

What works in reducing NEET rates: a comparative study

Table of Contents

About the authors	3
Acknowledgements	4
Executive summary	5
Abbreviations	8
Glossary	9
1. Introduction and methods	10
2. Why NEET matters: The UK in an international context	15
2.1. The importance of addressing NEET rates has never been more pressing in the UK	15
2.2. UK NEET rates follow the OECD average, and, so far, failed to join top performers.....	17
3. What works: Three insights from international evidence	22
3.1. Engage early and sustain support to achieve completion	24
3.2. Offer holistic and tailored support to respond to diverse needs	27
3.3. Mobilise and engage with employers and other key stakeholders	30
4. Implications for the UK: Translating lessons to action	33
4.1. Population: Understanding for whom interventions are designed	34
4.2. Intervention: What makes a programme transferable in practice	37
4.3. Environment: Interpreting context for evidence translation	39
5. Recommendations	44
References.....	48
Annex A. Data analysis	53
Annex B. Case study selection and methodology	57

- Youth Futures Foundation (Youth Futures) is the national What Works Centre for youth employment. We want employment gaps to be reduced so that young people facing the greatest challenges can find and keep good quality jobs.
- Through this research we seek to understand how changes in the economy impact young people. The methods combine quick scoping reviews with analyses of administrative and survey data. This research aims to contribute to scoping of an economic model of youth employment.

Contact:

Get in touch

Youth Futures Foundation

Fivefields,
8 - 10 Grosvenor Gardens,
London
SW1W 0DH

Email: research@youthfuturesfoundation.org

www.youthfuturesfoundation.org



About the authors



EUROPE

This report is based on independent, quality assured research conducted by RAND Europe and funded by the Youth Futures Foundation. RAND Europe is a not-for-profit policy research organisation that helps to improve policy and decision making through research and analysis. Our work benefits the public good. To find out more, visit: www.randeurope.org

Joanna Hofman is senior research leader and deputy director of the Education, Employment and Skills Research Group at RAND Europe. She directs research and evaluation studies on active labour market policies and programmes, providing insights to international and UK policy-makers.

Emily Hutton is an analyst at RAND Europe, working in the area of social policy. Her research interests include employment, social inclusion, and health and wellbeing.

Dr Madeline Nightingale is research leader focusing on employment, skills and equality. She has conducted research on a range of topics including in-work progression, parent's employment, diversity and inclusion initiatives, financial independence.



Acknowledgements

The authors would like to express their gratitude to the many individuals and organisations who contributed to this research.

We wish to extend our thanks to the experts – Sonja Bekker, Kari Hadjivassiliou, Iga Magda and Mateusz Smoter – for their invaluable guidance and insights throughout the project. We are also grateful to Alison McIntyre, Peter Traynor, and colleagues from Youth Futures Foundation for their support and constructive engagement during the research process.

We appreciate the contributions of all participants in the Knowledge Cafés, whose perspectives and reflections helped shape the direction and focus of this study.

Our thanks also go to the reviewers for their thoughtful comments on early drafts and all deliverables, which helped improve the clarity and rigour of our research, including this final report.

Finally, we would like to acknowledge the hard work and commitment of the research team. Their contributions to individual deliverables were instrumental in bringing this report together.

Executive summary

Context

In 2024, the UK recorded 987,000 young people aged 16–24 who were not in education, employment, or training (NEET). Over half of this group report having a health condition, with mental health issues and learning difficulties particularly prevalent. The scale and complexity of this challenge highlight the need for a transformative, whole-system response that supports not just re-engagement, but sustained, equitable pathways into education, employment, and training.

Aim and methods

The aim of this study is to investigate international NEET rates and identify successful initiatives that have helped reduce these rates particularly among marginalised young people.

This report synthesises international evidence to explore what works in reducing NEET rates and offers recommendations for how the UK can translate these lessons into practice. Drawing on comparative data analysis, a rapid evidence assessment, and case studies from Australia, Denmark, France, and the Netherlands, it identifies key principles for effective action and systems change.

What works: Lessons from international practice

Countries that have successfully reduced or maintained low NEET rates share a set of core practices:

- **Early and sustained engagement:** Interventions are most effective when they reach young people early and maintain support through transitions. But engagement alone is not enough – success depends on personalisation, relevant content, and action on underlying barriers such as health conditions, insecure housing, and financial hardship.
- **Holistic, tailored support:** Evidence from programmes such as France's Youth Guarantee and Denmark's Bridging initiatives shows that personalised, wraparound support – including mentoring, coaching, and access to services – is key to converting participation into lasting outcomes.
- **Employer and stakeholder involvement:** Strong partnerships between employment services, education providers, and employers create more relevant opportunities and improve labour market outcomes.

Recommendations

To address the scale and complexity of the NEET challenge, the UK must move beyond short-term pilots and fragmented provision. The following four recommendations reflect a coherent, whole-system response grounded in international evidence and tailored to the UK context.

1. Stop the flow into NEET through multi-agency collaboration

To reduce the risk of young people becoming NEET, a coordinated, multi-agency approach should be implemented to identify and support those at risk of disengagement at key educational transition points. By intervening early and consistently, particularly during periods of change, practitioners can help keep young people connected to education, training, and employment pathways. This approach is especially crucial at the following high-risk stages:

- Transition from primary to secondary school (around age 11).
- Transition at the end of Key Stage 4 (ages 16-18).
- Post-16 transitions (around age 18).
- By embedding coordinated support at these transitions – spanning local authorities, schools, further education providers, employment and careers services, businesses and youth support organisations – systems can be put in place to prevent young people from falling through the gaps and instead help them build a path toward long-term engagement and success.

2. Create clear and accessible career pathways in technical and vocational education and training (TVET).

Several well evidenced NEET prevention interventions offer TVET as part of an integrated package of support alongside other aspects. However, a lack of TVET interventions or poor awareness of these opportunities may contribute to people becoming NEET. UK policy-makers should:

- **Continue to invest in the inclusion of TVET opportunities as part of integrated wraparound support.**
- **Align incentives and funding** across education and training providers to reward retention and progression as well as enrolment.
- **Invest in high-quality guidance and employer-led engagement.** Early and sustained career counselling, linked to local labour market opportunities, is valuable.

- **Map and communicate clear progression routes** supporting a coherent picture of how to move from entry-level TVET to higher-level technical qualifications. Accessible and locally-tailored career pathway maps should be co-designed by employers, training providers and local authorities, with support from policy-makers.

3. Embed holistic, health-integrated support in employment pathways for young people who are NEET

Many young people who are NEET face multiple and interlinked barriers – including mental and physical health challenges. Policy-makers should ensure that future NEET support includes access to holistic and personalised support that addresses:

- Health needs, including timely mental health and primary care services.
- Housing stability, particularly for those at risk of homelessness.
- Financial assistance to reduce the pressure of immediate insecurity.
- Transport and digital access, which are critical for attending education, training and work.
- This requires structured collaboration between employment services, education providers, health and care systems, and local authorities. Integrating healthcare and wider support into employment pathways is essential to improving outcomes, particularly for those who are economically inactive due to ill health or complex needs. A genuinely whole-system approach must recognise and respond to the reality of young people's lives – only then can NEET initiatives deliver meaningful, lasting change.

4. Drive systems change through structured coordination, shared learning, and evaluation

If locally delivered programmes lack a shared infrastructure for learning, evaluation, and coordination, promising practices may remain isolated, success may not be scalable, and valuable lessons may go unrecognised. To mitigate this risk, UK policy-makers should:

- **Create structured national support for local delivery.**
- **Mandate robust and comparable impact evaluation.**
- **Promote scale-up readiness from the start.**
- **Leverage existing infrastructure.**

Abbreviations

EU	European Union
DfE	Department for Education
DWP	Department for Work and Pensions
GDP	Gross Domestic Product
NEET	Not in employment, education, or training
OECD	Organisation for Economic Co-operation and Development
QED	Quasi-Experimental Design
PIET-T	Population-Intervention-Environment-Transfer Model of Transferability
RCT	Randomised Controlled Trial
REA	Rapid Evidence Assessment
RQ	Research question
UK	United Kingdom

Glossary

Economically inactive	A state of not being in employment and not seeking work or being unable to start work. ¹
Employment	A state of having a paid job: working or owning an enterprise even if temporarily absent. ²
Intervention	An action (or series of actions) designed to improve a situation or address a problem; it has a clear rationale, resources, processes, and methods to deliver it with the goal of achieving measurable and positive effects; ³ it can also be referred to as a programme, initiative, or policy.
NEET rate	The percentage of a specific population who is not employed and not involved in education or training. ⁴ The NEET rate is a broader and more accurate measure of potential youth labour market entrants than youth unemployment or inactivity, as it captures those not in education, employment, or training – excluding students who are not currently available for work. ⁵
Youth	Youth Futures focuses on people who are 14-24 years old. ⁶ However, the definition of young people varies in the literature, national and international statistics. Where different age groups are discussed, this is noted in the report for clarity.
Unemployment	A state of not having paid work, but able to and actively seeking employment. ⁷

¹ ONS (n.d.). [Economic inactivity - Office for National Statistics](#)

² ILO (2023). Labour Force Statistics (LFS, STLFS, RURBAN databases) [WWW Document]. ILOSTAT. As of 29/05/2025: [Labour Force Statistics \(LFS, STLFS, RURBAN databases\) - ILOSTAT](#)

³ Authors' elaboration.

⁴ Eurostat (2024a). Educational attainment level and transition from education to work (based on EU-LFS). Eurostat metadata. Statistical concepts and definitions. As of 29/05/2025: [Educational attainment level and transition from education to work \(based on EU-LFS\)](#)

⁵ ILO (2023). Labour Force Statistics (LFS, STLFS, RURBAN databases) [WWW Document]. ILOSTAT. As of 29/05/2025: [Labour Force Statistics \(LFS, STLFS, RURBAN databases\) - ILOSTAT](#)

⁶ Youth Futures (2025). What we do. As of 25/04/2025: [Our Work - Youth Futures Foundation](#).

⁷ ILO (2023).

1. Introduction and methods

The proportion of young people aged 16-24 not in education, employment, or training (NEET) is high and increasing across the UK from 2021.⁸ In 2024, the annual NEET rate among the 16–24-year-olds in the UK reached 13.6% (up 1.5 percentage points compared to 2023).⁹ Over half of those young people reported having a health condition – this is an important characteristic of the UK NEET youth and a more prominent issue among this group compared to the overall 16-24 population.¹⁰ Among those NEET individuals with a health condition, approximately 19% identified mental health issues as their primary condition, while an additional 14% reported learning difficulties or autism.¹¹

Getting young people on a successful and rewarding path to work is not just an essential step in their wellbeing, but key to overall economic success and growth – both for individuals and for society as a whole. Aligning the UK's NEET rates with those of the Netherlands could boost the UK economy by £86 billion..¹²

This final report from the comparative international study on What Works in Reducing NEET Rates offers insights into effective and transferable interventions, and overall approaches for reducing the rate of young people who are NEET. It addresses five research questions by analysing NEET rates, conducting a rapid evidence assessment (REA) supported by the TRANSFER approach,¹³ and case studies underpinned by the Population-Intervention-Environment-Transfer Model of Transferability (PIET-T)¹⁴ – see **Table 1**.

Table 1: Five research questions are informed by data analysis, review, case studies and analytical frameworks

Research question (RQ)	Data analysis	REA	TRANSFER approach	Case studies	PIET-T model
1. What does the most recent data tell us about NEET rates (and trends in these) in the OECD countries?	●				

⁸ Youth Futures (2025). As of 25/04/2025: [NEET - Youth Futures Foundation](#)

⁹ DfE (2025). As of 25/04/2025: [NEET age 16 to 24, Calendar year 2024 - Explore education statistics - GOV.UK](#)

¹⁰ DfE (2025).

¹¹ DfE (2025).

¹² Youth Futures Foundation (2025), Youth Employment Outlook

¹³ The TRANSFER approach offers a structured way to assess evidence, guiding the identification of factors that influence how well interventions might work in different settings. It supports the evaluation of whether initiatives from one context could be effectively applied elsewhere, helping ensure that the findings are both relevant and reliable. See: Munthe-Kaas, H., Nøkleby, H., Lewin, S., & Glenton, C. (2020). The TRANSFER Approach for assessing the transferability of systematic review findings. *BMC medical research methodology*, 20, 1-22.

¹⁴ The PIET-T model is a conceptual framework that posits that the outcome of an intervention is shaped by the interaction of three key elements: the population, the intervention itself, and the environment. This model can support decision-making when assessing whether and how an intervention might be transferred to different contexts. See: Schloemer, T. & Schröder-Bäck, P. (2018). Criteria for evaluating transferability of health interventions: a systematic review and thematic synthesis. *Implementation Science*, 13, 1-17.

Research question (RQ)	Data analysis	REA	TRANSFER approach	Case studies	PIET-T model
2. What does the existing research say about the effectiveness of interventions to reduce NEET rates?		●	●	●	●
3. What practical policy and other initiatives could Youth Futures propose and/or advocate for?		●	●	●	●
Conclusion: Implications for the UK					
4. How should decision-makers interpret economic, institutional, and social contexts in evidence translation for youth employment?					
Recommendations					
5. How do we best take this information and use it to successfully advocate for policy/systems change?					

Note: The shaded boxes indicate the method and research question addressed in the report.

Source: RAND Europe

A brief description of the methods is provided below with more detail available in separate reports:

- **Data analysis** examined trends in NEET rates (ages 15–24) across OECD countries between 2015 and 2023. The 15–24 age group was selected as it aligns most closely with Youth Futures' remit, providing the most relevant comparison group. While OECD data typically uses broader age bands (such as 15–29), this would likely yield lower NEET rates, as older age groups tend to skew the figures. Eurostat data, which offers the 15–24 grouping, was therefore used as the primary source. Data for certain OECD countries was unavailable¹⁵ and these were excluded from the analysis. To ensure the comparability of the analysis, UK-wide data from these datasets were used, and no regional differences between England, Scotland, Wales, and Northern Ireland are shown. The granularity of the analysis is also limited by the absence of certain characteristics in these datasets, such as health status and ethnicity.

