

Working with young people not in employment, education or training (NEET)

Introduction

This chapter focuses on young people who are not in formal education, employment, or training. It presents demographics relating to these young people and explains the varying needs and issues that they may experience and it offers practical advice on working with them. It concludes with a list of contacts that will help you in your work. This chapter will look at both the Republic of Ireland and Northern Ireland.



The importance of Youth Work for young people who are NEET

NEET (Not in Education, Employment or Training) describes those not engaging in formal education, training or employment. However, it can fail to recognise that some young people identified as NEET may be involved in youth work and benefiting from informal and non-formal learning, and often from specific programmes for young people who are NEET. Some youth work organisations also provide second-chance education programmes.

Throughout this chapter we will discuss some of the many reasons why young people might find themselves disengaged from education, training and employment. We will focus on the value of youth work in these young people's lives.

The benefits of youthwork for young people described as NEET are significant. There is always learning happening, whether it be through music, sports, activities, drop-in sessions, or group work. Youth workers help guide young people on a path toward staying, returning or progressing in formal education, training or employment. Youth work is often an in-between or transitional space for a young person. For some, the benefits do not show until later in a young person's life, often when their engagement with the youth service is over. Nevertheless, learning happens, just not in the formal sense of the education system. Furthermore, employment is often a focus of youth work, with questions about CVs, networking, skills development and qualifications being addressed. These are all supports that guide young people who are, or who at risk of being, NEET.

Terminology

NEET as a term is used to describe a young person usually aged 16 to 24 who is "Not in Education, Employment, or Training". It is occasionally seen as a contested term as it can reinforce negative labelling.

The term has been recognised in Northern Ireland for a long time and is used in NI data and research. 'Early school leavers' was the term more widely used in the Republic of Ireland; however, there has been a shift towards using NEET, as it is used by the OECD and in European research as an indicator in data analysis.

In the absence of an alternative term that is recognised by youth workers and policy makers alike, this resource will adopt the shorthand NEET for young people who are considered outside of employment, formal education or training but are, or could be, engaged in youthwork.

In the past, early school leaving was used as a term in the Republic of Ireland prior to the widespread use and understanding of the term NEET.



Demographics

In the Republic of Ireland in 2021, the NEET rate was at 10.2% according to the CSOⁱ. 4% were defined specifically as early school leaversⁱⁱ. Of these 53% will continue their education in facilities such as Youthreach where they can receive necessary support and continue in a more participant-centred form of education.ⁱⁱⁱ The youth unemployment rate, those aged between 15-24, in the Republic of Ireland in February 2024 stood at 10.5%^{iv}.

It should be noted that this rate specifically looked at people aged 18-24, rather than 16-24. The Republic of Ireland NEET rate is below the EU27 average rate of 13.7%



In Northern Ireland it is estimated that the NEET rate is 9.8%; it should be noted that in NI the age range is from 16-24^v. The youth unemployment rate, of those aged 16-24, in Northern Ireland for 2022 was 6.4%^{vi}.

Needs and issues of young people who are NEET

Young people who are not in education, employment or training are not an homogenous group. There are a wide range of needs and issues impacting on young people who fall into the NEET category. For a young person to have left mainstream education early or to experience unemployment, a myriad of needs and issues will have been faced by them, and failures to meet these needs will exist. The impact of being NEET is significant; young people experience self-esteem issues and increased levels of poverty.

There are varying factors why young people fall out of education or experience unemployment. Many of these young people feel that they are viewed as 'wasters' or 'losers' by the community at large. One young person from the recent KCETB NEET research report *'I feel like I am heard'* said 'Someone might think you, like, oh, you're, you're not in school or whatever, and they might think like, you're lazy'^{vii}. Navigating a perceived stigma is a serious challenge for young people. However, we must appreciate the right of a young person to receive their education in the medium that they feel is most appropriate. Mainstream education may not be the most appropriate form of education for all and leaving school early will continue to be the experience for some young people. Supporting young people to find suitable alternate education is key to them not falling through the gaps. For many young people leaving mainstream education is the bravest and the most positive course of action to take.

