

MAYA Compendium

of Experiences

Part A — Products, methodology and transferability

Part B — Experience and lessons from four countries

MAYA — Mainstreaming Actions to reinforce professional dimension and emotional side of Young Adult NEET women in Europe

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FINAL PROJECT-ALIGNED VERSION — consolidated from the final narrative report, the four harmonised national reports, partner submissions and the project evidence archive. Figures are presented according to the final counting rules used in this Compendium.

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Introduction

MAYA set out to answer a practical question: what happens if young adult women who are not in employment, education or training are approached not as cases to be managed, but as learners with strengths to be developed? Over thirty months, six organisations in Türkiye, Austria, Portugal and Italy — five of them in the partnership at closure — adapted Montessori principles from the children's classroom into adult non-formal learning. Canik Public Education Centre supported the Turkish field role until its withdrawal on 2 September 2025; Konya Meram Public Education Centre assumed that role following the approved amendment effective 1 December 2025.

The project produced a comparative Handbook in five languages, a seven-module curriculum, an English Mentoring Programme and Structure, five English interactive tools with Portuguese translations available, and an open platform in English, Turkish, German, Portuguese and Italian. The approach was implemented and reviewed in all four countries. Türkiye, Portugal and Italy documented structured participant pathways, while Austria combined mentoring, professional validation, tool and platform testing, and transfer discussion.

Across the four countries, 61 young adult NEET women took part: 38 completed the full structured national pathways in Türkiye (25), Portugal (9) and Italy (4), and a further 23 were declared by Compass GmbH in the Austrian national implementation, six of them completing a 24-hour mentoring cycle. Eighty professionals, youth workers and mentors were involved through training, validation and pilot delivery (Türkiye 31, Austria 25, Portugal 19, Italy 5). Four national multiplier events in Konya, Amadora, Cerignola and Innsbruck reached 177 participants in total.

This Compendium is the closing output of Work Package 4. It has two parts and each answers a different question.

- Part A answers: what exactly did MAYA produce, how does it fit together, and what does an organisation need in order to run it somewhere else? It is a tracklist of the products and a transferability guide.
- Part B answers: what actually happened when the method was used, in four countries with different institutions, group sizes and constraints? It gathers the experience, the difficulties, the lessons and the recommendations.

The document is written for people who will use MAYA rather than for people who funded it: youth workers, adult educators, mentors, public education centres, municipalities, NGOs and VET providers. The public educational resources may be shared and adapted under CC BY 4.0 with appropriate attribution; restricted evidence containing personal data is not part of the open-access package.

Products, methodology and transferability

A1 • What MAYA produced

Eight resource and dissemination families came out of the project. The public educational outputs are shared under CC BY 4.0 through mayaproject.eu and, where applicable, the Erasmus+ Project Results Platform. Evidence containing personal data is retained securely by the coordinator and partners and is not published openly.

Product	What it is	Languages	Where
Handbook	Montessori principles translated into adult learning practice with young adult inactive NEET women; realities and barriers, the method, facilitation guidance, five embedded tools, national case studies, research annexes	EN, TR, IT, PT, DE	Project website / Erasmus+ PRP
Transnational Report + 4 national reports	The evidence base: surveys with the women and with professionals, case studies, literature reviews, comparative analysis	EN (+ national)	Project archive / Erasmus+ PRP
Training curriculum	Seven modules, roughly twelve hours, each mapped to tools, handbook sections and the mentoring hand-off	EN, TR, DE, PT, IT	Project website / Erasmus+ PRP
Mentoring programme	Thirty-hour cycle, normally delivered over up to six months; mentor role, recruitment and matching, session structure, forms and templates, monitoring framework	EN	Project archive / Erasmus+ PRP
Five interactive tools	Session-ready activities, each tied to a module and a Montessori principle	EN originals; PT translations	Project website / project archive
Open platform	The curriculum online in five languages; no registration	EN, TR, DE, PT, IT	mayaproject.eu/maya/
Multimedia capsules	Additional multilingual audio and video materials supporting dissemination of the project approach	EN, TR, IT, PT, DE	Project archive / project channels
This Compendium	Parts A and B: products, transferability guide, country experience, lessons and recommendations	EN	Project website / Erasmus+ PRP

A2 • How the products were built

The sequence matters more than any single product, because it is the sequence that makes the materials defensible rather than merely plausible.

