

mobilise

Manchester Youth Mentoring Network

Mapping & Review

A Report from Mobilise Public Ltd

July 2022



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Executive Summary

One Million Mentors (1MM) is a unique, community-based mentoring project with one simple aim: to connect one million young people with one million life-changing opportunities. 1MM connect mentors with high social capital to young people with low social capital, to improve their career chances and accelerate social mobility.

In March 2022, Mobilise were appointed by One Million Mentors to research how well mentoring undertaken by the Manchester Mentoring Network is meeting the goals and needs of beneficiaries. Additionally, we researched organisations' delivery, identifying best practice and lessons to learn from different youth mentoring providers, establishing quality mentoring standards and recommending ways in which the local mentoring ecosystem can be strengthened.

Mobilise began its research by conducting a comprehensive mapping exercise of organisations who offer mentoring, to understand the marketplace in Manchester. We found thirty-eight organisations, who provide a range of mentoring programmes utilising a variety of different models.

Eight network member organisations were interviewed using a discussion document to guide conversations. From this and web research we were able to build an understanding of network organisations, their mentoring offer, impact measures used, beneficiaries, and operation.

We found that the Manchester Mentoring Network provide diverse and innovative mentoring provision across Manchester. Of the ten organisations who engaged in the research, four deliver mentoring in schools, four provide mentoring as part of targeted interventions (e.g., care leavers), four provide career mentoring and one provides open access mentoring for over 18s. The mentoring offer can be broadly split into two themes: Personal and Developmental and Academic and Employability. It can be argued however that even when mentoring has an academic or career focus, through the building of strong, empathetic, and trusted relationships, all the mentoring provided by network organisations promotes personal development.

All but two of the members of the Manchester Mentoring Network provide mentoring as part of a wider offer, adding value to existing services. Organisations vary in size, funding, and capacity. Therefore, the Manchester Mentoring Network should consider establishing a two-tier network – a core group for established mentoring providers and an associate membership for those offering mentoring in addition to their main services. The latter are typically more flexible and informal but would benefit from a range of sources on offer, for example materials on measuring impact, safeguarding, and training. A two-tier model would enable strong partnerships among organisations that offer mentoring as an established service and could provide support to other organisations that need additional help. This model could prove sustainable for the future of the network.

There is an interesting and diverse range of delivery models, 'something for everyone' and network organisations do not appear to duplicate services. A relationship focused or youth

work approach is mostly utilised with evidence showing that mentors act as trained, trusted adults to help support, guide, and signpost young people to local opportunities. Many of the mentoring programmes have criteria that are funding driven and are therefore unable to be open access. There's a lack of mentoring for under 18's who want to self-refer (from a safeguarding perspective mentoring this age group can be more complicated). In the main mentoring programmes are delivered as part of a wider service offer and that can vary from organisation to organisation. More information can be found in section 4 of the report.

To effectively measure impact of the 'core' network, members should have an Evaluation Framework accompanied by a logic model (theory of change). For organisations, in 'tier 2', this can be incorporated into their wider theory of change. It would also be useful to establish a common set of outcomes (where applicable) and evaluation/impact measures to facilitate comparison across the network. To support this, network members could consider using a common and verified well-being scale and online resources for measuring impact. It is also noted that the network should maintain the high value placed on sharing practice and learning from their peers.

Mobilise undertook a literature review on 'What is Effective Youth Mentoring?' (*Appendix 2*). By utilising this and desk-based research, Mobilise have created a set of proposed quality standards (section 6). The New Deal for Young People in London have created a Mentoring Quality Statement, which is referenced in section 6 of the report and the Network could consider the creation of a mentoring framework like that introduced by The New Deal for Young People, referenced in section 3

A group of eight peer researchers were recruited through the Network. Mobilise (supported by One Million Mentors) delivered training workshops, facilitated the design of research tools, and supported the young people to carry out the necessary fieldwork. Their research included a survey, interviews, focus groups and with organisations, commissioners, mentees, and mentors. The Peer Researchers have two key recommendations for mentoring organisations: Do more to promote mentoring as most young people do not know what it can do for them or where to find it and the Mentee/Mentor relationship needs to be a collaborative process - Mentors need to be engaged and proactive in supporting young people's agency about where, when, frequency of meetings. Their findings can be found in Section 7 of the report

Overall, peer research is a powerful tool that ensures mentoring opportunities across the network are attractive, accessible, and 'young people friendly'. The Network could consider resourcing this collectively and fundraise for a Youth Participation worker.

1. Introduction

One Million Mentors (1MM) is a growing programme of community-based mentoring. It was appointed strategic lead for mentoring in Manchester in 2020 and has established a network of twenty-four member organisations in the region as the Manchester Mentoring Network. This was established to bring providers together to strengthen the mentoring ecosystem. This current piece of work was commissioned to:

- I. Identify current youth mentoring activity (including peer to peer mentoring), best practice, challenges and different tools to measure impact across the city in order to establish a baseline of mentoring activities for the city.
- II. Identify and share best practice across the network on different aspects of effective youth mentoring.
- III. Make recommendations on how the Manchester Mentoring Network can strengthen the local mentoring ecosystem and develop a roadmap for young people who require mentoring support. Stakeholders include young people, mentors, local employers, members of the network and strategic partners.
- IV. Introduce quality standards for youth mentoring to address gaps in impact measurement across the network and standardise approaches to training, delivery and impact measurement.

The network also wanted to involve young people in this work and recruited peer researchers to support this.

2. Methodology

Mobilise conducted a refined desk top search to identify organisations that provide mentoring in Greater Manchester. This included searches such as, ‘Mentoring Manchester’, ‘Mentoring Greater Manchester’. ‘Peer mentoring Manchester’, ‘Youth mentoring’, and mentoring in the 10 different boroughs of Greater Manchester: Wigan, Bolton, Bury, Rochdale, Oldham, Tameside, Stockport, Trafford, Salford, Manchester. Many of the organisations that appeared in our search were organisations already identified by 1MM.

This process started by reviewing the list provided by 1MM and building on it with novel research. In total, we found thirty-eight organisations in the Greater Manchester Region offering some form of youth mentoring. A table of these organisations, where they are, their purpose and beneficiary group can be found at Appendix 1. The list of organisations appears in the table below.

1. 42nd Street	2. Manchester Youth Zone
3. Active Communities Network	4. N-Gage
5. Arts Emergency	6. One Million Mentors
7. Barnado’s and GMYN	8. Power2
9. Bolton Lads’ & Girls’ Club	10. ReachOut
11. Bridge GM	12. RECLAIM
13. Brightside	14. Reform Radio

15. BW3	16. Rochdale Connections Trust
17. Career Ready	18. Salford Foundation
19. City in the Community	20. The Contact Theatre
21. City Year	22. The Girls Network
23. Citywise	24. The Prince's Trust
25. CIPD	26. The Proud Trust
27. Diana Award	28. Unity in the Community
29. Elevate Youth	30. UpRising
31. EY Foundation	32. Wigan Youth Zone
33. Greater Manchester Youth	34. Youth Elements
35. Groundwork Greater Manchester	36. Youth Justice Service (MCC)
37. Innovate Her	38. Youth Leads

Table 1: Organisations offering Youth Mentoring in Greater Manchester

We have also:

- Undertaken a comprehensive mapping exercise of the organisations using web research and telephone interviews.
- Built a comprehensive understanding of organisations, their mentoring offer, geography, beneficiaries, and operation.
- Identified best practice, the breadth of the offer, and understood potential gaps
- Reviewed evaluation tools, impact reports and case studies from networks members.
- Undertaken a literature review on 'What is Effective Youth Mentoring' and utilising this, the desk based research and through work with the peer researchers, developed a proposed set of quality standards for youth mentoring
- Trained, supported, developed research tools with and deployed a group of peer researchers to go and assess aspects of network members mentoring offer.
- Worked with 1MM and network members to manage the work and synthesise the recommendations in this report.

3. The Manchester Mentoring Network

In 2020, One Million Mentors was appointed the Strategic Lead for Mentoring in Manchester, and subsequently formed the Manchester Mentoring Network, a growing network of twenty-two VCSE organisations and two commissioners (Young Manchester and Manchester City Council) across the region. The Manchester Mentoring Network was established to bring mentoring providers together to share best practices, discuss challenges, and identify gaps with a view to strengthening the mentoring ecosystem. The network secured seed-funding worth £50,000 through Young Manchester as part of its ongoing business development.

City-Wide Collaboration

“The commissioning and procurement environment is competitive and frequently does not reward or facilitate meaningful collaboration. Yet when larger and smaller charities work together in partnership, they can offer and deliver significantly greater impact for the people and communities they serve than by acting alone. But partnership working is rarely easy.”¹

As the funding environment continues to be challenging and organisations come and go, there is an increased need to work in partnership and evidence the impact of services. The advantages in developing and working in partnerships are well documented and include:

- Brings together organisations who have independently developed a range of innovative solutions and models to provide effective mentoring for young people
- Harnesses the potential of cross-collaboration and partner’s expertise providing better opportunities and better outcomes for young people.
- Aligns to models of contracting which encourage partnership and provides an opportunity to bid for and deliver contracts together, including larger charities supporting smaller organisations to meet the requirements of commissioners.
- Buys in the support of smaller organisations outside of contract delivery
- Avoids duplication and provides a platform for partners to align programmes, budgets and attract funding
- Builds the capacity of smaller organisations
- Co-produces services enabling savings to be made in areas such as shared back-office costs, training, fundraising, sharing expertise, accreditation, and monitoring.
- Develops unexpected and new ways of addressing old issues and complex challenges
- Facilitates the flow of money to other charities
- Variety of providers and range of provision enables the network to meet the specific mentoring needs and learning styles of all young people

The Manchester Mentoring Network was established by Young Manchester and a group of high-profile Manchester-based youth organisations in 2020 with the aim of launching Manchester as the UK’s first city of mentoring. The partnership is currently in its infancy but

¹ <https://beta.ncvo.org.uk/ncvo-publications/rebalancing-relationship-final-report/>

has convened regularly and provided training to upskill members and enhance the provision of mentoring. Where possible, members were commissioned to deliver training to utilise their expertise in a particular area. For example, The Proud Trust delivered LGBT+ awareness training to ensure providers distilled best practices in how they recruit, train mentors, monitor and evaluate. As part of the grant from Young Manchester, the network organised a series of events to launch the ambition to become the UK's first city of mentoring to coincide with National Mentoring Day in October 2021. Additionally, the network is in the process of developing a shared system to centralise the city's mentoring opportunities so that there's a clear roadmap to signpost and refer young people for mentoring.