The analysis identified countries with the largest reductions in NEET rates over the 2015–2023 period, countries with NEET rates at least 10% lower than the UK's, as well as those most similar to the UK in terms of the composition of their NEET populations. Finally, we examined correlations between total unemployment and youth NEET rates

¹⁵ Australia, Canada, Chile, Colombia, Costa Rica, Israel, Japan, Mexico, New Zealand, and the United States.

to determine which countries' labour market dynamics most closely resembled those of the UK. Results of the analysis are presented in Annex A and the infographic.¹⁶

- The **REA** is a form of evidence review designed to quickly and systematically summarise the available evidence on a particular question, while maintaining a level of rigour and transparency that distinguishes it from informal or narrative reviews. The REA followed the steps set out in the review protocol: developing the search strategy, piloting it, and conducting a systematic search. Additional sources were identified through snowballing, hand-searching, and targeted searches of selected databases. After removing duplicates, 868 sources were screened against the inclusion and exclusion criteria (in terms of geographical scope, the REA covered OECD, EU, and Latin American countries offering a broader perspective than the data analysis, which was limited by issues of data comparability). Full-text review and data extraction were carried out for 57 included sources, which were then analysed and synthesised. We assessed the quality of the primary studies using the Maryland Scientific Methods Scale,¹⁷ finding that half met at least Level 3 (a before-and-after study with a non-equivalent comparison group). We evaluated the reviews and research syntheses using the Joanna Briggs Institute critical appraisal checklist¹⁸ and found all to be of at least fair quality. The methodology and findings are discussed in full in the REA report.¹⁹
- The **TRANSFER approach** provides a structured method to assess whether interventions identified in an evidence review are transferable to other contexts, enhancing the relevance of findings.²⁰ A key step is identifying contextual factors that influence whether an intervention works. In this study, we identified transferability factors through literature scoping and stakeholder discussions. We prioritised four measurable factors to guide analysis:
- Employment rate of recent graduates²¹
- Proportion of adults participating in continuous education programmes²²

¹⁶ Zhang, K., Oades, F. and Hofman, J. (2025). NEET rates in the OECD countries and comparisons with the UK. Infographic. Youth Futures.

¹⁷ Farrington, D. P., Gottfredson, D. C., Sherman, L. W., & Welsh, B. C. (2003). The Maryland scientific methods scale. In Evidence-based crime prevention (pp. 13-21). Routledge.

¹⁸ Aromataris, E., Fernandez, R., Godfrey, C. M., Holly, C., Khalil, H., & Tungpunkom, P. (2015). Summarizing systematic reviews: methodological development, conduct and reporting of an umbrella review approach. JBI Evidence Implementation, 13(3), 132-140.

¹⁹ Hofman, J., Hutton, E., Nightingale, M., Zhang, K & Hochstrasser, F. (2025). What works in reducing NEET rates: a comparative study – Rapid Evidence Assessment. Youth Futures.

²⁰ Munthe-Kaas et al. (2020).

²¹ Eurostat (2025a).

²² Eurostat (2025b).

- Model of education system²³
- NEET rates.²⁴

Interventions from countries aligned with the UK on these factors are considered more easily transferable than those which diverge substantially in those areas.

- The **case study** selection and methodology followed a structured, evidence-driven process. Countries were chosen based on a combination of quantitative criteria and policy relevance drawn from data analysis and the REA. After consulting with Youth Futures, the final list was agreed to reflect the broad spectrum of interventions aiming to bring young people back to education or to work. Four countries were selected:
 - **France** (multiple evaluated NEET interventions)
 - **Denmark** (education-focused intervention)
 - **Netherlands** (labour market-focused measures and lowest NEET rates)
 - **Australia** (providing a non-European OECD example with a labour market intervention).

In each case study we analysed available statistical data on the NEET rates, searched for and reviewed sources related to the identified interventions. Annex B provides further detail on the case study selection and methods.

- The case studies were informed by the **PIET-T model**, which assesses the interplay of: Population (demographic and socio-economic characteristics of NEETs), Intervention (design, delivery, duration, and tailoring), and Environment (national policy, labour market, education systems). The PIET-T model was originally developed and applied in the healthcare and public health fields, but its structure is well-suited to examining the transferability of interventions across different contexts, especially in social policy, education, and employment research where interventions are often piloted in one setting and considered for adoption in another. This model helped explore transferability to the UK context by developing a narrative on contextual factors (labour market, education, welfare policies), population characteristics, intervention features, outcomes measured and results, lessons for the UK, addressing transferability

²³ Motiejūnaitė-Schulmeister, A., Sicurella, A. and Birch, P. (2022). The structure of the European education systems 2022/2023. European Commission: European Education and Culture Executive Agency. Publications Office of the European Union. As of 25/04/2025: <https://data.europa.eu/doi/10.2797/21002>

²⁴ Eurostat (2025c).

and feasibility. Findings and all sources reviewed are presented in the case study reports.²⁵

Taken together, these methodological strands aimed to balance breadth and depth, but they also come with certain limitations. The use of the REA enabled a timely and efficient synthesis of available research, but may have inadvertently omitted some pertinent sources and evidence. To enhance comprehensiveness, we incorporated systematic searches complemented by snowballing, hand-searching, and targeted strategies. The focus on robust evidence from randomised controlled trials (RCTs) and quasi-experimental designs (QEDs) ensures a high level of rigour but may exclude innovative interventions yet lacking substantial empirical backing. While the REA effectively identifies what works and what does not (albeit with limited findings on preventative and early intervention approaches), the nature of the included studies limits insights into the underlying mechanisms and contextual factors influencing outcomes. Nonetheless, the analysis seeks to extract broader themes by examining the characteristics of reviewed interventions, as detailed in the available literature. The inclusion of a limited number of in-depth case studies provides nuanced understanding, and the application of analytical approaches assessing the transferability of interventions across different populations and contexts strengthens the study's applicability. However, a notable limitation is the absence of direct input from young people, whose perspectives are crucial for aligning the evidence with the needs of the UK's NEET population. This was agreed with Youth Futures, who planned to engage young people separately to discuss the study's implications.

This report is structured as follows: Chapter 2 (Why NEET matters) responds to RQ1 and draws on data analysis. Chapter 3 (What Works) responds to RQ2 and RQ3 by examining evidence from the REA and case studies. Chapter 4 (Implications for the UK) formulates conclusions from this study based primarily on the REA and case studies (RQ4). Chapter 5 summarises recommendations for policy-makers and Youth Futures (RQ5).

²⁵ Hutton, E. (2025). What works in reducing NEET rates: Australia. Youth Futures; Hochstrasser, F. (2025). What works in reducing NEET rates: The Netherlands. Youth Futures; Copeland, R. (2025). What works in reducing NEET rates: France. Youth Futures; Clay, F. & Hadjivassiliou, K. P. (2025). What works in reducing NEET rates: Denmark. Youth Futures.

2. Why NEET matters: The UK in an international context

There have been numerous initiatives across the UK aimed at preventing and addressing the NEET challenge. These initiatives reflect a strong, ongoing commitment to improving outcomes for young people across different regions and communities in the UK. The following sections draw on the data analysis and explore the current NEET situation in the UK and examine broader national and international trends, with a view to identifying potential lessons from the experiences of other countries.

2.1. The importance of addressing NEET rates has never been more pressing in the UK

Young people were disproportionately affected in the labour market by the COVID19 pandemic, with the hardest impacts in sectors such as hospitality, care, leisure, and construction, and worse outcomes for young men, Black and Asian young people, and those in southern England, Scotland, and Wales²⁶ – impacts that continue to be felt. In the last quarter of 2024, there were approximately 987,000 young people aged 16 to 24 classified as NEET in the UK,²⁷ including 392,000 registered as unemployed and the staggering 595,000 classified as economically inactive and outside of the labour force. This equates to a NEET quarterly rate of 13.4% (14.4% among men and 12.3% among women) – figures that underscore the ongoing struggle many young people face in securing stable employment or educational opportunities.

Recent research highlights several factors strongly associated with the risk of becoming NEET. These include educational attainment, occupational and educational aspirations, attitudes towards school and learning, school absence, socio-economic status, and family and parental characteristics.²⁸ There is compelling evidence as to why NEET matters, demonstrating that the consequences of NEET status extend far beyond temporary disengagement. Young people classified as NEET between the ages of 16-19 are significantly more likely to experience economic inactivity in their mid-30s, even after

²⁶ Wilson, T., & Papoutsaki, D. (2021). An Unequal Crisis: The impact of the pandemic on the youth labour market. IES.

²⁷ ONS (2025). As of 25/04/2025: [Young people not in education, employment or training \(NEET\) - Office for National Statistics](#)

²⁸ Sottini, M., Hutton, E., Zhang, K. & Hofman, J. (2025). Educational and Psychosocial Factors Associated with Increasing the Risk of Becoming Not in Education, Employment or Training (NEET) Among Young People in England: A Rapid Evidence Assessment. Youth Futures.

accounting for factors such as education, health, and socio-economic background.²⁹ The risk is especially high for men who are NEET, as they are around ten times more likely to be economically inactive years later. Women in similar circumstances are six times more likely to experience the same outcome.³⁰ While transitioning from NEET to economic activity reduces these odds, the disadvantage persisted compared to peers who were never NEET. Young people who are NEET at ages 16–19 are also significantly more likely to face poorer earning outcomes in the medium and long term.³¹

The cycle does not end there – it risks continuing across generations. Evidence shows that parental employment is a key factor associated with the risk of becoming NEET.³² Young men and women aged 16–29 from two-parent households with at least one parent at work are 7 and 9 percentage points less likely, respectively, to become NEET compared to those with workless parents. This protective effect grows even stronger when both parents are in work, reducing the likelihood of being NEET by 14 percentage points for men and 17 percentage points for women, with further variation by ethnicity.³³ In particular, Indian, Bangladeshi and African men, and Bangladeshi women, who had workless parents at 14, are significantly less likely to be NEET than white British counterparts in the same circumstances – a pattern that the authors suggest may be linked to differences in parental aspirations or investments across ethnic groups.³⁴

With nearly one million young people currently NEET in the UK, these findings strengthen the call to prevent long-term scarring, break the cycle of disadvantage and ensure that young people are offered support and opportunities to thrive. International comparisons show that this can be achieved.

²⁹ Ralston, K., Everington, D., Feng, Z., & Dibben, C. (2021). Economic Inactivity, Not in Employment, Education or Training (NEET) and Scarring: The Importance of NEET as a Marker of Long-Term Disadvantage. *Work, Employment and Society*, 36(1), 59-79. As of 25/04/2025: <https://doi.org/10.1177/0950017020973882>

³⁰ Ralston et al. (2021).

³¹ Crawford, C., Duckworth, K., Vignoles, A., & Wyness, G. (2011). Young people's education and labour market choices aged 16/17 to 18/19. London: Department for Education. As of 25/04/2025: <https://ifs.org.uk/publications/young-peoples-education-and-labour-market-choices-aged-1617-1819>

³² Sottini et al. (2025).

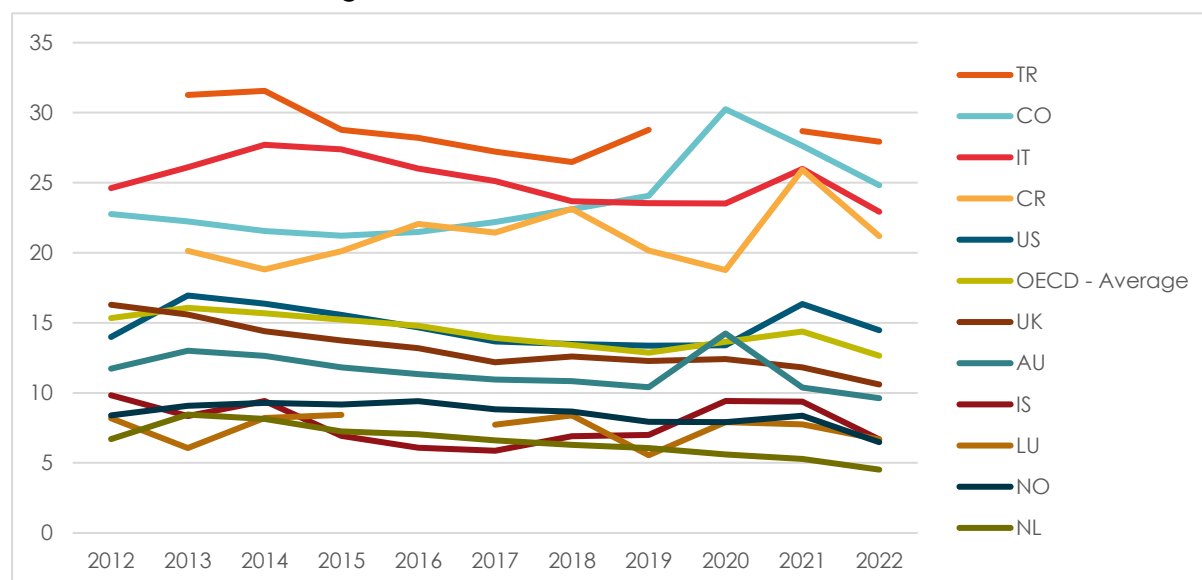
³³ Zuccotti, C. V., & O'Reilly, J. (2019). Ethnicity, Gender and Household Effects on Becoming NEET: An Intersectional Analysis. *Work, Employment and Society*, 33(3), 351-373.

³⁴ Zuccotti & O'Reilly (2019).

2.2. UK NEET rates follow the OECD average, and, so far, failed to join top performers

Historically, the UK NEET rates have remained close to the OECD average (**Figure 1**). The NEET rate for 15–29-year-olds in the UK stood at 10.6% in 2022, just below the OECD average of 12.7%.³⁵ While for the UK this marks an improvement from 16.3% in 2012, the country remains behind several nations that have consistently maintained lower NEET rates. The Netherlands, in particular, outperformed the UK with a NEET rate of 4.5% among 15–29-year-olds in 2022 and have maintained it below 5% since 2015.

Figure 1: NEET rates among 15-29-year-olds (2012-2022), leaders and countries lagging behind the OECD average and the UK



Note: The gaps in the lines indicate missing data. TR – Turkey, CO – Colombia, IT – Italy, CR – Costa Rica, US – United States, UK – United Kingdom, AU – Australia, IS – Iceland, LU – Luxembourg, NO – Norway, NL – Netherlands.