- Evidence first. Across the four countries, 103 young adult inactive NEET women and 84 professionals — 187 respondents in all (Austria 25 and 25; Italy 27 and 29; Portugal 25 and 5; Türkiye 26 and 25) — answered structured questionnaires, complemented by focus groups, twelve national case studies and four national literature reviews covering fourteen reviewed studies. Standard instruments (Annexes I to V) kept the countries comparable. Four national reports were consolidated into one Transnational Report.
- Design from the findings. The recurring barriers — low self-efficacy, limited support networks, caring responsibilities, financial constraint and adverse prior learning experience — determined the order of the modules, not the other way round. The pathway therefore opens with self-awareness and personalisation, places peer-based work in the middle, and closes with a Personal Education Plan.

- Test with real groups. All four countries implemented and reviewed the approach in forms suited to their national context. Türkiye, Portugal and Italy provided structured participant-pathway accounts; Austria documented mentoring, professional validation, testing of all seven modules, all five tools and the platform, and transfer discussion. Feedback and implementation records were collected throughout.
- Refine and publish. Participant and professional feedback informed finalisation. The Handbook, curriculum and platform were made available in five languages; the Mentoring Programme and Structure remain in English, and the interactive tools are available as English originals with Portuguese translations.

A3 • The training curriculum

Seven modules, about twelve hours in total. Each module states its duration, the trainer's steps, the interactive tool it uses, the handbook section it rests on, the outputs it produces and what it hands over to the mentor. Every module closes with written reflection.

Module	Focus	Time	Tool used	Output
1	Personalisation and co-design of education; observational learning	90 min	Personal Goal Mapping	Personal Goal Map (sections 1–3), strengths list, group co-design plan
2	Participatory approach and communities of learners	120 min	Peer Mentoring Circles	Peer circle plan, first reflection log, learning community map
3	Intellectual stimulation of young adult learners	120 min	Real-World Project Simulation	Project plan, scenario response, reflection sheet
4	Development of the senses, tactile approach and technology	115 min	Role-Play and Social Simulation	Scenario co-creation sheet, reflection, peer feedback
5	Emotional intelligence and social-emotional learning	90 min	Goal Mapping (4–5), Reflection Log	Updated Goal Map (barriers, support system), EI reflection
6	Monitoring progress through observation and assessment	90 min	Reflection guide	Observation checklist, reflection guide
7	Creation of a Personal Education Plan	90 min	Goal Mapping (6–7), Skills Exchange Fair	Final Personal Education Plan, peer skill validation

The curriculum can be delivered whole or module by module. It has been used in non-formal education, vocational training, blended delivery and one-to-one mentoring.

A4 • The mentoring programme

The programme was designed as a thirty-hour cycle, normally delivered over a period of up to six months. National implementations adapted the rhythm to local conditions. The programme exists so that a mentor does not have to invent an approach: it defines the role, the recruitment and matching process, the session structure, and the paperwork.

- Structure: mentor and mentee forms, mentoring agreement and ethical guidelines, session planning and documentation templates, personalised learning and goal-setting framework, action plan, impact assessment.
- Formats: one-to-one, peer and non-peer mentoring, normally combined. In the pilots the mix of individual and group sessions proved decisive for trust-building.
- Mentor competences: active listening, emotional intelligence, communication, intercultural awareness.
- Learner journey: it starts with the participant's own Personal Goal Map — her strengths, fears and goals in her own words — and ends with a Personal Education Plan she has tested with her peers.
- Monitoring: indicators, impact assessment and feedback loops run alongside the sessions rather than being added at the end.

