NEETS

PROJECT

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

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

Impact Evaluation of the NEETs at RISK Model

Partners:

Promoter:

Title

Impact Evaluation of the NEETs at RISK model

Edition

Universidade Católica Portuguesa – Centro de Estudos dos Povos e Culturas de Expressão Portuguesa (Portugal)

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EXECUTIVE SUMMARY

The main objective of this report is to analyse evidences and data collected in order to **assess the impact of the NEETs at RISK model**, a model developed within the Erasmus+ project "EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET – flexible pathways and an effective methodology for the transition into the labour market" (NEETS at RISK).

The model describes an innovative methodology to identify young people who are still in the school system but at risk of becoming NEET and seeks to provide a tailored intervention to prevent them from becoming NEET, either by increasing motivation to stay in school with good results, or by facilitating them with a smoother transition into the labour market and/or further learning or training.

The model was implemented and tested in three pilot locations (Spain, Italy and Portugal) and a framework for evaluation (including impact evaluation) was developed to run alongside the piloting. Baseline, monitoring and follow-up data was collected by piloting partners.

Parts of the results are reported in "Results of the application of the pilot project in partners' countries" Spielhofer, T. & Hahne, A. (2017) [1] where a description of the model implementation and lessons learned are described. Those results are based on data collected using the following tools: a template for the pilot testing completed by partners; session reports completed by facilitators; focus groups and interviews with students and stakeholders.

However, this report focuses particularly on the impact evaluation of the model, especially on the impact on young people participating in the programme.

The programme foreseen in the model sought to improve three key issues that were identified as being crucial risk factors for becoming NEET. These **three key outcomes** were:

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

- Ensuring that young people know how to choose the most suitable EET for them;

- Ensuring that young people have the social capital (contacts, networks, know-how) to progress after leaving school.

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[1] Available at the project website http://www.preventingneets.eu/.

To understand the impact of the programme on these expected outcomes, self-completion questionnaires were filled in by students at the beginning, at the end and 6 months after completing the programme[2].

All three questionnaires included a number of items that were used to measure the expected outcomes. The first questionnaire survey **(initial assessment – baseline data)** also included questions about the school attendance, school performance, school expectancy, and parents' expectations and support. The second questionnaire survey **(post intervention assessment – monitoring data)** asked further questions about recent school attendance, school performance and future plans. In contrast, the third questionnaire survey **(ex-post evaluation – follow up data)** enabled students to reflect about the participation in the programme and their future plans (see Annexes for all three questionaires). Eight to ten items were used to measure each of the three outcomes using items such as "I like learning new things"' or "I am positive about my skills to progress after leaving school". Items had to be rated on a 5-point Likert scale from "strongly disagree" to "strongly agree".

For the ex-post evaluation of the intervention programme apart from the third questionnaire survey filled in by students and the corresponding analysis of the evolution of the importance that students attribute to the questions linked with the expected outcomes considered, also **qualitative interviews** with the students were conducted, the following questions being explored:

1. The effects that students felt for participating in the programme

2. What the students like most about participating

3. What they don't like

4. Improvements

5. The plans for the future in terms of further education/training and/or finding work

As part of the overall impact evaluation methodology, qualitative results coming from focus groups with school staff and other stakeholders[3] were also analysed, providing relevant inputs for the conclusions and recommendations.

Althouhg not foreseen initially in the designed methodology for impact evaluation but with a view to enrich the data collected through statistical data analysis and focus groups techniques, also a qualitative and critical analysis of the results of the mentoring

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[2] According to the methodology the third questionnaire survey should be apllied 6 months after the end of the programme. However, delays happened, meaning that the 3rd survey was only aplied 8 to 9 months after the end of the programme, depending on countries.

[3] For more information on focus groups results, please check annex 5.

and coaching sessions[4] developed as part of the methodology was performed and results considered for the purposes of impact evaluation.

The results of the ex-post evaluation exercise in terms of the expected outcomes, can be summarized as follows:

1. **"How do you do at school"** - Italy presents significantly lower averages for all items and Portugal is the partner country where the average to each item is higher;

2. "**How do you feel prepared to make your future choices"** - Italy presents to all statements an average value less than 3 which means "Non-agree or disagree", while the other partner countries present average values equal or less than 3 to only some statements;

3. **"How do you feel about your social skills and contacts"** - In general the assessment of the students to this outcome in the ex-post evaluation is weak. There was, however, a declared improvement of this outcome from the beginning to the end of the programme.

In fact, as detailed in the statistical analysis (see Annex 1) "Responses to the series of items per scale showed that there was indeed significant improvement. Especially, participants' social capital improved from the beginning of the programme to the end of the programme. This positive result was further evidenced by feedback from participants as well as school staff. School staff highlighted the positive impact of the programme and the importance of increasing links with employers. Students reported that they liked the practical sessions in particular and that the programme had provided knowledge about how to find a job and what is needed to do well at work … While there was a significant increase from baseline to follow-up, the score for social capital remained constant from the end of the programme to the follow-up. This is in fact still a very positive finding, as it indicates that the effect of the programme did not weaken after the programme finished but was still existent 8 to 9 months after the end of the programme".

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[4]   For more information regarding the analysis made to the mentoring and coaching sessions results, please check annex 4.

As a final conclusion, and combining elements such as the analysis of the students first, second and third questionnaire surveys, the results of the students' interviews, the focus group results, the mentoring and coaching sessions results it can be said that the Model developed within the NEETS at RISK project presents very positive results with a significative number of students in the three countries participating in the pilot experimentation of the programme better prepared to face situations of risk of becoming NEETs.

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INTRODUCTION

Impact evaluation is an assessment of how the intervention being evaluated affects outcomes, whether these effects are intended or unintended.

The main objective of this report is to analyse evidences and data collected in order to **assess the impact of the NEETs at RISK model**, a model developed within the Erasmus+ project "EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET – flexible pathways and an effective methodology for the transition into the labour market" (NEETS at RISK).

The model was designed within the project and piloted in three pilot locations (Spain, Italy and Portugal).

A framework for evaluation (including impact evaluation) was developed to run alongside the piloting of the model. Methodologies used include focus group research, qualitative data analysis, statistical data analysis, key informant concept, Delphi method.

A special focus was given to the measurement of the impact of the model on young people participating in the programme.

Baseline, monitoring and follow-up data were collected by piloting partners. Self-completion questionnaires were filled in by students at the beginning, at the end and 6 months after completing the programme.

At the follow-up stage, also qualitative interviews with the students were carried out.

But other stakeholders where also considered in impact evaluation.

In fact, the impact evaluation exercice collected evidences from the data and insights gained during the project, the piloting phase, the contacts made with stakeholders and actors within the project, assessing the actual and potential impact that has been achieved, through the implementation of the model designed and piloted within the project. The available evidences were also discussed in-depth in panels of experts and workgroups in each country (namely focus groups, and awareness sessions).

The report intends also to provide some conclusions and recommendations to actors in the education and training system, from the labour market and to policy makers on the actual and potential impact of the model, on how this model can contribute to improve opportunities for NEETs, on possible measures to "reduce the number of young people who are NEET" and on how the model designed and tested can be better and further implemented in the future, promoting project sustainability.

So, according to the index presented above, Section I gives an overview of the methodology used in the impact evaluation, Section II presents findings in relation to the first and the second questionnaire survey applied to students, in the beginning and at the end of the programme (see annexes 2 and 3), Section III provides the analysis of the third questionnaire survey (annex 6) as well as of the qualitative information collected through the interviews with students (see annex 7) in terms of ex-post evaluation and Section IV presents the most important conclusions and recommendations regarding the impact evaluation of the NEETs at RISK Model pilot application.

SECTION I – Impact Evaluation Methodology

The methodology used for the impact evaluation of the NEETs at RISK Model is focused on the impact of the intervention on young students participating in the programme, from the perspective of the students but also from the perspective of the school staff and other involved stakeholders.

The programme foreseen in the model sought to improve three key issues that were identified as being crucial risk factors for becoming NEET, **the expected outcomes being as follows:**[5]

- Ensuring that young people have the social capital (contacts, networks, know-how) to find a job

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

- Ensuring that young people know how to choose the most suitable EET for them

Those were, therefore, the expected outcomes considered in the impact evaluation.

To understand the impact of the programme on these expected outcomes, three surveys targeted to young students involved in the programme were conducted. Those surveys were based on self-completion questionnaires that were filled in by students at the beginning, at the end and 8 or 9 months after completing the programme[6].

All the three questionnaires included a number of items that were used to measure the expected outcomes.

The first questionnaire survey – **initial assessment** moment - also included questions about the school attendance, school performance, school expectancy, and parents' expectations and support.

The second questionnaire survey – **post intervention assessment** moment - asked further questions about recent school attendance, school performance and plans for the future.

In contrast, the third questionnaire survey – **ex-post evaluation** moment - enabled students to reflect about the participation in the programme and again their plans for the future.

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[5] Details of the expected outcomes are presented in the tables below together with the impact indicators analysed.

[6] See Footnote2.

All questionnaires used are annexes to this report.

Eight to ten items were used to measure each of the three outcomes using items such as "I like learning new things"' or "I am positive about my skills to progress after leaving school". Items had to be rated on a 5-point Likert scale from "strongly disagree" to strongly "agree" in which 1 means "strongly disagree" and 5 "strongly agree", the scale being as follows:

1- Strongly disagree

2- Disagree

3- Non-agree or disagree

4- Agree

5- Strongly agree

The evaluation index for this intervention was, therefore, defined as a composite indicator called "Average Rating Index" integrating degrees of importance from 1 to 5 (1 = strongly disagree and 5 = strongly agree) assigned by each student to different items of variable considered.

An analysis of the evolution, between the beginning and the end of the pilot intervention programme, of the importance that students attribute to the questions linked with the expected outcomes considered, are presented in Section II. The objective is to investigate if there was a reduction, an increase or stagnation in the outcomes (in percentage) between those 2 periods because of the intervention.

For the ex-post evaluation of the intervention programme (Section III) apart from the third questionnaire survey filled in by students and the corresponding analysis of the evolution of the importance that students attribute to the questions linked with the expected outcomes considered, also **qualitative interviews** with the students were conducted, the following questions being explored:

6. The effects that students felt for participating in the programme

7. What the students like most about participating

8. What they don't like

9. Improvements

10. The plans for the future in terms of further education/training and/or finding work

As part of the overall impact evaluation methodology, qualitative results coming from focus groups with school staff and other stakeholders[7] were also analysed, providing relevant inputs for the conclusions and recommendations.

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[7] For more information on focus groups results, please check annex 5.

Althouhg not foreseen initially in the designed methodology for impact evaluation but with a view to enrich the data collected through statistical data analysis and focus groups techniques, also a qualitative and critical analysis of the results of the mentoring and coaching sessions developed as part of the methodology was performed and results considered for the purposes of impact evaluation[8].

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[8] For more information regarding the analysis made to the mentoring and coaching sessions results, please check annex 4.

1. Initial Assessment

During the initial assessment, information about students to integrate in the pilot experimentation programme was collected according to the following steps:

- Criteria for the selection of students to participate in the programme:
    - Low attendance (high number of absences, previous drop out…)
    - Low attainment (low grades, school failure, …)
    - Special education needs
    - Non-participating in school extra activities (volunteering, music, etc.)
    - Having extra support classes
    - Having social economic support (students benefiting from social support; signalized as having vulnerable family conditions…)
- Select some risk assessment criteria for impact evaluation
- Application of the first student paper-and-pencil questionnaire containing questions around the following topics:
    - Personal Information
    - Student and the school
    - Student and the family
    - Student and the society

2. Post Intervention Assessment

- At the end of the pilot experimentation of the programme:
    - Students questionnaire
    - Focus group with school staff (teachers/ facilitators)
    - Focus group with involved stakeholders

3. Ex-Post Evaluation

- 6 months after the end of the pilot experimentation of the programme:
    - Students questionnaire
    - Qualitative interviews with students
    - Focus group with school staff (teachers/ facilitators)
    - Focus group with involved stakeholders

Expected Outcomes	Output Indicators	Impact Indicators	Measure
Young people have improved their social capital to find a job	1. Have met other **young people working/studying in 3 different EET fields**. 2. Have met with at least **2 potential employers** in an area of their interest. 3. Have been provided with 1 training session on **labour market mechanism** 4. Have had at least **one entrepreneurial visit** 5. Have had 2/3 awareness sessions on **skills or experience needed for different jobs** 6. Have had 2 awareness sessions on the **difference between school and work environment** 7. Have had 2 contacts with **local organisations or individuals** that are available to help them find a job or further training opportunity 8. Have had 2 awareness sessions on **how to behave in the work place**	**Social Capital** **Employability skills**	Percentage of students having : • Increased contact with: potential employers; professionals; local organisations; young people working/studying in different EET fields • Clarified their employment interests • Greater insight of what is need to get a job and do well in employment • Experienced work-based environments • More awareness about labour market prospects • Enhanced skills which can be used in different jobs e.g. problem solving, working with others…
Expected Outcomes	**Output Indicators**	**Impact Indicators**	**Measure**
Young people have a less negative attitude towards school /learning	1. Are more aware of the relevance of what they learn at school to the world of work (75% of students) 2. Have had 2 awareness sessions on what qualifications, skills and knowledge are needed to move into particular types of EET 3. **Are more motivated to do well in their place of learning**, including school or college (75% of students) 4. **Feel more confident** that they are able to do well at school (75%) 5. **Are more willing to continue in learning**, in school or via some other type of education or training, after completing compulsory education (100% of students)	**School attainment/ achievement** **School attendance** **School expectancy**	Percentage of students who have improved average grade (between 1st and 3rd term of the school year) or have not failed the school year Percentage of students who have improved school attendance, during the year (between 1st and 3rd term of the school year) or have not dropped out of school, during the year Percentage of students maintaining or improving expectations regarding the school grade they would like to achieve (general/ VET stream)

Expected Outcomes	Output Indicators	Impact Indicators	Measure
Young people are more able to choose suitable EET	1. Are more aware of their own social competencies and talents relevant to the school career and world of work (75% of students) 2. Have had 1 awareness session on EET options available to them locally during and after leaving school including youth entrepreneurship	**Self-confidence**	Percentage of students having developed/ enhanced their: self-confidence in succeeding in school and work care and responsibility concerning school/ work tasks skills and initiative to plan and manage tasks in order to achieve objectives
	3. Have had 1 training session on developed job search skills, including writing a CV, looking for a job and attending a job interview	**Employability skills**	Job search skills, including writing a CV, looking for a job and attending a job interview
	4. Have put together a portfolio of achievements to help them visualise what they have achieved and what they are good at school (75% of students)		Awareness and ability to choose their educational/professional career

SECTION II – Impact Evaluation - Initial and Post Intervention Assessment [9]

1. Characterization of Young Students who participated in the Programme

a) General characterization

There are significant differences in the partner countries in terms of number, age and gender of the young students who participated in the programme, as illustrated in the following tables and graphics.

Indeed, the total number of students involved was 45. However, it should be noted that the conclusions presented in this report are only based on 8 participants from Spain as only 8 completed the post intervention assessment questionnaire.

Indeed, while in Italy 94.1% of the young students who participated in the pilot programme were 17 years old, in Portugal only 18.8% were in this age group. In Spain only 8.3% of the participants were 17 years old.

However, in Portugal 50% of the participating students were 14 or 15 years old and in Spain 25%.

It is considered that the significant differences in age of the young students who participated in the pilot programme can justify the differences that occur in their behavior as presented in the impact evaluation.

The distribution by gender shows that in Spain most of the students were girls. In Portugal there was a certain balance in the participation of each gender, the same cannot be said about Italy, where most of the participants were boys.

In summary: In Portugal mainly young students participated in the programme and the gender distribution was balanced; in Italy participants tended to be older and almost all were male; in Spain young students participating in the programme were mostly 16 years old and almost all were girls.

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[9] The impact evaluation data come from the survey questionnaires targeted to the students that participated in the pilot experimentation of the programme in the 3 countries (IT, ES, PT) while the content of IO2/A6 is based in the information given through focus groups reports and mentoring and coaching sessions reports. Neverthless, qualitative information provided through focus groups reports and mentoring and coaching sessions reports was also considered, as part of the impact evaluation, especially for the conclusions and recommendations.

