



# Evaluation report of the educational program collection in the " PreseNeeti se" project

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## Index

Introduction.....	3
Evaluation of the structure and content of educational modules.....	4
Format evaluation and module evaluation mechanisms .....	12
Evaluation of the time organization of training.....	14
Integrated evaluation of the educational collection .....	16
Conclusion .....	22

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## Introduction

The present report is based on the project task "Evaluation of the educational module and counselling", which has the following task at its core:

"All educational modules and counselling will be properly evaluated during the process by researchers from the University of Maribor. As part of the evaluation, a document will also be prepared in which both the strengths and weaknesses of the developed educational module and the counselling methodology will be listed, which will later be included in the final policy recommendations to show examples of good practices."

The evaluation was carried out on the basis of a comparison of the educational activities with (1) the project design, goals, and expected results, (2) the results of the literature review with an emphasis on good and bad practices in Slovenia and Norway, (3) the results of the pre-test and (4) other insights that were achieved during the project, especially during the detection phase of institutions, during expert interviews and focus groups, or during the GDPR analysis phase, and during the expert visit to partner organizations in Norway.

The evaluation is based on the main objectives of the project with special emphasis on:

- 1.) elements of the empowerment of NEET persons,
- 2.) elements of social activation and inclusion of NEET persons,
- 3.) elements of the inclusion of mentors in the two-track mentoring scheme.

### Evaluation of the structure and content of educational modules

The education was organized through (1) a collection of modules in the context of activities of empowerment and social activation of NEET persons (project work set T2) and (2) optional content, all of which was supported by (3) career and psychosocial counselling and (4) by two-track mentoring.

The planned activities were based on two basic pillars of the project, namely:

- 1.) development of a program of educational modules with the aim of holistic empowerment and activation of NEETs and
- 2.) career and psychosocial counselling.

The uniform part of the educational program was structured into six substantive educational modules, with five soft skills workshops, three motivational workshops, and optional business German and Slovenian language modules for foreigners, which were designed based on the specific needs of individual participants.

The training was structured as follows:

Module name	Description of the module, topics covered, justification of contents	Justification of contents	Module Objectives	Duration
Digital skills: Excel, advanced level	The module covers the knowledge and use of Excel at an advanced level. The workshop covers the following topics: <ul style="list-style-type: none"><li>• text, date, statistical functions</li><li>• data sorting and filtering</li><li>• graphic display of data - charts</li><li>• shortcuts</li><li>• custom cell design</li><li>• drop-down lists</li><li>• pivot tables</li></ul>	The content was selected according to the perceived needs and expressed wishes of the program participants, who recognize active knowledge of the Excel program as an advantage when joining the labour market.	<ul style="list-style-type: none"><li>• knowing and using shortcuts and other tricks</li><li>• independent writing of formulas and nesting of complex functions</li><li>• understanding of calculations with dates</li><li>• ability to visualize data with sophisticated charts</li></ul>	12 hours



			<ul style="list-style-type: none"> <li>• the ability to sort and filter large lists of data</li> <li>• the ability to display and monitor data with pivot tables</li> </ul>	
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Module name	Description of the module, topics covered, justification of contents	Justification of contents	Module Objectives	Duration
Functional literacy: managing finances (workshop Household budget and workshop Loan, savings, and cryptocurrencies)	<p>The activities in this module lead the participant to a better understanding of personal finances, especially the relationship between income and expenses and the needs and wishes of the household, to the effective management of the monthly and annual household budget.</p> <p>The present workshop covers the following topics:</p> <ul style="list-style-type: none"> <li>• review of income and expenses,</li> <li>• needs and wishes,</li> <li>• identification of unnecessary costs,</li> <li>• healthy consumer habits.</li> </ul>	<p>The content was selected based on the perceived needs and expressed wishes of the program participants and based on the findings from the literature review and examples of good and bad practices in Slovenia and Norway.</p>	<ul style="list-style-type: none"> <li>• recognizes different sources of family income,</li> <li>• understanding the payroll,</li> <li>• distinguishing between needs and desires,</li> <li>• managing your own budget (using digital tools),</li> <li>• the ability to monitor consumption (using digital tools)</li> <li>• recognition and use of good purchasing practices.</li> </ul>	8 hours