Which young people are at risk of being or becoming NEET?

There are specific young people who may be at more risk of leaving school early and becoming NEET. An intersectional approach is useful for understanding the experiences of NEET young people with social class often being a common factor. To understand the contributing factors of being NEET there needs to be an analysis of both individual and structural realities.

Social class or socio-economic status

Structural realities relate to the systems that young people find themselves in as part of being in society. Many youth workers will be working with young people under the terms 'disadvantaged', 'deprived', and 'lower socio-economic' communities. Although sometimes contested, it is clear we live in a society divided by social class, both in the Republic and Northern Ireland. For years, sociologists have linked a person's social class with their educational and employment attainment. Today it still stands that a person's social class or socio-economic background is a stark factor in them becoming NEET. 'Early school leavers' are much more likely to come from families with low socio-economic status in society, such as low-income households' ^{viii}.



Research from the UK similarly indicates that socio-economic status is a key factor. 'The likelihood of becoming NEET is not equally distributed throughout society – those who are already facing disadvantage are more likely to become NEET'^{ix}. Social class is often stigmatised especially for those who are of 'lower' standing, this can be especially harmful for young people not just in accessing opportunities. Research has found those who

are poorer have lower aspirations^x. Encouragement, as well as resources, funding and other supports are needed to help young people at risk of becoming NEET to aspire to more. Social class is multifaceted but added to the various other factors that NEET young people experience it creates further complexity. Taking an intersectional approach to understanding young people's experiences of being NEET will be useful in supporting their journey.

Gender

There are gender differences in figures for early school leavers. Females aged 18-24 years old were less likely than males to be classified as early school leavers (3% versus 5% respectively)^{xi}.

Travellers

Many young Travellers leave school early. The percentage of Traveller pupils continuing from primary to post-primary education in 2023/24 was 82.7 per cent, compared to a national average of 95.6 per cent. While the number of Travellers sitting the Leaving Certificate has increased by 9 per cent over the last six years it remains low at 31.4 per cent compared to 91.7 per cent of the total population (Census 2022). Travellers make up 15 per cent of learners in Youthreach/Community Training Centres, much higher than their representation in the population as a whole. The Visiting Teacher for Travellers Service that was dedicated to facilitating and supporting education for Travellers up to third level is no longer in existence.

While figures from 2022 show that the number of Travellers with a third-level qualification is increasing, only 4.7 per cent of Travellers completed third level education compared to 47.7 per cent of the general population.



For more information see chapter on 'Working with Young Travellers' in this Toolkit.

Young mothers

There is a strong correlation between teenage pregnancy and early school leaving; this correlation is especially strong for young mothers. While there has been a decline in the number of teenage pregnancies in both the Republic of Ireland and Northern Ireland over the last number of years^{xixiii} teenage mothers are less likely to finish their education^{xiv}. In the relationship between early school leaving and teenage pregnancy it is difficult to name where the cause and effect lie.



For more information please refer to the chapter on 'Working with Young Parents' in this Toolkit.

Young refugees, international protection applicants (Asylum Seekers) and undocumented migrants

Many International Protection Applicants and refugees will have missed out on schooling due to war, conflict displacement and migration journeys. In the Republic of Ireland those under 18 will be given places in Irish schools. However, due to a possible disruption in their schooling, potential difficulty with English language and high stress levels, together with struggles to settle, or concentrate; achieving good results can be compromised and may lead to difficulties completing their Leaving Certificate and progressing onto further education and employment.

For those who make it through the leaving cert more hurdles may prevent progression in education. Students with refugee status are entitled to higher education in the same way as Irish citizen students but are only eligible to apply for SUSI funding and the Free Fees Initiative once they have

been in the country for three years. This can interrupt their education as they usually cannot afford to pay the higher non-EU fees that would apply if they have not been in the country long enough. People seeking international protection must obtain special grants or scholarships to access higher education. They also need to have been issued with a Labour Market Access Provision letter (work permit) which they can apply for once they have been in the country for 5 months. Undocumented young people also need to access special grants to access higher education. Visa issues and delays in application for status as well as accessing scholarships can be a factor for young people who do not have the legal and care support they need. These can all be demotivating factors for young people sticking with secondary school or progressing on in education.