1. Students by age

Table 1 - Students who participated in the programme by age (first questionnaire – initial assessment)

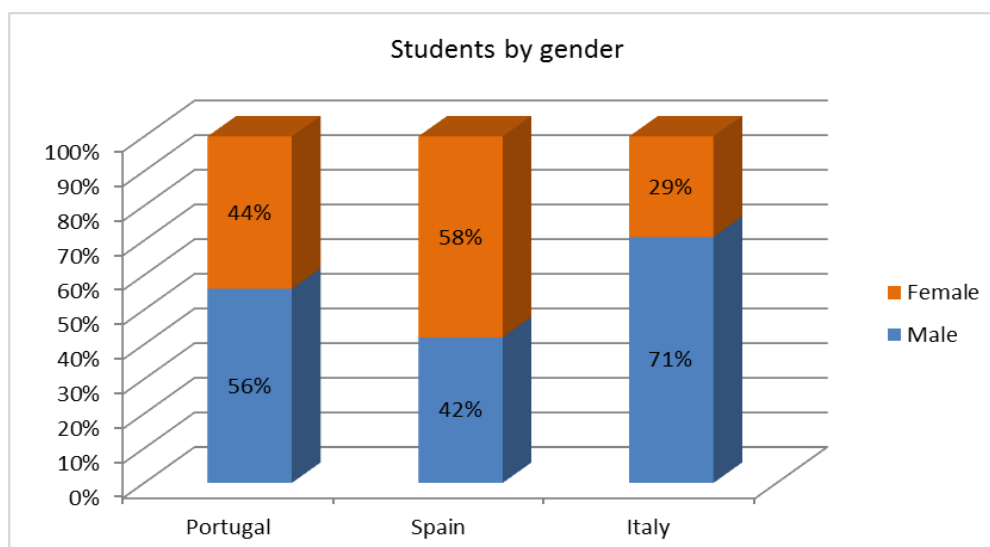| Country	Total	14 years	15 years	16 years	17 years	18 years
Portugal	16	2	6	5	3	
Spain	12		3	8	1	
Italy	17			1	5	11

Graphic 1 – Students by age
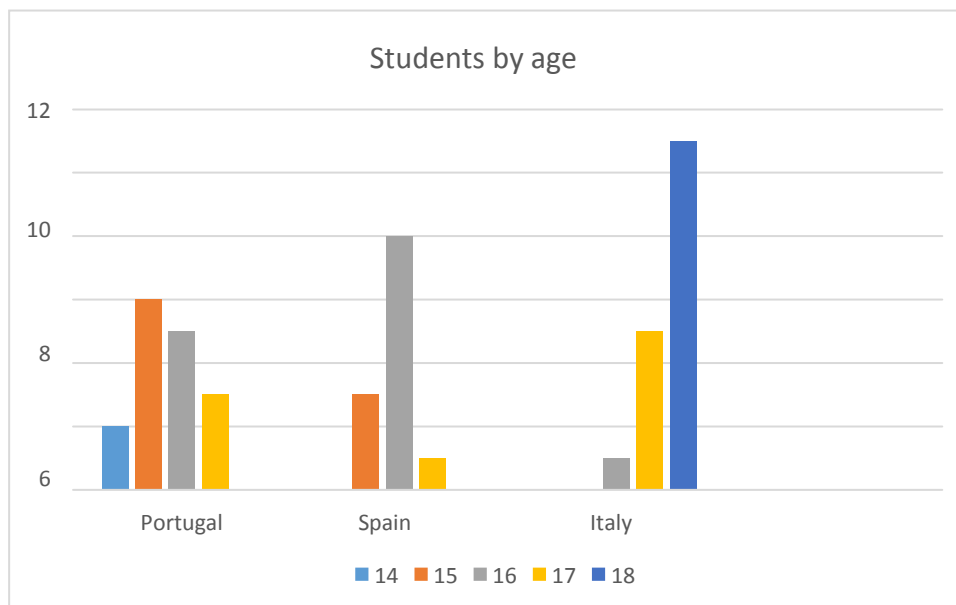
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2. Students by gender

On the other hand, there is the following distribution by gender: Portugal 56% M and 44% F; Spain 42% M and 58% F; Italy - 71% M and 29% F.

Graphic 2 – Students by gender

b) Characterization of the families in socio-economic terms

In general, young people covered by the pilot are members of families whose parents have the nationality of the country of residence. However, in Italy 29.4% were members of non-native families, 25% in Spain and 6% in Portugal.

Regarding the qualifications of parents / guardians it was observed that, in Italy, all the parents of participating young students had less than the secondary education while in Portugal and Spain only half or more of them were in the same situation. It should also be noted that in Spain and Portugal, around 20% of the parents had an educational level higher than secondary. In terms of employment situation, most of the parents were working (100% in Italy and 93.3% in Portugal). However, in Spain, it exists a significant unemployment level among parents and guardians (45.5%).

With regard to parents' expectations regarding their children education, it was observed that the vast majority want their children to finish the secondary level of education or to acquire not more than a professional qualification. Only in Portugal is true there are parents/guardians who want their children to leave school before completing secondary education (compulsory education).

Table 2 - Education level of parents/guardian's

Country	Less than upper-secondary	Upper-secondary	Higher Education
Portugal	57,1%	21,4%	21,4%
Spain	50,0%	30,0%	20,0%
Italy	100,0%	0%	0%

Table 3 - Parents/guardian's employment situation

Country	Employed	Unemployed
Portugal	93,3%	6,4%
Spain	54,5%	45,5%
Italy	100,0%	0%

Table 4 - Parents/ guardian's expectations for their children education

Country	To leave school before secondary	To complete upper - secondary	To get a vocational course	To go to University	Without expectations
Portugal	13,4%	53,4%	20,0%	6,6%	6,6%
Spain	0%	41,7%	59,3%	0%	0%
Italy	0%	93,8%	6,2%	0%	0%

c) Characterization regarding school activity

1. Absence level

In general, most students' absence from school was between 1 to 2 days per month (51.1%). However, 20% missed school 5 and more days specially in Spain. Young students indicated that the main reasons for not attending school were because they do not like school, teachers or subjects. In Spain, to be sick was the most salient reason for being absent from classes.

Table 5 - Number of days of absence per month

Country	<1	1-2	3-4	5 e +
Portugal	26,6%	53,4%	0%	20%
Spain	8,3%	33,4%	8,3%	50%
Italy	5,9%	64,7%	29,4%	0%

Table 6 - Main reasons for school absences

Country	Don´t like classes	Don't like teachers	Don't like school	Other reasons
Portugal	16,7	33,3	32,5	25,0
Spain	44,4			55,5
Italy	100,0	100,0	64,7	

2. Failures at school

35.5% of students never failed at school especially in Italy where 82% of the students participating in the programme never had retentions. The highest percentage of students with failures was found in Portugal (81.2%), with 43.7% of the students with 3 or more failures.

Table 7 - School failures

Country	0 failure	1 failure	2 failures	3 failures	4 e + failures
Portugal	2	2	4	4	3
Spain	0	7	4	0	0
Italy	14	3	0	0	0

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3. Participation in school activities

Only 20% of the students involved in the programme participated in school activities, although this level of participation vary from one country to another, the highest level of participation being in Spain (41.7%) and the lowest in Italy (5.8%). In Portugal participation level reached 18.7%.

The main reason for not participating in school activities is "not like or do not want". Only in Spain the main reason was "have other activities".

Table 8 - Participation school activities

Country	Yes	Not	Not because: Don't like or don´t want	Not because: They have other activities
Portugal	3	12	10	2
Spain	5	7	2	5
Italy	1	16	16	3

4. Continuation of studies

Most of the students participating in the programme want to study until the end of the corresponding secondary compulsory education (62.7%) and only 20.9% intended to leave school before they have completed compulsory education.

To be noted that only 16.3% of young students participating in the programme intended to continue studying after completing compulsory education.

Table 9 – Continuation of studies

Country	Less than secondary	Secondary	Vocational course, of intermediate level or non-higher education	University
Portugal	2	11	1	1
Spain*	4	5	2	-
Italy**	3	11	3	-

*Secondary=ESO

** Secondary = Graduate

5. Main reasons for not wanting to continue studying

In the three partner countries that participated in the pilot experimentation of the NEETs at RISK Model, most part of young students participating said that they "don't like study and they want to work".

2. Initial and Post Intervention Assessment Results

As described before, the evaluation index for this intervention was defined as a composite indicator called "Average Rating Index" integrating degrees of importance from 1 to 5 (1 = strongly disagree and 5 = strongly agree) assigned by each student to different items of variable considered.

An analysis of the evolution, between the beginning and the end of the intervention, of the importance that students attribute to the questions linked with the expected outcomes considered, are presented below.

The results are presented by country but also comparative results between the three participating countries (Portugal, Italy and Spain) are graphically displayed.

1. How you do at school

Only Spain had 5 items in which 50% or more of the young students who participated in the programme increased their level of importance between the beginning and the end of the pilot experimentation programme. In Portugal and Italy there was no increase in the importance of those items in that period.

In terms of reduced importance of items, in Portugal the item "I try to learn from my mistakes" was considered by 66.7% of the respondants as less important. In Italy for 58.8% of the students there was a reduction in the importance of the item "I like to learn about things that really matter to me" and well as 64.7% in relation to the item "Trying hard at school will help me get a good job ".

Table 10 - How you do at school – Portugal

| Portugal	Reduction %	Increase %	Equal %
a) I have the necessary abilities to do well at school	33,3	13,3	53,3
b) I work hard to succeed at school	20,0	40,0	40,0
c) I like learning new things	33,3	26,7	40,0
d) I like to learn about things that really matter to me	40,0	33,3	26,7
e) I try to learn from my mistakes	66,7	26,7	6,6
f) I like to question the things that I am learning	46,6	26,7	26,7
g) When I find learning boring I usually find a way to make it interesting	26,7	33,3	40,0
h) When I find learning too demanding I usually keep trying until I succeed	26,7	46,6	26,7
i) Trying hard at school will help me to go to further studies/ university	46,7	20,0	33,3
j) Trying hard at school will help me to get a good job	26,7	46,6	26,7

Table 11 - How you do at school - Italy

Italy	Reduction %	Increase %	Equal %
a) I have the necessary abilities to do well at school	29,4	0	70,6
b) I work hard to succeed at school	47,1	23,5	29,4
c) I like learning new things	47,1	0	52,9
d) I like to learn about things that really matter to me	58,8	5,9	35,3
e) I try to learn from my mistakes	41,2	5,9	52,9
f) I like to question the things that I am learning	41,2	5,9	52,9
g) When I find learning boring I usually find a way to make it interesting	5,9	41,2	52,9
h) When I find learning too demanding I usually keep trying until I succeed	5,9	47,1	47,0
i) Trying hard at school will help me to go to further studies/ university	76,5	0	23,5
j) Trying hard at school will help me to get a good job	64,7	0	35,3

Table 12 - How you do at school - Spain

Spain	Reduction %	Increase %	Equal %
a) I have the necessary abilities to do well at school	25,0	62,5	12,5
b) I work hard to succeed at school	25,0	62,5	12,5
c) I like learning new things	0	37,5	62,5
d) I like to learn about things that really matter to me	0	37,5	62,5
e) I try to learn from my mistakes	12,5	50,0	37,5
f) I like to question the things that I am learning	12,5	37,5	50,0
g) When I find learning boring I usually find a way to make it interesting	25,0	37,5	37,5
h) When I find learning too demanding I usually keep trying until I succeed	12,5	62,5	25,0
i) Trying hard at school will help me to go to further studies/ university	12,5	50,0	37,5
j) Trying hard at school will help me to get a good job	12,5	37,5	50,0

Graphic 3 – Portugal, Italy and Spain
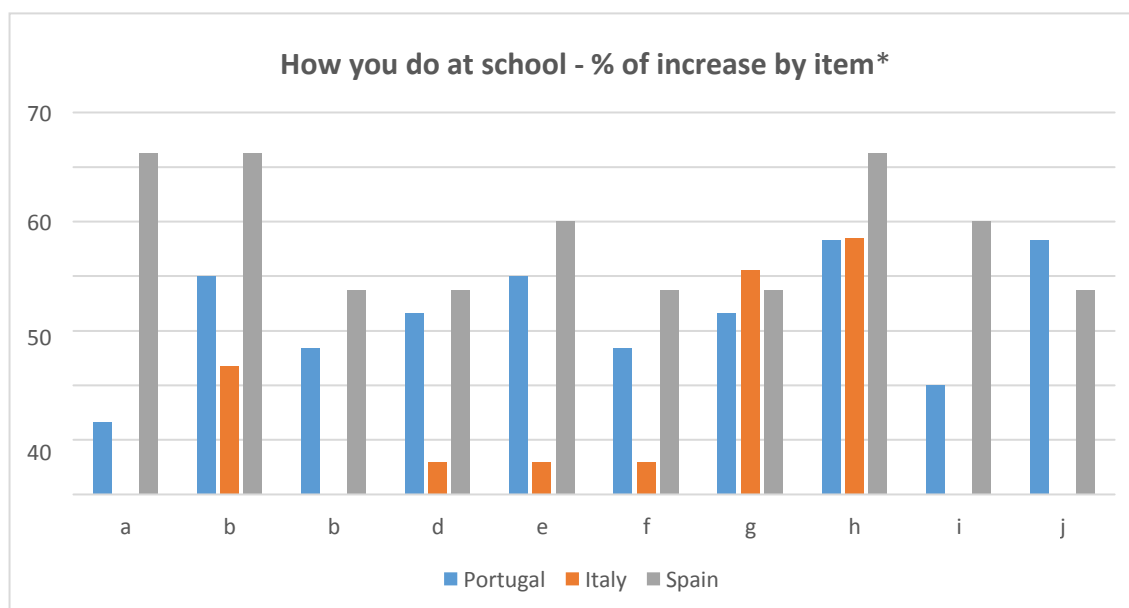
*To have a description of the items see tables 10, 11 and 12.

The following average indicators[10] can be verified when considering the total percentage of items:

Table 13 – How do you do at school (average indicators)

Country	Reduction*	Increase *	Equal*
Portugal	366,8	313,2	320,0
Italy	417,8	129,5	452,7
Spain	137,5	475,0	387,5

* 0< the total is %a + %b +…+ %j<1000

According to the average indicator (0<%a+%b+…+%J<1000) it is observed that Spain is the country where between the beginning and the end of the pilot programme the total of item's have, in terms of average indicators, a more increased importance and less reduction of importance. Different situation is verified in Italy where the importance of items decreased is higher.

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[10] AVERAGE RATING INDEX - Evaluation index defined as a composite indicator called "Average Rating Index" integrating degrees of importance from 1 to 5 (1 = strongly disagee and 5 = strongly agree) assigned by each student to different items of variable considered.

2. How you feel prepared to make your future choices

Between the beginning and the end of the pilot programme, in the case of Portugal, the interest about the statement "I know how to search and apply for a job" increased 53%, as well as to the item "I know what kind of courses are available/ I can choose". However, in Italy only one item ("I know what my further study interests are") had an increase, between the 2 moments, of less than 50%. The same situation is observed in Spain.

In Italy, the most important statement was "I know what kind of professional careers I can choose" as 88,2% of the respondant students attribuited and increased importance to this item.

In Spain, the largest increase was in the item "I know what qualifications and skills are needed to move into the course(s) I want" with 75% of students.

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Table 14 - How you feel prepared to make your future choices – Portugal

Portugal	Reduction %	Increase %	Equal %
a) I know what my further study interests are	66,6	26,6	6,8
b) I know what my future employment interests are	53,3	40,0	6,7
c) I know what kind of courses are available/ I can choose	13,3	53,4	33,4
d) I know what kind of professional careers I can choose	40,0	20,0	40,0
e) I know what qualifications and skills are needed to move into the course(s) I want	26,7	40,0	33,3
f) I know what qualifications and skills are needed to get the job(s) I want	20	33,3	46,7
g) I know how to look and apply for a course, at a school, a VET centre or a university	26,7	46,6	26,7
h) I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)	26,7	53,3	20,0

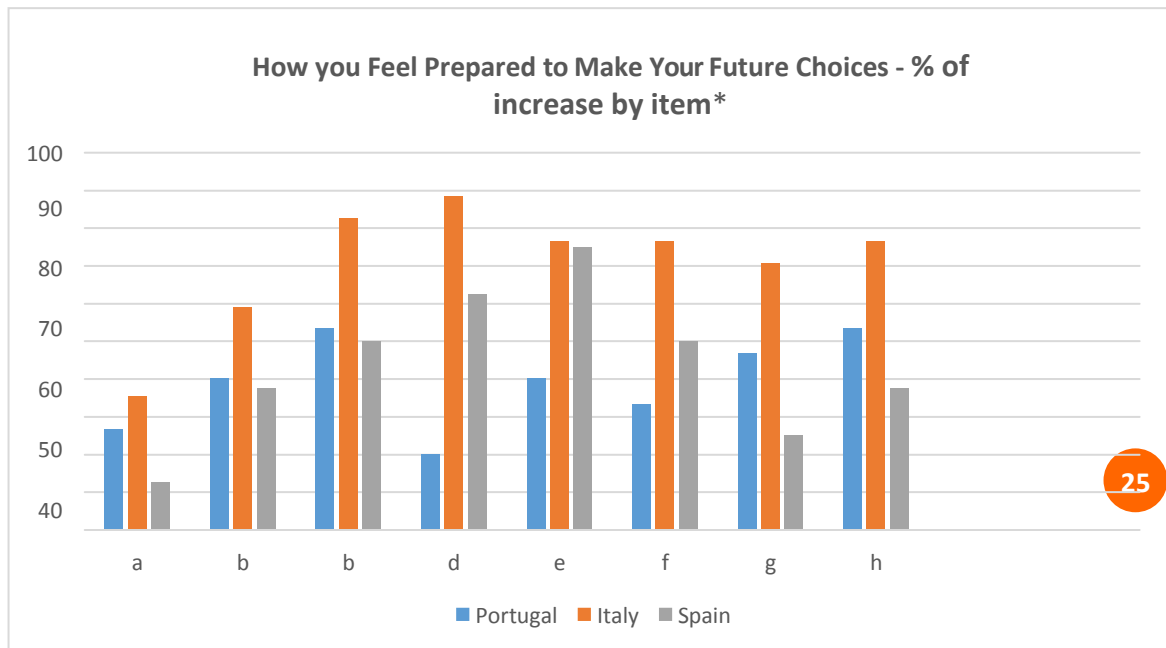**Table 15 - How you feel prepared to make your future choices – Italy**

Italy	Reduction %	Increase %	Equal %
a) I know what my further study interests are	5,8	35,3	58,9
b) I know what my future employment interests are	0	58,9	41,1
c) I know what kind of courses are available/ I can choose	0	82,4	17,6
d) I know what kind of professional careers I can choose	0	88,2	11,8
e) I know what qualifications and skills are needed to move into the course(s) I want	0	76,4	23,6
f) I know what qualifications and skills are needed to get the job(s) I want	0	76,4	23,6
g) I know how to look and apply for a course, at a school, a VET centre or a university	0	70,6	29,4
h) I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)	0	76,4	23,6

Table 16 - How you feel prepared to make your future choices – Spain

Spain	Reduction %	Increase %	Equal %
a) I know what my further study interests are	50,0	12,5	37,5
b) I know what my future employment interests are	37,5	37,5	25,0
c) I know what kind of courses are available/ I can choose	37,5	50,0	12,5
d) I know what kind of professional careers I can choose	25,0	62,5	12,5
e) I know what qualifications and skills are needed to move into the course(s) I want	12,5	75,0	12,5
f) I know what qualifications and skills are needed to get the job(s) I want	12,5	50,0	37,5
g) I know how to look and apply for a course, at a school, a VET centre or a university	25,0	25,0	50,0
h) I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)	12,5	37,5	50,0

Graphic 4 - Portugal, Italy and Spain

*To have a description of the items see tables 14, 15 and 16.

