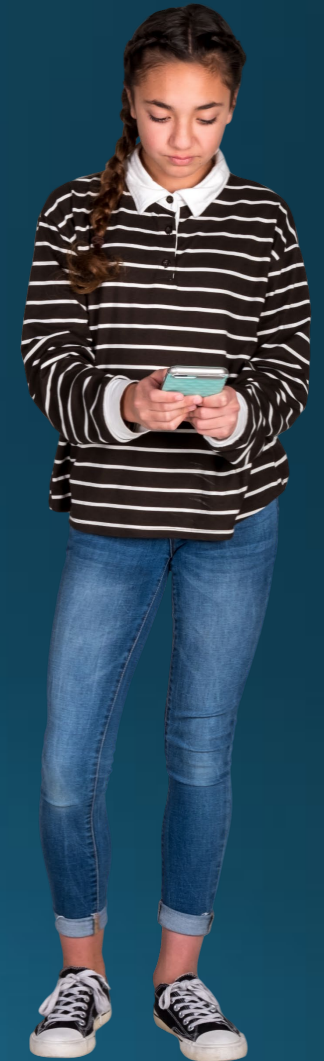


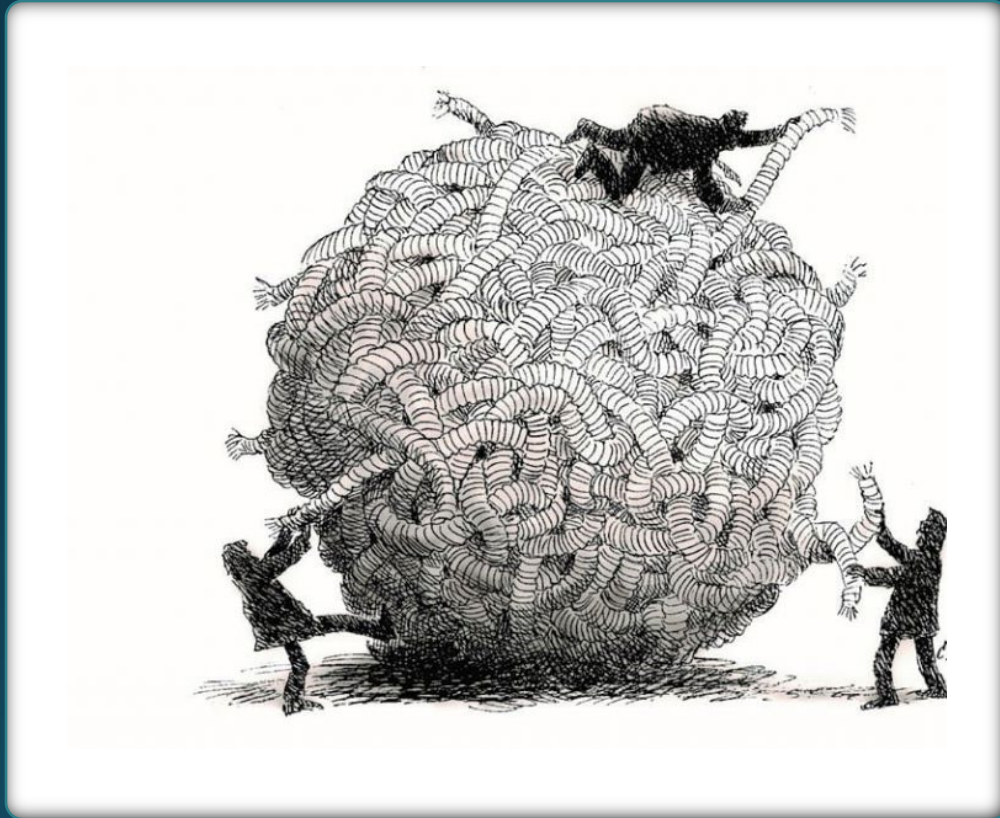
Tackling NEET Session 1: Understanding NEETHood

Common Assumptions & Misconceptions: *How Young People become NEET*

- Not motivated – don't care, lack of effort
- Fallen in with a bad crowd
- Poor parenting – lack of positive role models and boundaries
- Funding cuts – they can't get the help they need
- Chaotic, disrupted lives
- Lack of transport to get to school or college
- Undiagnosed SEND
- Lack of trust in authority figures
- Unrealistic expectations



Why is it important to develop our understanding of the reasons young people become NEET?