Despite the additional challenges in accessing education opportunities, International Protection Applicants, undocumented migrants and people with refugee status are usually very keen to learn and catch up on their education and many excel. For others who are struggling, short term courses, computer-based courses and single subject courses are often the best means of achieving success and building confidence.

For more information, please refer to the chapter on 'Working with Minority Ethnic Young People' in this Toolkit.

Young people in care

Young people in care are disproportionately represented in the NEET category. The unpredictability of 'home' life has a real impact on their education and consequently further employment and training opportunities.

Criminal record

Having a criminal record can be a substantial barrier to accessing training and employment opportunities. It is also increasingly difficult to obtain placements from employers who are reluctant to take young people on with a criminal record.

Additional Support Needs

Other young people who may require additional support and may not have access to the same level of opportunities in education, training or employment include:

- Disabled young people
- Neurodiverse young people
- Young carers
- Young people who struggle with English as an additional language

For more information see the relevant chapters:

- Working with young people who are disabled, have sight loss or hearing difficulties
- Working with Autistic young people
- Working with young carers

Impact of the conflict in Northern Ireland

Young people can experience conflict in everyday life, from family conflict to conflict with friends. However, political and societal conflict can also impact young people. This has been the case for many young people in Northern Ireland where the legacy of the conflict features prominently in discussions about education and employment^{xv}. Trans-generational trauma, interpersonal violence within families and communities,

intimidation from paramilitaries (including recruitment and violence), forced exiling, economic marginalisation and social exclusion are all compounding factors for young people living in areas that have been most affected by the NI conflict.^{xvi} Often issues such as 'difficulties in concentrating' or 'aggressive behaviour' are regularly 'misinterpreted by others, being seen as deliberately disruptive behaviour' rather than as a result of multiple factors.^{xvii}

Other needs and issues in brief

Personal:

- Low self-esteem - which may be exacerbated by an ineffectual school policy in dealing with low levels of literacy and numeracy
- Substance misuse/abuse^{xviii}- which may cause lower levels of motivation and also lead to truancy and behavioural problems
- Learning difficulties which are undiagnosed or may not be supported effectively
- Lack of motivation - which may be due to a negative perception of the importance of education and its relevance to 'real life'

Mental Health:

- Poor diet, lack of sleep, unmanaged stress levels, breakdown of relationships and trauma all contribute to poor mental health in

young people which affects their ability to concentrate and causes low motivation.

- A correlation has been shown between increased unemployment and suicide rates. This presents a further concern for young people who lack a sense of worth and satisfaction found through employment.
- Anxiety is cited as a growing concern since the covid 19 pandemic with an increased rise in school refusal by young people

Bullying and discrimination:

- Young people who have experienced homophobia, racism, transphobia, sectarianism or other forms of bullying in school or the work place are substantially more likely to avoid school or leave work.

Social:

- Life style – the includes substance abuse or misuse, negative sleeping patterns and anti-social behaviour
- Poverty – there are higher levels of early school leaving in areas of lower-socio economic standing. Young people may opt out of school due to high participation costs
- Young people in the juvenile justice system. The question is whether the prelude to offending behaviour was leaving

school early or if leaving school early led to the offending behaviour

- Low educational attainment, low expectations from teachers or family and a lack of positive input from adults or peers may all contribute to a low self-esteem. Young people note that failure at an early age in education greatly affects their confidence and self-esteem and that if they weren't doing well academically, they were forgotten about.

Family:

- Parental attitudes toward education i.e. clash of home and school cultures
- Family conflict or change (e.g. death or separation)
- High school participation costs
- Family poverty - a young person may feel the need to opt out of education to help support their family
- Pressure to achieve academically can be difficult to manage. Without adequate support young people can struggle to cope with stress from pressure placed on them by themselves, their family, teachers or others.

Economic:

- Cost of living - as discussed in the economic overview the cost of living has led to increased pressure on young people.