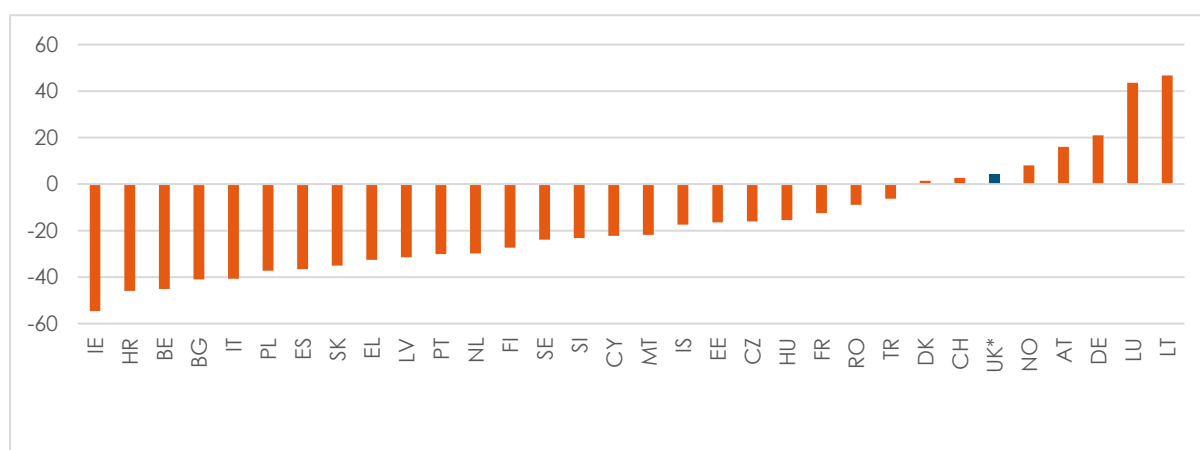
Source: OECD (2025). As of 25/04/2025: [Youth not in employment, education or training \(NEET\) | OECD](#)

³⁵ OECD (2025). As of 25/04/2025: [Youth not in employment, education or training \(NEET\) | OECD](#)

According to EU statistics which still include the UK in international comparisons³⁶, ten out of 30 European countries³⁷ had consistently lower NEET rates than the UK. Between 2015 and 2019,³⁸ their NEET rates among 15–24-year-olds were consistently at least 10% lower than those in the UK.

Many countries have reduced their NEET rates over the past decade, further highlighting the contrast with the UK – one of the few countries where the rate has increased (**Figure 2**). Between 2015 and 2023, Ireland achieved the largest percentage reduction in NEET rates, followed by Croatia and Belgium.

Figure 2: Percentage change in NEET rates among 15-24-year-olds (2015-2023)



Note: UK* estimates are provided for comparison and relate to 16-24-year olds. Remaining data is harmonised and based on EU statistics for 15-24-year-olds. IE – Ireland, HR – Croatia, BE – Belgium, BG – Bulgaria, IT – Italy, PL – Poland, ES – Spain, SK – Slovakia, EL – Greece, LV – Latvia, PT – Portugal, NL – Netherlands, FI – Finland, SE – Sweden, SI – Slovenia, CY – Cyprus, MT – Malta, IS – Iceland, EE – Estonia, CZ – Czech Republic, HU – Hungary, FR – France, RO – Romania, TR – Turkey, DK – Denmark, CH – Switzerland, NO – Norway, AT – Austria, DE – Germany, LU – Luxembourg, LT – Lithuania.

Source: DfE (2025) for the UK, Eurostat (2025) for the remaining countries.

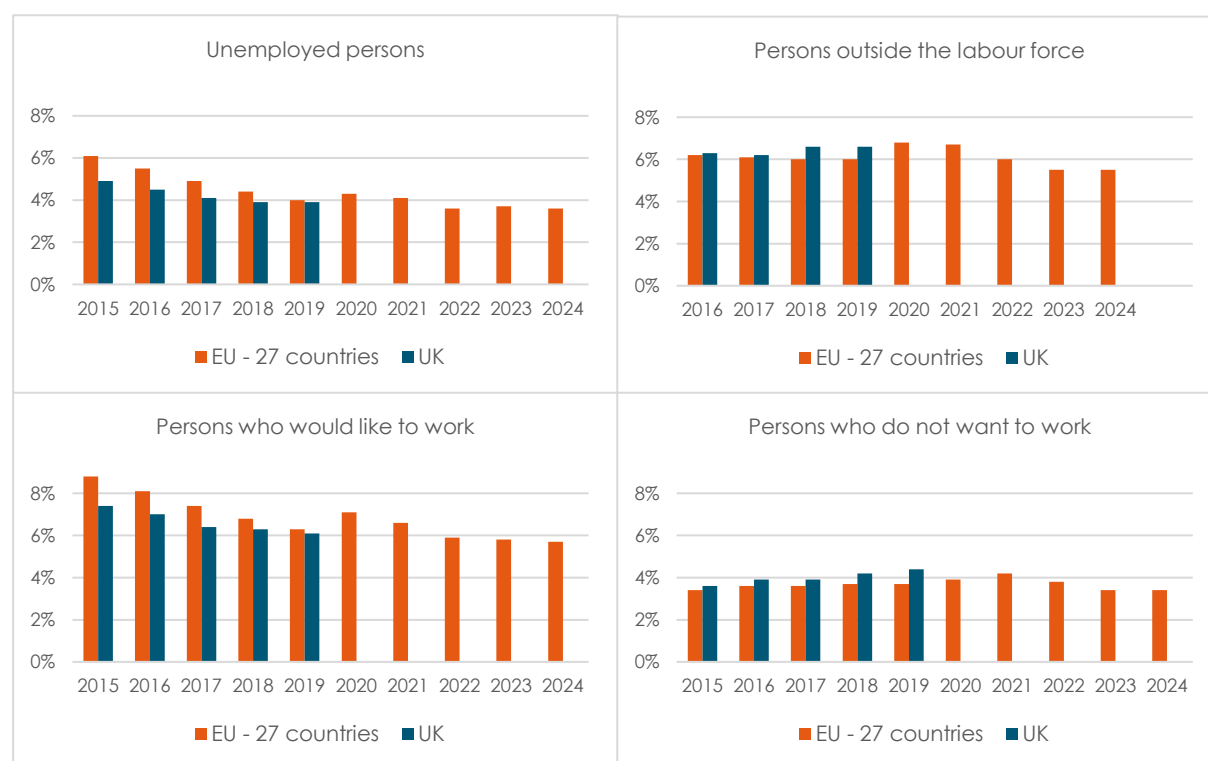
³⁶ Data for the UK are not available on Eurostat after 2019; hence the timeframe is limited to the 2015-2019 period.

³⁷ Austria, Czechia, Denmark, Germany, Iceland, Luxembourg, the Netherlands, Norway, Switzerland and Sweden.

³⁸ Eurostat (2025). As of 25/04/2025: [\[edat_lfse_20\] Young people neither in employment nor in education and training by sex, age and labour status \(NEET rates\)](#)

In the UK, the proportion of NEET young people who were unemployed or who would like to work (regardless of whether they were actively seeking employment) has consistently been lower than the EU-27 average (Figure 3). Conversely, the share of those outside the labour force – particularly those not seeking work – has been higher in the UK than in the EU, with the latter category showing a more pronounced increase in recent years for which the data are available.

Figure 3: NEET rates (15-24-year-olds) by labour status (2015-2023)



Source: Eurostat (2025).

We assessed the composition of NEET populations across countries, comparing them to the UK's NEET population profile (using 2015–2019 Eurostat data). Specifically, we looked at NEET subgroup distributions based on:

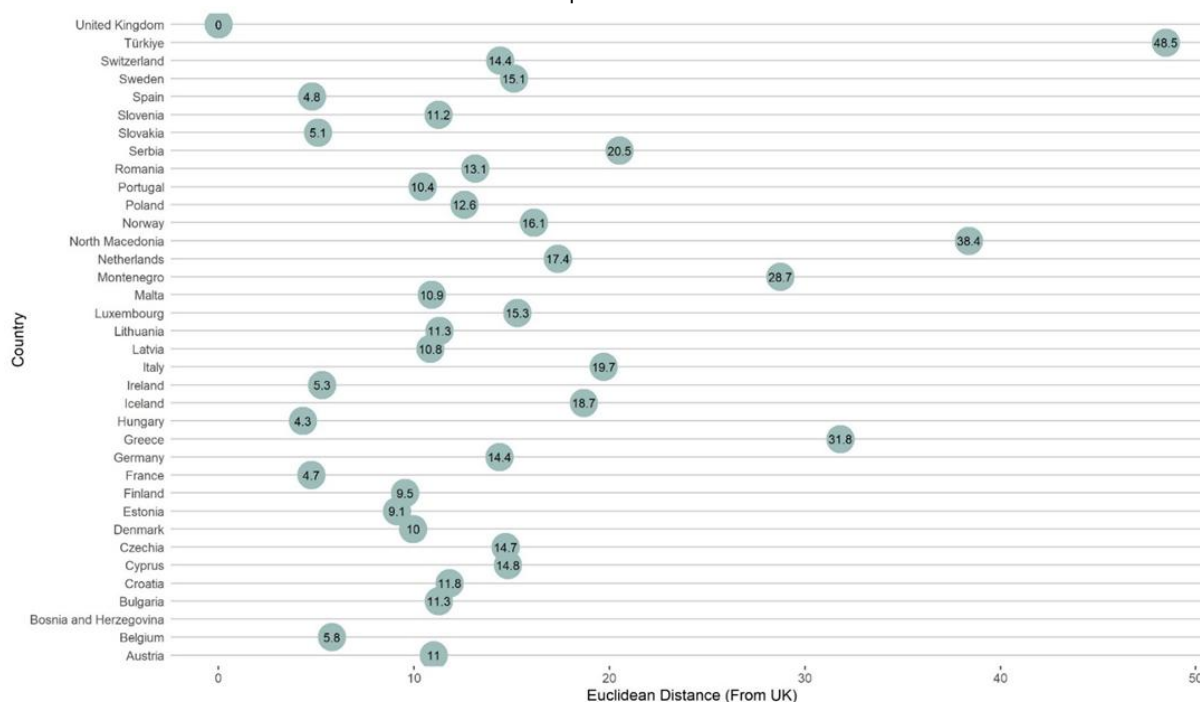
- Gender (women, men NEET rates)
- Labour status (unemployed NEETs vs. those outside the labour force)
- Educational attainment (primary/lower secondary, upper secondary/post-secondary non-tertiary, tertiary education levels).

We quantified how similar other countries' NEET compositions were to the UK's, generating a similarity index. The lower the distance, the more similar the country is to the UK.

Our analysis showed that the countries most similar to the UK in NEET population composition were Hungary (distance score: 4.31), France (4.75), Spain (4.79), Slovakia (5.10), Ireland (5.30) and Belgium (5.81). These countries' NEET populations resemble the UK's in terms of gender split, employment status, and education levels of NEET.

We also examined the correlation between total unemployment rates (age 15–74) and youth NEET rates (15–29) across countries, using 2006–2019 Eurostat data. The correlation coefficient quantifies how closely unemployment rates and NEET rates change together in each country (in other words, whether unemployment and NEET rates tend to go up and down at the same time in each country). We compared these coefficients to the UK's correlation (0.86) to identify countries with similar labour market dynamics affecting NEETs (**Figure 4**). The higher the correlation coefficient, the more closely unemployment and NEET rates rise and fall together.

Figure 4: Similarity indices point to Hungary, France, Spain, Slovakia, Ireland and Belgium as closest to the UK's in terms of NEET composition



Source: RAND Europe calculations based on Eurostat (2025).

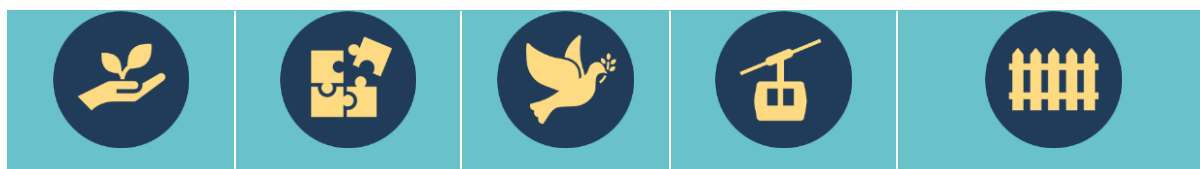
We found that countries with correlation patterns closest to the UK (within ± 0.05) are Ireland (0.97), France (0.85), Spain (0.83), Slovakia (0.92), Italy (0.91), Portugal (0.90), and Greece (0.88). These countries display similar interactions between overall unemployment and youth NEET rates, suggesting that economic cycles and labour market structures may affect NEETs in comparable ways to the UK.

The data analysis positions the UK in the international context, offering comparative insights that suggest valuable lessons can be drawn from countries that have either sustained low NEET rates or achieved more significant reductions. However, the analysis is geographically limited to EU member states and was not used to determine the scope of the REA, which was intentionally broader to capture lessons from evidence-based interventions from the OECD, EU and Latin American countries. While the data analysis highlights which countries have achieved the largest reductions or maintained low NEET rates, it does not explain *how* these outcomes were achieved. To better understand this, we now turn to a synthesis of findings from the REA and case studies selected in consultation with Youth Futures to ensure a diverse range of interventions supporting young people's return to education or work.

3. What works: Three insights from international evidence

Tackling high NEET rates demands a multipronged strategy, as no single intervention can adequately address the varied needs of this diverse population. Although grouped under one label, young people who are NEET differ widely in their qualification and skill levels, demographic backgrounds, personal circumstances and reasons for being NEET. The category encompasses both those who are unemployed – actively seeking work – and those who are economically inactive. This diversity necessitates a broad and flexible range of interventions, each tailored to the specific challenges faced by different sub-groups. **Figure 5** illustrates a simplified continuum of these approaches, spanning from early prevention efforts to facilitated school-to-work transitions, employment support, and the removal of barriers to work. **Box 1** provides an example of such a multipronged approach in the Netherlands, the OECD's highest-performing country in NEET rates.

Figure 5: A holistic approach to reducing NEET rates: from preventing dropout to breaking barriers to work



Source: RAND Europe.

Building on the evidence gathered through the REA³⁹ and case studies,⁴⁰ the remainder of this chapter draws out common characteristics and underlying mechanisms observed across these diverse approaches. In doing so, it seeks to move beyond isolated examples to conceptualise middle-range theoretical insights⁴¹ that help explain *why* and *how* certain interventions contribute to improving education and employment outcomes and, in turn, reducing NEET rates. By identifying shared elements and patterns across effective interventions, this chapter offers a more generalisable understanding of

³⁹ Hofman et al. (2025).