- To design support / tailor help
- Meets Gatsby Benchmark 3 – Addressing the needs of each pupil
- To tackle inequalities
- To move beyond single-factor explanations
- To support them in unpicking their unique barriers
- To reduce the economic cost to public finances 2017 NEET £12-36bn

Somerset Statistics: Increased NEET Risk for Specific Groups

Carers **2.5 x** more likely

SEND/ Health need **4 x** more likely

Youth Offending Team **7.5 x** more likely

In care **5.5 x** more likely

Care-leavers **13 x** more likely

Teenage parents **25 x** more likely



Where Do These Findings Come From?

- 3.5 year EU-funded research project ([Orienta4YEL](#))
- 2019-2022
- Understanding and Intervening in NEET
- UK study led by University of Bath
- Data from South West England



Where Does This Information Come From?

Research Phase 1

- **Understanding NEET**
- 11 Settings
- 78 participants
- Somerset and Wiltshire
- Reviewing insights into risks in academic literature, project reports and policy documents across Europe

Research Phase 2

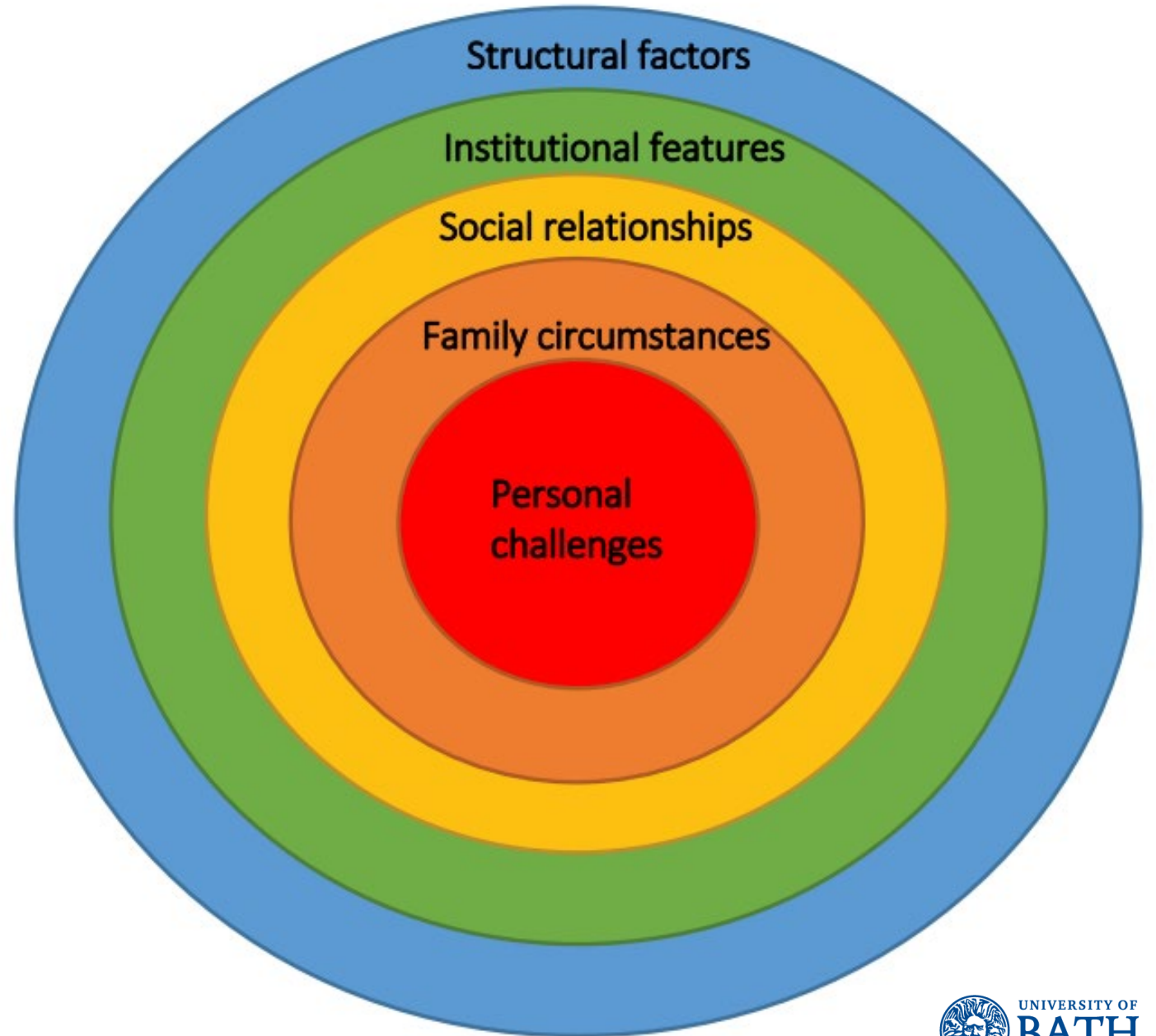
- **Developing Interventions**
- 2 x special school
- 3 x alternative provision
- 2 x virtual school
- 2 x charity NEET prov.
- 1 x LA NEET provision
- 1 x VET setting

