partner discussion in virtual meetings and partner meeting Vicenca
<b>O2-A2 Application of the pilot project in partners' countries</b>	Involvement of the target groups (at least 15 participants in PT, ESP, IT applying the pilot);	All participants belong to target group	List of participants, documentation of participants characteristics, allowing for identification as belonging to target group as defined in IO 1	Y
	The application of the pilot project in partners countries  Development of a set of instruments and materials aimed at supporting the testing phase including mentoring and coaching sessions	75% of actors and participants affirm in survey that piloting contributes to quality criteria at least ("somewhat").	Documentation, reports, minutes, lists of participants, participant and implementing actor survey	Y Positive Assessment of Piloting by school actors (Cf Ch 8.2, positive impact on students Cf Ch 8.3)

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Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
<b>O2-A3 Mentoring and coaching sessions 1 - employability and transition from school/VET to work</b>	Existence of sessions according to overall quality criteria	75% of actors and participants affirm in survey that mentoring sessions contributed to quality criteria (to be defined specifically for mentoring sessions 1 in methodology at least ("somewhat").	Documentation, reports, minutes and Lists of participants  Feedback from the mentors and participants	Guidelines approved by partners in partner meeting
<b>O2-A4 Mentoring and coaching sessions 2 - provide work experience opportunities</b>	Existence of sessions according to overall quality criteria	75% of actors and participants affirm in survey that mentoring sessions contributed to quality criteria (to be defined specifically for mentoring sessions 1 in methodology at least ("somewhat").	Documentation, reports, minutes and Lists of participants  Feedback from the mentors and participants	Guidelines approved by partners in partner meeting
<b>O2-A5 Preparation of staff-Pilot Testing</b>	Presentation of the methodology for the collection and analysis of data, the identification of risk factors and drivers and their synthesis, including the micro, meso and macro level.	Partners agree upon the methodology	Existence of the methodology  Consent of 75% of partners in survey	Y Approved by partners in partner meeting



Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
<b>O2-A6 Results of the application of the pilot project in partners' countries</b>	<p>Template of a report developed by leading partner</p> <p>Template assures reporting of formal data</p> <p>Template includes questions which inspire the discussion of the overall quality criteria for the intervention as well as specific indicators for individual interventions</p>	Template accepted by 75% of the partners	Consent of 75% of partners (tacit or survey)	Y Approved by partners in partner meeting
	Testing partners report results according to the schedule	Country reports submitted in time by all partners	Date of country reports	Y
	Country reports accepted by lead partner	Country reports accepted by lead partner	No complaint by lead partner within 8 days of draft delivery	Y
	Leading partners will analyze results and will draft a common report	Synthesis report accepted by 75% of partners and stakeholder representatives	Validation by partners and AB members in survey	Y Approved by partners in partner meeting
<p><b>Table 2 c</b></p> <p><b>IO3 "Guide "Model for EARLY identification, INDIVIDUALIZED</b></p>	<p>Overall Quality Criteria:</p> <p>General, transferable model, relevant for a number of contexts and target groups, based on</p> <p>Intervention Guidelines (IO 2)and Impact</p>	<p>Existence</p> <p>Acceptance by all partners and Stakeholder</p>	<p>Document analysis</p> <p>Partner Survey</p>	<p>Y Approved by partners in Virtual communication after discussion in partner meeting in Lisbon</p> <p>Guideline for practitioners provided by TIHR and ISOB in addition to the main IO 3 report in order to meet all quality criteria set for the IO</p>