⁴⁰ Hutton (2025); Hochstrasser (2025); Copeland (2025); Clay & Hadjivassiliou (2025).

⁴¹ Middle-range theories sit between grand theories and more specific empirical findings. They aim to explain a limited set of phenomena, often within a particular context or domain, but with enough generalisability to apply beyond one specific study. See: Merton, R.K. (1968). *Social Theory and Social Structure*. New York: Free Press.

the conditions and mechanisms that support successful outcomes, while remaining grounded in empirical evidence. This approach aims to provide a conceptual bridge between specific findings and broader policy and practice considerations.

Box 1: From classroom to careers: Dutch multipronged approach to reducing NEET rates

- **Mandatory basic qualifications:** all young people up to 18 years old must achieve at least a basic qualification – either senior secondary vocational education, senior general secondary education, or pre-university education. This policy aims to prevent early school leaving and ensure a minimum level of education for all youth.  The UK aims at reducing NEET rates through participation rather than mandating minimum attainment.
- **Career learning:** career guidance and counselling is obligated by law in secondary (including secondary vocational education) and tertiary education; the government collaborates with educational institutions and partners to develop career-focused tools to help young people make informed study choices, develop key employability skills, and enhance their job search effectiveness.  In the UK, career guidance is a statutory requirement in secondary (not tertiary) education, and it is supported by national frameworks (Gatsby Benchmarks) and public bodies (National Careers Service).
- **After compulsory schooling:** for young people aged 18 to 23 who have not yet obtained these qualifications, schools, alongside regional centres, continue monitoring their progress. Designated 'contact-municipalities' coordinate these efforts within their regions, ensuring that young people remain engaged until they achieve the basic qualification.  There are some similar initiatives in the UK (Youth Hubs), but no direct equivalent with the same systematic coordination and legal backing.
- **Support for school leavers seeking work:** young people transitioning from education to work can register with the Dutch Social Security Agency which provides general online support, including job vacancies, CV tips, job search guidance, and competence assessments.  There is comparable support for UK school leavers with delivery spread across different services (Jobcentre Plus, National Careers Service).
- **Assistance for early school leavers without qualifications:** municipalities offer targeted support to either return to education or transition into work, if schooling is not feasible.  In the UK, there are some targeted interventions for early school leavers, but no national framework delivered through local authorities.
- **Support for young unemployed with benefits:** for unemployed youth applying for benefits, the Social Security Agency guides them to re-enter the workforce.  The UK offers benefit-linked employment support for young people through Universal Credit and Jobcentre Plus.
- **Tailored municipal support for unemployed youth without benefits:** if unemployed young people are not receiving unemployment benefits, they can approach their local municipality for assistance. Initially, they are required to actively seek work or training for four weeks. If still unsuccessful, they receive customised, individualised support after this period.  There is no direct equivalent to the Dutch model in the UK.

Source: RAND Europe based on European Commission (2023). [Netherlands](#)

3.1. Engage early and sustain support to achieve completion

The reviewed interventions consistently demonstrate the importance of early engagement in education and training pathways, with several showing promising results in improving enrolment among NEET youth.⁴² However, while these programmes often succeed in bringing young people back into education or training, this does not always lead to sustained progression or completion of qualifications. This gap highlights a crucial challenge: re-engaging young people once they have disengaged from formal systems is only part of the solution – ensuring they stay engaged and succeed is a more complex task.

This reinforces the need for preventative strategies that intervene before young people exit education altogether. The evidence suggests that while enrolment and participation are necessary precursors for educational attainment and labour market advancement, they are insufficient on their own. The engagement must be sustained by other factors – such as the quality and relevance of support, alignment with young people's aspirations, and personalisation to address the specific barriers that led to disengagement (e.g., mental health needs, socio-economic disadvantage, or prior negative educational experiences).

A closer look at three of the most promising interventions highlights how targeted, sustained support can lead not only to re-engagement but also to educational completion, setting these apart from others in the evidence base (**Table 2**). The **Job Corps** programme in the United States, for instance, demonstrated significant gains in school completion and certificate attainment among economically at-risk youth, though it did not extend to progression into higher levels of education.⁴³ Despite this, it is proven effective in improving employment and earnings outcomes.⁴⁴ Similarly, **Social and Preventative Medicine Consultations** in France successfully increased participation in training, particularly for disadvantaged groups such as women, younger individuals, and those with unstable housing (while the trial did not detect employment effects, it was neither designed nor powered to measure such outcomes).⁴⁵ The **Bridging the Gap Between Welfare and Education** programme in Denmark stands out for improving both enrolment and completion rates in vocational education, especially among those assessed as 'not ready for education' and those with mental health conditions,

⁴² Hofman et al. (2025).

⁴³ Hock, H., Luca, D.L., Kautz, T. & Stapleton, D. (2017). Improving the Outcomes of Youth with Medical Limitations Through Comprehensive Training and Employment Services: Evidence from the National Job Corps Study. Mathematica Policy Research.

⁴⁴ Hock et al. (2017).

⁴⁵ Robert, S., Romanello, L., Lesieur, S., Kergoat, V., Dutertre, J., Ibanez, G., & Chauvin, P. (2019). Effects of a systematically offered social and preventive medicine consultation on training and health attitudes of young people not in employment, education or training (NEETs): An interventional study in France. *PLoS One*, 14(4), e0216226.

demonstrating how personalised, sustained support can drive meaningful educational outcomes.⁴⁶

Table 2: Examples of interventions successful in improving enrolment and sustained engagement in education

Intervention	Target population	Description	Study design	Education outcomes
Job Corps (United States)	Economically at-risk youth aged 16-24, including those with medical limitations.	A comprehensive residential programme combining vocational training, general education, soft skills development, and job placement support. Delivered over 6-24 months depending on the participant's needs.	RCT	Improved school engagement and completion (certificate attainment). Participants with medical limitations spent more time in education or training than non-participants. However, likelihood of receiving a high school diploma was not substantially altered. Substantial long-term gains in employment and earnings.
Social and Preventative Medicine Consultations (France)	NEETs aged 18-25, particularly those without training or jobs.	Consultations with a social worker to reduce financial barriers to healthcare; on-site consultations with a doctor to examine health status and health-care habits, provide health information, and refer to services, if needed.	RCT	Significantly increased participation in training programmes, particularly among women, younger participants, and those with lower educational attainment or unstable housing.
Bridging the Gap Between Welfare and Education (Denmark)	NEETs aged 18-29 receiving social assistance, not enrolled in education, lacking post-compulsory school qualifications.	A 14-week programme combining classroom training (basic and social skills), internships, job training, and mentorship. Individual training plans are co-developed with job centres and vocational education institutions.	Difference-in-Differences	Significantly increased vocational education enrolment and completion rates. Positive employment outcomes observed 2.5 years post-enrolment, especially for disadvantaged groups.

Source: RAND Europe based on Hock et al. (2017), Robert et al. (2019), and Rosholm et al. (2019).

⁴⁶ Rosholm, M., Mikkelsen, M. B., & Svarer, M. (2019). Bridging the gap from welfare to education: Propensity score matching evaluation of a bridging intervention. *PLoS One*, 14(5), e0216200.

These interventions contrast with a broader pattern observed across many programmes, where improvements in enrolment or retention do not consistently translate into qualification attainment. For example, Spain's **Vocational Qualification Programmes** improved secondary school outcomes but failed to enhance vocational graduation rates.⁴⁷ Other interventions, such as the **Service Learning** programme in the United States and Denmark's **Youth Unemployment Programme**, showed either inconclusive⁴⁸ or short-term effects.⁴⁹ In Norway, the use of **student welfare counsellors** extended school retention, but did not improve completion rates. Likewise, Austria's **Case Management** approach increased participation in basic training but had little effect on further educational engagement.⁵⁰ This persistent challenge underscores the need for interventions that not only reconnect young people with education pathways but also sustain their engagement through to completion.

Early and sustained engagement is necessary for reducing NEET rates, but its success is conditional upon contextual factors that either facilitate or inhibit progression. Personalisation of support, relevance of learning content, and addressing underlying barriers (such as health conditions, financial instability, skill gaps) appear to be critical in converting enrolment into lasting outcomes.

⁴⁷ Alegre, M. À., Casado, D., Sanz, J., & Todeschini, F. A. (2015). The impact of training-intensive labour market policies on labour and educational prospects of NEETs: Evidence from Catalonia (Spain). *Educational Research*, 57(2), 151-167.

⁴⁸ Filges, T., Dietrichson, J., Viinholt, B. C., & Dalgaard, N. T. (2022). Service learning for improving academic success in students in grade K to 12: A systematic review. *Campbell Systematic Reviews*, 18(1), e1210.

⁴⁹ Jensen, P., Rosholm, M., & Svarer, M. (2003). The response of youth unemployment to benefits, incentives, and sanctions. *European Journal of Political Economy*, 19(2), 301-316.

⁵⁰ Eppel and Mahringer (2023). The effects of more intensive counseling for disadvantaged unemployed youth. *IZA Journal of Labor Policy*, 13(1).

3.2. Offer holistic and tailored support to respond to diverse needs

The evidence reviewed shows that holistic, multi-component, and tailored support increases the chances that interventions for young people who are NEET tend to lead to sustainable education, training, or employment outcomes. Interventions that combine different elements, including financial assistance, personalisation, and in-work support might be better positioned to address the diverse and complex needs of young people who are NEET compared to more narrowly focused ones. While many interventions succeed in re-engaging participants or securing initial placements, far fewer achieve lasting employment or education outcomes. Programmes offering continued, individualised support during transitions – including once young people enter education or employment – are more likely to sustain positive trajectories.

As with enrolment in education, simply helping a young person into a job or internship does not guarantee lasting employment. Effective employment support should go beyond matching young people to vacancies or courses:

- Personalisation is critical to meet the varying needs of young people, many of whom face multiple and overlapping barriers (mental or physical health conditions, financial insecurity, poor past educational experiences).
- Financial support, such as stipends, can ease the pressure on young people to prioritise immediate income over long-term development opportunities.
- In-work support is often needed to help young people adjust to new professional environments, manage expectations, and resolve challenges before they escalate to drop-out or dismissal (see examples of such interventions in [Table 3](#)).

Holistic interventions recognise that for many NEET young people, starting a work experience (whether a subsidised job placement, internship, or else) is just the beginning of the journey toward long-term success (which depends on the scaffolding provided during this transition).

Several interventions identified through the REA and case studies demonstrate the effectiveness of holistic, personalised support in improving employment outcomes. In addition to **Job Corps** (see Section 3.1), other examples include **Youth Guarantee** in France that provided intensive, personalised support through workshops, mentoring, work placements, and a monthly stipend to alleviate financial pressures. **Work for the Dole** in Australia combined compulsory work-like placements with skill development activities and offered modest financial assistance to cover associated costs to participants. **Individual Placement and Support (IPS)** in Norway provided intensive, personalised support and continued in-work assistance after job placement ([Table 3](#)).

Table 3: Interventions offering comprehensive and tailored support that improve work outcomes

Intervention	Target population	Description	Study design	Employment outcomes
Youth Guarantee (France)	Financially insecure NEETs aged 16–25, including those without family support and with low levels of education or qualifications.	An intensive support delivered over 12–18 months through local hubs (<i>Missions Locales</i>). Combines training, tailored mentoring, skills assessment, immersive work placements, and a monthly stipend.	Difference-in-differences	Increased employment among participants compared to a control group one year after programme completion. Collective support (e.g. peer group sessions) increased long-term employment rates within 6 months.
Work for the Dole (Australia)	Jobseekers aged 18–29 in receipt of income support, required to meet mutual obligation activity requirements.	A work experience programme lasting 6 months, involving 15 hours/week placements (e.g. community, retail, maintenance work). Includes basic and employability skills training, and mentoring. Participants receive modest financial support.	Difference-in-differences	Increased participation in part-time or casual paid employment. Small but significant gains in job placements and exits from income support observed within 6 months. Stronger outcomes for participants with high barriers to work. However, less impact on long-term employment or earnings.
IPS (Norway)	NEET youth aged 18–29 at risk of early work disability due to mental health or social challenges	A personalised employment programme offering rapid, preference-based job search and intensive one-to-one support. Delivered by trained employment specialists and integrated with mental health and social services. Includes up to 3 years of support tailored to individual needs and job conditions.	RCT	Increased competitive employment among participants compared to a control group within 12 months. Significant improvements in job tenure, total hours worked, and wages earned. Associated with improved mental health and overall functioning. Proved superior compared to traditional vocational rehabilitation, especially in maintaining employment.

Source: RAND Europe based on Mathilde et al. (2020), Kellard et al. (2015), Biddle and Gray (2018), Sveinsdottir et al. (2020).

In contrast, interventions offering more limited support – often narrowly focused on one-off training or placements without wider support framework – showed more mixed or short-lived impacts. For example, Latvia's **Vocational Training Programme** provided qualifications but had no significant effects on subsequent employment.⁵¹ The **Subsidised Employment Programme** in the Netherlands increased short-term job entry but did not sustain longer-term employment.⁵² **Youth Service** in New Zealand, which focused on needs assessment, mentoring and support, did not achieve statistically significant results.⁵³

Given the diverse and interconnected challenges faced by NEET young people, holistic and tailored support emerges as a critical success factor. Transitioning to professional environments and independent living demands more than initial placements – it requires ongoing, adaptable support that enables young people to find their footing and thrive. Financial incentives ease immediate pressures; personalisation addresses specific barriers; and in-work support helps consolidate early successes into longer-term achievements.

⁵¹ Bratti, M., Ghirelli, C., Havari, E., & Santangelo, G. (2018). Vocational training for unemployed youth in Latvia: Evidence from a regression discontinuity design. IZA Discussion Paper No. 11870.

⁵² Rotar, L. J. (2021). Evaluation of the effectiveness of employment programme on young unemployed people. *Engineering Economics*, 32(1), 60-69.

⁵³ Dixon, S. & Crichton, S. (2017). Evaluation of the Impact of the Youth Service: NEET programme. New Zealand Treasury Working Paper No. 16/08.

