

# NEET to EET Mentoring

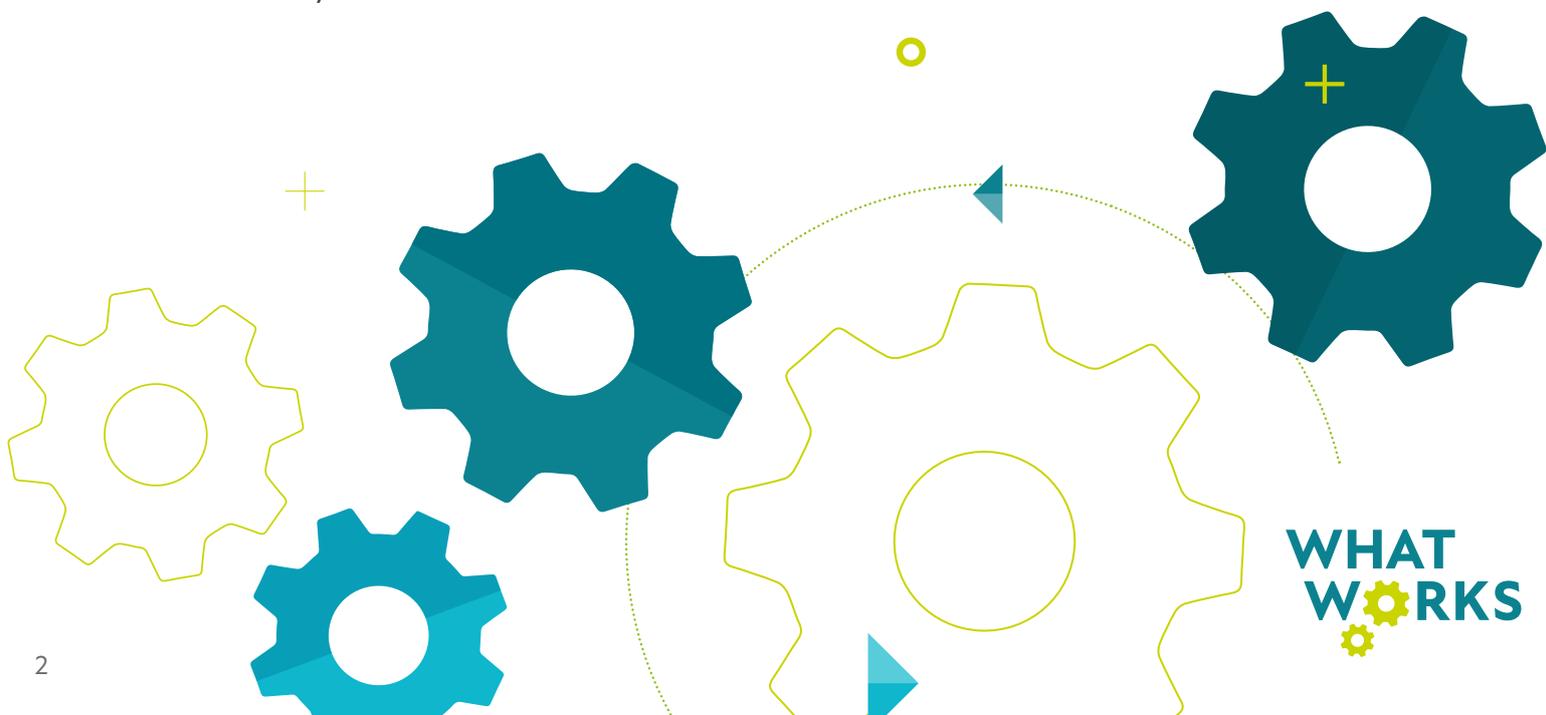
A rapid evidence review of mentoring interventions for supporting young people that are not in education, employment or training (NEET) to engage with opportunities.



# What is the What Works Series?

Welcome to Thames Valley Violence Prevention Partnership's "What Works" series; a collection of publications which present the results from our intervention evaluations and relevant pieces of research.

