

Project

ComNetNEET “Community Networking for
Integration of Young People in NEET
Situation”



NEETS*in*ACTION



“ComNetNEET - Community Networking for Integration of Young People in NEET Situation”

Erasmus+

KA2 – Cooperation and Innovation for Good Practices

Final Evaluation Report

ISOB GmbH



Co-funded by the
Erasmus+ Programme
of the European Union

Title

Interim Evaluation Report: ISOB GmbH

Edition

Institut für sozialwissenschaftliche Beratung GmbH

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Place of Edition

Regensburg, DE

Date of Edition

November 2020



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1. General Approach and Objectives of ComNetNEET

Project

A high proportion of youth being NEET is a major social and economic problem in many of the southern countries of Europe.

Consequences of being NEET include SOCIAL CONSEQUENCES, as rising exposure to violence, social exclusion, discrimination and poverty, loss of self-confidence, frustration, loss of social support, apathy and demotivation, among others. When such phenomena are not mitigated by effective interventions, there is the danger that short term problems start a vicious cycle of a perceived feeling of failure in life, of not contributing to society, and a general feeling of “worthlessness”.

Risk factors that increase the danger of falling into a NEET situation are often a combination of personal, economic education and social circumstances. A prior project which most of the current partners of the project ComNetNEET has implemented (NEETS at RISK, <http://www.preventingneets.eu>) has addressed the early identification and individualized interventions to prevent youth from becoming NEETS. The project yielded important insights on effective strategies for intervening in the situation, which must be used to also INTERVENE in order to RE-INTEGRATE those who already are NEET.

The project ComNetNEET set out to develop integrated, but individualized interventions to promote the INCLUSION of Young People (YP) in a NEET situation, taking into consideration the diversity of this target group.

(1) One effective principle of intervention, which has been identified in the prior project, but could not be fully developed and tested, has been using the resources of the local community for the benefit of YP in NEET situation.

In contrast to the abstract education and employment “systems”, which are often “worlds apart” (Mc Kinsey 2014), the local community allows for face to face interaction between the young individuals, (potential) employers in (small) businesses, educators in schools, VET providers and supporting agencies on municipal level. This “social capital” of the community can be used for the integration of YP in NEET situation. The networking capacity of the relevant actors needs to be increased, however, to work toward this end.

(2) Social inclusion in Partner’s countries therefore requires not primarily expanding education to ever higher academic standards, but matching the skill needs of (local) businesses with the talents and occupational choices of young people. Young people in a NEET situation need to reinforce their EMPLOYABILITY SKILLS and competences. This necessitates getting in touch with concrete employers, employees and peers which have made the transition from unemployment to employment.



In the countries with a low level of youth unemployment and YP in a NEET situation work based learning has proven to be an effective means of social and economic integration, as youth are confronted as early as in their later school years with concrete work situations, expectations of employers, requirements for further skill training, social expectations of employees as role models. All of these impressions can increase motivation and shape a vision of one's own future.

Currently there are a number of obstacles to involving YP in a NEET situation into such schemes: Many actual NEETS are "invisible" to employers and VET providers. Integration efforts focus on the "easy to reach" and not on those most urgently in need of support. Therefore, a better coordination between youth support services, social workers, NGOs, training providers and employers is necessary to reach out to those who are currently "invisible". Secondly, a better cooperation of the actors in the community is required to shape an effective intervention.

Principles of intervention include: coordinated, comprehensive and personalised package of support, built around a «one-stop shop approach», integration of VET provision and integration into employment, using the potential of WORK-BASED LEARNING, voluntary participation.

This requires comprehensive strategies, which include competence development of technicians in this field of action as teachers/trainers/psychologists/tutors/mentors, and a commitment of all actors to effective networking activities.

(3) Skills and competences conducive to integration can only be identified by working with the business community in the areas realistically accessible to the YP in a NEET situation from the local territories. The analysis of skills needs must also include the needs of often forgotten small and micro businesses, family businesses and other niches in the labour market which provide employment opportunities. Making a good match between the potential of each youth and the real needs of employers is a key mission of local networks for integrating NEETS.

Youth work, voluntary activities, active citizenship, entrepreneurship skills and non-formal and informal learning can play together to build bridges between VET systems, complementary of formal education system, providing self-confidence, social capital and self-development, and increase of soft and technical skills that enhance employability.

The products that the project set out to develop for supporting this purpose have been:

- An identification of the state of the art, namely transferable good practices of community intervention and coordination in the partner countries
- A community-based model of intervention in the situation, systemic and holistic
- A guideline for local actors to promote employability and networking capacity, with a roadmap for action
- Development of training standards
- A validation of the intervention through testing and stakeholder validation

The team also set out to implement



- An Impact Evaluation Study
- An Usability Evaluation Report

The aim and scope of the quality assurance internal evaluation of the “Community Networking for Integration of Young People in NEET Situation” (ComNetNEET) project is one of a continuing internal self-evaluation of the project according to the quality criteria mentioned in the application. The partners have set a number of indicators for the quality of implementation. These are discussed in Ch. 7 of this report.

In addition, the partners monitor the quality of implementation through half yearly project process quality surveys, which monitor the quality in 10 quality dimensions. The results are being discussed in Ch. 5.

The internal evaluation also inspired stakeholder feedback and validation. These have been included through focus groups and Advisory Boards in each country. Ch. 4 describes the feedback that was obtained through these sources.

The QA and internal evaluation has been actively involved in the developments of the project, has coordinated the development of IO 1 and provided feedback to IO 2 and all other developments, following a “critical friends” (Fricke 2006) approach to evaluation, which aims to include the anticipated interests and needs of all target groups and stakeholders into the project developments. The evaluation in this project therefore followed an action research approach, which has been reinforced by the efforts of partner Tavistock (TIHR) which works in a similar tradition and has been responsible for the impact assessment.

The report at hand sums up the results of these exercises at the end of the project.

None of the feedback and conclusions described in this report are new to the project partners, as these have been communicated within the partnership on a continuing basis, in working papers, evaluation and quality assurance sessions within all partner meetings (face to face and online), as well as informal communication and feedback on all product developments. In this report this discussion is being summarised with the purpose to inform the wider expert community and make transparent the main developments for this community and the funders.

While all main products are available to the public on the website of the project (neetsinaction.eu), given the volume of material of some hundred pages, a brief summary of each product (intellectual outputs) aids the understanding of the overall project and contextualises the description of the feedback given to these products as well as the development process.

In a summative perspective the value of the project products and outputs is discussed along its strengths and fields for improvement in further development efforts in the field, along with recommendations from the perspective of the internal evaluation.



2. 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, innovation of the 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.

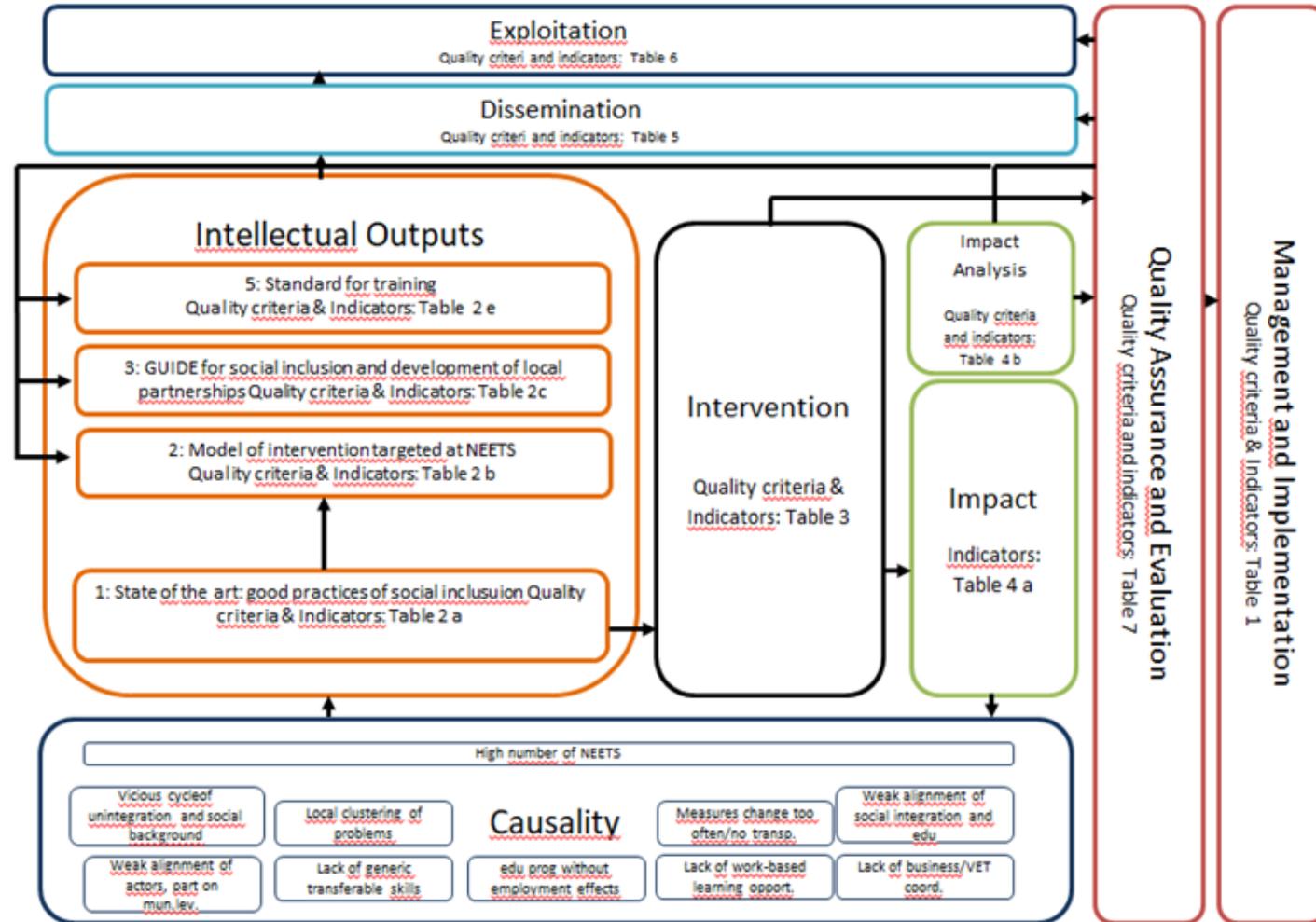
The model on the page to follow, including the ever more rich information available as the project develops, informs the discussion within the partnership and with stakeholders on a continuing basis, in particular within partner meetings, virtual meetings and other occasions.

It is also be the reference framework for the evaluative feedback given by the QA& IE partner.

Reference to indicator tables refers to Ch. 7 of this report.



ComNetNEET – Model of Causality, Intervention and Impact



3. Main Intellectual Outputs/Products

For the convenience of the reader, this chapter will summarize the content of the intellectual outputs produced, in order to be able to have an idea of the materials, feedback and evaluation by various groups referred to. Some evaluative remarks will conclude the chapter. Up to the point of this report (data collection closed October 30th 2020; except the results of Process Quality Survey 4) the following products have been finalized.

IO 1: The project set out to review in depth the state of the art of intervention in the NEETs situation in the partner countries. In particular good practices in the Nordic countries with a lower level of NEET have been studied and evaluated.

Each partner developed a national report along a guideline developed by IO coordinator ISOB.

<https://trello.com/c/TzTVOJAo/1-o1-a1-guidelines>; <https://trello.com/c/qxhmvxm/6-o1-a2-e-a3-partners-national-reports>

These have been summarized in the papers:

“Building networks of community support for NEETs: good practices from Europe” (68 p) (<https://trello.com/c/dGJsvlaX/5-o1-a-synthesis-report-isob>), which focuses on the presentation of 33 good practices from the partner countries.

These are documented along a common grid, which describes the practices, highlights the relevance and links additional sources of information.

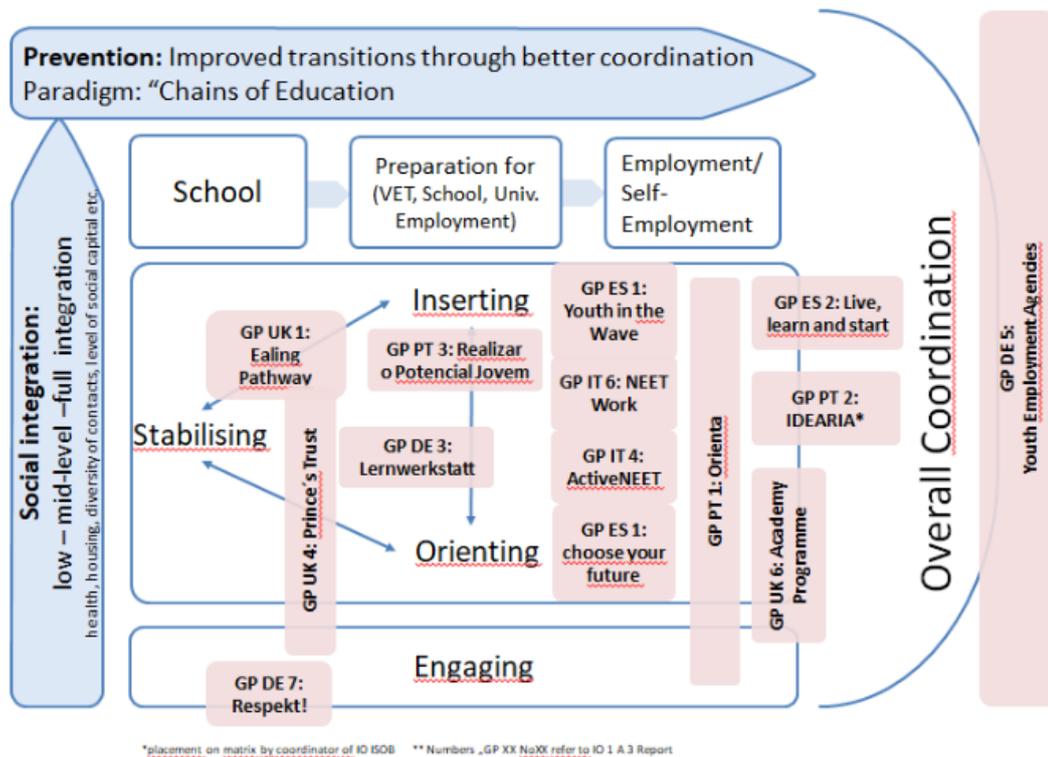
Based on a discussion of the drafts of national and synthesis report the partners deepened their research along a general model of prevention, insertion and social stabilization, which has been presented by coordinator ISOB in the scope of the Regensburg learning activity experience.

The report “Community Networking for NEET Integration: Towards a Common European Model: Guidelines for Practice and Recommendations for Policy” (101 p.). This report synthesizes the results of the national reports and analyses the good practices which the partners have collected along principles of prevention, integration and insertion as well as those of social integration, namely engaging, stabilizing, orienting.

https://neetsinaction.eu/wp-content/uploads/2018/12/COMNETNEET_IO1_Synthesis_IO_1_A4_FINAL.pdf

The report discusses the lessons learned from the studying the good practices along each of these principles and discusses the contribution of each of the practices along the developed matrix of integration and social inclusion.





III: Overview: Best practices of social integration into chains of education, training and employment

On the basis of this discussion the report develops 10 pages of policy recommendations on the level of design of intervention measures (for shaping individual interventions); local, regional, national (for shaping policies on local/regional community and national level), and European policy (for shaping policies on EU level).

These have been validated by partner discussion in the project meeting in Vicenza, Italy in October 2018.

All partners developed short synthesis reports of the main findings in their own languages.

<https://trello.com/c/pYW1PSoC/12-o1-final-reports-for-the-project-website-and-for-dissemination> and at <https://neetsinaction.eu/outputs/>

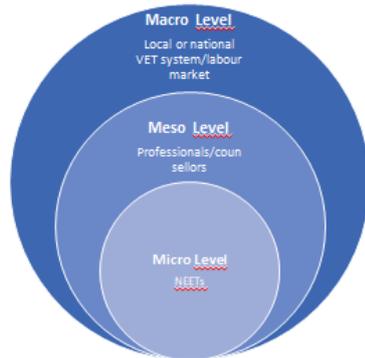
The results of IO 1 have informed the development of the model of intervention, coordinated by UCP. An element of this development is the planning of intervention monitoring (impact evaluation) along a theory of change. TIHR is responsible for this element.

The development yielded a conceptual paper “Model of Intervention targeted at NEETs”.



The paper develops principles of intervention on Micro (YP in a NEET situation), Meso (professionals) and Meta (system) level. The model is based on four pillars (preparation, NEETS intervention, Local community intervention and expected outcomes). These pillars are supported by the dimension of overall coordination and social integration, basing on the results of IO 1 and the consensus of project partners on the most important elements of the Model of intervention.