Module name	Description of the module, topics covered, justification of contents	Justification of contents	Module Objectives	Duration
Job search skills (I am exploring myself and the labour market workshops and Documentation for applying for a job and job interview)	<p>The activities in this module guide the participant from the discovery of personality traits that influence the choice of a workplace and the recognition of one's own competences to a broader knowledge of the labour market, its open and hidden work, and researching the selected companies to gather as much information as possible about them, thereby the candidate often gains an advantage in the candidacy over competitors. The workshop I explore myself and the labour market covers the following topics:</p> <ul style="list-style-type: none"><li>• personality traits, competences, work style, and online identity</li><li>• job search: open and hidden labour market</li><li>• company research, contact, and offer</li></ul> <p>Workshop The Documentation for applying for a position and job interview covers the following topics:</p> <ul style="list-style-type: none"><li>• job advertisement</li><li>• job application</li><li>• curriculum vitae</li><li>• job interview</li></ul>	<p>The content was selected based on the perceived needs and expressed wishes of the program participants and based on the findings from the literature review and examples of good and bad practices in Slovenia and Norway.</p>	<p>Objectives of the workshop Exploring myself and the labour market:</p> <ul style="list-style-type: none"><li>• knowledge of one's personality traits and competencies and the most appropriate work style</li><li>• evaluation of the adequacy of one's own online identity</li><li>• knowledge of job search methods, features of the open and hidden labour market, and the advantages of networking</li><li>• the ability to independently search the company and obtain relevant information</li></ul> <p>Specific objectives of the workshop Documentation for job application and job interview:</p> <ul style="list-style-type: none"><li>• recognizes essential information in a job advertisement</li><li>• creating a good job application</li><li>• knowledge and creation of three different forms of CV, chronological,</li></ul>	8 hours



			functional, and EUROPASS CV	
			<ul style="list-style-type: none"> <li>• knowledge of the job interview process, typical questions</li> <li>• successfully conducted job interview simulation</li> </ul>	

Module name	Description of the module, topics covered, justification of contents	Justification of contents	Module Objectives	Duration
Communication and public speaking (workshops Elements of a public speaking and Public speech and simulations of speaking situations)	The participant's activities lead from discovering oneself and one's way of acting in society and the world, as well as one's own talents, to strengthening language, and communication skills, identifying the conditions for successful communication, and the elements of good public speaking, both verbal and non-verbal. Participants are also introduced to techniques for overcoming the fear of public speaking and get practical experience of speech situations in which a young unemployed person may find themselves, and analysis with the help of feedback on the performance of the performance and the basics of business communication. The Elements of a Public Speaking Workshop covered the following topics:	The content was selected based on the perceived needs and expressed wishes of the program participants and based on the findings from the literature review and examples of good and bad practices in Slovenia and Norway.	The specific objectives of the workshop Elements of a good public speaking performance were: <ul style="list-style-type: none"> <li>• understand who I am and what I am like</li> <li>• get to know various non-verbal elements of speech: body posture, hand movements, facial expressions, eye contact, etc.</li> <li>• get to know the various verbal elements of speech: sound elements, rhythm of speaking, pauses, pronunciation, erasures, etc.</li> <li>• learn the characteristics of a well-formed message</li> <li>• recognize the importance of good preparation for a speaking performance</li> <li>• learn techniques for overcoming fear</li> </ul>	12 hours



	<ul style="list-style-type: none"> <li>• self-knowledge</li> <li>• verbal and non-verbal communication</li> <li>• overcoming the fear of speaking</li> </ul> <p>The Public Speaking Workshop covered the following topics:</p> <ul style="list-style-type: none"> <li>• practical performance of a public speaking performance with a topic of your own choice</li> <li>• simulation of speech situations</li> <li>• basics of business communication</li> </ul>		<p>The specific objectives of the Public Speech Workshop were:</p> <ul style="list-style-type: none"> <li>• successfully use the elements of a good speaking performance in a pre-prepared performance</li> <li>• learn and practically apply the basics of communication in the business world</li> <li>• successfully use the elements of a good speaking performance when participating in an improvised speaking situation</li> <li>• understand your shortcomings in the field of speaking and communication with the aim of improvement</li> </ul>	
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Module name	Description of the module, topics covered, justification of contents	Justification of contents	Module Objectives	Duration
Entrepreneurship (Business idea and Self-employment workshops)	The activities in this module provide a rough overview of the journey of a business idea from the first idea to its development, including market and competition research, and also include a visit to a local business incubator and a SPOT point, where we get all the information about company registration and carry it	The content was selected based on the perceived needs and expressed wishes of the program participants and based on the findings from the literature review and	<p>The specific objectives of the Business Idea workshop were:</p> <ul style="list-style-type: none"> <li>• understanding the importance of design for a business idea</li> <li>• understanding and implementation of individual steps in the development of a business idea</li> <li>• knowledge of the offer of the local business incubator</li> </ul>	8 hours





