

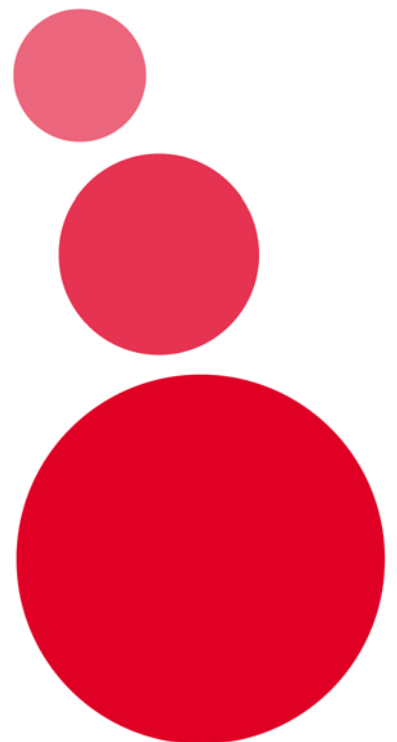


Private Equity Foundation

Young People not in Education,
Employment or training

Final Report

October , 2008



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1.0 Introduction

Education, training and employment are core to the Private Equity Foundation (PEF)'s mission of empowering young people to reach their full potential. PEF commissioned the Matrix Knowledge Group to undertake their first research programme, on young people who are not engaged in education, employment or training. The research reviewed evidence on reasons for non engagement and evidence of effective interventions amongst young people aged between 16 and 24. The research programme included a Rapid Evidence Assessment, an interview programme, and peer review by leading academics and charities working with young people.

PEF's investment in research reflects a commitment to influence and improve the opportunities for young people to reach their full potential beyond its investment in a portfolio of charities. PEF has made this contribution to the evidence base for the benefit of the wider community working in and around the issue of young people not engaged in employment, education or training.

In chapters 2, 3 and 4 this report sets the context for the research, outlines the research questions and provides full detail of the methodologies employed. Chapter 5 reports the findings from the literature review and interview programme. Chapter 6 includes some additional discussion of these findings to add to the existing evidence base. Chapter 6 can also be viewed as a separate, shorter findings publication available at [.privateequityfoundation.](http://privateequityfoundation.com)

Two further sources of information from the project have also been made available on the PEF website.

Collaborative Directory

During the course of the research, and without undertaking a formal mapping exercise, over thirty provider organisations, charitable foundations, innovation brokers and government funded schemes were identified. PEF has made this information available to provide insight into the range of work with young people not engaged in education, employment or training and a source for potential collaboration between organisations. This is not a comprehensive or systematically collected list and most of the information has been accessed through the internet. It in no way reflects PEF's view on any of the organisations listed or not listed. If you would like to add to or amend the list it can be accessed here: [.privateequityfoundation.](http://privateequityfoundation.com)

Evidence Library

Matrix undertook a Rapid Evidence Assessment as a systematic and transparent approach to reviewing existing literature on young people not in education, employment or training. The Evidence Library contains all the evidence found through this review and shows which documents met the selection criteria for inclusion in the final review and which did not. The location of each document is also provided. The Evidence Library can be found at [.privateequityfoundation.](http://privateequityfoundation.com)

2.0 Context

The facts and figures presented here highlight the numbers of young people at risk of not reaching their full potential through education, employment or training and the financial burden of this on these young people and on society.

- Over the last ten years, the inactivity rate within the 16-24 age group has risen by 2.2% (130,000).¹
- £8.1 billion is the most recent estimated additional lifetime costs to the public purse incurred by the population of young people not being in education, employment or training at age 16-18.²
- The productivity loss to the economy as a result of youth unemployment (not including those defined as 'inactive' for other reasons), is estimated at £10 million every day.³
- The personal cost of not being in education, training or employment goes beyond foregone earnings in the longer term: youth unemployment has been estimated as imposing a wage scar on individuals of between 8 and 15 per cent.⁴
- Young people from poorer backgrounds are more than twice as likely to drop out and be NEET at age 19, making a successful transition to work more difficult.⁵
- Young people who participate between the ages of 16 and 18 are less likely to experience teenage pregnancy, behave anti-socially, be involved in crime or go to prison.⁶
- The group of young people who are not engaged is getting older, around half of them are of academic age 18, compared with just 40% 5 years ago.⁷
- The gender gap is widening, and 16 year old boys are now more than twice as likely to not be engaged as 16 year old girls.⁸
- Young people with learning difficulties and disabilities are twice as likely not to be engaged in education, employment or training as those without.⁹
- The group of young people who are not engaged is not static but rather a rapidly changing group, most young people do not spend long periods not engaged in some form of education,

¹ Office for National Statistics (2008). Labour Market Statistics. www.statistics.gov.uk/pdfdir/lmsuk0708.pdf.

² Godfrey, C. (2002). Estimating the Cost of Being "Not in Education, Employment or Training" at Age 16-18. Norwich, DFES. Figures come from present values (2000/01 prices).

³ The Prince's Trust with the Centre for Economic Performance at the London School of Economics (2007) The Cost of Exclusion: Counting the cost of youth disadvantage in the UK.

⁴ The Prince's Trust with the Centre for Economic Performance at the London School of Economics (2007) The Cost of Exclusion: Counting the cost of youth disadvantage in the UK.

⁵ Department for Children, Schools and Families (2007). *Raising Expectations: staying in education and training post-16*. Nottingham: DCSF Publications.

⁶ Department for Children, Schools and Families (2008). *Reducing the number of young people not in education, employment or training (NEET): the strategy*. Nottingham: DCSF Publications

⁷ Department for Children, Schools and Families (2008). *Reducing the number of young people not in education, employment or training (NEET): the strategy*. Nottingham: DCSF Publications

⁸ Department for Children, Schools and Families (2008). *Reducing the number of young people not in education, employment or training (NEET): the strategy*. Nottingham: DCSF Publications

⁹ Department for Children, Schools and Families (2008). *Reducing the number of young people not in education, employment or training (NEET): the strategy*. Nottingham: DCSF Publications

- employment or training. At any one time, over half of the group of young people who are not engaged are actively seeking education, employment or training.¹⁰
- The labour market has changed dramatically since the 70s when nearly half of the UK economy was accounted for by sectors such as manufacturing, which provided many low skilled jobs. These sectors now make up less than a fifth of our total output, and occupations within them have become much more highly skilled.¹¹

Unsurprisingly, there has been a range of activity to try and address this issue. There is a diverse landscape of organisations who support young people to engage with and achieve success in education, training and employment. During the course of the research, and without undertaking a formal mapping exercise, over thirty provider organisations, charitable foundations, innovation brokers and government funded schemes were identified.¹² Some were working across the UK, while others focused on particular localities. The services they provided were diverse. Some focused on prevention, others on re-engaging young people who had already disengaged and some services tackled both. This range of interventions did not include early years provision, which was outside the scope of this research programme.

New ideas and initiatives are regularly adding to this landscape of provision. In July 2008, a Conservative Party Green Paper: Building Skills, Transforming Lives included plans for a £100m “NEETs fund” to support community learning. At the same time, the Government announced that it would be creating:

- A draft Apprenticeships Bill outlining the role of the new National Apprenticeship Service (NAS); and under the NAS, brings together a wide range of services currently dispersed.
- A London Apprenticeship Taskforce which aims to expand the numbers of apprenticeship places offered by employers in London.
- Support for Vocational Qualifications, with all eighteen-year-olds being eligible for a new ‘universal offer of Government support for continued education or training.

