



Post-test report

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Introduction

The present report is based on the basic design of the project, which includes the use of pre- and post-test in a semi-experimental situation. In this sense, the project is based on the following guidelines:

- 1.) "The pre-test will be conducted in the form of focus groups, with which we will be able to measure the initial perceptions of the participating NEET persons regarding the factors that prevent their empowerment and social activation on the labor market. After the trainings (educational modules), we will again measure the participants' perceptions with a post test and find out where and to what extent the latter have changed."
- 2.) "NEETs will be included in the pre-test, particularly those who will participate in a comprehensive program of empowerment and activation within the framework of the PreseNEETi project. The pre-test will consist of a short survey and 3 focus groups. The moderator's questions at the focus group will focus on various factors that prevent NEETs from their empowerment and social activation in the labor market. The pre-test will serve as an assessment of knowledge about the system levers of assistance for social activation and the level of motivation of NEETs before completing the PreseNEETi program, while the post-test will serve the same purpose after the young people in question have completed the program." and
- 3.) "The report on the implementation of the pre- and post-test will serve as a key evaluation of the effectiveness of the approaches and selected contents for the integrated program of empowerment and activation of NEET persons."

The report consists of a quantitative part based on a questionnaire designed in the context of pre- and post-test guidelines and a qualitative part based on conducted focus groups with young representatives of the NEET population.



Quantitative report

Methods

The research methodology is based on a three stage approach that includes pre-test, a set of interventions and a post-test. Pre-test was designed as an online questionnaire with 123 questions focusing on job seeking activities, unemployment avoidance, self-assessed skills, and online activities. A total of 28 NEET youth completed the questionnaire. Post-test was conducted on the basis of same questionnaire and was completed by N=25 NEET youth that previously participated in any of the project activities aimed at their empowerment. As it turned out, almost all participants of pre-test (with only one exception) dropped out during the project. Reasons for this dropout are:

- 1.) Participants terminated their NEET status because of their employment,
- 2.) Participants terminated their NEET status because of their re-enrolment into education,
- 3.) Participants were unresponsive to the requests to take part in post test.

From the methodological point of view it is important to consider the fact that post-test was conducted on a different sample than the pre-test. Equally important, however, is the fact that all the participants of the post-test also participated in at least one of the supporting activities within the project (e.g. workshops or individual counselling). Hence, the potential differences between the pre-test and the post-test group can be at least partially attributed to the interventions in relation the post-test group.

As in the case of pre-test, we first checked the proportion of missing data. We found that in none of the variables considered does the proportion of missing values within the post-test exceed 32%, which is why we included the variables in further analysis, though respondents with a missing value were excluded from respective analyses.

Basic sociodemographic characteristics of the pre-test and post-test samples

Figure 1 shows the percentage distribution of the pre-test and post-test samples by gender. We note that the structure of the post-test group was much more balanced in terms of gender, though in both groups women were the predominant group with 82.1% in the pre-test and 60% in the post-test.

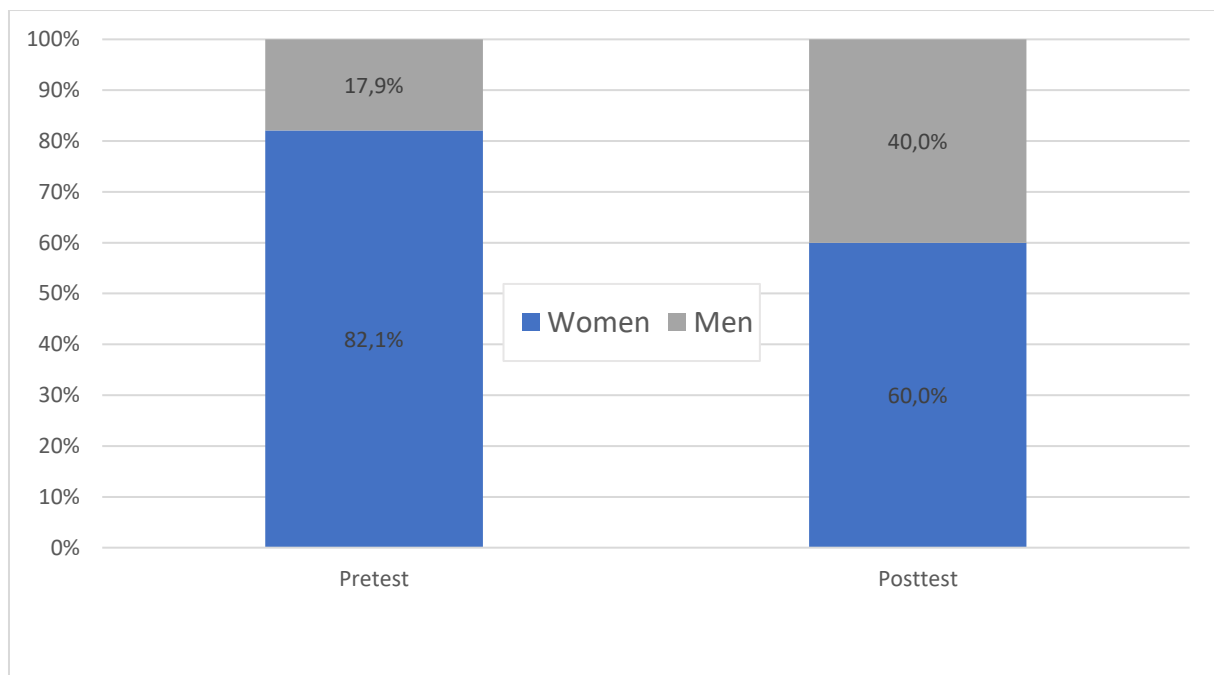


Figure 1. Sample composition by gender, pre-test and post-test (%).

The average age of the participants also differed significantly between the two groups. It was 25.54 years (SD = 3.24) in the pre-test group and 20.84 (SD = 3.13) in the post-test group.

Because previous studies have shown that a young person's immigrant background plays an important role in their membership in the NEET group, we also examined the ethnic identity of the participants. As discernible from Figure 2, both samples were predominantly composed of ethnic (53.6% in the case of pre-test and 68% in the post-test sample). In both samples other nationalities included mainly ethnic Bosnians, Roma, or Albanians.

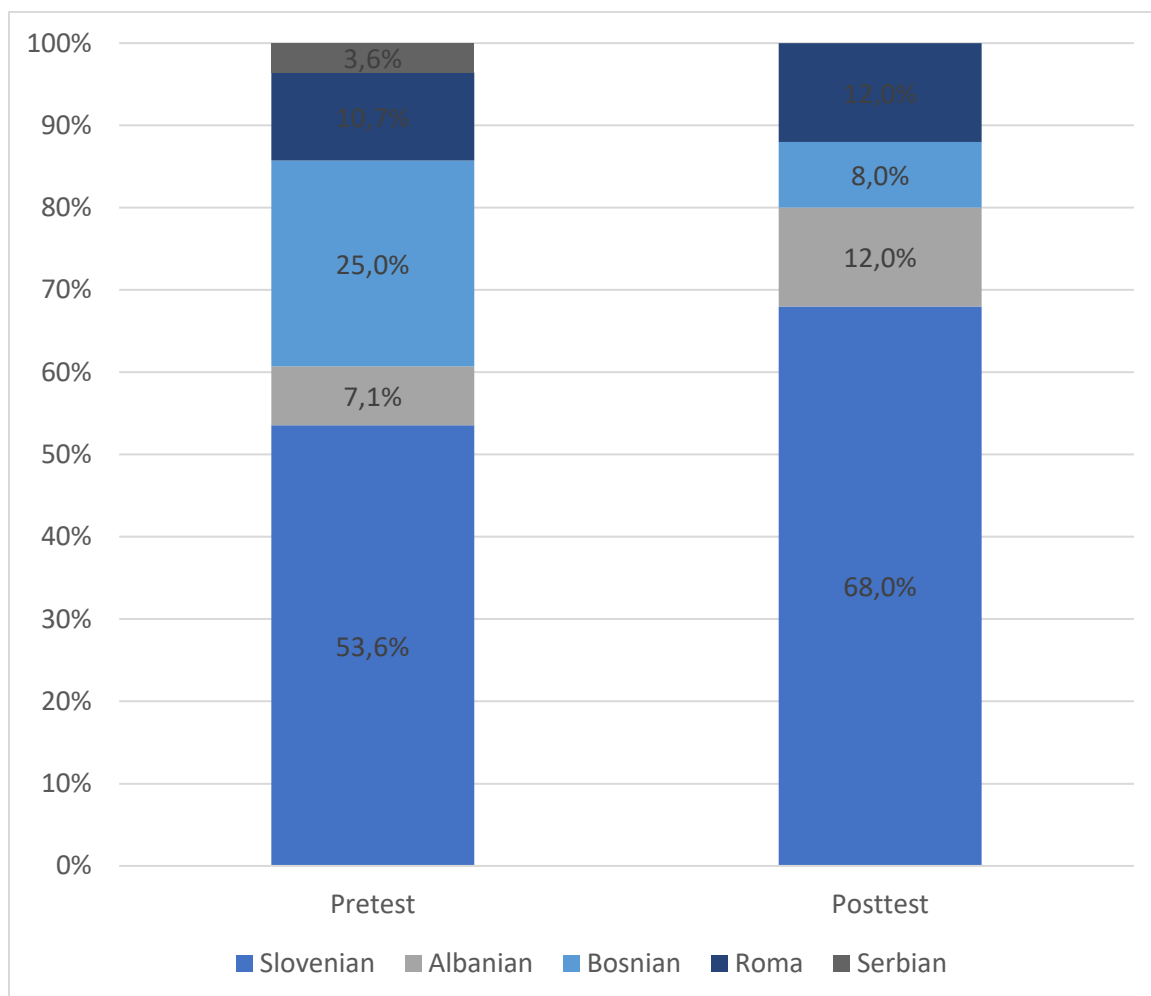


Figure 2. Sample composition based on nationality, pretest and post-test (%).

Figure 3 shows the environment from which participants come. Most participants come from an urban or “more urban than rural” environments (67,9% in the pre-test group and 96% in the post-test group). The structural differences between the two groups are quite large, especially considering the fact that 25% of participants of the pre-test group come from rural environments, while there are no such participants in the post-test group. (25%).

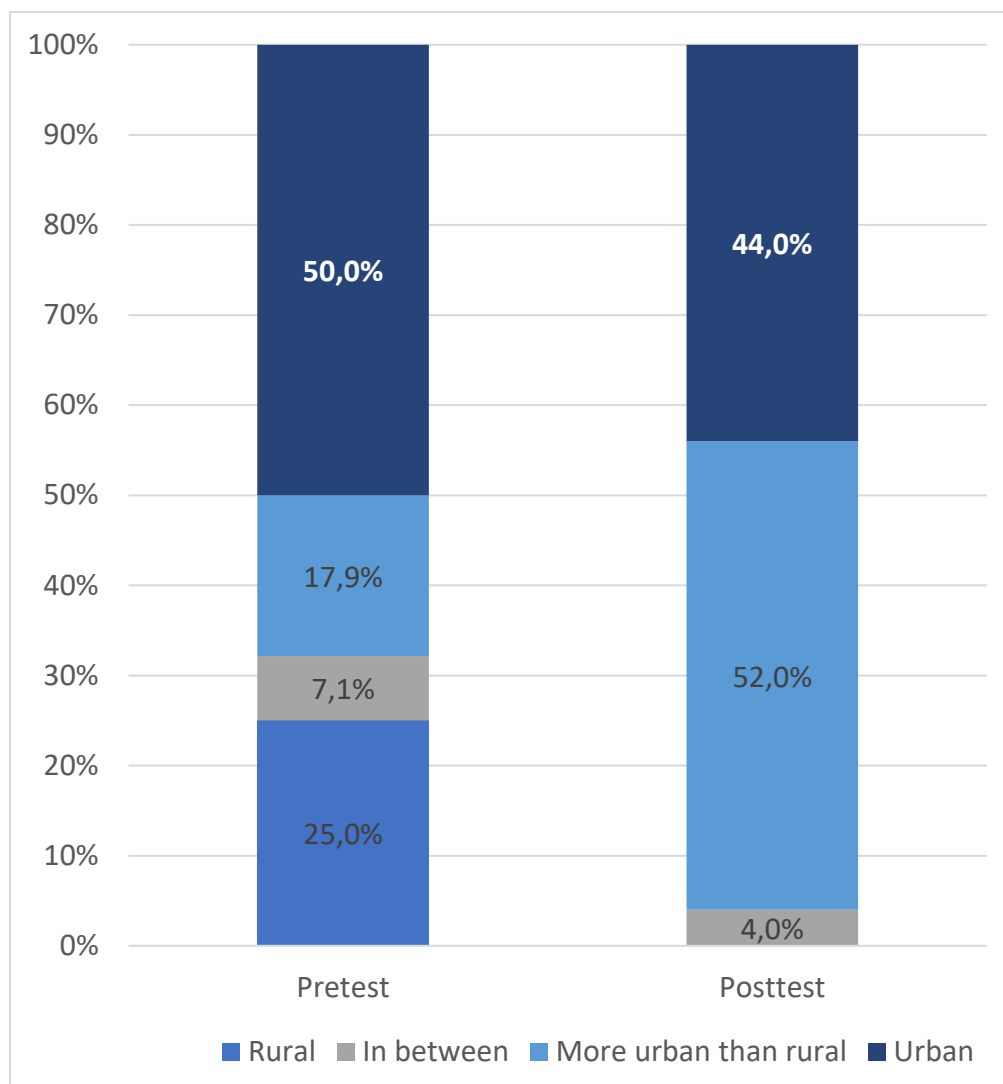


Figure 3. Type of area of living, pre-test and post-test (%).

We further examined the socioeconomic background of the respondents. Figure 4 shows quite substantial differences between the pre-test and the post-test group. Within the pre-test group, most respondents had a bachelor's degree (32.1%), followed by completed secondary education; 28.6% have completed technical school and 14.3% have completed high school. Within the post-test group, on the other hand, only 20% of respondents had a bachelor's degree, while as much as 64% had completed primary school or less. This differences can largely be attributed to the fact that respondents in the post-test group were significantly younger than the respondents in the pre-test group.

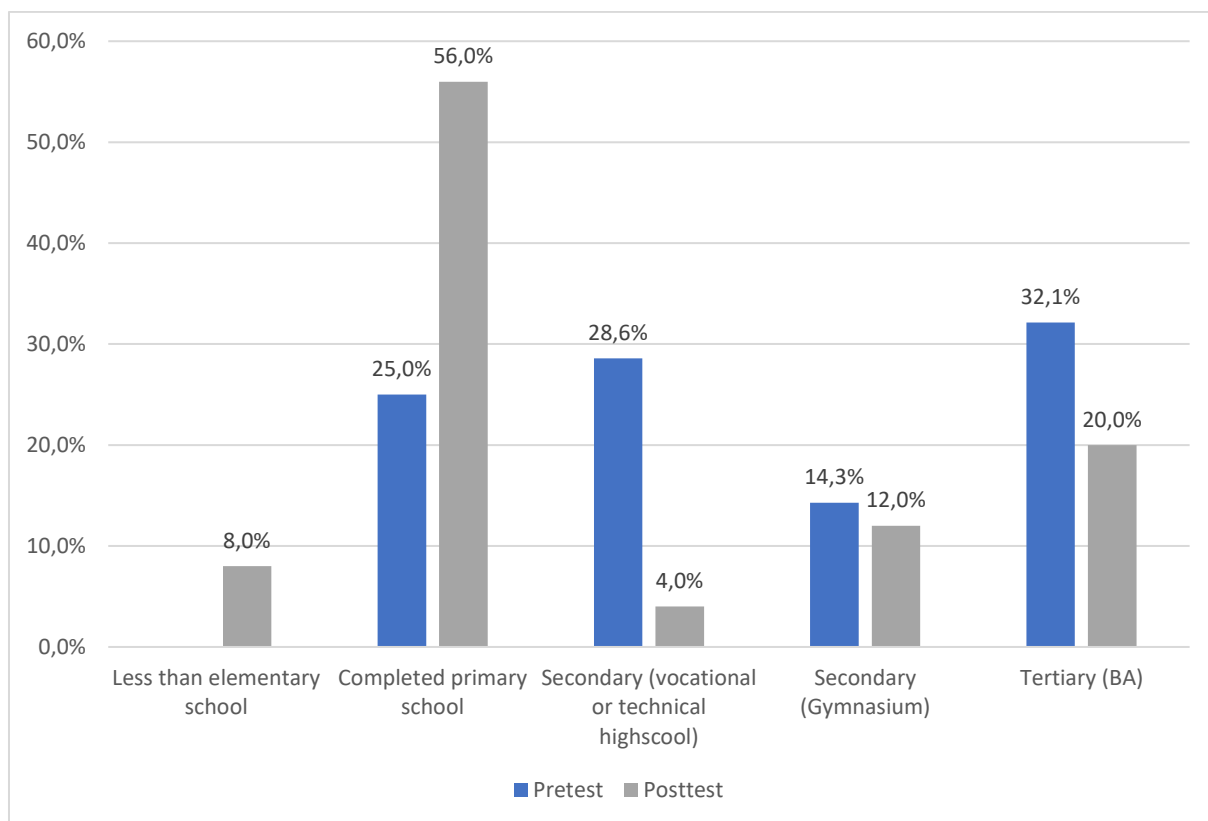


Figure 4. Respondent's educational attainment, pre-test and post-test (%).

Looking at the achieved educational attainment of both parents (Figure 5) we can discern that the post-test group had – in average – slightly more educated parents. For example, the share of tertiary education for mothers was 16% in the pre-test group and 21.7% in the posttest group. The difference was even more pronounced in the case of fathers (9.6% in the pre-test group and 37.5% in the posttest group).

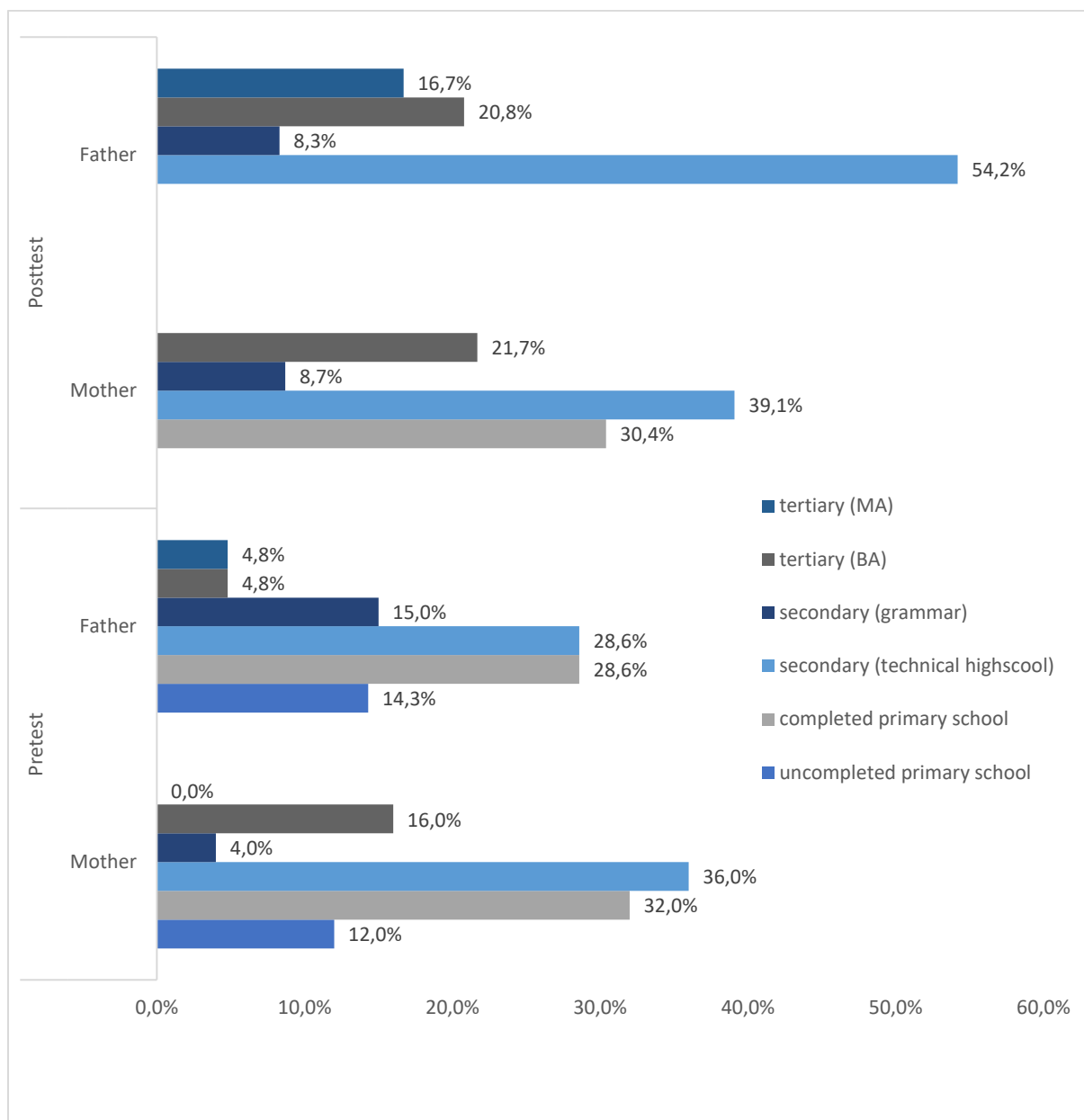


Figure 5. Parental educational attainment, pre-test and post-test (%).

Respondents were also asked to rate their economic situation (Figure 6). The results indicate that economic disparities were much larger within the pre-test group, where the share of the most well-off was relatively big (30.4% vs. only 16.7% in the post-test group) and the share of those who only have enough for basic bills or not even that was at 17.4% (compared to 0% within the post-test group).

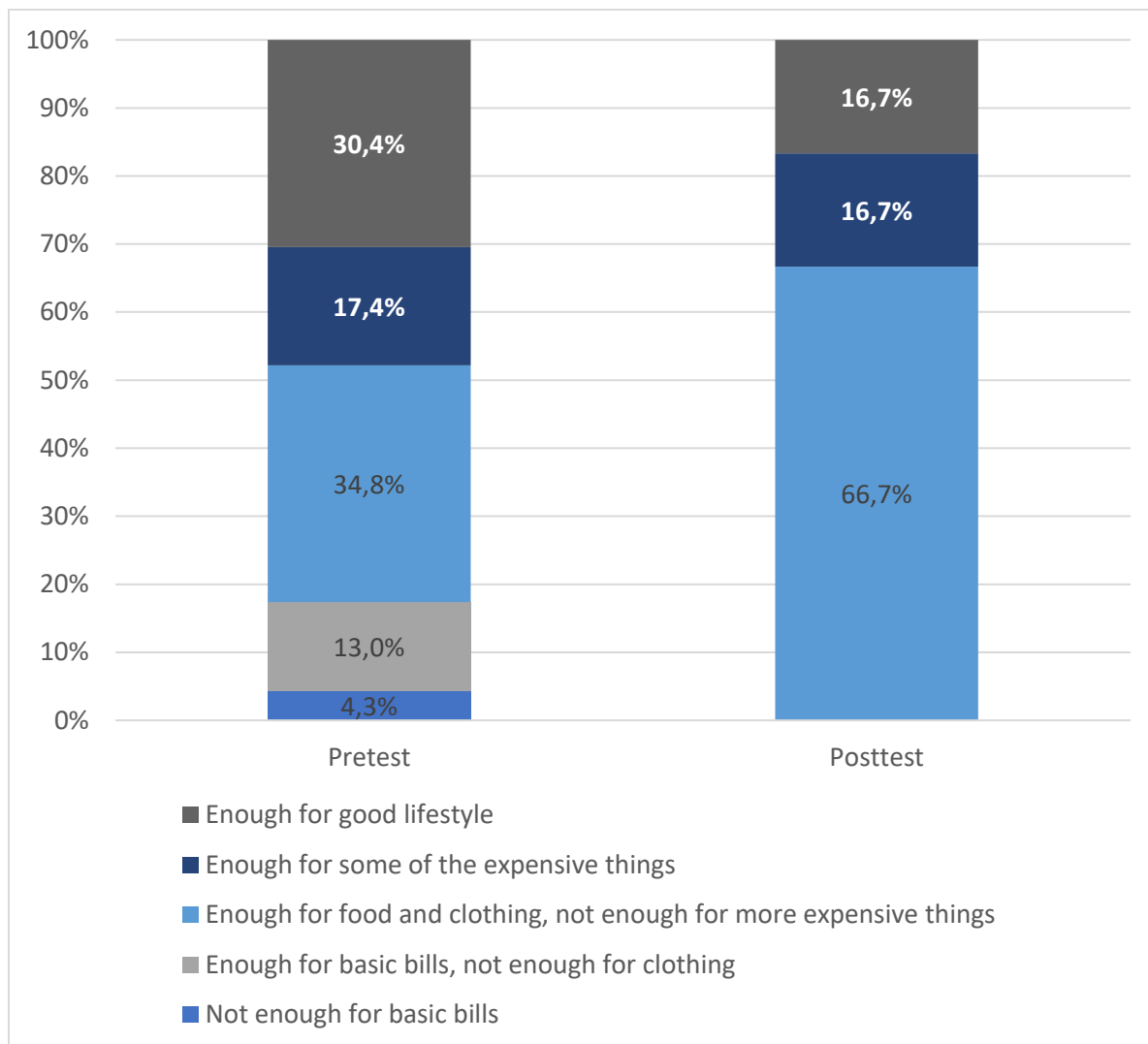


Figure 6. The self-assessed economic situation of respondents' household, pre-test and post-test (%).



Results: Comparing the pre-test and the post-test groups

Given the fact that (a) the respondents in the post-test group were not the same as the ones in the pre-test group, and that there were also quite significant structural differences between the two groups, we decided to imply a two-step approach in our analyses. The first step included bivariate test of statistical significance for differences between the two samples. Within the second step we employed regression analyses for those variables that yielded statistically significant results within the bivariate analysis. The regression analyses included all the basic socio-demographic variables as controls (gender, age, educational attainment, and financial status), thus reducing the impact of the structural differences between the two groups on our results.

Education and employment

When it comes to activities in the realm of education, respondents were asked how many informal courses, activities etc. they have attended within the last two years. Figure 7 reveals that the average number of such activities was around 2.3 in the pre-test and slightly more ($M = 2.8$) within the post-test group. However, these differences were not statistically significant, as can be discerned on the basis of the fact that the 95% confidence intervals in Figure 7 largely overlap. This results were also confirmed by the independent samples t-test ($t(35) = -0.351, p > 0.05$).

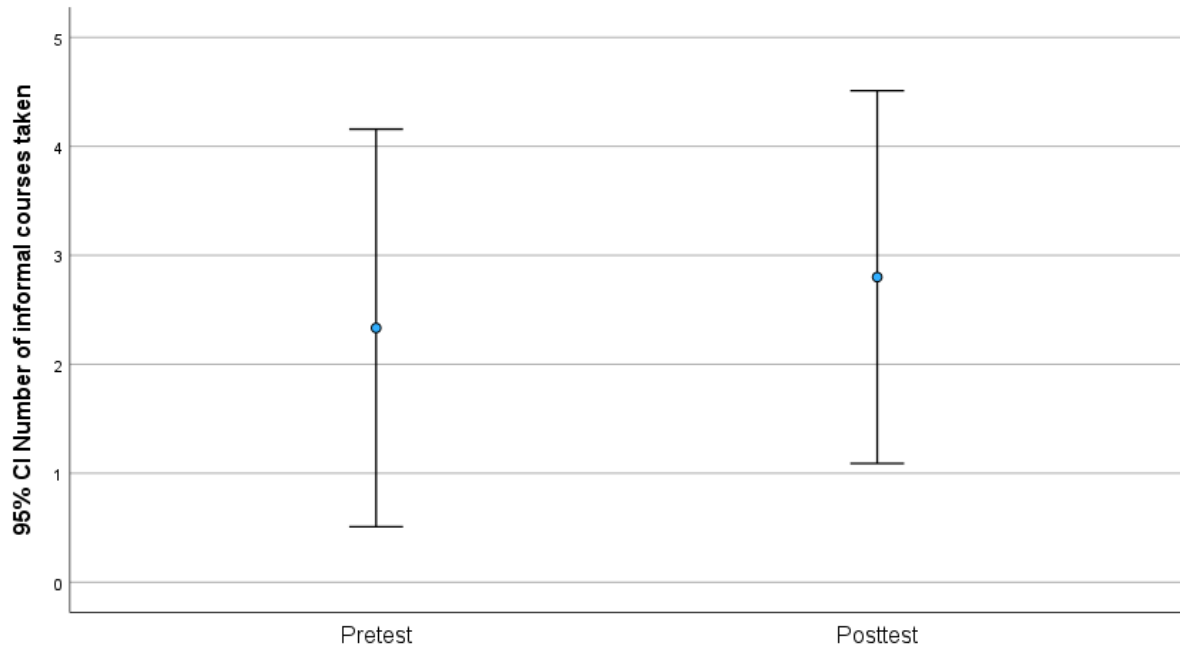


Figure 7. The average number of informal educational activities respondents participated in, pre-test and post-test.

An important question with regards to employment was related to remittances for the case of unemployment. As Figure 8 shows, there were quite large differences between the two groups in this regard. However, these differences turned out to be statistically insignificant ($p = 0.057$) in a two-sided independent samples t-test ($t(38) = -1.95, p > 0.05$). Similarly, linear regression controlling for gender, age, educational attainment and financial status, yielded a non-significant correlation ($\beta = 0.149, p > 0.05$).

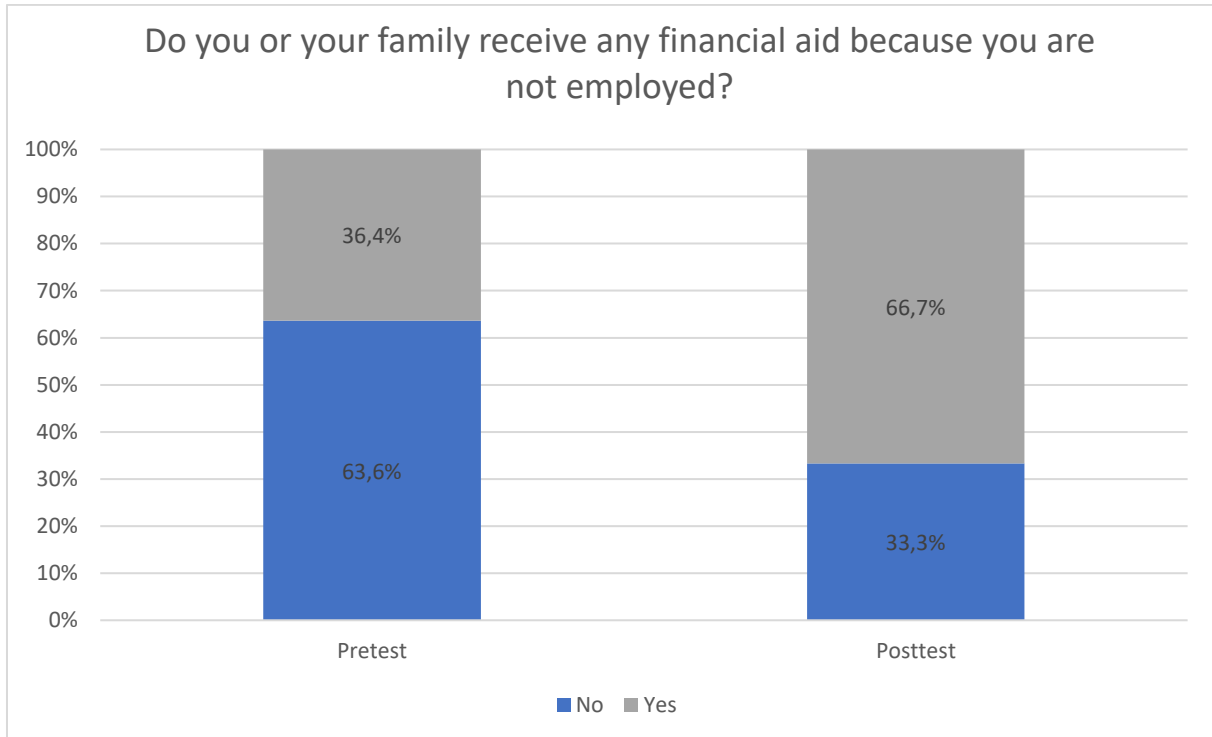


Figure 8. Presence of financial aid for unemployment, pre-test and post-test (%).

In Figure 9 NEET's participation in grey economy is shown. Most respondents (80% in the pre-test group and 95% in the post-test group) said they were not involved in the informal economy. The extent of informal economic activity appears to be larger in the post-test group. However the differences are not statistically significant ($t(27.2) = 1.96, p > 0.05$).

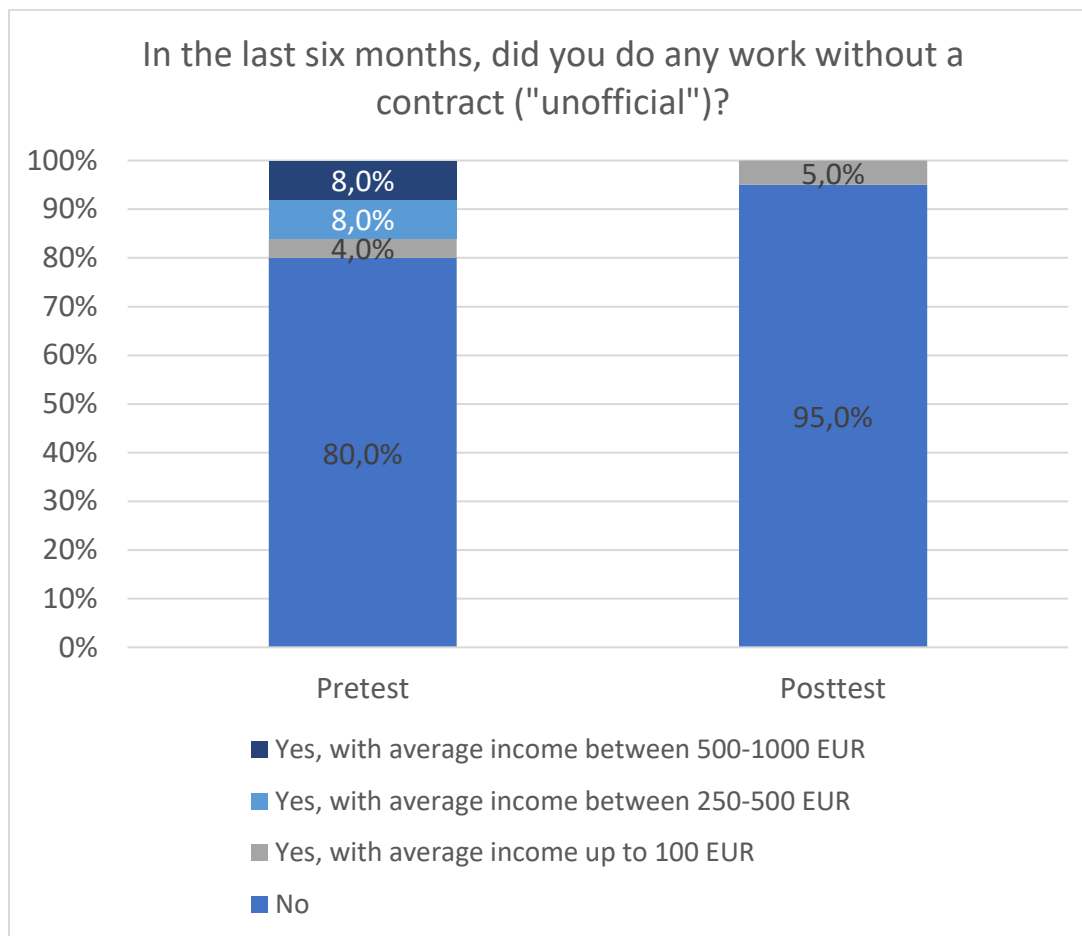


Figure 9. Involvement in the grey (informal) economy, pre-test and post-test (%).

The respondents were also mostly inactive in terms of voluntary work. As suggested in Figure 10, the share of inactive respondents was even larger in the post-test group (85.7%) as compared to the pre-test one (73.9%). However, these differences were not statistically significant ($t(42) = 0.65, p > 0.05$).

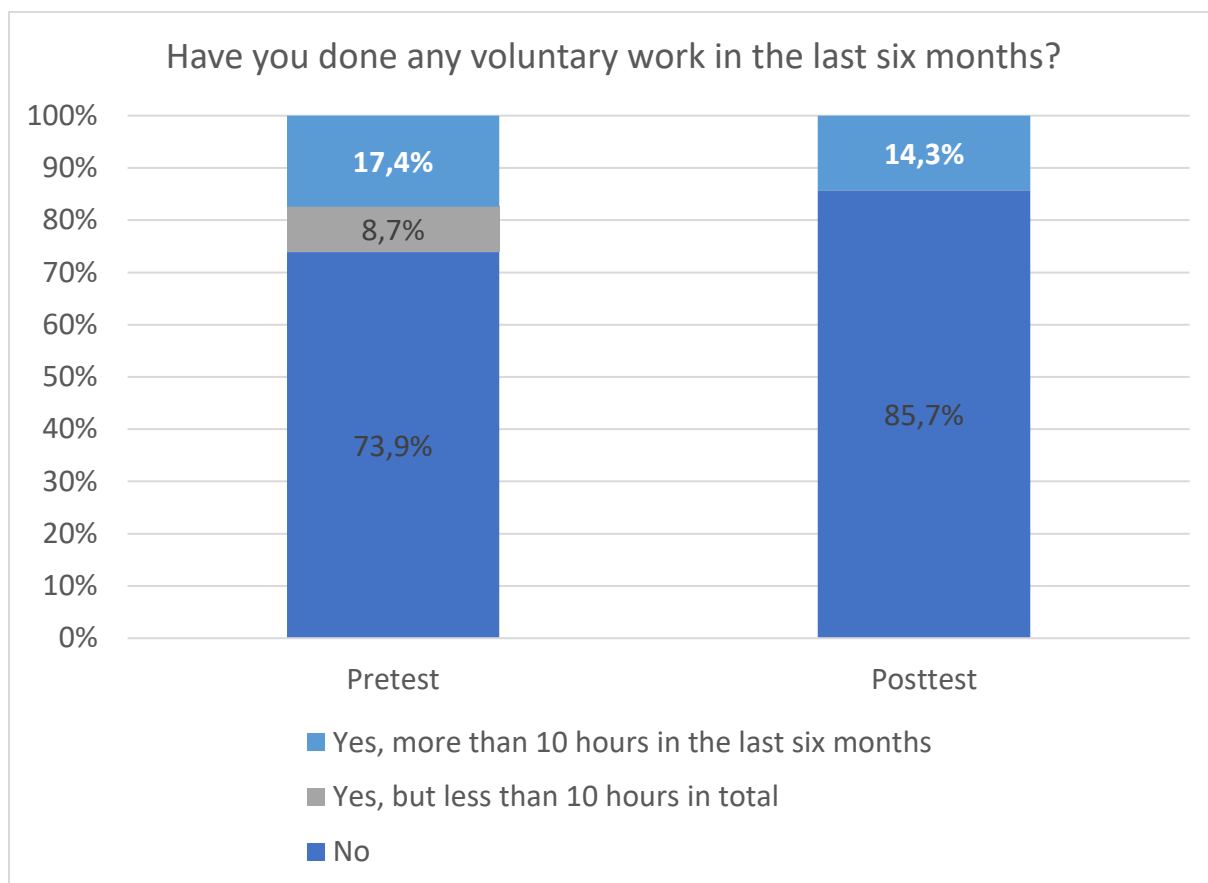


Figure 10. Participation in voluntary work, pre-test and post-test (%).

Job-seeking activities and attitudes

Regarding job search activities, Table 1 presents basic descriptive statistics for all the relevant items applied in the survey, comparing the pre-test and the post-test group. All the items were measured on a five-point scale (1 – Never; 5 – More than 10 times).

Item	Group	N	Mean	Std. Deviation	Std. Error Mean
Seeking job opportunities on the Internet or newspaper.	Pre-test	24	3.33	1.465	.299
	Post-test	20	3.15	1.565	.350
Sent my CV to potential employers.	Pre-test	24	2.79	1.532	.313
	Post-test	20	2.15	1.089	.244
Filled a job application.	Pre-test	23	2.17	1.435	.299
	Post-test	20	2.00	1.124	.251
Had a job interview.	Pre-test	23	2.00	1.000	.209
	Post-test	20	1.55	.999	.223
Talked with family/friends about job opportunities.	Pre-test	25	3.16	1.313	.263
	Post-test	20	3.10	1.447	.324
Contacted job agencies.	Pre-test	24	2.42	1.283	.262
	Post-test	19	1.95	1.026	.235
Informally tried to acquaint an employer.	Pre-test	25	5.36	19.532	3.906
	Post-test	19	1.42	.769	.176
Got "inside" job information through informal connections.	Pre-test	24	1.67	.868	.177
	Post-test	20	2.20	1.473	.329
Talked with previous employers/coworkers about job opportunities.	Pre-test	24	1.67	.702	.143
	Post-test	20	1.35	.671	.150
Prepared a detailed list of all people who could help with job seeking.	Pre-test	23	1.70	1.363	.284
	Post-test	19	1.68	1.293	.297
Told family, friends that I'm searching for a job.	Pre-test	22	3.45	1.654	.353
	Post-test	19	3.11	1.449	.332
Asked people I know if they know someone with job related information.	Pre-test	22	3.50	1.711	.365
	Post-test	19	3.16	1.537	.353



Table 1. Basic descriptive statistics for job-seeking activities in the last six months, pre-test and post-test.

In order to identify potential statistically significant differences between the two analysed groups, we also employed a series of t-tests.



		F	Sig.	t	df	One-Sided p	Two-Sided p
Seeking job opportunities on the Internet or newspaper.	Equal variances assumed	0.091	0.764	0.401	42	0.345	0.691
	Equal variances not			0.398	39.478	0.346	0.693
Sent my CV to potential employers.	Equal variances assumed	4.056	0.05	1.57	42	0.062	0.124
	Equal variances not			1.619	41.077	0.057	0.113
Filled a job application.	Equal variances assumed	2.653	0.111	0.438	41	0.332	0.664
	Equal variances not			0.445	40.595	0.329	0.659
Had a job interview.	Equal variances assumed	0.12	0.73	1.473	41	0.074	0.148
	Equal variances not			1.473	40.19	0.074	0.149
Talked with family/friends about job opportunities.	Equal variances assumed	0.393	0.534	0.146	43	0.442	0.885
	Equal variances not			0.144	38.9	0.443	0.886
Contacted job agencies.	Equal variances assumed	2.988	0.091	1.299	41	0.101	0.201
	Equal variances not			1.333	40.989	0.095	0.19
Informally tried to acquaint an employer.	Equal variances assumed	2.76	0.104	0.876	42	0.193	0.386
	Equal variances not			1.007	24.098	0.162	0.324
Got "inside" job information through informal connections.	Equal variances assumed	5.285	0.027	-1.492	42	0.072	0.143
	Equal variances not			-1.426	29.552	0.082	0.164
Talked with previous employers/coworkers about job opportunities.	Equal variances assumed	0.628	0.432	1.52	42	0.068	0.136
	Equal variances not			1.527	41.174	0.067	0.135
Prepared a detailed list of all people who could help with job seeking.	Equal variances assumed	0.118	0.733	0.028	40	0.489	0.978
	Equal variances not			0.028	39.191	0.489	0.978
Told family, friends that I'm searching for a job.	Equal variances assumed	2.15	0.151	0.714	39	0.24	0.48
	Equal variances not			0.721	38.987	0.238	0.475
Asked people I know if they know someone with job related information.	Equal variances assumed	1.072	0.307	0.669	39	0.254	0.508
	Equal variances not			0.674	38.928	0.252	0.504

Table 2. Results of t-tests for job-seeking activities in the last six months; comparing pre-test and post-test groups.

Results in Table 2 show that the mean values of pre-test and post-test groups did not significantly differ in any of the twelve variables observed. On this basis we can conclude that the interventions did not have significant effects in terms of stimulation participants to be more active in terms of job-seeking activities.

In a similar fashion, respondents rated what they would be prepared to do to avoid unemployment. Basic descriptive statistics for these items is presented in Table 3.

Item	Group	N	Mean	Std. Deviation	Std. Error Mean
Accept a job which demands new skills and knowledge	Pre-test	23	3.91	1.125	.235
	Post-test	19	3.21	1.686	.387
Accept lower paid job	Pre-test	19	3.05	1.311	.301
	Post-test	18	2.67	1.237	.291
Accept a temporary job	Pre-test	23	3.96	.767	.160
	Post-test	20	3.15	1.599	.357
Accept a job from afar	Pre-test	21	3.05	1.396	.305
	Post-test	19	1.95	1.224	.281
Start your own business	Pre-test	24	3.08	1.501	.306
	Post-test	17	2.18	1.380	.335
Work as a volunteer	Pre-test	23	2.57	1.590	.332
	Post-test	19	2.89	1.823	.418

Table 3. Basic descriptive statistics for items related to respondents' flexibility on the labour market, pre-test and post-test.

As discernible from the above table, mean values indicate higher labour market flexibility for the pre-test group in almost all cases. Table 4 deals with the question of statistical significance of these differences.



		F	Sig.	t	df	One-Sided p	Two-Sided p
Accept a job which demands new skills and knowledge	Equal variances assumed	11.322	.002	1.613	40	.057	.115
	Equal variances not			1.553	30.315	.065	.131
Accept lower paid job	Equal variances assumed	.000	.987	.920	35	.182	.364
	Equal variances not			.921	35.000	.182	.363
Accept a temporary job	Equal variances assumed	25.541	<.001	2.154	41	.019	.037
	Equal variances not			2.059	26.461	.025	.049
Accept a job from afar	Equal variances assumed	.295	.590	2.639	38	.006	.012
	Equal variances not			2.657	37.969	.006	.011
Start your own business	Equal variances assumed	1.313	.259	1.969	39	.028	.056
	Equal variances not			1.998	36.315	.027	.053
Work as a volunteer	Equal variances assumed	2.035	.162	-.626	40	.268	.535
	Equal variances not			-.617	36.087	.270	.541

Table 4. Results of t-tests for items related to respondents' flexibility on the labour market, comparing pre-test and post-test groups.

Results in Table 4 suggest that there are statistically significant differences between the observed two groups when it comes to accepting a temporary job ($t(26.47) = 2.06, p < 0.05$). To control for structural differences between the two groups, we tested this relationship also by way of linear regression analysis. The results show that controlling for gender, age, educational attainment and financial status, the observed correlation is no longer statistically significant ($\beta = -0.313, p > 0.05$). Thus, we can conclude that the interventions did not have significant effects on self-reported labour market flexibility either.



Self-assessed skills

Respondents were also asked to rate their different professional skills on a 1 (much too low level) to 7 (Exceptionally high level). Basic descriptives for these items are presented in Table 5.

Item	Group	N	Mean	Std. Deviation	Std. Error Mean
Mastering one's own core area of expertise	Pre-test	19	4.05	1.393	.320
	Post-test	17	3.12	1.111	.270
Ability to perform in public	Pre-test	19	2.79	1.512	.347
	Post-test	18	3.11	1.323	.312
The ability to effectively convey information in a conversation	Pre-test	22	3.68	1.492	.318
	Post-test	18	4.17	1.150	.271
Ability to write business letters	Pre-test	22	3.77	1.445	.308
	Post-test	19	3.21	1.548	.355
Ability to write/prepare expert reports	Pre-test	22	3.64	1.620	.345
	Post-test	19	2.95	1.268	.291
Ability to work in groups	Pre-test	23	4.30	1.428	.298
	Post-test	19	4.16	1.259	.289
Ability to manage conflict situations	Pre-test	22	3.82	1.868	.398
	Post-test	19	4.11	1.370	.314
Leadership ability or coordination of activities	Pre-test	21	4.14	1.652	.360
	Post-test	19	3.63	1.674	.384
Negotiation skills	Pre-test	19	3.53	1.611	.370
	Post-test	19	3.68	1.734	.398
Mastery of basic tasks using computer	Pre-test	23	4.57	1.619	.338
	Post-test	18	3.83	1.724	.406
Mastering the Slovenian language	Pre-test	24	4.67	1.659	.339
	Post-test	19	4.74	1.628	.373
Mastering the English language	Pre-test	25	3.96	1.670	.334
	Post-test	20	3.65	1.927	.431
Mastering the German language	Pre-test	25	2.44	1.660	.332
	Post-test	20	1.70	1.129	.252
	Pre-test	24	2.58	1.501	.306

Mastering the other foreign language	Post-test	20	2.20	1.673	.374
Mastering basic mathematical operations	Pre-test	24	3.46	1.444	.295
	Post-test	19	4.00	2.000	.459
Ability of quick reading and comprehension	Pre-test	24	4.50	1.216	.248
	Post-test	19	3.89	1.663	.382
Ability to think analytically	Pre-test	23	4.04	1.846	.385
	Post-test	20	3.75	1.585	.354
Strategic planning ability	Pre-test	23	3.78	1.783	.372
	Post-test	19	3.21	1.316	.302
Ability to quickly acquire new knowledge	Pre-test	24	4.67	1.308	.267
	Post-test	20	3.60	1.429	.320
The ability to create new ideas and solutions	Pre-test	24	4.17	1.341	.274
	Post-test	20	3.70	1.593	.356
Ability to manage stress	Pre-test	24	3.50	1.668	.341
	Post-test	19	3.79	1.751	.402
Ability to maintain a positive attitude towards work	Pre-test	25	4.36	1.350	.270
	Post-test	19	4.32	1.157	.265
Ability to effectively prepare a job application	Pre-test	23	4.04	1.296	.270
	Post-test	20	3.55	1.432	.320
Ability to present yourself positively in an interview	Pre-test	22	3.73	1.316	.281
	Post-test	19	3.53	1.712	.393
Ability to fill out forms	Pre-test	23	4.57	.992	.207
	Post-test	20	4.05	1.669	.373

Table 5. Basic descriptive statistics for items related to respondents' self-assessed skills, pre-test and post-test.

Table 5 reveals quite a mixed bag of results in terms of relationship between the pre-test and the post-test group. In certain items (e.g. "Ability to fill out forms") pre-test group scored substantially higher average results, while in others (e.g. "The ability to effectively convey information in a conversation") the averages were higher in post-test group. Next, we wanted to assess which of these differences are statistically significant.



		F	Sig.	t	df	One-Sided p	Two-Sided p
Mastering one's own core area of expertise	Equal variances assumed	.079	.781	2.208	34	.017	,034
	Equal variances not assumed			2.236	33.592	.016	,032
Ability to perform in public	Equal variances assumed	.188	.667	-.687	35	.248	,497
	Equal variances not assumed			-.689	34.792	.248	,495
The ability to effectively convey information in a conversation	Equal variances assumed	2.416	.128	-1.130	38	.133	,266
	Equal variances not assumed			-1.160	37.891	.127	,253
Ability to write business letters	Equal variances assumed	.897	.349	1.202	39	.118	,237
	Equal variances not assumed			1.196	37.217	.120	,239
Ability to write/prepare expert reports	Equal variances assumed	1.331	.256	1.499	39	.071	,142
	Equal variances not assumed			1.526	38.665	.068	,135
Ability to work in groups	Equal variances assumed	.512	.479	.349	40	.365	,729
	Equal variances not assumed			.353	39.806	.363	,726
Ability to manage conflict situations	Equal variances assumed	3.449	.071	-.553	39	.292	,583
	Equal variances not assumed			-.566	38.075	.287	,575
Leadership ability or coordination of activities	Equal variances assumed	.263	.611	.971	38	.169	,337
	Equal variances not assumed			.971	37.496	.169	,338
Negotiation skills	Equal variances assumed	.139	.711	-.291	36	.386	,773
	Equal variances not assumed			-.291	35.809	.386	,773
Mastery of basic tasks using computer	Equal variances assumed	.036	.851	1.397	39	.085	,170
	Equal variances not assumed			1.386	35.501	.087	,174
Mastering the Slovenian language	Equal variances assumed	.005	.942	-.139	41	.445	,890
	Equal variances not assumed			-.139	39.095	.445	,890
Mastering the English language	Equal variances assumed	.675	.416	.578	43	.283	,566
	Equal variances not assumed			.569	37.873	.286	,573
	Equal variances assumed	3.538	.067	1.702	43	.048	,096



Mastering the German language	Equal variances not assumed			1.774	42.022	.042	,083
	Equal variances assumed	.012	.914	.801	42	.214	,428
Mastering the other foreign language	Equal variances not assumed			.793	38.666	.216	,433
Mastering basic mathematical operations	Equal variances assumed	2.076	.157	-1.031	41	.154	,308
	Equal variances not assumed			-.993	31.697	.164	,328
Ability of quick reading and comprehension	Equal variances assumed	1.075	.306	1.379	41	.088	,175
	Equal variances not assumed			1.330	31.974	.097	,193
Ability to think analytically	Equal variances assumed	.931	.340	.555	41	.291	,582
	Equal variances not assumed			.561	40.997	.289	,578
Strategic planning ability	Equal variances assumed	1.313	.259	1.161	40	.126	,253
	Equal variances not assumed			1.195	39.557	.120	,239
Ability to quickly acquire new knowledge	Equal variances assumed	.426	.518	2.583	42	.007	,013
	Equal variances not assumed			2.562	39.058	.007	,014
The ability to create new ideas and solutions	Equal variances assumed	1.118	.296	1.056	42	.149	,297
	Equal variances not assumed			1.039	37.312	.153	,305
Ability to manage stress	Equal variances assumed	.002	.963	-.553	41	.292	,583
	Equal variances not assumed			-.550	37.867	.293	,586
Ability to maintain a positive attitude towards work	Equal variances assumed	.858	.360	.114	42	.455	,910
	Equal variances not assumed			.117	41.333	.454	,908
Ability to effectively prepare a job application	Equal variances assumed	.317	.576	1.186	41	.121	,242
	Equal variances not assumed			1.178	38.738	.123	,246
Ability to present yourself positively in an interview	Equal variances assumed	2.120	.153	.425	39	.337	,674
	Equal variances not assumed			.416	33.569	.340	,680
Ability to fill out forms	Equal variances assumed	2.901	.096	1.249	41	.109	,219
	Equal variances not assumed			1.207	30.017	.118	,237

Table 6. Results of t-tests for items related to respondents' self-assessed skills, comparing pre-test and post-test groups.

Results in Table 6 suggest that there are statistically significant differences between the observed two groups only regarding two variables. One of them is “*Mastering one's own core area of expertise*” ($t(34) = 2.21, p < 0.05$) and the other one is “*Ability to quickly acquire new knowledge*” ($t(42) = 2.58, p < 0.05$). So, how do these differences pass the robustness check via the regression analysis, controlling for gender, age, educational attainment, and financial status? In both cases, standardised regression coefficients are not statistically significant ($\beta = -0.125, p > 0.05$; $\beta = -0.201, p > 0.05$ respectively).

Online activities

When it comes to online activities, Table 6 reveals that watching movies and videos are among the most popular activities online, especially so within the post-test group. The latter scores also higher average in terms of educational activities online, while pre-test group appears to do more activities related to finding a job.

Item	Group	N	Mean	Std. Deviation	Std. Error Mean
I watch movies	Pre-test	25	2.64	1.777	.355
	Post-test	20	3.30	1.593	.356
I watch or upload videos (e.g. YouTube)	Pre-test	25	2.12	1.641	.328
	Post-test	20	2.35	2.084	.466
I play games	Pre-test	24	1.42	1.792	.366
	Post-test	20	1.95	2.395	.535
I read newspapers or magazines	Pre-test	25	1.40	1.581	.316
	Post-test	19	2.05	2.121	.487
I do things related to finding a job	Pre-test	24	2.75	1.511	.308
	Post-test	20	2.30	1.081	.242
I do things related to my own education	Pre-test	22	2.45	2.041	.435
	Post-test	17	2.76	1.888	.458
I perform (any) income generating activity	Pre-test	19	2.05	2.321	.532
	Post-test	19	1.16	1.259	.289
I spend time on social networking sites	Pre-test	24	2.25	1.917	.391
	Post-test	20	3.20	1.824	.408



I make online purchases	Pre-test	23	1.74	1.657	.346
	Post-test	20	1.25	1.070	.239
I post my opinions on social networks, forums or blogs	Pre-test	23	.43	1.343	.280
	Post-test	19	.89	.875	.201

Table 7. Basic statistics for internet activities on PC or mobile phone, pre-test and post-test.

Note: 0 = never, 1 = up to 15 minutes, 2 = 15-30 minutes, 3 = 30 minutes to 1 hour 4 = 1-2 hours, 5 = 2-3 hours, 6 = more than 3 hours.



Table 8 deals with the question whether any of the above differences is statistically significant.

		F	Sig.	t	df	One-Sided p	Two-Sided p
I watch movies	Equal variances assumed	.393	.534	-1.296	43	.101	.202
	Equal variances not assumed			-1.312	42.396	.098	.197
I watch or upload videos (e.g. YouTube)	Equal variances assumed	2.389	.130	-.414	43	.340	.681
	Equal variances not assumed			-.403	35.589	.345	.689
I play games	Equal variances assumed	5.130	.029	-.844	42	.202	.403
	Equal variances not assumed			-.822	34.636	.208	.416
I read newspapers or magazines	Equal variances assumed	1.295	.262	-1.171	42	.124	.248
	Equal variances not assumed			-1.125	32.122	.135	.269
I do things related to finding a job	Equal variances assumed	.825	.369	1.114	42	.136	.271
	Equal variances not assumed			1.148	41.142	.129	.257
I do things related to my own education	Equal variances assumed	.117	.734	-.486	37	.315	.630
	Equal variances not assumed			-.491	35.735	.313	.626
I perform (any) income generating activity	Equal variances assumed	9.102	.005	1.477	36	.074	.148
	Equal variances not assumed			1.477	27.749	.075	.151
I spend time on social networking sites	Equal variances assumed	.204	.654	-1.673	42	.051	.102
	Equal variances not assumed			-1.681	41.223	.050	.100
I make online purchases	Equal variances assumed	3.190	.082	1.130	41	.133	.265
	Equal variances not assumed			1.164	38.026	.126	.252
I post my opinions on social networks, forums or blogs	Equal variances assumed	.000	.992	-1.284	40	.103	.207
	Equal variances not assumed			-1.335	38.127	.095	.190

Table 8. Results of t-tests for items related to respondents' internet activities on PC or mobile phone, comparing pre-test and post-test groups.

The results in Table 8 suggest that the observed differences between the pre-test and the post-test group are not statistically significant in any of the items dealing with the frequency of online activities of the respondents.

When it comes to specific skills relating to the online activities, post-test group consistently scored higher averages on a 1 (*»I cannot do this at all«*) to 5 (*»I can do this easily«*) scale.

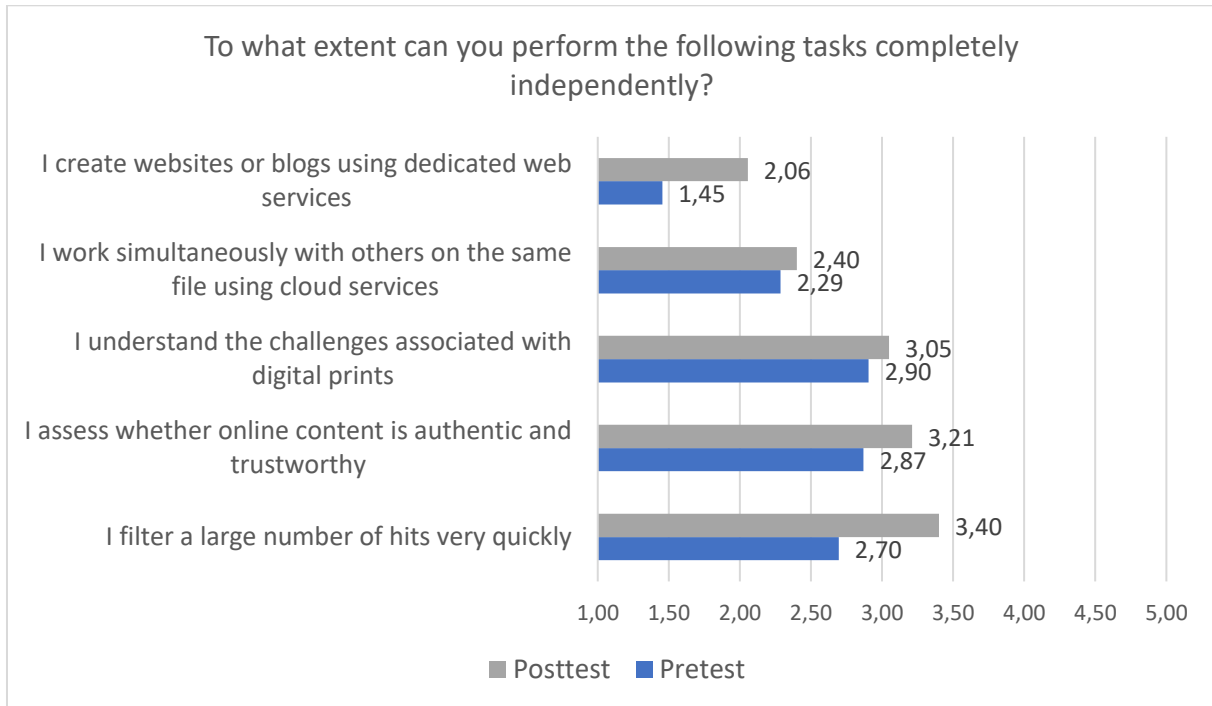


Figure 11. Self-assessed internet skills, pre-test and post-test.

Despite the clearly systematic trend in favour of the post-test group, t-tests did not confirm statistical significance for any of the items presented in Figure 11.

Aspirations and attitudes

We were also interested in how satisfied NEETs are with their lives in general and how optimistic they are about their future. Respondents indicated their answers on a scale ranging from 0 (completely dissatisfied / much worse than now) to 10 (completely satisfied / much better than now).

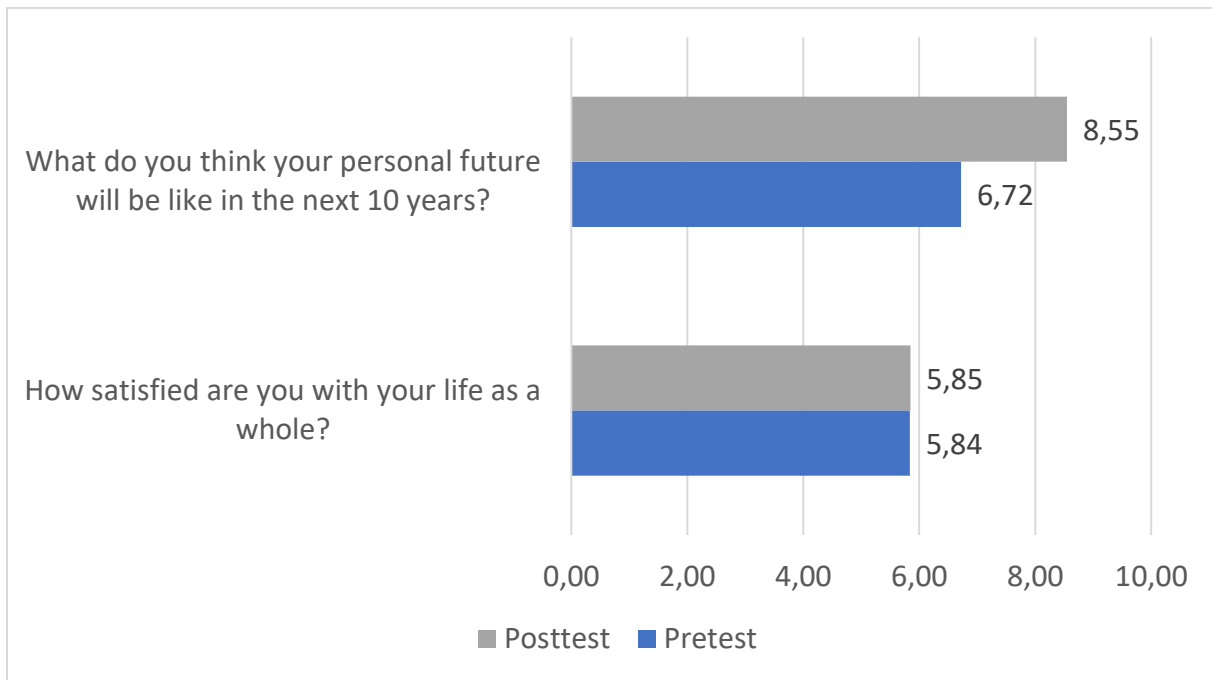


Figure 12. Life satisfaction and personal optimism, pre-test and post-test.

The results in Figure 10 show that there were virtually no differences in life satisfaction between the pre-test and the post-test group. However, in terms of personal optimism the post-test group scored a much higher average. According to the t-test, this difference is also statistically significant ($t(43) = -2.76, p < 0.01$). Furthermore, the correlation remains robust and very strong even after controlling for gender age, education, and financial status ($\beta = 0.654, p < 0.01$). This is probably the most important finding in this report. Young people from the post-test group appear to be much more optimistic about their personal future.

Table 9 shows aspirations and attitudes regarding future employment. In general, NEETs expressed high importance of employment, regardless of whether they were in the pre-test or in the post-test group. Nevertheless, some differences between the two groups did emerge and Table 10 deals with the question of their statistical significance.



Item	Group	N	Mean	Std. Deviation	Std. Error Mean
Having a job means more to me than just the money.	Pre-test	24	3.75	1.327	.271
	Post-test	19	3.95	1.177	.270
I would get bored without a job.	Pre-test	23	3.83	1.114	.232
	Post-test	17	3.47	1.505	.365
I'm afraid that I will never be successful at work.	Pre-test	23	2.57	1.199	.250
	Post-test	19	3.00	1.291	.296
There is a lot of job opportunities for people with my qualifications.	Pre-test	22	3.27	1.120	.239
	Post-test	19	2.95	1.393	.320
I am very familiar with forms of institutional support when looking for a job.	Pre-test	19	2.74	.872	.200
	Post-test	19	2.63	1.116	.256
I have enough knowledge and skills to recognize a good business opportunity.	Pre-test	23	3.35	1.112	.232
	Post-test	19	3.11	1.150	.264
I'm confident that I will have a suitable long-term employment for me within the next 6 months.	Pre-test	21	3.24	1.480	.323
	Post-test	18	3.22	1.060	.250

Table 9. Basic descriptive statistics for aspirations and attitudes regarding the future employment, pre-test and post-test.



		F	Sig.	t	df	One-Sided p	Two-Sided p
Having a job means more to me than just the money.	Equal variances assumed	.549	.463	-.509	41	.307	.614
	Equal variances not assumed			-.516	40.418	.304	.609
I would get bored without a job.	Equal variances assumed	3.808	.058	.860	38	.198	.395
	Equal variances not assumed			.822	28.220	.209	.418
I'm afraid that I will never be successful at work.	Equal variances assumed	.615	.438	-1.130	40	.133	.265
	Equal variances not assumed			-1.122	37.304	.135	.269
There is a lot of job opportunities for people with my qualifications.	Equal variances assumed	.907	.347	.829	39	.206	.412
	Equal variances not assumed			.815	34.496	.210	.420
I am very familiar with forms of institutional support when looking for a	Equal variances assumed	1.681	.203	.324	36	.374	.748
	Equal variances not assumed			.324	34.009	.374	.748
I have enough knowledge and skills to recognize a good business opportunity.	Equal variances assumed	.185	.669	.693	40	.246	.492
	Equal variances not assumed			.691	38.007	.247	.494
I'm confident that I will have a suitable long-term employment for me within the next 6 months.	Equal variances assumed	6.733	.013	.038	37	.485	.970
	Equal variances not assumed			.039	35.955	.485	.969
	Equal variances not assumed	.549	.463	-.509	41	.307	.614

Table 10. Results of t-tests for aspirations and attitudes regarding the future employment, comparing pre-test and post-test groups.

The results of t-tests clearly show that none of the tested differences between the two observed groups is statistically significant. Furthermore, in all cases, the results are very far from the 0.05 threshold.

Qualitative report

Methods

Qualitative part of the post-test was based on a series of focus groups. Post-test focus groups were intended to measure perceptions of the impact of the project on participants and were developed around following topics:

- 1.) Topic 1: Self-evaluation of the current situation
- 2.) Topic 2: Evaluation of the impact of the project "PreseNeeti se"
- 3.) Topic 3: Evaluation of the importance/impact of
 - a. education,
 - b. counselling and
 - c. mentoring

In total 4 focus groups were executed with 28 young NEETS taking part. Again, it is important to note that majority of participants did not take part in the pre-test, mostly because of above stated reasons. However, all of the participants took part at least in one of the project activities, therefore making a post-test activities possible and results valid.

Results from the post-test focus groups

In general, the results of the focus groups confirm the high satisfaction of the participants with the project. The data collected in the focus groups (see Figure 13) show a particularly important impact of the project on the development of positive influence in the psychological and social sphere. The participants said that it was the progress in these two spheres where they experienced the greatest difficulties before participating in the project, and neither the institutions available to them, nor themselves, could help them. At this point, they said, counselling and mentoring played the most important role. They singled out the legal field as a slightly less important area. They said that despite the good execution of the offered content, they failed to make sense of it, because most of them do not understand their problems through a legal lens and do not understand the relevance of legal aspects in their lives. A cultural sphere appears on the periphery, on which, according to the participants, the project had a limited effect. Content that develops cultural competences was recognized as good and necessary, but secondary. For those for whom cultural competence or integration is a core problem (e.g. immigrants), the project failed to provide adequate results, which

is understandable, since in its design it first addresses economic, educational and social integration, which in turn result in cultural integration.

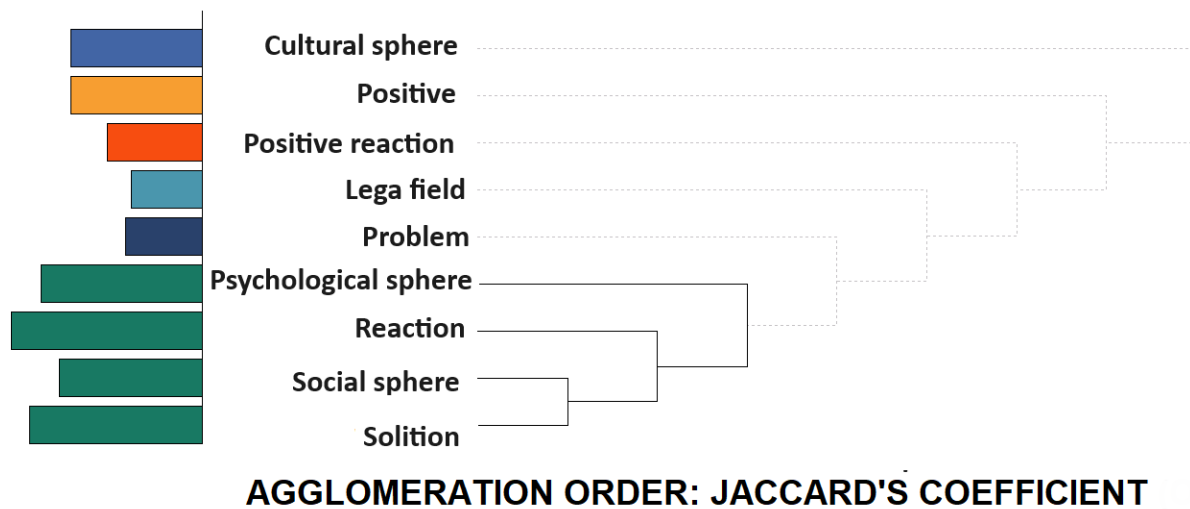


Figure 13: Impact of project activities - data from focus groups

In sum:

- 1.) COUNSELLING is according to participant the most important and praised topic within the project. Within this context psychological counselling is perceived as the most important are, for it enables one-on-one approach to individual and highly idiosyncratic issues participants struggle with. According to expressed opinions this is the most valuable part of the project, for it enables professional successful targeting of psychological, social and emotional issues, that are at the core of the problems of most young NEETS. In addition, activities like visit of the incubator also proved to be somewhat valuable in particular if accompanied with vocational counselling.
- 2.) Second most important topic is the EDUCATIONAL PART OF THE PROJECT. The highest satisfaction was reported with 1) language courses, 2) development of communicational skills and 3) computer knowledge and skills. Areas with limited impact and limited impact were 1) workshops on employment relationships, 2) workshops on mental health and 3) workshops on motivation. Participants perceived these workshops as irrelevant (e.g. motivation workshop) and often too complex (e.g. employment relationships workshop) to understand and implement. Lastly, workshop on public speaking was accompanied with negative sentiment mostly because of the issues with social anxiety most of the participants, but also because of perceived irrelevance of the topic.



- 3.) MENTORING was recognized as the third most important aspect of the project. As particularly important emerges a format of mentoring approach, especially individual mentoring. According to our participants this has a great potential if it is performed in one-on-one setting and includes individual counselling (e.g. on psychological, emotional and social issues of participants), informing (e.g. on available possibilities, solutions and options) and guidance. With respect to mentoring 1) a workshop on skills development and 2) volunteering was perceived with particularly high sentiment and evaluated as crucial.

Conclusion

Based on the presented quantitative results, we can conclude that there are virtually no statistically significant differences between respondents from the pre-test group and the ones from the post-test group. If we consider also smaller and statistically nonsignificant differences, we get mixed results, according to which it is not possible to confirm positive (or negative) effects of the interventions within the project. However, the only large and significant difference that was found seems telling and important. We have found that NEETs from the post-test group were much more optimistic about their personal future. Since this is quite obviously a very central element of one's behaviour, we can consider this finding as important and a positive result of the project as a whole.

Based on presented qualitative results, we can conclude that all integral parts of project activities provided a positive impact:

- 1.) Counselling is the most important aspect of the project, for it enables targeting of the roots of the problem of young NEETS.
- 2.) Education, in particular with respect to the development of language, communication and computer skills is crucial for young NEETS.
- 3.) Mentoring presents an important format when approaching to this population, particularly when combined with counselling.