



Community Networking for Integration of Young People in a NEET Situation

IO2 MODEL OF INTERVENTION TARGETED AT NEETs

O2-A4 – Testing the Model and Tools, Guidelines

Final version



Title

IO2 MODEL OF INTERVENTION TARGETED AT NEETS
O2-A4 – Testing the Model and Tools, Guidelines

Edition

Portuguese Catholic University - CEPCEP - Research Centre on People and Cultures
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1. Introduction

The “ComNetNEET - Community Networking for Integration of Young People in NEET Situation” project presents here the O2 – MODEL OF INTERVENTION TARGETED AT NEETS, through its Activity 4, presenting the Testing the Model and Tools, Guidelines.

The structure of the document includes an introduction and the other chapters dedicated to the testing phase related topics:

- Application of testing phase;
- Impact evaluation;
- Reporting phase;
- Annexes.

The project aims to address the NEET phenomenon using an innovative model – identifying, screening, and motivating those young people who are NEET in different European countries and providing pathways to further education and training, to re-enter the education system (if applicable) and to develop stronger contacts with the labour market, including finding and sustaining employment.

The innovative methodology, drawing on existing best practices in partners’ countries is to be tested in Portugal, Italy and Spain, in order to analyse if it’s possible to reach the outputs, outcomes and impacts defined for the pilot. Impact analysis will be done to evaluate project results during the testing phase.

Implementing partners (CML, CPV and FR) were asked to evaluate which elements of the model they consider as more innovative considering their local context and the things they already do or have in place. The following elements were emphasized:

- The systematic approach;
- The dimension of the community stakeholders as “resources” to be used in a systematic, regular and sustainable way for the benefit of the NEET population;
- The engaging phase (understand as grabbing but also as keeping the NEET involved, engaged in the process);
- Staff learning - allow technicians to get better in the job they already do.



Activities proposed for the testing phase are based on:

- An intervention model (annex 1) supported by a diagnosis made namely through focus group to characterize NEETs and assess near them the assumptions in Portugal and Spain and in O1 Synthesis report on country partners good practices;

More info at: <https://trello.com/c/fzcHmVfr/13-o2-a1-final-version-of-the-model-of-intervention>

- Model's Theory of Change and impact evaluation (annex 5);

More info at: <https://trello.com/c/n41qHPWl/6-final-draft-pre-delivery>

- O2 - A2 Tools guide.

More info at: <https://trello.com/c/3iDpXuCk/14-o2-a2-creation-of-the-tools-for-action>

Intervention model proposes a wide range of actions in order to promote social inclusion for young people in NEET situation. One of its main strengths is the focus on the **activation of a local stakeholder's network to provide a holistic answer** to young people in NEET situations and to reach more sustainable outcomes. Being a comprehensive model, not all the activities can be tested in the pilot, due to time and resources. Taking advantage of model's flexibility, one of its key features, it will be possible to adjust activities according to territory's own specificities and resources, as long as:

- Intervention outputs and outcomes are taken into consideration as pointed in the Theory of Change (annex 5);
- Methodologies chosen by testing partners are a part of the intervention model (see O2-A1 – Intervention Model - conceptual development);
- Orientations for intervention from O1 Synthesis Report are taken into account;
- Testing phase is oriented by these guidelines.



2. Application of testing phase

2.1 Staff preparation

Online staff training

Two sessions of 2h30 hours will be held online to all testing partners. This activity aims to prepare staff that will test the model namely about:

- Pilot core activities;
- Coach-based attitude.

The staff training is coordinate by TESE and CECO.A.

Info available at: <https://trello.com/c/Dk5vnUco/15-o2-a3-preparation-and-training-of-staff-that-will-be-involved-in-the-use-and-testing-of-the-model>.

2.2 Testing countries and organizations

Application of testing phase with pilots in Portugal, Spain and Italy, with responsibility of the following partners:

- Portugal: Câmara Municipal de Lisboa (CML);
- Spain: Fundação Ronsel (FR) and;
- Italy: Fondazione Centro Produttività Veneto respectively (CPV).

2.2.1 Territory background

Portugal

CML provides a program of the current Government is based on 5 axes: inclusive City/Proximity City (work in close relation with the neighbourhood, giving voice to the parishes)/Entrepreneurial City/Sustainable City/Global City.

Defending Social Rights is part of the political and governing model of the City Council through an integrated strategy based on education, culture, social development, health, youth, sport and housing in articulation with employment, entrepreneurship and innovation.



This pilot project is coordinating by the Department of Social Rights that will cooperate with the Ajuda and Marvila Parish Councils from the intervention areas and activate local resources such as the following: The Youth Support Center (NAJ) was created in December 2014, and is based in Espaço LX Jovem, with a set of skills for young people to work and present its projects, namely through the provision of spaces for the activities/events.

- **Activities and experience of CML in the areas relevant for this pilot**

The Lisboa City Council develops an intervention project in risk behaviours, functioning in secondary school, also work to develop a level of demand for employment and training, and is a strategic partner in a project of social intervention whose main objective is the prevention of school failure in one of the most problematic neighbourhoods of Lisbon. It supports its work with people experiencing social deprivation, particularly in the Social Neighbourhoods where there is more difficulties at the level of social integration.

- **Location of the pilot intervention in Portugal in the pilot**

Ajuda and Marvila as those 2 parishes have the highest NEET %– 25% and 26,5%, respectively (data from the Social Diagnosis from Lisbon City Council). According to Census INE (2011):

- Marvila has the highest rate of young people of all Lisbon parishes (9% of the young people of Lisbon lives in Marvila; 17% of resident population of Marvila have between 15-24 years) (6513 young residents);
- In Ajuda, 3% of young people of Lisbon lived there. 13% of resident population of Ajuda has between 15-24 years (2269 young residents).

Young people in a NEET situation will be identified and selected by from the intervention areas defined above with the support of strategic/associated partners, through the network of community stakeholders.