Research Phase 3

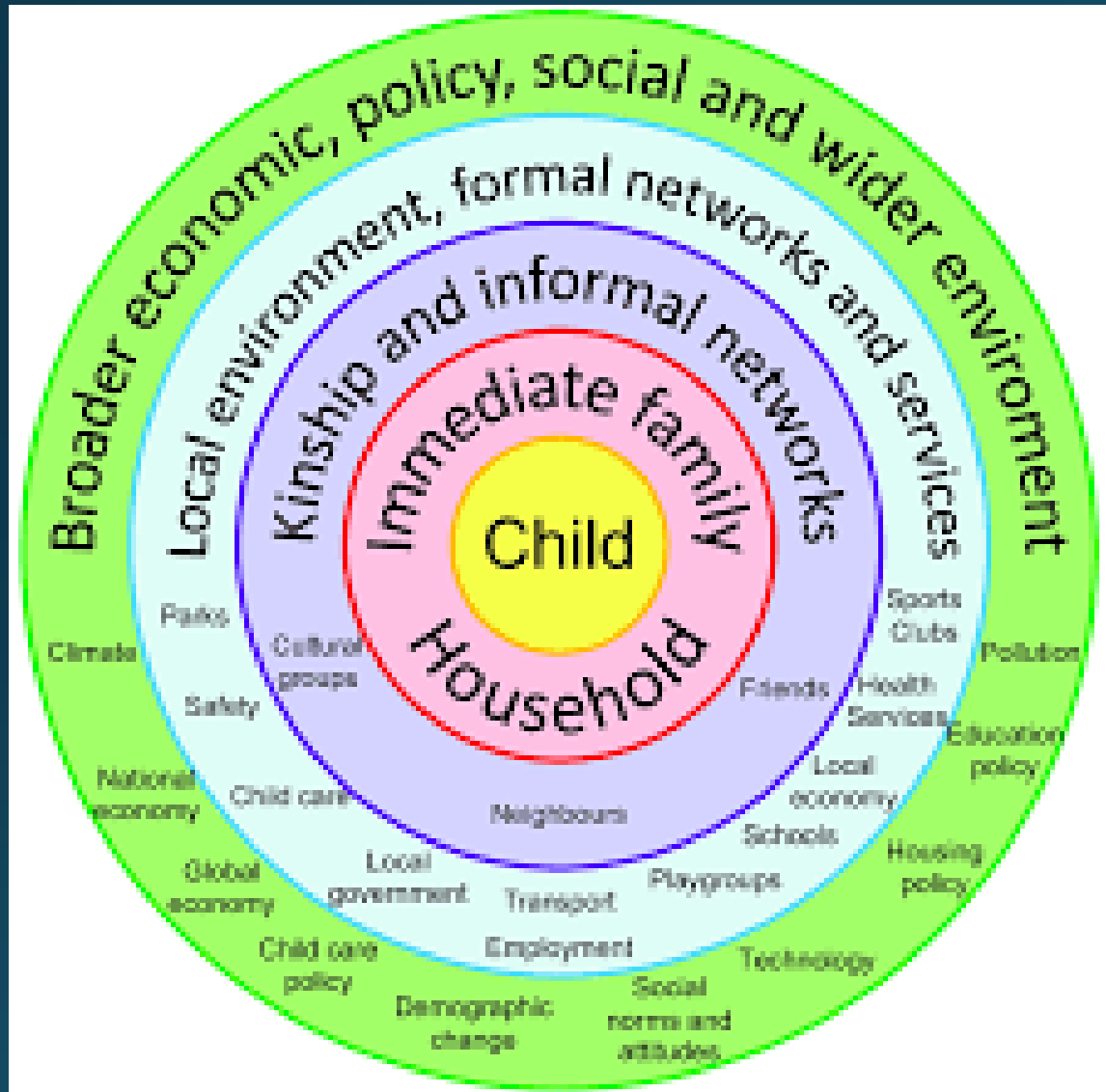
- **Trialling & evaluating Interventions**
- 11 Settings
- 110 participants