- Finances and resources-There are challenges for young people in accessing the financial support needed to travel to work or training which limits their opportunities. Also, there is the suggestion that many young people feel it is not worth their while to work because of the nature of the benefit system and the real possibility that low paid employment will be financially unviable for them.

School:

- Low levels of literacy and numeracy leading to poor performance and decrease in self-esteem or behavioural problems
- Age differences - when the student is older/younger than their classmates^{xix}
- English being a foreign language
- Negative relationships with teachers leading to increased behavioural issues or suspension on a regular basis
- Absence of counselling services in school
- Perceived lack of suitability of curricula - the perception that the curriculum is not relevant to their real lives
- Poor achievement in school leading to lack of motivation

Coping with a chaotic life:

- Many young people have complex needs and issues and may have unpredictable lives at home. Some young people come into contact with multiple professionals, from the health sector, housing sector, education sector and sometimes the juvenile

justice sector. Each sector is working in isolation and often young people feel like they are being 'bounced around' services adding to their sense of instability.

Economic overview

Housing, the cost of living, low wages, inflation are some of the main challenges young people face including housing instability or homelessness and related mental health issues. The National Youth Council of Ireland (NYCI) report, *The State of our Young Nation*, took an in-depth look into the lives of Irish young people aged between 18-29. This report doesn't have a specific focus on NEET young people, but some of the findings would undoubtedly impact their lives, if not more so.

A key finding in the NYCI report was the issue of housing for young people^{xx}. In March 2024, over 13,000 people were homeless and just over 4,000 of those people were children^{xxi}. Focus Ireland, who provide statistics on youth homelessness, note a stark increase over the last number of years. In May 2024 the number of youth homelessness stood at just over 1,600^{xxii}.

The cost of living has had a profound impact on young people; in NYCI's report it found that 1 in 5 young people has skipped meals due to costs. The Social Justice Ireland report 2024 shows that over 550,000 people are living in poverty and over 175,000 of these are children^{xxiii}.

Although these issues are impacting young people across society, we do know NEET young people are particularly vulnerable. As identified by a report from KCETB, some of the challenges for NEET young



people include homelessness, mental health difficulties and issues accessing support services ^{xxiv}.

For young people in Northern Ireland the cost of living has also had a significant impact. The Mental Health Foundation survey found that 57% of young adults in Northern Ireland felt anxious in the last month about their personal financial situation^{xxv}. Research by Action for Children, found that nearly one in eight children growing up in Northern Ireland are deprived of the basics, such as food and warmth^{xxvi}. Furthermore, research conducted by the Bytes project found that 68% of young people said that they or their family had used a Food Bank over the last year^{xxvii}. In the backdrop of all of this is Brexit which has presented challenges which impact the economy and young people's sense of security.

Developing inclusive practice with NEET Young People

Youth work with young people who are NEET, or are at risk of becoming NEET, can take place within regular youth activities and especially in 1 to 1 work or it can be a programme in its own right. The following looks at work that can happen as part of regular youth activities and concludes with information on dedicated programmes of work.

Prevention work

One of the best ways to support young people is to work with them on remaining in school when there is a risk that they may leave. Schools are under increased pressure to address the range of social, psychological and personal issues affecting young people today. This is often done with very limited available resources. For example, many schools do not have a full-time Student Counsellor, Home School Liaison Officer or Educational Support Worker who can help retain young people at risk of leaving school within the formal education system. Youth workers will be able to meet young people's psycho-social and personal needs and this may be enough to support them to remain in school.

Youth services are already in an ideal position to support at-risk young people. The youth work sector also has a unique responsibility in reconciling formal and non-formal education for young people. One of the most effective methods, where possible, is working directly with schools.

