

NEETS

PROJECT

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

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

IO2 –A2

Application of the pilot projects in partners' countries
Implementation phase
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Promoter:



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1. O2 Methodology of INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET

Our project combines the development of an effective methodology to identify young people at risk of being 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/national level.

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 VET system to further learning or employment.

O2 Activity 2 (A2): Application of the pilot project in partners’ countries consists of:

The testing of the NEETS at Risk methodology in partners’ countries.
This pilot project will be applied in Portugal, Italy and Spain.

The O2-A2 activities specify:

- **The target group** – young people from 15 to 18 years old (at most 19 years old), who are at risk of becoming NEETS

The actual pilot testing will be involving students aged 15 – 16 years old from Portuguese, Spanish and Italian schools, still in the VET system and completing their compulsory level of education.

Other target groups who can be also involved in the testing phase, depending on each pilot case are:

- Schools/VET providers staff
(teachers/trainers/technicians/tutors/counsellors/psychologist, etc.)
- Employment services/counsellors
- Education and training system policy representatives
- Enterprises and social partners
- Local or regional authorities with VET and employment responsibilities
- Families and community

2. Application of pilot project in Portugal, Italy and Spain

JFA (PT), FMA (ES) and CPV (IT) will conduct a pilot project/application of the early identification and intervention methodology in schools/VET providers in PT, ES and IT.

Location of the pilot project intervention:

Schools/VET providers in Portugal, Spain and Italy.

PT: Agrupamento de Escolas Francisco Arruda

ES: Schools from the Asturias Region

IT: Schools from the Regione del Veneto

Duration of the pilot project intervention:

During the school year 2015 – 2016.

Main steps of the pilot project intervention:

Nov-Dec 2015	Jan 2016	Feb-June 2016	6 month evaluation
<p>Final version of:</p> <p>O2-A1 by Tavistock O2-A2 by CECO A O2-A3 by FMA O2-A4 by ISOB O2-A5 by Tavistock</p>	<p>Selection of 45 students (15 in each area) by the schools/VET providers</p> <p>Application of 1st questionnaire (O4) by UCP CEPCEP</p>	<p>12 mentoring and coaching sessions</p> <p>Application of the 2nd questionnaire after the intervention (O4) by UCP CEPCEP</p>	<p>Application of the 3rd questionnaire, 6 months after the intervention (O4) by UCP CEPCEP</p> <p>Impact evaluation (O4) by UCP CEPCEP</p> <p>O2-A6 by Tavistock</p>

Number of students/trainees involved in the pilot project in partners' countries:

At least, 15 participants in each partner applying the pilot.

Criteria of selection of students/trainees for the pilot project intervention:

1. Age: 15-16

2. Level of education: students completing their compulsory education level of education
3. Students at risk of becoming NEET

Methods of selection students/trainees:

Students at risk of becoming NEET will be selected by the school principal and teachers at the end of the first evaluation period, including: students with low grades; students with a large number of absences and in danger of reprove the school year; students from disadvantaged families.

The selection will be done by the teachers and other school staff; this includes professional staff of vocational guidance schools centres such as psychologist, social workers, etc.

Types of services provided during the pilot project intervention:

- ***Staff preparation***
 - This activity aims to build on the staff capacity to apply the pilot project intervention and to present the measures foreseen in the methodology in particular concerning the monitoring of the intervention at local level.
 - Tools: O2-A1 and O2-A2
- ***Awareness about the program target to students***
 - This activity aims to prepare the principals, teachers, school staff and professionals of vocational guidance schools centres in defining their facilitator role in the pilot project intervention
 - Tools: O2-A1 and O2-A2
- ***12 mentoring and coaching sessions – individuals and groups' sessions***
 - In the framework of the pilot application, mentoring and coaching sessions targeted to enhance the development of social and employability competences, to motivate students to learn and to continue in education or training or, to facilitate the transition from school/VET to employment.

- Tools: O2-A3 and O2-A4

- **Reporting about the pilot project intervention**
 - This activity aims to report the results of the application of the pilot project in partner countries.

 - Tools: O2-A6

According to the guideline provided by Tavistock (O2-A1), the pilots' application should be adapted locally, so, each pilot application can explore a set of mentoring and coaching sessions according to an action plan approved by each school.

Students should become acquainted with the VET options and the labour opportunities available in the near territory, knowing where to look for both.

The common requirements are: the number of students involved (at least 15), their age and education level, as well as, the number of mentoring and coaching sessions (which should not range from at least 8 up to 12 sessions).

Pilot objectives:

The pilots aimed to achieve the following **outcome objectives** as defined in O2-A1:

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

The monitoring of the pilot project intervention:

O2-A6 will report the main results of the pilot projects using an agreed reporting format related to the outcomes objectives outlined above.

Furthermore, O4 (UCP CEPCEP) will involve a thorough impact evaluation exploring both formative and summative evidence of the success of the pilots.

12 Mentoring and coaching sessions – individuals and groups' sessions

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)