	<p>out, and a visit to the local FURS branches, where young entrepreneurs obtain all information about financial business obligations.</p> <p>The business idea workshop covered the following topics:</p> <ul style="list-style-type: none"> <li>• conception of a business idea</li> <li>• development of a business idea</li> </ul> <p>The Self-Employment workshop covered the following topics:</p> <ul style="list-style-type: none"> <li>• the process of opening a company or self-employment</li> <li>• tax and other financial obligations of the entrepreneur and reports</li> </ul>	<p>examples of good and bad practices in Slovenia and Norway.</p>	<p>The specific goals of the Self-Employment workshop were:</p> <ul style="list-style-type: none"> <li>• knowledge of the conditions for opening a company</li> <li>• knowledge of the process of opening a company</li> <li>• understanding business financial obligations, submitting various reports, or paying taxes and other remittances to the state treasury</li> </ul>	
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Module name	Description of the module, topics covered, justification of contents	Justification of contents	Module Objectives	Duration
Labor legislation	<p>The activities in this module focus on selected areas that enable participants to understand the basics of labour law, employment relationships and rights and obligations arising from employment relationships. By knowing the basics of labour legislation, participants can act more sovereignly on the labour market, more easily recognize, and understand their obligations and protect their rights, the fear of</p>	<p>The content was selected based on the perceived needs and expressed wishes of the program participants and based on the findings from the</p>	<p>Specific objectives of the workshop:</p> <ul style="list-style-type: none"> <li>• knowledge of the procedure for concluding an employment contract</li> <li>• knowledge of the specifics of various forms of employment relationships</li> <li>• knowledge and understanding of rights and obligations from the employment relationship</li> </ul>	8 hours



	<p>exploitation by the employer is reduced, which is often seen in the target group of the NEET population as a reason for people not looking for employment. The workshop included the following topics:</p> <ul style="list-style-type: none"> <li>• concluding an employment relationship/contract</li> <li>• forms of employment relationships</li> <li>• rights and obligations from the employment relationship</li> <li>• termination of the employment contract.</li> </ul>	<p>literature review and examples of good and bad practices in Slovenia and Norway.</p>	<ul style="list-style-type: none"> <li>• understanding the different forms of termination of the employment relationship/contract</li> <li>• knowledge of the measures in case of violation of the worker's rights</li> </ul>	
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The modular organization appears to be well thought out. The main positive aspects are:

(1) increasing accessibility to relevant content - the results so far have shown that accessibility to relevant content is one of the main problems of young NEETs. Content that is relevant to them is often not accessible, while content that is accessible is often irrelevant. The evaluated modules represent an excellent opportunity to maintain and strengthen even after the completion of the "PreseNeeti se" project, either in the form of a separate program or as a series of complementary elements of programs that are already being implemented (e.g., Puma);

(2) targeting of content from the point of view of the needs and characteristics of NEET youth - the results so far have shown that NEET youth are not a homogeneous group and that their needs, and characteristics differ. The specific selection of contents and their organization in a modular scheme enables excellent focusing of the contents on those areas that are currently the most relevant in terms of wishes, needs and trends in this area, thereby increasing not only the positive effects of exposure to the contents themselves, but also their accessibility and relevance for the individual and individualization of the approach itself;

(3) enabling an individualized approach - the results so far have shown that young people often face many challenges at the individual level, many of them have extremely limited language skills and low



cultural capital, and expression is further complicated by social anxieties. The modular organization is based on an already formulated proposal for the design of approaches and content in an individualized way (e.g., in terms of approach, format, and time frames), which undoubtedly represents one of the strongest attributes of education, counselling, and empowerment.

In terms of potential improvements, it would be necessary in the future to:

- monitor the actual needs of potential participants in more detail and update the content offered by the findings,
- monitor macro trends in more detail and update the content offered by the findings,
- provide flexibility regarding the approach, format, and timeframes for the implementation of the modules.



## Format evaluation and module evaluation mechanisms

Module name	Format	Mechanism of reflection and evaluation of effects
Digital skills: Excel, advanced level	<ul style="list-style-type: none"> <li>- frontal,</li> <li>- applied, problem-oriented,</li> <li>- use of ICT,</li> <li>- live/remote/hybrid</li> </ul>	At the end of the workshop, the teacher checks how the participants felt during the workshop and what they learned, whether the workshop met their expectations. He can also use a questionnaire for feedback purposes.
Functional literacy: managing finances (workshop Household budget and workshop Loan, savings, and cryptocurrencies)	<ul style="list-style-type: none"> <li>- frontal,</li> <li>- applied, problem-oriented,</li> <li>- use of ICT.</li> </ul>	With the final discussion in the circle, the teacher checks how the participants felt during the exercises and what they learned, whether the exercises met their expectations. In addition to the discussion, especially if the participants are more reserved, he can also use feedback games or questionnaires.
Job search skills (I am exploring myself and the labour market workshops and workshop Documentation for applying for a job and job interview)	<ul style="list-style-type: none"> <li>- frontal in combination with workshop approaches,</li> <li>- applied, problem-oriented,</li> <li>- use of ICT.</li> </ul>	With the final discussion in the circle, the teacher checks how the participants felt during the exercises and what they learned, whether the exercises met their expectations. In addition to the discussion, especially if the participants are more reserved, he can also use feedback games or questionnaires.
Communication and public speaking (workshops Elements of a public speaking performance and Public Speech performances and simulations of speaking situations)	<ul style="list-style-type: none"> <li>- frontal in combination with workshop approaches,</li> <li>- applied, problem-oriented,</li> <li>- use of ICT.</li> </ul>	With the final discussion in the circle, the teacher checks how the participants felt during the exercises and what they learned, whether the exercises met their expectations. In addition to the discussion, especially if the participants are more reserved, he can also use feedback games or questionnaires.
Entrepreneurship (business idea and self-employment workshops)	<ul style="list-style-type: none"> <li>- group work,</li> <li>- frontal in combination with workshop approaches,</li> <li>- applied, problem-oriented,</li> <li>- use of ICT.</li> </ul>	With the final discussion in the circle, the teacher checks how the participants felt during the exercises and what they learned, whether the exercises met their expectations. In addition to the discussion, especially if the participants are more reserved, he can also use feedback games or questionnaires.