3.3. Mobilise and engage with employers and other key stakeholders

Successful interventions show that broad collaboration – between employers, public employment services, education providers, local authorities, health services, and community organisations – is critical to supporting young people effectively. Effective interventions often involve:

- Employers: engaged early to offer meaningful work experiences, supported hiring, and mentoring.
- Public employment services: coordinating placements, incentives, and ongoing support.
- Education and training providers: tailoring learning pathways to labour market needs.
- Local authorities and health services: addressing wider social, health, and financial barriers to participation.
- Community organisations: offering additional wraparound support, especially for the most marginalised youth.

These partnerships create coordinated ecosystems around young people, helping them access opportunities and support from multiple angles. Several interventions from the REA and case studies demonstrate how collaboration across multiple stakeholders – including but not limited to employers – plays a central role in improving education and employment outcomes for NEET young people. For example, **Youth Guarantee** in France was delivered through *Missions Locales* (**Box 2**), which broker support between young people, employers (through work immersions), training providers, and health/social services.

Box 2: *Missions Locales* in France

Missions Locales in France are public organisations designed to assist young people aged 16 to 25 who are NEET in their transition from education to employment. They provide personalised support and guidance to help young individuals navigate challenges related to professional integration, education, training, housing, health, and social inclusion. Established in the 1980s, *Missions Locales* operate across the country as members of the public employment service and are deeply embedded within local communities. Their key functions are:

- Employment assistance: they help young people find job opportunities through partnerships with local employers; provide career guidance; offer workshops on job search strategies, CV writing, and interview preparation.
- Access to training: they assist in identifying and enrolling in vocational training programmes and support young people in acquiring qualifications or certifications needed for specific careers.
- Social and health support: they assist in addressing barriers to work, such as housing insecurity, lack of transportation, or health challenges by providing access to relevant services and support.
- Coordination with local stakeholders:
 - Businesses and industries: *Missions Locales* collaborate with them to identify job opportunities, promote internships and apprenticeships, and promote inclusive hiring practices
 - Vocational training institutions, schools, and other training centres: with these organisations *Missions Locales* jointly develop tailored training programmes, facilitate access to certifications and promote dual training models that integrate theoretical learning with practical, on-the-job training
 - Municipalities and public service: *Missions Locales* collaborate with municipalities to provide affordable housing or transportation subsidies for young people seeking employment. They work with local health agencies to ensure access to medical care, mental health support, and social assistance.

Missions Locales play a critical role in combating youth unemployment and social exclusion in France. They act as a one-stop shop for young people, providing comprehensive support to help them achieve autonomy and integrate into society.

Source: RAND Europe based on [UNML: National Union of Local Missions, Youth Employment](#)

Dutch **Labour Cost Advantage** provided wage subsidies to employers but operated within a broader framework that involved municipalities and Public Employment Services actively matching disadvantaged youth to available opportunities. **Bridging the Gap Between Welfare and Education** in Denmark combined efforts by municipal job centres, vocational schools, and employers to create personalised education-to-employment pathways (**Figure 6**).

Figure 6: Stakeholder engagement in Bridging the Gap Between Welfare and Education



Source: Görlich et al. (2016).

Employer involvement remains crucial, but it must sit within a wider collaborative system that can provide personalised, holistic, and sustained support pathways into employment or training. Building partnerships between employers, education providers, public services, and community organisations is essential to tackle the multiple, interconnected barriers facing NEET young people.⁵⁴

⁵⁴ See also Casey, R. & Elliott, J. (2025). Unlocking the potential of young people furthest from the labour market. Joseph Rowntree Foundation.

4. Implications for the UK: Translating lessons to action

Efforts to reduce the number of young people NEET often look to international examples for inspiration. However, adopting policies or programmes that have worked elsewhere is not a simple matter of replication. Interventions are shaped by the people they aim to support, how they are designed and delivered, and the wider system in which they operate. What works in Denmark or France may not work the same way in England without careful adaptation.

To help decision-makers understand how and whether lessons from other countries might apply to the UK, this chapter uses the PIET-T model – a practical tool for assessing the Population, Intervention, and Environment in which a programme operates. The model assumes that the success of an intervention depends not just on what is delivered (assuming it is delivered in high fidelity), but also on who it is designed for and the context in which it is implemented.

By examining each of these three elements in turn, we highlight:

- Which features of international interventions are potentially transferable to the UK
- Where adaptation would be needed to reflect the UK's specific circumstances
- And how decision-makers can make informed decisions when considering new approaches.

This chapter draws on insights from the REA⁵⁵ and case studies,⁵⁶ but focuses specifically on what these mean for action in the UK. Rather than repeating the detailed transferability analysis, it offers a structured interpretation to support practical translation into policy and service design.

⁵⁵ Hofman et al. (2025).

⁵⁶ Hutton (2025); Hochstrasser (2025); Copeland (2025); Clay & Hadjivassiliou (2025).

4.1. Population: Understanding for whom interventions are designed

Effective evidence translation begins with a clear understanding of the population an intervention is intended to support and the reasons for being NEET. Any effort to apply lessons from another country must consider the health, socio-demographic, educational, and motivational characteristics of the young people in the target setting. In the UK, the NEET population is large and diverse, encompassing distinct sub-groups with varying levels of readiness for employment, education or training. This is not dissimilar to other countries, but identified interventions were trialled with carefully defined segments of the target population. We therefore consider below what this means for the NEET population in the UK. A more granular analysis would be needed to account for a specific sub-group of the NEET population in the UK for which any new intervention was intended – this should include ethnicity, health conditions, care responsibilities, regional variations in the labour market and other factors.

Unemployed NEETs: The size of this group in the UK is estimated at 354,000⁵⁷

For this group, work-focused interventions – such as job search assistance, subsidised placements, or employer engagement schemes – may be highly transferable. These young people are, by definition, active in their search for work, and broadly align with the target population of many interventions trialled in countries like France (**Youth Guarantee**), Norway (**IPS**) and the United States (**Job Corps**). Minimal adaptation may be required, although tailoring to local labour market conditions (addressing some structural barriers, such as improving local transport and access to jobs) and institutional settings (see section 4.3) would remain important.

Coincidentally, some of these interventions (e.g. **IPS**, **Job Corps**), as well as others (**Social and Preventive Medicine Consultation**) have proven particularly effective for young people with health conditions. This further strengthens the case for considering these interventions as highly transferable to the UK, given the health conditions of many young people who are NEET.

⁵⁷ ONS (2025).

Economically inactive NEETs: this group comprises 569,000 young people in the UK⁵⁸

Interventions targeting job entry may be less effective if transferred directly to this group without addressing specific barriers to workforce participation among this growing population. Young people in this category often face complex and structural challenges, including physical and mental health conditions (combined with patchy provision of support),⁵⁹ caring responsibilities, or deep-seated disengagement from formal systems.

Education- or training-focused interventions may be more relevant here – particularly those designed to build motivation, basic skills, and confidence. However, their effectiveness (already limited as discussed in section 3.1) could be further reduced by low levels of wellbeing. Data shows that the happiness and life satisfaction of young people in the UK are lower than in many comparator countries – with particularly low scores for school belonging and school safety – which may reduce engagement with classroom-based or institutionally structured programmes.⁶⁰

Employment-focused interventions may be more challenging to translate to the UK context, as the reviewed programmes were not specifically designed for economically inactive young people. Effective implementation would require careful design and targeted adaptations to address the distinct barriers this group faces in entering the labour market. Some interventions, such as **IPS** for people with mental health conditions who want to work, have proven effective for young people at risk of early work disability and may also be beneficial – with some adaptations – for certain groups within the economically inactive population.

Gender dynamics: In the last two years, NEET rates among men have increased more rapidly than among women

Well-designed interventions should consider how to respond to barriers to work that are shaped by gender norms and stereotypes. While NEET interventions in many countries tend to focus on women, the UK has a marginally higher proportion of NEET men (14.4%) than women (12.3%) – see **Figure 7**.⁶¹ This raises questions about interventions shown to be particularly effective for young women, such as those combining childcare support

⁵⁸ ONS (2025).

⁵⁹ McCurdy, C. & Murphy, L. (2024). We've only just begun: Action to improve young people's mental health, education and employment. Resolution Foundation.

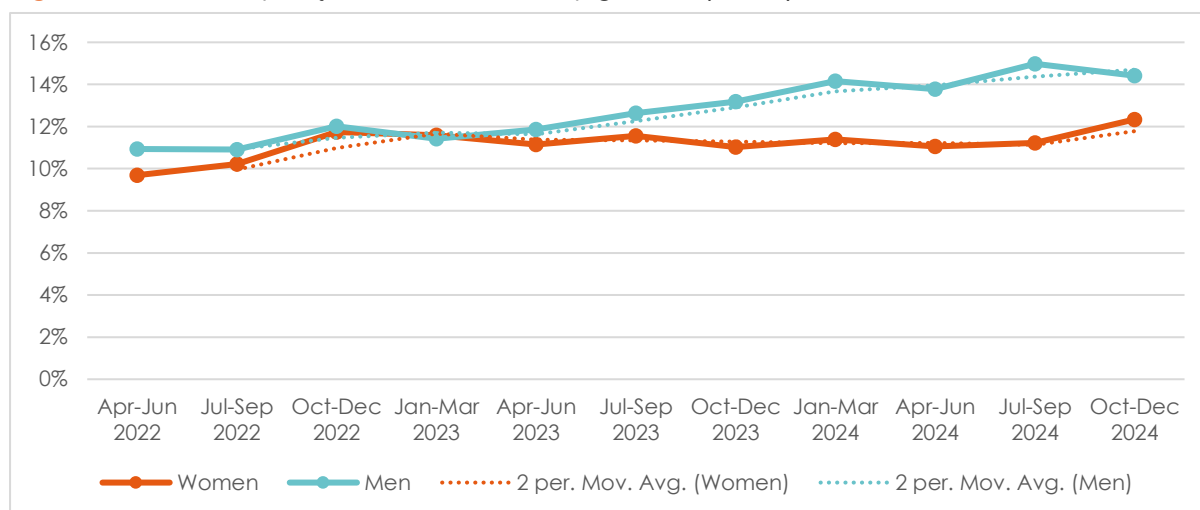
⁶⁰ Chollet, D., Turner, A., Marquez, J., O'Neill, J., Moore, L. (2024). The Good Childhood Report 2024. The Children's Society: London; 2024

⁶¹ ONS (2025).

and career coaching (given that women continue to be more involved than men in unpaid care work).

The integrated programme of active labour policies (**PIPOL**)⁶² in Italy, **Social and Preventative Medicine Consultations** in France or **re-engagement interventions**⁶³ may require relatively little adaptation to be effective for young women in the UK (possibly with some modifications to promotion and engagement). However, to achieve similar overall impacts in the UK, such programmes may need to be adapted to specifically engage and retain young men, who may require different outreach, content and support formats.

Figure 7: Seasonally adjusted NEET rates by gender (16-24) in the UK



Source: ONS (2025).

In this context, the **Job Seeker Assistance Programme**⁶⁴ in France is worth considering, as it had more pronounced employment effects for men. However, the gains of this programme were temporary: they faded between a year and 20 months after participation.

⁶² Pastore and Pompili (2019).

⁶³ Mawn et al. (2017).

⁶⁴ Crépon et al. (2013).

Long-term NEETs: 75% of young people in the UK who are NEET for three months have been NEET for 12 months

Most NEET young people are long-term NEET (i.e. have been NEET for 12 months)⁶⁵ – a group typically harder to support. The longer a young person remains out of education or work, the more likely they are to accumulate negative experiences, develop low expectations of support services, and become discouraged or socially isolated. Interventions focused on first-time NEETs or school-to-work transitions (e.g. **Bridging the Gap Between Welfare and Education**) may not address the entrenched barriers faced by this group and will require redesign – for instance, through a stronger emphasis on sustained mentoring, wraparound support, or flexible, trust-based service models.

Finally, while this analysis separates population characteristics for clarity, in practice these factors intersect. Gender, ethnicity, disability status, and geography influence not only NEET status but also the kinds of support young people are likely to access and benefit from. Interventions that work in more homogenous or targeted settings abroad may struggle to achieve similar results in the UK without disaggregated targeting strategies and local-level delivery adaptations.

4.2. Intervention: What makes a programme transferable in practice

Translating effective interventions to a new context depends not only on whether they 'worked' in their original setting and if supporting evidence is useful and of high quality. It also depends on understanding how these interventions were delivered, how they worked, and under what conditions. While we do not repeat the quality appraisal conducted in the REA and case studies, this report highlights interventions with at least moderate-quality evidence and promising results – and reflects on key design and implementation features that matter for transferability.

One recurring challenge is the lack of detailed documentation on interventions' internal logic, delivery mechanisms, and implementation processes. This is partly due to the nature of the available evidence – including systematic reviews, RCTs, and QEDs – which often prioritise outcomes over process detail. Despite this, two cross-cutting features emerge as critical to success: strategies to reach out to the NEET population, and strategies to involve relevant stakeholders.

⁶⁵ Gadsby, B. (2019). The long-term NEET population. Research Briefing 6. Impetus – The Private Equity Foundation.

Strategies to reach NEET youth

Many young people who are NEET – especially the economically inactive – are not engaged with public employment services.⁶⁶ Key barriers include a lack of registration data, insufficient outreach capacity, legal constraints on information sharing, and low institutional trust. Several outreach strategies offer promising responses to these challenges (**Box 3**).

Box 3: Approaches to outreach: ways of engaging with young people who are NEET



Detached outreach: Involvement in job fairs, career expos, and local community events to create informal opportunities for contact outside bureaucratic settings.



Satellite outreach: Mobile units or information kiosks located in public spaces such as libraries, municipal offices, or transport hubs to overcome geographic and logistical barriers.



Peripatetic outreach: Active engagement via schools, youth centres, NGOs, or local welfare institutions – often through pre-existing relationships with at-risk young people.



Digital channels: Use of social media platforms, text messaging campaigns, and digital kiosks to reach and screen youth – particularly valuable for disconnected or mobile young people.



Partnership-based outreach: Programmes co-developed with community organisations, enabling data sharing, service integration, and increased trust and credibility.

Source: Smoter (2022).

⁶⁶ See: Smoter, M. (2022). Outreach Practices of Public Employment Services Targeted at NEET Youth in Poland. *Youth & Society* 2022, vol. 54(2S) 89S–108S.

Some of these methods were evident in the reviewed literature:

- In Denmark, jobcentres assessed NEET youth seeking welfare support and referred them into the Bridging programme.
- In Sweden, recruitment was conducted through municipal services.
- In Poland, local outreach teams partnered with employment agencies, schools and NGOs, supported by online promotion.
- In Norway and the United States, tailored support schemes recruited participants through school staff or youth-focused digital campaigns.