NEET: A Comprehensive Framework of Risk Factors

For further exploration of
this contrast see
our [paper](#) in the Journal of
Youth Studies



Theories Underpinning The Model



Bronfenbrenner

- How child development is impacted by contextual factors
- Universal Model (ie for development of all children)
- Misses specific barriers for disadvantaged young people
- Commonly used in Social Work, Health and Criminal Justice as well as Education

Theories Underpinning The Model



Brown

- Child-centred lens, disadvantaged pupils
- 'Binds' – as child negotiates/wrestles barriers they constrict further, developing tensions and trade-offs
- Acknowledges important role of child's agency - not passive
- Highlights how children's actions mediate and shape external challenges
- See this [paper](#) and this [book](#) for further discussion of the theory. Contact Ceri Brown to request copies of book chapter(s): C.L.Brown@bath.ac.uk

Which factors might be most/least important for your 'case' young person?

- In their daily lives?
- In your work with them?



Click to play video



Which of these factors do you consider might be most/least important for the young person?

- In their daily lives?
- In your work with them?

Which of these domains do you consider might be most/least important for the young person?

1. Different domains may be more pressing at different points
2. These domains create the challenges; while there are those you see in your work with them, there are those you might not see
3. Understanding of the ones that aren't so visible through the course of your work may be critical to unlocking a particular barrier for a young person
4. Being aware of the different domains and their potential to impact upon each other can help you prioritise



Unpicking Risks for your 'Case'

Use the table

- List up to 3 risk factors for each of the 5 categories.
- Think about those that are most significant for the young person

In pairs

- Discuss how the different risk categories are interrelated for your cases.
- How is a risk in one category impacted by/ or impacts on risks in other categories



Your 'Case' Young Person

Which risk category would you target first? Why?

Coffee Break



You might target a particular domain for different reasons:

- Young person chose it as significant
- You as a professional identify that, on balance, seems most urgent
- Your area of work offers you a particular route into an set of interconnected issues

Young People and Adults Highlight Different Factors as being most significant



Institutional Factors
Social Relationship Factors



Structural Factors
Personal Challenges

Factors Stressed by Young People		Factors Stressed by Educators	
Institutional Factors	Social Relationship Factors	Structural Factors	Personal Challenges
<p>Rigidity and inflexibility of rules, timings and environment</p> <p>Behaviour management approaches</p> <p>Large class sizes</p> <p>Pressure around academic performance</p>	<p>Bullying</p> <p>Feeling different, judged and singled out</p> <p>Bad experiences and negative relationships with teachers</p> <p>Not feeling cared about</p> <p>Peer pressure</p> <p>Difficulty navigating friendships.</p>	<p>Requirement for post-16 maths and literacy</p> <p>Lack of funding and time to meet young people's needs</p> <p>Non-flexible curriculum</p> <p>Poorly managed transitions</p> <p>Unclear pathways</p>	<p>Low self-esteem or self-confidence</p> <p>Mental health problems</p> <p>SEND</p> <p>Isolation</p> <p>Low achievement</p> <p>Low motivation, aspiration or expectation</p>

For further exploration of this contrast see our [paper](#) in the Journal of Youth Studies

Discussion

- Does this sound familiar? Are you surprised by any of it?
- Why do you think these differences might occur?
- What might this mean for your work with young people?
- How do you seek young people's viewpoints on the barriers they face?
- Are there further opportunities for seeking young people's perspectives on their challenges and how to overcome them?

How a broader understanding of risk to NEETHood can shape your work

- Having the awareness to avoid one-size fits all 'explanations' for risk
- Making time to get to know YPs' wider lives- shows genuine interest
- Creating the space to ask young person about their barriers/challenges - as a start to a collaborative unpicking
- Identifying which risk categories (and factors) are within your 'gift' and the YP's capacity to address
- Ensuring adequate opportunity (in contact point and over time) to build a trusting relationship between adult and YP
- Identify scope to co-opt support in other domains
- Planning adequate time to develop a shared strategy for addressing risk barriers
- Flexibility- in approach and mindset, to plan B, C and D...
- Identifying second chance options if YP can't engage/attend – reduce pressure

Tackling NEETHod: Training Programme

Accessing Materials Online:

[Bath University NEETHood Workshops \(somenset-ebp.co.uk\)](http://somenset-ebp.co.uk)

Future Training:

- Interventions to tackle NEETHood
- Evaluating interventions

Evaluation

Thank you

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