- A key role of the Violence Prevention Partnership programme is to invest our Home Office grant into the testing of new intervention approaches; funding not only their delivery in our local areas but to run robust evaluations of those interventions, adding to the evidence base around what works in preventing violence.
- We aim to gather evidence on the effectiveness and impact of interventions in preventing or reducing violence. That evidence is then played back to our local partnership systems to provide learning, and to inform the system change that is needed if we are to shift our focus towards higher impact intervention and diversion approaches.
- Our evaluations and research also contribute to a growing national evidence base, through formal academic publication and sharing with bodies such as the Youth Endowment Fund and the wider network of Violence Reduction Units (VRUs).
- Each of our interventions has been through a rigorous research and design phase, using our Research Project Lifecycle which puts in place a structure around which the highest quality of research projects can be designed and run. The Lifecycle ensures that interventions are based on quality ideas, knowledge of the existing evidence, analysis of data relating to cohort design and expected caseload, and well-documented design decisions. This ensures that the way that we implement and deliver the intervention is consistent, and enables us to deliver the right test of an intervention that is based on evidence, and that can actually be implemented in the real world. This also allows us to run multiple concurrent Randomised Control Trials (RCT), the gold standard approach to determining what works.
- Through the Thames Valley "What Works" series of publications, we provide all our partners with an accessible, yet complete, summary of key findings from our research. We aim to identify next steps and to assist in identifying how the learning could be applied to wider local services, to support that longer term, sustainable approach to preventing and reducing violence in our communities.
- For clarity, this is our local approach and is separate to other "what works" approaches being undertaken by other bodies, such as the Youth Endowment Fund. Although we will be sharing our evaluations accordingly to contribute to the wider evidence base.



# Why did we conduct a rapid evidence review?

**A rapid evidence review is a commonly used method to identify what evidence exists that relates to a particular problem, to identify the strengths and weaknesses of that evidence and to summarise the findings so that learning can be gained that will assist with development of policy or further research.**

Becoming NEET (not in employment, education or training) carries significant risks and potential consequences for a young person and also significant costs to wider society. The most recent evidence<sup>1</sup> suggests that the additional lifetime financial cost to society per NEET young person is around £56,000. However, the personal costs and consequences for young people who remain NEET for longer than a 6 month period have been found to position them apart from peers who have not been NEET even by the age of 21 in the following ways:

- More likely to be unemployed
- More likely to be unqualified
- More likely to be untrained
- More likely to have a criminal record
- More likely to experience poor mental health
- More likely to experience poor physical health
- More likely to become a parent
- Less likely to earn as much as peers once employed

While the successful progression from compulsory education into further education, employment and training (EET) is experienced by many young people each year, statistics present a concerning and rising number of young people experiencing NEET circumstances in the UK each year<sup>2</sup>; with 12.2% (872,000) of young people being NEET in 2024. As a result, being NEET is increasingly recognised as a risk indicator to be targeted through early intervention.

1 Social Exclusion Unit (1999) 'Bridging the Gap: New Opportunities for 16-18 Year Olds Not in Education, Employment or Training'

2 Office for National Statistics (2024) 'Young People Not in Education, Employment, or Training (NEET), UK: August 2024'

## Why mentoring?

Mentoring has been widely used, and has been shown to be effective in improving outcomes in groups of young people with many different needs and challenges, across the UK and the world. Within its implementation with young people identified as associated with risk factors and indicators for involvement in violent crime<sup>3</sup> it has been evidenced to support positive behaviour change and therefore to provide protection from harm as a targeted early intervention. Also, where school exclusion and an involvement in crime and violence are identified as indicators of risk, mentoring has been evidenced to have a positive effect in supporting young people to desist from violent re-offending, remain engaged in school and reduce further instances and experience of exclusion<sup>4</sup>.

This research team therefore saw an opportunity to produce an intervention aimed at reducing length of NEET status and helping young people to return to employment, education or training through high quality mentor-assisted problem solving.

Thames Valley Violence Prevention Partnership adopt a broad definition of mentoring with young people, as referring to the building of a trusting relationship between a young person and an older generational and non-parental adult, for the purpose of enabling a provision of one-to-one support.