There is also a focus on this issue at a local government level, with more than three-quarters of local councils including a target to reduce the numbers of 16-to-18- year-olds who are not in education, employment or training in their local area agreements (LAA) with central government.¹³

¹⁰ Department for Children, Schools and Families (2008). *Reducing the number of young people not in education, employment or training (NEET): the strategy*. Nottingham: DCSF Publications

¹¹ Department for Children, Schools and Families (2007). *Raising Expectations: staying in education and training post-16*. Nottingham: DCSF Publications.

¹² For information on these organisations please see the Collaborative Directory at www.privateequityfoundation.org.

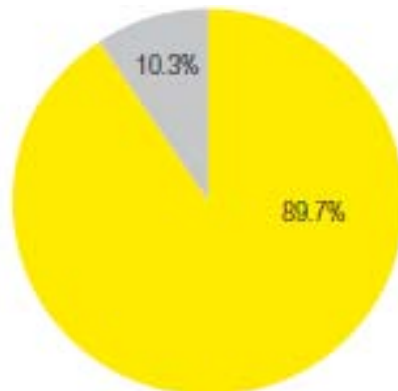
¹³ Local authorities were able to select up to 35 targets out of a set of 198 indicators, and to target to reduce the number of so-called “NEET”s was included in 115 out of the 150 Local Area Agreements.

2.1 Figures

- 20% of the 16-24 age group – approximately 1.2 million – are economically inactive.¹⁴



- At the end of 2007, 9.4% of 16-18 year olds in the UK were not in education, employment or training a total of 189,5000.¹⁵
- 6.5% of 16 year olds, 9.5% of 17 year olds, and 14.8% of 18 year olds were not in education, employment or training at the end of 2006.¹⁶



- The UK is currently in a period where unemployment is at its lowest level in 25 years, yet for the past 5 years the number of young people not in education, training or employment remains the same or increases.¹⁷

¹⁴ The Prince's Trust with the Centre for Economic Performance at the London School of Economics (2007) The Cost of Exclusion: Counting the cost of youth disadvantage in the UK

¹⁵ Department for Children, Schools and Families (2008). *NEET Statistics quarterly brief*.

www.dcsf.gov.uk/14-19/documents/NEET_Quarterly_Brief_Q4_2007.pdf

¹⁶ DfES (2007) Participation in Education, training and employment by 16-18 year olds in England: 2005 and 2006 and participation in education and training by 16 and 17 year olds in each local area in England: 2004 and 2005

¹⁷ Office for National Statistics (2008). Labour Market Statistics time series: 1971-2008.

www.statistics.gov.uk/statbase/TSDdownload2.asp

3.0 Research questions

The aim of the research was to understand the reasons why young people become and remain disengaged from education, training and employment (often referred to as young people who are ‘neet’) and the review the evidence base on the effectiveness of interventions. Two specific research questions were developed to guide this process:

What is the nature of the neet problem?

and;

What interventions are available for helping young people who are neet make the transition to ETE, and how effective are they?

These further questions were further broken down into specific themes that were of interest to PEF. It is also important to note that there was a particular focus on the 16 to 24 age group.

Themes	
Understanding the issue	Interventions
How many neet young people are there in UK? What is the breakdown by type?	Which interventions work with which target groups?
What are the triggers which lead to people becoming neet?	What makes an intervention effective? What makes charities effective?
What are the key risk factors for becoming neet?	How does this vary across target groups?
What are the needs and barriers faced by different groups of young people who are neet?	How can we measure the success of interventions?
What is the average duration of a period where a young person is neet?	What level of investment is required to tackle the problems of young people not engaged in education, training or employment?
What is the pattern of entering, leaving & re-entering disengagement from education, training and employment?	

The following chapter describes the research methodologies in detail.

4.0 Method

This chapter describes the approach to reviewing evidence, the interview programme and the process for analysing the findings.

To review the literature in a systematic and transparent way, a Rapid Evidence Assessment (REA) was undertaken. This was supported with an interview programme, in order to capture learning and insight which might not have been available through the literature. Data collection for the research took place during April and May 2008 with some of the contextual facts and figures data being updated closer to the drafting of this report.

4.1 Rapid Evidence Assessment

Rapid Evidence Assessments¹⁸ are a modified form of the systematic review methodology that provide an overview of the published evidence with the following advantages:

- Proper application of an established literature review methodology to ensure credibility of findings with the private equity community, government, academic and other audiences.
- A clear record of what literature has been searched and how it has been searched, so the review can be extended in the future without the risk of repeating work.
- A review of international evidence where available.

Figure 1 below lists the phases involved in conducting the REA.

REA phases
Clarify the research questions
Strategic searching for evidence
Document retrieval
Grading the literature
Data extraction
Analysis of findings and reporting

Figure 1: REA phases

Two separate evidence reviews were conducted as there were two different objectives:

1. To define and understand the ‘neet’ group
2. To explore effectiveness of existing interventions.

¹⁸ Davies, P.T., 2004, *Rapid Evidence Assessments: A Tool for Policy Making*, available at: www.gsr.gov.uk/resources/rae.asp.

4.1.1 Review 1: defining and understanding the ‘neet’ group

This review had the following aims:

- To define the ‘neet’ problem
- To identify typologies of ‘neet’
- To identify causes and consequences of becoming ‘neet’ and obstacles to re-engaging

To identify relevant literature sources, 15 Databases were searched using the search terms listed in Figure 2 below:

Search Terms used
neet*
(adolesc* or teenage* or young people or juvenile* or youth) and employment and training and education
((adolesc* or teenage* or young people or juvenile* or youth) and employment and training and education) not (drug* or substance* or pregna* or alcohol*)

Figure 2: Search terms used to define ‘neet’ group

The search returned 64 relevant papers, which were assessed for inclusion using the criteria agreed with PEF in Figure 3 below:

Stage	Criteria	Number rejected or accepted
1	Not UK, Germany or France	2 rejected
2	Only focused on specific subgroups of ‘neet’ young people, where being neet is not the major issue.	11 rejected
3	No reference to causes, consequences or obstacles to leaving ‘neet’	4 rejected
4	Contained reference to all three criteria (causes, consequences and obstacles)	11 accepted
5	Contained reference to both causes and consequences	4 accepted
6	Contained reference to both causes and obstacles	14 accepted
7	All other papers rejected (not relevant to neets)	16 rejected

Figure 3: Search criteria used to define ‘neet’ group

The initial review of relevance of the literature left 29 papers. Of these:

- one was rejected because it had no relevant content (on causes, obstacles or consequences);
- three were rejected because they were journalistic papers;
- one was from the USA (and therefore outside the agreed criteria of UK, France & Germany); and
- five were unavailable – could not be accessed through any usual channels.

Nineteen papers were therefore available and acceptable for review according to the agreed criteria.