The network aims to offer:

- Clear entry points, models, and progression pathways for young people
- A range of opportunities tailored to young people's individual needs
- Clear support for providers, schools, colleges, and youth and play organisations
- One coordinated ask for supporters, including businesses and individuals seeking to support mentoring

Member organisations have agreed that the following values underpin their work:

1. Young people focused - keeping young people at the centre of all we do
2. Collaborating - aligning and coordinating to avoid duplication of services and increase capacity with one another
3. Innovating - using the network as a platform and springboard for sharing best practices and testing new approaches
4. Inclusivity & diversity - being inclusive and respecting diversity in terms of needs, capacity and strengths
5. Enabling and empowering - so that members can participate in the network, provide mentoring, and in turn, young people
6. Sustainability - Keeping the network sustainable through collaborative working and generation of funds.

A strong voluntary sector ecosystem requires individual organisations to not only recognise and value their strengths, but to recognise and value the strengths of others. Larger organisations often have more financial resources and a brand recognition that can open doors. Smaller organisations can be nimbler and can move more quickly. Recognising the role and value in these different characteristics will reduce the risk of negative power imbalances and create stronger services for communities.

Working in partnership can be difficult and trust between organisations is an essential prerequisite of any successful partnership, and an alignment of values, culture, and ways of working is needed. The partner organisations need to compete in a responsible way, including not underbidding for contracts, bidding according to expertise and mission, and even consideration of not competing if the current provider is delivering well

Challenges can include:

- Building consensus with partners before action can be taken and the implications of wider accountability (to other partners and to wider beneficiaries).
- Conflicts of interest: where a decision or action that is right for the interests of the partnership but may be at odds with the individual organisation's interests.
- Drain on resources: commitment (often significantly greater than anticipated) of time and energy of key staff in partnership building and project development in addition to any additional financial or other resource contributions.
- Implementation challenges: the day-to-day demands of delivering a partnership programme as a collaborative venture, with all the additional management, tracking, reporting and evaluation requirements that entails.
- Negative reputation impact: when partnerships go wrong causing damage to the reputation or track record of individual partners by association.

The report "Rebalancing the Relationship"² suggests the following questions are asked:

1. **Power.** What advantages does my organisation have compared to others, and how can we level the playing field? How can we support organisations led by marginalised groups and communities?
2. **Empathy.** What are the challenges other organisations of different types and sizes face? What do other organisations do better than us? What are the challenges and values we have in common?
3. **Honesty.** How do other organisations, and people who work for them, experience working with us? How can we make them feel comfortable to have an honest conversation with us?
4. **Communication.** Do others know we want to work in partnership and how we approach partnership working?
5. **Impact.** How are the people we serve supported by other organisations? How can we work with other organisations to centre the people we serve and coproduce services? How can we prioritise impact above organisational interest?

Strengthening the local mentoring ecosystem

As a comparator, we met with **The New Deal for Young People** (NDYP) programme that has been developed in London with a mission that by 2024, all young people in need will be entitled to a personal mentor and all young Londoners will have access to quality local youth activities.

NDYP are strengthening the local mentoring ecosystem by developing a mentoring framework for good quality mentoring, a package of support and training, and a community of practice. The framework will build on the Mentoring Quality Statement, will articulate what good mentoring looks like and support arrangements are needed, and provide a self-assessment tool for organisations delivering mentoring and a community of practice.

² Rebalancing The Relationship: Final Report. Rebecca Young & Catherine Goodall. NCVO. 03 February 2021

The self-assessment tool will consist of eight standards.

Organisational standards:

- Standard 1 – Management and leadership
- Standard 2 – Programme design
- Standard 3 – Recruitment, selection and screening
- Standard 4 – Induction, training, and support
- Standard 8 - Monitoring and evaluation

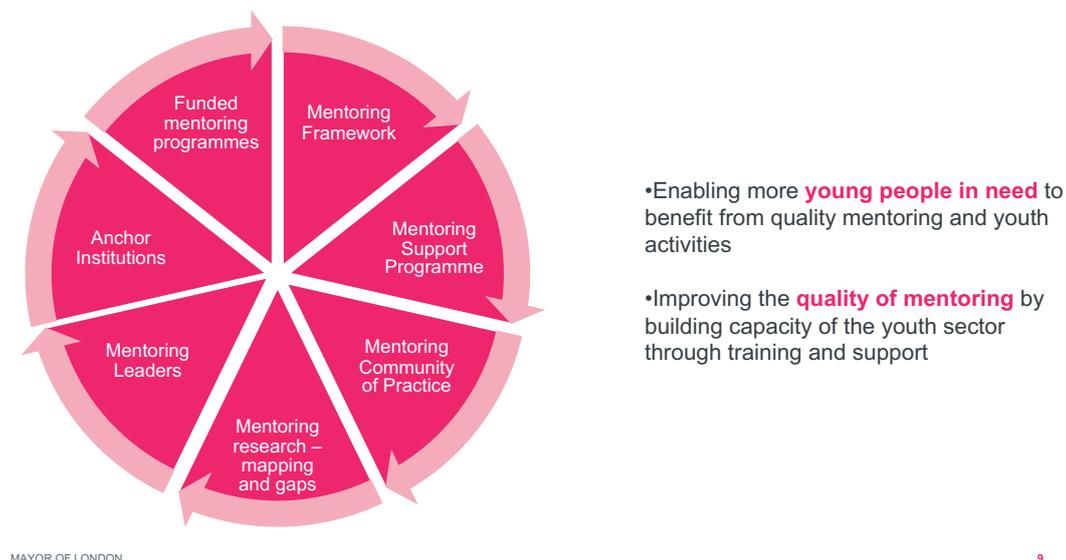
Individual (mentor) standards:

- Standard 5 – Matching and relationship
- Standard 6 – Mentoring practice
- Standard 7 - Mentee voice

Organisations will self-assess themselves against the standards using evidence criteria and evidence indicators and NDYP are commissioning an organisation or partnership to deliver a Mentoring Support Programme.

The programme encourages and facilitates partnership work and grants have been awarded to nine mentoring Leaders (across London) to deliver a capacity support programme for youth organisations. This will include the development and promotion of the Mentoring Framework, facilitate partnership work, coaching and training, and the sharing of good practice, tools, and resources.

APPROACH: SUPPORTING QUALITY & QUANTITY



Network Recommendations

- ***Consideration should be given to the value of the Manchester Mentoring Network as a separate entity. Attendance fluctuates and membership is likely to remain fluid***

because the majority of providers offer mentoring to add value to their services. This is likely to change based on funding, capacity and needs of beneficiaries. Is there already a home for it as a subgroup of an existing partnership? Could this be more sustainable?

- *These conditions also lend themselves to the potential for a two-tier network – a core group for established providers and an associate membership for those offering mentoring in addition to their main services.*
- *Partnership agreements could be created for a core group of established providers to work on strategic leadership whilst the wider network is more informal and allows members to take what they need from it e.g., training.*
- *The network could consider the creation of a mentoring framework like that introduced by The New Deal for Young People*
- *It's not practical or desirable for the network to set member objectives, however, it may be useful to compare members objectives annually to examine overlap and agree commitment to any common or shared goals.*
- *The network can play a critical role for its members by producing a range of resources including evaluation framework, shared quality standards, or a shared entry point for mentees to streamline the offer.*

4. Manchester Mentoring Network - Member Delivery Models

Member Profiles

During March and April eight network member organisations (1MM, Power2, ReachOut, Groundwork; EY Foundation; Reform Radio; CIPD and Manchester Youth Zone) were interviewed on the phone using a discussion document to guide the conversation. A further two organisations (The Proud Trust and BW3) partially engaged with the research and some of their information has been included in this report. Alongside the conversations, desk based research of members web sites enabled us to gain a sense of their delivery style, the way young people access their services, how they measure impact and young people's level of involvement in their organisation. This showed that there is a diverse and innovative mentoring provision across Manchester. The next sections summarise the full descriptions of these organisations that can be found in Appendix 3: Network Member Profiles.

Delivery Models

Of the ten organisations who engaged in the research, four deliver mentoring in schools, four provide mentoring as part of targeted interventions (e.g., care leavers) four provide career mentoring and one provides open access mentoring for over 18s. Between them they deliver twenty-four different mentoring programmes. These can be broadly split into two groupings of 'personal and developmental' and 'academic and employability' mentoring but most do both and it could be argued that even when mentoring has an academic or career focus, through building strong, empathetic and trusted relationships all mentoring promotes personal development.