A5 • The five interactive tools

Tool	What the participant does	Linked module	What it produces
Personal Goal Mapping	Names her own strengths, barriers, short- and long-term goals and support system	1, 5, 7	Personal Goal Map — the spine of the whole pathway
Real-World Project Simulation	Plans and runs a realistic project or task under a scenario challenge	3	Project plan, scenario response, team reflection
Peer Mentoring Circles	Structured peer sharing with a session planner, reflection log and theme list	2, 5	Circle plan, reflection log, community map
Role-Play and Social Simulation	Rehearses real social and professional situations, then reflects with a feedback circle	4	Scenario sheet, performance reflection, peer feedback
Skills Exchange Fair	Inventories her own competences and exchanges them with peers	7	Skill inventory, community board entries, peer validation

Each tool states how long it takes and what it produces, and each output feeds the next mentoring session. The tools also work on their own, without the full curriculum — several organisations in the pilots used two or three of them inside existing programmes.

A6 • The open platform

The curriculum is presented online at mayaproject.eu/maya/ through module pages in English, Turkish, German, Portuguese and Italian, together with an introduction to the project, the partnership and guidance on using the approach in different settings. There is no registration and no login. The platform was tested during implementation for navigation, accessibility, user experience, content integration and technical stability, and the issues identified during rollout were addressed. The final website counter record reviewed for this Compendium showed 3,258 visits, exceeding the project target of 1,000 visits.

A7 • Transferability guide

This section is written for an organisation that has read the materials and wants to run MAYA with its own group. It sets out what is required, what may be changed, and what should not be.

Minimum conditions

- A group size suited to local access conditions, recruited through an institution participants already trust — such as a public education centre, youth centre, municipal service or community association. The documented structured pathways ranged from four to twenty-five participants; continuity and safe participation matter more than imposing one fixed size.
- At least one facilitator trained on the method, plus a named mentor for each mentee and enough mentors to provide safe, documented individual and group support. The national pilots used different mentoring arrangements according to group size and local capacity.
- A room the group can use repeatedly, with movable seating. The prepared environment is not a metaphor: the space has to allow rearrangement, hands-on work and side-by-side conversation.
- Free participation and free materials. Every pilot that worked kept both.
- A consent and data-protection routine in place before the first session, not after it.

Four delivery formats

Format	What it includes	Time	When to choose it
Full pathway	Seven modules plus the thirty-hour mentoring cycle plus all five tools	Designed: about 12 h training + 30 h mentoring; rhythm adaptable	A stable group and an institution able to support a complete cycle; Türkiye used intensive delivery after the partner change
Mentoring-led	A compressed group pathway through the seven modules delivered inside ten mentoring sessions, individual and group combined	10 sessions per participant over 2–3 months	A small group with heavy caring or work constraints — the Portugal model
Small and personalised	All seven modules validated with a very small group, mentoring individualised throughout	Flexible	Recruitment is hard and continuity matters more than numbers — the Italy model
Transfer and validation	Seven modules, five tools and the platform tested with professional validation, plus a structured mentoring cycle	Adaptable; Austria recorded 24 h for each of 6 mentees	When professional transfer, reuse by institutions and a focused mentoring group are central — the Austria model

What may be adapted

- Age range, group size and session length. The structured pilots adjusted these elements where local access conditions required it.
- Examples, scenarios and case material. Local, concrete examples were among the most effective adaptations reported in the three structured pilot accounts.
- Venue and delivery pattern — intensive block, weekly rhythm, or blended with digital work between sessions.
- The order in which the tools are introduced, provided the Personal Goal Map comes first and the Personal Education Plan comes last.

What should not be changed

- The opening and the closing. The pathway must begin with the participant naming her own goals and end with a plan she owns. Removing either turns MAYA back into a standard course.