These strategies show that successful outreach typically combines early identification (e.g. through schools or welfare institutions), proximity and presence (e.g. mobile services, community partnerships), and communication styles that feel accessible and relevant to young people. Multi-channel approaches are often necessary to reach both unemployed and economically inactive NEETs. In the UK context, where many NEETs are long-term disengaged and not visible to statutory services, such models may be especially relevant.

Strategies to involve relevant stakeholders

Beyond outreach, another key feature of successful interventions is the involvement of multiple stakeholders across employment, education, and welfare systems. However, as these partnership dynamics are explored in section 3.3, this section focuses on strategies to engage and recruit NEET young people. Together, outreach mechanisms and stakeholder collaboration form the operational backbone of most effective interventions and must be considered closely when assessing their relevance and adaptability to the UK context.

4.3. Environment: Interpreting context for evidence translation

Translating international evidence into the UK context requires careful consideration of the environment in which interventions are developed and delivered. Using the PIET-T model, we explore how the economic, institutional, and social context in selected countries compares to that of the UK, and what this means for the potential applicability and adaptation of promising interventions.

Economic context: Labour market conditions and incentives to work

One of the key transferability factors in the TRANSFER analysis is the employment rate of recent graduates, which acts as a proxy for youth labour market functioning. While this offers helpful comparative insight, its relevance depends on the intervention target group. For instance, it is highly pertinent for graduate-focused schemes like Belgium's Win-Win Plan,⁶⁷ but less so for interventions serving low-qualified youth or those furthest from the labour market.

Similarly, both France and Australia operate within labour markets characterised by high levels of employment protection and activation measures. In France, for example, the **Youth Guarantee** is legally enshrined and part of a broader framework to support vulnerable groups through skills-building and job readiness.⁶⁸ In Australia, the **Work for the Dole** programme is grounded in a 'mutual obligation' model, tying income support to activity requirements.⁶⁹

In the UK, Universal Credit operates on a comparable principle of welfare conditionality, including mandatory job search activities and sanctions for non-compliance.⁷⁰ While this creates some alignment in labour market governance, support structures in the UK tend to focus more narrowly on immediate job entry, and are often less embedded in broader educational or social integration strategies, when compared for example with the Netherlands (see **Box 1**).

Implications for the UK:

- Conditionality alone is not sufficient; effective programmes integrate employability with tailored support.
- Transferability is higher when labour market structures incentivise skills-building and retention, not just job placement.
- Interventions designed for well-regulated or unionised labour markets (e.g. France) may require adjustment in the UK context of more flexible and fragmented employment.

⁶⁷ Albanese, A., Cockx, B., & Dejemeppe, M. (2024). Long-term effects of hiring subsidies for low-educated unemployed youths. *Journal of Public Economics*, 235, 105137.

⁶⁸ Copeland (2025).

⁶⁹ Hutton (2025).

⁷⁰ UK Government. (n.d.). As of 25/04/2025: [Universal Credit: What Universal Credit is - GOV.UK](https://www.gov.uk/universal-credit)

Institutional context: Governance, delivery infrastructure and policy traditions

Perhaps the most significant contextual differences emerge at the institutional level. France, the Netherlands and Denmark all operate systems with long-standing, well-integrated youth service infrastructure, enabled by stable funding and governance models. For example:

- France's *Missions Locales* (**Box 2**) provide wraparound support on employment, training, housing, transportation, wellbeing, and financial advice – beyond the scope of most UK Youth Hubs.
- The Netherlands' 35 labour market regions are formally mandated to coordinate between education providers, municipalities, and employers (**Box 1**). They offer strong examples of decentralised implementation with national strategic alignment.⁷¹
- Denmark offers co-designed educational and employment pathways through vocational schools and municipal job centres.⁷²

By contrast, the UK's delivery architecture is more fragmented, often reliant on time-limited initiatives (e.g. Kickstart) or local hubs that lack stable funding.⁷³ While Youth Employability Coaches and co-located Youth Hubs are promising developments, coverage and consistency remain uneven, and strategic integration across sectors is limited.⁷⁴

Implications for the UK:

- Transferability of interventions depends on the ability to replicate cross-sector coordination.
- The UK could enhance effectiveness by:
 - Formalising regional coordination structures with clear mandates
 - Strengthening links between DWP, education providers, and employers

⁷¹ Hochstrasser (2025).

⁷² Clay & Hadjivassiliou (2025).

⁷³ Centre for Young Lives (2025). A Fresh Start for Children and Family Support: Delivering joined-up place-based support through Family Hubs. Part 1: Building from the Foundations. As of 25.04.2025: [New FOI data reveals funding cuts to Family Hubs and children's centres could put Government's Opportunity Mission at risk — Centre for Young Lives](#)

⁷⁴ Phillips, A. and Malik, N. (2024). Launch pads: The Future of Youth Employment Hubs. Demos.

- Expanding the scope of Youth Hubs beyond job brokerage to holistic youth development and ensuring consistent coverage across the UK.
- Learning from Dutch and French models, UK policymakers might consider a long-term commitment to service integration, not just programme innovation.

Social context: cultural norms, stigma and youth engagement

Social context also shapes intervention effectiveness. In the UK, many NEET young people face low trust in public services⁷⁵, experience stigma around unemployment⁷⁶, and show low wellbeing and motivation.⁷⁷ By contrast, in countries like France⁷⁸ and Denmark,⁷⁹ support services are often framed as entitlements and embedded in everyday youth transitions, reducing stigma and supporting early engagement. Similarly, social dialogue in the Netherlands – supported by employer associations and vocational training institutions – helps position interventions as legitimate and beneficial.⁸⁰

Our analysis found that several countries have NEET populations similar in composition to the UK, in terms of gender balance, employment status, and educational levels (see Section 2.2). While the number of these characteristics is limited and does not do justice to the diversity of the NEET population, it indicates that interventions successfully implemented in countries such as France are likely to engage young people facing similar barriers in the UK. In addition, we examined how closely NEET rates correlate with general unemployment trends across countries – an indicator of how labour market dynamics affect young people specifically. France also demonstrated correlation coefficients close to that of the UK (see Section 2.2), indicating that cyclical and structural factors influencing NEET status may operate in comparable ways.

These findings reinforce the idea that some international interventions are more transferable than others not only because of similar institutional or policy settings, but because they are addressing youth populations and labour market dynamics that mirror those in the UK. However, successful transfer still requires attention to how young people

⁷⁵ Miller, J., McAuliffe, L., Riaz, N., & Deuchar, R. (2015). Exploring youths' perceptions of the hidden practice of youth work in increasing social capital with young people considered NEET in Scotland. *Journal of Youth Studies*, 18(4), 468-484.

⁷⁶ Okoroji, C., Gleibs, I. H., & Jovchelovitch, S. (2021). Elite stigmatization of the unemployed: The association between framing and public attitudes. *British Journal of Psychology*, 112(1), 207-229.

⁷⁷ Chollet, D., Turner, A., Marquez, J., O'Neill, J., Moore, L. (2024). The Good Childhood Report 2024. The Children's Society: London; 2024

⁷⁸ Copeland (2025).

⁷⁹ Clay & Hadjivassiliou (2025).

⁸⁰ Hochstrasser (2025).

perceive services. In the UK, a stronger emphasis on relational approaches, trust-building, and agency will be needed to engage the most disengaged youth effectively.

Implications for the UK

- Focus intervention adaptation on countries with similar NEET population profiles and labour market dynamics, such as France.
- Recognise that statistical similarity does not eliminate the need for social adaptation – particularly around stigma, motivation, and trust in services.
- Design interventions to be youth-led, non-stigmatising, and psychologically safe, especially for long-term NEETs and those outside the benefit system.

The PIET-T model offers useful starting points to identify countries with broadly similar structural conditions to the UK. France,⁸¹ the Netherlands,⁸² and Australia⁸³ share certain institutional and policy similarities – especially around activation models and conditionality – but they also highlight where UK systems may fall short in terms of coherence, integration, and sustained youth support.

While transferability cannot be assumed, interventions grounded in coordinated, well-resourced, and socially accepted systems offer lessons that go beyond individual programme design. For UK decision-makers, the key to effective evidence translation lies in understanding these contextual gaps and taking a whole-system approach to adapting interventions for long-term impact.

⁸¹ Copeland (2025).

⁸² Hochstrasser (2025).

⁸³ Hutton (2025).

5. Recommendations

Stop the flow into NEET through multi-agency collaboration

To reduce the risk of young people becoming NEET, a coordinated, multi-agency approach should be implemented to identify and support those at risk of disengagement at key educational transition points. By intervening early and consistently, particularly during periods of change, practitioners can help keep young people connected to education, training, and employment pathways. This approach is especially crucial at the following high-risk stages:

- **Transition from primary to secondary school (around age 11):** This move marks a significant shift from a smaller, more nurturing environment to a larger, often less personal setting. The increased academic demands and new social pressures can be overwhelming – especially for students with poor literacy or numeracy skills. Disruption to established peer networks may also contribute to feelings of disconnection and disengagement (see **Figure 5**).
- **Transition at the end of Key Stage 4 (ages 16–18):** Upon completing their GCSEs, many young people face limited options due to not achieving the required grades, particularly in core subjects like Maths and English. This can restrict access to preferred further education, training, or employment routes. Changes to social groups during this period can heighten feelings of isolation, increasing the risk of dropping out.
- **Post-16 transition (around age 18):** As young people work towards completing A-levels, vocational qualifications, or apprenticeships, those outside traditional academic routes often face unclear pathways and insufficient support for their career progression. Without targeted guidance, they may struggle to navigate their options, increasing the likelihood of disengagement and becoming NEET.

By embedding coordinated support at these transitions – spanning local authorities, schools, further education providers, employment and careers services, businesses and youth support organisations – systems can be put in place to prevent young people from falling through the gaps and instead help them build a path toward long-term engagement and success.

Create clear and accessible career pathways in technical and vocational education and training (TVET)

Several well evidenced NEET interventions offer TVET as part of an integrated package of support alongside other aspects. However, a lack of TVET interventions or poor awareness of these opportunities may contribute to people becoming NEET. UK policy-makers should:

- **Continue to invest in including TVET opportunities as part of integrated, wrap-around support:** Evidence supports the use of TVET as part of an integrated package of support alongside other aspects such as soft skill development and work experience.
- **Align incentives and funding:** Government should incentivise providers to offer coherent technical pathways and reward retention and progression, not just enrolment. This could include funding to enable blended academic/technical provision or enhanced wraparound support for those who struggle to navigate transitions.
- **Invest in high-quality guidance and employer-led exposure:** As seen in the Netherlands, early and sustained career counselling – linked to local labour market opportunities – is essential. Career guidance should be integrated into all secondary and post-16 education pathways, with funding and standards to ensure consistency and employer involvement.
- **Map and communicate clear progression routes:** Young people need a coherent picture of how to move from entry-level TVET or apprenticeships through to higher-level technical qualifications or work. Policy-makers should support the development of publicly accessible, locally tailored career pathway maps co-designed with employers, training providers, and local authorities.

Embed holistic, health-integrated support in employment pathways for young people who are NEET

To reduce NEET rates sustainably, future policy must go beyond employment services alone. Many young people who are NEET face multiple, interlinked barriers, with mental and physical health needs among the most prominent – yet often overlooked – factors. Without integrated responses to these underlying challenges, even well-designed employment programmes risk limited effectiveness.

Policy-makers should ensure that future NEET support includes access to holistic, personalised support that addresses:

- **Health needs** – including timely mental health and primary care services, tailored to the needs of young people
- **Housing stability**, particularly for those at risk of homelessness
- **Financial assistance**, to reduce the pressure of immediate insecurity
- **Transport and digital access**, which are critical for attending education, training, and work.

This requires structured collaboration between employment services, education providers, health and care systems, and local authorities. Integrating healthcare and wider support into employment pathways is essential to improving outcomes, particularly for those who are economically inactive due to ill health or complex needs. A genuinely whole-system approach must recognise and respond to the reality of young people's lives – only then can NEET initiatives deliver meaningful, lasting change.

Drive systems change through structured coordination, shared learning, and evaluation

If locally delivered programmes lack a shared infrastructure for learning, evaluation, and coordination, promising practices may remain isolated, success may not be scalable, and valuable lessons may go unrecognised. To mitigate this risk, UK policy-makers should:

- **Create structured national support for local delivery:** Develop a national platform to enable structured collaboration between local areas, delivery partners, and national stakeholders. This platform should:
 - Support peer learning between local areas
 - Facilitate communities of practice across delivery partners
 - Maintain a repository of intervention models, implementation challenges, and success stories.
- **Mandate robust and comparable impact evaluation:** Build a consistent national approach to evaluation and learning, enabling structured comparison, system-wide insights, and coordinated improvement – drawing on common frameworks for measuring outcomes, implementation fidelity, and cost-effectiveness. Evaluation should be embedded from the outset to ensure that data collection is aligned with key learning objectives, enable timely course correction, and avoid gaps in evidence. This will allow for cross-site comparison and contribute to a stronger evidence base.

- **Promote scale-up readiness from the start:** Local programmes should be encouraged to design delivery and governance models with built-in pathways to national adoption. This means documenting not just "what worked" but also the conditions that enabled success – such as inter-agency governance, funding mechanisms, and local workforce capabilities.
- **Leverage existing infrastructure:** Align Youth Guarantee efforts with existing national infrastructure and strategies – such as Youth Hubs and employment support pathways – to create **joined-up provision**, not parallel systems.