Table 3 below describes where programmes are delivered, what their key focus is, if they have an eligibility criterion, how mentees access mentoring programmes, their age, and the

length of programmes. Table 4 describes the mentors, delivery methods, the unique characteristics of each programme and young people's voice. These provide a simplified version of the complexity and variety of programmes but are useful in identifying similarities and differences.

Table 2: Network Members: area, type, eligibility requirement, referral, age, programme length

Organisation	Programme	Delivery Area	Personal & development	Academic & Employability	Eligibility criteria	Referrals	Self Referrals	Recruited as Cohort	Age	Length
Key		School College				Professionals				
		Community				Progression				
		Mixed								
BW3	Aspirational Mentoring								16 -18 years	30 minutes– 1-hour meetings
	Primary and Secondary School of The Year								Various	
	Reading Mentoring								Year 7	As long as needed
EY Foundation	Smart Futures								16 -17	1 x Month x 10
	Our Future					Professionals			16 -19	1 x Month x 6
	Beyond Your Limits					Professionals			16-20	up to 2 years
Power2	Teens and Toddlers					Teachers			13 - 15	3hrs weekly 16 weeks
	Young Leaders								12 - 18	
	Power2 Rediscover									
ReachOut	ReachOut Club					Teachers			9 -11 Year 5 & 6	Weekly after school 20 weeks
	ReachOut Academy					Teachers			11 -16 Years 7 -11	Weekly after school 30 weeks can be repeated

Table 2: Network Members: area, type, eligibility requirement, referral, age, programme length

Organisation	Programme	Delivery Area	Personal & development	Academic & Employability	Eligibility criteria	Referrals	Self Referrals	Recruited as Cohort	Age	Length
	ReachOut+					Teachers			16 - 18	30 weeks can be repeated
	ReachOut Home					Teachers				Runs for 20 weeks in primary schools and 30 weeks in secondary schools
Groundwork	Achievement Coaching								11- 17	1 x weekly x 6 months
Manchester Youth Zone	Family Mentoring								8+ also families	6 - 10 sessions
	Junior Targeted								10 - 12	
	Stronger Sisters									six months
	Learning Home								16 - 25	6 months
Reform Radio	Industry Mentoring								16 -25	3 hours 2 x monthly x 1 year
The Proud Trust	Proud Connections									
	Mentoring									
One Million Mentors	On-line over 18s Mentoring								18 - 25	one hour, once a month, for up to 12 months
	Hybrid mentoring								14 - 18	one hour, once a month, for up to 12 months

Table 2: Network Members: area, type, eligibility requirement, referral, age, programme length

Organisation	Programme	Delivery Area	Personal & development	Academic & Employability	Eligibility criteria	Referrals	Self Referrals	Recruited as Cohort	Age	Length
CIPD	Steps Ahead Mentoring					Job centre+			18 -30	Upto 22 weeks - can extend

Table 3: Network Members: Mentors, additional activities, unique characteristics and Youth Voice

Organisation	Programme	Mentors	Online	Face-to-face	Group	Additional Activities	Unique Characteristics	Young People
Key		Volunteers						
		Youth Workers						
		Young People						
BW3	Aspirational Mentoring							
	Primary and Secondary School of The Year							
	Reading Mentoring							
EY Foundation	Smart Futures						Delivered as part of work experience programme. interactive employability skills workshops Mentors are from business partners. Focus on career ambitions	EYF have a Youth Advisory Board Two young people sit as trustees (two-year term) Use peer researchers
	Our Future						Young people identified as needing additional support	
	Beyond Your Limits						Care Leavers in full or part time education	Identified by young people and co-designed programme

Table 3: Network Members: Mentors, additional activities, unique characteristics and Youth Voice

Organisation	Programme	Mentors	Online	Face-to-face	Group	Additional Activities	Unique Characteristics	Young People
Groundwork	Achievement Coaching						Bespoke programme determined by mentee. Targets "inbetweeners"	Young people create their own interventions, own initial assessment. Decide on every aspect what they will do, where how they communicate. Create their own Action Plans and SMART targets – securing goal. Reflecting back. Strength based
Manchester Youth Zone	Mentoring						Not just for children but also families, deliver using facilities	
	Junior Targeted						Targeting younger family members with gang affected siblings	
	Stronger Sisters						For young women of Black and Asian heritage. Matched with BAME women from community	
	Learning Home						For Care leavers and those leaving prison. Budgeting. Online cooking!	
One Million Mentors	Over 18's Hybrid mentoring (online and face-to-face)						Over 18's can independently sign up.	1MM was established on the basis of learning from its sister organisation UpRising 1MM set up an UpRising alumni mentee Board, in its early years, who helped informed the development of the 1MM offer and ensure that the mentee voice was central to its offer. Two years ago, 1MM identified its first 1MM Mentee Ambassadors who have been through the 1MM programme and can act as ambassadors and advocates to peers. They have contributed to the development of the 1MM mentee
	Hybrid mentoring (online and face-to-face)						Young people under 18 register for mentoring through 1MM's youth partners. Using pre mentoring assessment forms young people define the areas in which they require mentoring support and are matched for suitability using an online algorithm	

Table 3: Network Members: Mentors, additional activities, unique characteristics and Youth Voice

Organisation	Programme	Mentors	Online	Face-to-face	Group	Additional Activities	Unique Characteristics	Young People
								handbook, skills-based workshops and regularly contribute to mentee inductions
Power2	Teens and Toddlers						Trains young people as mentors, placed in nursery schools to support children’s development	Young People as mentors supporting younger children Youth advisory board/ trustees Q&A process – quality
	Young Leaders						Progression programme	Feedback what young people want – adapt to emerging trends bring in outside agencies with expertise drugs
	Power2 Rediscover						Programme developed directly in response to the COVID-19 crisis, offering intensive 1:1 support to young people who need it most, to support positive transitions back into education	Co-develop and co construct programmes – what sessions, what activities
ReachOut	ReachOut Club						ReachOut Club runs straight after school (Years 5 & 6)‘Improve their social and academic confidence through long-term one-to-one mentoring. Mentors use a character strengthening approach based on 4 principles: staying power, self-control, good judgement, fairness. ReachOut Club projects run straight after school for Years 5 and 6. Each project supports 12 young people for 20 weeks. The mentors for these groups in the main are university students	ReachOut alumni must have attended at least one year of a ReachOut programme. Aged 16-25, they volunteer as mentors, fundraisers and corporate champions. ReachOut Voice is now a part of every ReachOut programme. Mentees are elected from their project to give feedback to the ReachOut team and ReachOut uses this feedback to inform changes for the next academic year’.
	ReachOut Academy						As above. Two-hour session, hour of one-to-one tailored individual character focused mentoring Second hour is an extra-curricular group activity for mentors and mentees. Ability to work with group over years.	

Table 3: Network Members: Mentors, additional activities, unique characteristics and Youth Voice

Organisation	Programme	Mentors	Online	Face-to-face	Group	Additional Activities	Unique Characteristics	Young People
	ReachOut+						Uses same model as the academy	
	ReachOut Home						ReachOut Home - supports schools that are geographically further away. Supports young people's emotional wellbeing, with a particular focus on character education and building skills to navigate our 'new normal'	
Reform Radio	Industry Mentoring						Specialist music industry mentoring.	
The Proud Trust	Proud Connections						A digital one-to-one support service for LGBT+ young people and the adults supporting them.	
	One-to-one support							
CIPD	Mentoring						Mentors are employment experts from 25+ sectors'	

An analysis of the tables above shows that whilst there are many similarities in the way mentoring programmes are delivered in Manchester, each has its own uniqueness, be it focus, age, or who does the mentoring. This next section supports analysis of the mentoring offer across Greater Manchester by grouping types of mentoring and the organisations that deliver.

Mentoring in Schools

(ReachOut; Power2, One Million Mentors & BW3)

Four members of the Manchester Mentoring Network provide school-based mentoring programmes: -

One Million Mentors run mentoring programmes embedded in almost all the secondary schools and colleges in Manchester for 14 - 18-year-olds driven by the school's needs, and where they see it adding the most value. Mentors provide one hour of mentoring, once a month, for up to twelve months. They are driven by the schools need and may include targeting young people experiencing disadvantage, young people on the RONI register (Risk of NEET Indicator), young people transitioning into crucial exam years, or those that require additional support.

ReachOut run a school transition programme (ReachOut Club) for Years 5 and 6; ReachOut Academy for 11 – 16-year-olds, ReachOut+ for 16 – 18-year-olds and ReachOut Home supporting schools that are geographically further away. Programmes last between 20 – 30 weeks with weekly two-hour sessions after-school. The Academy programme can keep going, and for example, ReachOut have mentored a group of young boys from Oldham from Year 8 – Year 11 proving them with consistent mentoring over the years. The aim of their programmes is for young people to “have good, happy and successful lives” with a model that focuses on “Character Education” not “Forced Outcomes”. Whilst they aim to improve self-confidence and develop Numeracy, Literacy and Communication Skills, key to their delivery are their core values of Fairness, Self-Control, Good Judgement and Staying Power. The schools are responsible for identifying those young people who will benefit from mentoring and refer young people based on an identified need ‘attainment, confidence, self-esteem, behaviour, needs an additional role model’

Power2 run their flagship Teen and Toddlers programme, training young people 13 – 15 years old as peer mentors and a progression programme training Young Leaders aged 13 – 18. Teen and Toddlers runs for three hours a week for sixteen weeks. Teens and Toddlers support young people typically aged 13-14 from disadvantaged backgrounds with an identified functioning need. It incorporates peer-mentoring and positive psychology to enable young people to develop crucial life skills and improve their emotional wellbeing, helping them to better engage with school and take responsibility for their learning. Power2 use a similar format to ReachOut to identify reasons for referrals with those being referred needing to meet one criterion from a list of social, emotional, and mental health needs and another from a list of school engagement need. Pupils tend to have the following characteristics: Under-performing/educationally disengaged, At risk of imminent school exclusion, Poor wellbeing: low self-esteem/self-confidence, shy/withdrawn behaviours

and/or disruptive behaviour in the classroom, Eligible for Pupil Premium or a Looked-After Child.