3 levels of intervention



PREPARATION	NEETS INTERVENTION	LOCAL COMMUNITY AND STAKEHOLDERS INTERVENTION	EXPECTED OUTCOMES
TERRITORY DIAGNOSIS NEETS -Local Stakeholders -Communication Plan to mobilize NEETS and stakeholders: "what's in it" and as a "great opportunity" for young people	ENGAGING -Initial individual contact and communication actions with young NEETS to clarify expectations -Family involvement -Youth leaders -Alternative activities such as sports, arts, culture, communication, etc.	ENGAGING -Communication actions targeting local stakeholders (Plan for Community Facilitation) -Build and maintain a good network of partners to provide opportunities for work-based learning and further referrals -Involve the relevant community stakeholders in developing and implementing the Ia plan	Stakeholders are aware of the need for better coordination of local approaches Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with)
NEETS SELECTION -Good knowledge of target group preferences and habits -Identifying and preparing (informal training) youth leaders	ORIENTING/STABILIZING -Referral to local stakeholders according to different support needs -Individual coach-based sessions (define and monitor individual action plan) -Group sessions (train soft and employability skills – key competences) -Mentoring sessions (guidance by a professional) -Inform about different pathways to the education and training system return (School and VET tours/fairs)	AWARENESS -Increase contacts making use of Plan for Community Facilitation, build trust, enhance image of NEETS -Use national and international volunteering schemes, non-education and training activities like sports and arts -Build and maintain a good network of partners for referrals and for work-based learning, particularly to employers, sectorial organisations and NGOs	Sustainable local partnership networks YP have a clearer vision and pathway for their future YP have started to implement their action plans to achieve their goals
LOCAL COMMUNITY AND STAKEHOLDERS NETWORK -Contacts with local stakeholders to identify common goals and synergies -Good knowledge of labour market trends, dynamics and needs -Communication activities to introduce the project to local community	INSERTING -On-job experiences (e.g. job-shadowing; informative interviews; job tours; internships; on the job training; workshops) -Build and expand apprenticeship-type training opportunities (dual system) -Prepare for national and European mobility -Empower for self-organisation, embed entrepreneurial thinking	INSERTING -Build and expand apprenticeship-type training opportunities -Job Tours and Job Shadowing -Prepare for national and European mobility -Reintegrate in the E&T or employment system	YP have increased employability skills, motivation and self confidence YP have better links with employers and increased awareness of routes into work
Data Collection/GoodPractices	ONGOING SUPPORT STRUCTURE AND FOLLOW UP -Overarching coordination which looks at the individual needs and making sure that all measures, approaches, steps are logical and reinforce the autonomy of the young NEET -This ongoing support structure is phased out gradually once the assistance is no longer needed -Awareness campaigns among employees to promote young people integration, after the internships -Continue social and educational support (including mentoring and coaching) after initial insertion		YP have moved onto and remain in education/training/work after the end of the programme
TOOLS DEVELOPMENT AND STAFF TRAINING			
OVERALL COORDINATION AND COOPERATION closer cooperation of youth support services, schools, universities, employment agencies, employers, NGOs, voluntary schemes, legal and institutional systems			
SOCIAL INTEGRATION mental and physical health, housing, social capital, diversity of contacts, job/training			

III: Model of intervention



The Model of intervention

https://neetsinaction.eu/wp-content/uploads/2019/03/TITLE-OF-THE-IO2_A1-final-website.pdf and its improvement after the testing phase

https://neetsinaction.eu/wp-content/uploads/2020/09/IO2_EN_FINAL_improvements.com-capa.pdf

...discusses the selection of target groups, selection of measures, main activities and material and staff selection.

All measures are discussed along the principles of intervention as “engaging”, “stabilizing”, “orienting”, “inserting”, etc., which have been developed by the partners in IO 1 and are operationalized in the IO 2 model.

In particular it emphasizes the importance of regional actor and stakeholder coordination and the importance of continuing and sustainable support structures.

Also the strategies to outreach YP in a NEET situation, to motivate them and the technicians working with YP, to develop and follow an Individual action plan with positive consequences at individual level.

Further elements of the IO 2 include material for the interventions and tools for the staff training, which are being implemented by the partners on a continuing basis. Also, the guideline for the testing itself, promoting the link with the model adaptation, the best conditions to do the pilots and its impact evaluation.

It can be evaluated that the IO 1 and IO 2 have developed comprehensive material and recommendations which are appropriate for informing policy makers and practitioners, at micro, meso and macro level.

The IO 1 has made available substantial material which has not before been available in English language (as foreseen by the consortium).

The practices are analysed for their contribution to a model which has been developed by the partners and which proved itself as useful for the development of the model of intervention in IO 2. In addition, the principles developed as well as the policy recommendations which the partners have developed are much more comprehensive than those which can be translated to interventions within an Erasmus+ KA 2 project, and under this project were operationalized into the IO 3 and the IO5 (the most practical outputs commuing from IO 1 and IO 2). They are addressed therefore at the wider community of policy makers on regional and national as well as European level, along with the VET and Social Services providers.

The testing and further implementation have been supported by a comprehensive 78 p. tools guide, developed by partner TESE, with the support and input by all partners.

https://neetsinaction.eu/wp-content/uploads/2019/03/NIA_IO2_TESE_Tools_guide.pdf





IO 2 Intervention model A2 Creation of tools for action

Tools Guide

January, 2019



The guide is designed as “work in progress (tool guide p. 3) to which further developed or new tools can be added.

According to the guide, several kinds of tools are included:



Inspiration tools: examples of strategies and/or activities that can “inspire” actions in NEETS IN ACTION project



Guidance tools: tools that are meant to be informative, providing some highlights that can support youth workers



Work Templates: tools that imply a template to fill



Individual activity: tools that present activities for one-to-one interaction



Group activity: tools that present activities for group interaction

Youth marketers



Short description

The Swedish PES, Arbetsförmedlingen, ran an ESF project called ‘Unga In’ in five Swedish towns/cities, including Stockholm, Göteborg and Malmö in 2012-2014.

Outreach was carried out by young people who themselves were selected from the target group. Young people representing Unga In (“marketers”) attended concerts, sports events and visited schools. In addition, social media and other communication tools were used for reaching NEETs. Strategic positioning of flyers and posters in the underground and radio advertisements in selected programmes for young people were effective and generated good results.



Sources

Adapted from 10 | 26



How to apply

- Relating and complementing this inspiration tool with the “ambassadors” (Gijon YG pilot), it’s possible to identify young people that can support project advertising through their presence in events and “spots” where young people use to be. You can ask ambassadors to have this role or to identify other young people to act as “marketers”, for example in social media.
- It can also be easier to implement if you have a perk than can be handed to these “marketers”. – it doesn’t have to be money.



Application requirements

- Perks to be handed to young people who are marketers
- Dissemination material from the project



Recommendations

It’s important that dissemination material is adapted and appealing to young people.

Have a collective session where you can prepare your ambassadors (ex. provide info about the project, explore their specific role, etc).

III.: Tool Guide. Example of tools

It can be evaluated that the guide has been well received by the partners and the actors with which the partners worked.

Strong points mentioned in the communication were the comprehensiveness of the toolkit, the relevance of the tools and the concise description of the various elements.

Also the professional design has been mentioned as a strength.

A limitation of the guide development, as mentioned in several partner meetings, has been that the resources for translation were very limited. Many partners mentioned that there are appropriate tools in their national languages, among them some which are free to use, however the limited budget for translations prevents these tools (sometimes resources of 100 p or more) to be used, as they are not available in English (as foreseen by the consortium, only parts of the materials were translated, the most relevant and useful for the testing phase).

It can be concluded that IO 2 A 2 has been developed with high quality in qualitative and quantitative perspective.

The partners have put a lot of efforts into testing the intervention with the target group and to adapt the model according to: the time, resources available; the main characteristics of the YP in a NEET situation; the networking capacity of support by stakeholders at local level, etc. All these elements were considered and discussed during the testing phase, reason why the testing was not similar in the 3 pilots.

The concept of monitoring along a model of change has supported a systematic reflection of the lessons learned in a comparatively small-scale testing, given the holistic approach. The main results have been presented in the report

Based on testing guidelines (IO2_A4)

https://neetsinaction.eu/wp-content/uploads/2019/03/IO2_A4_guideline_12_03_19_final.pdf

the testing has been implemented in Portugal, Italy and Spain (3 pilots).

The main results are reported in

https://neetsinaction.eu/wp-content/uploads/2020/09/O2-A5_-_Final_overall_reporting_05.06.2020_ParteA.pdf

https://neetsinaction.eu/wp-content/uploads/2020/09/O2-A5_-_Draft_Template_overall_annexes_Parte-B.pdf

The 3 comprehensive national reports are available in EN language at:

<https://neetsinaction.eu/outputs/>

Main points reported in the testing report (May 2020 by Vanda Vieira, CECO, validated by all partners) include:



The project achieved a good level of impact at micro level (young people in a NEET situation involved, 66 in total involved in the testing phase); at a meso level (professionals working for and with young people in a NEET situation in partner countries); and a macro level (the ecosystem of organisations that are part of the NEET issue, at local/regional and national level). At EU and international level, we also expect to contribute to (1) increased inclusion and equity concerning NEETs interventions; (2) decreased levels of young people in poverty, (3) reduced skills shortages. (p. 3)

To illustrate these claims the report provides ample evidence.

As mentioned, the report states that the model has two levels:

“The model of intervention operates on two levels: As a conceptual model, policies and practices were studied, policy recommendations have been provided after an analysis of good practices coming from the partner countries.(cf IO 1) The model integrates also recommendations that are holistic and conceptual in its approach, aiming the system of social integration (operating at micro, meso and macro levels), which has to be considered as the complex and long process for the young NEET insertion, that requires the cooperation of multiple agents from the education and employment systems, as well as other services and informal chains, such as social work providers, health system, housing system, etc.

A model which was tested.

On the operational level, not all recommendations and model steps and actions were tested during the project considering limited project resources as well as time limitations. Plus, the goal was to develop an systemic and holistic model and the main challenge was to adapted it to each regional/local context (as foreseen by the consortium). Also, when testing the model, facilitators must make sure that prior initiatives are recognised and considered as well as that in a logical and articulated manner” The testing and evaluation of impact concerned the latter level.

While the development of the IO 2 aimed at consolidating a holistic model and using this model as a framework of training of professionals as well as a framework for the cooperation between the relevant actors, interventions vs the individual NEETs aimed at immediate effect. These impacts could be measured and the traction of similar interventions could be proven.

A staff training by CECO and TESE of 2 x ½ day in Feb 2019 prepared staff from the organisations for the implementation.

Nine online meetings, facilitated by CECO kept the operational staff in contact with the partners during the testing phase, including also special meetings with Tavistock and the local facilitators to share the methodology and the tools for the impact evaluation.



The follow up phase was done from December 2019 until 6 months after from the end of the pilot. During this phase, Tavistock and the testing partners (CML, CPV and FR) collected information from the end-users (Youth people in a NEET situation) and the facilitators (staff and stakeholders involved in the testing phase). The distance communication between partners was done through e-mail and several online meetings.

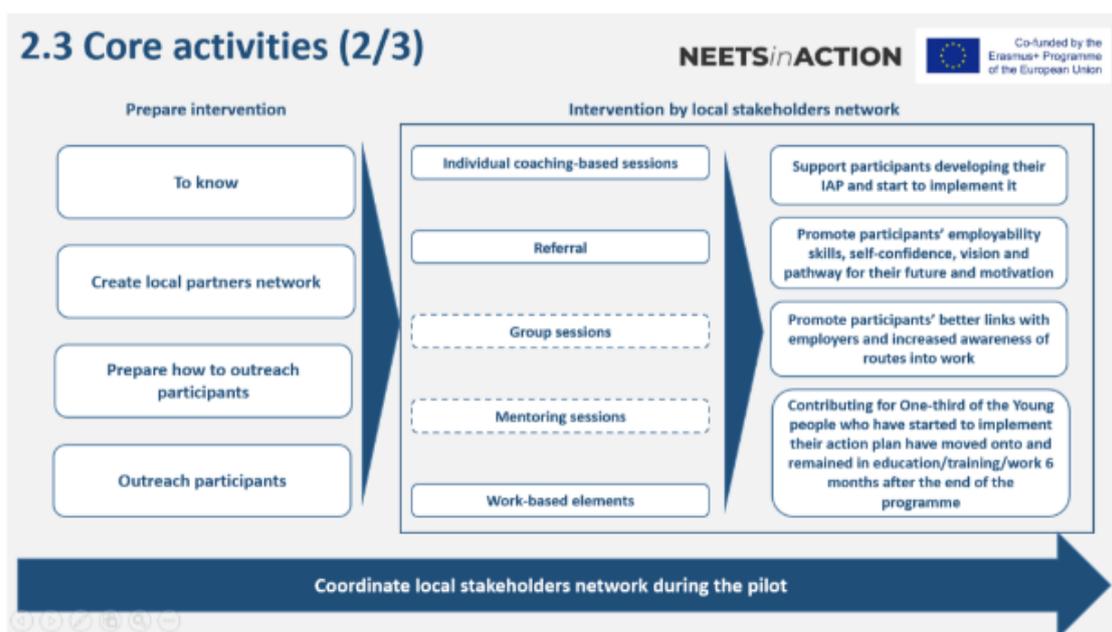


Figure 4: Model of intervention, core activities 2/3

III.. Core elements of intervention according to Fig 4 of the overall piloting report

The report also describes in detail the specifics of each pilot's setting in PT, IT and ESP. (p. 17 ff)

A detailed account of the individual activities and the respective participation follows.

The overall expected outcomes of the intervention model were:

- “• Stakeholders are aware of the need for better coordination of local approaches,
- Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with),
- Sustainable local partnership networks,
- Young People have a clearer vision and pathway for their future,
- Young People have started to implement their action plans to achieve their goals,
- Young People have increased employability skills, motivation, and self-confidence,
- Young People have better links with employers and increased awareness of routes into work,



- Young People have moved onto and remain in education/training/work after the end of the programme.” (Report, p. 15)

According to the report the partners observed to effects to follow (in keywords, for a detailed discussion see the report p. 29ff)

In Portugal:

- Good communication, improved articulation between the municipal services,
- Formalization of the partnerships such as: Parish Councils, IEFP, SCML, GEBALIS,
- Improve the articulation with other partners of the Lisbon Social Network, who work with and for young people,
- Young people in a NEET situation identified and selected,
- Involvement of the relevant community,
- Increased follow-up time of participants involved in the project,
- Increase funding for entrepreneurship projects, focused on the creation of own jobs by young people.

In Spain:

- Environment of trust away from the rigidities of formal education,
- Young people set goals and steps,
- Sense of group membership,
- Young people valorise being able to participate in the decision of the training.

In Italy:

- Awareness of local operators and middle management,
- Cooperation works better in the reaching out and engaging phases than in employment service delivery,
- Working on a daily basis on singular persons is difficult and costly and some non-measures that are not currently funded could be effective in engaging NEETs,
- There is the need for shared tools, web support services, data sharing and procedures to achieve a stronger cooperation,
- The model of intervention can be easily transferred to different communities and also to different target group”.

From these results the report develops some overall recommendations:

- Establishing a sustainable network among organisation with different institutional and social tasks.



- Public authorities at local level (Municipalities or Public Employment services or others according to national articulation of competences and powers of different institutions) should take the initiative for: a) the enhancement of network relationships; b) the organisation of network coordination.
- Enhancement of the network: the coordination at local level of the network of public and private stakeholders is a key issue.
- The governance should be based on specific agreements to harmonize social and employment services.
- Consolidating the integration between socio-welfare and training and employment policies, making the resources involved complementary.
- Organisational support: joint training of operators from social and employment services, shared information databases, procedures to activate the intervention and to manage it.
- Unitary management of the single case the person should be taken in charge by a case manager responsible for all the activities.
- The different interventions should be managed in cooperation by social organisations, training providers and employment centres. “

These recommendations, which are in line with those developed in IO 1, are illustrated by a listing of the improved cooperation of specific entities in the partner countries.

The report also reflects on the lessons learned from the testing for projects of the type of ComNetNEET (p. 32ff)

- 6 months of testing is considered too short.
- The continuous improvement of several tools yielded simpler and more realistic worksheets
- The better connecting (“articulation) of municipal agencies and continuing interaction with employers are main activities to make the network work
- A planning of shared financial resources and joined training sessions among various actors are other focal activities. These should be based on a needs analysis of information needs.

Other lessons learned include:

- A “weak network identity” and a “strong and closed network identify” on the side of some actors proves to be ineffective for exchanging knowledge and experiences and there isn’t a dynamic of trust, empowerment and delegation.
- The improvement of communication is essential: being aware of different “professional languages” and terminologies and creation of good relationships, reduction of stereotypes and increase the participation, the common feelings and the good cooperation.



- The excessive bureaucratization of the activities of several organisations and institutions can be a limitation to cooperation among these organisations.
- Need for a census of formal agreements and existing relationships (many organisations are already working closely in contact).
- There is a need for financing local partners within the pilot, as working on daily basis on singular persons within different organisations is difficult and costly.