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Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
<p><b>targeting and TAILORED intervention for young people at risk of NEET"</b></p>	<p>analysis (IO 4)</p> <p>User friendly, compact presentation of model</p> <p>Useful as inspiration for practitioners in the field</p> <p>Useful as policy option for decision makers</p>	<p>representatives</p> <p>75% of partners and stakeholder representatives affirm that model meets the overall quality criteria for IO 3, taking into account the quality criteria for IO 2</p>	<p>Focus group survey</p>	<p>Approved in virtual communication by the partners</p> <p>As the products were provided close to the end of the project they could not be reviewed by additional stakeholders</p>
<p><b>O3-A1</b></p>	<p>Identification of the methodological approach generated within the project regarding an early identification of young people at risk of being NEET</p> <p>Identification of an innovative methodology drawing on existing good practice and piloted in PT, IT that can support Member States on their efforts to tackle the NEET phenomena</p> <p>The results of the impact analysis differentiating possible different impacts according to criteria</p> <p>Conclusions and recommendations</p> <p>Challenges and lessons learned</p>	<p>Acceptance by all partners</p> <p>All partners contributed to the guideline</p>	<p>Existence of the guideline</p>	

Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
<b>Table 2 d</b>  <b>IO4 Impact Evaluation Report</b>	Existence of Study  Analysis Impact  Evaluation to Quality standards  Overall Quality Criteria: <ul style="list-style-type: none"> <li>• Approach coordinated with leader of IO 2 and IO 5</li> <li>• Discussion of achievements regarding               <ul style="list-style-type: none"> <li>○ Identification of target group</li> <li>○ Efficiency of practices</li> <li>○ Involvement of companies</li> <li>○ Cooperation of relevant actors</li> <li>○ Stabilisation of commitment to school and further education</li> <li>○ Realistic expectations for transition from school to work</li> </ul> </li> <li>• Discussion of additional/unexpected impact</li> <li>• Conclusions based on triangulation of qualitative and quantitative data from various sources</li> </ul>	Quality of impact evaluation approved by at least 75% of partners and Focus Groups	Existence of the study   Partner Survey   Focus Group survey	Impact evaluation approach discussed in partner meeting in London, virtual meeting (evaluation subgroup), feedback papers and Email exchanges  Consensus on questionnaire to be used, which was pre-tested with a target group section in Portugal  Y Approved by partners in partner meeting as meeting the main quality criteria. Additional aspects covered by IO5–A4
<b>O4-A1</b>  <b>Collection on data on actual and potential impact</b>	Qualitative and quantitative evidence  Questionnaires	100% participation rate	Survey	Y counted the drop-out rate
<b>O4-A2</b>  <b>Challenges and opportunities for</b>	Report analysis	All partners agree to the conclusions of the report	Existence	Y, discussion and approval in partner meeting, following input from TIHR to the report

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Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
NEETs				
<b>Table 4a:</b>  <b>Impact</b>	<p>Framework indicators according to appl. P. 33:</p> <ul style="list-style-type: none"> <li>• Tested best practices of NEETS identification and prevention available</li> <li>• Knowledge about practices in UK and DE</li> <li>• Stabilisation of school careers</li> <li>• Realistic prospects for smoothened transition from school to work</li> <li>• Improved practices of relevant actors</li> <li>• More considerate strategies of key actors</li> <li>• Improved key actor cooperation</li> </ul>	Cf table 2 d	IO4 Report, based on qualitative and quantitative data collected	<p>Data triangulation with data collected under IO 2-A5 and IO5-A4</p> <p>Monitoring template to cover qualitative developments developed and agreed with input by ISOB and TIHR as meeting quality criteria</p>
	<p>Impact on labor market and education actors achieved</p> <p>Relevant labor market and education system actors assess effects of pilot interventions as positive and affirm high potential for future impact</p>	75% of respondents assess impact observed as at least „promising“	Quantitative and Qualitative survey of sample of key actors involved in piloting	Y cf Ch 8.3
	Existence of evidence for positive impact on NEETS	Target: 60% of NEETS involved assess positive effect of intervention on them according to a number of relevant quality indicators	NEETS survey	Y Cf Ch 8.3

Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
		(e.g. contact to potential employers, knowledge gained, motivation, labour market competence etc).		
<b>Table 7</b>  <b>Quality Assurance/ Internal Evaluation</b>	Overall Quality Criteria: <ul style="list-style-type: none"> <li>• Real time collection of data and feedback from all relevant actors in order to allow for an assessment of the implementation and process quality of the project</li> <li>• Real time collection of data and feedback from all relevant actors in order to allow for continuing improvement of product drafts</li> <li>• Fostering communication among partners and guiding of self- evaluative exercises (surveys, discussions, written feedback)</li> <li>• Synthesized overall assessment of project and its achievement for the relevant general public</li> </ul>			  Y          Y          Y
<b>O5-A1</b>  <b>Quality and Evaluation Guidelines</b>	Existence of quality assurance guidelines	Acceptance of self-evaluation guidelines by 75% of partners;  Complete coverage of project documents;	Existence of document collection  Existence of evidence of written feedback (Email, Skype conversations, formal	Y       Y

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Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
		Existence of documented feedback to partners concepts;	documents.)	Y
<b>O5-A2</b> <b>Online Monitoring System</b>	Existence of online monitoring system, allowing for the real time documentation of activities implemented as well as documentation of observations/recommendations/risks perceived	Existence.  75% of partners approve concept and agree to use the system	Tacit consent	Y, change from online monitoring template to online monitoring of process generated documents + template for collection of additional documents agreed in London meeting
	Quarterly status report/synthesis of online monitoring	Existence	Working paper available	5 status reports cf Ch 5
	Existence and implementation of quarterly process survey incl. report		Tacit consent	6 process surveys implemented cf Ch 6
	Questionnaire for testing the acceptance of relevant products in all IO by users and peer experts proposed	No more than 25% of partners object to questionnaire 14 days after it is issued	Existence	Template for reporting focus group results provided and used by Portuguese partner
<b>O5-A3</b> <b>Interim evaluation report</b>	Quality criteria:  Overall synthesis of all information relevant for the improvement of project process/outputs as well as for the information of the relevant eternal	Interim Evaluation Report accepted by promoter  Evaluation Report of the Pilot Project	Explicit or implicit acceptance (no objection)  Explicit or implicit acceptance (no	Y

Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
	audience		objection)	
<b>O5-A4</b> <b>Final evaluation and users feedback report</b>	Quality criteria: Overall synthesis of all information relevant for the improvement of project process/outputs as well as for the information of the relevant eternal audience	Final Evaluation Report accepted by promoter, Evaluation Advisory Board and European Commission	Explicit or implicit acceptance (no objection)  • Explicit or implicit acceptance (no objection)	Y At hand
<b>Table 5</b> <b>Dissemination</b>	Overall Quality Criteria and Indicators (cf. appl. P. 68):  <ul style="list-style-type: none"> <li>Detailed dissemination plan developed and detailed indicator framework agreed</li> <li>High level of involvement of teachers, trainers, tutors, training technicians and other VET professionals involved in students/trainees training &amp; development</li> <li>High level of attendance of multiplier events</li> <li>High level of engagement of employment centers and local, regional and national authorities</li> </ul>			See dissemination report

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Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
	High level of dissemination to relevant audiences achieved through events media and utilization of partners networks	Contacts made to relevant actors, publications in print, hits on project and partners websites	Dissemination documentation/report based on contacts database, documentation of activities and dissemination products, assessment of contact relevance	See dissemination report
	E3 National seminars	Each country at least 30 participants	Participants lists  Documentation of the seminar  Minutes	Y
	Final European Conference in Portugal	At least 60 participants from all target groups including: NEETs, VET providers, local authorities, employment counselors	List of participants  Documentation  Presentations  Agenda of the conference	Y
<b>Table 6</b>  <b>Exploitation</b>	Overall quality criteria and indicators:  Fostering exploitation through “secondary dissemination” aimed at exploring results near policy makers, institutions with responsibilities in VET and employment policies definition and application (national/regional/local), education and training providers (public and private, from	High level of exploitation potential documented  75% of target groups of exploitation (stakeholders) affirm high exploitation potential along a number of	Validation survey among exploitation stakeholder representatives	Y Affirmed in Stakeholder Survey  Cf Ch 8.4