In Spain

FR is a NGO working in the labour integration and employment promotion. FR uses their Facebook page and LinkedIn profile to reach the end-users, young people. FR also belongs to the following networks as:

- Red Coruña Emprega (network to promote employment in the City of A Coruña);
- Red Eusumo (network for the promotion of the social economy in Galicia); <http://www.eusumo.coop/>;



- Red Araña (Spanish Association of Institutions for Employment); <http://www.empleoerred.org/>;
 - Spanish Association of institutions for Employment;
 - Youth Business Spain.
-
- **Activities and experience of FR in the areas relevant for this pilot**

The Ronsel Foundation was founded in 2000. RF provides 4 core services: job counselling, job training, placement and management advice for business creation. The Ronsel Foundation adheres to the year 2013 to the Strategy for Entrepreneurship and youth Employment of the Government of Spain.

- **Location of the pilot intervention in Spain**

The City of A Coruña. In A Coruña the general unemployment rate is 18% and Youth unemployment rate is 29%.

Young people in a NEET situation will be identified and selected by FR in the intervention areas defined, with the support of strategic/associated partners, through the network of community stakeholders.

In Italy

CPV has an extensive experience in designing and implementing vocational training projects (work experiences, work-based learning, etc.) well as pilot and awareness-raising initiatives (at national, regional and local level addressed to companies, schools, local institutions) mainly targeting young people, disadvantaged groups at risk of exclusion for the labour market.

CPV has been intensively working on enhancing employment opportunities also for young people y carrying out affirmative actions in support of enterprise starting, formalizing and growing and by mainstreaming equality issues into local enterprises development.

An integrated employment and active labour market policies support model based on a mix of information-training-assistance and mentoring services specifically targeted at young people, women, unemployed adults, etc. is provided by expert staff. Beneficiaries are supported in the acquisition of data, information know-how to continue their vocational/educational pathways or to enter/re-enter the labour market as well as to develop effective entrepreneurial behaviors.

- **Activities and experience of CPV in the areas relevant for this project application**

Since 2014, CPV has been managing and implementing Youth Guarantee Schemes targeting NEETS by delivering a series of services to promote youth employment through qualifying training, traineeships (also abroad), self-employment and vocational guidance services as primary ways to ensure the strengthening of young job seekers' skills and knowledge.

- **Location of the pilot intervention**

Veneto Region, a region with a very high youth unemployment (17,8% in the age group "20 to 29 years old").

Young people in a NEET situation will be identified and selected by CPV in the intervention areas defined, with the support of strategic/associated partners, through the network of community stakeholders.

2.3 Intervention targets

Young people in NEET situation

Testing will involve at least 20 young persons in NEET situation, in each piloting country (PT, ES and IT) according to Theory of Change information.

Selection criteria as the following:

- Having between 18 and 29 years old;
- Not in education, not in employment, not in training¹;
- According to project 3rd transnational meeting in Italy, partners decided that for testing phase "Undecided NEETs" will be the primary target (Spielhofer, 2009). These are young people who do not have significant barriers to participation in the intervention, but are characterised by very disjointed post-16 paths, with no clear direction or goals, which can lead to long periods of being NEET².

¹ Take into consideration that NEET situation can comprise very different situations: e.g. young people involved in informal work or attending to a non-formal training course, or dedicated to informal volunteering or that need to stay at home to take care of a family member, etc.

² From Spielhofer (2009) typology: Sustained NEETs; Undecided NEETs: Open to learning NEETs,

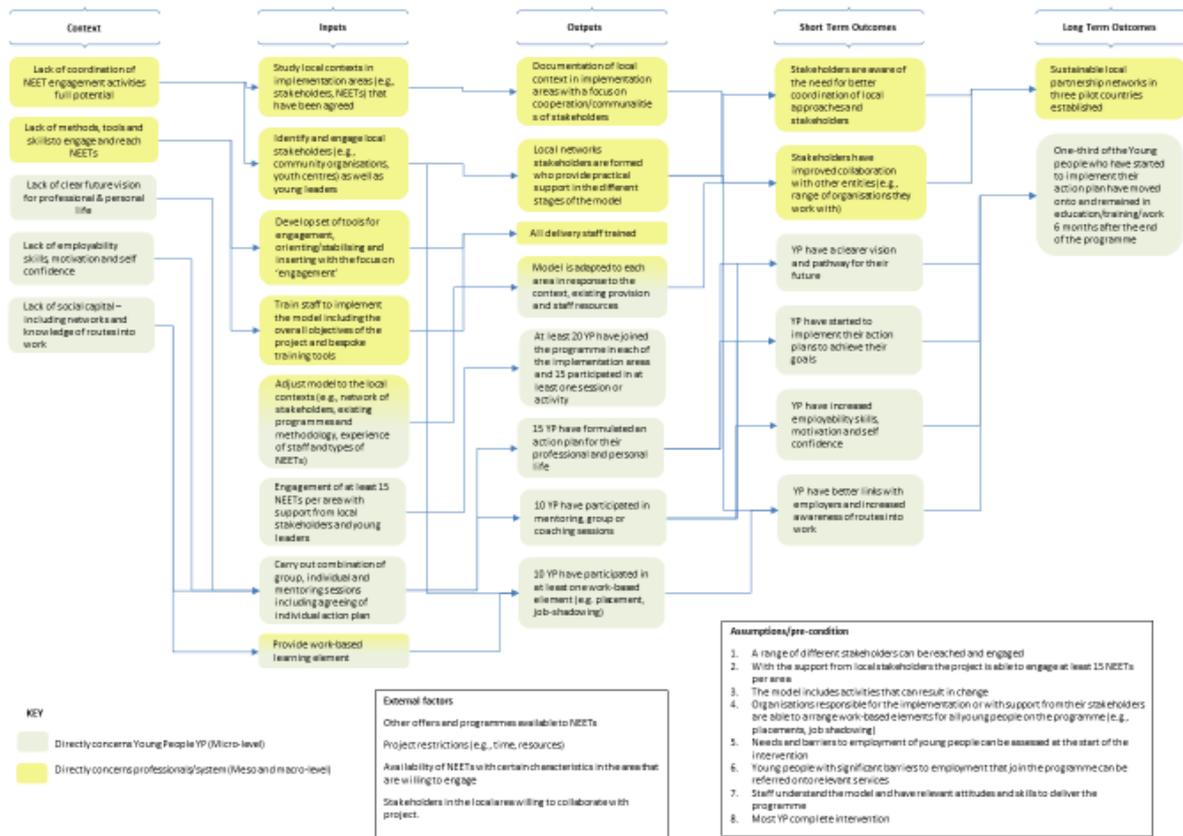


Other stakeholders:

- Youth workers;
- Employment services/counsellors;
- Education and training system policy representatives;
- Companies hosting work based learning experiences;
- Local or regional authorities with VET and employment responsibilities;
- Other local community entities.