From the perspective of the internal evaluation the piloting report shows a particularly high level of reflection which is backed up with sound data gathering and analysis in spite of a limited duration and scope of the intervention. All results of the interventions with youth are measured vs indicators and the results are diligently documented. The situation is presented in a differentiated way and the intervention is described in an easy to understand manner. The partners yield rich learnings from the limited testing. These learnings are in line with the findings of the initial study and the guiding hypotheses of the intervention.

These are now validated by a cross validation of data from three countries and qualitative involvement of a high number of professionals with various perspectives.

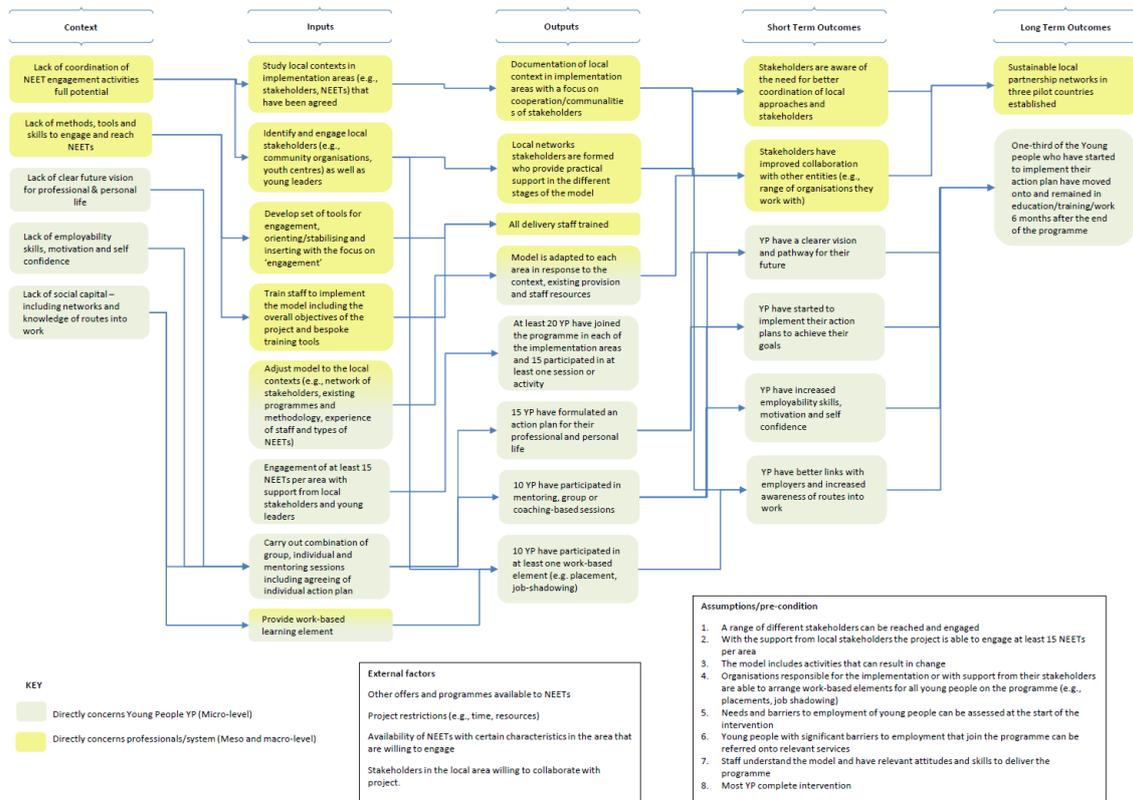
Impact evaluation report

The wider impact of the testing of the model has been also evaluated by the partnership according to a methodology developed and exercises guided by partner TIHR.

While in the application this impact evaluation was supposed to be a separate IO according to its wider interest as a study to inform the wider expert community and research, the IO 4 was not funded. Due to the high relevance within the overall framework the partners had decided beforehand to integrate the work to develop this study from their own resources.

TIHR developed a Theory of Change in a number of exercises within the partner meetings. The result is presented in a working paper in Feb 19:





III.: Theory of change (impact). (cf. <https://trello.com/c/n41qHPWI/6-final-draft-pre-delivery>)

The outcome at the end of the project has been described at the end of the project has been described by the partner in a 54 p. results report (<https://trello.com/c/SbpC95Oy/23-final-impact-evaluation-report>).

Based on detailed quantitative research and a collection of qualitative data, whose methodology is described in detail in the report, all evidences are presented to support the following conclusion:

Evaluation evidence showed that participants significantly improved their awareness of possible pathways, their employability skills as well as their links with employers. They did not improve their confidence according to baseline and follow-up data, however, a sub-sample of them did report such an improvement at 6-months follow-up. At the end of the programme, 40 of the 53 participants across the three countries were in employment, education, or training. There were differences in the improvement across the countries with Spain showing the greatest improvement across all outcomes. At community level, stakeholders reported an increase in awareness of the need for better coordination of local approaches for the integration of NEETs. More than half of the stakeholders had expanded their network as well as increased collaboration with others.” (TIHR impact evaluation report p. 27)



Based on this result and the evidence collected the authors recommend:

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

(TIHR impact evaluation report p. 27f.)

In the assessment of the internal project evaluation the impact evaluation report by TIHR has greatly contributed to the project outcomes.

The significance of the evaluation has been on two levels:

The model of change has elaborated on the indicators and overall model of causality, intervention and impact that has been part of the application.

Working on the exact mechanisms of change, including the additional aspects that have been discovered in IO 1, and consolidated at the IO 2, have greatly enhanced the reflectiveness and systematic understanding as well as common mental model of the intervention.

The construction of questionnaires and the gathering of data has been perceived as time consuming by some of the actors, however exactly this effort helped to focus on the key missions of the project and the overall context of the individual elements of the intervention in contrast to getting lost in the details of intervention. Therefore, the evaluation greatly increased the effectiveness of the intervention it set out to evaluate.

In addition to this impact on the quality of the development of the project the evaluation yielded a methodologically sound paper, that is appropriate for informing the expert public of the outcomes of the project outputs and testing of these. While the modest number of participants and the variations in setting and delivery limit the validity and significance of the quantitative indicators to a degree, the report nevertheless makes a strong case for the value of the findings, as the data from quantitative and qualitative data, as questionnaires, objective outcomes and expert assessment and actor self-reflection are triangulated. There is a very high probability therefore that the findings are accurate. The model has proven to be effective and can be recommended for further utilization and development.



It is recommended that such methodologically rigorous impact evaluation exercises are again funded as valid intellectual outputs again in the future, as they constitute valuable outputs on their own, studies which are highly relevant for the transfer of the findings of the project in the scientific as well as action research community. They are also highly relevant for the further development of the Erasmus+ programmes as a whole. However, evaluations of this scope and rigor require resources which cannot be covered from the implementation budget.

IO 3 Guide FOR SOCIAL INCLUSION AND DEVELOPMENT OF LOCAL PARTNERSHIPS FOR EMPLOYABILITY OF YOUNG PEOPLE WHO ARE CURRENTLY NEET

This intellectual output was meant as the main tool for outreach to the actors in communities, the political decision makers and actors in the politico-social-educational system as well as practitioners. For these the roadmap for action is particularly important.

The output therefore has been coordinated and elaborated by Câmara Municipal de Lisboa, with input from all partners.

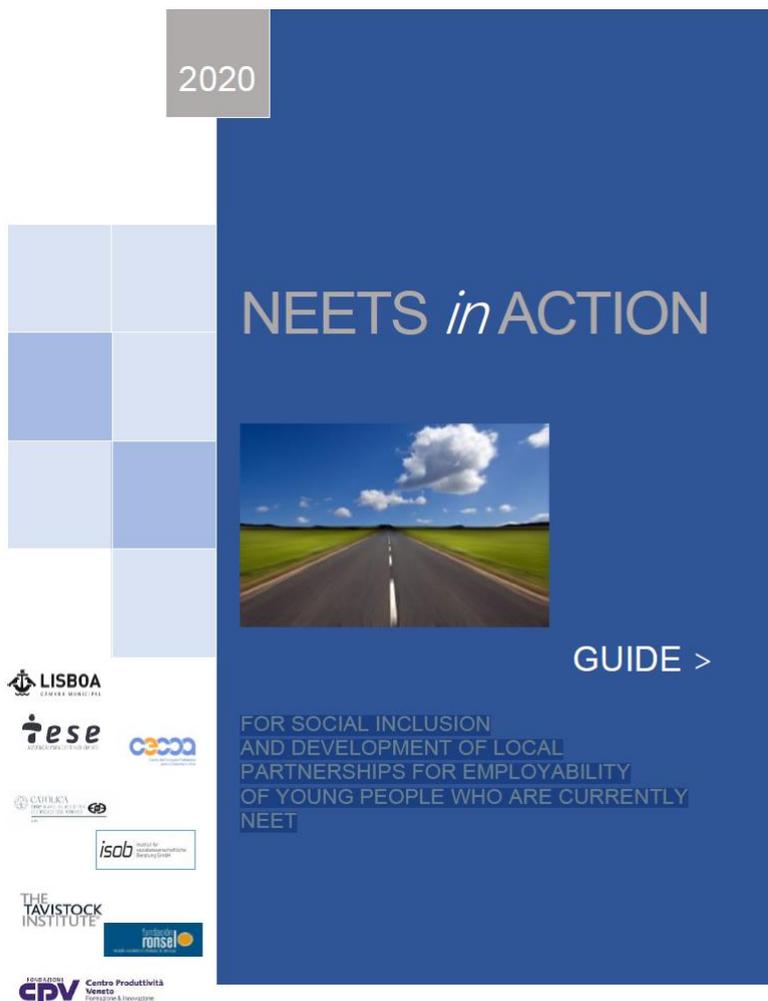
The requirements for the paper, as discussed in all partner meetings, have been to be very practical accessible and adapted to the communication needs of the target groups.

As these cannot be expected to study all of the comprehensive project outputs in detail, the partners decided to create a guide in two parts.

- Part A would summarise the main findings and give an overview of the general intervention model.
- Part B would present a step-by-step roadmap for building networks and planning and monitoring interventions.

The result has implemented this structure.





III: Guide for practitioners and decision makers, title page

As the elements of Part A have been discussed in some detail above, we present here an overview of the main steps discussed in Part B.

- What are the territorial needs in terms of integration of young people?
- Who are NEET? What responses already exist?
- What local employment networks already exist for social inclusion?
- Which relevant stakeholders could be involved?
- What are the specific needs of local young people in NEET situation?
- Which common goals could this intervention reach? What kind of approach could be taken?
- What are the main strengths and limitations of each partner?
- What kind of support will be provided to young people who are NEET?
- What measures should be taken at the level of social integration?
- Who coordinates this work at community and local level and what strategy is used?



- What is the intervention action plan?
- How will the activities be organised?
- How will the intervention be evaluated?
- Is it necessary to involve other partners?
- How will you prepare all staff involved in this intervention and why is it important?
- How will you communicate in the partnership?
- How will you involve young people who are NEET in this intervention?
- How can we financially support local stakeholders and community intervention (short and long term)?
- Who are the local entities that can provide job, training, education and work-based experiences and training? How can you contact them?
- How can you demonstrate the added value of hosting these opportunities?
- What will their specific role be?
- How can you formalize this cooperation?
- How will you manage the intervention to ensure everything goes as planned?
- Which monitoring instruments will be used? By whom?
- How will you support other partners during their activities?
- How will you keep in contact with your target group?
- How will you present the results of your intervention?
- What is the sustainability strategy?
- How will you support this system/approach in the next 3 years?
- MAIN CONCLUSIONS



Step 5. Follow up, analyse and plan sustainability

How will you keep in contact with your target group?

Develop a communication plan for young people in local NEET situations; Individual coach-based sessions; Group sessions (train soft and employability skills – key competences – example the organization of a boot camp and a multiplier event with youngsters and entities). 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.

How will you present the results of your intervention?

Through a stakeholder meeting (multiplier event); local or national seminars; on-line meetings, among other things.

What is the sustainability strategy?

Guarantee an institutional commitment nucleus for the joint intervention between public and private organisations, safeguarding the respect of their roles; expectations about project involvement should be clear; advantages of being a part of the network should be evident; goals to be reached must be well defined; tasks should be scheduled; moments of contact between partners should be anticipated and scheduled; communication channels should be defined; respect among all partners is crucial (respect for everybody's time, resources, agenda, etc.). Promote close cooperation between all relevant actors on the local level. Creating a sustainable network between organisations with different institutional and social tasks that can support young people who are currently NEET that are seeking integration in the job market.



III.: Sample page from guide

Each of the questions is covered in a ¼ to 1 p. discussion. The language is “by practitioners for practitioners” and mentions the key aspects that can be studied in greater depth in the other output papers of the project.

It can be evaluated that the guide is a convincing effort at breaking down a quite complex concept in a quick to read overview.

The development of the output has required several loops of drafting and partner feedback, in particular peer feedback from the practitioners within the partner organisations and their networks.

The guide is recommended for a wide circulation.

IO 5 training standard

The 154 page training standard, developed by the team of TESE, is an valuable complement to the concise IO 3 guide and a results of the best tools for use in further model applications, coming from the conclusions of the IO 2.

The collection of presentations has the purpose to support the training of those actors who are to implement all of parts of the model in different capacities.

It presents the concept, which has been developed in the prior IO in a “didacticized” format, unified lay out and in the form of a logical cycle of 5 (6 incl. acquaintance) steps.

1.7. Training modules: general overview¹

NEETS*in*ACTION



Modules are presented in a sequential order to facilitate training development. Nevertheless, we would like to highlight that the modules are interdependent and modules' contents are interrelated.

III.: IO 5, p. 15

For each step, the material presents the main terms, step by step guidance, an explanation of the main concepts and tools to use, like worksheets.

The material includes input by all partners.

As discussed in the discussion of the IO 2 collection of tools, it proved to be a limitation that some excellent tools available in the partner countries could not be translated, so that the collection was limited to English language material and that translated to English within the resources of the project and in prior projects. This fact implies a dominance of the training culture of English language countries like the US and the UK, which are valuable, but not exclusive. It is to be expected that enhanced translation facilities and a greater further internationalisation of the community in the field will mitigate this limitation.

The training standard has been the basis for the IO 2 – A2 Creation of tools for action and the C 2 staff training event, which had to be implemented online, as a consequence of the COVID situation.

To the participatory observation of the internal evaluation, this training has been particularly well received. Based on the excellent material, TESE managed to create a highly interactive event, incl. several group discussions in breakout rooms, which kept the attention of the participants from all partners countries representatives.

Suggestions for the improvement of the materials have also been collected in this event. A full evaluation of the event is presented in Ch. 6 of this report.

From the perspective of the internal evaluation IO 5 is well developed and can be recommended to a wide audience, as many of the aspects discussed are relevant beyond the specific topic of NEETS integration. Any practitioner in the fields of youth support planning, community interventions and their planning and evaluation, migrant integration, even adult learning with less qualifications, and the like will benefit from studying the material.

Overall, it can be assessed that the project has yielded intellectual outputs in high quality, but also quantity. The IO comprise of several hundreds of pages, all of them translated to the partner languages, which include material that can be exploited by the partner organisations beyond the narrower scope of the pilot testing and even the topic of NEETS integration.

As discussed in the dissemination report, the presentation of the materials in several other projects on migration and social integration has been well received.

The English language version of the materials makes them widely available.

The layout and design of the material is of good quality, an even more homogeneous appearance would probably have added to the first impression. Some of the material, in our opinion, is appropriate for full ready to print editing and paper publication, like CML did for the



IO 3 in Portuguese language, distributed to 500 organizations working with Lisbon Municipality.

As the impact evaluation, which has been implemented largely from the partners own resources, yielded valid results to the standards of a solid scientific study, it is recommended that such works are accepted as intellectual outputs by the EC again.

It is recommended that the materials are made widely available on the EC Erasmus + results portals as well as through the partner's own channels also after the project duration. Among such results for wide circulation IO 3 and IO 5 stand out, which build on the results of IO 1 and IO 2 content wise. The latter will be appropriate for the use of developers of innovation in the field and those interested in developing common European standards of intervention in the field within the expert community of decision makers and researchers in the field. A transfer to additional sectors like migrant integration planning, greater inclusion of disadvantaged and handicapped groups and other social policy areas which require community coordination is recommended. Also, the outputs are recommended to be transferred to additional countries. It is to be expected that the general concept can inform the discussion of these topics in additional countries and on the other hand must prove its value in such additional national, institutional, social and economic settings.



Project

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

4. Feedback from Advisory Boards

In order to get timely and diverse feedback from the most important stakeholders, partners in the piloting countries (target countries of innovation) have been implementing National Advisory Board meetings. These were used to collect feedback on the Intellectual outputs that have been developed, the approach and results of testing and the further perspectives of the project.