References

- Albanese, A., Cockx, B., & Dejemeppe, M. (2024). Long-term effects of hiring subsidies for low-educated unemployed youths. *Journal of Public Economics*, 235, 105137.
- Aromataris, E., Fernandez, R., Godfrey, C. M., Holly, C., Khalil, H., & Tungpunkom, P. (2015). Summarizing systematic reviews: methodological development, conduct and reporting of an umbrella review approach. *JB I Evidence Implementation*, 13(3), 132-140.
- Alegre, M. À., Casado, D., Sanz, J., & Todeschini, F. A. (2015). The impact of training-intensive labour market policies on labour and educational prospects of NEETs: Evidence from Catalonia (Spain). *Educational Research*, 57(2), 151-167.
- Berigel, M., Boztaş, G. D., Rocca, A., & Neagu, G. (2024). Using machine learning for NEETs and sustainability studies: Determining best machine learning algorithms. *Socio-Economic Planning Sciences*, 94, 101921.
- Bratti, M., Ghirelli, C., Havari, E., & Santangelo, G. (2018). Vocational training for unemployed youth in Latvia: Evidence from a regression discontinuity design. IZA Discussion Paper No. 11870.
- Caliendo, M., Stöterau, J., Tübbicke, S., Dheret, C., Hadjivassiliou, K. & Pastore, F. (2019). Study on the Youth Guarantee in light of changes in the world of work. Part 1, Youth Guarantee – Intervention models, sustainability and relevance. European Commission, Directorate-General for Employment, Social Affairs and Inclusion. Publications Office of the European Union.
- Casey, R. & Elliott, J. (2025). Unlocking the potential of young people furthest from the labour market. Joseph Rowntree Foundation
- Centre for Young Lives (2025). A Fresh Start for Children and Family Support: Delivering joined-up place-based support through Family Hubs. Part 1: Building from the Foundations. As of 25/04/2025: [New FOI data reveals funding cuts to Family Hubs and children's centres could put Government's Opportunity Mission at risk — Centre for Young Lives](#)
- Chollet, D., Turner, A., Marquez, J., O'Neill, J., Moore, L. (2024). The Good Childhood Report 2024. The Children's Society: London; 2024
- Clay, F. & Hadjivassiliou, K. P. (2025). What works in reducing NEET rates: Denmark. Youth Futures
- Copeland, R. (2025). What works in reducing NEET rates: France. Youth Futures

- Crawford, C., Duckworth, K., Vignoles, A., & Wyness, G. (2011). Young people's education and labour market choices aged 16/17 to 18/19. London: Department for Education. As of 25/04/2025: <https://ifs.org.uk/publications/young-peoples-education-and-labour-market-choices-aged-1617-1819>
- Crépon, B., Duflo, E., Gurgand, M., Rathelot, R., & Zamora, P. (2013). Do labor market policies have displacement effects? Evidence from a clustered randomized experiment. *The quarterly journal of economics*, 128(2), 531-580.
- DfE (2025). NEET age 16 to 24. As of 25/04/2025: [NEET age 16 to 24, Calendar year 2024 - Explore education statistics - GOV.UK](#)
- Dixon, S. & Crichton, S. (2017). Evaluation of the Impact of the Youth Service: NEET programme. New Zealand Treasury Working Paper No. 16/08.
- Eppel, R. & Mahringer, H. (2023). The effects of more intensive counseling for disadvantaged unemployed youth. *IZA Journal of Labor Policy*, 13(1).
- Eurostat (2024a). Educational attainment level and transition from education to work (based on EU-LFS). Eurostat metadata. Statistical concepts and definitions. As of 04/07/2024: https://ec.europa.eu/eurostat/cache/metadata/en/edat1_esms.htm
- Eurostat (2024b). Statistics on young people neither in employment nor in education or training, [edat_lfse_20__custom_11160935]
- Eurostat (2025a). Employment rates of recent graduates. As of 25/04/2025: [Statistics | Eurostat](#)
- Eurostat (2025b). Adult participation in learning in the past four weeks by sex. As of 25/04/2025: [Statistics | Eurostat](#)
- Eurostat (2025c). Young people neither in employment nor in education and training by sex, age and labour status (NEET rates). As of 25/04/2025: [\[edat_lfse_20\] Young people neither in employment nor in education and training by sex, age and labour status \(NEET rates\)](#)
- Farrington, D. P., Gottfredson, D. C., Sherman, L. W., & Welsh, B. C. (2003). The Maryland scientific methods scale. In *Evidence-based crime prevention* (pp. 13-21). Routledge.
- Filges, T., Dietrichson, J., Viinholt, B. C., & Dalgaard, N. T. (2022). Service learning for improving academic success in students in grade K to 12: A systematic review. *Campbell Systematic Reviews*, 18(1), e1210.

- Görllich, A., Katznelson, N., Hansen, N-H. M., Rosholm, M. and Svarer, M. (2016). Hvad virker? Ledige unges vej til uddannelse og arbejde - Evaluering af brobygning til uddannelse. As of 25/04/2025:
https://www.cefudk/media/447749/evaluering_af_brobygning_til_uddannelse.pdf.pdf
- Hochstrasser, F. (2025). What works in reducing NEET rates: The Netherlands. Youth Futures
- Hock, H., D.L. Luca, T. Kautz and D. Stapleton (2017). 'Improving the Outcomes of Youth with Medical Limitations Through Comprehensive Training and Employment Services: Evidence from the National Job Corps Study.' Mathematica Policy Research.
- Hoffmann, T.C., P.P. Glasziou, I. Boutron, R. Milne, R. Perera, D. Moher, D.G. Altman, V. Barbour, H. Macdonald, M. Johnston and S.E. Lamb (2014). 'Better reporting of interventions: template for intervention description and replication (TIDieR) checklist and guide.' *BMJ* 348, p.1687.
- Hofman, J., Hutton, E., Nightingale, M., Zhang, K & Hochstrasser, F. (2025). What works in reducing NEET rates: a comparative study – Rapid Evidence Assessment. Youth Futures.
- Hutton, E. (2025). What works in reducing NEET rates: Australia. Youth Futures
- Jensen, P., Rosholm, M., & Svarer, M. (2003). The response of youth unemployment to benefits, incentives, and sanctions. *European Journal of Political Economy*, 19(2), 301-316.
- McCurdy, C. & Murphy, L. (2024). We've only just begun: Action to improve young people's mental health, education and employment. Resolution Foundation.
- Mawn, L., Oliver, E. J., Akhter, N., Bamba, C. L., Torgerson, C., Bridle, C., & Stain, H. J. (2017). Are we failing young people not in employment, education or training (NEETs)? A systematic review and meta-analysis of re-engagement interventions. *Systematic reviews*, 6, 1-17.
- Merton, R.K. (1968). *Social Theory and Social Structure*. New York: Free Press.
- Miller, J., McAuliffe, L., Riaz, N., & Deuchar, R. (2015). Exploring youths' perceptions of the hidden practice of youth work in increasing social capital with young people considered NEET in Scotland. *Journal of Youth Studies*, 18(4), 468-484.
- Motiejūnaitė-Schulmeister, A., Sicurella, A. and Birch, P. (2022). The structure of the European education systems 2022/2023. European Commission: European

- Education and Culture Executive Agency. Publications Office of the European Union. As of 25/04/2025: <https://data.europa.eu/doi/10.2797/21002>
- Munthe-Kaas, H., Nøkleby, H., Lewin, S., & Glenton, C. (2020). The TRANSFER Approach for assessing the transferability of systematic review findings. *BMC medical research methodology*, 20, 1-22.
- OECD (2025). As of 25/04/2025: [Youth not in employment, education or training \(NEET\) | OECD](#)
- Okoroji, C., Gleibs, I. H., & Jovchelovitch, S. (2021). Elite stigmatization of the unemployed: The association between framing and public attitudes. *British Journal of Psychology*, 112(1), 207-229.
- ONS (2025). As of 25/04/2025: [Young people not in education, employment or training \(NEET\) - Office for National Statistics](#)
- Pastore, F., & Pompili, M. (2019). Assessing the Impact of Off-and On-The-Job Training on Employment Outcomes: A Counterfactual Evaluation of the PIPO Program. IZA-Institute of Labor Economics, IZA DP No. 12074.
- Pennoni, F. & Bal-Domańska, B. (2022). NEETs and Youth Unemployment: A Longitudinal Comparison Across European Countries. *Soc Indic Res* 162, 739–761. <https://doi.org/10.1007/s11205-021-02813-5>
- Phillips, A. and Malik, N. (2024). Launch pads: The Future of Youth Employment Hubs. Demos.
- PwC and The Youth Futures Foundation (2022). Youth Employment Index 2022: Building a resilient workforce for the future. As of 25/04/2025: [Youth Employment Index 2022: Building a resilient workforce for the future](#)
- Ralston, K., Everington, D., Feng, Z., & Dibben, C. (2021). Economic Inactivity, Not in Employment, Education or Training (NEET) and Scarring: The Importance of NEET as a Marker of Long-Term Disadvantage. *Work, Employment and Society*, 36(1), 59-79. As of 25/04/2025: <https://doi.org/10.1177/0950017020973882>
- Robert, S., Romanello, L., Lesieur, S., Kergoat, V., Dutertre, J., Ibanez, G., & Chauvin, P. (2019). Effects of a systematically offered social and preventive medicine consultation on training and health attitudes of young people not in employment, education or training (NEETs): An interventional study in France. *PLoS One*, 14(4), e0216226.

- Rosholm, M., Mikkelsen, M. B., & Svarer, M. (2019). Bridging the gap from welfare to education: Propensity score matching evaluation of a bridging intervention. *Plos one*, 14(5), e0216200.
- Rotar, L. J. (2021). Evaluation of the effectiveness of employment programme on young unemployed people. *Engineering Economics*, 32(1), 60-69.
- Schloemer, T., & Schröder-Bäck, P. (2018). Criteria for evaluating transferability of health interventions: a systematic review and thematic synthesis. *Implementation Science*, 13, 1-17.
- Smoter, M. (2022). Outreach Practices of Public Employment Services Targeted at NEET Youth in Poland. *Youth & Society 2022*, vol. 54(2S) 89S–108S.
- Sottini, M., Hutton, E., Zhang, K. & Hofman, J. (2025). Educational and Psychosocial Factors Associated with Increasing the Risk of Becoming Not in Education, Employment or Training (NEET) Among Young People in England: A Rapid Evidence Assessment. *Youth Futures*
- UK Government. (n.d.). As of 25/04/2025: [Universal Credit: What Universal Credit is - GOV.UK](#)
- Youth Futures (2025). What we do. As of 25/04/2025: [Our Work - Youth Futures Foundation.](#)
- Zhang, K., Oades, F. and Hofman, J. (2025). NEET rates in the OECD countries and comparisons with the UK. Infographic. Youth Futures.
- Zuccotti, C. V., & O'Reilly, J. (2019). Ethnicity, Gender and Household Effects on Becoming NEET: An Intersectional Analysis. *Work, Employment and Society*, 33(3), 351-373. As of 25/04/2025: <https://doi.org/10.1177/0950017017738945>

Annex A. Data analysis

Table 4: Ranking of countries based on the absolute and percentage change in NEET rates, 15-24 year-olds, 2015-2023 (largest drop is ranked highest)

Country	Absolute change in percentage points	Country	Percentage change
1. Italy	-8.7	1. Ireland	-54.55
2. Croatia	-8.3	2. Croatia	-45.86
3. Bulgaria	-7.9	3. BE	-45.08
4. Ireland	-7.8	4. Bulgaria	-40.93
5. Spain	-5.7	5. Italy	-40.65
6. Greece	-5.6	6. Poland	-37.27
7. Belgium	-5.5	7. Spain	-36.54
8. Slovakia	-4.8	8. Slovakia	-35.04
9. Poland	-4.1	9. Greece	-32.56
10. Cyprus	-3.4	10. Latvia	-31.43
11. Portugal	-3.4	11. Portugal	-30.09
12. Latvia	-3.3	12. Netherlands	-29.79
13. Finland	-2.9	13. Finland	-27.36
14. Malta	-2.3	14. Sweden	-23.88
15. Slovenia	-2.2	15. Slovenia	-23.16
16. Estonia	-1.9	16. Cyprus	-22.22
17. Hungary	-1.8	17. Malta	-21.90
18. Romania	-1.6	18. Island	-17.39
19. Sweden	-1.6	19. Estonia	-16.52
20. France	-1.5	20. Czechia	-16.00
21. Turkey	-1.5	21. Hungary	-15.52
22. Netherlands	-1.4	22. France	-12.50
23. Czechia	-1.2	23. Romania	-8.84
24. Island	-0.8	24. Turkey	-6.28
25. Denmark	0.1	25. Denmark	1.43
26. Switzerland	0.2	26. Switzerland	2.70
27. Norway	0.4	27. Norway	8.00
28. Austria	1.2	28. Austria	16.00
29. Germany	1.3	29. Germany	20.97
30. Luxembourg	2.7	30. Luxembourg	43.55
31. Lithuania	4.3	31. Lithuania	46.74

Source: RAND Europe calculations based on Eurostat (2025).

Table 5: Countries which have NEET rates amongst 15-24 year-olds at least 10% lower than those in the UK (2015-2019)

Country	2015	2016	2017	2018	2019	At least 10% lower than the UK (2015-2019)
Belgium	12.2	9.9	9.3	9.2	9.3	
Bulgaria	19.3	18.2	15.3	15	13.7	
Czechia	7.5	7	6.3	5.6	5.7	Yes
Denmark	7	6.7	7.6	7.7	7.7	Yes
DE	6.2	6.7	6.3	5.9	5.7	Yes
EE	11.5	9.6	10	10.3	7.9	
IE	14.3	12.6	10.9	10.1	10.1	
EL	17.2	15.8	15.3	14.1	12.5	
ES	15.6	14.6	13.3	12.4	12.1	
FR	12	11.9	11.4	11.1	10.6	
HR	18.1	16.9	15.4	13.6	11.8	
IT	21.4	19.9	20.1	19.1	18	
CY	15.3	16	16.1	13.2	13.7	
LV	10.5	11.2	10.3	7.8	7.9	
LT	9.2	9.4	9.1	8	8.6	
LU	6.2	5.4	5.9	5.3	5.6	Yes
HU	11.6	11	11	10.7	11	
MT	10.5	8.8	8.6	7.4	9.1	
NL	4.7	4.6	4	4.2	4.3	Yes
AT	7.5	7.7	6.5	6.8	7.1	Yes
PL	11	10.5	9.5	8.7	7.9	
PT	11.3	10.6	9.3	8.4	8	
RO	18.1	17.4	15.2	14.5	14.7	
SI	9.5	8	6.5	6.6	7	
SK	13.7	12.3	12.1	10.2	10.3	
FI	10.6	9.9	9.4	8.5	8.2	
SE	6.7	6.5	6.2	6	5.5	Yes
IS	4.6	4.1	3.9	4.9	4.7	Yes
NO	5	5.4	4.6	4.9	4.8	Yes
CH	7.4	7	6.5	6	6.2	Yes
UK	9.99	9.81	9.27	9.36	9.45	

Note: Data for the UK are not available on Eurostat after 2019, hence the timeframe is limited to the 2015-2019 period. Countries which have NEET rates 10% lower than those in the UK are marked in red.