Intellectual Outputs	Indicator	Target Value	Data Source	Status October 2017
	several education and training sectors, that can be regular schools, professional schools, VET centers, organisations providing learning opportunities	indicators of exploitability (to be defined)		

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## 10 Conclusions and Recommendations

### Conclusions:

- The project “NEETS at Risk” has met all of the quality indicators set defined.
  - 8 out of 10 stakeholders surveyed would recommend the use of the model NEETs at RISK to other organisations, according to a survey at the end of the project.
  - The model which has been developed as well as the supporting materials are regarded as useful by the stakeholders and the final beneficiaries.
  - The project produced a IO1 report which is accepted by partners as well as stakeholders and includes a in-depth analysis of the problem, presents relevant best practices from partner countries and identifies core characteristics of promising interventions.
  - IO2 has been elaborated based on good partners’ cooperation, which used the staff learning activity in London as well as face-to-face partner meetings to define main points of the model for intervention which were detailed later on. Partners shared the work of elaborating supporting material for the intervention. Experiences from prior successful projects were used and partner feedback was integrated.
  - The model has been developed in high quality and innovative vs the status quo in the piloting fields, in particular through enhanced identification of youngsters at risk, individualisation of interventions, more emphasis given on skills for employability, work based learning experiences and in particular through expanding the social capital of youth.
  - The impact of the short piloting of the model is illustrated by qualitative information, but also by a ambitious quantitative impact analysis study.
  - According to the reports from the field and the feedback obtained by users a full implementation of the model as a whole would require a more intensive and resource intensive involvement of the whole partnership and a more intensive and on-going commitment from third parties.
-

- The reaction to individual elements of the model has been unanimously positive, indicating a high potential for impact.
  - The model is accepted by the stakeholders, as demonstrated by the stakeholders survey on relevance, quality and prospects for exploitation.
  - Partners prepared concepts and tools to monitor and measure outcomes and impact of the intervention.
  - Feedback data from three different sources has been collected in order to assess the impact and user acceptance of the overall model, outputs and piloting: a longitudinal survey of stakeholders and potential users in schools (before, after, 6 month after piloting), of students involved in the piloting (before, after, 6 month after piloting) and of stakeholders relevant for the future exploitation of the results (online survey at the end of the project).
  - Main effects observed by the various respondents have been:
    - Better orientation of students;
    - Increased responsibility;
    - High acceptance and good effects of even very limited worked based learning experiences;
    - Better individualisation of training and support offers in schools;
    - Increased social capital of students, knowledge of employers and other sources of support;
    - Higher level of school networks to employers and related actors.
  - The results observed have been in line with the intended effects as described in the project “theory of change”.
  - A website and social media channels have been created to disseminate the results, which have been well received, as well as the multiplier events in all countries and the final international conference.
  - Partners assess the process quality of the project as positive in all of the quality dimensions defined, punctual delivery of results being a weaker point.
-

Described using a SWOT analysis grid, the material presented in this report - in the opinion of the internal evaluation – demonstrated the strengths, weaknesses, opportunities and threats (risks) of the project, as follows.

**Strengths:**

- Positive stakeholders reaction on key elements such as individualisation, networking, work base learning experiences.
- Positive stakeholders reaction.
- Potential for high impact.
- High quality of IO1, report accepted by partners and stakeholders.
- High quality IO2 based on results of IO1.
- International good practices collected and used in IO2.
- Interactive elaboration of draft model of intervention.
- High level of adaptability of the model developed.
- Various options discussed.
- Detailed instructions for intervention.
- Elaborated outcomes description and impact measurement system.
- Stakeholders commitment.
- Relevant stakeholders on decision-making level involved.
- Innovative model developed and used in IO2, synthesized in IO3 along with impact survey on students and other stakeholders.