The Advisory Boards have been invited on the basis of common guidelines and guiding questions provided by ISOB.

The AB have been engaged according to the needs of each testing partner. The quality of AB members, mostly very committed experts which are not generally available on short notice, has been prioritised. The implementation of the Advisory Boards has faced some limitations.

While the first Advisory Board in Spring 2019 coincided with a high degree of other stakeholder interaction like Focus Groups, interviewing, preparation of piloting and in particular National Stakeholder Seminars (<https://trello.com/b/gBDCOQKK/multiplier-events>) and others, the foreseen point of implementation of the second Board in Summer/Autumn 2020 coincided with the COVID pandemic, which moved most of the activities online. Partners felt that the organisations had to focus on the key process of testing and delivery of outputs. Also, like in the previous year the interacting with stakeholders overlapped to a degree. As the concrete form of implementation of Advisory Boards depends largely on the needs of each partners, this had to be accepted from the side of the internal evaluation. The results of the first Advisory Board from Portugal, Italy and Spain are reported below.

Results of the AB 2019¹:

12 participants from relevant organisations, among them the agency of Social Entrepreneurs, IEFP and others took part in the meeting.

The AB agreed with the conclusions and recommendations.

The AB suggested that:

- The project should have a bottom-up approach.
- Involvement of complaints and requests of the local stakeholders.
- Consider different profiles of the NEETs and use the principle of individualization, following an individual development plan.
- Translate the theoretical model to the needs of local stakeholders which need to be networked.
- Pro-active individuals are very important, but are often not in the formally most exposed position.

¹ <https://trello.com/c/XNTs4irY/5-advisory-board-instruction-and-documentation-template>



In particular, IEPF agrees with the IO 1 which is in line with its own policies and strategies, as well as IO 2 model of intervention. It therefore encourages the efforts of the project, in particular the mobilization of those YP in a NEET situation who are not registered as unemployed.

Also the CML agrees with the conclusions of IO 1 and IO 2 and encourages local coordination on the basis of these recommendations.

Also all stakeholders affirm the approach to individualise support and to reach out actively to the alienated groups of youth.

Concerning dissemination, the AB encourages the project to reach out to alienated youth by ways which actually reach these youth, in particular through peer multipliers. Also here territorial strategies, aimed at the specific neighbourhood are key.

In Spain:

In Spain the Advisory Board has been implemented in two sessions in March 2019. The AB consisted of representatives of AJE A Coruña (Association of Young Entrepreneur); ATA Galicia (Association of Self-Employed Workers) and Asociación Patronato Concepción Arenal, an organisation with long experience in migrant integration and community networking.

The key Messages that the partner took away from the meeting were:

- The need for the program in a specific population and with specific needs has been validated.
- Adaptation to the local reality of each place where it takes place.
- They consider the approach very appropriate to approach the problems of youth, although they lack a greater importance of the path of youth entrepreneurship.
- They would add a greater presence of tools that support the consolidation of businesses created by young people, such as mentoring.

In detail the AB discussed the general approach on which:

“They consider the approach very appropriate to carry out in the area of influence of their association, because Ferrol is an economically depressed area, in which there has been in recent years a rebound of specific problems among youth. For these reasons, they consider that the project is very appropriate at this time”

On the results on IO 1...

“They totally agree. They add that they miss the adaptation of the project to the local reality, since the situation in the city of Ferrol has notable differences with respect to A Coruña. For this reason, they would like to be able to specify as much as possible these particularities of each locality.” They add that the situation of young entrepreneurship is closely related to the perception of economic support and that 80% of young entrepreneurs abandon their project or quit as freelancers when they stop having help with the payment of the self-employed quota, for what is an important point to take into account and try to find solutions.



Also on IO 2 the AB highlights the need for local adaptation.

Also they would add a greater connection with the entrepreneurial ecosystem, since they do not see it very clearly. From their point of view, it would make a lot of sense to take into account the organizations, or business incubators that support entrepreneurship and the creation of a network of contacts, in addition to the companies. Specifically the AB “would add a greater presence of tools that support the consolidation of businesses created by young people, such as mentoring. It is important not only to support them in the creation of their business, but also in their first moments of activity.”

The AB agreed to link all project results on their own databases.

Further on the AB suggests formalising the cooperation among actors and protocols of interaction and agreement. They mention that incentives should be included in the model for the start-up of businesses by young people, such as subsidies and bonuses in the self-employed quota.

In Italy the AB consisted of the head of the multiannual program “Looking for a Job” of the Municipality of Vicenza as lead of a network of local municipalities, including the Comune di Vicenza, ENGIM Veneto Head of active labour policies; Veneto Region Labour department – officer in charge of Youth Guarantee programme; Municipality of Valdagno, officer in charge of Youth information centre, Public Employment Service (CPI) of Vicenza Territorial coordinator of CPIs in the Province of Vicenza. The meetings were by telephone during the year 2020.

Key Messages include:

many ongoing local network activities in the field of active labour policies, e.g. the “Network for the activation of Young Neets” a Youth Guarantee scheme for local networks of social services and employment services. The AB considers it important to provide a set of tools for the cooperation. The IO5 is really appreciated. It is important to have training for network’s operators on: The agreement among the organisations, the network program and the common purpose; the formalization of internal rules: the regulation as a dynamic tool for implementation of the network program; the strategic objectives of the network; the contributions of the network partners; the role of the network coordinator or manager; the expectations and tensions of the role; the management of teamwork (supported by shared databases, cooperative work tools, etc.), conflict management, costs and network accounting, the measurement of the achievement of strategic objectives, impact analysis and position papers), network communication, internal and external communication, the choice of communication channels, how to reconcile individual organisation identities on the net with network group identity.

The IO3 and IO5 are really helpful tools for these networks.

The assumptions of IO1 that social aspects to ensure the holistic well-being of young people are a prerequisite for reintegration into education, training and work and that the short-term approach for projects, measures and network construction commitments must be overcome by a more systemic one are shared also by the Advisory Board. The part in which we face



more difficulties is the engagement. The scene thinking (scenes as sort of loosely bounded social worlds) suggested here can be way of watching and understanding in order to improve the engagement part.

The AB approves and validate the outcomes of IO 1 (National report and Synthesis of good practices): “The document is of great interest and relevant. We found some engagement recommendations really relevant to our context (have a thorough understanding of the target group's "social scenes", do trend scouting of these scenes without converging too much, consider groups as functional illiterates (those who can read but cannot understand the content of the written text), be present in the real social space of the target group, have a wide network of organizations able to organize informal assistance and innovative solutions, be attractive through non-school and non-educational activities, be attractive by giving the opportunity to participate, build a reputation for reliability, for having the ability to find solutions, to be "alongside" the beneficiary, principle of "not-measure": using resources flexibly according to actual needs rather than following a fixed schedule).” (AB report)

Also the of IO 2 (Model of Intervention) is validated as complete and consistent with the principles. The AB regards IO 3 (GUIDE FOR SOCIAL INCLUSION AND DEVELOPMENT OF LOCAL PARTNERSHIPS FOR EMPLOYABILITY) as “a useful read for all the local operators involved in local network activities. In particular: Part B presents a “Roadmap””

IO 5 is also validated, the Region is considering the possibility to ask for a delivery of training for the Youth Guarantee: “Network for the activation of Young Neets” operators based on the syllabus.

The organisations will use the material in the future: there will be training for network operators based on IO5 and IO3. These documents will be distributed among these stakeholders. The documents can easily be transferred to other networks for the provision of services to other targets of disadvantaged people such as migrants, former inmates, disabled people and so on. The sustainability is rated as high. “We find more innovative are some parts of the engagement phase and the building of the network and guide.”

All the IOs are already downloadable in the CPV website and will remain there. If the hypothesis of a network training based on IO5 will become a real thing all the documents will be further (and more deeply) spread.

It can be evaluated that, the feedback obtained in Portugal, Italy and Spain has been in line with the development of the project.

All IO have been affirmed by the AB.

Suggestions like a greater role of the entrepreneurship aspect have been picked up by the further developments and the partners have worked closely with the stakeholders involved in the AB in the further implementation of the project, if in a less formal format. High ranking practitioners have approved of the concetual added value gained, in particular for the



engagement phase and the holistic approach and also the practical training materials and roadmap for community actors have been welcomed by the representatives of key stakeholders.

5. Results of Process Quality Surveying

The following chapter analyses the feedback shared by the partners within the five surveys dedicated to the project “ComNetNEET” project process quality. This half yearly self-evaluation exercise **gives partners the opportunity to reflect on the major achievements or possible shortcoming of the project’s implementation quality**. As a consequence of each report, that has been fed back to the partners after each survey, suggestions for improvement could be discussed among the partners and implemented in the subsequent implementation of the project.

Within the project “ComNetNEET” ISOB, assuming both its role as a fully immersed “critical friend” (Fricke) style internal evaluator, developed a set of 19 questions², to be asked to the project partners in order to evaluate the partner collaboration and expectations for the future.

The structure of the evaluation questionnaire has been similar each time; repeated answering of identical questions allowed a **monitoring of critical process aspects over time**. A shift in the assessment of the aspects by the partners has focused the discussion of the partners on the most important points of the process. As a consequence, partners have been able to intervene early and in a targeted way. By following this pattern, the internal evaluation has been able to establish **the development of the process** and **offer recommendations** which have been discussed during partner meetings and the monthly transnational online meetings of the steering committee.

The survey report also **mediated the relationship among the partners, as well as between the partners and the beneficiary**, by giving each participant the opportunity to receive and offer feedback in an open and confiding way. The structure and the applied methods of the report remained identical during each evaluation survey. In this way, the analysis:

² 13 “closed questions” and 6 “open questions” (giving the opportunity to detail the answers more subjectively)



- Documented the perception of the project partners and project beneficiary on the project process quality,
- Took note of the partners' suggestions regarding the development of the process and made them transparent to the other partners,
- Mediated on a transnational base the communication between partners and
- Nevertheless took note of the suggestions and opinions of the partners in time and evaluated them from a comparative perspective.

5.1 Quantitative Ratings

Six partners filled in a questionnaire for the internal evaluation to monitor the process quality of "ComNetNEET" in each sequence, with the exception of the fourth, where 7 answers were received. Partners were asked to give their assessment of the process quality of the project up until the date of the survey. **The present chapter evaluates the feedback shared by the partners at the final stage of the project primarily, which includes 6th partner meeting held virtually in October 2020.**

Organisations filled in one form together. **ISOB** as the partner is responsible for the monitoring of the development of the project and has therefore the role of the "critical friend" and of the **objective mediator** does not fill out the surveys, in order to not biasing the analysis.

The quantitative rating of the process quality is being detailed with the help of the qualitative comments by the partners. Dimensions measured on a **5-point scale** (very good, good, o.k. not very convincing and weak) include:

- **Atmosphere** (during partner transnational coordination and during the most recent partner meeting),
- **Process evaluation:** productivity, atmosphere, punctuality,
- **Product evaluation:** technical quality, inspiration from results, usefulness for the target group, innovativeness of the product,
- **Valorization of the product:** level of outreach to stakeholders, stakeholder's response and
- **General quality of the project management.**

The partners have been questioned in detail on issues like the following:



- Major **achievements**,
- **Opportunities** for improvement,
- **Mutual help** in the future,
- **Possible risk** factors,
- **Suggestions** for the organization of the next **partner meetings and**
- **Suggestions**, ideas regarding the **implementation of the project** in the next months and regarding **the partnership** itself.

Each survey is done online using the program “Lime Survey.”

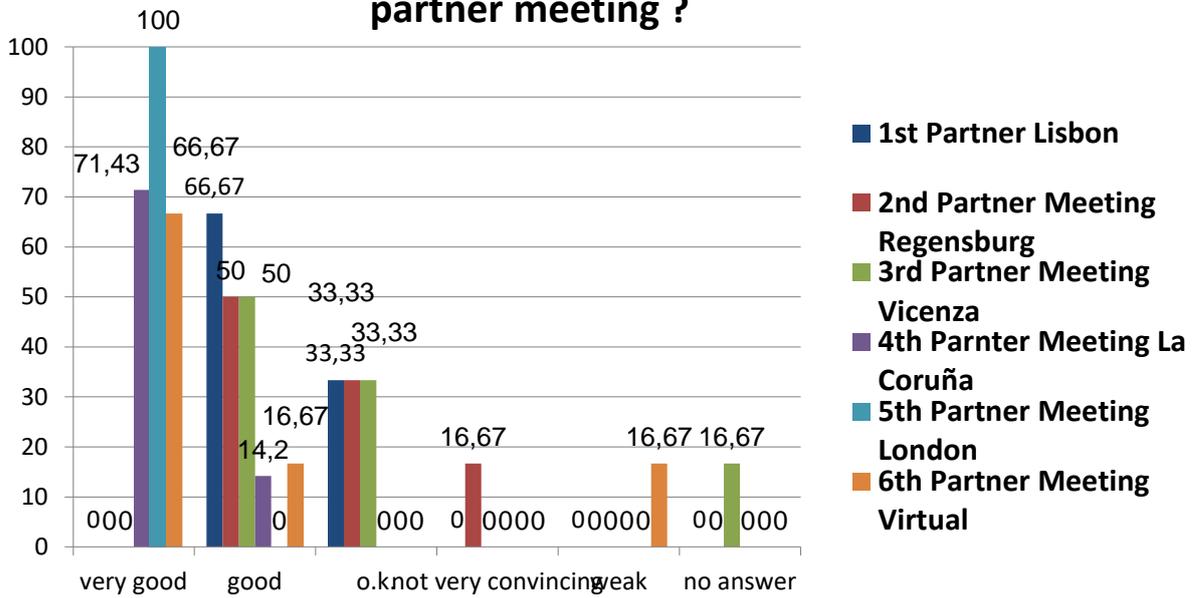
In November 2020, immediately after the project end, but with sufficient distance to the final conference to allow for the usual four week of follow up reflection, all partners were asked to rate the following aspects: atmosphere in meetings, productivity of meetings, punctuality of tasks delivered, quality of work, inspiration from the work, cooperation, outreach, response from stakeholders and, finally, the general quality of management. Two questions addressing the atmosphere and productivity during the face-to-face meetings and learning activity are also mentioned (for a better assessment of the collaboration of the partners as a whole) each time the previous months included a partner meeting.

There have been six partner (five face-to-face, one virtual) full partner meetings, namely the first partner meeting in Lisbon in October 2017, the second partner meeting in Regensburg in March 2018, the third partner meeting in Vicenza in October 2018, the fourth partner meeting in La Coruña in May 2019, the fifth partner meeting in London in December 2019 and the virtual partner meeting held in October 2020.

Regarding the atmosphere during the virtual meeting in October 2020, the ratings were generally positive with one exception (table I). **All but one of the partners answering the question rated the atmosphere as either very good or good; one rated it as weak.** The qualitative comments that follow in section two will elaborate on this findings.

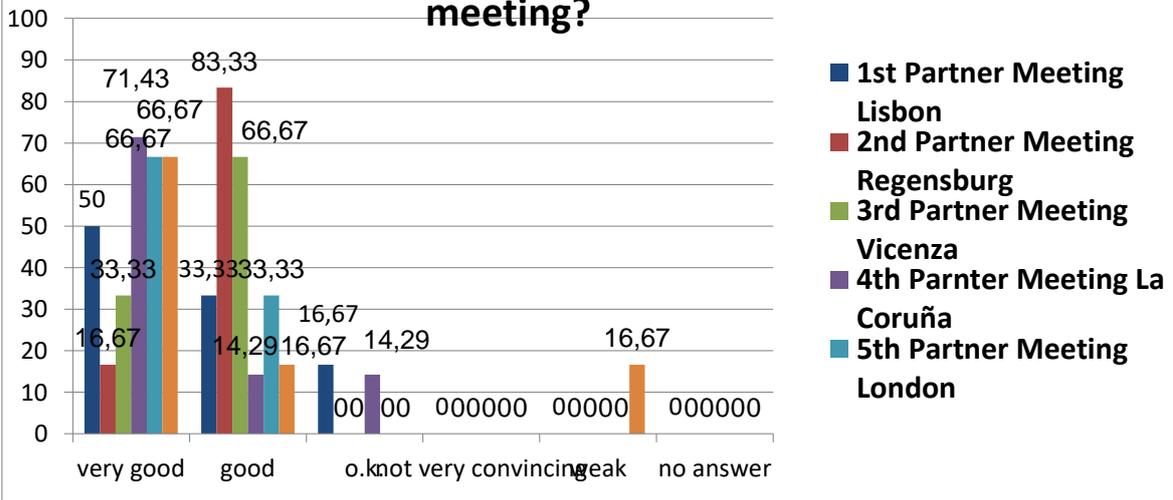


How do you rate the atmosphere in the most recent partner meeting ?