The following average indicators can be verified when considering the total percentage of items:

Table 17 - How you feel prepared to make your future choices (average indicators)

Country	Reduction*	Increase *	Equal*
Portugal	273,2	313,2	213,6
Italy	5,8	564,6	229,6
Spain	212,5	350,0	237,5

* the total is 0<%a + %b + … +%h<800

According to the average indicator (0<%a+%b+…+%J<800) the most significant increase in the importance to the question "how you feel prepared to make your future choices", according to the several questions asked, was registered in Italy with a value of 564.6 much higher than the values registered for Portugal (313.2) and Spain (350.0).

3. How you feel about your social skills and contacts

In general as regards to "How you fell about your social skills and contacts", for all items considere, there are significant percentages of increased importance (> 50%), especially in Italy and Spain. In Portugal, only the items "I know other young people working/studying in my areas of interest who can help me" with only 33,3% of the students declaring increased importance and "I have visited some companies" with 6,6% are below 50% .

In Italy, only the statement "I got some work experience as placements, internships or on-the-job training" with 29,4% and "I am aware of how to behave in the workplace" with 47,1% are below 50% , while in Spain" I got some work experience as placements, internships, or on-job training " I am aware of the skills needed to do well in employment" and " I am aware of how to behave in the workplace" , all the itens with 37,5% students declare increase are below 50%.

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Table 18 - How you feel about your social skills and contacts by items - Portugal

Portugal	Reduction %	Increase %	Equal %
a) I know who to contact when I look for further training or employment opportunities	0	53,3	46,7
b) I know other young people working/studying in my areas of interest who can help me	26,7	33,3	40,0
c) I know some potential employers in my areas of interest	26,7	53,3	20,0
d) I have visited some companies	6,6	6,6	86,8
e) I have talked with professionals	6,6	53,4	40,0
f) I got some work experience as placements, internships or on-the-job training	40,0	46,7	13,3
g) I am aware of the skills needed to do well in employment	46,6	26,7	26,7
h) I am aware of how to behave in the workplace	73,3	0	26,7
i) I am positive about my skills to progress after leaving school	46,7	13,3	40,0

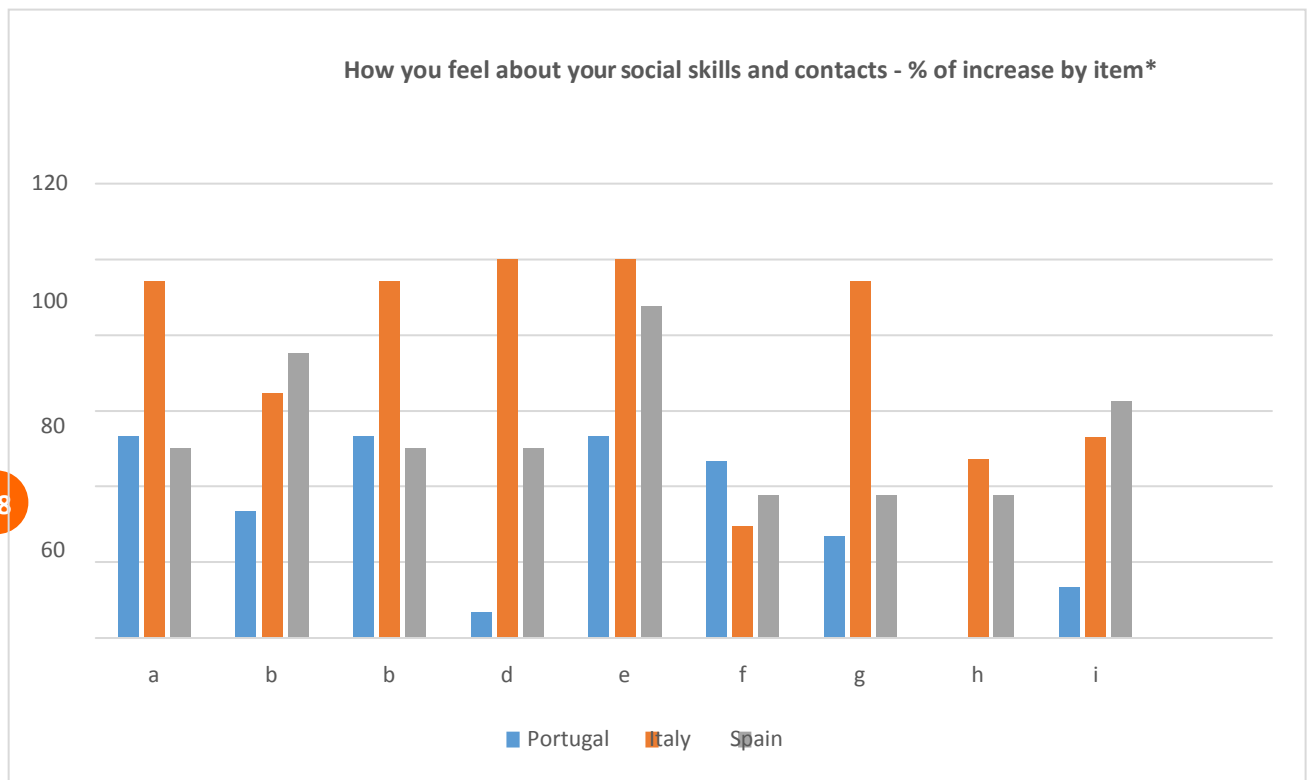**Table 19 - How you feel about your social skills and contacts by items - Italy**

Italy	Reduction %	Increase %	Equal %
a) I know who to contact when I look for further training or employment opportunities	0	94,1	5,9
b) I know other young people working/studying in my areas of interest who can help me	0	64,7	35,3
c) I know some potential employers in my areas of interest	0	94,1	5,9
d) I have visited some companies	0	100,0	0
e) I have talked with professionals	0	100,0	0
f) I got some work experience as placements, internships, or on-the-job training	0	29,4	70,6
g) I am aware of the skills needed to do well in employment	0	94,1	5,9
h) I am aware of how to behave in the workplace	0	47,1	52,9
i) I am positive about my skills to progress after leaving school	0	52,9	47,1

Table 20 - How you feel about your social skills and contacts by items – Spain

Spain	Reduction %	Increase %	Equal %
a) I know who to contact when I look for further training or employment opportunities	37,5	50,0	12,5
b) I know other young people working/studying in my areas of interest who can help me	12,5	75,0	12,5
c) I know some potential employers in my areas of interest	25,0	50,0	25,0
d) I have visited some companies	0	50,0	50,0
e) I have talked with professionals	0	87,5	12,5
f) I got some work experience as placements, internships, or on-the-job training	25,0	37,5	37,5
g) I am aware of the skills needed to do well in employment	25,0	37,5	37,5
h) I am aware of how to behave in the workplace	12,5	37,5	50,0
i) I am positive about my skills to progress after leaving school	0	62,5	37,5

Graphic 5 – Portugal, Italy and Spain

How you feel about your social skills and contacts - % of increase by item*

*To have a description of the items see tables 18, 19 and 20.

The following average indicators can be verified when considering the total percentage of items:

Table 21 - How you feel about your social skills and contacts by items (average indicators)

Country	Reduction*	Increase *	Equal*
Portugal	273,2	286,4	340,2
Italy	0	676,4	223,6
Spain	137,5	487,5	275,0

* the total is 0< %a + %b+ …+%i<900

According to the average indicator (0<%a+%b+…+%J<900) Italy is the partner country where more students have declared an increase in the total items considered to measure "social skills and contacts" being the total much higher than in Spain and Portugal.

According to the defined methodology for impact evaluation and complementing the data and analysis reported in the previous point dedicated to the "Initial and Post Intervention Assessment Results" an evaluation of the impact indicators related to the three key expected outcomes defined for the project is presented in the tables below.

The analysis refers to the data collected between the beginning and the end of the intervention (January 2016 to June 2016).

1. **Expected outcome: Young people have a less negative attitude towards school/learning – *"How do you do at school"***

Table 22 - Young people have a less negative attitude towards school/learning

Impact Indicator	Measure	Survey Statement	Value		
			Portugal	**Italy**	**Spain**
School/attainment achievement	a) Percentage of students who have improved average grade between 1st and 3rd term of the school year	Are more motivated to do well in their place of learning, including school or college students	80%	0%	30%
	b) Students have not failed school year	Are more willing to continue in learning, in school or via some other type of education or training, after completing compulsory	75%	0%	30%
School Attendance	a) Percentage of students who have improved school attendance, during the year (between 1st and 3rd term of the school year)	Are more motivated to do well in their place of learning, including school or college students	33,3%	40,0%	42,8%
	b) Students have not dropped out of school, during the year	Feel more confident that they are able o do well at school	3,8%	(a)	(a)
School Expectancy	a)Percentage of students maintaining or improving expectations regarding the school grade they would like to achieve (general/ VET stream) (b)	Are more willing to continue in learning, in school or via some other type of education or training, after completing compulsory education	100 %	100%	1000%

(a) Unknow   (b) Maintaining

Concerning the **expected outcome "How do you do at school"** and refering to Table 22 impact indicators, the following data can be highlighted:

- school attainment/achievement: 80% of the students in Portugal have improved their average grade; on contrary in Spain only 3% of the students have improved their average grade and in Italy no students have improved. However, in Italy no students have failed school year;

- school attendance in all countries: less than 50% have improved school attendance during the year;

- school expectancy: all the students of the 3 countries maintained the expectancy regarding the school grades that they would like to achieve.

2. **Expected outcome: Young people are more able to choose suitable EET -** *How do you feel prepared to make your future choices*

Table 23 - Young people are more able to choose suitable EET

Impact Indicator	Measure	Survey statements	Value		
			Portugal	**Italy**	**Spain**
Self-confidence	a) Having developed/enhanced their self-confidence in succeeding in school and work b) Having developed/ enhanced their self confidence in care and responsibility concerning school / work tasks c) Having developed/ enhanced their self- confidence in skills and initiative to plan and manage tasks to achieve objectives	I know what my further study interest are	26,6%	35,3%	12,5%
		I Know what my future employment interest are	40,0%	58,9%	37,5%
		I know what kind of courses are available/ I can choose	53,3%	82,4%	50,0%
		I know what kind of professionals careers I can chose			
		I know what qualifications and skills are needed to move into course I want	20,0%	88,2%	62,5%
		I know what qualifications and skills are needed to get the job(s) I want	40,0%	76,4%	75,0%
		I know how to look and apply for a course at a school, a VET centre or University	33,3%	76,4%	50,0%

			46,6%	70,6%	25,0%
Employability **Skills**	a) Job search skills b) Awareness and ability to choose their educational/professional career	I know how to search and apply for a job writing a CV, looking for a job and attending a job interview	53,3%	76,4%	50,0%
		I know what qualifications and skills are needed to move to a course that I want	40,0%	76,4%	75,0%
		I know what qualifications and skills are needed to get a job	33,3%	76,4%	50,0%

In relation to the **expected outcome "How do you feel prepared to make your future choices"** and concerning the indicator "self confidence" the most significant percentage is related to the measure b) namely in Italy for career choice (88,2%) and for Spain where 75% of the students know what competeInces are need to the course they want. In Portugal, more than 50% of the students declared to be confortable only regarding "I know what kinds of courses are available/i can choose".

In terms of employability skills the students of the 3 countries for the presented measures declared in more than 50% of the cases to have improved, with exception of Portugal where the percentage is lower in terms of knowing what qualifications are needed to move to a course or to get a job.

3. **Expected outcome: Young people have improved their social capital to find a job -*How do you feel about your social skills and contacts***

Table 24 - Young people have improved their social capital to find a job

Impact Indicator	Measure	Survey statements	Value		
			Portugal	Italy	Spain
Social capital	a) Increased contact with: potential employers; professionals; local organisations; young people working/studying in different EET fields	I know who to contact when I look for further training or employment opportunities	53,3%	94,1%	50,0%
		I know other young people working/studying in my areas of interest who can help me	33,3%	64,7%	75,0%
	b) Clarified their employment interest	I know some potential employers in my areas of interest	53,3%	94,1%	50,0%
		I have visited some companies	6,6%	100,0%	50,0%
	c) Experienced work-based environments	I have talked with professionals	53,4%	100,0%	87,5%
		I am aware of the skills needed to do well in employment	26,7%	47,1%	37,5%
	d) More awareness about labour market prospects	I got some work experience as placements, internships, or on-the-job training	46,7%	29,4%	37,5%
		I know who to contact when I look for further training or employment opportunities	53,3%	94,1%	50,0%
Employability Skills	a) Enhanced skills, which can be used in different jobs e.g. problem solving, working with others…	I am aware of the skills needed to do well in employment	26,7%	47,1%	37,5%
		I am aware how to behave in the workplace	0%	47,1%	37,5%
		I am positive about skills to progress after leaving school	13,3%	52,9%	62,5%

Concerning the **expected outcome** "**How do you feel about your social skills and contacts**" the measure with more significant percentage is the one related to "Clarified their employment interest" through talks with professionals (53,4% for Potugal, 100% for Spain and 87,5% for Italy).

4. Expected Outcomes - Global Analysis

A global analysis regarding all the expected outcomes and considering the students opinions between the initial survey and the survey conducted at the end of pilot experimentation programme, shows that:

- Spain is the country where between the beginning and the end of the pilot programme the total of items have, in terms of average indicators, a more increased importance and a less importance reduction. Italy shows a different situation – the decrease of items is higher;

- The most significant increase in the importance given to the question "how you feel prepared to make your future choices" was registered in Italy compared with the results in Portugal and Spain;

- Italy is the partner country where more students have declared an increase in the total items regarding "social skills and contacts", being the total much higher than in Spain and Portugal.

In terms of a global analysis of all expected outcomes - considering the positive variation of students opinion between the initial survey and the survey conducted at the end of the pilot programme; assuming that for each item the variation is comprised between 0 and 100 and assuming that the global variation for the total of the items is between 0 and 2700 (sum of the maximum value of each item) - it is possible to verify that the percentage for each country of "declaration of increases" was:

Table 25 – Global Analysis

Portugal	Italy	Spain
33,8%	50,7%	48,6%

SECTION III – Ex-post Evaluation

The methodology used in the ex-post evaluation in the three countries where the NEETs at RISK Model was implemented, comprised the use of two main tools:

- qualitative interviews with the students

- third student questionnaire survey

The third survey, according to the impact evaluation methodology, should have taken place 6 months after the end of the pilot experimentation programme. This was not the case (the third survey took place 8 to 9 months after the end of the pilot experimentation)[11], although it was not considered that this could have had an effect on the answers given by the students.

Most important, however, is the reduction in the number of identified students who answered to the third questionnaire survey, namely Italy (47.1% reduction) and Spain (25% reduction).