2.4 Pilot common goals

In spite of being a flexible model, according to the Theory of Change, there are some common goals to be reached with pilot implementation in all three countries (annex 5):



The impact evaluation is coordinate by The Tavistock Institute.

Info available at: <https://trello.com/b/Qyfm018Z/impact-evaluation-and-revision-of-the-model>



2.4.1 Related to pilot young people in NEET situation participants

Outputs:

- 20 young people in NEET situation are involved as participants;
- 15 YP have formulated an action plan for their professional and personal life;
- 10 YP have participated in mentoring, group and or individual coaching-based sessions;
- 10 YP have participated in at least one work-based element.

Short-term outcomes:

- YP have a clearer vision and pathway for their future so you have to work on setting goals and how to reach it;
- YP have started to implement their action plans to achieve their goals;
- YP have increased employability skills, motivation and self-confidence;
- YP have better links with employers and increased awareness of routes into work.

Long-term outcome:

- One-third of the Young people who have started to implement their action plan have moved onto and remained in education/training/work 6 months after the end of the programme.

2.4.2 Related to other local stakeholders (other target group of the pilot)

Outputs:

- Documentation of local context in implementation areas with a focus on cooperation/communalities of stakeholders;
- Local networks stakeholders are formed who provide practical support in the different stages of the model.

Short-term outcomes:

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

Long-term outcome:

- Sustainable local partnership networks in three pilot countries established.



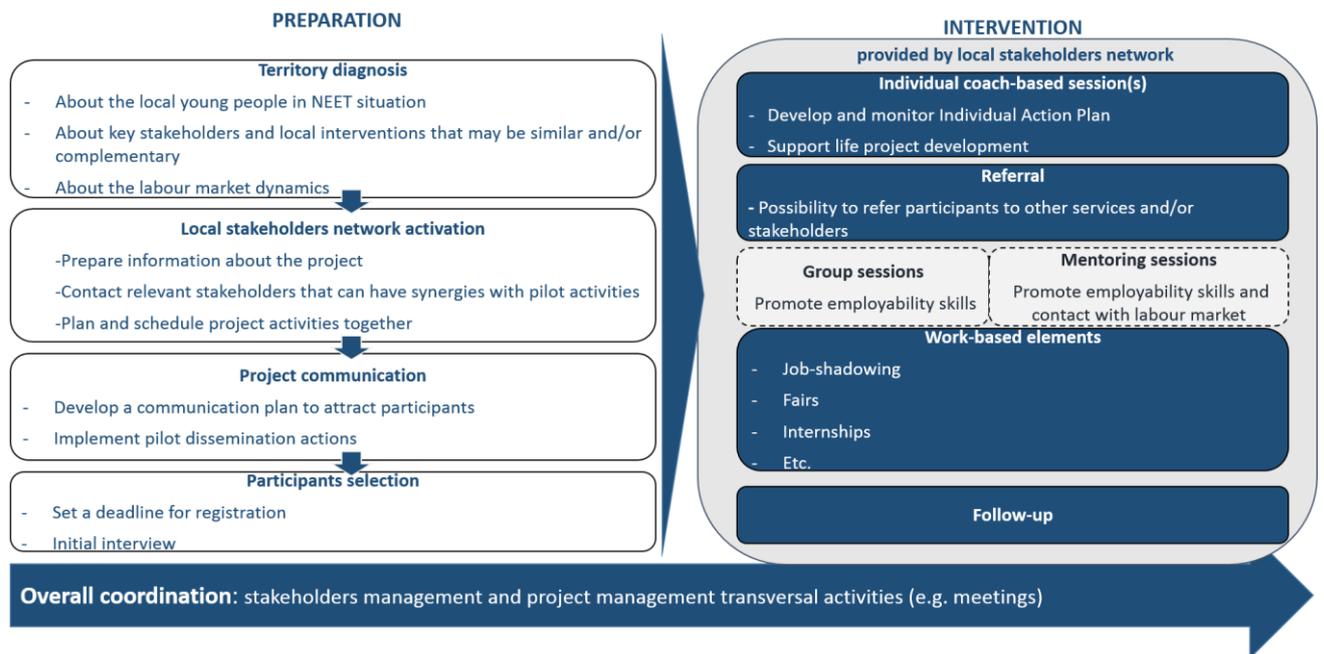
2.4.3 Related to both targets (young people in NEET situation and other local stakeholders)

Output:

- Model is adapted to each area in response to the context, existing provision and staff resources.

2.5 Pilot core activities

Through project Theory of Change and the intervention model, it's possible to observe that some activities will have to be implemented in the three countries in order to achieve pilot's expected results:



2.5.1 Duration of the testing phase

The project foreseen the following months of testing as presented:

Implementation of the model in Portugal, Spain and Italy			
Main Phases	Preparation	Intervention	Final Reporting
Dates	February - March, 2019	April – August 2019	September, 2019
Number of Months	1,5	5	1

2.5.2 Preparation

A. Territory diagnosis

Territory diagnosis is the activity that will allow implementing partners to adjust the other activities to their own realities and to their own needs.

To do so, the proposal is to gather information related to the territory about:

- Local young people in NEET situation (see tool “Empathy Map”);
- Key local stakeholders (see tool “Guiding questions to identify your target” and “Local stakeholders mapping”);
- Labour market dynamics (to be able to inform young people and other local stakeholders and to support relevant local stakeholders’ identification).

More info about the tools at: <https://trello.com/c/3iDpXuCk/14-o2-a2-creation-of-the-tools-for-action>

For that, testing partners can use different sources of information:

- Their own experience and knowledge about the territory;
- Focus group with young people that occurred in the scope of the project;
- Desk research;
- Contacts with local partners;
- Others.

Testing partners do not need to provide a report for this specific activity. They just have to be able to justify in pilot report the territory particularities that lead them (for e.g.) to choose one project activity among others or why they involve those stakeholders among others.



B. Local stakeholders network activation

This is one of the key activities of ComNetNEET pilot since it's expected that intervention will be holistic and delivered by a local stakeholder's network that is able to last longer than the pilot duration.