BW3 run an Aspirational Mentoring programme in three colleges in Wythenshawe, providing mentoring as part of their School of the Year programme and have recently started a Reading Mentoring programme supporting young people with low literacy. BW3 provide one-to-one mentoring with 30 minutes to one-hour meetings held regularly with the young person in school

All of these programmes work with cohorts of young people identified and referred to by teachers as needing additional support. Goals are identified for the mentoring including improved academic achievement and improved social skills such as increasing staying power, fairness, and social confidence.

Mentoring happens both face-to-face and online, in the school environment with teacher support and ReachOut and Power 2 use their own staff to lead delivery. Individual one-to-one mentoring takes place in a group with supervision and when delivered online, a zoom or teams group session is set up whereby all mentees and mentors sign in at the same time using the same link. The mentor coordinator creates break out groups (1 mentor and 1 mentee) and 'dips in' to each session.

ReachOut, use volunteer mentors from universities and business partners, One Million Mentors expect mentors to have five years general working experience or two years post-graduate working experience and BW3 use business partners and peer mentors. Power2 offer a unique model of mentoring. This entails the training and support of 13 – 15-year-olds as mentors who are placed in a partner nursery for one morning or afternoon each week. In the nursery they mentor a young child and help to support their language and communication development. By doing this the young mentors experience a positive relationship in which they are a role model. This boosts the young person's self-esteem, develops their sense of responsibility, and helps them improve their interpersonal skills.

Generally mentoring is delivered as part of a wider programme. ReachOut's Mentors and Mentees do joint group activities; Power2's train young people as peer mentors who work one-to-one with nursery aged children and BW3's 'School of the Year' generates a range of additional business-led support opportunities, including Gateway business networking events.

Targeted Interventions

(EY Foundation, Groundwork, The Proud Trust, & Manchester Youth Zone)

There are four member organisations of the network who use mentoring as part of targeted interventions.

Care Leavers: The EY Foundation deliver **The Beyond Your Limits Programme** co-designed with and for care-experienced young people, currently in full or part-time education and aged 16-20. The programme offers up to two years of support including paid skills training, multiple work experience placements, financial support through a personal development grant, and access to a business mentor and a progression coach.

Care Leavers & young people leaving prison: The Manchester Youth Zone deliver **Learning Home**, a mentoring programme for care leavers and those leaving prison also co-designed with young people with lived experience. Alongside group activities young people are provided with one-to-one support which is delivered in young people's homes and online. Sessions cover a range of issues such as budgeting and cooking (including cooking together online!)

LGBT+: The Proud Trust provide a digital one-to-one support service – **Proud Connections** for LGBT+ young people and the adults supporting them to answer questions or to talk through thoughts or feelings around LGBT+ identities. The chat service is run by LGBT+ youth workers and runs three days a week 12pm – 6pm on Tuesdays, Wednesdays, and Thursdays. Additionally, The Proud Trust provide mentoring as part of their other programmes.

Black and Asian Young Women: The Manchester Youth Zone runs **Stronger Sisters** a programme for Black and Asian young women. Local Black and Asian women from the community are recruited and matched with the young women in the Stronger Sisters group. Mentoring concentrates on positive role modelling and building mentees self-esteem. It is informal and lasts for six months but can be longer depending on relationship.

Family Interventions: The Manchester Youth Zone have a mentoring programme open to members of all ages (8 years plus) and identified by school family workers and youth workers (2,000 families known to MYZ) as needing additional support or from families and children referring themselves. Mentoring is also available to the wider family. Sessions are co-created based on a needs assessment (carried out in session 2 or 3), from which a plan of action is created. Mentees are offered 6 -10 sessions with the time and place and any additional activities (onsite) agreed and can vary in length from thirty minutes – two hours.

Junior Crime Desistance: the Manchester Youth Zone runs a **Targeted Junior Programme** which runs for ten weeks, working with a cohort of between ten and twelve young people aged 10 – 12 years and who are siblings of brothers/sisters involved in crime. The programme consists of group work and one-to-one mentoring provided in schools and includes family visits.

“In-betweeners” are young people described by Groundwork Manchester as those that need a little more support but have low risk factors. Young people are referred by a range of different agencies (including schools, YOTS, Social services, and other youth workers) or self-refer via word of mouth to Groundwork's **Achievement Coaching** programme. Young people aged 11-17 are provided with weekly hour-long one-to-one sessions for six months by experienced youth workers. Each offer is bespoke and discreet and young people create their own interventions (how they want to use their one hour/week with a youth worker), set their own goals and carry out their own assessments.

Mentoring is delivered using both online and face-to-face in a variety of spaces including youth clubs, organisation's offices; radio station, via online chat or in street environment such as McDonalds. Mentoring sessions are delivered in the main by staff from the delivery

organisations or from community mentors with “lived experience” The Proud Trust use mentors provided by 1MM to supplement their pool of mentors. All those identified as providing targeted interventions provide wrap around services and mentoring is delivered as part of a wider programme including range of youth activities, group work sessions, work experience, and online cooking sessions, utilising existing facilities and activities.

The number of sessions delivered vary in regularity, some happen weekly, others monthly, lasting between one and three hours. Both Manchester Youth Zone and Groundwork will provide daily mentoring if a young person is in crisis. Some are short interventions – for example 6 -10 sessions for family interventions (Manchester Youth Zone), once a week for six months (Groundwork) to two years for care leavers (EY Foundation).

Career Focused Mentoring

(EY Foundation, One Million Mentors, Reform Radio & CIPD)

There are four members of the Manchester Mentoring Network who focus solely on increasing young people’s employability and use mentoring as part of this process, with One Million Mentors providing career mentoring as part of their wider offer.

Reform Radio provide specialist music industry mentoring recruiting young people through their sound camp, outreach and via self-referrals. Reform Radio provide three-hour, face-to-face sessions twice monthly for a year, for twelve young people.

CIPD target unemployed young people through their **Steps Ahead** programme and take referrals from Job Centre+ and self-referrals through their web site. The Steps Ahead programme for 18 -30 years runs for up to twenty-two weeks with a minimum of six one-hour mentoring sessions provided.

The EY Foundation run **Smart Futures** a 10-month programme which gives young people in Year 12 the opportunity to gain paid work experience and take part in interactive employability skills workshops during the school holidays. As part of this programme young people have access to once a month mentoring for an hour to help guide them into the first stage of a career or higher education. They also run **Our Future** - a six-month programme specifically designed for young people aged 16-19 who are referred to EYF, who may face additional barriers and have struggled with school as a result. The programme offers the unique chance to meet employers, receive a mentor, learn employability skills via specially designed workshops and gain paid work experience.

One Million Mentors provide career focused mentoring connecting mentors with high social capital to young people with lower social capital, to improve their career chances and accelerate social mobility. Using pre-mentoring assessment forms, young people define the areas in which they require mentoring support. These cover a range of things including career aspirations or general well-being and development of social skills and are matched for suitability using an online algorithm. Mentors provide one hour of mentoring, once a month, for up to twelve months.

Young people can self-refer online to the EY Foundation’s **Smart Futures Programme**. To be accepted on to the programme they need to have been recently eligible for free school

meals, a college bursary, or Education Maintenance Allowance (EMA). Young people need to be referred to the Our Future programme, not only because they are recently eligible for free school meals, a college bursary, or Education Maintenance Allowance, but also because they may face additional barriers and have struggled with school as a result. One Million Mentors work with youth partners to identify young people aged 14-25 that would benefit the most and take self-referrals from over 18's. Reform Radio try and avoid setting criteria (but are often driven by criteria set by funders) and CIPD work with unemployed young people.

Mentors are from business partners (EY Foundation), employer organisations (One Million Mentors), industry experts (Reform Radio) and CIPD members and focus on career ambitions. Mentoring is carried out in variety of ways, One Million Mentors and the EY Foundation provide hybrid mentoring (online and face-to-face), and CIPD provide remote support, (online, phone and email).

A Youth Work Approach

Youth work values³ underpin much of the Network's mentoring practice. Mentees' and mentors' overall ability to foster trust, empathy, authenticity, and mutual respect are critical to successful mentor programmes. The Peer research team found that the more successful mentoring relationships were when the Mentee/Mentor relationship was a collaborative process, with mentors being proactive and flexible in supporting young people's agency about where, when, and how often they will meet, what goals will be set and creates space for informal chat.

"The personable sort of stuff is probably what's made me stick with the mentoring for so long and what makes it actually enjoyable".

Mentoring that follows youth work values seeks to develop young people's skills and attitudes rather than remedy 'problem behaviours' and is founded on a strength-based rather than deficit-based approach, helping young people realize their potential, focusing on assets rather than problems. It values young people's lived experiences, is respectful, values difference and promotes their voice.