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3 Gaffney, H., Jolliffe, D. and White, H. (2022) 'Youth Endowment Fund Toolkit Technical Report: Mentoring'

4 Gaffney, H., Farrington, D.P. and White, H. (2021) 'Youth Endowment Fund Toolkit Technical Report: Interventions to Prevent School Exclusion'

# Why was a rapid evidence review needed?

Thames Valley Violence Prevention Partnership wanted to design an early intervention programme to support NEET young people in the Thames Valley with engagement in employment, education and training (EET).

Working through our 'Research Project Lifecycle' approach (see Appendix A), our research team drew on the available existing evidence that suggests that mentoring can support young people in making changes in attitudes and behaviours in different areas of life, to design a research question relating to mentoring as a supportive mechanism for young people in engaging with employment, education or training. This meant that our research team required an overview of the existing evidence in 'what works' in mentoring to support NEET young people to engage with EET.

An initial scan of evidence highlighted that a 'what works' guide or systematic review was not yet available in this area, and mentoring NEET young people with the aim of supporting their engagement with EET appeared to have some previous evidence, but there did not appear to be a large quantity of high quality research in this area.

As a result, a rapid evidence review was selected as an appropriate methodology for this research area, where a systematic literature review or meta-analysis would not have been proportionate to the level of available evidence of high quality.

The rapid evidence review enabled our research team to explore the following research question:

**What is known from the existing literature about the effectiveness of 'mentoring' to engage NEET young people in education, training and employment in the UK?**

# Key findings Summary

From an initial identification of 1670 articles, eight were found to be of sufficient research quality to provide evidence of what works in relation to mentoring and NEET young people's engagement with EET. It was possible to categorise these papers into two groups; those where an intervention was found to be effective, and those where it was found not to be.

The common and consistent elements of mentoring interventions which showed a positive effect, and those with no effect, are displayed in the below table.

What does the evidence suggest could work?	What does the evidence show does not work?
▶ Long-term intervention engagement	'Light touch' interventions (low and limited period of delivery)
▶ Multi-component interventions (Mentoring Plus)	Short durations for appointments / meetings / contact
▶ Practical and active 'EET' support (e.g. CV writing with a young person)	Expectations for young people to conduct initial engagement activity independently
▶ Activity involves person-centred problem solving to remove barriers to engagement	Activity directed by current skill level / opportunity availability
▶ Activity involves devising and implementing a set of short-term and long-term goals with a young person, directed by their individual wants, interests and needs	Activity directed by short-term 'now' goals only
▶ Includes referrals and/or supported applications for access to mental health support, and other wider services	
▶ Includes exposure to experiences (e.g. volunteering, work placement, careers fair)	
▶ Training for mentors	

Person-centred problem solving and goal setting, the provision of practical 'EET' focused support, long term and in-depth delivery, and activity directed by a young person's individual wants, needs and interests, appear to be a collection of themes that are present in promising implementations of mentoring programmes that seek to support NEET young people with their (re)engagement in education, employment and training. The benefits of such programmes are presented as found, specifically, in the quality of employment subsequently obtained, engagement in education, physical and psychological health and well-being, reduced risk-taking behaviour, personal skill development, attitudes towards employment and education, and future aspirations.

Importantly, where mentoring interventions are not directed by a young person's individual wants, interests and needs, and are rather focused on encouraging young people to engage quickly in 'the most available' and 'current skill level' opportunities, evidence exists to suggest that this can have negative impacts on, and consequences for, young people.

# Methodology – How did we conduct a rapid evidence review?

A rapid evidence review is a commonly used method to identify what evidence exists that relates to a particular problem, to identify the strengths and weaknesses of that evidence, and to summarise the findings of that evidence so that learning can be gained that will assist with development of policy or further research.

Having determined that there was not a published review of evidence relating to the effectiveness of mentoring for getting young people who are NEET back into employment, education or training, a protocol was developed for production of such a review.