In order for testing partners to activate this network it can be useful to:

B.1 Prepare information about the project

Prepare information about project scope, objectives and specific pilot activities so it can be presented to local stakeholders by email or in a meeting. It's important to clearly state the added value of participation and the expected role of the different stakeholders that will be contacted (see tool "Prepare your organizations to successfully work together").

B.2 Contact relevant stakeholders that can contribute for the pilot:

On this topic, check tool "Agenda proposal for 1st meeting with local stakeholders".

Local stakeholders may support testing partners in different ways, see the examples below.

They can support preparation phase:

- Helping to profile local young NEETs;
- Helping to plan project activities.

They can support project activities collaborating in:

- Mentoring sessions (e.g. by supporting mentoring mediation, by supporting mentors identification);
- Group sessions (e.g. by being responsible or co-responsible for some sessions);
- Work-based elements (e.g. by providing companies for job-shadowing; by helping organizing VET fairs; by helping organizing internships, etc.).

They can support dissemination by:

- Disseminating the project to young people;
- Support the identification of "young ambassadors";
- Identify other key stakeholders.



They can provide complementary interventions/support: This is a critical point for referral. Testing partners must have other stakeholders to whom is possible to refer participants to. In the other hand, those stakeholders can refer other young people to testing partners.

B.3 Prepare project activities together

Once you have your nuclear local stakeholders identified and different roles and responsibilities are set, you can plan project activities together. This planning is important for disseminating the pilot among potential participants because it has to be clear for participants what will they do and what will the project offer.

Testing partners must be able to decide:

- What kind of orienting activities will they offer besides individual coaching-based sessions (group sessions? mentoring sessions? both?);
- What kind of work-based experience will they offer (e.g. job-shadowing? VET fairs? In Company-classes?);
- To which stakeholders/support areas it will be possible to refer participants?

It can be also helpful to have a chronogram, or any other format document, that may be suitable to register who is responsible for what, who gives support, expected dates and other relevant information for your planning.

Important remark: There is no minimum number of meetings or contacts for this local network activation. There is a goal: involve relevant local partners that can support testing partners in pilot implementation and that can be a part of a sustainable network of support targeting young people in NEET situation.

C. Project dissemination targeting young people in NEET situation

C.1 Develop a communication plan

Suggestion of developing a communication plan is not related to complex communication plans linked to marketing and advertising field. Testing partners will have to communicate the project to local young people in NEET situation to have participants. Outreach is a key element of the entire pilot and preparing the dissemination strategy is a crucial step.



So, communication plan can be a document that answers to the following questions:

- What actions will be put in place to disseminate the project to local young people in NEET situation?
- What is the schedule of each action?
- What are the resources involved in each action?
- Who is responsible for each action?
- What actions can be implemented if our original communication plan doesn't work?
- Others that may be considered relevant.

Developing this communication plan can be and should be included in activity preparation with your local stakeholders network, since other organizations can contribute to dissemination actions.

There is no template for communication plan, testing partners may register the information the way they consider more suitable.

To support outreach strategies preparation, check the entire section of Tools Guide related to "Outreach young people in NEET situation".

Recommendations on this step:

- Start dissemination to young people with a community event that gives them a sample of the whole project can be a good way (see. "Meet me Halfway Festival"; "Escape room" tools) to motivate young people to participate;
- Prepare online and on-site dissemination actions;
- Involving other local young people to support testing partners in the dissemination among young people in NEET situation can also enhance interest (see "Youth Ambassadors" and "Youth Marketers" tools);
- Taking into account the content of tools "Key factors to outreach" and "Tips to content transmission" to dissemination preparation.

C.2 Implement pilot dissemination actions targeting young people in NEET situation

Implementation of the dissemination actions targeting young people in NEET situation that testing partners have decided on each communication plan.



D. Participants selection

For this phase, testing partners have two main tasks:

D.1 Establish a deadline for registration

Intervention activities with participants will have to start maximum on April 2019 to be possible at least 5 months of intervention length. To do so, it can be useful to set a deadline for candidates to register in the pilot. It does not mean that other young people in NEET situation cannot be a part of the pilot after registration deadline.

Set this deadline has three main advantages:

- Disseminating the project as an exclusive and limited opportunity (and potentially attract more young people³);
- Assuring at least 20 young people in NEET situation as participants;
- Assuring that testing partners can have a group of participants for group activities (if applied);

As stated further in this document the “group effect” can have positive influence in enhancing young person’s motivation to stay in project activities and can represent an enlargement of participant’s network.

Testing partners can decide the best way for participants to apply to the project (e.g. by email, on-site contact, phone). It can be useful to have more than 20 candidates because some of them may not fill the selection criteria (e.g. are not in NEET situation).

D.2 Initial interview

After candidates apply to be part of the project, an initial interview with youth worker responsible is scheduled.

Testing partners can find template for this initial interview in the Annex 2 of this document as well as a template for a consent form – Annex 3 (regarding to data protection).

³ IO1 Synthesis Report states that one of the most effective way to communicate a project to young people in order to enhance their participation is to present the project as an exclusive and unique opportunity.



As mentioned in the Annex 2, in order to keep young person's interest, it's very important that this interview doesn't feel like an interview and is not perceived as an inquiry. It's a first conversation between candidate and youth worker in order to align expectations with the pilot.

It's also important to keep in mind that candidates can have different expectations related to their participation in the pilot:

- Some may want to find a job;
- Others may want to continue their education path;
- Others may want support to find better housing conditions; some may want to develop soft skills.

Nevertheless, the project activities should be able to answer to their expectations, if not by direct action, by referral to other local partners from stakeholders' network. This cooperation is the key to provide a holistic approach.

In this interview, it's recommended that youth workers follow the orientations given in staff training related to coach attitude.

Through the data collected in this moment, youth workers will be able to confirm eligibility of candidates.

2.5.3 Intervention

A. Individual coaching-based sessions

Individual coaching-based sessions are mandatory in order to develop Individual Action Plans (IAP) for all participants. Testing partners will find the template for IAP for youth workers in Annex 4 of this document. **Filling this document for each participant is crucial for impact evaluation.**

For young people, it's recommended an IAP that is more visual and made by themselves (after all, it's their goals and it's important that they feel they are the most active agents in the process of developing their IAP). See tool "Pathway to the goal".