"Simply put - mentoring is about building a trusted and positive relationship with a young person over time. A good mentor uses that trust to motivate and equip a young person to change their lives, supporting the development of skills, coping strategies and confidence. The skill and drive required to build transformational trusted relationships is a fundamental principle of high-quality youth and community work. "

New Deal for Young People

Groundwork Greater Manchester provide a good example of how this approach is put into practice. Here young people aged 11-17 are provided with weekly hour-long one-to-one sessions by experienced youth workers. Each offer is bespoke and discreet. Young people

³ National Youth Agency
<https://www.nya.org.uk/career-in-youth-work/what-is-youth-work/>

create their own interventions (where mentoring takes place and how they want to use their one hour/week with a youth worker), set their own end goals and their own measures of achievement. Groundwork Manchester use an appreciative approach – “Not there to fix them” but to create something.

Young People’s Involvement

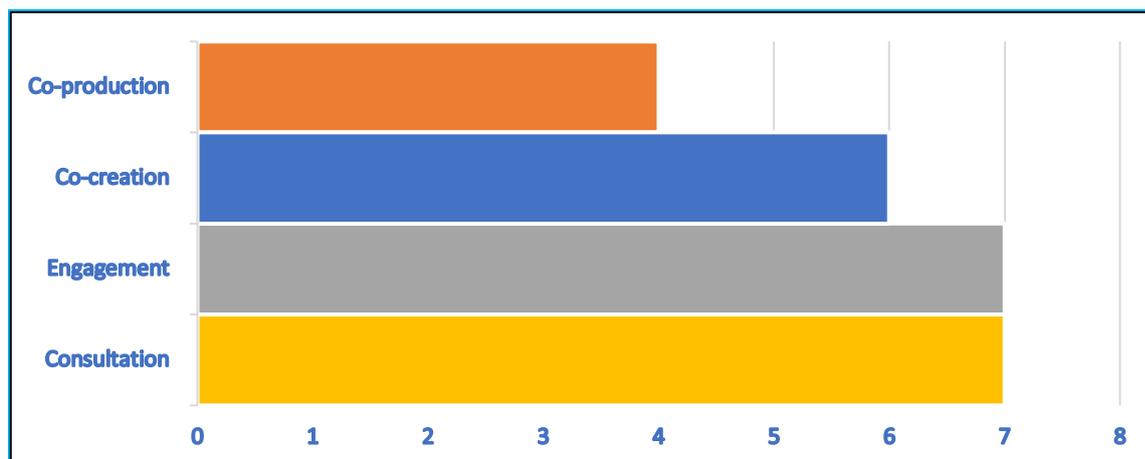
Network members were asked to assess the level of young people’s involvement in their organisations using the definitions set by young people at [Peer Power](#) (a youth led organisation). Seven organisations responded.

Consultation - Children are asked to give their opinion e.g., through surveys but do not have the opportunity to influence decisions about services (7)

Engagement - Children are given opportunities to express their views and might be able to influence decisions about the services that impact them (7)

Co-creation - Children are only involved at certain stages of the planning and delivery of the services that affect them (6)

Co-production - Children and young people work together from the beginning to plan and deliver the services that affect them (4)



EY Foundation

- Have a Youth Advisory Board (YAB) - a group of 16 young people, aged 16-25 from across England and Scotland who act as advisors to the EY Foundation. YAB members sit on the board for two years, meet quarterly and are responsible for bringing a young person’s perspective into every area of the EY Foundation’s work feeding back on key plans before they are taken to the Board of Trustees.
- Two young people sit as trustees (two-year term).
- Beyond Your Limits – Care Leavers programme was initiated and co-produced by 80 young people with lived experience who designed the structure and content of the programme.

Groundwork

- Young people create their own interventions, and their own initial assessment.
- They decide on every aspect of what they will do, where, and how they will communicate.
- Create their own Action Plans and SMART targets to work towards securing their goal.
- Have a Youth Panel that graduates from programme can join. The panel provides ideas and skills, develop and assess priorities and deliver interventions

1MM

- Still a young organisation - only five years old and need to further develop young people's involvement.
- 1MM was established on the basis of learning from its sister organisation UpRising who provided mentoring to over 5000 young people over the last decade. 1MM set up an UpRising alumni mentee Board, in its early years, who helped informed the development of the 1MM offer and ensure that the mentee voice was central to its offer. Two years ago, 1MM identified its first 1MM Mentee Ambassadors who have been through the 1MM programme and can act as ambassadors and advocates to peers. They have contributed to the development of the 1MM mentee handbook, skills-based workshops and regularly contribute to mentee inductions

Power2

- Young Leadership Board/ Young trustees.
- Cohort standardised feedback about what young people want – adapt to emerging trends bring in outside agencies with expertise i.e., sexual health/drugs/alcohol.
- Co-develop and co-construct programmes – what sessions, what activities.

ReachOut

- ReachOut alumni must have attended at least one year of a ReachOut programme. Aged 16-25, they volunteer as mentors, fundraisers, and corporate champions. ReachOut Voice is now a part of every ReachOut programme.
- Each project elects' mentees to ReachOut Voice. These mentees give feedback on the curriculum, leading sessions, incentives and more. ReachOut then uses this when making decisions about the next academic year.
- They also speak on ReachOut's behalf at events, ranging from lunch and learn presentations through to keynote speeches. They are powerful advocates for young people, mentoring, character development and ReachOut.

Manchester Youth Zone

- Young people are involved from the very beginning and determine what they want.
- Learning Home came from young people.
- A Young people shadow board has the bigger picture and feedback constantly. There is a culture of challenge.

Training & Safeguarding

All of the organisations require their mentors to undergo DBS checks. Organisations who use volunteer mentors provide mandatory training. 1MM requires all volunteers working with under 18s or vulnerable adults to have a DBS check, provide 2 references and conduct a short safeguarding module as part of the online mentor training. In the Monthly Mentor

Bulletin there is a regular safeguarding section on Safeguarding. CIPD run training webinars for mentors and EY Foundation require mentors to complete online NSPCC safeguarding modules before programmes start. ReachOut Mentors (who work as volunteers) are provided with 3-hours compulsory training and need to pass safeguarding checks. On-going support is provided via monthly Mentor Bulletins, skill building sessions, and both CIPD and 1MM have a bank of mentoring resources. Manchester Youth Zone provide therapy-based mentor training. 1MM provide mentees with thirty minutes online training, a one-hour mentee induction workshop and a mentee monthly bulletin.

Online v Face to Face

As the covid pandemic hit a number of the Manchester Mentoring Network organisations rapidly pivoted their mentoring delivery from a face-to-face model to an online virtual offer. This provided a number of safeguarding dilemmas which were dealt with in a variety of ways. 1MM and their Youth Partners (schools and colleges) felt that continuing to mentor under 18s was not possible as the safeguarding concerns were too great and consequently developed a self-referral model for those 18 and over.

Manchester City Council commissioned 1MM, during the pandemic, to pilot a virtual/hybrid mentoring offer for an Under 18 provider to understand the safeguarding requirements before rolling out this offer back into schools from 2022. 1MM piloted an online mentoring programme with Sale Sharks Community Trust which was used as a case study during consultations with stakeholders to gauge whether this model could work in different education and youth group settings. 1MM commissioned Mobilise who used the Sale Sharks pilot to compare the benefits of both online and face-to-face mentoring to understand what 1MM's approach post-lockdown should be, and whether online mentoring could take place safely. The research showed that:

“most (about 80%) felt that the blended approach would be the optimum way forward with the vast majority agreeing that in- person mentoring should form part of 1MM's future and should not be lost altogether”⁴.

This research shaped One Million Mentor's approach and in 2022 they launched hybrid mentoring across all regions. A blended approach to mentoring offers mentees and mentors the 'best of both worlds' in terms of virtual and face to face meetings and asks youth partners, mentees and mentors, their preference, on the understanding that, if need be, youth partners can safely pivot to online mentoring, which has made for a more resilient programme. A guide to running a hybrid model **One Million Mentors Blended Model Pilot Guidance (U18) October 2021** has been produced.

The EY Foundation quickly transitioned in response to Covid-19, adapting their delivery from face-to-face to online, and giving young people the technology, they needed to participate. Research produced by the Learning & Work Institute into the impact of EY Foundation's move to virtual delivery of employment support⁵ found that mentoring worked well online.

⁴ Evaluation 2020/21 – Final Report. Mobilise Public Ltd. July 2021

⁵ The impact of moving employability training online. The Learning and work Institute. October 2021. <https://eyfoundation.com/uk/en/news/reports-and-resources.html>

“Mentoring worked well online. It reduced the need to travel, which made it more accessible for both volunteers and young people, and meant young people had access to a wider range of mentors as they were not limited by location.”

Both One Million Mentors and the EY Foundation based on the research carried out have now developed flexible models of delivery that range from wholly online to wholly face-to-face with the expectation that most young people will experience a hybrid model. This varies according to the needs and preferences of young people, partner organisations and employers.

In response to the pandemic, ReachOut developed ReachOut Home to maintain provision and support young people’s emotional wellbeing, with a particular focus on character education and building skills to navigate the ‘new normal’. Virtual mentoring took place ‘en masse’ with students in an IT room with a teacher supervising. This online programme has been maintained and supports schools that are geographically further away,

Members Delivery Models - Recommendations

- ***There’s a lack of mentoring for self-referrals of under 18’s – and from a safeguarding perspective this age group can be more complicated. This is an area that could be further developed.***
- ***Services are ‘funding led’ so its really important mentoring organisations and the network work with the commissioners and funders to ensure they understand local needs and gaps.***
- ***Organisations need to be clear on their expectations of mentors. Its important for external mentors to be aware of what kind of mentoring they are delivering. If it’s career focused mentoring it must focus on this, if it is issue based then mentors need to be upskilled with a youth work approach or mentoring is delivered by youth workers***
- ***Organisations could promote more in schools, delivering assemblies or providing leaflets and work with pastoral teams and career advisors at schools to help young people get referred.***
- ***There’s value in using a youth work approach and more mentors could be trained in these techniques.***

5. Measuring Impact

Youth mentoring programmes are increasingly looking to make informed decisions about strengthening their programmes and to convincingly demonstrate their impact to stakeholders. Most programmes recognize that valid and reliable measurement tools are an essential component of any high-quality evaluation. Both the Manchester Commissioners and those in London expect all organisations' work to be underpinned by a theory of change (Logic model) and an evaluation framework.