Labor legislation	<ul style="list-style-type: none"><li>- frontal in combination with workshop approaches,</li><li>- applied, problem-oriented,</li><li>- use of ICT.</li></ul>	With the final discussion in the circle, the teacher checks how the participants felt during the exercises and what they learned, whether the exercises met their expectations. In addition to the discussion, especially if the participants are more reserved, he can also use feedback games or questionnaires.
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The planned modules demonstrate the following extremely positive characteristics at the format level:

1.) The most common form of the format is a combination of a frontal and workshop approach, which is consistent with the expressed wishes and needs of the participants and with the guidelines obtained from the review of examples of good and bad practices. Even the organizations that were the subject of the expert visit to Norway highlighted this approach as the most effective in terms of addressing the needs and characteristics of the participants.

2.) When implementing the content, the greatest emphasis is placed on applicability and problem orientation, which is also consistent with the expressed wishes and needs of the participants and with the guidelines obtained from the review of examples of good and bad practices. Many representatives of Norwegian organizations of organizations said that this also brings particularly positive effects in terms of individual empowerment, which plays an important role both in the socio-cultural integration of individuals, as well as in ensuring their psycho-physical well-being.

3.) All modules have a well-integrated feedback loop in their design, designed in such a way that:

- the leader/moderator of the module probes the well-being and attitudes of the participants,
- the leader/moderator reflects the views of the participants through their expectations,
- the manager/moderator modifies the content and evaluation mechanisms if necessary.

In terms of potential improvements, it would be necessary in the future to:

- monitor in detail the actual needs of potential participants and, by the findings, introduce formats that are consistent with their needs and wishes (e.g., a module implemented in the form of an excursion, simulation and other forms of pedagogical work).

## Evaluation of the time organization of training

The implementation of the compulsory modules was planned in November and December three times a week for a maximum of 4 hours, while January and February are dedicated to optional modules. The application of the modules was planned in the following circulation:

A month	Monday	Tuesday	Wednesday	Thursday	Friday
November			individual conversations	individual conversations	individual conversations
	individual conversations	motivation	legislation	psychosocial content	language
	language	motivation	legislation	computer skills	language
	language	communication	functional literacy	computer skills	language
	language	psychosocial content	functional literacy		
December	entrepreneurship	entrepreneurship	Job search skills	computer skills	
	Job search skills	psychosocial content	psychosocial content	communication	
		motivation	communication	psychosocial content	
January	Optional	Optional	Optional	Optional	Optional
	Optional	Optional	Optional	Optional	Optional
	Optional	Optional	Optional	Optional	Optional
	Optional	Optional	Optional	Optional	Optional
February	Optional	Optional	Optional	Optional	Optional
	Optional	Optional	Optional	Optional	Optional
	Optional	Optional	Optional	Optional	Optional
	Optional	Optional	Optional	Optional	Optional

The presented module execution plan appears to be extremely good. The main positive aspects are:

- 1.) a good combination of counselling and educational activities, which is consistent with the detected actual needs of young NEETs (e.g., in focus groups), as well as the results of the review of good and bad practices in Slovenia and Norway,
- 2.) a good rotational logic of activities, which is manifested in the right degree of dispersion or concentration of specific planned activities,
- 3.) good timing, which is manifested mainly in the concentration of activities in the planned months and not throughout the entire school/project (program) year,
- 4.) a good combination of mandatory and optional content.



The mentioned positive aspects well address many characteristics and needs of young NEETs (e.g., poor cultural integration and social isolation from the point of view of normal daily routines, relatively short attention span, etc.), which additionally strengthens the already mentioned positive aspects of the designed content, especially accessibility, targeting and individualization.