- Observation instead of testing. Progress is recognised through observation, reflection and feedback rather than examination. The structured pilot reports identified this as an important reason the programme felt safe and supportive.
- Voluntary participation, informed consent and anonymity in anything published.
- The reflection at the end of each session. It is short, and it is what makes the learning stick.

Staffing and preparation

- Facilitators need preparation on the method itself, not only on the content. Türkiye's train-the-trainer route — psychology students trained on MAYA who then delivered the pilot and acted as mentors — produced a relatable, non-hierarchical atmosphere and is the most reusable single innovation in the project.
- Allow preparation time for recruitment. Across the structured pilots, recruitment was consistently more difficult than delivery.
- Plan make-up sessions from the start. Caring responsibilities, examination calendars and transport were the recurring reasons for absence, and flexibility — not persuasion — was what kept people in.

Quality checks and evidence set

The following set was used across the pilots and is recommended as a minimum for anyone repeating the work:

- Participant information sheet and signed informed consent
- Pre-test questionnaire and post-module questionnaires
- Structured observation sheet for at least two sessions
- Mentor-mentee matching agreement and session logs
- Technical usability and bug log if the platform is used
- Final satisfaction questionnaire and, where relevant, a professional validation questionnaire
- A short national or local report bringing the above together

A8 • Ethics and data protection

Participation was voluntary and free throughout. Participant data were processed under anonymous codes; documents containing personal data — consent forms, raw questionnaires, signature lists and identifiable photographs — are kept in a separate restricted archive and are not part of any public output. Stories and quotations may be published only with signed consent and only in anonymised form, with a separate signature for photographs. Any organisation repeating the work should put the same separation in place before recruiting.

Experience and lessons from four countries

B1 • National implementation at a glance

Counting note: totals are kept by target group and activity. Austria's 23 TG1 participants include the 6 women in the structured mentoring cycle; the 25 professionals are reported separately. Multiplier-event attendance is a dissemination count and is not added to TG1 or TG2 totals.

	Türkiye — Konya	Portugal — Amadora	Italy — Cerignola	Austria — Innsbruck
Period	May–June 2026	April–June 2026	Spring 2026	22 June 2026
NEET women (TG1)	25 completed the full pathway	9	4 (aged 19–29)	23 declared by Compass; 6 of them in the structured mentoring cycle
Professionals (TG2)	31 trained (16 h); 21 completed the product validation	19 validated the OER online	2 youth workers and 3 mentors	25 youth workers and professionals (plus 2 stakeholders, not double-counted)
Mentoring	7 mentor–mentee pairs, 10 sessions × 3 h = 30 h each (210 h total)	10 sessions per mentee (2 individual + 8 group)	3 mentors, individualised throughout	6 mentees with 3 mentors, 24 h each = 144 h (Compass declaration)
Modules	All 7 delivered	All 7 within the mentoring cycle	All 7 validated	All 7 implemented; 5 tools and the platform tested
Multiplier event	19 June 2026 — 81 participants	12 June 2026 — 36 participants	29 April 2026 — 30 participants	22 June 2026 — 30 participants
Distinctive feature	Train-the-trainer: psychology students trained on MAYA delivered the pilot and mentored	Municipal setting; mentoring-led delivery	Very small, deeply personalised group; strong local network	National implementation and transferability focus

B2 • Türkiye — Konya

The Turkish rollout was delivered by Selçuk University with Meram Public Education Centre across three venues: Meram Public Education Centre, the Selçuklu Youth Council and the Atmosfer Bosnia Youth Centre. Twenty-five young adult NEET women completed the full seven-module pathway; thirty-one youth workers and educators took a sixteen-hour training; seven mentor–mentee pairs completed the thirty-hour cycle, ten sessions of three hours each.

The distinctive choice was who taught. Psychology students previously trained on the MAYA method delivered the pilot and then acted as mentors. The result was a relatable, non-hierarchical atmosphere that lowered anxiety: participants who were initially unwilling to speak began contributing as the sessions progressed, particularly in the emotional-intelligence and personal-planning modules. Two of the trained youth workers moved into the mentor role during the project — local capacity built inside the pilot rather than after it.

