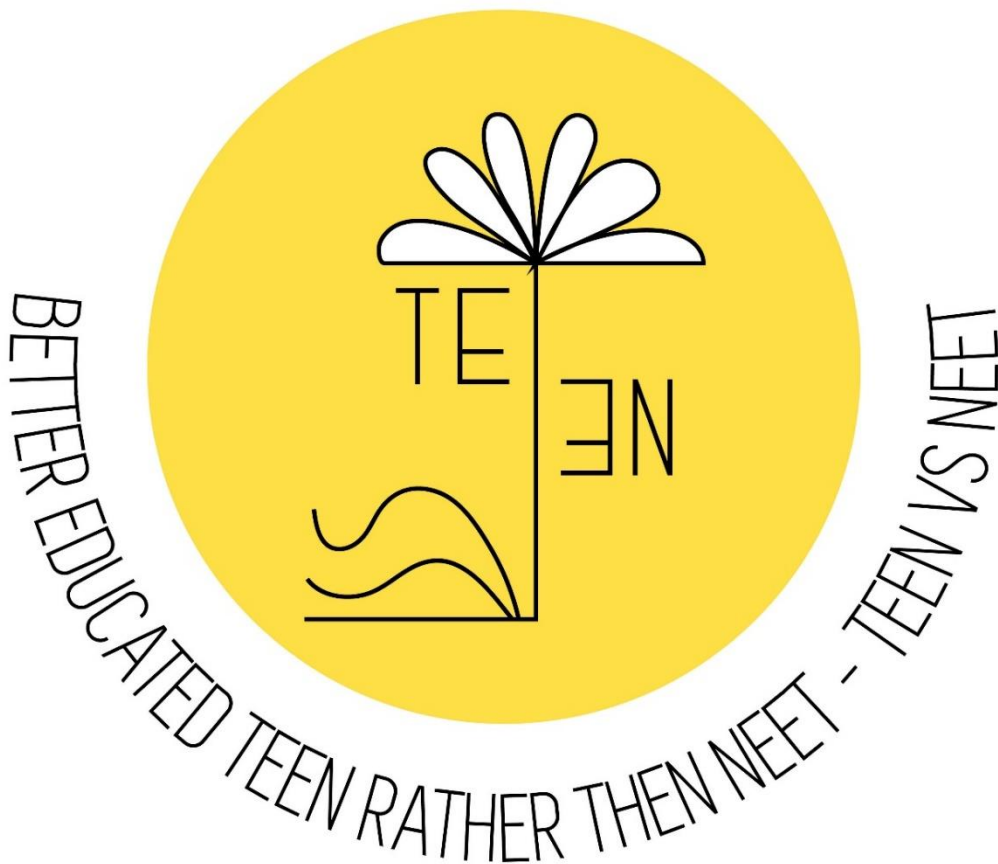


CALL 2021 ROUND 1 KA2

KA220-SCH COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

2021-1-IT02-KA220-SCH-000027704



### JOINT REPORT ON PR3

### E-LEARNING TRAINING AND INTERVIEW FEEDBACK

Disclaimer: The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Summary

|  |    |
|--|----|
| INTRODUCTION .....   | 3  |
| COMPARATIVE ANALYSIS OF THE RESULTS OF THE EXPERIMENTATION OF ON-LINE TRAINING ..... | 5  |
| FEEDBACK TO INTERVIEWS ADMINISTERED TO TARGET GROUPS.....                            | 9  |
| FINAL THOUGHTS AND PROPOSALS FOR REVISION OF THE MODEL BASED ON OBSERVED TRENDS ..   | 15 |
| SOURCES.....   | 19 |

## INTRODUCTION

The third phase of the project “Teen vs. Neet: Better Educated Teen rather than Neet” (2021-1-IT02-KA220-SCH-000027704) involved the testing of the online training model developed by the Partners from Italy, Romania, Czech Republic and Poland. Additionally, it involved conducting end-of-course questionnaires to gather feedback from the target groups participating in the trial.

The training aimed to introduce a new approach to understanding and addressing the NEET phenomenon in schools through innovative digital and training methods. Initially, the project involved the analysis of the NEET phenomenon and early school leaving in the Partner Countries, to establish a baseline and define key development and awareness indicators. Subsequently, in the second phase, the project progressed to defining these indicators, identifying monitoring metrics, and designing new e-learning pathways and content.