I. Atmosphere: How do you rate the atmosphere during the first partner meeting? $N_1=6, N_2=6, N_3=6, N_4=7, N_5=6, N_6=6$ Valid 100%

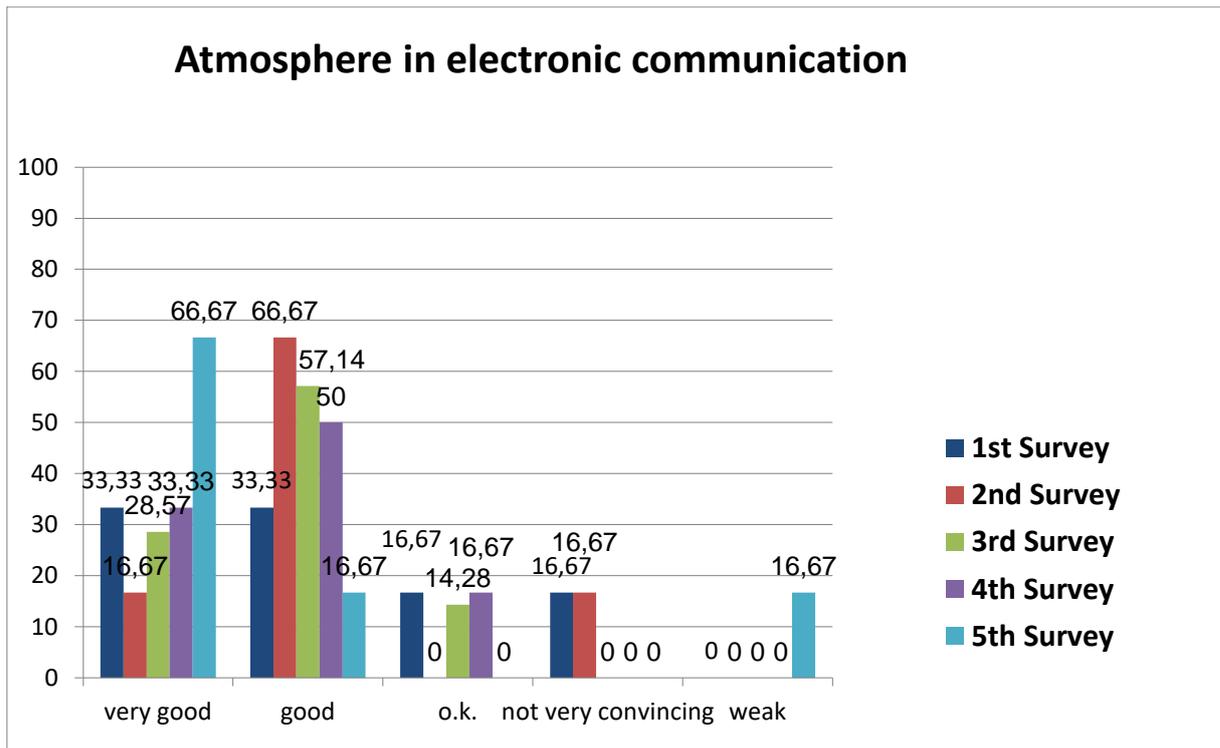
How do you rate the efficiency of the most recent meeting?



II. Productivity meeting: How do you rate the productivity of the face-to-face meeting? $N_1=6, N_2=6, N_3=6, N_4=7, N_5=6, N_6=6$ Valid 100%



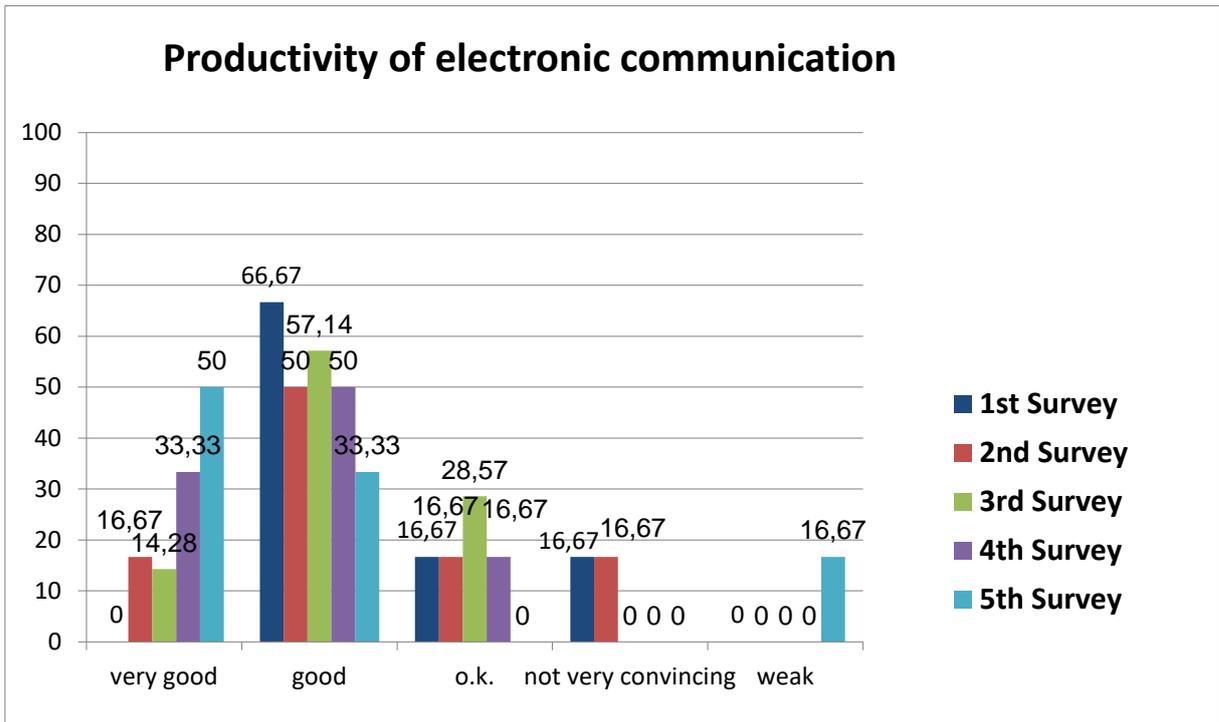
The responses for the question concerning the productivity of **the virtual meeting** in October 2020 were also mostly very positive, with ratings at the “very good” or “good” level, (table II) although there was again one response of “weak.” From a practical standpoint, the project is rated as efficient, despite the one weak rating. The qualitative remarks will address this rating in greater detail.



III. Process 1: Atmosphere in electronic communication: N₁=6, N₂=6, N₃=7, N₄=6, N₅=6 Valid 100%

There has always been room for improvement in the electronic communication of partners, but altogether this rating has stayed moderately positive throughout the project. Although most partners are positive, with either “very good” or “good” as the rating, one partner rated it as just “weak” (table III). For the most part, however, the generally positive attitude has been upheld. The feedback regarding productivity of in electronic communication has also generally remained a positive level throughout the project (mostly “very good” or “good”, but still again one rate it as “weak,” suggesting that one partner continues to see significant room for improvement.

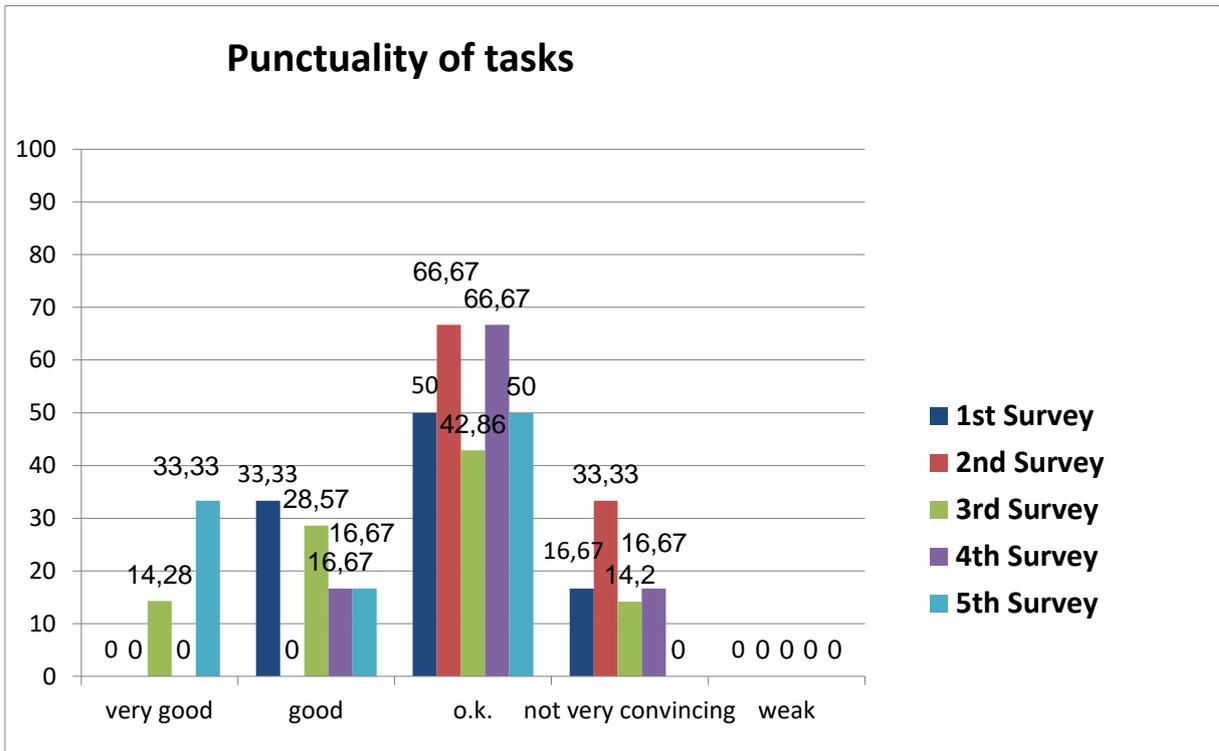




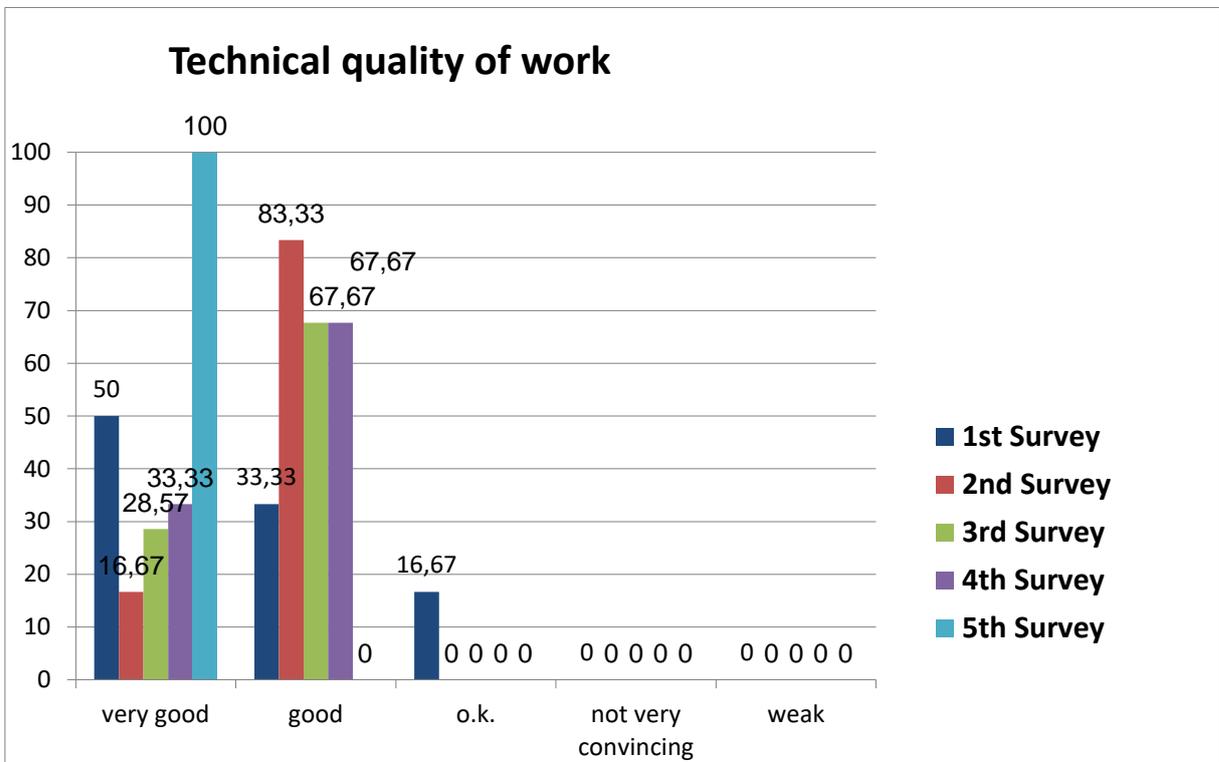
IV. Process 2: Productivity of electronic communication: $N_1=6, N_2=6, N_3=7, N_4=6, N_5=6$ Valid 100%

Concerning other aspects of **the partner collaboration, the partners are moderately satisfied** with the time efficiency of the collaboration: all consider the punctuality to be “good” or just “o.k.” (table V). This is an improvement since the last survey, indicating that this point has been better addressed since the last survey, a point that will be further explored in the qualitative remarks, but throughout the duration of the project, this has been an area that partners have had to work on improving.





V. Process 3: Punctuality of tasks delivered: $N_1=6, N_2=6, N_3=7, N_4=6, N_5=6$ Valid 100%

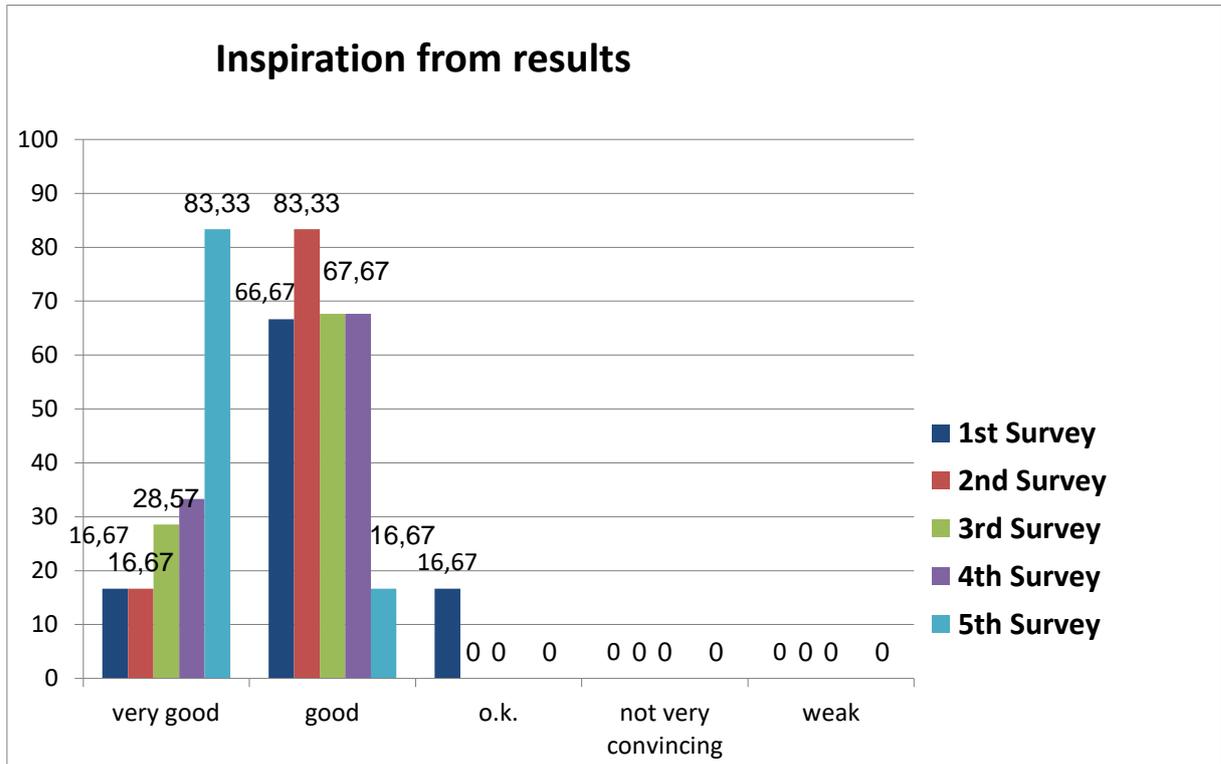


VI. Product 1: Technical quality of work delivered: $N_1=6, N_2=6, N_3=7, N_4=6, N_5=6$ Valid 100%

The technical quality of products delivered remains a strong point of the collaboration.