4.1.2 Data extraction

Documents were read by a team of two trained researchers to determine the quality of the evidence presented in terms of:

- Relevance of the setting to the review
- Being based on a representative sample of the population (where relevant)
- The robustness of the data collection methodology
- The robustness of the data analysis (where conducted)
- Whether attempts were made to exclude bias
- Whether the findings were generalisable
- How open the methodology was
- How ethical the methodology was

Eight papers were assessed as 'good' quality, five as 'fair' quality, and six as 'poor' quality, based on their relative adherence to accepted standards of the above criteria. A list of all papers and their quality ratings can be found in the Evidence Library at [.privateequityfoundation.](https://www.privateequityfoundation.org/evidence-library)

The set of criteria we used to assess quality is too complex to be detailed here, but can be seen in detail in the data extraction forms in Appendix 1.

On the data extraction form, the quality criteria were divided into categories. Each category was comprised of a series of questions and papers were assessed as to whether they met each criteria, did not meet it, it was not applicable to them or it wasn't clear from the paper.

Categories included:

- Setting
- Sampling
- Data collection
- Data analysis
- Bias
- Generalisability and wider inference
- Openness and transparency
- Ethical considerations

Not all of the detailed methods criteria were relevant to all the papers we were reviewing (for example, when the document was a literature review, questions about the sample size were inapplicable). “Good” papers were those that achieved a majority of high quality ratings for a majority of relevant assessment criteria for all relevant methods categories. “Fair” papers were those that achieved a high quality ratings for a majority of relevant assessment criteria in more than half of the relevant categories, and “poor” papers were those that either were rated poorly or did not describe the methodological quality ratings for a majority of relevant assessment criteria for more than half of relevant categories.

All documents were then examined and, where present, evidence was extracted on:

- The size of the ‘neet’ problem
- Definition of ‘neet’
- The causes of becoming ‘neet’
- Obstacles to leaving ‘neet’ state
- Characteristics of the ‘neet’ population
- Consequences of being ‘neet’
- Financial and non-financial costs of being ‘neet’
- Any ranking of ‘neet’ young people in terms of risk or need
- Any typology of ‘neet’ young people or ‘neet’ experience

Evidence was then collated by theme and analysed in conjunction with the evidence from the interview programme to develop an understanding of the reasons young people become and remain not engaged in education, employment or training. A full discussion of the findings can be found in chapter five of this report and the new understanding developed from these findings is detailed in chapter six.

4.1.3 Review 2: exploring the effectiveness of existing interventions

The second evidence review had the following aims:

- To identify interventions with young people who are ‘neet’
- To report evidence of effectiveness / cost effectiveness of these interventions

The previous review returned three papers which contained detailed information on the effectiveness of interventions for ‘neet’ individuals. These were included in the second review.

A total of 77 papers were reviewed for inclusion (74 from the second database search and the 3 papers from the first review) using the criteria outlined in Figure 4 below:

Stage	Criteria	Number rejected
1	Evaluation of an existing or completed intervention (not a government initiative or economic policy or journalism)	41 were rejected for not meeting this criteria
2	Is the focus of the article specifically the 'NEET' population?	N/A
3	Is the population featured in the study specifically a 'NEET' subgroup with other obstacles?*	N/A
4	Methodological quality (Maryland scale) from Randomised Control Trials (RCTs) in the first instance towards less robust methodologies.	N/A

Figure 4: Search criteria used to establish intervention effectiveness

The initial sift left 36 papers, 13 of which were not available in any form (for example, library, internet search, electronic record, paper copy). Of the 23 papers that were available to review, on closer examination, two were found not to be evaluations or original research and were excluded. A total of 21 papers were therefore subject to full review.

Stages 2, 3 and 4 indicated in Figure 4 above, were not conducted due to the low number of relevant articles available. These stages would only have been applied if it had been necessary to further cut the number of papers for review to an amount manageable within the time and resource boundaries of the project.

4.1.4 Quality and source of literature

The methodology used in each of the 21 papers can be broken down as illustrated in Figure 5 below.

Methodology	Number
RCT	3
Quasi-experiment	3
Before/After Study	4
Qualitative	11

Figure 5: Predominant methodology used in relevant papers

The source country of the papers is illustrated in Figure 6 below:

Source Country	Number
UK	18
USA	3

Figure 6: Source of relevant papers

We only had the option of assessing papers based on quality criteria for the review of those papers which defined the NEETs issue. We could not do the same for the review of papers about intervention effectiveness, as there were too few viable documents for us to reach that stage in the selection process. A list of all papers and their quality ratings can be found in the Evidence Library at [.privateequityfoundation.org](http://privateequityfoundation.org).

4.1.5 Data extraction

All documents were then examined and where present evidence was extracted on:

- Intervention
 - Details of Intervention
 - Details of the Control
 - Contextual Information
- Population
 - Age of the Participants
 - Other Characteristics of the Participants (e.g. mental health, homelessness)
 - Type of neet (based on pattern of experience and typology identified from review 1)
- Methodology of the study examined
- Quantitative findings
- Qualitative findings

The data extraction form is presented in Appendix 1. As there was a mixture of qualitative and quantitative findings it was difficult to develop a synthesis of the evidence. Therefore findings are based around repeated evidence of good practice in the qualitative literature triangulated where possible with the experimental findings.

4.2 Interview programme

To support and triangulate the findings of the REA a series of semi-structured interviews was conducted with academics, government representatives, service providers and others with expertise. This was a two stage process, with the findings from the first 10 interviews (those recommended by PEF or internal Matrix contacts) informing the subsequent additions to the interview topic guide. In total 30 interviews were conducted. The following table shows the frequency of different types of respondents interviewed:

Interviewee category	Number
Academic	5
Third sector	15
Government	5
Business	4
Other	1

Figure 7: number of interviewees by category

In addition data was collected from a Confederation of British Industry roundtable discussion on young people who are ‘neet’, including a range of private and third sector providers and local and central government policy lead.

Topic guides were informed by the research themes detailed in Chapter 3. An example of the interview schedule is available in Appendix 2. Interviews covered six key areas with opportunity for interviewees to provide any additional information.

- Nature of the interviewees involvement with young people who are ‘neet’ and their general experience on the issue
- Definitions of ‘neet’
- Typologies of ‘neet’ (in later interviews this included testing of the draft typology the research team had devised from the early review and interview findings)
- Interventions for young people who are ‘neet’ (including their cost and effectiveness)
- Other aspects of the ‘neet’ problem
- Further contacts for interview

4.2.1 Preliminary analysis of the interviews

Interviewees were assigned a unique identifier to make anonymous their responses, which were coded to a series of themes that emerged from the REA and the initial round of 10 interviews. These are given below:

Coding themes	
The Role of the Third Sector	Interventions for youth NEET
Profiling the NEET population within the UK	Intervention costs
Factors contributing to Becoming NEET	Intervention effectiveness
Critical Points in Becoming NEET	Measuring the effectiveness of interventions
Factors contributing to Remaining NEET	Desirable Improvements in interventions
Critical Points in Remaining NEET	General Best Practice
Consequences of being NEET in the Short term	Learning from other countries
Consequences of being NEET in the Long term	“NEET”: the term itself
Ranking NEETs	Gaps in service provision
The evidence for a “Moderate” NEET group	NEETs with bigger problems

Figure 8: coding themes for the interview analysis

The findings related to each theme were broken down and taken forward to triangulate with the findings from the REA.

4.3 Analysis of the evidence

Due to qualitative nature of much of the evidence the analysis focussed on drawing common themes from the interviews and examining the documentary evidence provided by the REA to find commonalities. In line with the research questions, analysis was divided into investigating the nature of the issue, in particular the causes, consequences and obstacles to re-engaging, and the effectiveness of interventions.