Youth programmes and interventions that may support school retention:

- **Stress management and relaxation workshops**
- **Family support and liaison services**
- **Anger management programmes**
- **Peer mediation**

- **Breakfast programmes**
- **Lunch programmes**
- **Homework support**
- **Transfer programmes between primary and secondary school**
- **Referrals to certified counsellors to complement the work of the school counsellor**
- **Referral to appropriate community agencies**
- **Intensive support for students who refuse to go school, or are suspended, excluded or expelled**
- **Support for particular groups of young people such as young parents, young refugees, International Protection Applicants, migrants, young Travellers, young carers, neurodiverse young people, young people with learning difficulties, young people who have missed out on school due to ill health etc.**
- **Practical assistance to support engagement with sporting programmes**
- **Mentoring**

A good working relationship with local schools is essential in meeting the challenges that early school leaving presents. Retention initiatives such as those above may pre-exist within local schools. Alternatively, youth work programmes can sometimes be developed in partnership with a school. When working with schools, an understanding of the school's policies, guidelines and referral procedures is essential. The development of a protocol which outlines roles, responsibilities, agreements and communication channels offers a strong foundation for a school and youth work service partnership.

Some young people may have made it through secondary school but find themselves struggling when it comes to college. Dropout rates in first year are quite high in the Republic of Ireland with a dropout rate of 15% for first year college students in the academic year of 2021/22^{xxviii}. The high cost of

living alongside lack of accommodation and the alternative of long commutes is raising this dropout rate for students. Starting college can be a challenging time but having access to and support from a youth service can be vital to ensure that a young person continues with their education.

Attendance issues

The youth service will need a clear policy about opening hours and the support they offer students who have attendance issues at school. Liaise with your local school around the support provision you provide for young people who have attendance issues. Ensure your engagement with the young person addresses the reasons for their non-attendance.

Offer a quiet space for homework or study

Many libraries, community centres and youth services offer homework help or a quiet space for study. The most effective of these services use qualified staff and volunteers who have experience in education and are familiar with the school curriculum.

If possible, have a quiet space, computers and internet facilities available at your service for young people completing assignments and homework. Many successful homework groups provide a snack at the start, a period of time for homework, followed by an activity which helps create an incentive to attend.

If there is no homework support in your local area, and you don't have the capacity or resources to provide it, you might be able to create or join a community action group with other local agencies to develop a safe and quiet community place for after-school study.

Reaching out to young people who are NEET, or are at risk of becoming NEET

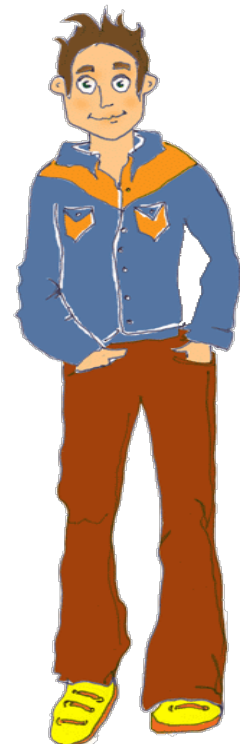
Don't rely on literacy skills in advertising or running your programmes

Consider a range of strategies to introduce your youth service that include:

- **Outreach work: speak to young people face to face in areas where they hang out to tell them what you have to offer**
- **Outreach to schools: speak at school assemblies or have a stand in the hall/ lunch area at break times**
- **Provide a phone information service and have regular updates on social media about upcoming events**
- **Participate in local community radio interviews**

Young people with a low level of literacy may be nervous about attending your youth service because they may be conscious of exposing their lack of literacy skills. Therefore, when registration forms or other forms need to be filled out by a young person it is good practice to provide a private place for them to do this and to make it known that you can assist them in filling these forms out if necessary.

Make sure any information given in a written format to young people is also given verbally. Make use of the first – and last – few minutes of a group to give updates on any written information/new posters/new groups/opportunities available.



Check that young people with low literacy levels can access your service. For example, check that it is clear where your service is located, and what time your service is open.

Avoid situations where young people could feel embarrassed for not being able to read well, this includes reading/writing in group work, filling in surveys, taking notes at meetings, etc.

Be aware of the language used in promoting your youth groups or clubs as well as the language used to deliver instructions or to run programmes. Formal language and jargon may alienate those who do not have English as a first language or those who have low vocabulary levels due to literacy problems.



Incorporate literacy and numeracy skills into your programme

A good way of supporting young people is to incorporate literacy and numeracy skills into the programmes you run. For example, if you have a group of young people who want to run an event you can work with them on:

- **Numeracy skills such as budgeting for the event, working out how much snacks and drinks to buy, ticketing, counting income, timings of activities etc.**
- **Literacy skills such as writing a media release, writing information for flyers, writing an evaluation etc.**

Developing a policy around working with young people

It is really valuable to have a policy in place regarding the following:

- **If a young person wishes to use your service during school time is this possible?**
- **If your organisation provides education services and support, what are the policies regarding enrolment and participation?**
- **If your organisation can not provide educational support, do you have a referral system in place to organise this for the young person?**
- **What policy is in place regarding behavioural issues of young people?**
- **If behavioural issues are identified, do you provide personal development programmes such as anger management?**
- **Do you have policies in place for dealing with young people with literacy issues? Is there an alternative to written forms, or is support provided for them?**

Developing Programmes specifically for young people who are NEET

There are considerable benefits in creating specific programmes for NEET young people. Whether you have the capacity to create a specific programme or want to incorporate work with young people who are NEET into your regular practice the following will be very helpful in guiding you on your way.

Youth Action's *'Pathways to Success,'* NEET Strategy consultation in Northern Ireland outlined five key elements in programmes that unlock the potential of young people who find themselves outside of education, employment or training.^{xxix}

Recruitment

- **A youth work approach to recruitment may include street work / detached work, networking within communities and developing partnerships with other agencies.**

Learning environment

- **A needs-based, flexible approach to learning is crucial including group work, discussion-based activities and ensuring the young person is an active participant in the learning process.**

Support

- **Peer and 1 to 1 mentoring with individual goal-setting, pastoral care and having practical support systems.**

Structure

- **It is important to have a small step, staged approach (such as modules that have credit value) to suit the varied learning needs of the young person.**

Follow-up

- **Sign posting and post programme support is crucial to ensuring young people continue to engage with education, training or employment.**

A recent toolkit developed by KCETB *'I feel like I am heard'* recommended a similar approach to the Northern Ireland findings. Based on research of youth work programmes developed specifically for NEET young people it proposes a phased process.

The KCETB framework describes the 6 phases as:

1. Referral phase
2. Needs Assessment
3. Co-design and planning
4. Implementation
5. Review and Evaluation
6. Progression Pathways

Key to the findings in the KCETB '*I feel like I am heard*' report is the need for long term programmes that engage with the young person over a number of years. For more information find the toolkit here <https://kcetb.ie/wp-content/uploads/2024/03/Toolkit.pdf>

Recruitment

The KCETB report '*I feel like I am heard*' notes that some young people will be unaware of youth work opportunities and as outlined above thinking through how to connect with young people and making them aware of the programme is critical. It also notes the need to think about literacy levels and English language skills. The also note the following potential considerations:

- mental health,
- physical health,
- experiences of education,
- literacy and numeracy skills,
- family background,
- homelessness,
- involvement in the juvenile justice system,
- influence of peers or community,
- cultural/ethnic/faith background.

They recommend that:

- Pre-engagement is crucial to building up a rapport and to establishing a trust relationship between the young person and the worker. Work with young people in advance to ensure they feel safe and agree on the nature of their involvement in your programme.
- Some young people will require one to one support to rebuild their confidence and ensure they have a 'readiness to engage' in the youth service. They will need a certain level of confidence and skills before being involved long term in any youth/ training initiative.
- Even if young people are engaging on a limited basis with your organisation try to use the opportunities you have to work with them to set personal goals and provide them with a level of responsibility that allows them to rebuild their confidence and skills in a safe environment.

Participation and co-creation

- Support young people to take ownership and responsibility over their own learning.
- Encourage them in what they are already doing and communicate effectively the value of education and employment.