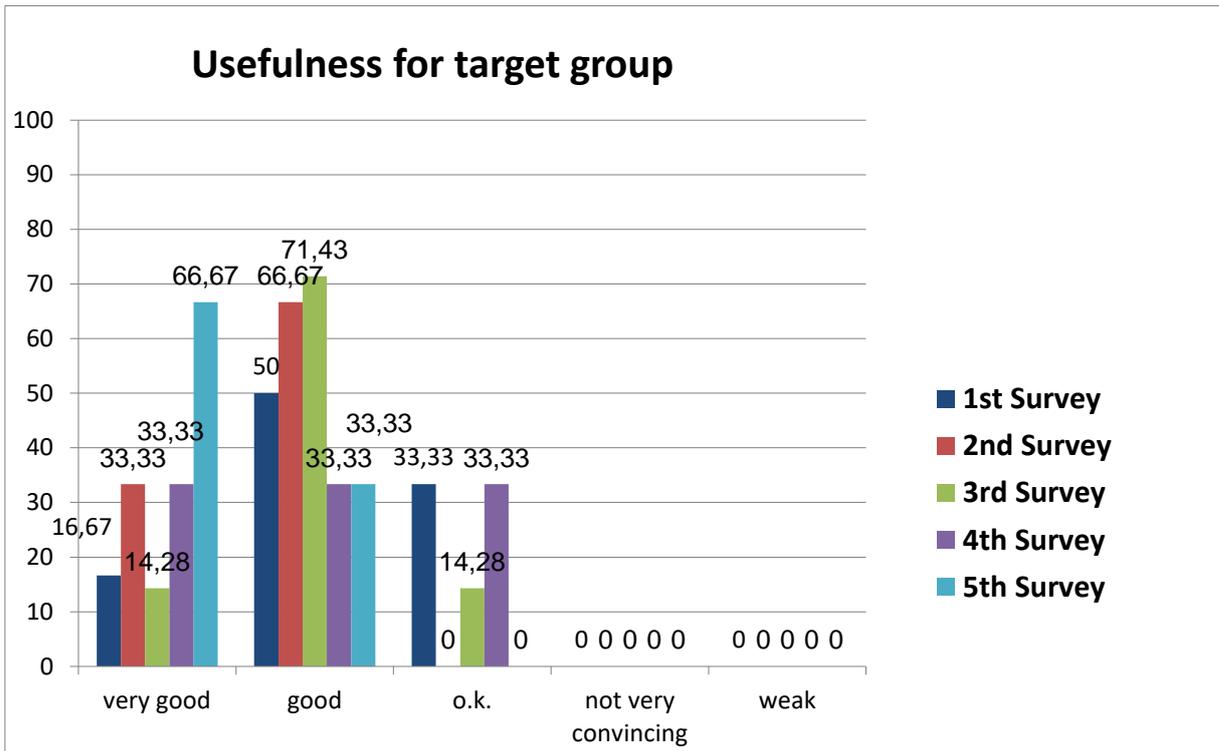
Almost all of the partners rate it as “very good.” The rating has been improved throughout the project, reaching its peak in the final survey. From the standpoint of the internal evaluator, it is a very strong signal that the quality of work is rated positively. Although some tasks have not been completed on time, the quality of the product is very high.



VII. Product 2: Inspiration from results delivered: N₁=6, N₂=6, N₃=7, N₄=6, N₅=6 Valid 100%

The inspiration from results remained positive and has even improved since the last survey. All of the partners assess the inspiration as “good” or “very good” (table VII), which is a positive sign for the successfulness of the partnership and project.



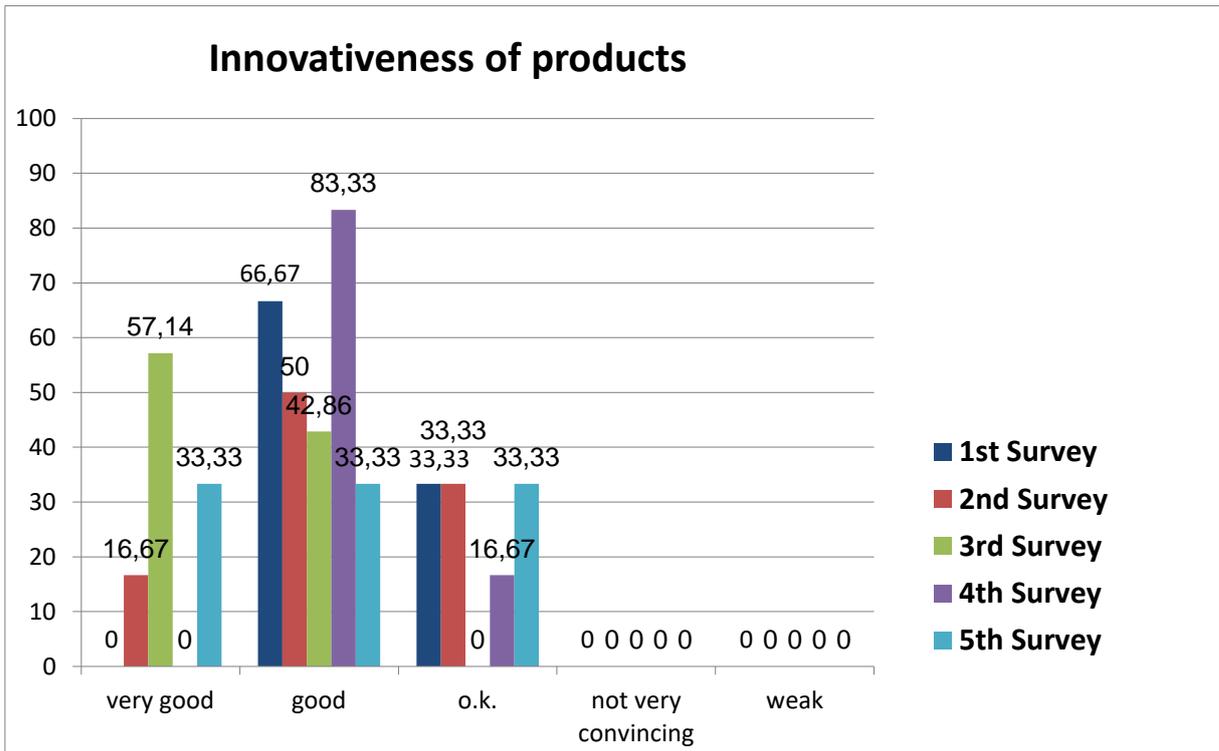


VIII. Product 3: Usefulness for the target group: N₁=6, N₂=6, N₃=7, N₄=6, N₅=6 Valid 100%

The same can be said about the expected usefulness for the target group, probably the most important of the indicators. Two thirds of the partners find the usefulness for the target group “very good” the other third “good.” The partners are very confident about their outcomes. The qualitative remarks will shed light on this rating.

While the products of the collaboration are seen to be useful, the innovativeness of the project’s products continue to be just moderately rated. Although one-third of the partners rate it as “very good,” two-thirds assess this as “good” or just “ok”.

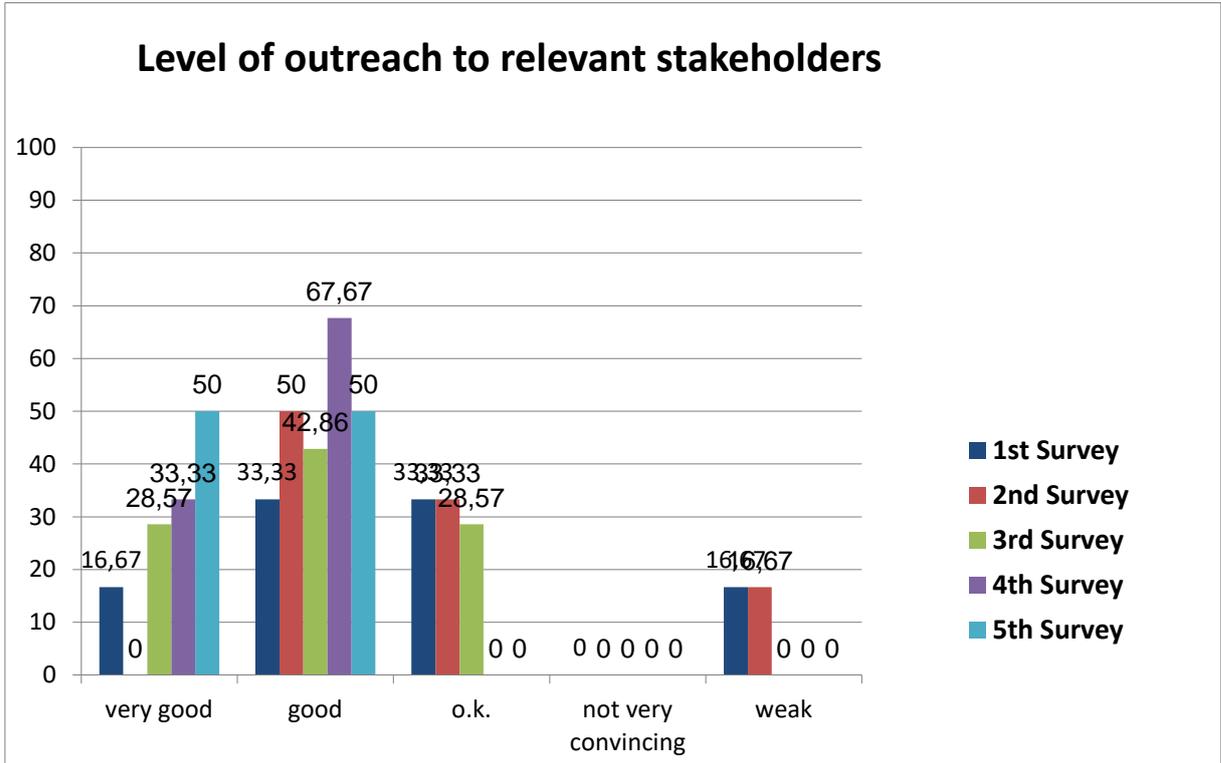




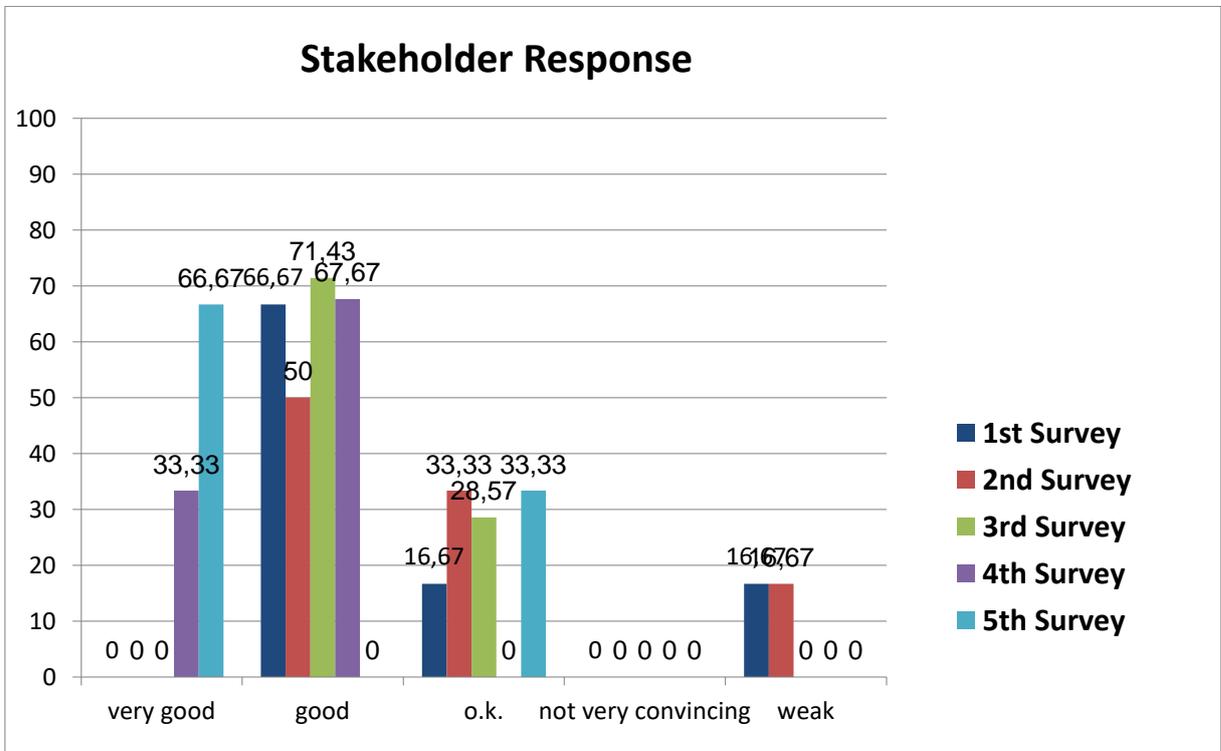
IX. Product 4: Innovativeness of products: N₁=6, N₂=6, N₃=7, N₄=6, N₅=6 Valid 100%

Regarding the outreach of the products to the relevant stakeholders, the ratings have improved in the last survey vs the prior ones. All of the partners rated it as “very good” or “good,” (tables X). The ratings for stakeholder response had mixed results, with two-thirds of partners rating the response as “very good” and one-third as “o.k.” The ratings will be further elaborated on in the second half of this report.





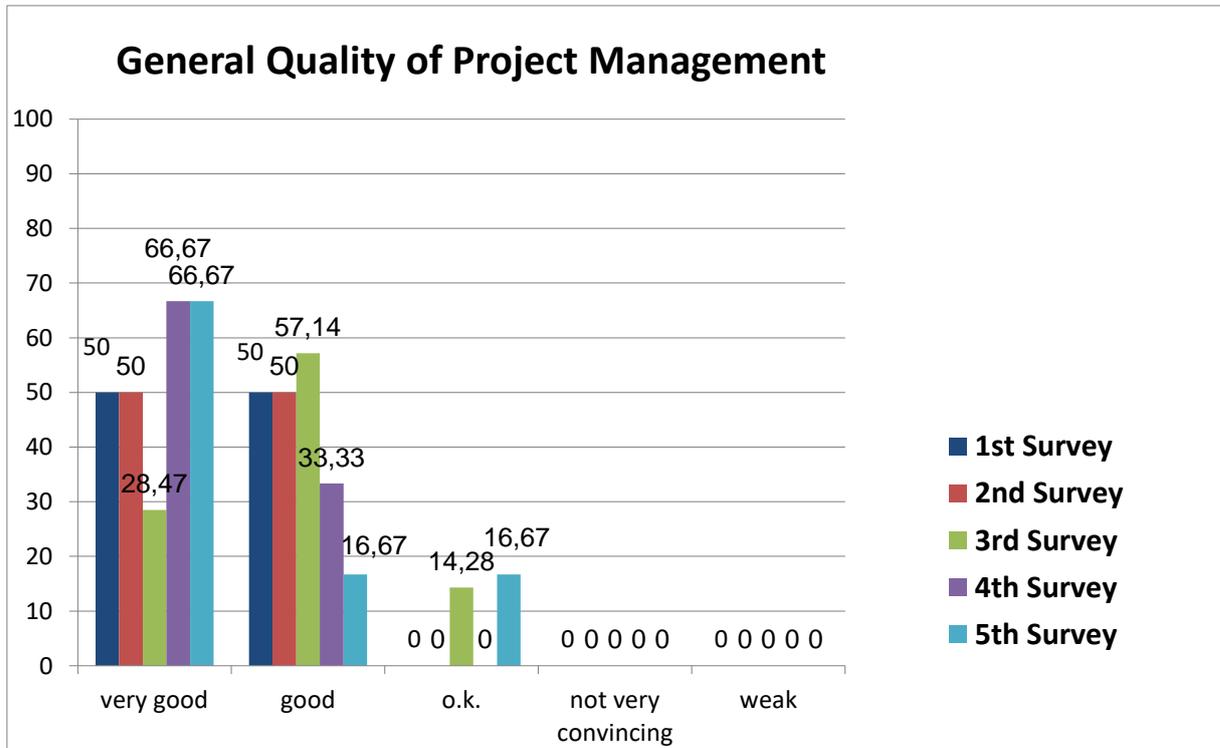
X. Valorisation 1: Outreach to stakeholders: N₁=6, N₂=6, N₃=7, N₄=6, N₅=6 Valid 100%



XI. Valorisation 2: Stakeholder response: N₁=6, N₂=6, N₃=7, N₄=6, N₅=6 Valid 100%



The partners have a generally positive opinion about the general quality of the project management with most rating it as “very good” or “good” but one partners just as “o.k.”.



XII. General quality of project management: $N_1=6$, $N_2=6$, $N_3=7$, $N_4=6$, $N_5=6$ Valid 100%

5.2 Qualitative Remarks

The qualitative questions gave partners an opportunity to share their impressions regarding aspects of the process quality in their own words.

Main Achievements

*“What, in your perception, have been the major **strengths** of the cooperation in the partnership up to now?”*

All of the partners emphasized in their own words the strengths related to the positive relationship between partners and to their strong qualifications and professionalism. **Aspects mentioned focused on the complementary professional competences of the partners in**

collaboration, strong coordination and leadership, good communication and relationships, strong motivation and excellent project management.