Findings are based primarily on evidence from the literature rated as being of good or fair quality and when supported by findings from the interviews. Poor quality papers were referred to when they appeared to confirm or support findings emerging from the better quality literature, but were not used alone to generate findings.

5.0 Findings

The following sections detail the findings, where they were available for each theme. There was not detailed data available for all of the themes of interest, in particular for some of the very specific or detailed points of interest.

5.1 Definition of 'neet'

The definition of 'neet' common to most of the articles reviewed accept the government definition of 'neet', being those young people aged between 16 and 18 not engaged in education, employment or training. The notable exception is a report by the Barrow Cadbury Trust¹⁹ which includes those aged 19 to 24 in addition to the government definition. The report makes the point that this older group suffer from similar problems and obstacles to those who are 16 to 18, but that they have access to none of the services.

The findings from the interviews were much less clear cut. Most interviewees suggested a definition of 'neet' covering a broader range of ages than 16-18. In many cases interviewees described the 'neet' group as too heterogeneous and dynamic to define exactly. One common definition was that 'neet' applied to young people not engaged in education, employment or training between the ages of 13 and 24. This response was largely provided by third sector providers and may reflect the age range their interventions target than a definition based on deeper systemic or individual causation.

5.2 Size of the 'neet' population

The evidence on the size of the neet problem was largely consistent across the studies in the REA. Details on the size of the 'neet' population can be found in the context setting in chapter 2 above. A Council of Europe report²⁰ investigating the problem of youth unemployment in Europe identified young people as disproportionately affected by the weaknesses of each of the three European labour markets examined (Western/Northern Europe, Southern Europe and Central/Eastern (including former Soviet) Europe). Unsurprisingly based on the sample interviewees spoke about the 'neet' issue from a UK perspective. This is also likely to be caused by the UK specificity of the term 'neet'.

5.3 Characteristics of 'neet' young people

Several studies identified a wide range of complex risk factors that were associated with a young person becoming 'neet'. These included low educational, serious truancy at school, unemployed parents, parents in low skilled employment, living in an area of deprivation or high unemployment, having been a 'looked after' child, being a teenage parent, being a young carer, having a mental illness, being involved with the criminal justice system, having a chronic illness or disability, disproportionate among BME communities, a history of misusing substances or living in rented accommodation. One study²¹ found no evidence that a 'disaffected' group existed, suggesting that although the causes of 'neet' may be unclear it is not simply young people's attitudes which lead to disengagement.

¹⁹ Barrow Cadbury Trust (2005). Lost in Transition: A Report of the Barrow Cadbury Commission on Young Adults and the Criminal Justice System. London: Barrow Cadbury Trust. www.barrowcadbury.org.uk

²⁰ Council of Europe (2002) Exploring the European youth mosaic: the social situation of young people in Europe.

²¹ McKendrick, J.H., Scott, G and Sinclair, S (2007). Dismissing Disaffection: Young People's Attitudes towards Education, Employment and Participation in a Deprived Community. *Journal of Youth Studies*, 10.2

The evidence from the interviews largely supported the idea that 'neets' are a heterogeneous group, and underlined many of the characteristics above as being linked to 'neet' status. The most common responses by interviewees characterised 'neets' as more likely to be care leavers, involved in offending or from a BME background. Young travellers, asylum seekers and refugees and young people who misuse substances were also named by more than one interviewee as more likely to be 'neet'.

5.4 Factors contributing to being 'neet'

With such a complicated pattern of experience it is difficult to untangle any simple pattern of causation for the young people becoming 'neet'. A common finding was that geographical factors have a large influence on becoming 'neet', both at a regional, local and neighbourhood level. A report by Burgess²² broke down the 'neet' population of Scotland and found that proportionally living in large urban area or a deprived community were predictors of 'neet' status. Socio-economic changes in the UK were also found to be responsible for creating neets²³. The increase in the number of jobs requiring skills, increase fluidity of personal and community relationships and growing inequality in income and employment were all found to be determinants of the problem. Another potential causal factor is the attitude towards education of a young person's parents. Maguire and Rennison²⁴ found that parental attitude towards the value of education, their involvement in their child's education and their involvement in job applications were significantly correlated with whether or not their child became 'neet'.

However it is important to emphasise that these findings sit within the wider context of complexity. Interviewees generally supported these findings, particularly those surrounding geographical determinism, suggesting that the state of the local economy a young person grew up in had a highly predictive relationship to whether they would become 'neet'. Most of those interviewed suggested that unravelling the causes of being 'neet' was a highly difficult task. Other than the barriers faced by BME, recent immigrant young people and pregnant teenagers there were few commonly agreed reasons for likelihood of being 'neet'. The consensus opinion was that predictive factors of 'neet' are too individual to be useful, and that there was no one predictive factor. There was some consensus surrounding socio-economic factors, parental employment and support and failing schools, but individual differences were considered to be paramount.

Although not a causal factor, interview respondents identified several critical points where lack of support may mean young people are more likely to become 'neet'. Most of these centre on transition points where a young person is vulnerable from disengaging from the education system. These points include transition between primary and secondary education, the September following a young person's birthday (when they first make their own educational choices), the January following this September when they are more likely to drop out of courses and at 19 or other points when there is movement from young people's services to adult systems (for example leaving residential care, Connexions to Job Centre Plus, the youth justice to the criminal justice system).

²² Burgess, Liz (2006). Employability and not in employment, education or training (NEET) - SPICE report 16/104. Scottish Parliament Information Centre.

²³ PAT-12 (2000). Report of Policy Action Team 12: Young People. www.cabinetoffice.gov.uk/social_exclusion_task_force/publications.aspx

²⁴ Maguire and Rennison (2005). Two Years On: The destinations of young people not in education, employment or training at 16.

5.5 Obstacles to re-engaging

One study²⁵ examined the outflows from the 'neet' group in the interest of identifying barriers preventing young people from leaving this state. It found that approximately half of the 'neet' sample between 16 and 17 were no longer 'neet', while the rest remained disengaged. Of this disengaged remainder, 56% were still 'neet' at 18. This suggests that the longer an individual remains 'neet' the greater likelihood they have of being 'neet' in the longer term. This was supported by several of those interviewed. One report²⁶ identified several barriers preventing young people aged 18-24 exiting the NEET group. These were lack of knowledge about services available, lack of appropriate tailored services for young adults, the transience of vulnerability of the group, gaps in local authorities' data regarding young adult population and service requirements and a lack of services available for people over the age of 19 and who are not supported by their families. The Council of Europe²⁷ highlighted an important continent wide problem; that typically labour markets are configured to route young people into unstable employment. This is a notable problem in Southern Europe, where transition to stable employment from short term contracts is difficult even for skilled young people. In western and northern Europe the problem is more related to the high incidence of young people in part time or temporary roles, while in Central and Eastern Europe young people are often only able to find casual and undocumented employment. All three modes of employment are clearly more prone to 'job churn' and therefore becoming 'neet' than a stable full time job. Within the UK the criminal justice system has also been found to be a major barrier to re-engaging. A report by the Children's Commissioner²⁸ suggested that of young people with criminal records, 75% are 'neet'.