Since the model is flexible and each participant can present different needs, there is no exact N° of sessions to develop participant's IAP. Testing partners can have participants that already now their goals and steps to reach it; others that need additional support to identity their goals and the steps.



One thing is certain, to develop an IAP, participants will have to present goal setting skills and since our main target are “undecided NEETs” it’s possible that most of them don’t. To support youth workers in promoting those skills see tools: “Wheel of life”; “Dreams”, “Define SMART goals”, “ Euromillions”; “Crystal ball”, “Vision board”. Setting goals is a critical step in the intervention process with young people in NEET situation, even it takes more time than expected it can be worth it.

Individual coaching-based sessions can also be used after the IAP is developed. Not only for its revision (see. Annex 4) but also to promote participant’s employability skills (one of the project outcomes) or to provide support to participant in other need that he/she may identify.

Consequently, there is no maximum or minimum session’s number. Once again, there are goals:

- Every participant should develop an IAP and start to implement their IAP during the project duration;
- Participants have a clearer vision and pathway for their future;
- Participants have increased employability skills, motivation and self-confidence.

Testing partners have flexibility in order to manage what are the numbers of individual sessions needed for each participant; which themes to approach in each session and which tools from the Tools Guide to use in each session.

Only as guiding information, individual coaching-based sessions in Orienta.Te (one of the Portuguese practices highlighted in IO1) last approximately 60 minutes each and can have weekly or biweekly periodicity, depending on the participant situation.

B. Referral

Intervention model stands for a holistic approach and to do so, possibility to refer participants to other services and/or local partners is one key element.

In consonance with local stakeholders network formed in the preparation phase testing partners may refer participants to different support services e.g.:

- Career guidance;
- Housing;
- Health;
- Social support services;
- Employment services;
- Educational and VET services;
- Legal services.



Referring a participant doesn't mean that testing partners cannot complement intervention with other project activities (such as individual or group sessions). This decision depends on youth worker's evaluation: Is young participant able to attend other project activities without solving that or those particular issues first? If so, he/she can access to different kind of support provided by the pilot⁴.

Ideally, this pilot could be a first step for the creation of a local network where young people could access different kinds of support and local services could work in a complementary and collaborative way.

Mechanisms for referral to and from other local partners and/or services can be defined by local stakeholders' network in preparation phase (e.g. channel for referral; information needed⁵).

C. Group sessions

Contrary to individual sessions, group sessions are not mandatory but there are highly recommended if possible. From literature review in O1 Synthesis report, it's possible to observe that the existence of group activities can contribute to:

Pursuit pilot's goals

- Group activities can support the development of employability skills in participants (see tools guide in section "Develop young people employability skills" with the symbol group activity);
- Group activities can contribute to increase participants self-confidence.

And to enhance participant's motivation

- The feeling of being part of a group, people they can relate to, can enhance participants motivation.

Group sessions considered for this pilot are not supposed to be formal moments of learning. In these sessions, through non-formal methodologies, participants can develop employability skills and reinforce "group spirit". Youth workers should not forget to include teambuilding exercises during their group sessions (see tool "Spaghetti Marshmallow Challenge"). Testing partners can find more information on organizing group sessions in the tool "Planning group sessions".

⁴ All support activities must be a part of IAP (Annex 4).

⁵ Testing partners must take into account legislation about data protection when sharing participants' data with other services.



Recommendations:

Start pilot activities from intervention phase with a group activity(ies) and then move to individual sessions can contribute to enhance participants' motivation in maintaining his/her presence in the project. This is one of the strategies used by project Orienta.Te in Portugal.

Group sessions usually last approximately 90 minutes and can be weekly, biweekly, monthly.

D. Mentoring sessions

Similarly to group sessions, mentoring sessions are not a mandatory activity but, if possible, it's recommended in order to better contribute to pilot's goal, namely "participants have better links with employers and increased awareness of routes into work".

Testing partners will find all the information they need to implement mentoring sessions in tool "Mentoring guides".

More info at: <https://trello.com/c/3iDpXuCk/14-o2-a2-creation-of-the-tools-for-action> na parte das guidelines que fala de mentoring sessions.

Important remark: If testing partners do not implement group sessions and/or mentoring sessions, individual sessions, referral and work-based experiences will be the only vehicles to reach pilot's goals. It doesn't mean that it's not possible, but it can be harder since individual sessions will correspond to the only direct interaction between participant and youth worker form testing partner.

E. Work-based elements

As stated in Theory of Change at least 10 participants should participate in a work-based element. Since long-term outcome related to participants is "One-third of the Young people who have started to implement their action plan have moved onto and remained in education/training/work 6 months after the end of the programme".

In the context of the pilot, work-based elements are learning experiences provided to participants in a work-based context and/or providing direct contact with potential employers (e.g. job-shadowing, internships, job fairs). See section provide work-based learning experiences to young people in Tools Guide⁶.

⁶ In Tools Guide mentoring is included in work-based learning experiences because it can comprise job-shadowing, but testing partners can provide mentoring sessions without job-shadowing component.



Testing partners will need to provide these experiences to at least half of the participants. To organize those activities it can be useful to make some contacts in preparation phase and to have companies' representatives in the local stakeholders' network.

These activities can be planned in each country according to the resources available and participants' professional interests. Consequently, there is no minimum or maximum number of work-based experiences for each participant.

Important remark: If participant's goal is to re-enter educational path, work-based experiences can be adapted to contribute to that objective (e.g. tool VET fair).

F. Follow-up

Follow-up is a key activity of all intervention phase in order to be possible to monitor participant's development and to provide additional support if needed in transition stages.

Several moments in intervention can require follow-up (e.g.):

- If testing partners refer participant to other services, it's important to keep in touch with the focal point in the other organization and to be updated about participant's situation⁷ contacting young people if necessary;
- If testing partners provide internships as work-based experiences, they should keep in touch with hosting organization and with young people to monitor experience development;
- If participant get a job or go to school during pilot time, it can be useful to contact him/her not only to show interest but also to explore how the new experience is going.

Follow-up can be done by phone, email, on-site meetings, etc. Testing partners can choose the more suitable channels to use and to register information.

2.4.4 Overall coordination

As mentioned before, intervention model comprises two different target groups:

- Young people in NEET situation;
- Other local stakeholders (relevant local entities).