It should also be noted that in Spain from the 13 students who where registered in the programme and answered to the first survey questionnaire, only three completed the process. For this reason, although the impact analysis has been performed, it should be appreciated carefully.

1. Qualitative Interviews Results

In the qualitative interviews the following questions were explored:

1. The effects that students felt for participating in the programme

2. What the students like most about participating

3. What they don't like

4. Improvements

5. The plans for the future in terms of further education/training and/or finding work

And the following results were obtained:

1. The effects that students felt for participating in the programme

In terms of have "increased knowledge on how to find a job", the majority of young people in the case of Portugal said that they had increased (80%). The same situation in Italy and Spain where all students said that now they know how to find a job.

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[11] See Footnote2.

About the question "What is needed to do well at work" it was verified that only in Portugal the question was answered by 12 students (only 4 students didn´t answer this question). Of those who answered only 1 replied "that he did not know". The following conditions "to do well at work" were highlighted: humility, posture, conciliation and responsibility, arrive on time, work as a team, respect and have qualifications.

The students, in general stressed the fact that they learned to do a CV, the importance of the school in their future life, the improvement in the relationships with colleagues. These questions were mainly pointed out by the Portuguese students and by some students from Italy.

2. What the students like most about participating

The answer to this question clearly shows that the groups that participated in the project in each country were not identical. The difference in age is one of the factors that influenced the responses given, more childish in Portugal than in the other countries.

In fact, if in Portugal more than 50% said they liked de "Painting the Wall - Graffitti" activity, two referred internships and VT or the experience of company visits. One student mentioned the importance of having talked to people.

In Spain, students referred to "visits outsider school, to the VET centers". In Italy students referred to as having liked: the company visits, talk with facilitators, conversations during group sessions, practical exercises during group sessions.

3. What they don't like

The Portuguese students that answer to this question (only 27%) said that they do not like the internship without participative approach and internship report.

From the Spanish students, only one said that what he do not like were "the sessions with no practices".

The Italian students said: Group lessons were too long and too many group sessions.

4. Improvements

All students that answered to the survey in Portugal, Spain and Italy said that the intervention could be improved with:
- Longer project/intervention

- More activities namely practical activities and companies visits

- More job search activities and know more about job opportunities

- More company visits and work experiences in companies visited

- Internships selected by students

- More meetings with professionals and entrepreneurs

- More practical exercises during groups sessions

5. **The plans for the future in terms of further education/training and/or finding work**

In general, Portuguese students said that they plan to continue to study until they finish the 12th year (compulsory education). Only one student would prefer to do an internship linked with childhood care education.

They presented a set of professions and activities that they would like to have in the future. However, each student revealed very different professional desires, requiring different levels of qualification, as it can be seen below:

- *Driver, work in a supermarket, work in hospitality, mechanic, hairdresser, maritime driver, barman, barbershop, kindergarten, educator, photography, computer science activity*.

In Portugal, only 20% of the students said that the project intervention did not help or help only a little.

In Spain, the students showed interest in starting a VET course, namely hairdressing and in starting working but they did not express opinion about the contribution of the project intervention to their futures.

On the other hand, in Italy, 70% of the students that answered to the survey said that the plans for the future are to find a permanent job and earn money; 30% of the students said that they want to attend a vocational training course. They did not express opinion about the contribution of the project intervention to their futures.

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In global terms, the following summary of results from the qualitative interviews can be presented:

Table 25 - Qualitative Interviews – Summary of Results

Questions	The most relevant answers
1 - The effects that students felt for participating in the programme	- Have increased knowledge of how to find a job - To do a CV - The importance of the school in their future life
2 - What the students like most about participating	- Company visits
3 - What they don't like	- Theoretical sessions
4- Improvements	- Longer project/intervention - More activities namely practical activities, and companies visits - More job search activities and know more about job opportunities - More company visits and work experiences in companies visited - Internship selected by students - More meetings with professionals and entrepreneurs - More practical exercises during groups sessions
5 – The plans for the future in terms of further education/training and/or finding work	- To enhance their professional skills

2. Expected Outcomes Evaluation

The other tool used to evaluate the impact of the model in the participating students was, as described before, the third student questionnaire survey. This survey [12] (as the first and the second applied in the beginning and at the end of the pilot programme) explored (and measure) the following outcome indicators:

- **How you do at school** – Outcome indicator: *Young people have a less negative attitude towards school/learning*

- **How do you feel prepared to make your future choices**- Outcome indicator: *Young people are more able to choose suitable EET*

- **How do you feel about your social skills and contacts**- Outcome indicator: *Young people have improved their social capital to find a job*

The questionnaire was applied approximately 8 to 9 months after the end of the pilot programme[13] and the results were the following for each of the outcomes: [14].

In general, the Portuguese results show that all students "strongly agree" or "agree" with all items namely, "I like learning new things", "I like to learn about things that really matter to me" and "Trying hard at school will help me to get a good job". Only the item "Trying hard at school will help me to go to further studies/university" was valued by students, globally speaking, as "non-agree or disagree".

Table 26 - Number of answers per item – Portugal

Portugal	1	2	3	4	5
1. I work hard to succeed at school			2	7	6
2. I like learning new things				2	13
3. I like to learn about things that really matter to me			1		14
4. I try to learn from my mistakes			1	4	10

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[12] See Annex 6.

[13] See footnote2.

[14] The option to present the frequency of responses per item, from the perspective of the authors, allows a more accurate evaluation of the impact of the intervention model and also a more accurate evaluation of the items where the model was most successful in terms of an ex-post evaluation.

	1	2	3	4	5
5. I like to question the things that I am learning			8	4	3
6. When I find learning boring I usually find a way to make it interesting	1	2	3	4	5
7. When I find learning too demanding I usually keep trying until I succeed		3	3	5	4
8. Trying hard at school will help me to go to further studies/ university	2	2	4	5	2
9. Trying hard at school will help me to get a good job			1	2	12

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

In general, the Italian results show us that all the students did not express positive agreement to all the items considered, there is even a strongly disagree with the item "I work hard to succeed at school".

Table 27 - Number of answers per item – Italy

Italy	1	2	3	4	5
1. I work hard to succeed at school	4	4	2		
2. I like learning new things		4	6		
3. I like to learn about things that really matter to me		2	8		
4. I try to learn from my mistakes		3	6	1	
5. I like to question the things that I am learning		3	6	1	
6. When I find learning boring I usually find a way to make it interesting		6	4		
7. When I find learning too demanding I usually keep trying until I succeed	1	5	4		
8. Trying hard at school will help me to go to further studies/ university		7	3		
9. Trying hard at school will help me to get a good job		4	6		

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

In Spain, the values presented only concern the three students who answered to the survey. Notwithstanding this situation, it was decided to do the same type of analysis, which, however, must be read with many reservations.

The assessment made by the students, diverges greatly between them, and there is one student who "strongly disagree" with all items. However we can say that it is the item "When I find learning boring I usually find a way to make it interesting" where the students "non-agree" or "disagree".

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Table 28 - Number of answers per item – Spain

Spain	1	2	3	4	5
1. I work hard to succeed at school	1				2
2. I like learning new things	1				2
3. I like to learn about things that really matter to me	1				2
4. I try to learn from my mistakes	1			1	1
5. I like to question the things that I am learning	1				2
6. When I find learning boring I usually find a way to make it interesting	1		2		0
7. When I find learning too demanding I usually keep trying until I succeed	1			1	1
8. Trying hard at school will help me to go to further studies/ university	1				2
9. Trying hard at school will help me to get a good job	1				2

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

If we analyze the average of each item per country, with the reservation already pointed out for Spain, the following graphic can be displayed, showing in comparative terms the average value of all items for the three countries:

Graphic 6 - Evaluation averages by item and by country

41
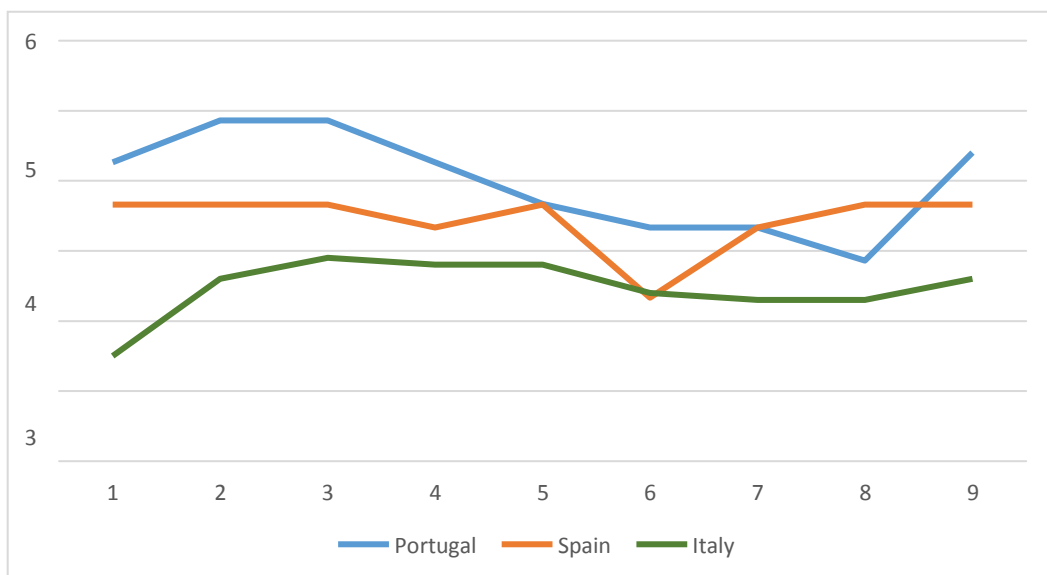
It can be concluded that Italy presents significantly lower averages for all items (statements). On the other hand, Portugal is the partner country where the average to each item is higher with exception of the statement "Trying hard at school will help me to go to further studies/university".

4. How do you feel prepared to make your future choices

In general, the results from Portugal show that to all items, the students "agree" or "strongly agree" namely with the statements "I know what my further study interests are" and "I know what my future employment interests are".

In terms of "knowing how to look and apply for a course, at a school, a VET centre or a university" there are different opinions with a dispersion of answers from "strongly agree" (2 students), to "strongly disagree" (1 student).

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Table 29 - Number of answers per item – Portugal

Portugal	1	2	3	4	5
1. I know what my further study interests are	2		2	3	8
2. I know what my future employment interests are				4	11
3. I know what kind of courses are available/I can choose		1	2	6	6
4. I know what kind of professional careers I can choose			4	5	6
5. I know what qualifications and skills are needed to move into the course(s) I want		1	7	2	5
6. I know what qualifications and skills are needed to get the job(s) I want		1	6	2	4
7. I know how to look and apply for a course, at a school, a VET centre or a university	1	2	3	5	2
8. I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)			2	8	3

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

In Italy, all the students consider that the items presented, eight months after the end of the pilot experimentation programme do not deserve a positive evaluation, as the following table shows, classifying most part of the items as "non-agree or disagree".

Table 31 - Number of answers per item - Italy

Italy	1	2	3	4	5
1. I know what my further study interests are	2	4	4		
2. I know what my future employment interests are		2	7	1	
3. I know what kind of courses are available/I can choose		3	7		
4. I know what kind of professional careers I can choose		1	9		
5. I know what qualifications and skills are needed to move into the course(s) I want		4	6		
6. I know what qualifications and skills are needed to get the job(s) I want		5	5		
7. I know how to look and apply for a course, at a school, a VET centre or a university		5	5		
8. I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)		2	8		

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

Regarding the results from Spain, the answers to the items are clearly not homogeneous, but at least two students "strongly agree" with the statement "I know what my further study interests are".

Table 30 - Number of answers per item – Spain

Spain	1	2	3	4	5
1. I know what my further study interests are		1			2
2. I know what my future employment interests are	1		1		1
3. I know what kind of courses are available/I can choose		1		1	1
4. I know what kind of professional careers I can choose	1		1		1
5. I know what qualifications and skills are needed to move into the course(s) I want	1		1	1	
6. I know what qualifications and skills are needed to get the job(s) I want	1			1	1
7. I know how to look and apply for a course, at a school, a VET centre or a university	1	1			1
8. I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)	1	1			1

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

The next graphic shows, in global and comparative terms, the average value of all items for the three countries.

Graphic 7 - Evaluation averages by item and by country
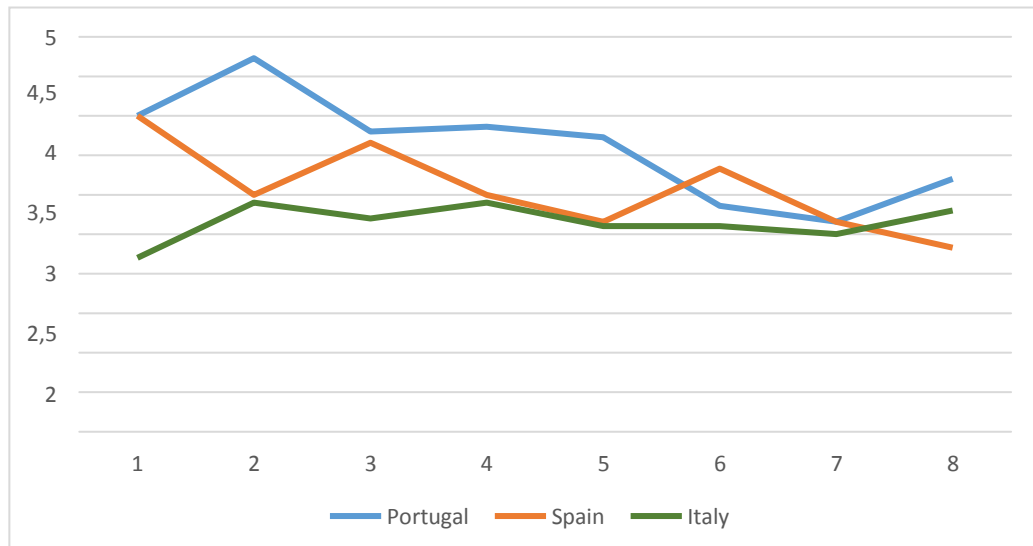
In terms of "How do you feel prepared to make your future choices", it can be concluded that Italy presents to all statements an average value less than 3 which means "Non-agree or disagree". All three-partner countries present average values equal or less than 3 to the statements nº6, nº7 and nº8.

5. How do you feel about your social skills and contacts

The students that participated in the experimentation of the NEETS at RISK model, in Portugal, have, in relation to the items concerning the "way they feel about their social skills ans contacts", different evaluation levels of evaluation. Regarding the item "talked with professionals" they rated it with "less than a non-agree or agree" till "strongly agree"; on the other way, "aware of how to behave in the workplace" and "positive about their skills to progress after leaving school" where items rated as "agree" or "strongly agree".

Table 32 - Number of answers per item – Portugal

Portugal	1	2	3	4	5
a) I know who to contact when I look for further training or employment opportunities		3	5	3	2
b) I know other young people working/studying in my areas of interest who can help me	1	2	5	1	4
c) I know some potential employers in my areas of interest		4	4	3	2
d) I have talked with professionals	5	3	1	1	3
e) I got some work experience as placements, internships, or on-the-job training		2	4	1	6
f) I am aware of the skills needed to do well in employment			2	6	5
g) I am aware of how to behave in the workplace					13
h) I am positive about my skills to progress after leaving school			1	4	8

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

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In Itay, although this issue is one of the most important in the impact evaluation, the students that answered to the survey about the question "how do you feel about your social skills and contacts" evaluated, in general, all items in a grade below "agree".

Table 33 - Number of answers per item – Italy

Italy	1	2	3	4	5
a) I know who to contact when I look for further training or employment opportunities	1	4	4		
b) I know other young people working/studying in my areas of interest who can help me		4	5		
c) I know some potential employers in my areas of interest	2	5	2		
d) I have talked with professionals	7		2		
e) I got some work experience as placements, internships, or on-the-job training		6	3		
f) I am aware of the skills needed to do well in employment			8	1	
g) I am aware of how to behave in the workplace		2	5	1	
h) I am positive about my skills to progress after leaving school		2	6	1	

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

In Spain, again, the three students have not homogeneous opinions about the degree of evaluation with opinions varying from "strongly disagree" to "strongly agree".

However, as it can be seen in table below, the items "I got some work experience as placements, internships, or on-the-job training" and "I am aware of the skills needed to do well in employment" are rated as "non-agree" and "strongly disagree". On the contrary, the items "I am aware of how to behave in the workplace" and "I am positive about my skills to progress after leaving school" had the most positive evaluation.

Table 34 - Number of answers per item – Spain

Spain	1	2	3	4	5
a) I know who to contact when I look for further training or employment opportunities	1	1			1
b) I know other young people working/studying in my areas of interest who can help me	1	1			1
c) I know some potential employers in my areas of interest	1	1			1
d) I have talked with professionals	1	1			1
e) I got some work experience as placements, internships, or on-the-job training	2		1		
f) I am aware of the skills needed to do well in employment	2		1		
g) I am aware of how to behave in the workplace	1				2
h) I am positive about my skills to progress after leaving school	1				2

1 - Strongly disagree; 2 – Disagree; 3 - Non-agree or disagree; 4 – Agree; 5 - Strongly agree

The next graphic shows, in global and comparative terms, the average value of all items for the three pilot countries.