Most interviewees said that the reasons for remaining 'neet' were mostly the same as the reasons for becoming 'neet' in the first place. However some additional factors were identified, the most common being: difficulty making the transition from a 'neet' lifestyle to employment; for young people over 19, potential problems with receiving benefits; a lack of key skills and a dearth of suitable and stable employment. Several of those interviewed commented that being 'neet' socially excluded the young person, reduced their sense of self worth and motivation.

5.6 Consequences of being 'neet'

Although the literature was less definite where the consequences of 'neet' status were discussed there was some evidence about the consequences of becoming 'neet'. One consequence was that being 'neet' leads to future difficulties entering or remaining in the job market²⁹. Although there is a potentially high probability that 'neet' status and future career instability are resultant of a common causal factor, the same root causes, there is some evidence from the literature that 'neet' status and lifestyle can significantly impede a young person's ability to obtain and remain in employment should they wish to do

²⁵ Rennison, Maguire, Middleton and Ashworth (2005). Young People Not in Education, Employment or Training: Evidence from the Education Maintenance Allowance Pilots Database.

²⁶ Barrow Cadbury Trust (2005). Lost in Transition: A Report of the Barrow Cadbury Commission on Young Adults and the Criminal Justice System. London: Barrow Cadbury Trust. www.barrowcadbury.org.uk

²⁷ Council of Europe (2002) Exploring the European youth mosaic: the social situation of young people in Europe

²⁸ 11 Million's Response led by the Children's Commissioner (2007). Raising Expectations: Staying in Education and Training post-16.

²⁹ Maguire and Rennison (2005). Two Years On: The Destinations of Young People who are Not in Education, Employment or Training at 16; and Coles et al (2002). Literature review of costs of being "Not in Education, Employment or Training" at age 16-18.

so. A second consequence identified³⁰ was that young people who are 'neet' are more likely to suffer from health problems, be poorer, be victims of crime and suffer from depression. Although it seems likely that there is a significant interaction with poverty responsible for these developments, the lack of stable well paid employment may be a major predictive cause of this poverty. This finding is supported by interview respondents, who suggested that 'neet' status can have a significant negative impact on basic skills and therefore later employment prospects.

5.7 Typologies of 'neet'

The literature has revealed typologies that grouped neets by: cause of 'neet'³¹, severity of problems³², pattern of 'neet' behaviour³³; and geography³⁴. Although these typologies all contain some validity within the context they were developed, evidence from the interviews suggests they all appear to be of limited further use for wider application. The evidence above suggests there is little clear correlation between particular 'causes' of 'neet' and how an individual's experience of being disengaged develops. This suggests that interventions designed around initial causes may not be flexible enough to help surmount the multitude of contributing factors that operate as barriers to re-engaging or to the different patterns into and out of being 'neet'. The interviews also highlighted that it is very difficult to truly appreciate the scale of a other issues young people may be dealing with until young people have learned to trust service staff. Although there is a clear need for interventions helping young people tackle homelessness, substance misuse and other serious issues, to presume that this group will be easy to identify is a mistake. Interviews highlighted that these issues may only become apparent after a young person has engaged with a service. Although interviewees were largely opposed to typologising 'neet' experiences, some were open to the possibility that there may be loose groupings. It was emphasised that an individuals' needs were the only real way to understand the issues relating to becoming and remaining 'neet', that there was no set of simple characteristics. It was also emphasised that young peoples' 'neet' status is fluid, that they move between states and can have different reasons at different times.

5.8 Types of intervention and effectiveness of interventions

This section discusses the evidence base on interventions and the strongest messages from the research programme on what makes for effective work with young people not engaged in education, employment or training. It is important to note that the evidence base on effectiveness of interventions with young people who are 'neet' was weak and very limited conclusions can be drawn regarding effectiveness. The findings from the qualitative research studies and interview programme were also analysed. While these findings do not provide measures of effectiveness they do provide an indication of where there is a level of agreement on what is important to deliver successful services, based on the best available evidence from the literature and a wide range of expert opinion. A summary of these component for success is provided in the discussion in Chapter 6.

³⁰ Godfrey, C. (2002). Estimating the Cost of Being "Not in Education, Employment or Training" at Age 16-18. Norwich, DFES. Figures come from present values (2000/01 prices).

³¹ Raffe, David (2003). Young people not in education, employment or training: evidence from the Scottish School Leavers Survey (CES Briefing 29). Centre for Educational Sociology, University of Edinburgh.

³² York Consulting (2005). Literature review of the NEET group. Scottish Executive.

³³ Raffe, David (2003). Young people not in education, employment or training: evidence from the Scottish School Leavers Survey (CES Briefing 29). Centre for Educational Sociology, University of Edinburgh.

³⁴ Burgess, Liz (2006). Employability and not in employment, education or training (NEET) - SPICE report 16/104. Scottish Parliament Information Centre.

It is also important to note that this lack of evidence does not mean that effective interventions do not exist; only that the data is not yet available to demonstrate the effect of most.

5.8.1 Findings on effectiveness from quantitative data

The Rapid Evidence Assessment identified a number of sources discussing a variety of interventions. However only three studies, all from the USA, employed a research design for measuring effectiveness. That is, a research design which allowed the changes measured, the impact, to be attributed to the intervention. There were no well designed effectiveness studies on any interventions provided by third sector organisations.

Three interventions for 'neet' young people (or USA equivalent) were conducted using high quality quantitative methodologies. All three interventions used basic education, vocational training and careers support services tailored to the individual needs of the young person. These interventions were all based in America and were found to be:

- Better at helping people engage with education than vocational training or work
- More effective for men than women
- More effective for people older than 18

Limited evidence suggests that it is more difficult to re-engage a rural population compared to an urban population. There is no good quality evidence of interventions reducing the overall number of young people who are 'neet'. No studies recorded data on cost effectiveness.

5.8.2 Findings on effectiveness from qualitative data

Overall there is an absence of good quality research for the effectiveness of third sector interventions, and much of what the qualitative data are poorer quality case studies conducted with no control or comparison. However there was some useful information in this research and it was possible to triangulate this data source with the interview data. Most interventions studied follow a model of individually tailored education, vocational training and job searching and support. Findings suggest that these can work, and are largely well received. The literature suggests that interventions which are tailored to those with negative experiences of education, by adopting a more informal setting and approach are better able to support re-engagement. Participants also tended to believe that the interventions have helped them find work, although as the objectivity of many of these studies is questionable this cannot be taken as a strong measure of effectiveness. Several of these interventions are using the same techniques in conjunction with support for specific issues, for example homelessness or substance misuse. The data suggested that a more holistic approach to a young person's needs can be effective, although it is more intensive and expensive. This is supported by the interviews which suggested that it is possible to deal with 'neet' and other serious problems concurrently and that holistic services can be a more attractive model to young people; rather than navigating several different service providers for different issues.

The government programmes reviewed were found to be able to place people in work or education but do not have a significant effect in reducing the overall 'neet' population. This may be because interventions are not able to confound the economic realities of an area. Those areas with fewer jobs lead to more young people being 'neet' and government programmes designed to make young people better equipped for work do not create jobs for them. The effectiveness studies also support the view that there is very

little statutory support for those aged over 19, and what exists is about finding work rather than readying the candidate for the workplace.