Two adaptations were made to fit the real pool of participants: the field partner changed to Meram Public Education Centre following the partnership amendment, and the age range was widened from 25–29 to 18–35. Examples were drawn from participants' own reality in Konya, especially around employability, motivation and social inclusion.

Feedback was strong and documented. Twenty-one professionals rated the outputs across eight dimensions at an average of 4.28 out of 5, with every one of the 168 individual ratings at 4 or 5; transferability (4.33) and overall satisfaction (4.43) scored highest. The multiplier event on 19 June 2026 reached eighty-one participants, and the fifty-one feedback forms returned averaged 4.63 out of 5.

What was hard: the national examination calendar and participants' family and caring responsibilities affected attendance and required flexible scheduling and make-up sessions; the compressed timeline after the partner change meant an intensive delivery pace; and three venues needed careful logistical coordination.

B3 • Portugal — Amadora

Amadora Inova ran a structured mentoring pathway in the municipality between April and June 2026 with nine young adult NEET women. Each participant went through ten mentoring sessions — two individual and eight in a group — and the group pathway covered all seven modules of the curriculum, integrating the Personal Goal Mapping, Real-World Simulation and Peer Mentoring Circles tools. Sessions worked on confidence, socio-emotional skills, participation, goal setting and employability, using group discussion, self-reflection, mock interviews and personal planning adapted to the local reality.

Rather than run a separate training for professionals, Amadora Inova validated the resources with nineteen youth workers and professionals from a wider mix of organisations through an online questionnaire — a format that fitted their availability and still produced substantial practical feedback. Two institutional representatives, from the municipality and an NGO, took part in selected group sessions. The multiplier event on 12 June 2026 at Amadora Inova drew thirty-six participants, predominantly women aged between twenty and forty-five.

Participants reported feeling listened to and in control of their learning path in Module 1, a strong sense of belonging and reduced isolation in Module 2, and the confidence to express opinions, analyse situations and plan next steps in Modules 3 and 7. The tools were praised for clarity and practicality.

What was hard: scheduling longer group sessions and keeping all nine participants present, given personal, family and transport constraints; and some participants needed extra support to use the online platform. Amadora Inova's own recommendation is to plan more flexible session formats with shorter options for low-energy days, and to simplify access to the digital resources — clearer links, printed extracts where needed, and locally grounded examples from the start.

B4 • Italy — Cerignola

Associazione San Giuseppe reached women experiencing long-term unemployment, interrupted education and social vulnerability through its established network and community services. Several potential participants faced serious barriers to taking part — caregiving responsibilities, limited autonomy, financial difficulty and low self-confidence — and the organisation made a deliberate choice: continuity and depth of involvement over sample size. Four young adult NEET women aged nineteen to twenty-nine took part, supported by three mentors, two youth workers and two local stakeholders.

Delivery was flexible by design, combining group meetings with individual support tailored to each participant's situation and goals. This participant-centred approach created a trusting environment, encouraged regular attendance and let mentors address individual needs in depth. All four participants completed the pathway despite the barriers identified at the outset. All seven modules were validated, along with the platform and selected interactive tools.

The Italian experience is the clearest evidence in the project that MAYA does not depend on group size. The pilot produced detailed qualitative evidence and practical recommendations for refining the resources, and it built a durable local network — the Municipality of Cerignola, a VET provider, and the community associations APS I Sogni di Don Bosco and APS Torniamo Umani — that does not depend on project funding to keep working. The multiplier event on 29 April 2026 in Cerignola brought together thirty participants, including educators, youth workers and NGO representatives, and was also used to recruit for the mentoring and testing activities.