Our team have previously identified that many different terms are used in the literature when referring to mentoring activity and mentees, so we used the following rules for inclusion of papers in our review:

- Must be an evaluation of a programme, intervention or activity
- For and with NEET young people (aged 13-19)
- Where non-parental adults (or those of an older generation) built a trusted relationship with a young person and provided them with support with their engagement in employment, education and/or training (EET)
- Must be published in English
- Must be capable of determining whether there was an effect (randomised controlled trial or quasi-experimental design – including a control group)
- Must have measured and reported on primary outcomes relating to NEET young people's engagement with EET (such as, school attendance or gaining employment), and/or secondary outcomes relating the development of EET-related softer-skills (such as confidence improvement and future aspirations)

To identify and ensure the inclusion of relevant literature, the following academic databases and search engines were searched in June 2024:

MEDLINE, PUBMED, Cinahl, Psych Info, College of Policing National Library, and Google Scholar.

To ensure official government reports that are frequently not also published in academic journals were not missed, the following websites were also searched:

Campbell Collaboration, the Youth Endowment Fund, the Education Endowment Foundation and the UK Government Research and Statistics Area for 'Department for Education' and 'Department for Work and Pensions'

The search that was used was:

("NEET" OR "Disengaged You\*") AND ("Mentor\*" OR "guide" OR "advisor" OR "problem solving" OR "problem-solving" OR "key worker" OR "case worker" OR "one-to-one support" OR "re-engagement support" OR "trusted adult" OR "role model" OR "coach\*")

This search identified 1670 results. Each of these was then subject to the following stages of checking for relevance:

Description of Stage	Remaining Count
Initial Search Results	1670
Remove Duplicates	1645
Screen of titles to remove all literature that was clearly irrelevant to the research area and topic intended (for example: where 'NEET' inclusion in a title did not refer to 'not in employment, education or training' and instead referred to an entrance exam for pre-medical studies, or the biological study of 'NEET proteins')	292
Review of abstracts (summary of research provided by researchers as their executive summary) for relevance.	
Where a decision could not be definitively made with confidence through reading the title and abstract of the literature, the literature was automatically progressed for inclusion within the full text screening process	29
Full read of articles for topic. Articles were excluded at this stage if they did not present evaluation of a mentoring intervention (involving trusted relationship building between a young person and an older generational non-parental adult) that provides NEET young people with support in their engagement with EET, or if they did not measure or report on NEET young people's engagement with EET and/or secondary outcomes relating to EET development	16
Full read of articles for quality of research. Articles were removed if they were not one of: <ul style="list-style-type: none"> <li>• a randomised controlled trial</li> <li>• a quasi-experimental design (including a control)</li> <li>• a systematic literature review with this same research design eligibility criteria for trial/evaluation inclusion</li> </ul>	8

Each of these eight remaining articles was reviewed fully and assessed for:

- Details of the intervention that was used
- Findings of the research
- Any bias that might make the findings less reliable
- How generalisable these findings might be to a UK context

These findings were then summarised to allow for an overview of the evidence that is currently available to be used in the design of future research and in policy.

# Findings

The eight papers that were found to be of sufficient quality to be able to provide evidence of what does or does not work in relation to mentoring in young people who are not in employment, education or training were all reviewed to assess the trustworthiness (risk of bias of their findings). The details of the risk of bias assessment can be found in appendix B, and the two papers that were considered most trustworthy were given greater emphasis in presentation, with findings from those deemed comparatively less trustworthy positioned as supporting evidence.

It was possible to categorise the eight papers into two groups; those where an intervention was found to be effective, and those where it was found not to be.

Papers within each of these two groups were found to contain common themes which allowed the identification of themes which were associated with interventions that work, and therefore that would be identified as good practice, and themes which were identified in interventions which did not work, and therefore would be advised to be avoided. The common and consistent elements of mentoring interventions which showed a positive effect, and those with no effect, are displayed in the below table.

What does the evidence suggest could work?	What does the evidence show does not work?
Long-term intervention engagement	'Light touch' interventions (low and limited period of delivery)
Multi-component interventions (Mentoring+)	Short durations for appointments / meetings / contact
Practical and active 'EET' support (e.g. CV writing with a young person)	Expectations for young people to conduct initial engagement activity independently
Activity involves person-centred problem solving to remove barriers to engagement	Activity directed by current skill level / opportunity availability
Activity involves devising and implementing a set of short-term and long-term goals with a young person, directed by their individual wants, interests and needs	Activity directed by short-term 'now' goals only
Includes referrals and/or supported applications for access to mental health support, and other wider services	
Includes exposure to experiences (e.g. volunteering, work placement, careers fair)	
Training for mentors	

## Mentoring Duration

The research reviewed provides evidence to suggest that long-term and in-depth intervention engagement could work to support NEET young people with their (re)engagement in education, employment and training (EET). It is identified that in-depth mentoring ultimately requires taking a person-centred approach, and therefore positions an individual young person's unique needs and preferences as the focus of mentoring direction, content and activity. The mentoring interventions that were identified as being long-term were those that offered young people a significant period of engagement within mentoring sessions (months to years), by providing varied and need-dependent lengths of engagement, or offering a pre-set 'end of mentoring date' with the opportunity for extension.

'Light-touch' mentoring interventions were instead shown to have no effect on young people's engagement with education, employment and training. 'Light touch' mentoring interventions are presented in the literature as those with low levels of contact (contact for less than one hour per session, with a no-contact period of more than two weeks between sessions) and limited periods of delivery (those with fixed 'one size fits all' session closing dates set prior to engagement; e.g. 15 weeks).

## Mentoring Aims

A clear distinction between the aims of interventions that did, and did not, present as having had a positive effect on NEET young people's (re)engagement in EET, was possible to identify in analysis.

In-depth and long-term mentoring programmes with positive effects on NEET young people's engagement in EET were found to commonly set person-centred short- and long-term goals with NEET young people to direct mentoring activity. Programmes that were effective appeared to keep young people's careers, futures and any individual barriers to engagement in mind, as shaped by their individual and unique wants, interests and needs. The aim for mentoring within this approach is to consider the young person holistically in collaborating with them to plan and progress towards achieving their potential, and therein support their transition from NEET to engaging with meaningful EET opportunities.

'Light touch' programmes with no effect on young people's engagement with EET, were consistently characterised within the literature by short-term ('now' focused) goal setting within mentoring practice, directed by an aim to achieve fast transitions towards easy EET destinations. These could also be associated more with box ticking than problem solving. Such short-term goal setting can be explained as that which is directly aligned to a young person's present skill level and/or available opportunities only. For example, where encouragement is provided within mentoring to apply for an easily available entry-level opportunity, without consideration for a young person's prospects.

It is worthy of note, that this fast transition-focused approach to mentoring NEET young people was additionally identified by Atfield and Green (2019) as having a backfire effect of increasing and perpetuating NEET young people's vulnerabilities. The most available opportunities were presented as commonly resulting in young people's engagement in low quality employment (employment without training and zero-hour contracts).

## Mentoring Activity and Content

It can be observed that within both identified groups of mentoring evidence that the aim of the mentoring programmes are directly linked to the activity conducted in practice with NEET young people.

All of the 'light touch' fast transition focused mentoring programmes were identified within the review as 'single component' interventions; only the face-to-face discussion element of mentoring activity was delivered. This was consistently reported as involving a review of young people's independent progresses outside of sessions, against the achievement of short-term goals. No such single component interventions of mentoring were found to have any beneficial effect on young people's engagement in EET.

However, all in-depth, person-centred and long-term mentoring programme evaluations reviewed were possible to categorise as 'multi-component interventions' (mentoring+). Each of the multi-component provisions delivered the face-to-face discussion element of mentoring activity, which in practice involved goal setting, removal of individual barriers to engagement, and discussion of experiences and progresses as a regular and consistent component. They also delivered strands of additional activity. Across the evidence reviewed additional activity within multi-component programmes included some, or all, of the following:

- referrals and/or supported applications for wider support services (such as mental health services, housing etc.)
- practical and active initial EET engagement support (e.g. actively writing a CV with a young person)
- working together with the young person to identify opportunities
- exposure to experiences (e.g. the arrangement of work experience placement)

**Person-centred problem solving and goal setting, the provision of practical 'EET' focused support, long term and in-depth delivery, and activity directed by a young person's individual wants, needs and interests, appear to be a collection of themes that are present in promising implementations of mentoring programmes that seek to support NEET young people with their (re)engagement in education, employment and training.**

**The benefits of such programmes are presented as found, specifically, in the quality of employment subsequently obtained, engagement in education, physical and psychological health and well-being, reduced risk-taking behaviour, personal skill development, attitudes towards employment and education, and future aspirations.**

# What does this mean?

This review allows us to look at the breadth of findings, worldwide, relating to how mentoring programmes have been delivered and how effective they have been. From this, it has been possible to divide up the papers which had rigorous enough designs that they were capable of determining whether an implementation worked or not, thus allowing themes to be drawn out around things that show promise and are likely to be beneficial in building interventions, and those that are very unlikely to work well, and may even be harmful.

It is important for us to make good use of finite resources; the first finite resource being that of funding and time in the public sector, and the second being the available time and appetite of the young person to engage with interventions that we provide. If we run interventions that are not effective, and that do not benefit the young people they are provided to, then we not only waste public money and time, but we also potentially damage the young people's trust in our capability to help, and therefore our legitimacy in their eyes. This can have a marked backfire effect if we are not careful.

From this research, it has been possible to identify that when designing programmes to assist with getting NEET young people back into employment, education or training, we need to aim for long-term engagement with the young person, where we really take the time to get to know the young person and their barriers, issues and interests. We need to have person-centred problem solving at the core of the intervention, and base the support offer around the young person; what are they interested in, what do they need, and how can we help them to set goals that they want to achieve. Having access to a wide range of options, practical support with finding EET, and exposure to work-based experiences, alongside access to support services such as mental health support all appear to add to the effectiveness of programmes.

However, we need to be sure to steer away from light touch interventions where we only see young people to fill in forms and have infrequent check-in meetings. We need to make sure that we spend enough time with young people to actually problem solve, rather than having short appointments. We also need to avoid putting the onus entirely on the young person to find opportunities, and opportunities do not tend to be as effective if they are only those that are easy for us to provide, or that are easily available. Finding opportunities that speak to the long term goals of the young person, and that are based around what they will be interested in, not what we have easily available, is much more likely to be effective.

If we use this information that we have gained from review of all of the previous evidence relating to mentoring interventions in NEET young people, we can design interventions that are much more likely to be effective and good value for money, and we can also avoid behaviours that are likely to have no effect or to cause harm. New interventions will still need testing, as we still do not know how cost effective these programmes might be in a UK context. However, the findings of this research allow us to create interventions that are much more likely to be effective, and that will be faster and easier to test, due to the evidence they are based upon. This research would also be of benefit in any review of existing service provision; if we are able to move our existing provision away from the themes that don't work, and towards that of person-centred problem solving and support, we are likely to be able to improve our provision dramatically.



# Appendix B – Tables

## Table 1: Characteristics of Literature Reviewed

Literature Reference	Research Design	Mentoring Delivery	Mentee Cohort	Control Condition	Outcome Domains Measured	Location
Bordland et al. (2013) (in Mawn et al. (2017))	Included in a systematic literature review and meta-analysis	<p><b>Single component</b> Light touch</p> <p><b>Period of delivery: Limited</b> 23 (monthly) meetings over a 2 year period</p> <p><b>Mentor:</b> Employed adult caseworker</p>	<p>NEET young people (job seeking homeless young people aged 18-35 years, or have a history of homelessness)</p> <p>Total: 355</p>	Business as usual / normal service delivery	Employment, Personal Finances (Welfare Receipt)	Australia
Grace and Gill (2014) (in Mawn et al. (2017))	Included in a systematic literature review and meta-analysis	<p><b>Single Component</b> Light touch</p> <p><b>Period of delivery: Limited</b> 23 (monthly) meetings over a 2 year period</p> <p><b>Mentor:</b> Employed Adult Caseworker</p>	<p>NEET young people (job seeking homeless young people aged 18-35 years, or have a history of homelessness)</p> <p>Total: 370</p>	Business as usual / normal service delivery	Personal Finances (Welfare Receipt, Earnings)	Australia
Sveinsdottir et al. (2020)	Randomised Controlled Trial	<p><b>Multi-component</b> In-depth Person-centred Problem-solving</p> <p><b>Period of delivery: Varied</b> Long-term engagement Need dependent delivery length, and meeting duration &amp; frequency</p> <p><b>Mentor:</b> Employed Adult Welfare Agency Advisor</p> <p><b>Additional delivery strand(s):</b> Experience exposure Wider agency &amp; support integration Active and practical initial EET engagement support</p>	<p>NEET young people (at risk of early work disability, aged 18-29 years)</p>	Business as usual / normal service delivery	<p>Employment, Mental Health and Wellbeing, Physical Health and Wellbeing (Employment Quality, Drug Use, Optimism for Future Wellbeing, Helplessness, Hopelessness Perceived Level of Disability, Subjective Health Complaints)</p>	Norway
Nafilyan and Speckesser (2014)	Quasi-experimental design	<p><b>Single Component</b> Light (to Moderate) touch</p> <p><b>Period of delivery: Limited</b> Need dependent frequency (weekly or bi-weekly) and mode of contact (e.g. phone, face-to-face)</p> <p><b>Mentor:</b> Employed Adult Keyworker</p>	<p>NEET young people (only 'low qualified', care leaver or young offender)</p>	Non-treatment	Employment, Education (Re-engagement in learning)	UK

Literature Reference	Research Design	Mentoring Delivery	Mentee Cohort	Control Condition	Outcome Domains Measured	Location
Tanner et al. (2009)	Randomised Controlled Trial	<p><b>Multi-Component</b> In-depth Person-centred</p> <p><b>Period of delivery: Limited</b> Weekly meetings Fixed engagement duration with some need consideration (12-15 weeks, with an opportunity to extend for 20 weeks)</p> <p><b>Mentor: Employed Adult</b> Personal Advisor</p> <p><b>Additional delivery strand(s):</b> Experience exposure Active and practical initial EET engagement support</p>	NEET young people (aged 16 and 17 years, that were already NEET for 20+ weeks)	Non-treatment	<p><b>Employment, Education, NEET Status, Personal Skills Development</b> (Attitudes to Work, Attitudes to Learning, Confidence, Aspirations for the Future, Employment Quality, Work-based Training, Voluntary Work, Personal Development Activities, Job-seeking Intention)</p>	England (12 areas)
Park et al. (2020)	Randomised Controlled Trial	<p><b>Multi-component</b> In-depth Person-centred Problem-solving</p> <p><b>Period of delivery: Varied</b> Long-term engagement Need dependent delivery length, and meeting duration &amp; frequency</p> <p><b>Mentor: Employed Adult</b> Advisor</p> <p><b>Additional delivery strand(s):</b> Wider agency &amp; support integration Experience exposure Active and practical initial EET engagement support</p>	NEET young people or judged at risk of NEET due to being in receipt of welfare payments, living in a single-parent household and being 'poor' (aged 20-24 years)	Non-treatment	<p><b>Employment, NEET Status</b> (Job-seeking intention)</p>	South Korea
Atfield and Green (2019)	Quasi-experiment	<p><b>Single Component</b> Light touch</p> <p><b>Period of delivery: Limited</b> Weekly meetings for 20 minutes for 15 weeks</p> <p><b>Mentor: Employed Adult</b> Work Coach</p>	NEET young people (aged 18-21 years, making their first welfare claim)	Business as usual / normal service delivery	<p><b>Employment, Personal Skills Development</b> (Skills, Confidence, Understanding of the Labour Market, Knowledge of How to Find and Apply for Jobs, Employment Quality, Employment Rate)</p>	England (2 areas)

Literature Reference	Research Design	Mentoring Delivery	Mentee Cohort	Control Condition	Outcome Domains Measured	Location
Davey et al. (2023)	Quasi-experiment	<p><b>Multi-component</b> In-depth Person-centred Problem-solving</p> <p><b>Period of delivery: Varied</b> Long-term engagement Need dependent delivery length, and meeting duration &amp; frequency</p> <p><b>Mentor: Employed Adult</b> Progress Coach</p> <p><b>Additional delivery strand(s):</b> Active and practical initial EET engagement support Wider agency &amp; support integration</p>	Care leavers (aged 16-25 years, in which 90% were NEET at the start of the programme)	Non-treatment	NEET Status (EET rate of engagement)	UK
Hull et al. (2021)	Randomised Controlled Trial (3 arm)	<p><b>Multi-component</b> In-depth Person-centred</p> <p><b>Period of delivery: Limited</b> 6 months of daily mentoring</p> <p><b>Mentor: Not-employed</b> within this role Work-place supervisor (Matched dependent on shared working interest)</p> <p><b>Additional delivery strand(s):</b> Experience exposure Active and practical initial EET engagement support</p>	NEET young people (had to have above Grade 6 reading age, and not be exhibiting risky behaviours)	2 x non-treatment groups (equivalent and non-equivalent)	<p><b>Personal Skills Development</b> (Career Decision-making, Self-efficacy, Parent-adolescent Communication, Decision-making Skills for Good Health, Aspirations for the Future)</p>	Jamaica

## Table 2: Risk of Bias (Literature Trustworthiness)

### A note on Risk of Bias (RoB):

The 'risk of bias' within evidence, is a widely used indicator of trustworthiness in reviewing research. A risk of bias assessment is conducted by pulling apart the elements of a piece of research, enabling a judgement to be made through the guidance of tools, on each element and research decision how this may have influenced the results found. Accordingly, a risk of bias judgement can result from an assessment of items within, and beyond, a research team's control. Within decision making, it is useful to use 'risk of bias' judgements to support questioning 'how far can these results be trusted?', alongside contextual considerations for the generalisability ('do these results transfer well to my context?') of results.

Within the present review, the results of Sveinsdottir et al. (2020) and Atfield and Green (2019) are reported and discussed with a greater weighting, as those were assessed as having the comparatively highest judgements of trustworthiness; with all other studies findings used to support and strengthen themes.

### Table Key and Application:

High = High risk of bias (low trustworthiness of evidence)

Moderate = Moderate risk of bias (moderate trustworthiness of evidence)

Low = Low risk of bias (high trustworthiness of evidence)

Literature Reference	Outcome Domain(s)	Overall Risk of Bias
<b>Bordland et al. (2013)</b> (in Mawn et al. (2017))	Employment, Personal Finances	High
<b>Grace and Gill (2014)</b> (in Mawn et al. (2017))	Personal Finances	High
<b>Nafilyan and Speckesser (2014)</b>	Education, Employment	High
<b>Tanner et al. (2009)</b>	Future Aspirations, Employment, Education, Personal Skills Development, Training	High
<b>Park et al. (2020)</b>	Employment, NEET Status	High
<b>Davey et al. (2023)</b>	NEET Status	High
<b>Hull et al. (2021)</b>	Personal Skills Development	High
<b>Atfield and Green (2019)</b>	Personal Skills Development, Employment	Moderate
<b>Sveinsdottir et al. (2020)</b>	Employment, Mental Health and Wellbeing, Physical Health and Wellbeing	Low

# References for articles included in rapid evidence review

Atfield, G. and Green, A.E. (2019) *The Impact of the Youth Obligation on Disadvantaged Young People: Research Report*. Available at: <https://centrepoin.org.uk/sites/default/files/2023-06/6-the-impact-of-the-youth-obligation-warwick-university-report.pdf> (Accessed: 26th June 2024).

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# Authors and Referencing

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## Research Team:

**Jade Stevens**

Project Support Officer for the Research and Evaluation Team,  
Thames Valley Violence Prevention Partnership

**Tori Olphin, MBE**

Head of Data Science, Research and Evaluation,  
Thames Valley Violence Prevention Partnership

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# Contact Us

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