Source: RAND Europe calculations based on Eurostat (2025).

Table 6: Similarity indices: Countries like the UK in terms of the composition of NEET (15-24 year-olds) according to gender, labour status, educational attainment (2015-2019)

country	sorted_distances
United Kingdom	0
Hungary	4.31393092
France	4.74868403
Spain	4.78852796

Slovakia	5.09705797
Ireland	5.30471488
Belgium	5.80603135
Estonia	9.12229412
Finland	9.53827815
Denmark	9.95690715
Portugal	10.4383907
Latvia	10.8446992
Malta	10.9000573
Austria	11.0109037
Slovenia	11.2494444
Bulgaria	11.2634919
Lithuania	11.306193
Croatia	11.8194755
Poland	12.5721915
Romania	13.1247857
Germany	14.3742826
Switzerland	14.4090249
Czechia	14.6795777
Cyprus	14.8104693
Sweden	15.1224998
Luxembourg	15.2878628
Norway	16.1363332
Netherlands	17.3611636
Iceland	18.6836827
Italy	19.7068516
Serbia	20.5102413
Montenegro	28.7341261
Greece	31.8108472
North Macedonia	38.3842416
Türkiye	48.4599835

Note: The lower the value of the index, the closer the similarity to the UK. Data for the UK are not available on Eurostat after 2019, hence the timeframe is limited to the 2015-2019 period.

Source: RAND Europe calculations based on Eurostat (2025).

Table 7: Correlation between the total unemployment (15–74 year-olds) and youth NEET rates (15-29 year-olds) for each country and comparison with the UK (2006-2019)

Country	Correlation Coefficient
Serbia	0.99
Germany	0.98
Lithuania	0.98
Czechia	0.97
Ireland	0.97
Iceland	0.96
Croatia	0.95
Cyprus	0.93
Slovakia	0.92
Italy	0.91
Latvia	0.91
Portugal	0.90
Finland	0.89
Poland	0.88
Greece	0.88
Estonia	0.88
United Kingdom	0.86
Bulgaria	0.86
France	0.85
Spain	0.83
Hungary	0.81
Slovenia	0.80
North Macedonia	0.77
Netherlands	0.76
Belgium	0.74
Montenegro	0.67
Malta	0.65
Denmark	0.62
Switzerland	0.47
Norway	0.43
Sweden	0.43
Romania	0.37
Austria	0.26
Luxembourg	0.08
Turkey	-0.25

Note: Within ± 0.05 of the UK – green, within ± 0.10 of the UK – yellow. Data for the UK are not available on Eurostat after 2019, the timeframe is changed to the 2006-2019 period

Source: RAND Europe calculations based on Eurostat (2025).

Annex B. Case study selection and methodology

Case study selection

A decision on the selection of the case study countries was informed by the results of data analysis and the REA. There is no single way to categorise countries according to NEET rates (and their trends) and these assessments vary, depending on the reference period chosen. We use several criteria to consider if a given country could offer useful insights for and comparisons with the UK. The criteria are drawn from different sources, each of which comprising a different group of countries. Therefore, each country does not have to meet each of these criteria, but we look for countries that meet as many of the criteria as possible. The criteria are as follows:

- Country has seen a reduction of the NEET rate for 15–24-year-olds in the period 2015–2023 (absolute and in percentage points)
- Country has had a NEET rate for 15–24-year-olds 10% lower than the UK
- Country has improved their NEET rate performance (accounting for effects of macroeconomic factors) according to Pennoni & Bal-Domańska (2022)
- Country belongs to either *Best performers* or *Fast transitions* or *Innovative* clusters according to Berigel et al. (2023)
- Country belongs to the cluster with the highest reduction of NEET rates according to Caliendo et al. (2019)
- Similar composition of the NEET to the UK
- Similar correlation of unemployment and NEET rates as in the UK.

Additional considerations included:

- Presence of evidence-based intervention based on the REA findings.
- Comparability to the UK (e.g. population size).

We developed a longlist of possible case study countries, indicating the strengths and limitations of each case and discussed these in an internal workshop with Youth Futures (**Table 8**).

Table 8: Long list of countries for case study research

	Absolute reduction (top 4)	% reduction (top 3)	10% lower than UK	Improved NEET rate	Best performer / Fast transition / Innovative	Highest reduction of NEET rates	Similar composition to UK	Similar correlation of unemployment & NEET rates	Intervention	criteria met (#)	Short-listed	Considerations	Population size
BE	5.5	-45.08	No	Remained intermediate	Fast transitions	Medium reduction	Yes		Yes	4	Yes		11,832,049
BG	7.9	-40.93	No	Remained worst	Long transitions	Medium reduction		Yes		2			6,445,481
CZ	1.2	-16.00	Yes	Improved	Long transitions	Medium reduction				2			10,900,555
DK	-0.1	1.43	Yes	Improved	Best performers	Lowest reduction			Yes	4		(-) Small population	5,961,249
DE	-1.3	20.97	Yes	Improved	Fast transitions	Lowest reduction			Yes	4	Yes	(+) Devolved system (+) Population size similar to UK	83,445,000
EE	1.9	-16.52	No	Improved	Innovative	Medium reduction		Yes		3		(-) Small population	1,374,687
IE	7.8	-54.55	No	Remained intermediate	Innovative	Lowest reduction	Yes			4		(-) Small population	5,343,805
EL	5.6	-32.56	No	Remained worst	Long transitions	Highest reduction		Yes		2			10,397,193
ES	5.7	-36.54	No	Remained intermediate	High unemployment	Highest reduction	Yes	Yes	Yes	4	Yes	(+) Population size similar to UK	48,610,458
FR	1.5	-12.50	No	Remained intermediate	Fast transitions	Medium reduction	Yes	Yes	Yes	4	Yes	(+) Population size similar to UK	68,401,997

	Absolute reduction (top 4)	% reduction (top 3)	10% lower than UK	Improved NEET rate	Best performer / Fast transition / Innovative	Highest reduction of NEET rates	Similar composition to UK	Similar correlation of unemployment & NEET rates	Intervention	criteria met (#)	Short-listed	Considerations	Population size
HR	8.3	-45.86	No	Improved	High unemployment	Medium reduction				3		(-) Small population	3,861,967
IT	8.7	-40.65	No	Remained worst	Long transitions	Highest reduction		Yes	Yes	4	Yes	(+) Population size similar to UK	58,989,749
CY	3.4	-22.22	No	Deteriorated	High unemployment	Highest reduction				1		(-) Small population	933,505
LV	3.3	-31.43	No	Remained intermediate	Innovative	Medium reduction		Yes	Yes	3		(-) Small population	1,871,882
LT	-4.3	46.74	No	Improved	Innovative	Medium reduction				2		(-) Small population	2,885,891
LU	-2.7	43.55	Yes	Remained best	Best performers	Medium reduction				3		(-) Small population	672,050
HU	1.8	-15.52	No	Improved	Long transitions	Medium reduction	Yes	Yes		3			9,584,627
MT	2.3	-21.90	No	Improved	Long transitions	Medium reduction				1		(-) Small population	563,443
NL	1.4	-29.79	Yes	Remained best	Fast transitions	Lowest reduction			Yes	4	Yes		17,942,942
AT	-1.2	16.00	Yes	Remained best	Fast transitions	Lowest reduction			Yes	4	Yes		9,158,750
PL	4.1	-37.27	No	Improved	High unemployment	Medium reduction		Yes		2			36,620,970
PT	3.4	-30.09	No	Remained intermediate	High unemployment	Highest reduction		Yes	Yes	3			10,639,726
RO	1.6	-8.84	No	Remained worst	Long transitions	Medium reduction				0			19,064,409
SI	2.2	-23.16	No	Remained best	High unemployment	Medium reduction				1		(-) Small population	2,123,949
SK	4.8	-35.04	No	Improved	Long transitions	Medium reduction	Yes		Yes	3		(-) Small population	5,424,687

	Absolute reduction (top 4)	% reduction (top 3)	10% lower than UK	Improved NEET rate	Best performer / Fast transition / Innovative	Highest reduction of NEET rates	Similar composition to UK	Similar correlation of unemployment & NEET rates	Intervention	criteria met (#)	Short-listed	Considerations	Population size
FI	2.9	-27.36	No	Remained best	Best performers	Lowest reduction		Yes		3		(-) Small population	5,603,851
SE	1.6	-23.88	Yes	Remained best	Best performers	Lowest reduction				3			10,551,707
IS	0.8	-17.39	Yes	Not available	Best performers	Not available				2		(-) Small population	398,940
NO	-0.4	8.00	Yes	Not available	Best performers	Not available			Yes	3		(-) Dual track economy ⁸⁴	5,550,203
CH	-0.2	2.70	Yes	Not available	Best performers	Not available				2			8,960,800
UK	N/A		No	Deteriorated	Fast transitions	Medium reduction							69,425,995

Note: Data not available for the following OECD countries: Australia, Canada, Chile, Colombia, Costa Rica, Israel, Japan, Mexico, New Zealand, United States.

Sources: Eurostat (2024b) [edat_ifse_20__custom_11160935]; Pennoni & Bal-Domańska (2022); Berigel et al. (2023); Caliendo et al. (2019).

⁸⁴ A dual-track economy refers to an economic system where two distinct sectors operate simultaneously within a country. Typically, these two sectors are: (1) a market-oriented sector and (2) a planned or state-controlled sector.

Following the discussion with Youth Futures, the final list was agreed to reflect the broad spectrum of interventions aiming to bring young people back to education or to work (**Table 9**):

- **Australia** (representing a non-European OECD country with an evidence-based intervention)
- **Denmark** (representing a country with an evidence-based intervention aiming to improve education outcomes)
- **France** (representing a country with more than one evidence-based intervention)
- **the Netherlands** (representing the country of interest indicated in the project specification).

Table 9: Case study interventions against NEET stages

Bridging the gap between welfare and education, Denmark	The Voluntary Military Service, France		Preventative health and social consultation, France
		Youth Guarantee, France	
		Work for the Dole, Australia	
	Job seeker assistance programme, France		
	Subsidised Employment programmes, the Netherlands		

Source: RAND Europe.

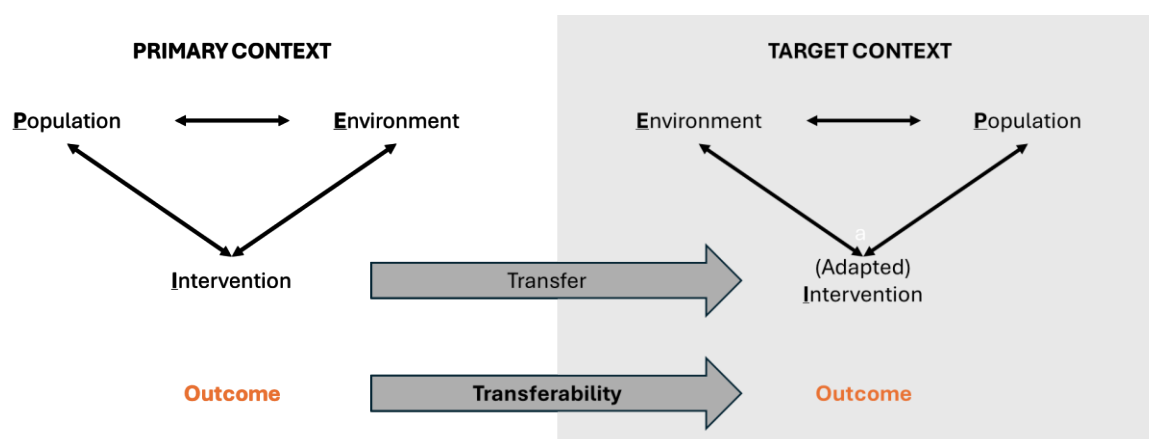
If a case study country was implementing multiple interventions, these were considered together as a single case study, to examine the 'ecosystem' of NEET interventions within a particular context.

Data collection

The case studies are based on the descriptive analysis of NEET rates data in each country and review of the documentation relating to the intervention, including in the language of the country. We used forward and backward citation searches from the sources identified as part of the main REA. We use the conceptual **Population-**

Intervention-Environment-Transfer Model of Transferability (PIET-T)⁸⁵ which assumes that the combination of three elements (population, intervention, and environment) determines the resulting outcome. As such, we collected information about these three elements to facilitate the transfer of each intervention from a primary context to the context in the UK (**Figure 8**).

Figure 8: The PIET-T model



Source: Schloemer & Schröder-Bäck (2018).

Analysis and write up

The analysis and write up is based on the key elements of the PIET-T model: environment (or context), population, intervention and outcomes:

- **Context:** For each case, we set out the legislative, policy and institutional context of the country, including the relationship to the labour market situation, to the extent that this can be gathered from the reviewed documentation.
- **Population:** We examined relevant population characteristics (socio-demographic, education, or cognitive characteristics, as well as the health status and information on the attitudes towards the intervention), if any of these were available in the reviewed documentation.

⁸⁵ Schloemer, T., & Schröder-Bäck, P. (2018). Criteria for evaluating transferability of health interventions: a systematic review and thematic synthesis. *Implementation Science*, 13, 1-17.

- **Intervention:** To recount features of each intervention selected in the case studies, we used a **Template for Intervention Description and Replication (TIDieR)**⁸⁶ and recorded the following aspects, where possible:
 - Name of the intervention
 - Rationale or theory essential to the intervention – where possible, indicative logic models was represented graphically with accompanying text to explain and elaborate on how the intervention was expected to lead to positive outcomes
 - Materials, procedures and activities used (including to reach the population and address barriers they face to education or work)
 - Details on providers and expertise needed
 - Modes and locations of delivery
 - Duration, intensity and dose
 - Information on personalised elements
 - Modifications introduced
 - Implementation fidelity.
- **Outcomes:** We outline the quality appraisal of the study design and any limitations identified and summarise outcomes reported, any key success factors, policy or practice implications reported.

⁸⁶ Hoffmann, T.C., P.P. Glasziou, I. Boutron, R. Milne, R. Perera, D. Moher, D.G. Altman, V. Barbour, H. Macdonald, M. Johnston and S.E. Lamb (2014). 'Better reporting of interventions: template for intervention description and replication (TIDieR) checklist and guide.' *BMJ* 348, p.1687.