In the other hand, the other major long-term outcome of this pilot is to have a "Sustainable local partnership networks in three pilot countries established" and to attain this goal only

⁷ It does not mean that other organizations need to provide testing partners with confidential information, the main issue is to get information whether participant got or not the additional support he/she needs.



local stakeholder activation activity is not enough. A strategy for overall coordination should be put in place (see section “Engage and manage a local stakeholders network” in tools guide”).

So, other managing and coordinating this local network of stakeholders needs to be faced as an ongoing activity during all pilot phases.

How can testing partners coordinate this local network?

- Find a common mission;
- Roles and responsibilities need to be clear among stakeholders;
- Expectations about project involvement should be clear;
- Advantages of being a part of the network should be evident;
- Goals to be reach need to be well defined;
- Tasks should be schedule;
- Moments of contacts between partners should be anticipated and schedule;
- Communication channels should be defined;
- Respect among all partners is crucial (respect for everybody’s time, resources, agenda, etc.).

Translating in actions:

- Gather local partners who have the same or a complementary mission of this pilot (young people in NEET situation social inclusion);
- During preparation phase discuss partners roles and responsibilities, respecting everybody’s own resources and mission;
- Make sure that these roles and responsibilities are written in a common and accessible document;
- Discuss partners expectations relating their participation in the pilot during kick-off meetings (preparation phase);
- Present advantages of being a part of this network (e.g. sharing of common resources; provide complementary response, etc.) in the kick-off meetings and establish a moment to evaluate the partnership (its potentialities and challenges);
- Set SMART goals to be achieved during the pilot and write it;
- Elaborate a chronogram for project activities and prepare support documents for meetings where next steps are scheduled;
- During kick-off meetings establish how many times partners will get together on-site (for a 7 months project 2 times may be enough). Set other necessary moments of contact (keeping in mind that all partners involved have other task at hand, so make every moment count);
- Decide in kick-off meetings who should inform who about what and how;
- Be available for your partners and always reply to their contacts.



3. Pilot impact evaluation

The project foresees also the impact evaluation of the pilot. The impact evaluation will be done by The Tavistock Institute. It's a continuous process, starting with the intervention, along the intervention and 6 months after the intervention.

The Tavistock Institute is preparing a guide for the impact evaluation and an online meeting with the staff training to give further support for the impact evaluation will be held during the testing phase all the information will be available for the staff at: <https://trello.com/b/Qyfm018Z/impact-evaluation-and-revision-of-the-model>.

4. Reporting phase

At the end, another **important remark**:

- Partners can contact UCP to clarified any question related to the model of intervention (O2-A1);
- Partners can contact CECOA in case of any question related to overall testing phase;
- Partners can contact TESE if there doubts related to the tools and the templates (O2-A2).

The project foresees online meetings (monthly, at least) to follow up the implementation and to prepare the reporting the testing phase.

The project foresees also the reporting of all the elements of each pilot. Results of the application of the pilot project in partner countries will be reported by CML, CPV and FR. Specific tasks included:

- CECOA is responsible to develop a reporting template.
 - More info at: O2-A5 - <https://trello.com/c/AscgKmWy/17-o2-a5-reporting-of-the-testing-phase>
- CML, CPV and FR will report results.
- CECOA will compare and analyse results.



The integration of findings in the conceptual framework will be done as a result of the model impact evaluation and integrated as a revised model into O3 (next outcome to be develop).

Considering the target groups (professionals working with young people in in a NEET situation) the learning/teaching/training materials will be prepared in EN also for 2020. Each partner country representative will decide whether a translation is necessary for the exploitation in the national context.



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5. Annexes



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Annex 1 – Model of intervention

O2-A1 – Intervention Model - conceptual development, Edition: UCP, CEPCEP, February, 2019

Annex 2: Participants Initial Inquiry

Participants Initial Inquiry

(To be filled by the youth worker/ technician in conversation mode)

Participant Nº _____

General information

1. Date: ___/___/___ 2. Country: Italy Portugal Spain

3. How did you first hear about ComNetNEET (NEETS IN ACTION) project?

Personal information

4. First Name: _____ 5. Last Name: _____

6. Date of birth: ___/___/___ (dd/mm/yr) 7. Age: _____ 8. Gender: _____

9. Place of birth (country): _____ 10. Nationality: _____

11. Place of residence (parish/ city): _____

12. Mobile: _____ 13. Email: _____

14. How do you prefer do be contacted? (which channel? At what time?):



Education/Employment information

15. Completed educational level (select 1 option):

ISCED 2011 classification

- Level 1. Primary education
- Level 2. Lower secondary education
- Level 3. Upper secondary education
- Level 4. Post-secondary non-tertiary education
- Level 5. Short-cycle tertiary education
- Level 6. Bachelor or equivalent
- Level 7. Master or equivalent
- Level 8. Doctoral or equivalent

16. If you were enrolled in a VET course or tertiary education (or both) what was the field/area? (If so, when? Did young person complete the training?)

17. Have you any work experience? If so, please describe your previous work experience(s).

18. At the moment...(select 1 or more options)

- I am attending training courses or some school / university (NOT NEET. End of registration)
- I have a regular job with a contract or I am a freelance / have a company (NOT NEET. End of registration)
- I have an informal work, without a contract (GO TO QUESTION 18.1)
- I am unemployed and looking for a job/training and/or education (GO TO QUESTION 19)
- I am unemployed and not looking for a job/training and/or education (GO TO QUESTION 19)
- Other situation? _____

18.1. What kind of informal work do you have? (Please describe the working hours and the nature of work)



19. [IF YOU ARE UNEMPLOYED AND LOOKING FOR A JOB/TRAINING/EDUCATION] How long have you been looking for an opportunity? *(select 1 option)*

- Less than a month
- From 1 to 6 months
- More than 6 months to 1 year
- More than 1 year
- More than 2 years

20. [IF YOU ARE UNEMPLOYED AND NOT LOOKING FOR A JOB/TRAINING/EDUCATION] Why are you not looking for a job, education and/or training? *(select 1 or more options)*

- I have other interests and/or prefer alternative paths (ex. artistic careers, etc.)
- I believe that there are no jobs opportunities for me
- I have to take care of some issues first (e.g. driver licence; country legal registration issues, waiting for skills recognition, etc.)
- I'm waiting for a job and/or training application answers
- I have family responsibilities
- I have a disability and/or incapacity
- Other: _____