5.8.3 Findings on effectiveness from the interviews

Many interviewees expressed the view that improvements to young peoples' lives was something that could not be measured, and that effectiveness is something which can only be observed by those with a close relationship to the young person. Fifteen of those interviewed came from third sector organisations, many providing their own interventions or providing supportive funding to other organisations who provide interventions to young people who are 'neet'. Although this may have lead to biased responses, there were findings whose consistency suggests they override any potential bias. The primary example of good practice was that programmes for young people who are 'neet' should offer education and training in a manner that is appropriate for the young people and different from that experienced at school. Flexibility, accessibility and practical relevance to the young person's experience and aspirations were said to be important by many interviewees. Other interventions centred on providing practical skills with financial inducements, whether with apprenticeships or paid internships in fields the young people expressed an interest in. Also important was understanding that young people needed to be supported not just in employment focussed and key skills, but also in life skills. Developing trust relationships with workers, as well as young people's internal sources of motivation, were also regarded as crucial to developing and maintaining success.

The findings from the interview programme highlighted that very little data was being collected to enable measurement of intervention effectiveness, in terms of attributable impact. Where there was measurement of intervention effectiveness, the measures were not comparable across interventions. Examples of information collected included:

- service throughputs
- service user feedback
- sustainability in training or employment
- individual assessments of young people's progress

6.0 Discussion

This chapter documents the development of the research findings into a new understanding of young people not in education, employment or training. It also summarises the findings on effectiveness of interventions and discusses next steps from this research and for the PEF research programme. This chapter can also be downloaded as a stand alone findings publication available at [.privateequityfoundation.org](http://privateequityfoundation.org).

6.1 Understanding young people not in education, employment or training

This section reports the research findings on reasons young people are not engaged in education, employment or training. The research team analysed the data looking for shared experiences common to young people who are not engaged in education, employment or training. PEF was interested to learn whether there were particular needs which could be targeted to radically improve levels of engagement by young people.

However, the evidence does not suggest there is an easily targeted set of needs; indeed, findings from the interview programme and the literature review emphasised the complexity of issues involved.

The following factors were identified as potentially contributing to being more or less engaged with education, employment or training. Many of these factors operate at both an individual level, specific to a young person, and on a structural level, as part of the wider context of services and socio-economic conditions in which young people live.

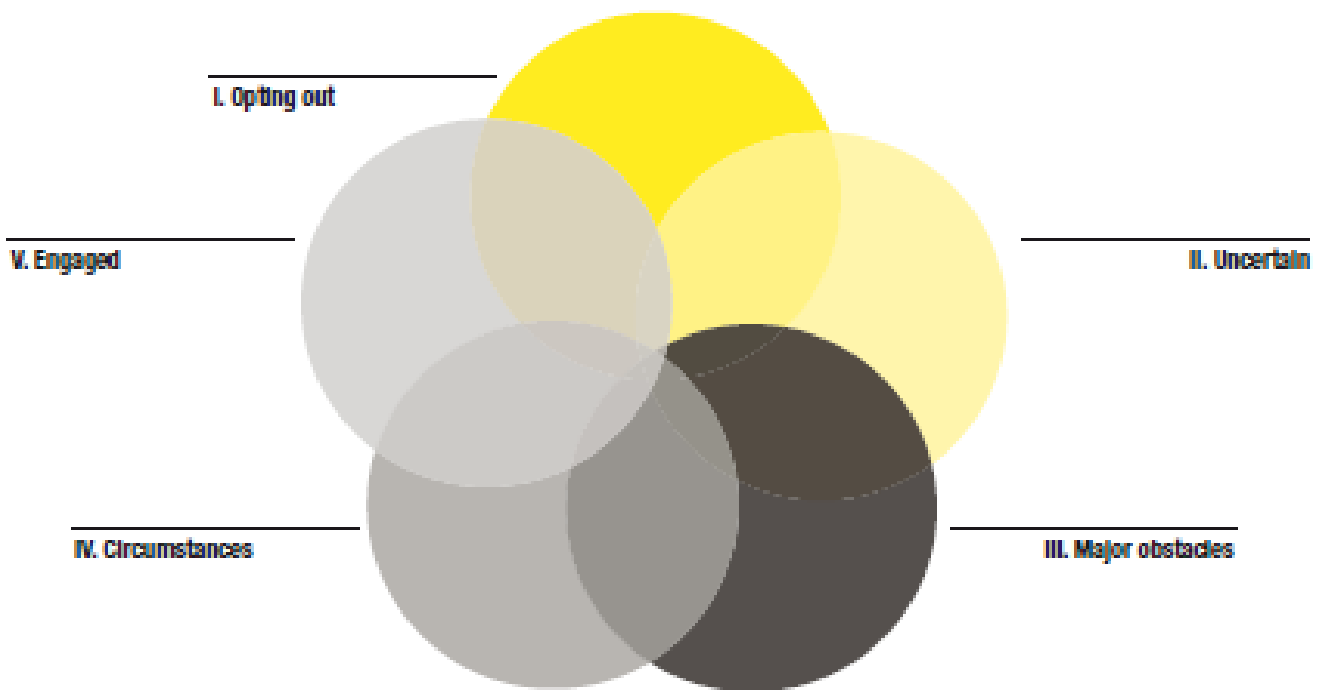
For example one interviewee emphasised that *“what is lacking is an assessment of the deeper psychological elements that have led to disengagement”* and another that *“it’s a self-perpetuating cycle – generations of unemployment lead to more young people not engaged in education, employment or training”*.

- Education experience & attainment
- Family / home life
- Social relationships
- Socio-economic circumstances
- Psychological factors
- Geographical area with reduced employment opportunities
- Neighbourhoods with concentrated areas of deprivation and ‘worklessness’
- Territorial segregation amongst young people within local neighbourhoods
- Lack of effective service provision

These factors are also interrelated in different ways for each individual. In short, the reasons for different levels of engagement are many, complex and can encompass all aspects of a young person’s life. As one interviewee commented when asked about the reasons young people disengage and remain disengaged *“it’s about things happening to people”*.

Within this complexity the research did highlight some broad typologies for understanding why young people do not engage. The new understanding presented here is informed by the combined findings from the literature review and interview programme and also by research trends for other social issues. Research increasingly tries to understand the dynamic nature of many social problems, recognising that people rarely exist in a fixed state in relation to many life circumstances. This type of understanding can provide information to design and target more effective interventions, which are better linked to the realities of people’s lives. More established examples of this include poverty dynamics which examines how individuals move in and out of states of poverty, the triggers and the day to day reality of this experience.³⁵

The following typologies should therefore be understood as overlapping, with young people potentially moving between the groups. As one interviewee commented *“without a doubt, there are different ‘levels’ within the NEET population”* with another noting that *“there will be a lot of crossover, trying to separate out groups (would not be easy)”*



³⁵ Smith N and S Middleton (2007) ' A review of poverty dynamics in the UK' York: Joseph Rowntree Foundation

I. Opting out

Young people actively opt out of those choices that have been defined as employment, training or education. Opting out can be:

- Purposeful: pursuing an alternative, e.g. travelling, parenthood, non mainstream lifestyle, illegal activities. When statistics on disengaged young people are put together, young people from this group are included in the numbers, so it should be known that some are on a gap year before re-entering education, or taking care of young children.
- Purposeless: do not want to take up one of the options open to them. Opportunities may be limited, may appear more limited than they are, or may not appeal to the young person. The research indicates that this group makes up a very small percentage of young people not in education, training or employment.