Best practice tips for programmes with NEET Young people:

- **Listen to the views of young people and provide opportunities for them to have their say about programme design, management and evaluation**
- **Use a strengths-based approach to programme content – support young people in developing their specific aptitudes and strengths**
- **Ensure that programme content is delivered using varied media such as drama or games as well as written or verbal communication**
- **When possible, use smaller groups when working with NEET young people**
- **Establish positive and respectful relationships between young people and supportive adults**
- **Build teamwork and cooperation between students**
- **Set fair rules and expectations which are consistently applied**
- **Encourage young people to take responsibility for their learning and behaviour**
- **Focus on skills that are practical and prepare young people for life and work and/or further education**
- **Provide support in developing and achieving their short and long-term goals where possible**
- **Adopt an holistic approach and liaise with family and relevant agencies where appropriate**
- **Emphasise achievement and not failure – use recognition nights if a programme has finished^{xxx}**

Be flexible

A youth work approach provides a flexible alternative to formal education and training. It is important to vary the content of a programme to suit a variety of learning styles and be flexible in your approach. Allow for regular breaks and don't try and cover too much all at once. Referring to the KCETB report, the research found that as well as having programmes in place, a key factor for young people is having a supportive youth worker.

The young people stated that connecting with their youth worker was really valuable, they described it as 'having someone to understand you'^{xxxix} and 'I feel genuinely supported.'^{xxxix}

A youth worker in the study stated the importance of flexibility in working with NEET young people. They emphasised that supporting young people requires 'long-term, consistent and continuous' engagement. Flexibility allows time to build relationships, maintain them and ensure young people stay engaged. Too often programmes have been short-term and constrained.

Progression pathways and Follow-up

Ensure you finish any programme well and put in place adequate supports for young people to continue to engage in some form of learning or employment. If a young person leaves a programme, then it is important to remain engaged with that young person at some level to provide opportunities for coming back on board.

The end of the young person's journey with a programme involves helping the young person to transition to another education programme or to employment.



Checklist- How accessible is your organisation to NEET Young People?

This checklist can help you to identify how you can improve your service for NEET Young People

Public image

How we present our service to our community

Partnerships:

- Our service has partnerships with local schools to help support young people at risk YES PARTLY NO
- We know the name of our local Education Welfare Officer YES PARTLY NO

Participation

We make sure we include the voices of young people at all levels of our youth service

- Our service consults with young people from a variety of educational backgrounds to assess arising needs and issues YES PARTLY NO

Professional development

Our staff and volunteers are trained and supported to deliver an inclusive youth service

- Staff receive training on equality issues and integration strategies YES PARTLY NO

Policies and procedures

We have a written commitment to deliver an equal and inclusive service

- Our service has clear guidelines on working with local schools and protocols with our local school(s) relating to truancy and behaviour codes for school related programmes
- | | | |
|-----|--------|----|
| YES | PARTLY | NO |
|-----|--------|----|

Programme planning and delivery

Our programmes are designed and delivered to include the diverse needs and identities of young people with a disability

- Our service provides a homework help service or refers young people to other homework help services
- | | | |
|-----|--------|----|
| YES | PARTLY | NO |
|-----|--------|----|

Promotion :

- Our organisation uses a range of verbal communication strategies to promote our service
 - Young people do not need to be able to read or write to access our service
- | | | |
|-----|--------|----|
| YES | PARTLY | NO |
| YES | PARTLY | NO |

Promoting literacy and numeracy skills:

- Our service incorporates literacy and numeracy skills into our programmes, including fun programmes YES PARTLY NO
- Our service provides educational support YES PARTLY NO



References

ⁱ CSO. (2023, April 14). MEASURING IRELAND'S PROGRESS 2021 / EDUCATION. Retrieved from Central Statistics Office:

<https://www.cso.ie/en/releasesandpublications/ep/p-mip/measuringirelandsprogress2021/education/>

ⁱⁱ Social Justice Ireland . (2023, January 11). *Educational Attainment Ireland 2023*. Retrieved from Social Justice Ireland:

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ⁱⁱⁱ O'Shea, C., Economic and Social Research Institute (2006) issues in the Employment of early School Leavers

^{iv} CSO. (2024, March 6). Central Statistics Office. Retrieved from Central Statistics Office Monthly Unemployment February 2024:

<https://www.cso.ie/en/releasesandpublications/ep/p-mue/monthlyunemploymentfebruary2024/>

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