Interests

21. What kind of things do you like to do, in your day-to-day life? *(Please, explore more than hanging out with friends. Where did he/she like to go and why, how he/she occupies his/her days, etc.)*

22. Do you want to tell us more about you? If so, what do you want us to know? *(Please, explore eventual social needs, skills to develop, etc.)*



23. Do you want to change your current situation? If so, what kind of changes do you desire? *(select 1 or more options)*

- Yes, I would like to find a training opportunity
- Yes, I would like to find a job opportunity
- Yes, I would like to go back to school / education
- I'm fine with my current situation

Expectations

24. Are there other changes in your current situation that you would like to see?

(Align expectations regarding what to expect from the project)

25. Which project activities are useful in order for you to reach your goals? *(Align expectations regarding what to expect from each project activities) (select 1 or more options)*

- Individual support (e.g. to get support to identify your goals /interests)
- Group sessions (e.g. to work on communication skills or others)
- Mentoring sessions (e.g. to clarify doubts from a specific job position or professional sector)
- On-job experiences (e.g. job tours or job shadowing)

26. Do you feel that other kind of support could be useful? If so, which kind? *(Relate to answers from questions 23 and 24 and align expectations regarding what to expect from possible referrals) (select 1 or more options)*

- Housing support
- Financial support
- Health support
- _____

27. The project pilot intervention will end on August 2019. Until then, what do you want to achieve with the support of the project? *(Align expectations regarding what to expect from each project activities)*



28. What is your availability for project activities (explore the days and hours that participant is more available and the days/hours that he/she really can't attend any activity)

Note: It is important that this inquiry/individual conversation end in a positive way and with the next individual session scheduled.

Next steps

Set up a date for the next session. When? _____

Referral. To which local stakeholder? _____

Other. What? _____



Annex 3: Consent Form

CONSENT FORM

Participation in ComNetNEET (NEETS IN ACTION) project

One of the goals of the project is to test an intervention model that will support young people that are not in employment, education or training.

In Italy / Portugal /Spain (erase the ones that do not apply), responsible partner for model implementation is: _____ (complete accordingly)

How we use information

We collect and use personal data to evaluate, monitor and review the implementation of ComNetNEET (NEETS IN ACTION) project. This data it will be used in such a way that individual young people cannot be identified from them.

The **personal information** such as name, date of birth, place of birth, nationality, mobile phone and contact details, will be collected and processed only for project' purposes.

Using media content (photo, video and audio content):

- ▶ The project may take photographs, video and audio recordings (media) containing young people throughout the duration of the activities. This media is taken to publicise and record outcomes of the project.
- ▶ This media may be used in digital and printed publications or may appear in local, regional, national and European media.
- ▶ We will not include any personal information on any digital or printed material.



Consent can be withdrawn at any time (see ‘Withdrawing consent’ section). If consent is withdrawn we will stop using the photos/videos/audio content for future purposes but may not be able to retract publications already in the public domain.

Withdrawing consent

Consent can be withdrawn at any point by unsubscribing from an email or newsletter or by contacting us on xxxx@xxxxx.xxxxx (email to be indicated by each organization responsible for the testing).

Consent	Yes	No
I give consent to personal information to be collected, processed and held by ComNetNEET (NEETS IN ACTION) project partners	<input type="checkbox"/>	<input type="checkbox"/>
I give consent to be filmed, recorded and photographed during the activities of ComNetNEET (NEETS IN ACTION) project	<input type="checkbox"/>	<input type="checkbox"/>
I give consent for ComNetNEET (NEETS IN ACTION) project partners to send me information on upcoming relevant initiatives	<input type="checkbox"/>	<input type="checkbox"/>

I have a received a copy of this document:

YES

NO

Name:

Signature:

Date:



Annex 4: Individual Action Plan (IAP)

Individual Action Plan (IAP)

(to be filled by the youth worker/ technician and to be attached to registration form)

Participant N^o _____

Name: _____

Date: __ / __ / 2019 (corresponding to the day that participant establish his/her individual action plan)

Country: _____

1. Main changes that participant wants to achieve: *(What are the participant's general goals? Complete with the information from Initial Inquiry and from "Pathway to the goal" tool or other used to set goals and to define an action plan)*

2. Main goal(s) that participant has: *(What are participant's specific goals? Complete with the information that you have in the tool "Pathway to the goal" or other used to set goals and to define an action plan)*



3. Main expectations that participant has relating to its participation in the project: *(How participant think that the project will help her/him to achieve her/his goals? complete with the information that you have in Initial Inquiry and from the tool "Pathway to the goal" or other used to set goals and to define an action plan)*

4. Actions identified by participant to achieve his/her goal and deadlines *(complete with the information that you have in the tool "Pathway to the goal" or other used to set goals and to define an action plan. Write actions according to its priority order)ⁱ*

Goal 1 (example): To enter labour market in my professional field of interest

When? Until August 2019

Priority ⁸	Action (give a N ^o to each action)	Tasks per action (if applicable)	Deadline for action start (date)
	1		
	2		
	3		
	4		

Goal 2: _____

When? _____

Priority	Action (give a N ^o to each action)	Tasks per action (if applicable)	Deadline for action start (date)
	5		
	6		
	7		
	8		

⁸ 1: high priority; 2: medium priority and 3: low priority



5. ComNetNEET (NEETs In ACTION) project support (identify the kind of support that will be provided by the project according to participant's goal(s))

- A. Referral
- B. Individual sessions
- C. Group sessions
- D. Mentoring sessions
- E. On-job experiences
- F. Other kind of support

5.1 If A. Referral

To whom? What kind of support may participant receive? How are you going to monitor progress? What are you expecting to achieve by the time of IAP's review?

5.2. If B. Individual sessions

What are the priorities of these sessions? How many sessions do you plan to have? What is the frequency? What are you expecting to achieve by the time of IAP's review?

5.3. If C. Group sessions

What are the priorities of these sessions? How many sessions do you plan to have? What is the frequency? What are you expecting to achieve by the time of IAP's review?



5.4. If D. Mentoring

What are the expectations related to these sessions? How many mentoring sessions do you plan to have? What is the frequency? What are you expecting to achieve by the time of IAP's review?

5.5. If E. On-job experiences

Which on-job experience? For how long? What are the expectations related to this or these experiences? How are you going to monitor the progress? What are you expecting to achieve by the time of IAP's review?