The answers in their original form:

- *Very qualified partners with complementary profiles and decision making access.*
- *The quality of the partnership. Formed by excellent organisation and very professional staff.*
- *The complementary roles between the partners, the excellent coordination of the leader of the project and the enough flexibility in the adaptation to the different territories*
- *Good understanding between partners, complementarity of competences and acceptance by all of the coordination.*
- *Good relationship between all partners. Excellent project management by the coordination. Good and fast communication between peers.*
- *The management and good and continuous communications between partners. The existence of the Trello area, partners had access to the materials during the project execution.*

Partners motivation, since there was a sense of purpose in the way the products were made, increasing the motivation and usefulness with which the final results were designed.

“Where do you see weaknesses in the cooperation? What must be improved? “

At this point all of the partners made specific comments about weaknesses and areas for improvement.

The weaknesses mentioned dealt with a range of factors, including **meeting deadlines, problems due to the lack of face-to-face communication during the Covid-19 pandemic and a very diverse set of perspectives on some topics** (which could also be seen as a strength).

Answers include:

- *Although the C1 learning exercises provided opportunities for discussion a common development of insights and understanding requires face time. This is more a weakness of programme set up rather than execution, however.*
- *No.*
- *The different size of the partners makes that exist different perspectives for some issues. The solution is to see this like an advantage.*



- *Compliance with deadlines as defined in the project.*
- *I have no comments.*
- *For the moment, no strong weaknesses, maybe the deadlines and a greater work in terms of online dissemination since the face-to-face activities were not done due to Covid-19.*

Partners' contributions

“What can your partners do to be even more useful for your work at the end of the project?”

Several aspects were mentioned; some dealt with **continuing dissemination efforts, being punctual with deadlines and communicating better**. Other partners had no comments at this final stage of the project, being satisfied at the end.

The specific answers were the following:

- *Worked quite well.*
- *Probably we were too busy and rather disconnected. The only observation is that we didn't find organisations like us in the partnership: providers of employment services. We appreciated very much the theoretical contribution of ISOB, Tavistock and TESE for the training part. They gave us relevant insights for our job.*
- *Be punctual with the deadlines.*
- *Greater dialogue between partners.*
- *In this final stage there are no points to improve as everything is going well.*
- *To investment in the project sustainability. The Italian partners are doing a good work on this issue, promoting the project at local level. Also, the CMLisboa did a good work with their local stakeholders at the end of the project. RF organized a seminar event innovative and different: they did a kind of knowledges pathways. Whether we like it or not, the covid changed the relationship with the final beneficiaries a lot, and despite our response, there was some delay in assuming that the planned events would be online because we were always waiting for the situation to change,*

Risk assessment

“Do you currently perceive any risks that could jeopardize the success of the project? If yes, please state up to three.”

A few of respondents expressed their assessment of potential risks, which included **challenges caused by Covid-19, products not being properly executed in regions and dissemination difficulties because of Covid-induced online events rather than face-to-face**.



Here are the shared answers:

- *The corona situation is a distraction that overshadows all other topics. A phase of reconsideration and transfer of what was developed in 2020 will be needed in 2021*
- *No.*
- *We don't see any risks.*
- *No.*
- *The risk that exists will be the non-applicability of the products designed, in the respective regions. Each partner is responsible for execution and not for the project that is ending.*
- *The distance dissemination created some limitations because, in addition to being late, most of the events took place in the last months of the project, we had fewer people than expected. Why? perhaps by that time people were already very tired of online events. We took a risk. It is certainly counterbalanced with the quality of the sessions and the presentation of quality products.*

Additional Comments

“Do you have any additional remarks/comments to the qualitative ratings?”

Only two respondents made suggestions about the qualitative ratings. One comment dealt with the Covid-19 situation limiting the attention of some stakeholders and causing activities to take additional time to prepare and execute; the other comment centred on a more positive side of the online communication—those who did participate in the virtual conferences and seminars seemed motivated.

Here are the partners’ opinions in their original form:

- *Covid situation limited attention from some stakeholders, all activities required more effort and preparation.*
- *Nothing else to add.*
- *All questions have a very positive evaluation- 100%*
- *I have nothing to add.*
- *Online communication worked quite well because we are a cohesive team and have known each other for a long time. In turn, in the last dissemination sessions, both the conference and the national seminars, were very well evaluated and reached the interested parties. People participated in the sessions even if they last 1 day or half a day. They were motivated and*



wanted to know more.

Suggestions Partnership

“Do you have any suggestions regarding the partnership / future partner meetings?”

Here are the suggestions:

- *Virtual meetings work to a degree but paradoxically require more effort as they need to be more meticulously prepared and followed up-*
- *Let's try still working together.*
- *See 19. Question*
- *I have nothing to add.*

Suggestions Project

“Do you have any suggestions regarding the development of the project?”

Three partners offered specific comments. **The comments dealt dissemination of training materials in 2021, investing in evaluating the impact of the pilots, and having an assessment within a year to ascertain how many entities are using the model from the project.**

- *The partners should plan a dissemination campaign in 2021, eg by a mass role out of the training materials.*
- *Put more focus and resources in the duration of the pilots and in the study of its impact evaluation.*
- *It is important to have an impact assessment within 1 year and to know how many entities are using the model defined in the project.*
- *I have nothing to add.*

5.3. General Interpretation of the Self-Evaluation

At this point after a period of three years of implementation the partners remain generally positive about the development of the project, its results and products and its proven



progress, with a few areas needing consideration as lessons learned for the sustainability phase of this and the planning of future projects. As stressed in the initial process surveys, it is a complex project, and so even comments and ratings that are rated less positively reflect the complexity of the project and the related challenges.

It can be observed as positive that the partners value the expertise and professionalism of fellow partners. Many partners commented on the positive value of complementary competences among partners and on the high level of teamwork and collaboration among partners.

Partners continue to feel that TRELLO and strong project management has kept the project on track, but in general, several partners commented that not all deadlines had been kept, which is seen as both a weakness and a threat. Tied to this were also a few remarks about difficulties related to the Covid-19 pandemic, such as the extra amount of time required to organize online meetings and workshops.

Although most partners felt like meeting deadlines has room for improvement, it should be stressed that most partners are satisfied with the quality of the project, meaning that even if some aspects take more time, it is apparent that the time invested has been dedicated to ensuring high quality of products and outputs for the sake of the project.

Connected with this, i.e., the quality of the product and its useful to the target group, is the commitment of the partners to the project. Most partners are committed to the project's success and view most other partners as being equally committed, which were fruitful for the final steps in the project's implementation. Most partners appear to be fully satisfied with the outreach to stakeholders and stakeholder response, but there are concerns about keeping the stakeholders engaged, especially at the present because of restrictions in face-to-face communication.

In general, most of the ratings have stayed the same throughout the last few surveys, and partners generally seem to be on the "same page" in their assessments. For the final survey, there were a few responses that severely deviated from the other responses, such as the ratings of "weak" for the virtual partner meeting in October 2020. The additional feedback given does not elaborate on why this rating was given, but other responses that face-to-face communication is preferred. However, given that this is not possible in the current climate, it does appear that partners, who have collaborated well together in person during the first 2.5 years of the project, were able to overcome the largest hurdles in the way induced by Covid-19 and successfully work together to complete a complex project.

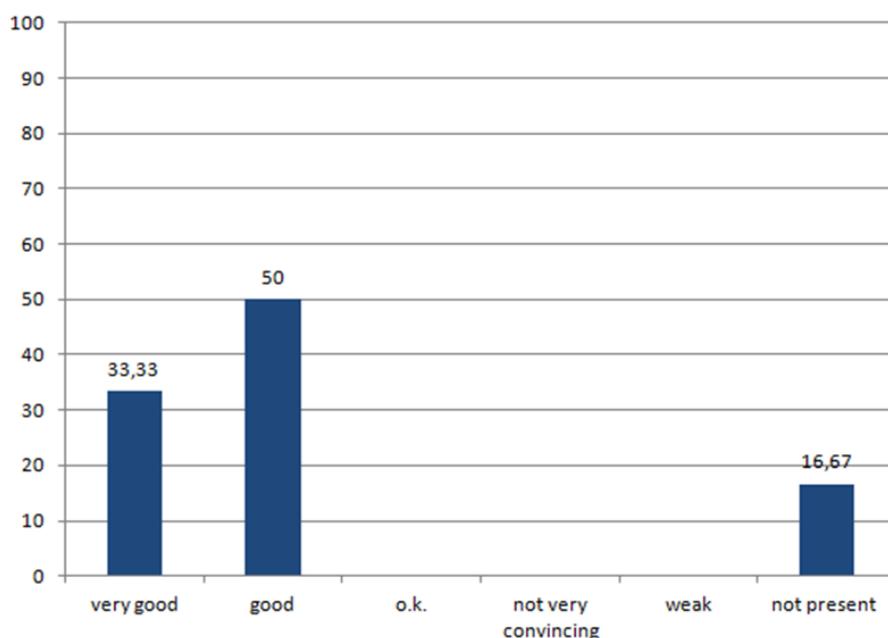


6. Evaluation of Learning Activities 1 and 2

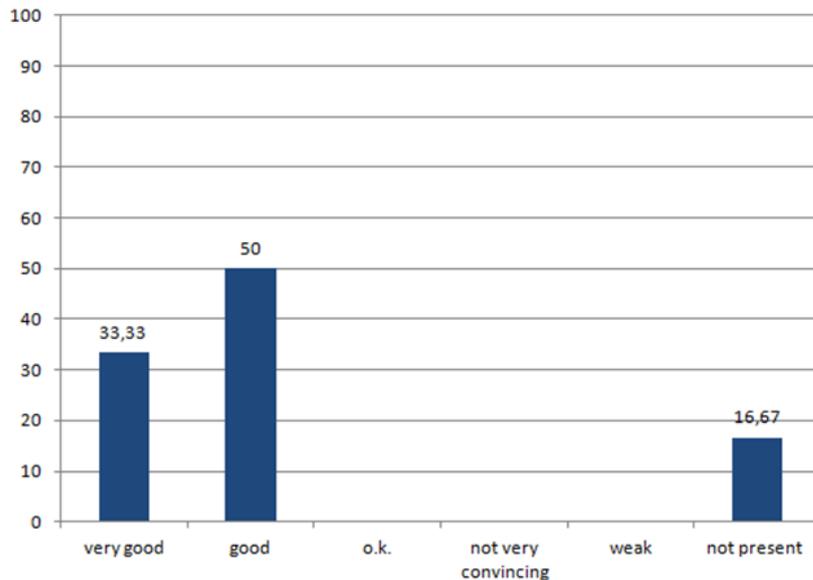
Evaluation of Learning Activity 1

The second process survey included an evaluation of the Learning activity within the projects, where all partner representatives gathered in Regensburg, Germany, to study best practices of intervention in the NEET phenomenon in Germany. The programme included visits to the agency for employment, youth support services, VET providers specialising in NEET support in Regensburg and Munich as well as input from representatives of the strategic partners City Hall of Regensburg and City Hall of Munich (see <https://trello.com/b/1GmrYsmC/learning-activity>).

If you were present, how would you rate the quality of the learning activity held in Regensburg in March 2018?



If you were present, how would you rate the efficiency of the learning activity held in Regensburg in March 2018?



The qualitative questions gave partners an opportunity to share their impressions regarding aspects of the process quality in their own words.

On the learning activity in Regensburg, which seven of the eight partners attended, all rated it positively and profited from learning about approaches and experiences particular to Germany, especially at a local level, in order to reflect about the situation in their own country. One partner would have liked to have had more time to divide into groups and share and compare about their own country in regard to what they had experienced in Germany. One partner though the learning experience could have been shorter. See Process survey 2 feedback paper for details.

Immediately after the meeting, on Friday 16.3., the partners evaluated the learning experience in a common session facilitated by Alexander Krauss, ISOB, along guiding questions.

The methodology was a flashlight session. Each partner gave a short statement about the perceived usefulness, memorable aspects and points to improve.

Statements included:

“Everything was interesting. Many things are inspiring for implementing in Italy. Some elements exist, but not the overall system. In my country the system is more hierarchical and slower.”

“It was good that also the technicians were here to see the practices firsthand. It was a very well organised week.”



“The coordination of the different actors is a good practice. We have to coordinate the piloting with different actors. It was very good to spend the week in the team, because we now know better the person behind the Email address!”

“We became more aware of the close connectedness of the learning and the social integration/stabilisation. We worked out the general principles, preparation, participation, leadership, knowing the person. Trust as basis for cooperation and a good division of tasks for effectiveness of cooperation are very important aspects confirmed by the practices visited.”

“The week consolidated the partnership. It is a complex and difficult partnership, but we clarified many modules of it!”

“I agree with the prior statements. WE heard perspectives of actors on different level, concrete measures as well as general concepts. For me two main aspects are the importance of the work with the parents and the importance of low barrier access points. Also, trust is very important.”

“It was good to learn about Germany and the other partner countries. But for me as a technician it is also a bit frustrating because here things can be done which are hard to do for us at home. As technicians we often have to act on our own!”

“We are more aware of what must be done and the obstacles. The activity went well!”

“ I think we are aware that in spite of different situations in our countries we can work along the same general principles!”

Conclusion:

All participants rated the experience as positive.

Points pointed out as positive included:

Awareness of practices:

- Identification of common principles of effective work (coordination, trust, balance of learning and social integration, inclusion of parents),
- Inspiring concrete practices,
- Team building.

No points for improvement were mentioned.

Evaluation of Learning Activity 2



On 23, 25, 26 June 2020 (3 full days with synchronous & asynchronous sessions) a learning activity took place with the main purpose to collect inputs for Training Standards on “How to” implement COMNETNEET intervention model”. The specific goals were to acquaint ComNetNEET training standards draft, how to transform the ComNetNEET concept to a training product and to develop skills on training standards development.

Details about the event can be obtained from the coordination partner TESE’s report (<https://trello.com/c/xfCzEuP8/8-report-of-the-la-2>)

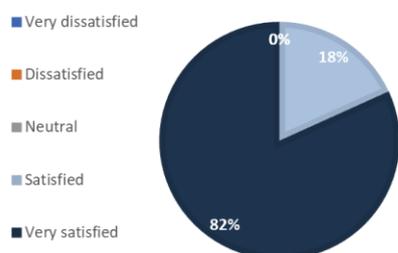
The meeting has been implemented on ZOOM, following the limitations of the COVID situation.

Overall 23 participants attended, Câmara Municipal de Lisboa (3x), CECOIA (5x), UCP - CEPCEP (2x), CPV (4x), Fundación Ronsel (4x), ISOB (1x), Tavistock (2x), TESE (2x).

It can be evaluated that the goal of involving a higher number of those members of the partner organisations who were not directly involved in the development of the outputs, has been achieved.

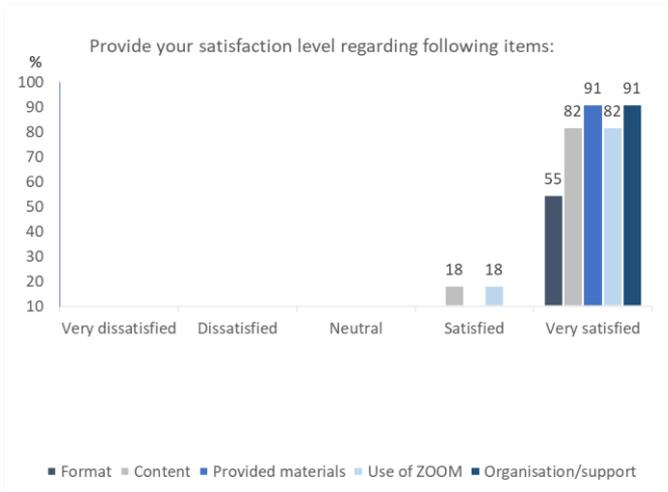
11 participants answered to an online questionnaire, that was sent out by the partner to evaluate the event. The main results include (charts adapted from the partner’s report):

IN GENERAL, HOW SATISFIED ARE YOU WITH THIS LEARNING ACTIVITY?



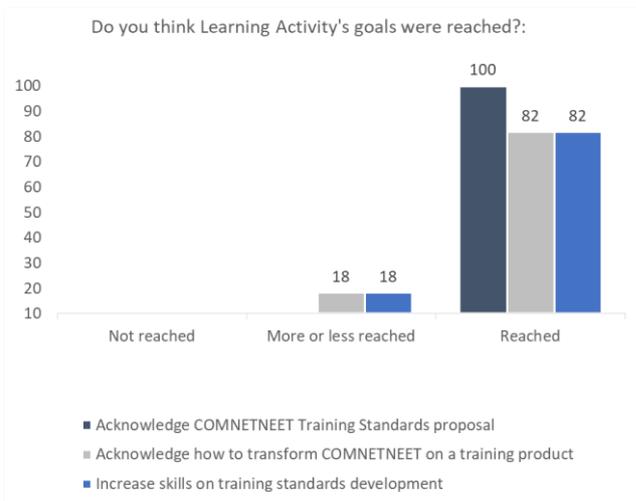
None of the respondents was dissatisfied, 8 out of 10 respondents were highly satisfied.