Graphic 8 - Evaluation averages by item and by country

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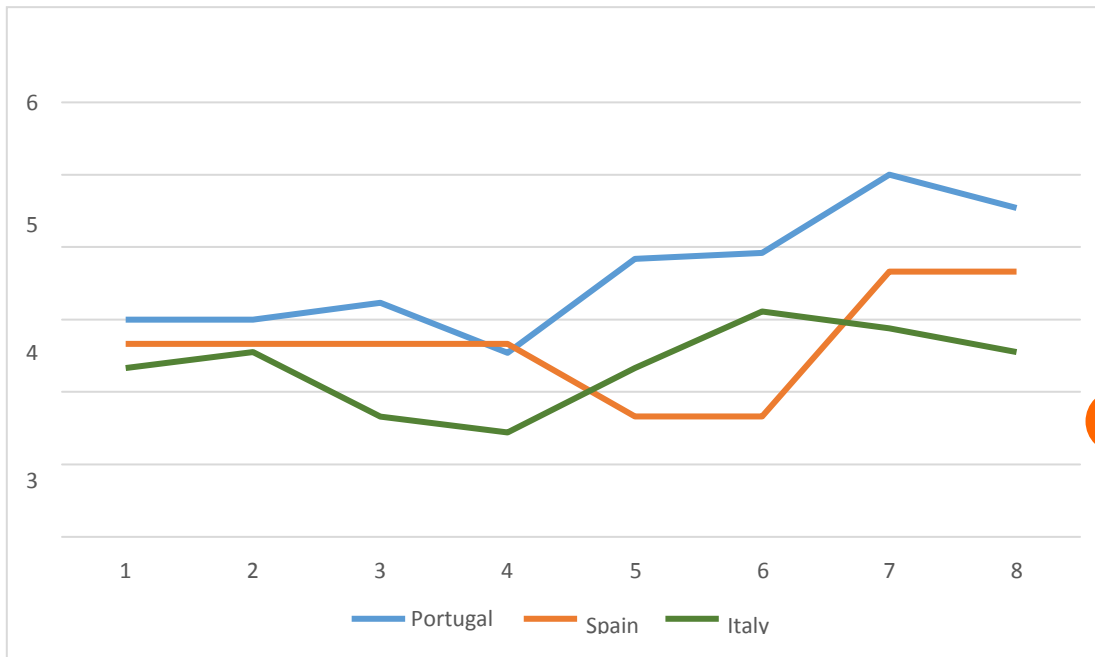
In general the assessment of the students in relation to the outcome regarding "How do you feel about your social skills and contacts" according the average values presented is weak. However, Portugal presents an average value higher than the other two countries.

SECTION IV – Conclusions and Recommendations

From the impact evaluation conducted in the three partner countries (Portugal, Spain and Italy) involved in the pilot experimentation of the NEETs at RISK Model, the following conclusions and recommendations could be identified:

- The selection of students to enter into the programme is a key element for the success of the methodology implementation and it should be done with the participation of the teachers and school staff, which implies the organisation of awareness and training sessions to those professionals so that they can get familiar with the methodology;

- In terms of students expectations, the Portuguese students want to finish 12 years of schooling (compulsory education) in order to find a job or to get a better preparation to the labour market; the Spanish and Italian students want to go directly to labour market since they have not shown interest in further education /training;

- The experimentation period varied between 2 and 6 months. Almost all students considered it as being too short. This aspect is reflected in the results of the outcome indicators. To obtain stronger results in terms of students' behavior and attitudes improvement, longer programmes must be considered;

- The awareness and coaching sessions plays a very important role in the methodology but it is important to integrate more interventions by professionals and entrepreneurs as well as more practical exercises;

- Young students showed great interest in practical activities either inside or outside school as well as interest in better knowing companies's activities;

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- Young students mentioned the necessity to change the curricula in order to introduce more practical subjects/activities, and by the other side, the school must be more pro-active in order to attract students and avoid absences from school as a first step to prevent young people from becoming NEET;

- The articulation with the labour market including companies must be stronger mainly through the employment services that can have a closer relation with schools – all students would like to have the opportunity to make study visits to companies and even longer internships, more job search activities and know more about job opportunities;

- The Portuguese students referred the importance of the programme to help them in choosing their professional career mentioning several occupations they like (driver, work in a supermarket, work in a hospitality, mechanic, hairdresser, maritime driver, barman, barber shop, kindergarten, educator, photography, computer science activity) while the Spanish and Italian students didn't mention any occupation;

- A significant percentage of students revealed a positive evolution in terms of outcome indicators during the different phases of the impact evaluation and in general all students didn´t mention any important issue that they didn't like in the intervention.

As a final conclusion, and combining elements such as the analysis of the students first, second and third questionnaire surveys, the results of the students' interviews, the focus group results [15], the mentoring and coaching sessions results[16] it can be said that the Model developed within the NEETS at RISK project presents very positive results with a significative number of students in the three countries participating in the pilot experimentation of the programme better prepared to face situations of risk of becoming NEETs.

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[15] For more information on focus group results, please check annex 5.

[16] For more information regarding the analysis made to the mentoring and coaching sessions results, please check annex 4.

Annex 1 – Statistical Analysis, by The Tavistock Institute

The main objective of IO4 was to analyse all evidence and data collected by partners in order to assess the impact of the NEETs at Risk model. The model describes an innovative methodology to identify young people at risk of being NEET and support them by providing them with a smoother transition into the labour market and/or further learning or training. This was implemented and tested in three pilot locations (Spain, Italy and Portugal). An evaluation framework was developed to run alongside the piloting. Baseline, monitoring and follow-up data was collected by partners. Parts of the results were reported in I02-A6 "Results of the application of the pilot project in partners' countries" which describes the implementation of the model and the lessons learned. Results in I02-A6 are based on a template for pilot testing completed by partners, session reports completed by facilitators, focus groups and interviews with partners. However, this report focuses on the impact of the model, especially on the impact on the young people participating in the programme. The programme sought to improve three key issues that were found to be crucial risk factors for becoming NEET. These three key outcomes were:

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

To understand the impact of the programme on these expected outcomes, self-completion questionnaires were filled in by students at the start, at the end and 8 to 9 months after completing the programme. All three questionnaires included a number of items that were used to measure the expected outcomes. The first survey also included questions about the school attendance, school performance, school expectancy, and parents' expectations and support. The second survey asked further questions about recent school attendance, school performance and future plans. In contrast, the third survey enabled students to reflect about the participation in the programme and their future plans (see annexes for all three surveys). Eight to nine items were measuring each of the three outcomes using items such as 'I like learning new things' or 'I am positive about my skills to progress after leaving school'. Items had to be rated on a 5-point Likert scale from strongly disagree to strongly agree.

In order to make an overall judgement of impact of the programme on these outcomes, items were combined to one scale per outcome with a potential range of scores from 8 to 40 or 9 to 45.

Combining the responses of all three countries showed a significant increase from baseline to follow-up for all three outcomes when including all participants that completed the first and the second survey (see Figure 1). The total sample size of 40 can be divided into 17 responses from Italy, 15 responses from Portugal and 8 from Spain. The scores of the outcome 'Learning attitudes and skills' increased from 26.98 (*SD*=6.34) at the beginning of the programme to 28.98 (*SD*=7.98) at the end of the programme, (T(39)=2.033, *p*<.049). Cohen's d of .32 indicates a relatively small effect size. The total scores of the outcome 'Awareness of the most suitable EET' showed a larger improvement with a medium effect size of .54. The scores increased from 22.55 (*SD*=8.05) to 26.33 (*SD*=4.54) over the course of the programme, (T(39)=3.39, *p*<.002). The strongest improvement was, however, shown for the outcome 'social capital'. The scores increased significantly from 20.85 (*SD*=7.83) at the beginning to 25.88 (*SD*=5.27) at the end of the programme, (T(39)=3.39, *p*<.002). Cohen's d of .86 equates to a large effect.
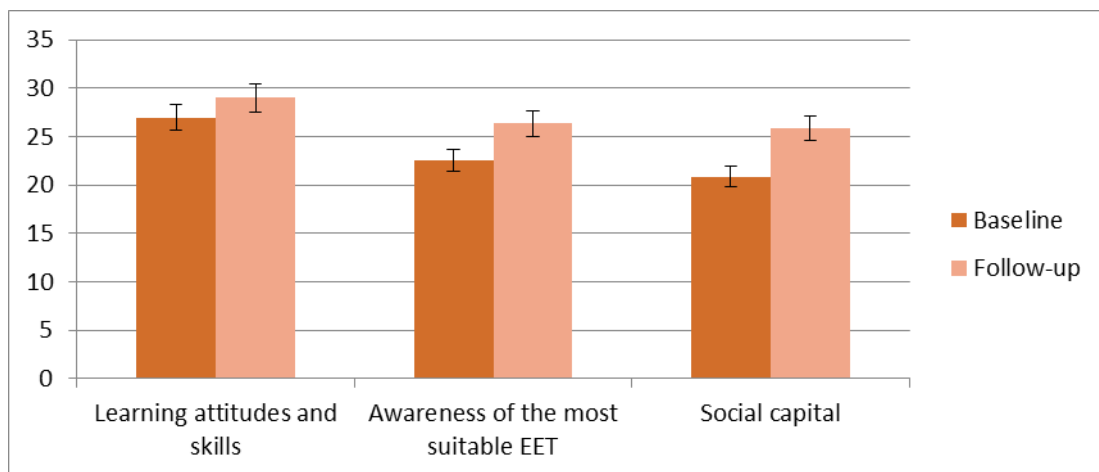
Figure 1: Total score per outcome at baseline and follow-up

The third survey was administered 8 to 9 months after completion of the last sessions. It was not possible to reach all students as some, for example, had left the school. This meant that, in total, there was an attrition rate of 30% from the programme end to the follow-up stage (8 months thereafter). Attrition rates differed per country and not all students completed all items, resulting in:

- N=27 for the scale 'Learning attitudes and skills' (Italy n=9, Portugal n=15, Spain n=3);
- N=26 for the scale 'Awareness of the most suitable EET' (Italy n=10, Portugal n=13, Spain n=3) and
- N=24 for the scale 'Social capital' (Italy n=8, Portugal n=13, Spain n=3)

participants that completed all three questionnaires.

Figure 2 shows the mean scores of the three scales for all three countries combined. Interestingly, all three scales show different patterns of change. Across countries learning attitudes and skills of students did not improve over the course of the programme ($Z(26)$ = .620, p = .535). A step increase was observed after the programme resulting in a significant change between baseline measurement and 8 to 9 months follow-up ($Z(26)$ = 3.289, p <.01) as well as between follow-up and to 9 months follow-up ($Z(26)$ = 2.601, p <.01). The scale 'Awareness of the most suitable EET' showed continuous improvement. However, as the increase in the scores were relatively small only the difference between baseline and 8 to 9 months follow-up was significant ($Z(25)$ = 2.705, p <.01). 'Social capital' showed the reverse pattern of 'Learning attitudes and skills'. While there was a significant increase from baseline to follow-up ($Z(23)$ = 2.734, p <.01), the score for social capital remained constant from end of project to the follow-up. This is in fact still a very positive finding, as it indicates that the effect of the programme did not weaken after the programme finished but was still existent 8 to 9 months after the end of the programme.
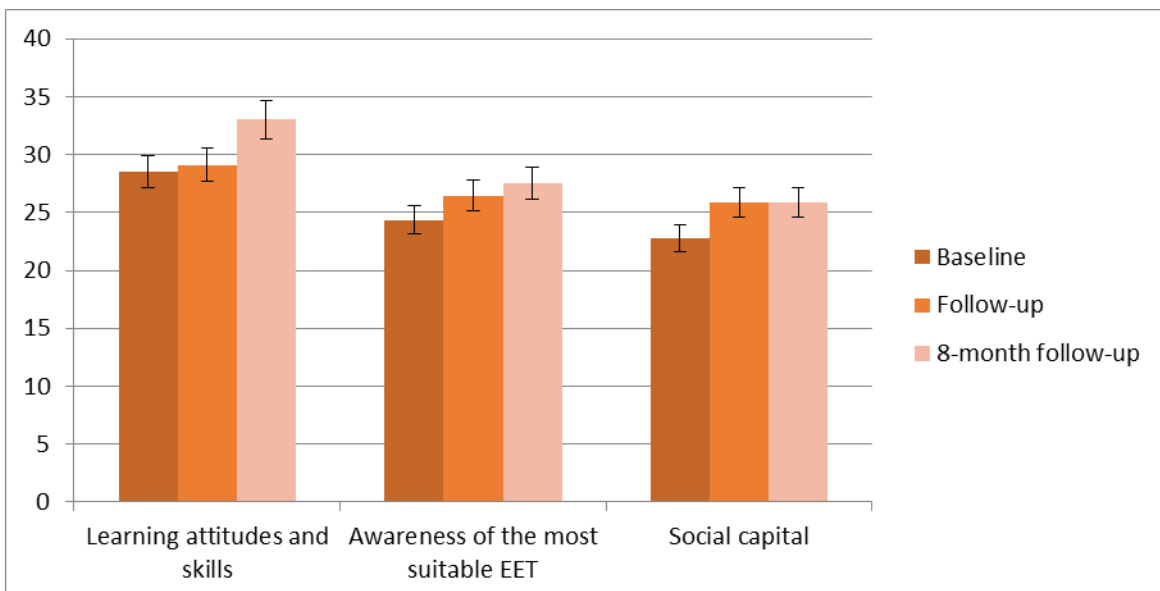
Figure 2: Total score per outcome at baseline, follow-up and 8-month follow-up

In summary, responses to the series of items per scale showed that there was indeed significant improvement. Especially, participants' social capital improved from the beginning of the programme to the end of the programme. This positive result was further evidenced by feedback from participants as well as school staff. School staff highlighted the positive impact of the programme and the importance of increasing links with employers. Students reported that they liked the practical sessions in particular and that the programme had provided knowledge about how to find a job and what is needed to do well at work.

In addition to the presented results it should be noted that there were considerable differences between the countries in terms of change over time as well as overall scores on the three scales. An in-depth analysis per country is reported in the main part of this report.

Appendix

Analysis

General analysis

The analysis of all surveys was carried out using IBM SPSS Statistics 23. Figures were created in Microsoft Excel. The analysis involved descriptive statistics such as the calculation of frequencies as well as inference statistics to test for change over time. Various significance tests were used depending on the sample size, met assumptions for tests and the levels of measurements. This means that T-tests for dependent samples, Friedman tests and Wilcoxon signed-rank tests were used. All significance tests were carried out with a significance level of .05. Bonferroni correction was used when multiple tests were performed. Statistical results including effect sizes, where possible, are reported within the text. Effect sizes indicate the magnitude of an effect and are standardised so that they can compared across different measures. Conventions for the interpretation of effect sizes exist so that they can be classified into small, medium and large effects.

Item and scale analysis

We conducted factor-analysis and reliability analysis with the start and end data to judge about how well the items are measuring the outcomes. Items of each of the outcomes had high face validity. In general, we found good to excellent Cronbach's Alphas. However, there was one item of the 'Learning attitudes and skills' scale and one item of the 'Social capital' scale that showed low levels of correlation with the total scale and Cronbach's Alpha would increase if the item was deleted. For these reasons we excluded these two items from the analysis resulting in:

- 9 items for 'Learning attitudes and skills' with Cronbach's Alpha of .92/.89 and scale ranging from 9 to 45 with higher scores indicating more positive learning attitudes and skills;
- 8 items for 'Awareness of the most suitable EET' with Cronbach's Alpha of .94/.80 and scale ranging from 8 to 40;
- and 8 items for 'Social capital' with Cronbach's Alpha of .92/.81 and scale ranging from 8 to 40.