B5 • Austria — Innsbruck

Compass GmbH organised the Austrian national implementation and multiplier event in Innsbruck on 22 June 2026. The signed attendance list records 30 participants. The audience included adult educators and trainers, youth workers, women's organisations, relevant stakeholders, and young adult NEET women or potential beneficiaries.

The event introduced the full MAYA package: the Handbook, the seven-module training curriculum, the Mentoring Programme, the five Interactive Learning Tools and the Digital Platform. The programme combined expert presentations, live demonstrations, interactive discussion and networking. Piloting findings and lessons from the partnership were shared so that participants could consider the practical applicability, accessibility and transferability of the approach in their own organisations and adult-education settings.

The figures and findings in this section are those declared by Compass GmbH in the Austrian WP4 national report. Compass records 23 young adult NEET women who took part directly in the mentoring component, 25 youth workers and professionals who contributed to testing and validation, two stakeholders and three mentors. Compass notes expressly that where the same individuals took part as youth workers or professionals they should not be counted twice, so the two stakeholders are not added to the twenty-five. Within this implementation, the structured mentoring cycle involved six young adult NEET women supported by three mentors, each participant completing 24 hours — 144 participant-hours of mentoring in total, described by Compass as the most significant single result of the Austrian rollout. All seven training modules were implemented; all five interactive tools were tested; and the digital platform was assessed for navigation, accessibility, user experience and content integration, with no major technical issue recorded. Compass used the full common evidence set: pre-test questionnaire, module questionnaires, mentoring feedback form, bug log and final satisfaction survey. The Austrian contribution therefore combined direct target-group work with a strong emphasis on national uptake, professional reflection and transfer.

The event concluded with networking on future implementation and the sustainability of the results.

B6 • What worked, across all four countries

Four elements recurred across the structured pilot accounts and were reinforced by the Austrian transfer discussion, which is what makes them worth carrying forward.

- Combining individual and group work. Neither alone was enough. Group sessions produced belonging and reduced isolation; individual sessions produced the trust in which personal goals could be named honestly. Türkiye, Portugal and Italy each arrived at this mix independently.
- Concrete, local activities. Mock interviews, goal maps, project simulations and personal plans made abstract content usable. The structured pilot reports found that examples drawn from participants' daily reality worked better than generic material.
- Observation instead of assessment. Structured pilot feedback showed that recognising progress through observation and feedback, rather than through tests, helped the process feel supportive rather than judgmental. This is a direct Montessori transfer and one of the most consistently valued design decisions.
- The Personal Education Plan as an ending. Participants valued leaving with a clear, realistic roadmap with short- and long-term goals. It converted a course into a direction.

B7 • What was difficult

- Recruitment, not delivery, was the hardest phase across the three structured pilots. The women the project was designed for are, by definition, not in the systems that normally recruit for training. Established, trusted local institutions were essential for reaching them.
- Attendance was fragile for structural reasons — caring responsibilities, family constraints, transport, examination calendars — and not for lack of motivation. Where flexibility and make-up sessions were built in from the start, retention held; all four Italian participants and all nine Portuguese participants completed.
- Digital confidence varied widely. Some participants needed hands-on support to use the platform, which is why face-to-face guidance and printed extracts stayed necessary alongside the open resources.
- Scale differed sharply between countries — 25, 9 and 4 completers in the three structured pilots. This reflected local access conditions rather than effort, so the results should be read country by country rather than merged into a single success figure.
- The change of field partner in Türkiye compressed the national timeline and required an intensive delivery pace.

B8 • Lessons learned

- Allow country adaptation, but define the minimum standard first. The single clearest lesson of the project: flexibility in group size, session length and delivery pattern was necessary and productive, while the absence of a common minimum on mentoring hours, recording format and evidence set made results harder to compare than they needed to be. Define the minimum — matches, hours, feedback instrument, final evidence file — at the start, and keep everything else free.
- Who delivers matters as much as what is delivered. The Turkish train-the-trainer model showed that relatable, near-peer facilitators lower the anxiety that keeps this group out of learning in the first place.
- Small can be strong. The Italian pilot with four participants produced some of the richest qualitative evidence in the project. Depth of engagement, not headcount, is what tests a methodology of this kind.
- Build the evidence set as you go. The countries that used the shared templates from session one closed their reporting quickly; reconstructing evidence afterwards is far more expensive than collecting it.
- Trust is a precondition, not an outcome. Every design choice that worked — free participation, familiar venues, flexible scheduling, observation over testing, anonymity — was in service of making it safe to take part.