Manchester Mentoring Network members were asked to upload examples of their existing evaluation tools. This provided a range of useful examples of impact tools with six organisations sharing documents (Appendix 5). However, it became clear that these were only a sample and that the network organisations are doing much more to measure impact than was evidenced from the tools provided. Consequently, a table was circulated across the network listing a variety of tools which they might use. The table below shows the list and responses from the six organisations who completed the table.

Table 4: Network Members range of impact measurement tools used

Tool	When	Numbers of organisations using
Theory of Change		4
Evaluation Framework		4
Independent Evaluations		3
Impact Reports		5
Mentee Pre-Assessment		4
Questionnaires Surveys- Mentees	Baseline	4
	Mid-point	3
	End	6
	Destination	3
Questionnaires Surveys- Mentors	Baseline	1
	Mid-point	1
	End	4
	Destination	1
Questionnaires Surveys- Teachers	Baseline	1
	Mid-point	
	End	1
Well-being Scale - Mentees		4
Well-being Scale - Mentors		1
Focus Groups		3
Outcome Stars		2
Other Outcome tools		1
Case studies		6
Video		4
Audio		3
Young People's Voice	Consultation	4
	Engagement	4

	Co-creation	4
	Co-production	2

Theory of Change - Four of the six organisations have a theory of change. Every mentoring programme needs to have a theory of change that explains how the mentoring services, and the activities that mentors and mentees engage in, will result in meeting the desired outcomes. A good theory of change as defined by MENTOR (leading American mentoring organisation) will:

- Illustrate how the program’s work is designed to explicitly bring about change, as well as other external factors that influence program effectiveness.
- Explicitly show how a program, through the work of a mentor, achieves meaningful and measurable results.
- Draw on relevant research and theory, illustrating the validity of the program design and how the services align with local needs, contexts, and circumstances.⁶

A logic model can further illustrate this action by showing the inputs, outputs, and short- and long- term outcomes that result from implementing the programme. See ReachOut’s Theory of change below in Appendix 5.

Evaluation Framework - Four of the six organisations have an evaluation framework. Developing a monitoring and evaluation framework helps clarify which pieces of information to collect to evidence your story of change. An evaluation framework will use an organisation’s Theory of Change to identify outputs; output indicators (what you delivered, who to and whether they were satisfied); Outcomes (the changes you expect to happen); Outcome indicators (specific and measurable i.e., numbers (quantitative data) and descriptions or narrative (qualitative)).

Engagement

This information was not collected and makes an assumption that all of the Network organisations collate the following key metrics to measure the success of a mentoring programme:

- Number of sign-ups.
- Number of active mentoring relationships.
- Number of mentoring sessions.
- Number of hours mentoring.
- Number of actions set / notes taken.

Reaching the Target group

All the Network members who shared their impact tools have measures in place to identify the demographics of the young people they work with. Most target those children and

⁶ Effective Practice for Mentoring RESEARCH-INFORMED AND PRACTITIONER-APPROVED BEST PRACTICES FOR CREATING AND SUSTAINING IMPACTFUL MENTORING RELATIONSHIPS AND STRONG PROGRAM SERVICES https://www.mentoring.org/wp-content/uploads/2019/11/Final_Elements_Publication_Fourth.pdf

young people identified as having additional needs and use several different methods to measure their reach.

Three of the network organisations use referral forms. ReachOut and Peer2 who work within a school setting use a teacher referral form. ReachOut’s asks for a reason for referral (attainment, confidence, self-esteem, behaviour, or needs additional role model) and identifies goal for mentoring (Improve Maths, Improve English, Improve Self-control, Increase Staying power, Increase Fairness, Improve Good Judgement, increase social confidence, increase academic confidence, increase aspiration) also asks if young person is eligible for Pupil Premium.

Power2 use a similar form to identify reasons for referrals with those being referred needing to meet one criterion from a list of social, emotional and mental health needs and another from a list of school engagement need. pupils tend to have the following characteristics: Under-performing/educationally disengaged, At risk of imminent school exclusion, Poor wellbeing: low self-esteem/self-confidence, shy/withdrawn behaviours and/or disruptive behaviour in the classroom, Eligible for Pupil Premium or a Looked-After Child.

Groundwork takes referrals from a number of different sources including youth workers, social and YOT workers who are asked to identify indicators of risk (Poor school attendance, Behavioural problems, Mental health problems, Low educational attainment, Personal or social problems, Low level drug use, at risk of entering into the criminal justice system BW3 use an Aspirational Mentor Impact Assessment Pack with sections for school, parents, and child to complete.

Outcome Measures

Several tools are used by Network members to measure progress and outcomes. Methods used include the use of surveys and questionnaires, well-being indicator measures, focus groups, case studies and independent evaluations.

Questionnaires & Surveys

These are used by all the organisations (six) who provided us with data. These are all different, with differences in intensity and frequency. The table below shows when surveys are carried out.

	Baseline	Mid point(s)	End	Mentees - Pre Assessment	Destination Survey
Mentees	4	3	6	4	3
Mentors	1	1	4		1
Staff	0	0	0		
Teachers	1		1		

1MM 1MM uses a range of questions developed by the Behavioural Insights Team (BIT) use a Pre-Mentoring and End of mentoring Evaluation questionnaire which mentees complete. These use a rigorous checklist to identify what young people want from the mentoring relationship (includes career aspirations and well-being) and include a well-being scale. These are repeated at the end of the mentoring to identify progress and include questions

about the mentoring experience. A further questionnaire checks how easy young people found the process (Post Onboarding Evaluation for Mentees).

EYF use 3 career focused in-depth questionnaires. The Pre programme questionnaire to be completed by mentees uses a range of self-assessment scales for mentees to identify their business skills, confidence levels and preferred career field. This includes the shorted version of the Warwick-Edinburgh mental well-being scale. Mentees are also asked about the importance to them of having a mentor who matches their ethnicity or gender and what kind on mentor they want (see box below).

The mid programme questionnaire Includes more personal questions re: drug and alcohol use, living situation, disability, experience of care and benefits and the initial self-assessment scale is repeated to measure progress. Whilst the Post Programme questionnaire repeats all the scales (including the well-being scale) used in the pre-programme questionnaire.

A GUIDE- Someone who can help develop potential career ideas whilst promoting awareness of relevant opportunities. They should try to ensure that I feel motivated and engaged with my future career options.

A ROLE MODEL - Someone that I can relate to my background, and I can aspire to be like. They should provide a safe space to speak openly without embarrassment about my issues or concerns.

A SOUNDING BOARD - Someone who can support me to think through my thoughts and career journey or personal circumstance. Support could relate to working through what your career journey might look like and what challenges you may encounter along the way.

A CHALLENGER - Someone who can provide a consistent level of challenge.

Conversations

should help promote self-awareness and development needs at the same time as helping to

transform your views and knowledge surrounding your career journey.

A PERFORMANCE MENTOR - This person would support you in a very specific and focused area. They could help and support you focus in on specific strengths, weaknesses, a specific job and education route.

ReachOut who work with mentees aged 9 – 11 years carry out an annual survey amongst the mentees. They are asked to self -assess on the key aspects of the ReachOut programme: Self-control; Staying Power; Good Judgement; Fairness; Social confidence and Academic confidence. These each have an accompanying explanation and children are asked if these have changed since starting programme on a scale of much worse – much better. Teachers carry out a pre programme and post programme assessment.

Power2 who also work with a younger cohort, have a feedback questionnaire with a yes/no/ doesn't apply to me categories: Do you think this Power2 Programme has improved wellbeing? Do you think this Power2 Programme has improved engagement in school? Do you think this Power2 Programme has improved self-confidence? Teachers carry out pre

and post intervention form which asks sixteen questions relating to behaviour and well-being.

BW3 use a Mentee Self-Assessment (which is repeated at the start and end of mentoring). This uses their own scale of 16 questions which cover both well-being and career focused questions.

Groundwork use both action plans to measure impact and an outcomes questionnaire which asks on a scale of 1- 5 How **safe** do you feel in your community? (Places like shops, someone's house, a youth club or trip, a new school/college/Work, etc); How **happy** do you feel working with other people? (With friends, with people you don't know, others at school/college/work place, etc.); How **healthy** do you feel? (Scale 1 – 5) (Eating, sleeping, exercise, sports, talking, thinking, feeling, etc.); How **Successful** do you feel in the following areas? (Scale 1 – 5)

- Confidence (believing in yourself and your abilities)
- Resilience (bouncing back when stuff may go wrong)
- Social skills (being with others, getting on with others)
- Communication skills (giving and receiving information)
- School/college/training (your studies and grades)
- Employment (satisfaction, efficiency, progression)

Mentors

1MM use a range of questionnaires with their mentors these include a Post Training Evaluation for Mentors, which asks about the ease of using their online platform, adequacy of the information provided, any additional information or training required and level of confidence in delivering mentoring. A comprehensive forty-two question end of mentoring questionnaire asks for details of mentoring sessions, number, length, regularity, method (online, face-to-face, phone), and use of training materials. It identifies the support provided around specific career guidance, apprenticeship, work and volunteering opportunities and the ease of delivering this. What can be improved and what mentors enjoyed about the experience.