**Weaknesses:**

- Diversity of piloting setting and details on students' characteristics limits comparability.
- Short duration of piloting limits opportunities for work based learning and social competences building taking effect.
- Limited organisational and conceptual receptivity of piloting partner in Spain for model key elements such as work base learning and networking with employers limits piloting effects.

**Opportunities:**

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- Diversity of settings broadens the range of scenarios in which the material has been tested.
- Stakeholders commitment allows for promoting concepts that are new and innovative in the setting, like internships and other forms of employer involvement.
- Diversity of fundamental concepts of vocational training and agent networking among partners allows for real innovation and mutual learning.
- High level of trust and teambuilding conducive to such discussion.
- High level of partners consensus on main points of methodology: early identification, stakeholder cooperation, benefits from work placements.
- Positive stakeholders reaction in all settings.
- NEETs at RIKS model in line with and expanding current policy reform in most settings.

#### Risks:

- The model of intervention is based on assumptions that have to be realized if the intervention is to be a success.
- Realisation of these assumptions can only partly be controlled by project partners, as it is dependent on voluntary third party cooperation. Some piloting partners turned out not share some main concepts, as mission of schools to match students with employers and organising work based learning experiences.
- Influences from changes in legal and statutory regulations in a highly dynamic area.
- Impact analysis affected by hard to reach target group.
- Homogeneous dynamic of partners collaboration.

#### Recommendations:

- Some elements of the implementing model for intervention imply a change of policies at organisational, regional and national level. It is recommended that all partners work with the network of stakeholders formed in the project in order to promote concepts like early intervention, individualised tailored approaches of support, holistic support systems and particularly building bridges between education and employment systems through networking with employers. In particular work based experiences proved to be popular with employers as well as students. It is recommended that partners and stakeholders work towards a full acceptance of these approaches on the side of institutions and regulatory bodies.
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- Work placements are identified as beneficial but networking, matching and guiding students as well as close contact to employers and individualisation of approach is not perceived as being within the schools mission/matching the regulatory framework in some cases. The partners and stakeholders should work towards changing these perceptions as well as the regulatory framework.
  - When using the model that has been developed in the NEETS at RISK project, users are recommended to use the model in an adapted and flexible manner. The scope of piloting the model, while proving the high probability of effectiveness of the model, has been far too short to make sustainable and in-depth impact.
  - The main rationale of the model needs to be actively studied and adapted to each context. This requires a systematic process of school development. The aim of such efforts should be to develop systems which use the material developed.
  - Identify students at risk as early as possible and continue this analysis throughout all classes.
  - Individualise teaching and learning programs to each student's needs as much as possible.
  - Re-develop the design of curricula to include more practical and hands experience early on.
  - Get students in contact with employers as early as possible to transmit a realistic perception of responsibilities and requirements, but also opportunities and positive, motivating visions of the student's future.
  - Organise internships of substantial duration and with sufficient preparation in order to match student's talents and employers needs in the best way in the later classes of school in order to build bridges to employment and/or to expand alternative options and form realistic perceptions of the world of work also for those students who decide to continue education.
  - Expand the school's overall network to all relevant agents on local and regional level in order to provide a holistic support network to their students. It is recommended that such networking, which forms organisational social capital which can be provided to the students is considered as a key mission of each school.
  - Therefore a thorough staff preparation is recommended when applying the model. Staff should be selected in a way that, at the same time, is able to engage and motivate also weaker and alienated students but also, the application of the overall
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model requires teamwork and active development at school team and school level. The more complex the individual situation of students is, the more time must be devoted to develop sufficiently complex interventions.

- It is recommended that the partners and stakeholders which have formed a good initial network in the partner countries continue to cooperate in working towards these goals.

# MEETS

## PROJECT

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

**Partners:**



**Promoter:**



Co-funded by the  
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