Annex 2 - Questionnaire for Students - Initial Assessment

N EETS

Questionnaire ID Initial Assessment	Student No.	Place (PT, SP, IT)	Date

(*to be filled in by the interviewer; add the student name, if possible*)

1. You are a: boy □   girl □

2. When were you born?   ____/____/____

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3. In which country were you born? _____

4. Your nationality is: _____

5. Who do you live with most of the time? _____

6. Who is your guardian, in charge of your education? (father or mother, or other family member) _____

7. At school, you are at grade: _____

8. At school, you are at a:

   General education program □
   Vocational oriented course □
   Other. Which is: _____

9. In the current school year, how often on average have you not attended school in a month? (*choose only 1 option*)

   5 or more days per month   □
   3-4 days per month   □
   1-2 days per month   □
   Less than 1 day per month   □
   I haven't missed school   □   (*if you selected this option, pass to question 11*)

10. If YOU NOT ATTENDED SCHOOL, what were the main reasons for that? (*you may choose more than 1 option*)

    I don´t like the subjects   □
    I don´t like the teachers   □
    I don't like the school   □
    I had a suspension or a disciplinary action   □
    I was ill   □
    I had to support my family   □
    Other reasons. Which are: _____

11. Usually do you participate in school activities other than classes?

Yes   □   (*if you selected this option, pass to question 13*)
No   □

12. If NO, what are the main reasons not to participate in school activities? (*you may choose more than 1 option*)

I do not want to   □
I do not like the activities   □
I do not have available time   □
I need to be at home because I have family duties   □
I need to be at work because I am a working student   □
I have other(s) activity(ies) out of school   □
Other reasons. Which are: _____

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13. What grades did you get at the end of the 1st term of the current school year? (*choose only 1 option*)

Mostly very good   □
Mostly good   □
Mostly sufficient   □
Mostly not sufficient (negative grades)   □

14. Are you expecting to pass/ to succeed this school year?

Yes   □
No   □

15. Have you ever failed/ repeated a school year?

Yes   □
No   □   (*if you selected this option, pass to question 18*)

16. If YES, how many times have you failed/ repeated a school year? _____

17. In your opinion, what were the main reasons why you failed? (*for each reason, choose how important it was using the scale 1 to 5, in which 1 means the least important reason and 5 the most*)

	1 (the least important)				5 (the most important)
Poor grades	□	□	□	□	□
Poor attendance record	□	□	□	□	□
Poor behaviour at school	□	□	□	□	□
Not being motivated to study	□	□	□	□	□
Being unhappy at school	□	□	□	□	□
Having been ill	□	□	□	□	□
Language difficulties	□	□	□	□	□
Learning difficulties	□	□	□	□	□
Not getting enough support or guidance from the teachers/ the school	□	□	□	□	□
Not getting enough support or guidance from my family	□	□	□	□	□
Poor conditions at home to study	□	□	□	□	□

Other reasons. Which are:

_____   □   □   □   □   □
_____   □   □   □   □   □

18. Until what grade/ school level do you intend to study? (*choose only 1 option*)

To the university   □
To a vocational course, of intermediate level or non-higher education   □
To the upper-secondary level and then leave school   □
To leave school before achieving the upper-secondary level   □
(*if you selected this option, pass to question 20*)

19. How likely do you think is it that you will achieve this? (*choose only 1 option; after, pass to question 21*)

Very likely   □
Fairly likely   □
Not very likely   □
Not at all likely   □

20. If YOU DON'T INTEND TO CONTINUE STUDYING until you complete the upper-secondary level, what are the reasons? (*for each reason, choose how important it is using the scale 1 to 5, in which 1 means the least important reason and 5 the most*)

	1 (the least important)				5 (the most important)
I don´t like to study	□	□	□	□	□
I don´t like the course I am on	□	□	□	□	□
I am not able to get sufficient Marks	□	□	□	□	□
I think school is not important to get a jo	□	□	□	□	□
My parents/family do not expect that I complete the upper-secondary	□	□	□	□	□
My parents/family need me to work so I can contribute to family income	□	□	□	□	□
I want to start working	□	□	□	□	□
Other reasons. Which are:					
_____	□	□	□	□	□
_____	□	□	□	□	□

21. After you leave school, what would you like to do? (*choose only 1 option*)

Looking for a job and start working   □
Not looking for a job or start working nor studying   □
I do not know   □

22. The following questions are about your parents/ or your guardian and their involvement with your schoolwork. How much do you agree or disagree with each of these statements? (*for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree*)

	1 (strongly disagree)				5 (strongly agree)
They make sure that I do my homework	□	□	□	□	□
They make sure that I go to school every day	□	□	□	□	□
They praise me when I do well in school	□	□	□	□	□
They give me the support I need to do well in school	□	□	□	□	□
They encourage me to be involved in school activities	□	□	□	□	□
They attend regular meetings with my teachers	□	□	□	□	□
They attend school events and activities	□	□	□	□	□
They talk to me about my future	□	□	□	□	□
They believe that education is important to succeed in life	□	□	□	□	□

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23. What are your parents/ or your guardian's expectations for your education? (*choose only one option*)

To go to the university □
To get a vocational course, of intermediate level or non-higher education □
To complete the upper-secondary level and then leave school □
To leave school before achieving a upper-secondary level □
I don't think they have any expectations for my education □

24. At what level of education did your father studied? (*choose only 1 option*)

Less than upper-secondary □
Upper-secondary □
Higher education □

25. At what level of education did your mother studied? (*choose only 1 option*)

Less than upper-secondary □
Upper-secondary □
Higher education □

26. Is your father currently: (*choose only 1 ption*)

Employed □
Unemployed □
Retired or inactive □

27. Is your mother currently: (*choose only 1option*)

Employed   □
Unemployed   □
Retired or inactive   □

28. Thinking about HOW YOU DO AT SCHOOL, to what extent do you agree or disagree with the following statements? (*for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree*)

	1 (strongly disagree)				5 (strongly agree)
I have the necessary abilities to do well at school	□	□	□	□	□
I work hard to succeed at school	□	□	□	□	□
I like learning new things	□	□	□	□	□
I like to learn about things that really matter to me	□	□	□	□	□
I try to learn from my mistakes	□	□	□	□	□
I like to question the things that I am learning	□	□	□	□	□
When I find learning boring I usually find a way to make it interesting	□	□	□	□	□
When I find learning too demanding I usually keep trying until I succeed	□	□	□	□	□
Trying hard at school will help me to go to further studies/ university	□	□	□	□	□
Trying hard at school will help me to get a good job	□	□	□	□	□

29. Thinking about HOW YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? (*for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree*)

	1 (strongly disagree)				5 (strongly agree)
I know what my further study interests are	□	□	□	□	□
I know what my future employment interests are	□	□	□	□	□
I know what kind of courses are available/ I can choose	□	□	□	□	□
I know what kind of professional careers I can choose	□	□	□	□	□
I know what qualifications and skills are needed to move into the course(s) I want	□	□	□	□	□
I know what qualifications and skills are needed to get the job(s) I want	□	□	□	□	□
I know how to look and apply for a course, at a school, a VET centre or a university	□	□	□	□	□
I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)	□	□	□	□	□

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30. Thinking about HOW YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS that can help you to progress/ to do well after you leave school (to get a job, to do well in employment, to start your own business, to get further learning opportunities…), to what extent do you agree with the following statements? (*for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree*)

	1 (strongly disagree)				5 (strongly agree)
I know who to contact when I look for further training or employment opportunities	☐	☐	☐	☐	☐
I know other young people working/studying in my areas of interest who can help me	☐	☐	☐	☐	☐
I know some potential employers in my areas of interest	☐	☐	☐	☐	☐
I have visited some companies	☐	☐	☐	☐	☐
I have talked with professionals	☐	☐	☐	☐	☐
I got some work experience as placements, internships, or on-job training	☐	☐	☐	☐	☐
I am aware of the skills needed to do well in employment	☐	☐	☐	☐	☐
I am aware of how to behave in the workplace	☐	☐	☐	☐	☐
I am positive about my skills to progress after leaving school	☐	☐	☐	☐	☐

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Annex 3 - Questionnaire for Students – Second Assessment

Questionnaire ID Second Assessment	Student No.	Place (PT, SP, IT)	Date

Student Name:

1. In the last quarter, how often on average have you not attended school? (*choose only one option*)

   5 or more days per month   □

   3-4 days per month   □

   1-2 days per month   □

   Less than 1 day per month   □

   I haven't missed school   □

2. If YOU NOT ATTENDED SCHOOL, what were the main reasons for that? (*you may choose more than one option*)

   I don´t like the subjects   □

   I don´t like the teachers   □

   I don't like the school   □

   I had a suspension or a disciplinary action   □

   I was ill   □

   I had to support my family   □

   Other reasons. Which are: _____

3. In the last quarter do you participate in school activities other thanclasses?

   Yes   □

   No   □

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4. If NO, what are the main reasons not to participate in school activities? (*you may choose more than one option*)

I do not want to	□
I do not like the activities	□
I do not have available time	□
I need to be at home because I have family duties	□
I need to be at work because I am a working student	□
I have other(s) activity(ies) out of school	□

Other reasons. Which are: _____

5. What grades did you get at the end of last quarter of the current school year? (*choose only one option*)

Mostly very good	□
Mostly good	□
Mostly sufficient	□
Mostly not sufficient (negative grades)	□

6. Did you get success in this school year?

Yes   □

No   □

7. In your opinion, what were the main reasons why you failed in current school year ? (*for each reason, choose how important it was using the scale 1 to 5, in which 1 means the least important reason and 5 the most*)

	1 (the least important)				5 (the most important)
Poor grades	□	□	□	□	□
Poor attendance record	□	□	□	□	□
Poor behaviour at school	□	□	□	□	□
Not being motivated to study	□	□	□	□	□
Being unhappy at school	□	□	□	□	□
Having been ill	□	□	□	□	□
Language difficulties	□	□	□	□	□
Learning difficulties	□	□	□	□	□
Not getting enough support or guidance					

| from the teachers/ the school | □ | □ | □ | □ | □ |
| Not getting enough support or guidance | | | | | |

from my family	□	□	□	□	□
Poor conditions at home to study	□	□	□	□	□
Other reasons. Which are:					

| _____ | □ | □ | □ | □ | □ |
| _____ | □ | □ | □ | □ | □ |

8. Until what grade/ school level do you intend to study? (*choose only one option*)

To the university □

To a vocational course, of intermediate level or non-higher education □

To the upper-secondary level and then leave school □

To leave school before achieving the upper-secondary level □

9. How likely do you think is it that you will achieve this school level? *(choose only one option)*

Very likely □

Fairly likely □

Not very likely □

Not at all likely □

10. If YOU DON'T INTEND TO CONTINUE STUDYING until you complete the upper-secondary level, what are the reasons? (*for each reason, choose how important it is using the scale 1 to 5, in which 1 means the least important reason and 5 the most*)

| | 1 | | | | 5 |
	(the least important)				(the most important)
I don´t like to study	□	□	□	□	□
I don´t like the course I am on	□	□	□	□	□
I am not able to get sufficient marks	□	□	□	□	□
I think school is not important to					
get a job	□	□	□	□	□
My parents/family do not expect that					
I complete the upper-secondary	□	□	□	□	□
My parents/family need me to work					
so I can contribute to family income	□	□	□	□	□

I want to start working	□	□	□	□	□
Other reasons. Which are:					
_____	□	□	□	□	□
_____	□	□	□	□	□

11. After you leave school, what would you like to do? (*choose only one option*)

Looking for a job and start working	□
Not looking for a job or start working nor studying	□
I do not know	□

12. What are your parents/ or your guardian's expectations for your education? (*choose only one option*)

To go to the university	□
To get a vocational course, of intermediate level or non-higher education	□
To complete the upper-secondary level and then leave school	□
To leave school before achieving a upper-secondary level	□
I don't think they have any expectations for my education	□

13. Thinking about HOW DO YOU DO AT SCHOOL, to what extent do you agree or disagree with the following statements? (*for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree*)

	1 (strongly disagree)				5 (strongly agree)
I have the necessary abilities to do well at school	□	□	□	□	□
I work hard to succeed at school	□	□	□	□	□
I like learning new things	□	□	□	□	□
I like to learn about things that really matter to me	□	□	□	□	□
I try to learn from my mistakes	□	□	□	□	□
I like to question the things that I am learning	□	□	□	□	□
When I find learning boring I usually find a way to make it interesting	□	□	□	□	□
When I find learning too demanding I usually keep trying until I succeed	□	□	□	□	□
Trying hard at school will help me to go to further studies/ university	□	□	□	□	□
Trying hard at school will help me to get a good job	□	□	□	□	□

14. Thinking about HOW DO YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? (*for each statement, indicate how much you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree*)

	1 (strongly disagree)				5 (strongly agree)
I know what my further study interests are	☐	☐	☐	☐	☐
I know what my future employment interests are	☐	☐	☐	☐	☐
I know what kind of courses are available/ I can choose	☐	☐	☐	☐	☐
I know what kind of professional careers I can choose	☐	☐	☐	☐	☐
I know what qualifications and skills are needed to move into the course(s) I want	☐	☐	☐	☐	☐
I know what qualifications and skills are needed to get the job(s) I want	☐	☐	☐	☐	☐
I know how to look and apply for a course, at a school, a VET centre or a university	☐	☐	☐	☐	☐
I know how to search and apply for a job (writing a CV, looking for a job and attending a job interview)	☐	☐	☐	☐	☐

15. Thinking about HOW DO YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS that can help you to progress/ to do well after you leave school (to get a job, to do well in employment, to start your own business, to get further learning opportunities…), to what extent do you agree with the following statements? (*for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree*)

	1 (strongly disagree)				5 (strongly agree)
I know who to contact when I look for further training or employment opportunities	☐	☐	☐	☐	☐
I know other young people working/studying in my areas of interest who can help me	☐	☐	☐	☐	☐
I know some potential employers in my areas of interest	☐	☐	☐	☐	☐

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I have visited some companies	☐	☐	☐	☐	☐
I have talked with professionals	☐	☐	☐	☐	☐
I got some work experience as placements, internships, or on-job training	☐	☐	☐	☐	☐
I am aware of the skills needed to do well in employment	☐	☐	☐	☐	☐
I am aware of how to behave in the workplace	☐	☐	☐	☐	☐
I am positive about my skills to progress after leaving school	☐	☐	☐	☐	☐

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Annex 4 – Mentoring and Coaching Sessions Analysis

PORTUGAL

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 1	Only 5 students were present for the 1st session of the application.	Even with a small group, we had some resistance regarding the introduction of the subject. They had some questions regarding the length of the project and if it would mean more hours at school or not.	They were happy to know sessions would take place in their curricula schedule and that they would do some activities outside school, as to visit some companies, to participate in education and training fair, etc. Outside school activities was what they were more interested in doing!	The focus of the session was to introduce the technicians from Junta de Freguesia de Alcântara that were going to work with them and to evaluate the predisposition of the students to be involved in this kind of program. They do not usually think on their future and especially on the skills and competences needed to achieve their goals.	The class is already on a vocational training and education curricula. This means, Portuguese participants were already being identified as are students that are not fit to the general school curricula. They are usually absent from class, or demotivated, and have failed years of school till the 8th grade.
Session nº 2	Session have 12 students present. They were divided in 2 groups of six to complete the individual interviews.	Students considered very long the questionnaire used to collect information during the individual interviews. It was rather extended in their opinion and they lose their focus easily. They also had some difficulty understanding some of the questions.	The session centered on the individual interviews. To fill the questionnaire, they had to think about their reality, from family, friends, their network. What makes them fail at school, what they want to do in the future and how other people may look at them, as well all the other questions to collect as much information as possible	We realized students do not have high expectations regarding their future, or they have idealist expectations, for example, some student want to be famous football players as Cristiano Ronaldo. Nevertheless, in most cases most student's don´t believe in them and in what they can do. they don´t have confidence and motivation to aim for higher objectives and parents in some cases are negligent regarding their children future, only hope they don't get involve in crime and drugs or illicit work.	Interviews were important for our application mainly because it was done in an individual basis. Students had a much different behavior when they were alone with the teacher and technicians. At the same time, if we want to get a combination of early identification and individualized intervention, the time invested with each student at the begging of the testing phase of the methodology allowed us to design and adapted tailored actions.