II. Uncertain

The majority of young people not in education, employment or training are not actively opting out. Rather they can be described as uncertain about where to go, how to get there or without some of the basic building blocks for engagement. Needs include:

- Basic skills
- Motivation
- Information
- Qualifications
- Aspiration

This population is hugely diverse. Young people are at different points in their pathways into or out of engagement, their experiences and obstacles vary widely, and their needs are correspondingly different. For some, signposting, advice and encouragement may be sufficient. For others, more support to be ready to engage with education, training or employment will be necessary. This 'gateway support' can be through a structured service of intervention or through informal mentoring. Interviewees emphasised that the needs of this group should not be underestimated and that a large proportion will need 'gateway support' where they learn basic numeracy and literacy, communications skills, or lifeskills such as timekeeping.

III. Major obstacles

For some young people there are major obstacles to employment, training or education. For example, homelessness, serious substance use or involvement with criminal justice system.

These young people require interventions to support them with these issues before or alongside employment, education or training. Many third sector organisations respond to the recognition that young people do not navigate multiple services well by working holistically to support them.

IV. Circumstances

Some young people are in a situation which prevents them engaging easily with education, training or employment. For example, young carers or parents, those with learning or other disabilities and young people in an area with limited employment opportunities. Very specifically targeted support is required to assist these young people to move towards full potential.

V. Engaged:

It is important to recognise that young people move in and out of employment, education and training. The challenges here are to retain those who are already engaged and working with them to progress and understand the risk points for a young person disengaging.

6.2 Summary of components for successful interventions

Stronger findings

I. Supportive one to one relationships

It was regarded as important for workers to develop supportive one to one relationships with young people to develop the trust and confidence needed to take steps towards education, training and employment. This was the most strongly agreed upon element of best practice and it was emphasised that this process can take time.

II. Services young people see as relevant to their needs

Young people will not commit to an intervention, or even take part in the first place, if they do not perceive it as being relevant to their needs and situation. In order to stay relevant to the diverse group of young people not in education, employment or training, interventions must be:

- accessible: approachable in style and convenience of location
- flexible: opening hours and programme structure, with some elements negotiable
- personalised: every young person has different needs, and a successful intervention will create

III. Holistic services

Most young people who disengage do so because of a combination of factors in their lives. Young people find it difficult to navigate a range of different services, as one interviewee commented:

“Service provision can be an absolute maze – some young people fall off the map”

Services providing a holistic approach to meeting young people’s needs were seen as preferable. This can be through direct service provision or support to access support elsewhere.

IV. Informal / alternative approaches

For young people who have had a negative experience of education, which is a common experience among those who are not engaged, provision of an informal or alternative environment for learning is seen as important for success. This includes both the formality of the learning setting and the teaching method. Flexible approaches that recognise different learning styles were regarded as important.

Weaker findings

I. Experiencing success

For a majority of young people failure has a very detrimental effect and a sense of self efficacy is important to successful change. Even after a young person has made progress, experiencing failure can cause backsliding. It was noted that it can be better for a young person to stay on within an intervention, than to push them into a job or begin a formal education or training programme when failure is likely. It is also important for young people to have as many chances as possible to experience

II. The basics

Many young people not in education, employment or training are in need of:

- Basic education: reading, writing and basic maths
- Basic communication skills for interviews and the workplace
- Basic workplace skills such as time keeping, dress code and general behaviour in a work

III. Understanding peer influence

Peer influence is a strong factor in the decisions young people make. This can be harnessed through:

- Interventions which target a whole peer group together
- Joint development of interventions with young people
- Peer mentoring

IV. Encouraging enterprise

Several people interviewed agreed that it is good practice to support entrepreneurial young people who want

V. Support during transitions

Support during transition periods was seen as important, for example leaving school or college or movement from young people to adult services. As one interviewee noted:

“When they hit 19, they drop off a cliff”

6.3 Next steps: improving the evidence base

For funders or service providers seeking to improve the evidence base some questions to consider include:

What does the service aim to achieve and what are the steps to getting there?

- In what context does the service work?
- How much does the service cost?
- What happens to the young people the service works with?

Further publications from this PEF research programme can be found at [.privateequityfoundation.](http://privateequityfoundation.org) and include:

- A shorter findings paper
- A Collaborative Directory of services working on this area
- An Evidence Library with a list of publications from the Rapid Evidence Assessment

PEF is committed to making a further contribution to the evidence base by supporting its charity portfolio to strengthen their evaluation and effectiveness data.

Appendix 1: Data extraction form

Quality Assessment Framework

Title:

Author:

Summary:.

1. Setting:

YES NO N/A D/K

Is there a clear statement of study aims and objectives and/or hypothesis?

2. Sampling

Is the sample in this study sufficiently similar to the population of interest to this study of NEETs

Is the sample size large enough to support generalisable claims about NEETs in the overall UK/German/French population?

Was there an attempt to maximise participation in the sample? (e.g. language matching or translation; specialised recruitment; organised transport for group attendance)

Was there any sample attrition at follow-up stages?

If so, how great was the sample attrition?

Did the report include discussion of any missing coverage in achieved samples?

Was there any account given non-participation in the samples?

Did the way that respondents were accessed and approached affect participation/coverage and bias?

3. Data Collection

Was the data that are presented collected with scientific validity (appropriate to the methodology used)?

Was there an adequate account of how the data were collected?

Were there any details provided about problems of data collection?

Was there sufficient contextual detail on how data was collected (e.g. xxxxx) provided?

4. Data Analysis

Was the analysis undertaken to a sufficiently high scientific standard to ensure validity and reliability?

Was there adequate analysis of the *samples* involved in the study?

YES NO N/A D/K

Were *appropriate* statistics used in this analysis?

Were all of the appropriate variables/statistics been reported?

Were any missing data accounted for?

Did the analysis presented support the author's conclusions?

5. Bias

Is there any evidence of *selection* bias?

Is there any evidence of *attrition* bias?

Is there any evidence of *performance* bias?

Is there any evidence of *publication* bias?

Is there evidence of any *other types* of scientific bias?

6. Generalisability and Wider Inference

Is it possible to make generalised inferences from this paper about NEETs to the UK?

Do the authors acknowledge any limitations on what can be generalised to wider population?

Does this paper provide any new or alternative understanding of NEETs to the UK?

Does this paper improve our overall understanding of NEETs in the UK?

7. Openness and Transparency

Is this paper sufficiently open and transparent about how its research was undertaken?

Is this paper sufficiently open and transparent about its limitation?

8. Ethical Considerations

YES NO N/A D/K

Does this paper give sufficient consideration to the ethical requirements of conducting social research?

Does this paper give sufficient consideration to the ethical requirements of reporting social research?

Does this paper give sufficient safeguards to the identity of sample participants?

Does this paper give sufficient safeguards to the identity of all social groups covered by the research evidence presented?

**Rapid Evidence Assessments
Data Extraction Framework**

Study's Findings

Yes No N/A

1. Does this study provide a definition of NEET

If yes please record here:

2. Does this study provide empirical findings about the **causes** of becoming NEET?

If so, record as much detail as possible about this impact:

3. Does this study provide empirical findings on the **obstacles** that individuals face in leaving NEET status?

If so, record as much detail as possible:

4. Does this study provide any empirical findings about the **numbers** of NEETS in the UK/Germany/France?

If so, record as much detail as possible about these numbers

5. Does this study provide any empirical findings about the **characteristics** of the NEET population?

If so, record as much detail as possible:

6. Does this study provide any empirical findings about the **consequences** of becoming NEET?

If so, record as much detail as possible

7. Does this study provide any empirical findings about the **financial costs** of NEETs?

If so, record as much detail as possible: e.g. direct costs to local or national government?

8. Does this study provide any empirical findings about the **non-financial Costs** of young people NEET?

If so, record as much detail as possible:

9. Does this study provide any empirical findings about the **ranking** of young people NEET?

If so, record as much detail as possible:

10. Does this study provide any empirical evidence for the existence of a **moderate NEET** group?

If so, record as much detail as possible, including whether this definition is similar or different to PEF's definition:

11. Does this study provide evidence of a **NEET typology** ?

If so, record as much detail as possible

12. Does this study provide any empirical evidence of a **typology of NEET experience** (patterns into and out of a NEET state)?

If so, record as much detail as possible:

13. Please provide any further information from the paper which you think is relevant to the research:

Appendix 2: Interview schedule

Private Equity Foundation: Research on young people NEET Interview schedule NEET service providers/ experts

Introduction

Thank you for agreeing to participate in this interview.

This interview is part of Matrix Knowledge Group's research into young people NEET for the Private Equity Foundation (PEF). This study will provide the PEF with an evidence base which will enable them to target resources effectively to bring about positive social change for youth NEET.

The main purposes of the project are to produce an accurate typology of the youth NEET population in the UK and to gain a comprehensive understanding of the range of interventions provided to youth NEET and the costs and perceived effectiveness of these interventions. We are interested in all NEET issues but particularly those of NEETs aged 16 to 24 years. This interview will explore these issues. It is important to us that you express your perceptions as openly as possible.

The information that you give us will not be presented or published in any way that would enable anybody to link anything you say directly e.g. through the inclusion of literal quotes in the report. We will not use your name or that of your organisation in publicly available documents if you do not want us to do so.

I would like to record the interview so that we have an accurate record of everything you say. I will use the recording to type out key findings after which, the recording will be erased. Are you happy for me to record the interview?

The interview will last an absolute maximum of 1½ hours.

***Do you have any questions?
Are you happy for me to continue with the interview?***

Question theme	Research objective	Question
<p>Background (5-10 mins)</p>	<p>Understanding of organisations involved in NEET field including role of Third Sector</p>	<p>Could you briefly tell me about the organisation/ institution you work for and describe your role and responsibilities?</p> <p><i>Prompts (use as necessary):</i></p> <ul style="list-style-type: none"> ○ How long have you worked at this organisation/ in this role? ○ Are you involved in funding/ delivering/ managing/ evaluating interventions for youth NEET? ○ Have you conducted research on the youth NEET population/ interventions?
<p>Defining the UK NEET population (20-30 mins)</p>	<p>Understanding of UK's NEET population and to identify, locate and profile a section of NEET population</p>	<p>[Use findings from REA to develop questions/ validate existing definitions]</p> <p>Use information from section above (role and responsibilities) to guide exact line of questioning</p> <p>Factors contributing to being NEET</p> <p>From what you know of your work with the NEET population, what do you think are the main reasons that young people become NEET?</p> <p><i>Prompt:</i></p> <ul style="list-style-type: none"> ○ Are there any social, psychological or other factors associated with the probability of becoming NEET? What are they? <p>What do you think are the main reasons that young people remain NEET?</p> <p><i>Prompt:</i></p> <ul style="list-style-type: none"> ○ Are there any social, psychological or other factors associated with the probability of remaining NEET? What are they? <p>Do the reasons that people become and remain NEET differ among the NEET population? How?</p> <p><i>Prompt:</i></p> <ul style="list-style-type: none"> ○ Do reasons differ according to demographic (age/ gender/ ethnicity/ geography etc)? <p>Consequences of being NEET</p> <p>What are the short and long-term consequences of being NEET?</p> <p>Do the consequences differ among the NEET population?</p> <p><i>Prompt:</i></p> <ul style="list-style-type: none"> ○ Do consequences differ according to demographic (age/ gender/ ethnicity/ geography etc)?

		<p>Profiling NEET population</p> <p>What criteria should be used to select a representative sample of the NEET population?</p> <p><i>Prompts (use as necessary):</i></p> <ul style="list-style-type: none"> ○ Demographic profile of NEET population e.g. age/ gender/ ethnicity/ geography etc ○ Length of time for which people are NEET
<p>NEET typologies</p> <p>(5-10 mins)</p>	<p>Testing concept of 'Moderate NEETs'</p>	<p>Do you think the NEET population comprises different groups or categories based on level or type of needs?</p> <p><i>Prompts (use as necessary):</i></p> <ul style="list-style-type: none"> ○ Concept of 'Hardcore'; 'Moderate' ;and 'Floating' NEETs <p>What factors determine which group a NEET individual falls into?</p>
<p>Interventions for youth NEET</p> <p>(20-30 mins)</p>	<p>Identify interventions that are successful in tackling NEET population; Mapping type and cost of interventions and organisations providing them</p>	<p><i>The exact line of questioning will depend on the organisation the interviewee works for (i.e. service provider/ non-service provider)</i></p> <p>Which organisations provide interventions to the NEET population and what type of intervention do they provide?</p> <p><i>Prompts:</i></p> <ul style="list-style-type: none"> ○ Are particular interventions targeted at distinct groups within the NEET population? Which? Why? <p><i>Probe for all organisations/ interventions they are aware of and ask following questions for each intervention discussed.</i></p> <p>Costs</p> <p><i>For each intervention mentioned:</i></p> <p>Do you know the costs of the intervention?</p> <p>Could you provide a breakdown of the different costs involved in delivering the intervention?</p> <p><i>Prompts:</i></p> <ul style="list-style-type: none"> ○ Set up; managing; operating and other costs. ○ Financial/ economic; resource (e.g. time) costs. <p><i>Request they provide electronically any relevant data on intervention costs</i></p> <p>Effectiveness</p>

		<p><i>For each intervention mentioned:</i></p> <ul style="list-style-type: none"> ○ How effective do you think this intervention is? I.e. Are the all the needs of NEETs being met? ○ Do you think this intervention could be improved? If so, how? ○ Are there any formal measures of success that are used to determine the effectiveness of this intervention? What are they? <p>Generally, what do you think makes an intervention effective? I.e. What do you think the measures of success for NEET interventions should be?</p> <p><i>Probe if their perception of success factors conflicts with formal measures.</i></p> <p>Do you have any other ideas or learning from other countries about effective interventions for the NEET population?</p> <p><i>Request they provide any relevant data or references on intervention effectiveness</i></p>
<p>Conclusion (5-10 mins)</p>		<p>Are there any issues that you feel are important but have not been discussed?</p>
<p>Relevant contacts (5 mins)</p>		<p>We are very interested to interview a range of NEET service providers and experts for this project. Is there anyone you know of who you feel may be of interest to the research? This can include European (non-English speaking) contacts.</p> <ul style="list-style-type: none"> ○ Obtain name, organisation/ institution ○ Contact details (email address and phone number)

We have now come to the end of the interview. Thank you for giving your time to participate in our research.

We may have further questions in the following weeks, would you be happy for us to contact you to arrange a short, follow-up interview?