B9 • Recommendations

For practitioners

- Allow more delivery time than the module durations suggest, and prepare shorter optional activities for days when time or energy is limited.
- Keep the balance between individual and group support, and add a brief written reflection after key sessions to consolidate learning.
- Prepare ready-made scenarios that match the reality of the women you work with; this reduces explanation time and increases tool use.
- Start with the Personal Goal Map and end with the Personal Education Plan, whatever else you change.

For institutions

- Recruit through the services these women already use and trust, and keep participation and materials free.
- Invest in preparing facilitators on the method, not only on the content; consider a train-the-trainer route with near-peer facilitators.
- Plan flexible and make-up sessions into the schedule from the beginning rather than improvising them later.
- Offer face-to-face guidance alongside the digital resources for participants with lower digital confidence.

For policy

- Employability provision for this group needs to fund the socio-emotional dimension explicitly. The barriers the research found are not primarily skill gaps, and programmes that address only skills will keep missing the people they are meant to reach.
- Support the institutions that already hold the trust of these women — public education centres, municipal services, community associations — as the delivery route, rather than building new access channels.
- Recognise participation in non-formal pathways of this kind in a way that participants can carry forward.

B10 • Participant perspectives from documented feedback

The participant perspective below is drawn from the documented module feedback, session observations and satisfaction evidence in the national reports. It summarises recurring experiences at group level and does not present invented or unattributed quotations.

Türkiye: early reluctance and silence gradually gave way to active participation as trust developed. The clearest changes were reported around emotional intelligence, recognising personal strengths and turning intentions into a Personal Education Plan.

Portugal: participants described feeling listened to and more in control of their learning path. Group work strengthened belonging and reduced isolation, while the later modules helped them express opinions, analyse situations and plan realistic next steps.

Italy: all four participants completed the pathway despite substantial barriers to participation. The national report records gradual gains in confidence, communication and the ability to formulate realistic education and employment goals through individualised support.

Austria: as declared by Compass GmbH, the national implementation combined delivery of the seven modules with a 24-hour mentoring cycle for six mentees and a strong focus on professional transfer. The national event created space for educators, youth workers and other stakeholders to examine how MAYA could be applied in

their own settings. The national file documents participation and implementation at group level rather than through individual testimony.

Annex — Supporting evidence

The national implementations are documented by an evidence base held by the coordinator and the partners, available on request:

- WP2 methodology and guidance document, and the common instruments Annex I–V (NEET women questionnaire, professionals questionnaire, literature review template, national case study template, national report template)
- Eight raw questionnaire workbooks by country and target group; four national reports; the collection of twelve national case studies; the Transnational Report
- Signed participant information sheets and informed consent forms; photograph consent forms
- Pre-test questionnaires and post-module evaluation surveys; session observation sheets
- Signed mentor–mentee matching agreements and mentoring session logs (Türkiye: 7 pairs × 10 sessions × 3 hours)
- Professional validation questionnaires and result summaries (Türkiye: 21 respondents, 168 ratings; Portugal: 19 respondents)
- Multiplier event files for each country: signed attendance lists, agendas, presentations, feedback survey results
- National rollout reports (Türkiye, Portugal, Italy and Austria), partner narrative reports, and the Austrian multiplier-event report with its signed attendance list
- Consolidated dissemination log covering all partners
- Handbook PDFs in five languages; curriculum files by language; mentoring documents; five interactive tool documents; module–tool mapping tables

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