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 3	All the students were involved.	Youngsters participated in a job fair. All of them showed great interest in seeing the stands and in contacting with the exhibitors.	They were mainly focused the choice of training/education. Mainly in areas like sports, mechanics, esthetics, hairdresser and omputing.	The main focus of the session was on the importance of not giving up school and in the careful choice of an area of training/education that is of their interest. Probably in more practical areas area of training with good job perspectives. They were accompanied to the session by their teachers.	The job fair had a good impact on the students opening their horizons and making them realize that to every job they will choose in the future there is a training or education field that can prepare them. The job fair was organized by Junta de Freguesia de Alcântara and had more than 20 training/education exhibitors.
Session nº 4	Session had 6 students present.	Students show not being interested in theoretical classes, as they already failed in this type of regular curricula. They do not like to be in classes and are much more interested in classes where they can "make" or "build" something.	Learning to Learn and Future Expectations where the main subjects of the session. We can see students do not have a clear vision of what is asked of them when they apply to a job. They see their education as simply being in class waiting for time to pass	Students severely lack the motivation to change their habits. Even if they agree they need education or training they just procrastinate their will to really apply in it. They are not motivated to work towards a goal as sometimes that same goal is not even clear to them.	Some of them recognize they are not ready to start working (plus they are very young…) if they don´t change something in the way they look at school and training. Others, because of family lacking education or any kind of formal training expect that things will be solved as soon as they leave school. Because there will always be work in a restaurant, supermarket or in mechanics where they can learn on the job. They forget completely their lack of social skills that are needed to keep any job.
Session nº 5	Session had 11 students present	The students who were doing the interviews already knew what to expect and the kind of questions they were going to be asked so the session didn´t have any major problems.	The session centered on the interviews. In order to fill the questionnaire they had to think about their reality. What makes them fail at school, what they want to do in the future and how other people may look at them	They realized they do not have high expectations regarding their future. That in most cases most people don´t believe in them and in what they can do. They don´t have themselves the confidence and motivation to aim for higher objectives.	Interviews were important mainly because they were done in an individual basis. Students had a much different behavior when they were alone with the teacher and technicians. It made them think about their lives and about their future. To the students that had already done the report it was a chance to reinforce some ideas about the previous session regarding the importance of training and education

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 6	All students participated in the session. Before the session they were restless and that showed in the session productivity. We didn´t reach all our goals as the exercise was not done to the end. (11-15 students)	Youngsters identified something negative and something positive about themselves. They identified a changing situation in their lives, usually something like changing school or changing class.	The main focus of discussion was on changes in our lives and how to react to that. Either is a change in school or as change in work environment. How to react before a situation that isn't of their liking. They were confronted on how they react and how they should do it.	They could identify and wright changing situations in their lives but were unable to make a serious reflection on the subject. For example:I want to study to find a job and to help my mother»; «I start to pay football»; «I change to another course»; «I move to another school» They showed serious difficulties in expressing themselves on the subject and didn´t elaborate much on what those changes meant to their lives. They were uncomfortable in sharing with the rest their thoughts and experiences. Probably the tool was too complex for these students, or, it was applied in an incorrect way, since it's more an individual approach than a group session.	Strong Points - Changing – Why you should address and face the issue of changing in life. The importance of facing situations, seeking help and guidance and listening to advices of other people; Practical cases of changing that they have already faced. Their experience and the result of their actions Weak Points - We couldn´t conclude the exercise. Students didn´t appreciate the subject; - Group was restless and with low interest on thinking about the subject; - Very little sharing of personal experiences

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 7	16 students. All students participated in the session. 6 questions were done regarding their professionals/internships aspirations. Questions were answered individually.	They all participated and questions were written individually. (11-15 students)	Professional areas. Formative offers and most relevant courses. Expectations towards their professional future Tasks, responsibility and competences	They have done some reflection on what they would like to work in the future or in what kind of internship would they be interested. They identified possible competences and skills that they would need in their future job and on what are the paths to achieve it.	Strong Points - Self-awareness of the professional area they would like to work on; - They assume they choose areas they think are easier to achieve. Weak Points - Very low awareness of the tasks and responsibilities associated with almost every job; - Very low awareness of the competences needed to the work they want to do in the future; - They do not know what is the best school or training system to achieve their objectives

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	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 8 70	13 students. All students participated in the session Students were asked to choose from 6 working areas and establish what their daily routine would be like. What kind of tasks would be associated to it and what competences they would need in order to do it.	They all participated and questions were written individually	Students tried to identify what their day would be like in the profession of their choice. They also identified some of the skills needed to do it.	They were shown what are the tasks related to each one of the work environments and competences in order to them right. They have a very simplistic vision of is asked of them and what are the expectations of a work environment. It was shown to them how proper and specific training is essential to prepare them to their future jobs	Strong Points - They all could identify an area of interest - They assume they choose areas they think are easier to achieve; - They show some motivation towards learning more about what is asked of them in a work environment. Weak Points - Very low awareness of the tasks and responsibilities associated with almost every job; - Very low awareness of the competences needed to the work they want to do in the future; - They do not know what is the best school or training system to achieve their objectives.

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 9	13 students participated in the preparation of the mural painting – urban art intervention desig	As the activity would take place outside school they were quite enthusiastic with it. Almost all of the group gave ideas about messages and what should be draw and painted	At first they had ideas that didn´t suit the objective of the exercise. They had to understand that this wasn´t supposed to be just graffiti. That it had to have a message. Something that was meaningful for them. And they understood it	The session was very good. The presence of the school arts teachers helped them putting their ideas to paper. They understood the objective of the exercise and reached a consensus on the message to be painted. They were able to discuss it and hear each other. **71**	Strong Points - Their ability to listen and change the ideas they previously had for the mural; - The discussion that they had regarding the subject to be painted. The choice of the word "release yourself" was seen in different ways by them but it meant something to all of them. Weak Points - Their inability to express what they think about their own feelings; - Teachers and technicians have to be very strict maintaining the discussion on the right track. If they are left alone they can´t do anything. The possibility that some of them only look at this activities as a way to go outside school. There´s always the possibility that, especially the ones who don´t participate as much, are only looking for a "free afternoon

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 10	10 students participated in designing and painting the mural. They were all invited but in the day some of them fled and gave up the activity	As the activity was done outside the school some of them didn´t participate in it. Probably because it was taking place near the place where they live and their neighbors werewatching them.	They had the opportunity to express themselves in a non-usual way. They could be heard without saying a word, just by painting a statement. They worked social skills and competences without even realizing it. Time and space management, working in team, communication between them and with others	The activity was very well planned. We probably need to work further in motivating them towards this kind of activities and prepare them to be seen and judged by other youngsters who are not in the program.	Strong Points - The ones who participated have done it with much responsibility. They left the place clean. They were very careful with the ink and brushes and were collaborated very well with the teachers; - They were very happy with the snack they were offered after the job was done. Weak Points - Some didn´t want to take part because their older friends were watching them. - They could not understand they were giving a good example to other youngsters and felt ashamed to be working outside and painting a wall.
Session nº 11	13 students participated	This was a very positive session. Students engage well in the exercise of analyzing the mural painting activity as it was a practica activity	It was addressed the skills and competences needed to paint the mural. Teamwork, communication, following orders and working together. All students participated in the discussion. Students valued the snack they were offered after working and all of them were very happy with it.	It was very difficult for the students to discuss and identify the competences and skills they used to paint the mural. They are very individualist and do not have the social skills to work together without a very present guidance.	Overall they had a positive attitude and a reinforcement of their transversal competences used throughout the project.

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	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 12	11 students participated in the group session.	This session was the return to a more theoretical session so it took a little time to calm the group and start it. The subject was clearly of not much of a concern for them. Not even one had ever seen a curriculum vitae and had never thought of what could be important in it.	Their idea of getting a job is limited to their neighborhood. They see themselves going from door to door in supermarkets, cafes o restaurants just asking if they can get a job there. Or going to work where some of their relatives already do so. The idea of using the internet to find a job is known to them. Nevertheless, students' don´t know at what sites and companies they can look for it or how to do it.	They understood the importance of setting themselves and presenting themselves as what someone else needs. Not only in a CV but in their social media also. Even if in they have a hard time understanding why a personal internet page can weaken their chances in getting or maintaining a job. They appreciate the fact that we show them where to actively look for a job, outside the place where they live, and with different kind of jobs. The exercise of finding and looking for work ads in some sites was a good one	They became more interested in the session as it was taking place. They have a hard time identifying what benefits they can bring to an employer. They are aware of the different ways to look for a job but can´t select what is importan or not to write in their CV. They do not realize the relevance of social media in the definition of their future and opportunities
Session nº 13	12 students participated in the group session.	This was a good session. Students were eager to know where they would work.	This would be a chance for them to see what competences they need to do any kind of job. At least some of the transversal ones. Getting on time, follow the schedules, responsibility and politeness. It was a chance for them to see what kind of skills they should work on to do the job they want in the future	They were confident they would do a good job. Probably much better that they could ever do in such a small internship. They were serious about their intentions of being to the internship on time and be at the best of their behavior during the length of it. They appreciate the fact that we show them where to actively look for a job, outside the place where they live, and with different kind of jobs.	Students were very enthusiastic with work experience. It was possible to find internships to every student. The possibility of being alone in a work environment was of great interest to them. Students were expecting to be "the best" at the place of internship. They don't understand the training and skills needed to almost every job

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	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº14	15 students participated in an internship. (company's visits – 1/2 day)	The students enjoyed the internships. There were no behavioral problems and companies were satisfied with the experience as well.	Students enrolled the activities asked to them in each of the places they were. Students had the internships in mechanics, stores, in a swimming pool, hairdresser and a kindergarten school. They were placed there according to their interests.	The experience was a very good one. It was very important for everyone involved. Students had the chance to work in a place. See the work that is done there and talk the owners and employers of each company. It was an opportunity to watch how people dress, talk and react to a work environment. How they deal with someone giving orders, criticizing or simply working as a group	The experience was a very good one. It was very important for everyone involved Students had the chance to work in a place. See the work that is done there and talk the owners and employers of each company. It was an opportunity to watch how people dress, talk and react to a work environment. How they deal with someone giving orders, criticizing or simply working as a group
Session nº 15	All students	During the last session students fulfilled the questionnaire about the impact of the intervention - O4. The session was very positive because students have come from the visits to companies, so they came very enthusiastic and receptive.	The session centered on the impact questionnaire.		According to our experience, students were grateful for the program, for the visits to companies and expressed a future interest to be involving in the program, with more sessions and more contacts with other companies

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NEETS PROJECT

SPAIN

	Profie of partcipants	Atmosphere at group sessions	Debats and topics adress	Ex post Impression	Overall conclusion
Session nº 1	A total amount of 14 students participated in the first session, though 21 were previously interviewed and invited to join the sessions.	It was noticeable the lack of attention they use to have in the classroom. They got distracted very frequently though they stayed in the room along the 2 hours the sessions	"A good qualification (training) and working hard is all that is needed to get success at workplace and in life, in general. Social competences are less important". Participants reflected and debated though, in general, they didn´t show an informed opinion. Generally speaking, and though they "want to do something" and use to be passive while sharing their points of view.		
Session nº 2	A total amount of 9 students participated in the second session	It must be noted that all participants went to the center just because of the project session because otherwise, they would have stayed at home	Communication skills were defined as a critical competence as long as we live in society and are very likely of being either part of a group or a team; the difference of both terms was clarified by means of 2 very funny videos (cartoons). The sessions finalised with participants filling out the questionnaires for the students survey	A fictitious situation was brought to the room as a dominoes effect	Though participants didn´t express a particular mindset on the topics addressed, they showed -somehow- interest not only because of their attendance, but also because they went to the School Center just for the session and because they stayed in the room for the entire period

	Profie of partcipants	Atmosphere at group sessions	Debats and topics adress	Ex post Impression	Overall conclusion
Session nº 3	A total amount of 12 students participated in the third session. It mus be noticed that in the first half of the group sessions, 6 students attended the first 3 gatherings, 5 participants were in 2 sessions and 7 joined the group just 1 day.	It was a stressful day, because participants were very distracted and a lot of calls of attention were needed. Still, no-one left the room and nobody complaint for staying there.	The session continued the topics addressed in the previous one, by focusing on responsibility. All participants were asked to say what they are responsible for; most of them declared they had to take care of some of their family members (younger siblings, mostly). A video showing the fable of the cicada and the ant helped to trigger the debate.	i.e.: did participants change their minds?; have they seriously reflected on the importance of having basic skills?; what plans do they have for the near future?) They openly declared they don´t want to be in the School Center but somewhere else not closely related to memorising. Still, facilitators made them clear the need to learn if they want to be qualified for most of the jobs	Over the course of the 3 sessions, it is getting more and more clear that, if not all, some participants (boys, mainly) really want to do something, but outside the School Center. In any case, they are told the need to have basic competences and basic knowledge, they should acquired in the School Center, for their further qualitification.
Session nº 4	Only 9 attended the fourth session	The atmosphere was more relaxed as long as participants selected some music videos of their taste. Particularly, one of them helped to address the topic of sexual harassment	(i.e.: which topics focused the highest attention of participants; specific activities) The need to be creative and to think for themselves was a central aspect, stating that this also applies to their expectations and plans for their future: they have to be what they want, not what others want for them (this is specially applicable for Gipsy women, as long as -according to their culture- they are expected to leave the school, get married and have children before their twenties)	(i.e.: did participants change their minds?; have they seriously reflected on the importance of having basic skills?; what plans do they have for the near future?). It was noticeable the facial expression of a girl while talking about the decisions they have to make on their lives by themselves, instead of others dictating what they should do.	It is being considered the appropriateness of alternating the group sessions and the visits outside. It could lead to more in-depth discussions, based on real facts, situations and opinions they could encounter beyond the school system, so specific topics could be reinforced and some others addressed though not initially and specifically planned.

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	Profie of partcipants	Atmosphere at group sessions	Debats and topics adress	Ex post Impression	Overall conclusion
Session nº 5	The number of students in the session was the same as in the previous one (9), though only 6 of them participated in both of them. It is due to mention that by then a student dropped out because he turned 16 and it was not mandatory any more to attend the classes without being penalized financially speaking	It was not an easy session. Participants were very distracted so it was difficult to get them involved.	The session revolved around the SWOT analysis and the need to promote the positive personal features and external conditions and to combat the negative ones. The design of a CV was tackled as well as the proper performance during a job interview. The session finalized by playing different videos about industrial processes	Probably because of their mood, they didn´t pay so much attention. Still, it meant an opportunity for them to reflect on the importance of giving the best image of themselves while looking for a job	It was the first session addressing specific work-related content. Though it was, obviously, interesting for participants, it was the most difficult session to manage due to their behavior.
Session nº 6	The overall phase of grous sessions finalized with the attendance of 10 participants	As in the previous session, participants were very restless, what did not facilitate the development of the gathering. It was especially difficult because of the use of computers	Along with the previous session, this one was much targeted to the labor market and professional options of participants. Instead of giving them a speech, they were asked to look for VET courses they were interested in and job offers	In spite of the content of the session, and the opportunity they had to use computers for a professional purpose, they were very distracted and played games when they were not monitored. In only one case, the student took advantage of the information he got and applied for a cooking course he knew about.	The experience has shown that computers are a good supporting tool as long as the student is centered in the task; if he is not, s/he would use them very probably for something else.

ITALY

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Global analysis	8 students from different schools of Vicenza (2 females and 6 male) 8 students of different schools of Bessano del Grappa (3 female and 5 male)	In the beginning the participants were generally weak and passive. As the group developed participants became more familiar. On the whole, the participants enjoyed the process of participation and increased their engagement and commitment in attending the session. Their attention span was longer and they also gave responses to the facilitator.			
Session nº 1			Analysis of personal and skills profiles of young people in the region and identification of the main categories profiles) of unemployed young people. The activities in this group section were also focused on communication skills necessary for the development of self-advocacy and self-determination, important skills for lifelong success		
Session nº 2		.	Illustration of alternative education and training resources in the region (mainly those suitable to the dual model of E&T) and other different professional opportunities available to the participants.		
Session nº 3			Decison-making process concerning the development of professional competences. The activities in this groups section sought to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants learnt about positive teamwork behavior and discovered how their own conduct can impact others on a team.		
Session nº 4			Entrepreneurship/Intrapreneursship. Competence, attitudes and skills related to self-employment help participants think about their personal objectives and the best way to achieve them, and provide a model for success that highlights the factors that contribute to it		
Session nº 5			Analysis of the socio-economic context of the Region in order to identify priority sectors and companies potentially interested in taking on young trainees for a traineeship. This group session was aimed at preparing to companies'visits through web search and analysis of companies' profiles.		

	Profile of participants	Atmosphere at group sessions	Debates and topics adress	Ex post Impression	Overall conclusion
Session nº 6		.	Company visits (4 companies for each round of participants/2 per day. Aimed at expanding participants' learning through active hands-on experience with the resources of the local community as well as to increase their knowledge and understanding of specific subjects and add realism to the topics of studies. These companies' visits also contributed to give an idea to students about their job profile once they will start working.		
Global analysis				The interventions for both groups had a quite immediate positive impact on students' reports of having caring, supportive relationships with adults outside of home and school, the quality of their friendships and their belief that education matters for their future. Nevertheless, it is not possible to yet demonstrate improvement in students' performance or decision making because it is too early. It could take more than six months to show effects. In the short-term, the group interventions proved useful for all participants, who were able to obtain information consistent with the requirements of the labor market, often changing significantly their opinions and initial beliefs. In particular, the group session enabled each participant to better understand the demands of the working world and to make new hypotheses on how to find a occupation, also opening new possibilities to new professional profiles not previously considered,	Strengths: The group interventions allowed to make participants aware about the need of formal training to accelerate their integration/inclusion in the workplace, allowing to consider and thus facilitate enrollment in alternative learning pathways/schooling other than those currently attended. Weaknesses: At first, most participants motivation to participate in the group sessions was low and the groups did not offer anything that seemed attractive to them, as they did not enjoy the activities and they did not find meaning in joining the groups as they did not have much perception or understanding about what the group sessions were for one of the main challenge is to involve young people who have little motivation at the beginning, so the participation in the project may not be constant, especially if the frequency of meetings is subjected to sudden changes, as in the case of interruptions for holiday periods or for the "waiting" for feedback from companies in order to arrange visits at their premises.

Global analysis					Strengths: The group interventions allowed to make participants aware about the need of formal training to accelerate their integration/inclusion in the workplace, allowing to consider and thus facilitate enrollment in alternative learning pathways/schooling other than those currently attended.