In terms of potential improvements, it would be necessary in the future to:

- to monitor the actual needs of potential participants in more detail and adjust the implementation schedules by the findings, while at the same time enabling the inclusion of those individuals who would have dropped out of the rotation,
- monitor in more detail programs that are permanently implemented outside the project (e.g., Puma), adapt implementation to their schedules, ensure compatibility or complementarity of implementation, and in this way strengthen the positive synergistic effects of programs aimed at young NEETs.



## Integrated evaluation of the educational collection

The integrated evaluation of the educational content was carried out with the help of coding the collected material. The coding scheme was based on the following categories:

Category	Code
Addressed fundamental objectives of the project	Empowerment
	Social activation
	Inclusion
Intended format/approach	Counselling
	Informing
	Education
	Workshop, practical lessons
	Individual work
	Two-track mentoring scheme
Skills development	ICT
	Social interaction
	Financial competence
	Competitiveness in the labour market
	Raising idiosyncratic capacities
	Functional literacy

The evaluation of the planned (Chart 1) approach showed that among the planned approaches or formats, information and formats based on workshops dominate, followed by education (in the sense of ex-cathedra). This trio represents the core of the planned approach and is largely consistent with the wishes and needs of young NEETs, as well as with the content that enables or requires such a way of working. Counselling and individual work approaches represent the second level of the planned approach. Although it is more difficult to connect such a design with the directly expressed wishes of the participants, it can be concluded based on a review of the literature and previous experience that it will bring the desired effects:

- the ability to work individually is something that young NEETs still have to develop to a large extent, so this format in the controlled context of the project represents an excellent opportunity to develop these skills,
- counselling and the two-track mentoring scheme are approaches that are available to the participants to use if necessary and, accordingly, they are given a place to be used by the participants at their discretion and by the identified needs.



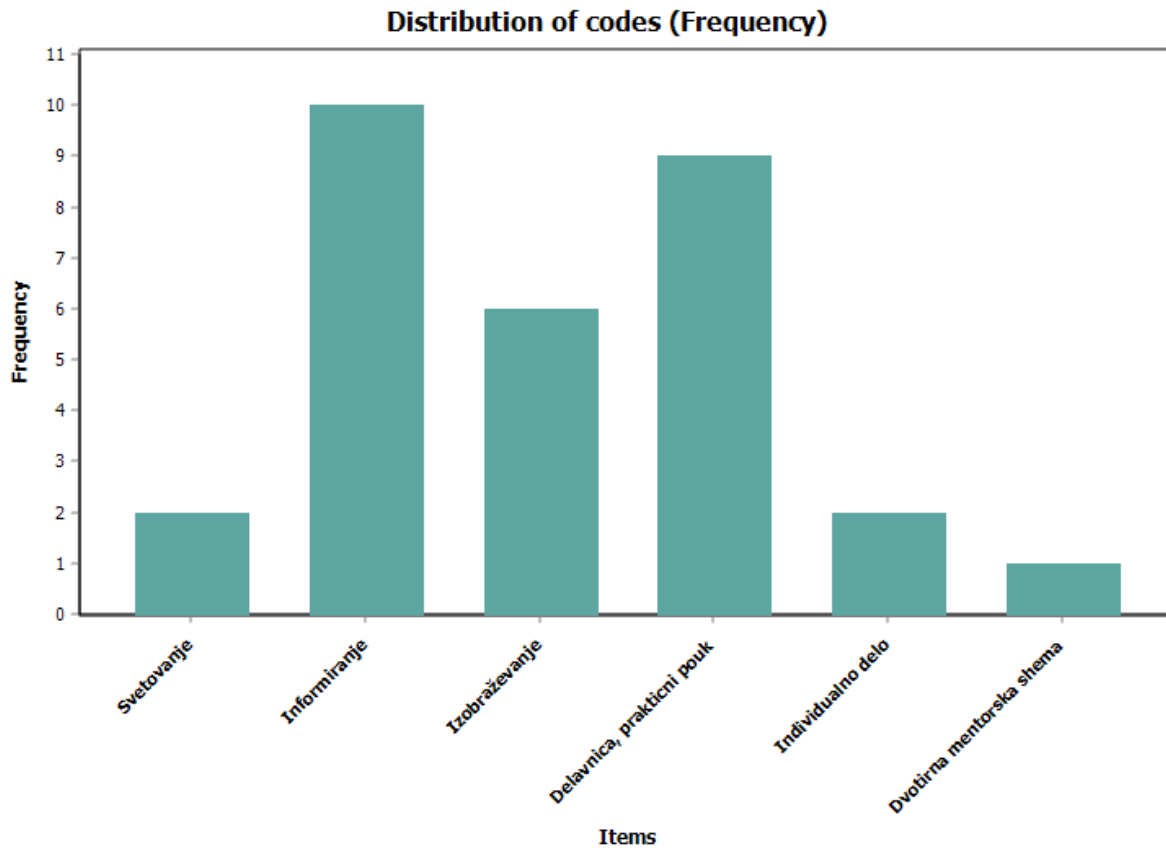


Chart 1: Analysis of formats and approaches

In the second step, we evaluated the targeted skills and effects (Chart 2). The results showed that most of the contents relate to raising idiosyncratic skills, skills for increasing competitiveness in the labour market, and raising financial and functional literacy. Given that most of the directly expressed needs of young NEETs and the literature review mention these very elements as key, it can be concluded that the selection of targeted skills is excellent. Social integration and ICT skills were shown to be secondary, but this conclusion must be placed in context:

- ICT skills are extremely high considering the degree of digitization of young people in Slovenia, and given that young people dominate this area, it would be pointless and irrational to address skills that young people think they already have. Nevertheless, the analysed contents of the development of these competences are not neglected and are well placed in the project.

- the skills of good social interaction represent one of the basic needs of young people, but they are extremely broad and all-encompassing, so at this point in the project, it should not be expected that all resources would be redirected to this area. In addition, the level of social interaction skills among NEET youth is not uniform and given that some have high skills and others somewhat lower, it makes more sense to only offer content for the development of these skills to listeners and to devote most

of the resources to areas where the lack of skills is universal (e.g., competitiveness on the labour market and financial and functional literacy).

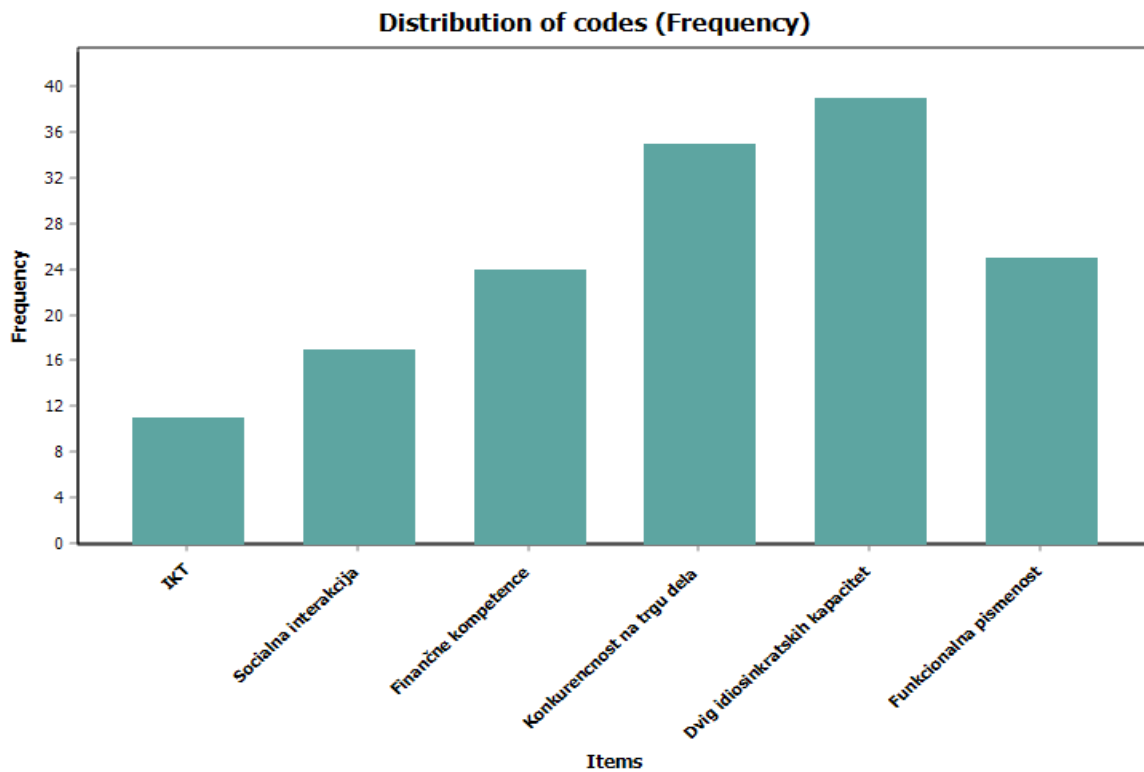


Chart 2: Analysis of targeted skills and effects

Considering the goals of the project, which are addressed by the planned content, it can be concluded that most of them are aimed at empowering young NEETs, followed by their social activation and then inclusion (Chart 3):