At the beginning of the project, Idoneus technicians designed and created the Moodle website and e-learning platform, characterized by advanced features, accessibility, intuitiveness, dynamism, and an attractive interface, rich in content and easy to use. Following this, the Partners assessed needs, evaluated the target audience, optimized the website, developed e-learning content, and outlined the structures for laboratory activities and focus groups (both in-person and online). In phase three, the partners engaged the target groups in the experimentation of online training, in the administration of interviews and surveys and in the contextual validation of the contents of the communication strategy.

The successful completion of phase 3 sets the stage for the practical aspect of the project, which will involve workshops and focus groups crucial for creating a guide on preventing NEET status and establishing the criteria for counselors and coaches (phase 4).

This report focuses on the third result, analysing the experimentation of e-learning training and feedback collected during the interviews. Each Partner, in relation to their target group

and with the support of the of Idoneus technicians, monitored the performance of the activities conducted on the e-learning platform and the answers to the interviews, examining the results and producing summary statistics. Participants from the three target groups completed the training modules and tackled the final quizzes covering a wide range of topics, including digital skills, communication, problem-solving, empathy, and critical thinking.

The resulting international comparative framework is a mine of information whose elaboration provides important indications to guide the educational offer of schools, as they allow to validate the procedures and contents created by the Partners within the project and to further refine, and definitively, the learning and survey tools to ensure valid and satisfactory results.

Given the synthetic orientation of the paper, the Idoneus researchers considered it useful to present the data relating to the answers by grouping together some series of questions that present a thematic homogeneity. Also for reasons of brevity, they have favoured the results to the detriment of the descriptive data relating to the individual topics of the units and to the profiles of the students, which can in any case be consulted in the individual reports prepared by the Partners, whose references are indicated in the sources of this report.

Idoneus analysed the level of participation and interest in online training based on the quantitative results of the end-of-unit tests and the answers to the questionnaires given by the students. This allowed for the measurement of the effectiveness and satisfaction of the course experimented and the highlighting of critical aspects, as well as strengths to be enhanced and maintained.

## COMPARATIVE ANALYSIS OF THE RESULTS OF THE EXPERIMENTATION OF ON-LINE TRAINING

The “E-TEEN” e-learning platform aims to be a leader in innovation, awareness and empowerment for young people, providing them with the necessary skills, knowledge and mindset for success in the future. The platform's primary goal is not only educational but also aims to instil a deep awareness in the younger generation. Through a proactive approach to learning, the project offers an I-TEEN course and a variety of activities and resources to create a supportive environment for young people to face new challenges with confidence and resilience.

The online training is divided into four modules, each consisting of three units of training content, including educational presentations, videos, background papers, and quizzes. At the end of each module, six workshop proposals related to the topics covered are offered.

Upon completion of the training, participants were asked a series of questions related to the contents of the four modules:

1. COACHING,
2. CONSULTANT ORIENTATION,
3. TEAM BUILDING,
4. DIGITAL SKILLS AND SOCIAL MEDIA.

Thanks to the monitoring of access and permanence in the platform, the results of the quizzes and the answers to the interviews, the experts were able to compare the trends of the different target groups and evaluate the usefulness and effectiveness of the training model.

The trial involved 29 Romanian students from the Theoretical High School “Ștefan Odobleja”, 30 Czech students aged between 15 and 17, most of whom were girls and only 2 boys, and 32 Polish students, aged between 16 and 19, including 15 girls. The experimentation was led by the Liceul Teoretic “Stefan Odobleja” in Romania, Biotech in the Czech Republic and CRAS -

Centre for the Development of Social Activities in Poland, who found an active participation in the activities conducted on the project's e-learning platform and in the conduct of the end-of-unit quizzes.

Thanks to the work of the Partners and the results of the quizzes, Idoneus was able to draw several observations by comparing the performance of the three target groups in the various areas covered by the online course.

Regarding the first module, all participants showed a strong understanding of the NEET phenomenon, its problems, and associated causes. Without significant differences between the various groups, most of the participants proved that they also understood the concepts of coaching, counselling and action strategies related to curbing the phenomenon. Only a few of them deviated from the absolute scores, but the discrepancies do not seem to be related to the origin of the subjects, but rather to the need to better deepen some concepts covered, such as the notions of feedback and motivation.

About the second module, the results of the quizzes showed a solid and uniform understanding of the concepts related to the role of self-awareness in the educational and professional context. Also, on planning for the future and professional self-presentation, participants demonstrated a good understanding of key concepts, although some of them scored slightly lower, suggesting the need for a slight revision of the content. Communication in the labour market and empathy, on the other hand, were other topics successfully addressed, highlighting in beneficiaries a strong perception of the importance of effective communication and understanding of the needs of others in professional and personal interactions. Overall, consistently high scores indicate a remarkable commitment to learning and assimilating concepts by all students. The subtle discrepancies recorded do not necessarily reflect a lack of student competence, but rather may indicate the need to place more emphasis on certain concepts during the course or, simply, to encourage their active participation and involvement on topics deemed more complex.

Moving on to the third module, however, it is encouraging to note that all participants scored perfectly on the quizzes on listening, communication, and critical thinking, indicating a strong preparation in these fundamental skills. In addition, the data show a coherence in the results across the various national groups, indicating an even distribution of competences and skills among the target groups, regardless of their cultural backgrounds. It should be noted, however, that for this module, there have been cases of participants who have not attempted some of the quizzes, which could indicate a low level of engagement or difficulty in accessing the course material by these subjects. The challenge for Partners, in this case, is to improve the adhesion and engagement of all participants.

In the quizzes on the units of the fourth module, most of the respondents scored perfectly by demonstrating a good command of the topics covered: digital skills, information processing, communication through social media and digital content creation. Despite the overall good performance, however, on topics such as digital content security, some gaps emerged, with some participants scoring lower than others.

Overall, the results suggest a high level of engagement in learning and engagement with the learning material by all participants, although the presence of lower scores in quizzes covering technical topics such as digital security indicates the need to provide additional support or specific resources on these topics.

The uniform and positive performance in quizzes dealing with concepts such as communication through social media and digital citizenship suggests a good understanding and application of these soft skills by the target groups. Nevertheless, it is important to continue to promote awareness and the importance of online security and privacy, especially considering the growing role of digital technologies today and in view of Transition 5.0. In addition, also with a view to continuous learning, encouraging participants to interact with the in-depth material available on the platform and to search for additional resources on the

web can help them better understand even the most complex notions and further enhance the skills in which they are most lacking.

During the trial, the Partners always sought to foster a collaborative learning environment where participants could share their knowledge and learn from each other's experiences. The incorporation of practical exercises or real-world scenarios, planned for phase 4, can reinforce the learning and application of the skills acquired.

Returning to the e-learning course, participants demonstrated a commendable level of understanding and engagement with the topics covered in the quizzes. Summary statistics indicate a high degree of participation among respondents and satisfactory overall performance. In addition, based on the quiz scores obtained by the participants of the three target groups, the training objective has been successfully achieved.



## FEEDBACK TO INTERVIEWS ADMINISTERED TO TARGET GROUPS

After completing the online training, the students participated in a questionnaire to assess the skills they had acquired.

The aim of the interview, consisting of 12 open-ended questions (three for each module of the online course), was to assess students' perceptions, understanding and commitment to the project, as well as the effectiveness of the platform in providing new knowledge on the topic and increasing their awareness of the NEET phenomenon. The duration of the interview was different for everyone, as it was tailored to the needs of everyone.

The report analyses and compares the responses provided by the three countries, Poland, Romania and Czech Republic, highlighting the similarities and differences in their approaches and strategies to support young NEETs.

Through the first question, the young participants were asked to give some advice to NEET peers to help them change their educational and professional situation. Polish students stressed the importance of setting goals, particularly in education, and suggested considering options such as returning to school part-time, attending adult education programs, or taking vocational courses. Some referred to motivation, values, and the meaning of life, advising NEETs to seek the help of specialists to take care of themselves and develop a sense of accomplishment. The Romanian students highlighted the importance of empathy and sensitivity in interacting with NEETs, creating a safe and trusting environment. Czech participants recommended that their NEET peers focus on themselves and their goals, empowering their interests and setting balanced goals for their personal and professional lives. Their focus was on the importance of motivating NEETs to take action, and the successful examples of those who managed to break free from the NEET group were seen as inspirational and motivating.

Answering the second question, beneficiaries from all three countries agreed on the ethical principles to be followed when working with young NEETs, including empathy, non-judgement, and support; They emphasized the importance of creating an atmosphere of security, a sense of importance and trust, and treating others the same way you would like to be treated.

With the third question, participants were asked to suggest some ideas to improve the situation of young NEETs. Most of them, with only a slight difference in weight between the answers, shared key concepts on how to support young NEETs, including the importance of empathy, education, motivation, setting clear goals and exposure to successful examples. Some of them suggested encouraging young NEETs to develop their passions and interests or to attend courses that allow them to acquire new skills. Specifically, Romanian participants provided thoughtful strategies for *advocacy*, while Czech participants emphasized the importance of personal goals, interests, and soft skills. Hobbies were mentioned by half of the students, who rated achieving a good work-life balance as a key factor. Finally, 20 out of 30 Czech students considered it useful to turn to a non-judgmental *coach/advisor* with a high level of empathy for support.

Continuing with the interview, the three questions associated with the second module provided informative answers regarding the importance of educational and professional goals, the determinants for successful job interviews, and actions to avoid becoming NEETs.

The importance of educational and professional goals was a participatory theme among Polish, Romanian and Czech students. In Poland, 70% of respondents agreed that setting clear goals significantly influences the level of motivation to act, as it increases the chances of achieving academic and professional success. Romanian students also stressed the importance of having clear goals, with 26 out of 29 respondents highlighting the importance of setting personal and career goals. Czech students also emphasized the value of having clear goals to better focus on what you want to achieve and act on them, as well as plan and

improve your resumes. Many students also emphasized the need to maintain a cheerful outlook and seek professional help when needed.

On the topic of job interviews, Polish students suggested paying special attention to communication, including non-verbal cues such as appearance, body language, gestures, and facial expressions, while also mentioning the importance of first impression, preparation, and self-awareness. Romanian students also listed communication, self-awareness, and preparation as key factors for interviews. The Czech students deepened the importance of physical appearance, self-esteem and giving immediate answers to the questions asked, in return for careful preparation.

To avoid becoming NEETs, the Polish target reiterated the need to set clear educational, professional, and personal goals, to foster motivation and self-discipline. Romanian students emphasized proactive actions such as setting defined goals, continuing education, positive thinking, and seeking professional help to avoid NEET status. Czech students agreed with the other two groups on many points: they reinforced the importance of career and personal goals, academic achievements, positive attitude, and career assistance to prevent NEET status.

Although there were some differences on some specific factors and actions deemed crucial for educational and professional success, target groups from all three countries stressed the importance of setting goals, possessing communication skills, and taking proactive steps to avoid NEET status.

The responses of the three target groups to the questions on the Team Building module offered an interesting insight into young people's perceptions and skills regarding work relationships, feedback and problem-solving. Although there were many, again, commonalities between the three countries, some significant differences also emerged that can be analysed and discussed in more depth.

Regarding the importance of labour relations, participants from Poland, Romania and the Czech Republic agreed on the importance of labour relations in creating a positive atmosphere and their correlation with effectiveness and productivity. There is a clear understanding of the link between having good relationships and reducing the risk of being NEET, which suggests a previous familiarity with the concept, most likely due to the e-learning training followed by the children within the project.

Regarding the ability to give and receive feedback, a similar picture emerged to the previous one. Thanks to the content on the platform, beneficiaries have learned how to give and receive feedback, increasing their knowledge of the distinction between negative, positive and constructive feedback. All three countries recognized the importance of these skills in everyday life, but it is interesting to note that in Poland, the “Sandwich” technique was also mentioned to give feedback effectively. The fact that such a specific process was familiar to them to the point of contextualization may reflect that a greater emphasis was placed on the form and approach to feedback by the Polish target group, compared to groups in the other two countries.

Also with regard to team problem-solving, there was a common tendency to understand and apply specific techniques in practice. Participants from the three countries provided useful suggestions for solving challenges, including the importance of thoroughly recognizing and identifying the problem, analysing the context in which it occurs, and using supporting techniques. Students also emphasized the benefits of having good communication and working in a team, including increased creativity, more energy to take action, and more accurate solutions. What stood out on the topic, however, was the Czech target group that placed a greater emphasis on the use of tools such as diagrams and mind maps, suggesting a bias towards a structured, chronological, and visual approach to problem-solving.

Comparative analysis of the answers to the questions associated with the third module shows that all participants shared essential views on how to build good relationships at work, give

and receive feedback, and solve problems. The differences lie in the emphasis the groups gave to one factor over another, with the Polish participants emphasizing the centrality of education, the Romanian participants emphasizing the fundamental role of empathy, and the Czech participants focusing on the importance of motivating NEETs.

The following data concerns the answers to the questions on the last module “Digital Skills and Social Media”, considering participants’ views on digital skills, the impact of digitalisation on training and professional futures, as well as the use of social media to engage NEETs.

All three countries recognized the importance of digital skills to improve the quality of daily life and to meet the challenges of the modern world. The Polish respondents gave detailed and articulated answers, expressing the common opinion that the Internet facilitates communication, access to international job opportunities and the possibility of expanding one’s knowledge and relationships. Respondents also stressed the need to take care of their online image and pay attention to digital security. Even in Romania and the Czech Republic, where the responses were more concise, there was a clear awareness of the importance of digital skills. All the tips collected demonstrate the active use of the online resources of “TEENvsNEET” by the target groups.

Regarding the impact of digitalization on education and work, similarly, there was a consensus among participants from all three countries that the development of digitalization will significantly affect education and the world of work. Young people have shown awareness of the opportunities offered by the digital reality, but they have also realized that to be able to use it fully, it is necessary to have certain skills. The responses highlighted a marked awareness of the specific digital skills required in the global labour market, such as scheduling, privacy protection and the use of business software, underlining the importance of investing in the development of relevant digital skills and relying on the support of qualified consultants.

Finally, thanks to the last question, it is interesting to note that all participants from the three countries have common warnings about the potential of social media in engaging NEETs and

offering them support. Proposals put forward by young people on how to make the most of the potential of digital tools to attract NEETs included targeted awareness-raising, explicit offer of help, and the creation of online support groups and forums.

## FINAL THOUGHTS AND PROPOSALS FOR REVISION OF THE MODEL BASED ON OBSERVED TRENDS

From the monitoring of the performance of the online training trial and from the comparative analysis of the answers given to the questionnaire by the three target groups from Poland, Romania and the Czech Republic, a detailed picture of the perceptions and experiences regarding the model and the topics covered emerged.

By analysing the statements of the participants and considering the observations of the speakers, it was possible to appreciate the efficiency and validity of the “E-Teen” platform. Thanks to it, users have increased their awareness of the NEET phenomenon by demonstrating that they have acquired good skills in all four modules: coaching, counseling, team building, digital skills, and social media. The students learned the prerequisites of the NEET condition, but above all, following the training, they were able to analyse their situation in the context of the diagnosis of the risk of belonging to the NEET group and developed their own precise ideas on the actions to be taken to support people belonging to or at risk of becoming part of this phenomenon.

The target groups got to know the profile of the coach and counselor. The content provided through e-learning had a positive impact on their level of empathy and perception of peers’ needs in the context of education and future work. Thanks to the platform, they have increased self-awareness in their own development and have understood the importance of mutual respect and empathy to provide guidance and support to others in everyday situations.

Their skills related to planning, setting goals, and methods for achieving them have improved. The students developed an interest in aligning goals with their values and vision for the future to increase the likelihood of achieving them. They also learned about motivation and ways to strengthen it.

They learned effective time management techniques, such as the SMART method, delving into the factors that can affect time management and the most common mistakes that can be made in this area.

The course has increased their awareness of the importance of shaping their image in an informed way, including online, and the impact it has on the job search process. Users then expanded their knowledge about job interviews and learned the benefits of effective cooperation and active communication, including listening and feedback.

The target groups became aware of the importance of having digital and social media skills in the modern world, in the context of education and work; they understood the concept of digital citizenship and learned to identify the skills that should be acquired to operate in the digital reality, such as selecting information on the internet from reliable sources and knowing the safety rules, including the correct use of sources and online protection.

The platform has proven to have great cognitive value. The contents published therein allow to increase knowledge in important areas from the point of view of combating the NEET phenomenon and early school leaving. A significant number of students expressed optimism about the potential impact of the project and believe, as do the Partners, that it can be effective in education and society by providing valuable coaching and support to young people.

The digital learning methodology of the e-learning platform was also highly appreciated by the target groups, who indicated the course's ability to adapt flexibly and individually to their individual needs as a positive quality.

The setting of the training objectives, together with the delivery procedure and the promotion of transversal skills, have been ascertained as indispensable factors for the success of the intervention. In particular, the skills of effective communication and teamwork, and the ability to know how to give and receive constructive feedback stood out in fostering the personal and professional growth of young NEETs. The advice, therefore, is to deepen these



components in a more explicit and penetrating way in the model, providing practical tools and resources to help participants define and pursue realistic and meaningful goals.

Communication skills, including non-verbal skills, could be implemented through simulation workshops that help participants, for example, to present themselves effectively during job interviews and in specific professional situations.

Actively encouraging collaborative work through meetings and group projects within the model, would give users the opportunity to develop and apply creativity, efficiency, and problem-solving at the same time.

Constructive feedback could also be stimulated to a greater extent, including in the model exercises dedicated to giving and receiving feedback in an effective and respectful way, as well as role plays to assimilate the ability to evaluate and improve one's performance independently.

Despite the foreseeability of some limited experiential adaptations, which the fourth phase of the project already provides, it is nevertheless encouraging to note that overall, the responses to the interview indicated a positive reception and understanding of the project "Better educated TEEN instead of NEET - TEEN vs NEET". There has been a clear progress in the knowledge and mentality of the young people who participated in the experiment.

Finally, there are still a few useful tips to maximize the impact of the model on young NEETs to better adapt it to the specific needs that have emerged in the different national contexts, thus effectively contributing to their involvement.

In agreement with the Romanian partner, Idoneus finds it useful to intensify efforts to ensure that all students are well informed about the project, for example by considering additional digital communication channels or awareness campaigns.

Factors such as empathy and sensitivity should never be lost sight of in practical activities of interacting with NEETs.

The promotion of adequate training and targeted engagement strategies to address the challenges of the digital society are also components to be strengthened.

Finally, in the future, it could be useful to incorporate new opportunities for exchange and collaboration between participants from countries other than those of the partnership, to promote greater intercultural understanding and to further improve the skills of young people across Europe, thus contributing to their full and comprehensive social and work integration.

## SOURCES

- Individual report on online training and evaluation of feedback to interviews conducted on Czech target audience by the Biotech Project Partner in the implementation of WP3 of “Teen vs. Neet: Better Educated Teen rather than Neet” (2021-1-IT02-KA220-SCH-000027704):  
[Biotech\\_ONLINE TRAINING AND INTERVIEW EVALUATION REPORT](#)
- Individual report on online training and evaluation of feedback to interviews conducted on Polish participants by the CRAS Project Partner in the implementation of WP3 of “Teen vs. Neet: Better Educated Teen rather than Neet” (2021-1-IT02-KA220-SCH-000027704):  
[ONLINE TRAINING AND INTERVIEW EVALUATION REPORT\\_CRAS\\_EN\\_PDF](#)
- Individual reports on online training and evaluation of feedback to interviews conducted on the Romanian target audience by Project Partner Liceul Odobleja in the implementation of WP3 of “Teen vs. Neet: Better Educated Teen rather than Neet” (2021-1-IT02-KA220-SCH-000027704):  
[RO\\_Odobleja report NEET\\_summary of online training and interview responses;](#)  
[RO\\_Report Platform I-TEEN\\_Odobleja.](#)
- Project website “Teen vs. Neet: Better Educated Teen rather than Neet” (2021-1-IT02-KA220-SCH-000027704):  
<http://vv.tinnavsnit.u/>
- Project e-learning platform “Teen vs. Neet: Better Educated Teen rather than Neet” (2021-1-IT02-KA220-SCH-000027704):  
<Hatpas://benit.Uniformando.it/>