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See IO5 – Quality and Usability Evaluation (http://www.preventingneets.eu/**).**

Annex 6 - Questionnaire for Students – Third Assessment

N EETS

Questionnaire ID Third Assessment	Student No.	Place (PT, SP, IT)	Date

Name_____

Part A: Qualitative interview questions

1. **What difference did taking part make to you in terms of:**

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- Increased knowledge of how to find a job
- What is needed to do well at work
- Anything else

2. **What did you like best about participating in the NEETs at risk project last year?**

3. **Is there anything you did not like so much?**

4. **In what way, could the project be improved?**

5. **What are your plans for the future in terms of further education/training and/or finding work? (Did taking part in the NEETs at risk project help you in making these plans in any way?)**

Part B: Questionnaire questions

Thinking about HOW DO YOU DO AT SCHOOL, to what extent do you agree or disagree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree).

	1 (Strongly disagree)				5 (Strongly agree)
I work hard to succeedatschool	☐	☐	☐	☐	☐
I like learning new things	☐	☐	☐	☐	☐
I like to learn about things that really matter to me	☐	☐	☐	☐	☐
I try to learn from my mistakes	☐	☐	☐	☐	☐
I like to question the things that I am learning	☐	☐	☐	☐	☐
When I find learning boring I usually find a way to make it interesting	☐	☐	☐	☐	☐
When I find learning too demanding I usually keep trying until I succeed	☐	☐	☐	☐	☐
Trying hard at school will help me to go to further studies/ university	☐	☐	☐	☐	☐
Trying hard at school will help me to get a good job	☐	☐	☐	☐	☐

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Thinking about HOW DO YOU FEEL PREPARED TO MAKE YOUR FUTURE CHOICES, to what extent do you agree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)

	1 (Strongly disagree)				5 (Strongly agree)
I know what my further studyinterests are	☐	☐	☐	☐	☐
I know what my future employment interests are	☐	☐	☐	☐	☐
I know what kind of courses areavailable/Ican choose	☐	☐	☐	☐	☐
I know what kind of professional careersI can choose	☐	☐	☐	☐	☐
I know what qualifications and skills are needed to move into the course(s) I want	☐	☐	☐	☐	☐
I know what qualifications and skills are needed to get the job(s) I want	☐	☐	☐	☐	☐
I know how to look and apply for a course,at a school, a VET centre or a university	☐	☐	☐	☐	☐
I know how to search and apply for a job (writing a CV, looking for a job and attendinga job interview)	☐	☐	☐	☐	☐

Thinking about HOW DO YOU FEEL ABOUT YOUR SOCIAL SKILLS AND CONTACTS that can help you to progress/ to do well after you leave school (to get a job, to do well in employment, to start your own business, to get further learning opportunities…), to what extent do you agree with the following statements? (for each statement, indicate how much do you agree or disagree with it using the scale 1 to 5, in which 1 means strongly disagree and 5 strongly agree)

	1 (Strongly disagree)				5 (Strongly agree)
I know who to contact when I look for further training or employment opportunities	☐	☐	☐	☐	☐
I know other young people working/studyingin my areas of interest who can help me	☐	☐	☐	☐	☐
I know some potential employers in my areas of interest	☐	☐	☐	☐	☐
I have talked with professionals	☐	☐	☐	☐	☐
I got some work experience as placements, internships, or on-job training	☐	☐	☐	☐	☐
I am aware of the skills needed to do well in employment	☐	☐	☐	☐	☐
I am aware of how to behave in the workplace	☐	☐	☐	☐	☐
I am positive about my skills toprogressafterleavingschool	☐	☐	☐	☐	☐

Annex 7 – Interviews with Students – Qualitative Information

i)   PLANS FOR THE FUTURE

What are your plans for the future in terms of further education/training and/or finding work? (Did taking part in the NEETs at risk project help you in making these plans in any

PORTUGAL

Student number	
1	Go to work, take a driving license, work in a supermarket.
2	Work, finish 9th grade, kindergarten, teacher, pastry shop at Lumiar.
3	Vocational course 12th year, working in hospitality, bar, barber shop, the project helped in future plans.
4	Taking the 12th vocational year, maritime course ITN, maritime driver, the project did not help in the search.
5	It finishes the 9th in and it goes to work, would like to be mechanic, the project Helped.
6	Finish the 9th year and the future is the 12th Year.
7	Continue to study, take the hairdresser course.
8	Get work, internship and continue to study, childhood educator, photography.
9	12nd year and wants to continue studying computer science and mechanics - go to UK for father's workshop.
10	2nd grade and a childhood educator. The project helped little.
11	12th grade, vocational educator, proj did not Help.
12	Finish the 9th grade and continue on another course, photography or restoration
13	To finish the 12th vocational year in the field of computer science, employment in computer science, the project.
14	Search computer school to take the 12th year, sport will be for the future.
15	Will work for the Hospital São Francisco Xavier from next year, make money.

SPAIN

Student number	
1	I have already dropped-out the school centre and I want to start a VET course in the filed of electricity/electronics.
2	To pursue a Basic Vocational Education program in Hair-Dressing.
3	To finish the Basic Vocational Education program (Production and Assembly) I´m studying and start working.

86 ITALY

Student number	
1	To find a job and earn money.
2	I'm still studying.
3	To search for a job. Now I'm working part-time.
4	I'm still in school but I want to leave and search for a job. School is too boring and I do not like studying.
5	I'm still studying but next year I want to find a job to earn money.
6	To get information on some short training courses I could attend to improve my competence for searching for a job.
7	To find a permanent job.
8	I have changed my initial study programme and now I am attending a new training course. I am very satisfied about it and I am learning a lot now. Next year, at the end of the training, I hope to be able to find a job with my.
9	To find a good job and to earn money.
10	To search for a full-time job.

ii)   WHAT DIFFERENCE DID TAKING PART MAKE TO YOU

PORTUGAL

	Increased knowledge of how to find a job	What is needed to do well at work	Anything else
1	yes	Know how to speak and how to behave.	
2	yes	Yes	
3	yes	Humility, posture, conciliation, altruism,	More work together, more guidance, importance of the school in the future life.
4	no	To have responsibility, not to fail, to respect the boss and colleagues.	Improved your relationship with school.
5	yes	Have patience, come on time, do what you ask.	Helped to do CV and the relationship colleagues/school/ community became normal.
6	yes		
7	yes		Behavior in the class and improve motivation to learn.
8	yes		Discover internships.
9	yes	Arrive on time, meet goals, work as a team, respect.	Improved relationship with colleagues, commitment to school.
10	no	Take good grades and finish 12nd grade.	Relationship with colleagues.
11	no	Don't know.	Better relationship with colleagues and community.
12	yes		
13	yes	Have qualifications, be willing to work, relate well to people.	Change of school vision.
14	yes		

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15	yes	Work in a team, be polite, do not miss and respect colleagues.	

SPAIN

	Increased knowledge of how to find a job	What is needed to do well at work	Anything else
1	I know there are other training options I can take part at.		It was clear for me that I wanted to drop-out the school centre.
2	I already know of other options in education I can take.		
3			I settled down; by the time I started the activities I was as dumb as a post.

ITALY

	Increased knowledge of how to find a job	What is needed to do well at work	Anything else
1	In the Province of Vicenza.		
2	I received information on different alternative VET programme I could attend. I also learnt where to search for a job and what local companies require.		I learn how to write my CV.

3	Now I know what skills are requested by companies and some training course I could attend to increase my knowledge and competences.		I learnt how to write a CV and how to present to an employer.
4	Increased knowledge of how to find a job or other training courses out of school.		
5	Increased knowledge of how to find a job and the need to have a qualification to be employed.		
6	I learn what is needed to do well at work and what employers require for hiring a new employee.		
7	I could find someone to listen to problems I was facing at school and to give me practical information to search for a job..		
8	I learnt how to search for a job or other training courses.		
9	Increased knowledge of how to find a job		
10	I learnt how to search for a job by exploring websites.		I know how to write a CV to candidate for a position in a company.

iii)   PROJECT EVALUATION

PORTUGAL

	What did you like best about participating in the project	anything you did not like so much	In what way, could the project be improved
1	Painting the wall in Alcântara.	Internship without participative approach.	Internships in places identified by students.
2	Wall painting because it's out of school.		
3	Gave to meet new people and a step to personal training.	The internship report that was not well explained.	Do activities of a different kind in order to know a wider range of professions.
4	Visiting experience.		Have more exits and presentation of different courses.
5	I painting; support the younger.		
6	Participate in the view and in the painting of Alcântara.		More activities, visits to companies and contacts with other people.
7	Wall graffiti.		More activities, meet other schools and entities.
8	Painting the Wall.		More practical activities.
9	Teamwork and its results. Paint the wall	Difficult in the early days	Focus more on the project and do more job search activities
10	tours	The class did not partcipate well.	Further deepening the job search systems also at the foreign level.
11	Painting the wall.		
12			
13	Digital courses.		More job search aid and schools to attend.
14	Liked everything.		Longer project and sessions.
15	Internship at the workshop, Alcântara fair; more inf about VT.		More days of internship and fewer days of classes.

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SPAIN

	What did you like best	Is there anything you did not like so much	In what way, could the project be improved
1	The visits to different VET centers.	The first sessions; long talks with no practice.	Hands-on exercises in companies.
2	All the advices I got during the groups sessions and visits outside the school center.	Nothing	a visit to a company to know how a shop-window dresser works.
3	The visit to the School of Catering/Hotel business.	Nothing	More visits.

ITALY

	What did you like best	Is there anything you did not like so much	In what way, could the project be improved
1	I like very much to know more about the as an adult with my own abilities and personal characteristics. No one was judging me for what I studied.	Sometimes group lessons were too long.	More company visits and practical exercised during the group sessions.
2	I like company visits and how the facilitator made group sessions interesting. I was not bored as in the school class and I could follow the lesson and participate to group conversations.	No	More company visits.
3	I like to talk to the facilitator about my personal expectation. I could not do this in school with my teachers.	No	More testimonies from entrepreneurs and teachers.
4	Company visits and individual interviews with the facilitator	No	To do some of the group session also.

	where I could talk about my problems and expectations.		during the school classes.
5	Conversations during the group sessions. The facilitator was really friendly and helpful and I could understand her explanations much better that with my teachers.	No	To provide the possibility to do work experiences in the companies we visited.
6	Company visits, to listen to the explanations in the companies and to learn about the types of companies in the Province of Vicenza.	Sometimes I would have preferred to stay home in bed!	More company visits.
7	To talk to the facilitator and to meet new friends.	Group lessons were too long and sometimes a little difficult to follow for many hours.	More company visits according to individual interest.
8	Company visits and to talk to the facilitator during the individual interviews. She could understand my problems at school and in my family but without judging me or making comments	Too many group sessions.	To do some of the group session also during the school classes.
9	Practical exercises during the group sessions and the visits to local companies	At the beginning of the individual sessions I was very bored but then I enjoyed to stay with other guys during group sessions.	To know more about job opportunities.
10	Not to be in the classroom with teachers.To talk about practical things.	No	More company visits.

Annex 8 – Expected Outcomes Evaluation – Third Questionnaire

SCHOOL RESULTS

PORTUGAL

Student number	1	2	3	4	5	6	7	8	9 **
1	3	4	5	3	3	5	2	3	3
2	4	5	5	5	3	4	4	4	5
3	4	5	5	5	4	5	3	2	5
4	4	5	5	5	3	5	5	5	5
5	5	5	5	5	3	4	4	1	5
6	4	5	5	5	4	3	4	4	4
7	4	5	5	5	5	4	4	2	5
8	5	5	5	4	3	2	3	3	4
9	4	5	5	4	4	2	2	4	5
10	5	5	5	5	5	5	5	1	5
11	4	4	5	4	3	3	3	4	5
12	5	5	5	5	3	4	5	3	5
13	3	5	5	4	3	1	2	3	5
14	5	5	3	5	4	3	4	4	5
15	5	5	5	5	5	5	5	5	5

SPAIN

	1	2	3	4	5	6	7	8	9
1	1	1	1	1	1	1	1	1	1
2	5	5	5	5	5	3	5	5	5
3	5	5	5	4	5	3	4	5	5

ITALY

	1	2	3	4	5	6	7	8	9
1	1	3	3	3	3	2	1	2	3
2	1	3	3	2	2	2	2	2	3
3	1	2	3	3	2	3	3	2	2
4	2	2	3	3	3	2	2	2	2
5		2	3	3	3	2	2	2	2

	1	2	2	2	3	2	2	2	2
6	1	2	2	2	3	2	2	2	2
7	3	3	3	3	3	3	3	3	3
8	2	3	3	4	4	3	3	3	3
9	2	3	3	3	3	3	3	3	3
10	2	3	3	2	2	2	3	3	3

Portugal

	1	2	3	4	5	6	7	8	**
1	4	5	4	3	3	5	1	3	
2	5	5	5	5	5	5	5	5	
3	5	5	4	5	5				
4	5	5	4	5	2	3	2	4	
5	1	5	3	4	4				
6	3	4	4	3	3	4	4	4	
7	5	5	5	5	5	5	5	5	
8	3	4	5	4	3	4	2	4	
9	4	5	4	3	5	3	3	4	
10	5	5	5	5	5	3	3	3	
11	5	5	3	4	3	3	3	4	
12	5	4	2	3	3	3	4	4	
13	5	5	5	5	3	2	4	4	
14	4	4	4	4	3	3	4	4	
15	1	5	5	4	4	5	4	5	

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Spain

	1	2	3	4	5	6	7	8
1	2	1	2	1	1	1	2	1
2	5	5	4	5	4	4	1	1
3	5	3	5	3	3	5	5	5

Italy

	1	2	3	4	5	6	7	8
1	2	3	3	3	2	3	2	3
2	2	4	3	3	3	3	2	3
3	2	3	2	3	2	2	2	3

	1	2	3	4	5	6	7	8
4	1	3	2	2	2	2	2	2
5	2	2	2	3	3	2	3	3
6	1	3	3	3	3	2	2	2
7	3	3	3	3	3	3	3	3
8	3	2	3	3	2	3	3	3
9	3	3	3	3	3	3	3	3
10	3	3	3	3	3	3	3	3

SOCIAL SKILLS

Portugal

	1	2	3	4	5	6	7	8
1	4	5	4	4	3	3	5	4
2	5	5	5	5	5	5	5	5
3								
4	2	1	4	1	5	5	5	5
5						95		
6	3	3	3	1	3	5	5	5
7	5	5	5	5	5	5	5	5
8	2	3	2	2	4	3	5	5
9	2	4	2	1	2	4	5	4
10	3	3	3	3	5	5	5	5
11	3	3	2	1	5	4	5	5
12	4	3	2	1	3	4	5	4
13	3	2	3	2	3	4	5	3
14	3	2	3	2	2	4	5	4
15	4	5	4	5	5	4	5	5

Spain

	1	2	3	4	5	6	7	8
1	2	2	1	2	1	1	1	1
2	1	1	1	1	1	1	5	5
3	5	5	5	5	3	3	5	5

Italy

1	3	3	2	1	2	3	3	2
2	2	2	1	1	2	3	3	3
3	3	3	2	1	2	3	3	2
4	2	2	2	1	2	3	2	3
5	1	2	2	1	3	3	3	3
6	2	2	2	1	2	3	2	3
7	3	3	3	3	3	3	3	3
8	2	3	1	1	2	4	4	4
9	0	0	0	0	0	0	0	0
10	3	3	3	3	3	3	3	3

** see tables of ii) outcomes
evaluation

Spain

1	2	1	2	1	1	1
2	5	5	4	5	4	4
3	5	3	5	3	3	5

Italy

1	2	3	3	3	2	3
2	2	4	3	3	3	3
3	2	3	2	3	2	2
4	1	3	2	2	2	2
5	2	2	2	3	3	2
6	1	3	3	3	3	2
7	3	3	3	3	3	3
8	3	2	3	3	2	3
9	3	3	3	3	3	3
10	3	3	3	3	3	3

SOCIAL SKILLS

Portugal

1	4	5	4	4	3	3
2	5	5	5	5	5	5
3						
4	2	1	4	1	5	5
5						
6	3	3	3	1	3	5
7	5	5	5	5	5	5
8	2	3	2	2	4	3
9	2	4	2	1	2	4
10	3	3	3	3	5	5
11	3	3	2	1	5	4
12	4	3	2	1	3	4

13	3	2	3	2	3	4
14	3	2	3	2	2	4
15	4	5	4	5	5	4

Spain

1	2	2	1	2	1	1
2	1	1	1	1	1	1
3	5	5	5	5	3	3

Italy

1	3	3	2	1	2	3
2	2	2	1	1	2	3
3	3	3	2	1	2	3
4	2	2	2	1	2	3
5	1	2	2	1	3	3
6	2	2	2	1	2	3
7	3	3	3	3	3	3
8	2	3	1	1	2	4
9	0	0	0	0	0	0
10	3	3	3	3	3	3

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** see tables of ii) outcomes evaluation

NEETS PROJECT

NEETS PROJECT

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

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

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Partners: