

# 'NEET to EET' Mentoring: Rapid Evidence Review



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

## Rapid Evidence Review

Having determined that there was not a published review of evidence relating to the effectiveness of mentoring for supporting young people who are NEET (not in employment, education or training) back into employment, education or training (EET), this review was conducted to be used to inform the development of a local intervention

## Review Process

Search Strategy ("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\*")

Search Location

Academic Databases	Websites
MEDLINE	Youth Endowment Fund
PUBMED	Campbell Collaboration
Psych Info	Education Endowment Foundation
Cinahl	UK Government Research and Statistics Area for 'Department for Education'
Google Scholar	
College of Policing National Library	UK Government Research and Statistics Area for 'Department for Work and Pensions'



## What does the evidence suggest could work?

- Long-term intervention engagement
- Multi-component interventions (mentoring plus)
- Practical and active 'EET' support (e.g. CV writing with a young person)
- Activity involves person-centred problem solving to remove barriers to engagement
- 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
- 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

## What does the evidence suggest does not work?

- 'Light touch' interventions (low and limited period of delivery)
- Short durations for appointments / meetings / contact
- Expectations for young people to conduct initial engagement activity independently
- Activity directed by available opportunity / current skill level
- Activity directed by short-term 'now' goals only



## Research Implications

The results of this review present **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 EET

**Importantly**, where mentoring interventions are rather focused on **quick transitions** into **'the most available'** and **'current skill level'** opportunities, evidence suggests that this can have negative impacts on, and consequences for, young people

## 'Ignite' Mentoring

Based on these findings, a mentoring programme has been designed, where Fire Service officers and staff are volunteering to support NEET young people with their (re)engagement with employment, education and training in Reading

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