5.6. If F. Other kind of support

Describe the type of support: Its goals, duration and strategies to monitor progress? What are you expecting to achieve by the time of IAP's review?



6. Plan first review. Date: ___ / ___ / 2019

6.1 What is the participant's current situation?

6.1.1 Has the situation changed? (Comparing to initial inquiry)

- Yes
 No

6.2 Review of participant's actions (part 3)

Action	Deadline for action start (date)	Status (ongoing, delayed, not valid anymore)
1		
2		
3		
4		

6.2.1 What are the things that participant should keep on doing in order to reach his/her goal(s)? (positive aspects to maintain)



6.2.2 What participant can start to do, not do and/or to do differently in order to reach his/her goal(s)? (areas of improvement)

6.3 Review of project participation – Part 4 (fill only what applies to the participant's situation)

Project support	Nº (of sessions, experiences, referrals)	Priorities / topics	Main results / outcomes achieved
Referral			
Individual sessions			
Group sessions			
Mentoring sessions			
On job experiences			
Other support			

6.3.1 Main accomplishments according to what was expected at this point?



6.3.2 Main adjustments that need to be done in order to support participant in achieving his/her goals.

7 Final evaluation. Date: ___ / ___ / 2019

7.1 Last time participant attended the project: ___ / ___ / 2019

7.2 For how long participant participated in the project? _____ (days or months)

7.3 What is the participant's current situation:

7.4 Has the participant's current situation changed? (comparing to initial inquiry)

- Yes
 No

7.5 Did participant accomplish the goals that he/she set related to its participation in the project?

Goal 1 _____

When? _____



Status: accomplished delayed ongoing not applicable anymore

Action	Deadline for action start (date)	Status (ongoing, delayed, not valid anymore)
1		
2		
3		
4		

7.6 How did the project contributed to participant's goals? (Consider all project's length)

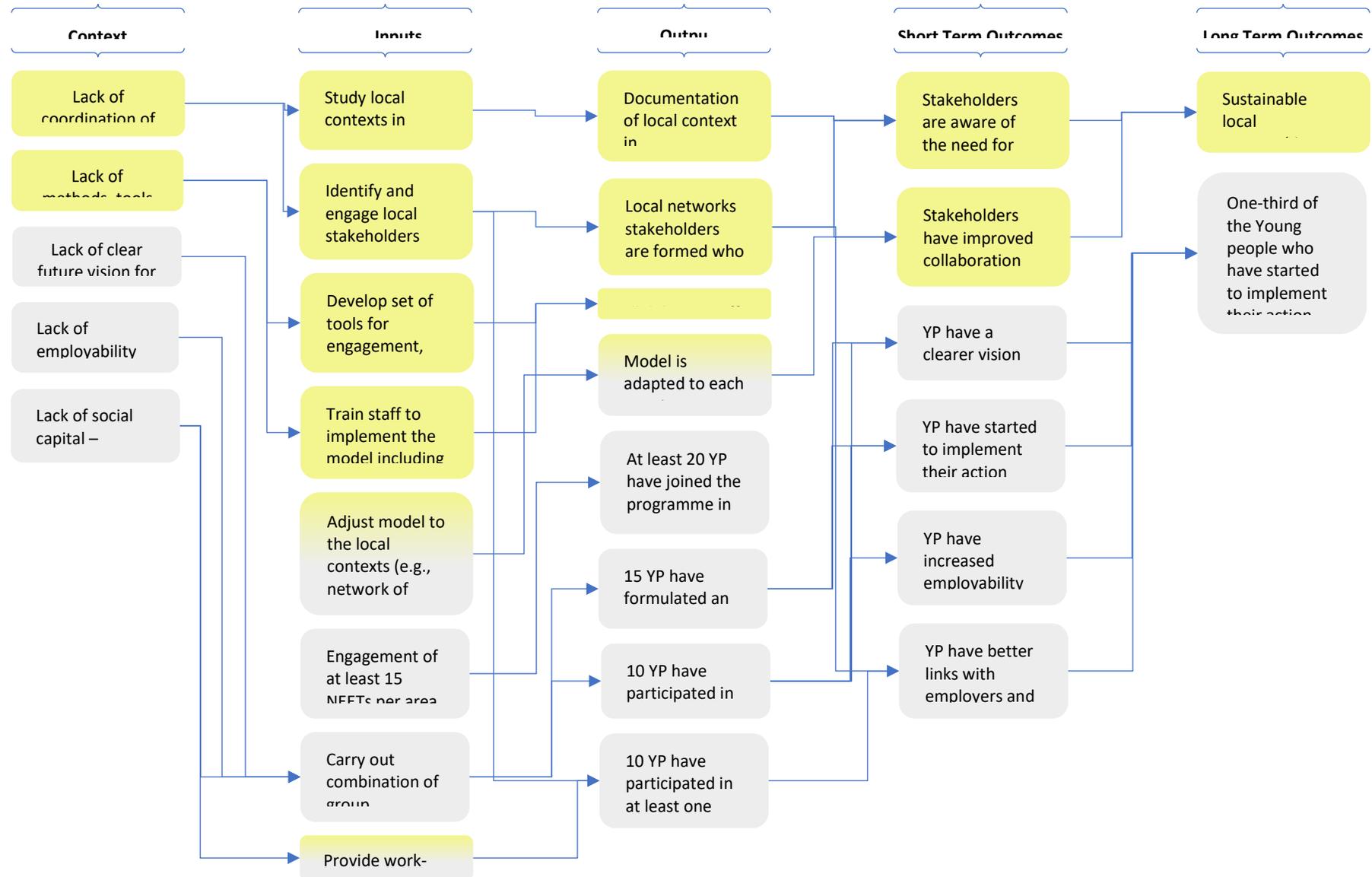
Project support	Nº (of sessions, experiences, referrals)	Priorities / topics	Main results / outcomes achieved
Referral			
Individual sessions			
Group sessions			
Mentoring sessions			
On job experiences			
Other support			

7.7 Main accomplishments according to what was expected at this point?

7.8 What were the main constraints to follow and/or to achieve this individual action plan?



Annex 5 – Impact evaluation



ⁱ Actions described by participants may or may not include activities from NEETs in ACTION project, that why we have section 4.



Project

*ComNetNEET "Community Networking for Integration of
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