Among the overall very positive feedback on the satisfaction with the individual elements of the training the material and support stand out.

The format has been highly satisfactory for half of the respondents. This may reflect the limitations of the online format; however, the rest of the participants was satisfied, thereby appreciating the high quality of the online delivery.



The respondents affirm that the results of the training have been reached.

All respondents validate the training standard itself. Eight out of ten also affirm that the transformation of the concept developed in ComNetNEET to a training product has succeeded and that they increased their skills on training standard development.

It can be evaluated that the C 1 and C 2 training events have been highly successful.

While C 1 focused on exposing the partners to relevant stakeholders and actors of good practices in Germany, which gave important input to the overall product and concept development, C 2 succeeded in making these insights teachable.



the high acceptance of the training standards material shows that a benchmark in training material has been delivered here and also the format of online delivery has been much appreciated as a quite viable “second best” solution, given the limitations of the COVID situation.



Project

*ComNetNEET “Community Networking for
Integration of Young People in NEET Situation”*

7. 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 there. They are listed in systematic format here, in order to be able 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.

Indicator	Target Value	Data Source	Status October 2020 and comments
Table 1 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	Info provided by promoter	Y
	Funds made according to the schedule	Financial documents from partners	Y

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Partner Meetings implemented	All partners participate in all meetings	Meeting minutes Information regarding the meetings in Interim Report and Final Report	Y Y
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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 almost monthly	Minutes of the online meetings Agenda of the meetings	Y
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 online conferences 6 x Project Process Quality Survey	Y 34 online meetings duly documented https://trello.com/c/XYbmp0On/13-minutes-and-agenda-of-the-project-online-meetings Y 2 + learning activity report Y, see chapter “Process Quality Evaluation” of this report



Risks addressed.	Promoter and partners address and find solutions for all risks identified.	6 x Project Process Quality Survey	Y see chapter “Process Quality Evaluation” of this report
	All risks identified through 6 x project process quality survey addressed by partners	Minutes of On-line and Partner meetings	Y see chapter “Process Quality Evaluation” of this report, minutes of partner meetings in Italy and multiple online meetings
Table 3a Learning Activities			
Implementation of the joint staff learning event	Participation of all partners	Documentation of the event including attendance list, agenda of the meeting, minutes of the meeting and report	Y https://trello.com/b/1GmrYsmC/learning-activity
Quality of best practices presented	At least two good practices presented	Event documentation	Y https://trello.com/c/V5jLQz9T/3-presentation-shared-during-the-learning-activity



<p>Positive evaluation of learning event</p>	<p>Partner assess content and methodology of event as at least „useful“with respect to quality of methodology, applicability, relevance and efficiency</p>	<p>Partner Survey</p>	<p>Y</p> <p>https://trello.com/c/29d7i39S/2-evaluation-of-the-learning-activity</p> <p>and</p> <p>https://trello.com/c/3b2u3Y19/3-process-survey-results</p> <p>See evaluation of Learning activity” in this report</p> <p>C 2: https://trello.com/b/1GmrYsmC/learning-activity</p>
<p>Tab 3 b Multiplier Events</p>			
<p>Focus Groups of at least relevant key informants implemented</p>	<p>Participation of 10 key informants in PT, ES, IT</p>	<p>Documentation of focus groups including minutes, invitations, participants lists, reports</p>	<p>Y</p> <p>see</p> <p>https://trello.com/b/a4GjAo52/intellectual-outputs</p> <p>https://trello.com/c/xpwHjeh5/7-focus-groups and https://trello.com/c/hlhxUc0U/8-fg-spain-and-italy</p>

National Seminars	Participation of 30 relevant participants in PT, ES, IT	Documentation of event including minutes, invitations, participants lists and reports	<p>Y</p> <p>https://trello.com/b/a4GjAo52/intellectual-outputs</p> <p>https://trello.com/b/gBDC0QKK/multiplier-events on National Seminars</p>
Network of Community Stakeholders established	<p>Stable network of Stakeholders initialized</p> <p>30 stakeholders participate in events in PT, ES, IT</p> <p>30 relevant stakeholders participate in conference in PT., ES, IT.</p> <p>60 participants in European Conference</p>	<p>Documentation of Event.</p> <p>Turnout of event participant survey.</p> <p>75% of participants affirm interest in cooperation or further information.</p>	<p>Y see</p> <p>https://trello.com/b/a4GjAo52/intellectual-outputs</p> <p>Y</p> <p>https://trello.com/b/gBDC0QKK/multiplier-events</p> <p>Y conference online. Due to participatory observation of the internal evaluation the event has attracted more than 60 participants from all over Europe. The online format increases the access for foreign participants.</p> <p>Conference report</p>

Intellectual Outputs			
Table 2 a IO1 State of the Art			
<p>Study</p> <p>Quality of Guidelines rated positively by partners and stakeholders</p> <p>Quality criteria: Identification of best practices of NEET integration through work based learning and municipal coordination of actor</p>	<p>Existence</p> <p>At least at least 75% of partners accept guide</p>	<p>Document Analysis</p> <p>Partner communication</p>	<p>Y</p> <p>Y</p> <p>https://trello.com/b/a4GjAo52/intellectual-outputs</p> <p>IO 1 widely accepted by partners and AB as base for further development of IO see minutes of partner meetings</p> <p>https://trello.com/b/yCDVgcmJ/transnational-and-online-meetings</p> <p>an AB (Ch. 4)</p>

Presentation of policy recommendations	Research methodology accepted by 75% of the partners	Existence of the study/desk research	Y
Presentation of practices	IO1 A 1 outcome paper accepted by 75% of the partners	Existence of research methodology	Y
		IO1 A1 Outcome paper existence	Y
		Tacit consent among 75% of partners	Y minutes of partner meeting Vicenza
Table 2 b IO2 Model of Intervention			
Existence of model on micro and meso-level	Recommendations for implementation	Document analysis, agreement of partners and AB	Y https://trello.com/c/t3XM7S7m/16-o2-a4-guidelines-for-the-testing Agreement of AB PT, IT and ESP, see Ch. 4, other AB pending, as IO was prepared within the overall delay of IO preparation

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Existence of supporting material (A2)	Existence Quality of intervention methodology along overall quality criteria for IO 2 approved by 75% of partners and Advisory Boards as „suitable for testing“	Document analysis Survey of partners AB Minutes and stakeholder meetings	Y Y see approval in virtual meetings (see minutes)
Staff Training (A3)	Existence Quality criteria met according to assessment by partners and AB	Survey of partners AB minutes	Y 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

<p>Testing with 15 target group members in PT, ESP, IT (A 4/A5)</p>	<p>Meeting criteria mentioned in appl</p>	<p>Testing report by partners, participants and facilitators survey</p>	<p>Y wide and detailed documentation of the piloting. 60 youth involved, positive results evidenced. See report of impact evaluation and national and overall piloting report (cf also Ch. 3 of this report) and also the national reports developed by partners responsible for the testing.</p> <p>Partner Testing reports: https://trello.com/c/AscgKmWy/17-o2-a5-reporting-of-the-testing-phase-preliminary https://trello.com/c/9Sa4ezmY/25-o2-a5-final</p> <p>Impact Evaluation Report: https://trello.com/c/SbpC95Oy/23-final-impact-evaluation-report</p>
<p>Table 2 c IO3 Guide for Local Partnerships</p>			



<p>Existence of Study Covering methodology on:</p> <ul style="list-style-type: none"> • How to increase social inclusion of young people in a NEET situation • How to identify and activate young people in a NEET situation • How to develop key employability competences in young people in a NEET situation • How to support motivation, self-confidence, and trust in the system • How to develop local community partnerships for employability • How to work collaboratively and create sustainable networks to support young people in a NEET situation, at a local and regional level <p>Identification of target group</p>	<p>Acceptance by all partners</p> <p>Feedback by ISOB</p> <p>All partners contributed to the guideline</p> <p>Acceptance by Advisory Boards</p>	<p>Existence of the guideline</p> <p>Existence of feedback</p> <p>Advisory Board Minutes</p>	<p>Y</p> <p>https://trello.com/c/BiOivbLr/26-final-version-of-io3</p> <p>All aspects covered. Approved by partner meetings and stakeholder meetings, positive evaluation in final conference and during the national seminars and 3rd networking meetings, where this IO was presented and explored. These replaced the AB Feedback.</p>
<p>Table 2 e IO5 Training Standard for Intervention</p>			
<p>Existence of Training Standard</p> <p>Covering methodology on:</p> <ul style="list-style-type: none"> • learning objectives • training contents • duration • assessment criteria • resources • products/outputs. 	<p>Acceptance by all partners</p> <p>Feedback by training participants 75% assess training as at least "good"</p> <p>Acceptance by Advisory Boards</p>	<p>Existence of the standard</p> <p>Existence of feedback and approval by participants</p> <p>Advisory Board approval</p>	<p>Y</p> <p>154 p document</p> <p>https://trello.com/c/tvTD5Ali/27-io5</p> <p>Feedback in training meets target value (see Ch. 6)</p> <p>Approval by partners (see meeting minutes). Presentation in Final Conference and Stakeholder meetings at national level. Also, in the national seminars organized in PT, ES and IT. These replaced AB feedback.</p>

Dissimination: The reporting and evaluation of the dissemination part of the project (Table 5 of Model) in the responsibility of Partner Fundacion RonselTo the knowledge of the internal evaluation partner All indicators have been achieved. See <https://trello.com/c/ZCPgxzqS/20-dissemination-report>

8. Conclusions and Recommendations

Conclusion:

The project “ComNetNEET”, in spite of delays in the production of some of its IO, has met all of the quality indicators set.

The project produced a IO 1 report which is accepted by partners as well as stakeholders and includes an in depth analysis of the problem, presents relevant **best practices** from partner countries in systematic form and identifies core characteristics of promising interventions in a framework **matrix of education and insertion as well as social integration**. The IO delivered on the aim of transferring good practices and strategies of intervention which have not before been available to an international audience in English language.

IO 2 has been elaborated on the basis of the results of IO 1 as well as focus group research among the target groups and has yielded a complex model of intervention which has relevance way beyond the scope of what can be tested within the resources of an Erasmus+ KA 2 project. Nevertheless, the **concise testing scheme followed by the partners** (staff training, tools for action, guidelines of the 3 pilots, reports of the 3 pilots) and the impact evaluation strategy is promising for getting insights into the functionality of the overall approach.

A **practical guide for mobilising and coordinating community action** for YP in NEET situation integration has been created, which summarises the main results of IO 1 and IO 2 for practitioners and policy makers. The main part includes a step-by-step guide (roadmap) for implementation of such networks which is suitable for guiding the audience to the more in-depth information in the other outputs.

IO 5 has produced **training standards for implementing the model and further training** of staff and technicians working in the field of YP in a NEET situation. These have been elaborated in a comprehensive 154 p. set of training aids that include syllabi, worksheets, tools and guidelines for supporting training. The output has been tested within the C2 learning activity within the project. This activity had very good feedback from the participants.

The partnership devoted substantial additional work to the implementation of an impact assessment and evaluation study that was developed by partner TIHR. The study, that had not been accepted as an intellectual output by the funders, has greatly supported the degree of reflectivity in the project. It has collected and analysed ample evidence that the piloting of the model that has been developed has achieved the intended impacts, as

- “• Stakeholders are aware of the need for better coordination of local approaches,
- Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with),
- Sustainable local partnership networks,
- Young People have a clearer vision and pathway for their future,
- Young People have started to implement their action plans to achieve their goals,



- Young People have increased employability skills, motivation, and self-confidence,
- Young People have better links with employers and increased awareness of routes into work,
- Young People have moved onto and remain in education/training/work after the end of the programme.

A website and social media channels (mainly a Facebook page) were created to disseminate the results and was maintain and update along the project implementation. These have helped to disseminate the results widely.

Partners assess the process quality of the project as positive in all of the quality dimensions defined, punctual delivery of deliverables being a weaker point.

The partnership has faced the challenges of the COVID induced limitations to mobility and face to face interaction. The partners have successfully assessed the situation in April 2020 and rescheduled some of the activities. Overall, it can be concluded that the direct rearrangements have been successful. The online formats of seminars, meetings and finally the final international conference have, next to the usual limitations in multi-level communication, has also brought some new opportunities. The high attendance by international partners in the final conference shows that online delivery can ease access and communication all over Europe. A more indirect consequence has been the increased competition for attention and resources of third parties. It could be observed that most stakeholders were in the same situation like the project partners: a frantic rearrangement of activities and a determined struggle to uphold core activities. Therefore, voluntary and desirable activities have been cut back in some cases. Nevertheless, a remarkable level of stakeholder and other third-party engagement could be observed.

Described along a SWOT grid, the material presented in this report - in the opinion of the internal evaluation – demonstrated the strength, weaknesses, opportunities, and threats (risks) to follow:

Strength

- High quality of IO 1, Good practices collected systematically analysed,
- Relevant policy recommendations developed and validated by stakeholders,
- Report accepted by partners and stakeholders,
- High Quality of IO 2 based on results of IO 1,
- Interactive elaboration of model of intervention,
- High level of adaptability of model, based on testing results,
- Various options discussed,
- Detailed instructions for intervention and staff training for intervention,



- IO 3 guide for practitioners and decision makers presents very practical roadmap for implementation,
- High quality of staff training and training standard (IO 5) material,
- Elaborate outcome description and impact measurement system,
- High level impact evaluation yielded rigid convincing report on impacts,
- Desired impacts achieved to a high degree,
- Relevant stakeholders on decision maker level involved,
- Successful final conference regards international outreach and participant feedback,
- Good prospects of sustainability.

Weaknesses

- Limited scope of piloting in relation to the policy approach,
- Complexity of stakeholder and actor involvement and coordination requirements,
- Complexity of situation and research material available results in complex partner cooperation in developing reports and concepts results in delays in availability of results,
- Underfunding of complex impact evaluation approach.

Opportunities

- Results of all IO have relevance beyond the scope of piloting and can be used to inform and plan multiple further initiatives on individual intervention design, local, national and European policy making, as the piloting has not exhausted the conceptual framework and many aspects on meta (policy coordination) meso (stakeholder and actor coordination and planning on community level) and micro level (individual interventions vs NEETS) can and should be further elaborated and detailed.
- Compatibility with key stakeholder policy approaches.

Risks

- Consistent stakeholder engagement and availability to implement recommendations and support piloting. The COVID crisis continues to attract a great share of public attention and resources. this requires an additional effort to reinforce the outreach to and commitment of stakeholders to achieve sustainability.



Recommendations

Partners should make an effort to engage the local stakeholders to discuss the IO particularly after the COVID situation has been mitigated in order to re-embed the project results and give the topic the attention it deserves.

The role of regional community coordination in increasing the resilience of communities should be highlighted as a resource for managing a wide range of challenges in this context.

At process level the more than 30 virtual meetings have been very useful for keeping the project on track in spite of initial delays and facing the challenges of the COVID situation.

The partners should continue to discuss and exchange material and tools appropriate for creating and supporting interventions along the general model in the future. Although such material has been identified, but in some cases funds for translation were not sufficient to enable transnational transfer not only of general concepts but also concrete, often high-volume materials and tools.

A more interactive form of presentation of individual tools and guidelines, incl. the opportunity of access to open educational resources and machine assisted translation could enhance the flexibility and expandability of the materials that have been identified as supporting the ComNetNEET model.

Partners should invest in the monitoring of impact within projects, which has contributed to a higher reflectivity, keeping stakeholders close to the main rationale of the intervention and evidencing its effects and impacts. Such efforts cannot be supported by the implementation budget alone.

As stakeholder involvement is key for the success of the intervention partners are recommended to continue to invest in networking and engaging the stakeholders as much as possible. The mission of networking must be clear, and partners should aim to view such networks not only in a technical and formal perspective, but as a community of experts and practitioners which also depend on the interpersonal communication and rapport. This requires a certain continuity in staffing.

Feedback from stakeholders in Advisory Boards and stakeholder meetings have pointed at a greater role of (social) entrepreneurship in the integration of NEETS. This points at increasing the effort to reinforce the self-organisation and participation of the target group of YP in a NEET situation which cannot be conceived as passive recipients of interventions. This aspect needs more elaboration.

ComNetNEET has attracted the attention of major projects for the integration of young migrants, as the intervention logic is quite similar for these groups. The dynamics of migration, education, access to the labour market and a general socialisation in an industrial labour economy requires more study and elaboration. Instead of viewing migration, NEETS, handicapped and other subgroups as individual targets of specific interventions from specialised agencies, the development of an overall inclusive socio-educational-employment



system on regional level needs more elaboration. Best practices of multi-agency-one stop government contact points on regional level point in this direction.



Project

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