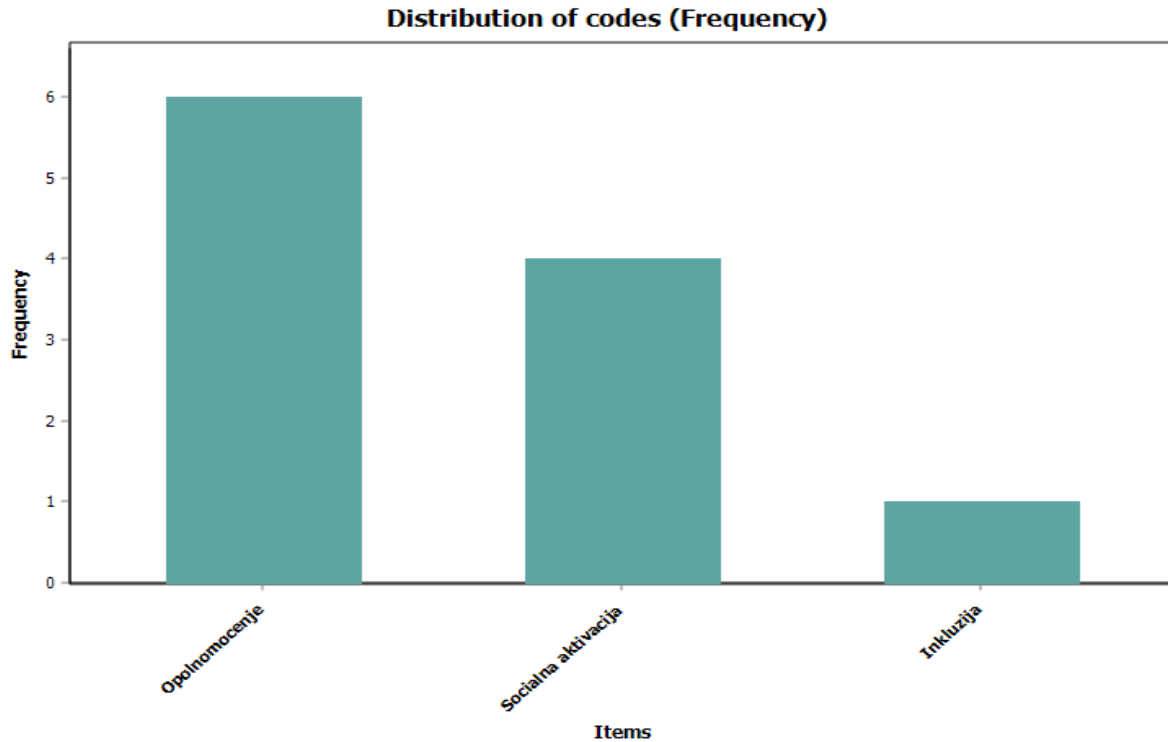


Chart 3: Compliance with the basic objectives of the project

Based on these results, it can be assessed that the weighting of the content is appropriate, that it is aimed at the goals that can be realized in the project, and at the same time, the addressing of the goals can also be sensibly placed in other programs that take place outside the project and will represent significant potential after project completion (e.g., Puma).

A comprehensive analysis of the structural and thematic field of the planned educational content is shown in Chart 4. The chart shows the agglomeration structure of the content based on similarity factors (calculation of similarity factors was based on co-occurrence factors) of content elements coded with the help of the coding scheme presented above.



Chart 5: Analysis of connections between core content elements

Legend: approaches are coloured green, skills and content are coloured blue

Based on the above, we can conclude that the core elements are perfectly incorporated into the basic design of the project, taking into account (1) that the analysed material refers only to the planned educational content and (2) that the analysis also included elements that, from the point of view of the educational material is otherwise peripheral building blocks, but they are crucial for other aspects of the project. These elements appear as individuals in Chart 5, while the group includes social activation at the level of goals, counselling, individual work, and a two-track mentoring scheme at the level of planned formats. For these elements, it should be pointed out that they are well integrated into the analysed material, but since they are building blocks of other activities in the project, they are rationally and sensibly assigned a secondary role in the analysed material.

For the needs of the final evaluation, we performed an analysis of all considered elements at the intersection with the fundamental goals of the "PreseNeeti se" project (see Chart 6). The analysis was carried out with the help of co-occurrence factors between the analysed categories about the basic goals, and the results are shown as an outline of the proximity of these elements to the goal of empowerment and social activation, which are the two basic goals of the project (proximity plot):

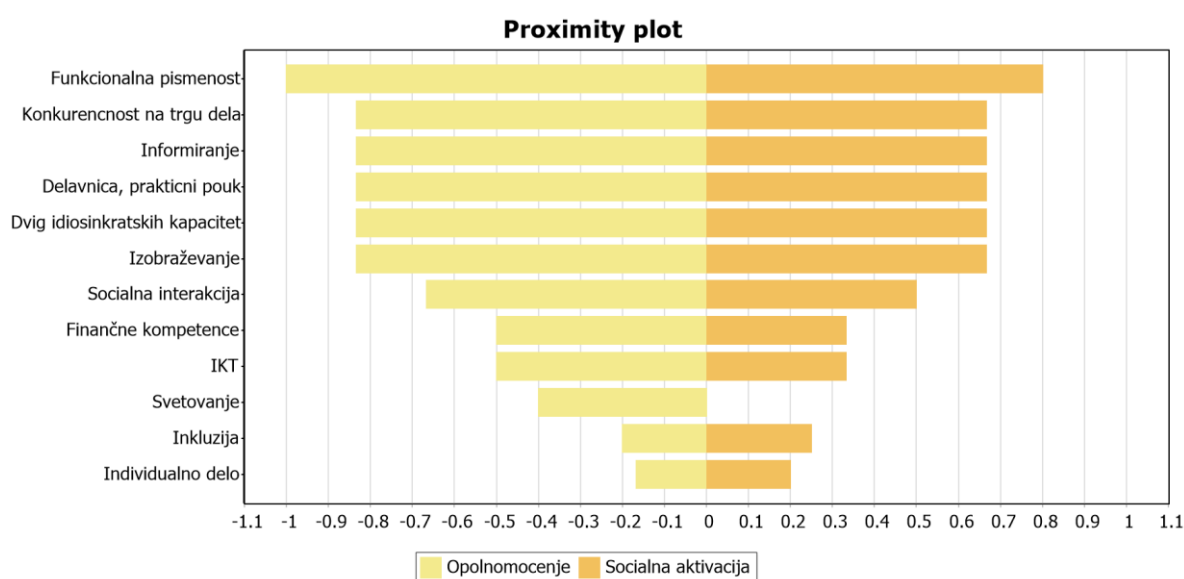


Chart 6: Content building blocks about project objectives.

From Chart 6, it is possible to see a relatively even distribution of the building blocks of the educational content in relation to the two fundamental goals of the project, i.e., empowerment and social activation. The exception is counselling, which is fully connected to the goal of empowerment. A more detailed analysis of the content showed that the main reason for this is to be found in the fact that counselling as an activity refers to the satisfaction of the idiosyncratic needs of the participants, which mainly include elements related to feelings of helplessness, but practically never to feelings of social inactivity. Counselling must therefore be understood and placed in a set of activities that aim to satisfy needs or solve problems that are of a social nature (e.g., in terms of the relevance of the participants) and are largely linked to their psychological state (e.g., in terms of dealing with various forms of anxiety). In this light, social activation represents a complementary goal or result, even though it is seemingly separate from counselling activities.

## Conclusion

In general, it can be concluded that the analysed educational scheme is well designed:

- 1.) The modular organization appears to be well designed, as (1) it contributes to increasing accessibility to relevant content, (2) it increases the targeting of content and thus builds on the characteristics of the NEET population and ensures better satisfaction of their needs and (3) it enables an individualized approach, which undoubtedly contributes to more effective problem-solving at the individual level. Potential improvements in this area must be aimed at detailed monitoring of both macro trends and the needs of the participants and, by the findings, to update the content offered, while also ensuring the flexibility of the implementation of the modules.
- 2.) In terms of format, the combination of face-to-face and workshop approaches is excellent, and at the same time consistent with the expressed wishes and needs of the participants and general guidelines in the field of working with NEET.
- 3.) Emphasis on applicability and problem-orientation has the potential of an extremely positive contribution to the transfer of knowledge, content, and experience, while having a significant impact on the empowerment of participants and having positive effects in the socio-cultural integration of individuals and in ensuring their psycho-physical well-being.
- 4.) All modules have a well-integrated feedback loop in their design and enable real-time adjustment of contents, formats, and execution.



5.) The combination of counselling and educational activities is consistent with the detected actual needs of young NEETs (e.g., in focus groups), as well as the results of the review of good and bad practices in Slovenia and Norway and will have a positive effect on the fundamental goals, especially on empowerment and activation of young people, and their socio-cultural integration.

From the above, it follows that the analysed content perfectly addresses many key elements highlighted in the report "Overview of the situation in the field of NEET: the case of Slovenia and Norway" (2022) and "Pre-test report" (2022), especially regarding the creation of a set of soft skills, which are complementary to official health and medical programs (e.g. soft content on the topic of social interactions, conflict resolution, assertive behaviour, strengthening self-esteem...) and ensuring access to content that will enable the gradual and dosed accumulation of experience for integration into the labour market (e.g., dosed development of own entrepreneurial ideas in a controlled and safe environment). The analysed program, also for participants whose NEET status is linked to a series of career and biographical decisions, responds to the need to design content and activities that, through their voluntary participation, will enable the flexibility that participants want and need to navigate the labour market, and a set of soft content that will alleviate their idiosyncratic problems and facilitate social interactions (e.g. communication workshops), and offer opportunities for the realization of their entrepreneurial ideas. In addition to this content, they also address problems related to the socio-cultural environment, where they contribute to the creation and realization of possibilities for socio-cultural integration and provide access to legal-legislative knowledge and advice, especially regarding the empowerment of young people for the labour market.