ReachOut Mentor Survey 2021-22 is an online survey which is sent out to mentors and asks them for details of their mentees, and the mentees school, and year group. The survey goes on to evaluate changes mentees have made (or not made) under their key self-control, staying Power, Good judgement, Fairness, social and academic confidence.

BW3 Ending Relationship questionnaire

BW3's end of mentoring questionnaire focuses on the impact their Aspirational Mentoring programme has had in terms of increasing their skills and the impact it has had on their business.

Do you feel that Aspirational Mentoring has had any impact on you and the way in which you work? If so, which of the following apply?

	<i>Developing a strategic plan</i>	<i>Improved leadership skills</i>	<i>Community engagement</i>
	<i>Managing Risk</i>	<i>Innovation</i>	<i>Planning and/or implementing change</i>
	<i>Developing positive relationships</i>	<i>Recruitment and retain staff</i>	<i>Workforce planning</i>
	<i>Allocating and monitoring workload</i>	<i>Handling grievances/disciplinary action</i>	<i>Performance Management</i>
	<i>Mentoring and/or coaching colleagues/staff</i>	<i>Building and managing effective teams</i>	<i>Managing Conflict</i>
	<i>Managing finance</i>	<i>Manage physical resources</i>	<i>Decision making</i>
	<i>Problem solving</i>	<i>Effective communication</i>	<i>Project management</i>
	<i>Managing/Developing Process</i>	<i>Marketing Strategies</i>	<i>Improve/monitor customer service</i>
	<i>Business performance</i>	<i>No change</i>	<i>Other (please state)</i>

Well-being Scales

Four of the six use a range of scales to measure well-being. Power2 and EYF use the Warwick-Edinburgh mental health well-being scale and Groundworks and Power2 use Outcome stars (see Appendix 5). Both these scales can provide statistical validation because they are widely used. 1MM uses a range of questions developed by the Behavioural Insights Team (BIT) and Manchester Youth Zone which are part of Onside Youth have a well-developed well-being scale used nationally across all of their clubs.

The National Council for voluntary organisations has a comprehensive list of [outcome indicators for mentoring and befriending projects](#). These provide a description of what the indicators measure; Who it is suitable for; Applicable to beneficiary/mentee or volunteer/mentor; How long is it? Cost and validation quality.

Focus Groups

Focus groups are a widely accepted method of qualitative research. Three of the network organisations (who identified their impact tools) use focus groups to facilitate discussions with mentees. 1MM run focus groups for both mentors and mentees to collect their opinions about programmes.

Case Studies

All of the organisations use case studies describing both mentors and mentees experiences of programmes. These are widely used to promote various mentoring programmes online These can be written (see ReachOut’s mentor case in Appendix 5) or filmed (EYF) This [video](#), recorded by Reform Radio was from the National Mentoring Day panel discussion ‘Get Ahead with Mentoring’ with young people from 1MM, Power2 and EYF

Reporting

Six of the ten Manchester Mentoring Network organisations publish annual impact reports on their websites and the EY Foundation, Groundworks and 1MM websites also include various independent evaluations and research reports. These are listed below:

EY Foundation

- Developing careers guidance in primary schools
- The impact of moving employability training online
- Impact Reports & Annual report 2020
- Getting in and getting on - findings of a survey of young Black people, understanding the barriers they face and recommendations to improve the employment landscape for them

1MM All 1MM's reports can be found [here](#)

- Evaluation of One Million Mentors Pilot
- Process evaluation 2018
- Impact report of face-to-face mentoring from 2018 to 2020 (pre-COVID-19 pandemic)
- Regional impact reports 2020

Power2

- 2018/2019 Annual Review

ReachOut

- Impact Reports for past five years last 2020/21

Proud Trust

- Our Work in numbers 2020/21

Manchester Youth Zone

- Annual impact report 2020

Groundworks Manchester

- Have published a range of research and reports with a particular focus on green issues

Recommendations

- ***All of the 'core' network members should have an Evaluation Framework and logic model or theory of change that sets out their approach to delivering and measuring their impact of their mentoring. For organisations where mentoring is a part of the offer, this can be set out as part of their wider theory of change.***
- ***All Manchester Mentoring Network organisations could consider agreeing a common set of outcomes (where applicable) and evaluation/impact measures that would make comparison across the network easier.***
- ***To support this, network members could consider using a common and verified well-being scale.***
- ***There is much value placed on sharing practice and learning from their peers and wherever the network sits in the future, this should be maintained.***

- ***An online knowledge bank with resources on things such as measuring impact and evaluation framework templates or mentor training could be of great help across the network.***

6. Quality Standards for Effective Mentoring

Through desk research, work with network members and our literature review, we have distilled the following as a series of both mentoring processes, and quality standards where there is much commonality across the literature and organisations.

Five Key Mentoring Processes

The follow five mentoring processes are measured by the Mentoring Process Scale (MPS)⁷:

Role Modelling – Activities and discussions that provide the mentee opportunity to experience the mentor as a role model or figure of identification, those in which the effect may be to evoke admiration, respect, felt positive similarity and connection, or emulation.

Advocacy – A process by which the mentor speaks up for or supports the mentee to others, connects the protégé with resources, and/or helps the mentee seek and access skills and opportunities, helping support navigation of social systems.

Relationship and Emotional Support – Instances where the mentor provides open and genuine positive regard and companionship to the mentee in ways that would be expected to lead the mentee to feel supported and cared for by the mentor. This process is characterized by regular and open communication, with empathy and/or reciprocity prominent.

Teaching and Information Provision – A process by which the mentor teaches new things to the mentee and/or provides information that might aid the mentee in managing social, educational, legal, family, and peer challenges.

Shared Activity – The mentor and mentee engage in activities together (e.g., cooking, playing sports, going out to eat, watching TV) or simply spend time together.

Proposed Quality Standards

The New Deal for Young People programme has been developed in London with a mission that by 2024, all young people in need will be entitled to a personal mentor and all young Londoners will have access to quality local youth activities. This will be underpinned by the quality principles developed through a new Mentoring Confidence Framework.

The Mentoring Confidence Framework aims to help organisations build on best practice and evidence for mentoring and personalised support and outlines key principles (a ‘mentoring quality statement’) identified as being essential for effective mentoring programmes.

Organisations will be able to use the framework to evaluate their own models and practice and identify strengths and areas for development.

⁷ Reference to be added.

New Deal for Young People Draft Mentoring Quality Statement

Setting expectation and evidencing impact – Mentors should jointly set expectations with the young person and organisations should be able to systematically demonstrate the impact of their mentoring.

Type of activities – Youth mentoring programmes are particularly effective when mentors employ **targeted** approaches, matched the needs of their mentees rather than a one-size-fits-all approach. It is important that the mentor listens and responds to the needs of the mentee.

Duration and frequency – Studies show that **longer** relationships between mentees and mentors are associated with better outcomes. High levels of commitment and communication from mentors is important when building the relationship, and **regular contact** has been shown to be key to the success.

Youth voice – Young people should be given opportunity to **shape and direct** the mentoring. This could include the design and evaluation of the programme as well as directly being able to communicate what support they need.

Characteristics of a mentor – Positive outcomes rely on the formation of a positive connection between mentor and mentee. Factors such as **trust, empathy, authenticity, and mutual respect** are considered critical to a quality mentor relationship.

Creating matches - matching mentees and mentors with shared backgrounds and matching in a culturally sensitive way are important for effective mentoring programmes. Shared backgrounds include values, beliefs and interests. Matching processes that give **choice and agency to mentees** are seen to be effective.

Training of mentors – Mentors need to be equipped with the skills to support young people. Upfront as well as **ongoing support**, training and supervision for mentors is key.

The New Deal for Young People statement is a good precursor and fit for a set of proposed quality standards for youth mentoring we have compiled through this work and our wider research:

Organisation

- The project has a clear vision and how that vision will be reached
- There is an appropriate level of resources
- There is a commitment to safety of staff, mentees, mentors

Young People

- Simple, clear, age-specific, culturally sensitive literature explains mentoring programmes to young people.
- There are clear guidelines for identifying the young people the programme aims to recruit
- The needs of the young people are assessed in determining how mentoring can help
- There is a clear process for the referral of young people and where applicable for young people to self-refer
- Young people set their own goals –individualised mentoring creating a unique relationship

Mentors

- Mentors are screened to determine if they have time to commit and personal qualities to be a safe and effective mentor
- Mentors receive appropriate induction and training to provide effective support to young people
- Training for mentors should focus on communication skills, motivation skills, ideas about relationship building, interaction with young people, setting boundaries, child protection issues, goal setting, and values and diversity awareness.
- Monitoring and support is provided to mentors to help them develop their role

Matching

- There is a high-quality matching process.
- Mentees have choice in the matching process. Giving agency to young people means longer relationships and better outcomes
- Mentors and Mentees are matched based on a programme specific – for example employment, careers, improved behaviour etc and considers the characteristics of each mentor and mentee e.g., similar background, and lived experience
- Mentors and Mentees meet prior to start of mentoring
- Expectations are spelt out
- Mentoring relationships are regularly monitored to ensure progress is being made and outcomes are achieved

Length of Programme

- There are regular meeting between the mentor and the young person
- The longer the programme the better the success However, short-term relationships can be successful if there is a specific goal, such as helping the mentee apply for a job.
- Having clear goals is important.
- Creation of safe space in which to share experiences can be online or face 2 face

Mentoring as Part of a Wider Programme

- Mentoring is delivered as part of a wider programme
- Mentors and Mentees take part in joint activities
- Young people are involved in design of programme

Monitoring and Evaluation

- Effective and efficient case recording systems are established and maintained.
- Mentoring is fully monitored and reviewed.
- Monitoring and evaluation measured against a series of established benchmarks and indicators of effectiveness.

Closure

- Bringing a mentoring relationship to closure in a way that affirms the contributions of both the mentor and the mentee is essential to ensuring the relationship ends with positive consequences for the mentee. Closure is a normal stage in a mentoring relationship and mentors and mentees should be able to prepare for closure and assess their experience with the relationship.

7. Peer Research

Introduction

A cohort of eight young people (18 years +) were recruited as Peer researchers from network members, Groundwork (1), EY Foundation (3) and from 1MM (1). There were some challenges in the involvement of young people as peer researchers - seven peer researchers were recruited, however two of the young people were unable to attend the initial four-hour training workshop at Reform Radio. Those who missed this session were less prepared for the following training workshops. As a result, Mobilise had to dedicate extra time to provide catch-up sessions for those who were absent for the first workshop.

An eighth young person joined the peer research team two weeks after the initial workshop, but soon dropped out of the project due to personal issues. A second young person dropped out a few weeks later, bringing the team down to six people. During the fieldwork stage of the project, a third young person informed Mobilise that she needed to cut back her hours and was unable to dedicate much time to the project. Problems with scheduling, personal and family issues, health related concerns and other work and study responsibilities made it difficult for many of the young people to consistently attend online workshops or carry out fieldwork.

Whilst efforts had been made to recruit 12 peer researchers, Mobilise understood there may be a drop off which proved challenging due to limited time constraints. There were also other barriers to participation based on the type of young people that network members support, and the recruitment process had been simplified so as not to deter young people from applying. However, based on the differing levels of support required, the application would have benefitted from asking young people whether they have additional needs. Subsequently, Mobilise increased the number of 1:1 catch up sessions with peer researchers to sufficiently prepare them to undertake the fieldwork. Again, this proved to be a time-consuming task.

Methodology

Mobilise were well supported in the carrying out of the peer research by 1MM staff.

Six research preparation and two evidence review sessions were delivered. The initial meeting was held face-to-face at Reform Radio, the others online. Once the research had started, we held weekly online catchups to allocate fieldwork and identify any problems. In addition, we provided eight online one-to-ones for those members of the team who needed to catch-up or additional support. Alongside the online sessions we communicated with the researchers using a variety of methods including a WhatsApp group, individual messaging, emails, and phone calls.

Table showing Summary of Peer Research Programme

	Date	Hours	Participants	Description
1.	13/04	5	5	Introductions. Getting to know each other. Agreeing behaviour. key themes for the research.
2.	21/04	1	6	Agreeing what research tools – focus groups, survey, one 2 one interviews Using mural – 3 groups under themes - questions
3.	28/04	1	5	Completing research tools – breakout rooms using mural to tighten up questions
4.	05/05	1	4	Review where we are at with research tools. Each pair to take responsibility for completing. Update on responses from orgs re: carrying out research
Research tools completed and sent out for review amongst group				
5.	12/05	2	5	Social research methods - slides Survey testing and amending. Allocation of PRs to organisations
Organisations responded with research opportunities				
6.	19/05	1	5	Check-in. One-to-one questions try out and practice run. Update on where they are following up on organisations
Tools finalised. Survey circulated. Contact made with all organisations				
7.	27/06	4.5	5	Review of evidence – identification of key themes
Research collated and reviewed				
8.	04/07	1		Presentation planning
9.	05/07			Meet up and presentation

The Peer Researchers agreed that they wanted to find out:

“How do organisations deliver mentoring? And how does it feel from a young person’s perspective?” and agreed that they wanted to further explore **“How accessible is mentoring?”** and **“Are you happy with the match?”**

The team decided to use focus groups, one-to one interviews and a survey. Working in pairs they took on the responsibility for producing their research tools (outside of the sessions). These included focus discussion group guides, mentee survey and individual discussion guides. The survey and the discussion guides were tested out on each other and amended as the team felt necessary.

1MM took on the responsibility of arranging with the network a range of fieldwork research opportunities, which the peer researchers then followed up. This also proved problematic as some of the team lacked the confidence to go into organisations or run focus groups, leaving the more confident to lead or run face-to face sessions on their own (it had been planned they would work in pairs) and the fieldwork became over reliant on a few young people. Although it needs to be noted that those less confident did support with transcribing data or supporting online and gained in confidence as the fieldwork progressed.

In total Team MPR completed:

- Four focus groups – Organisations & Commissioners, Mentees & Mentors, Groundwork Mentees & Mentor; Power2
- Survey completed by 20 mentees
- Eleven one-to-one interviews – Commissioner (1); Organisations (2) and Mentees (9)

This proved a difficult task to complete as the final fieldwork team only consisted of five young people who also had other pulls on their time including family and personal illness, anxiety, exams, and jobs. Despite the problems, it was a pleasure to work with the peer research team, who are a very bright and professional group of young people who are assets to their organisations.

The Research

The research was carried out by five Peer Researchers: Ali Raza, Mairead Hanson, Amina Riasat, Nabeel Khan and Farzana Begum.

Commissioners

The peer researchers spoke to two commissioners (in the focus group Organisations & Commissioners): Anthony Turner - Manchester City Council post 16 lead and Alima Sonne – Youth Participation Lead Manchester City Council. Researchers also carried out an interview with Jaffer Ali Hussain - Head of Youth, Play and Participation.

The key qualities that commissioners look for when funding mentoring organisations are whether the organisation has a long-term vision, can evidence impact, how reputable they are (strong effect and efficient), their reach - how they do mentoring with diverse groups and are rooted in their communities (not parachuted in). Organisations have to demonstrate through being commissioned that they are accessible, develop strong partnerships, and that commissioners can communicate effectively and efficiently with the lead organisation who provide regular meetings, reports and share information on where young people are coming from.

Quality is assured by agreeing a plan (between commissioners and organisations) that spells out expectations. The council currently doesn't have an impact or quality assurance framework, but these are being developed. The commissioners carry out pre-checks, post-checks, spot and due diligence checks, make site visits and talk to young people.

Quality is measured using a strength-based approach which focuses on the positive, *“What are you doing well? How can we scale that outcome? How can we share that with other people?”* Partnerships are not punitive, and commissioners aim to continually support organisations rather than penalise them.

The importance of having a city-wide strategic partnership was stressed as playing a significant role in the management of a quality service and the provision of a single point of contact for commissioners is seen as important.

“This is where having a lead partner, one single point of contact is really important. So, for us, you know, beyond being able to have 1 million mentors in that position, to be able to say, “How are you making sure that you safeguard young people? How are you making sure that you safeguard adults? How are you making sure that safety is paramount for mentoring sessions? What training are you putting in place? What development are you putting in place?”. All of those are really important questions that we can ask to one organization, who can then ask it to other organizations.” Jaffer Hussain

Commissioners are committed to ensuring users are involved in the quality assurance of products or services they use. They do this by using young inspectors, mystery shoppers and peer on peer reviews. The Manchester Youth council are involved in most of the decisions regarding the commissioning of services and there is a move to create locality and theme-based forums (which will eventually include mentoring). Partners are best placed to make sure that their own service users, and the young people that they work with, are part of those processes.

“The young person’s view is integral to the process. Understand why the mentor has been chosen. Any relationship has to start from position of trust and what it can lead to.” Anthony Turner

When asked what all organisations could do to improve, Jaffer Hussain offered a challenge to organisations to start mentoring with much younger children (five to six year-olds) – *“when can we start early? How can we start earlier? What do we need to put in place to make sure those organizations can be supported? it may mean further training and development?”*

He also emphasised that he wants to make sure that mentoring is based on a philosophy of youth work – *“a set of principles, a set of practices and a set of teachings really, that's fundamentally different social work and teaching”*

Finally, he described his vision as:

“Would get more organisations involved, more organisations doing it more of the time using philosophy of youth work. And it being genuinely accessible to absolutely every young person needs it.”

Key Messages:

- ***Importance of evidencing impact and having a long-term vision***
- ***Embedded in local community – not parachuted in***
- ***Importance of working in partnership, and importance of the network***
- ***Role for the network and young people in reviewing quality and impact frameworks?***

- ***Creation of a city-wide young people's mentoring forum this needs resourcing – network youth participation worker? Could include peer research group.***
- ***Start mentoring younger children (five/six-year-olds) a challenge***
- ***More mentoring happening in more organisations using a youth work philosophy***

Organisations

A focus group was run by the peer research team for commissioners and organisations. The organisations were represented by Sara Belhay (1MM) James O'Farrell (Groundwork) Anita Chouhan (EY Foundation) and Jo Warmington (Reform Radio). Two in-depth interviews were carried out with Sara Belhay (1MM) and Ruth Butler (ReachOut).

ReachOut are based in a school setting with target groups referred by teachers for whom mentoring would be beneficial. 1MM provide mentoring to anyone aged 14-25 years with over 18's able to self-refer and under 18s, only able to register if they're part of a school or youth group. This means different approaches are used by each organisation. The interviews focused on how young people are matched with mentors and how organisations ensure accessibility.

Recruitment

ReachOut work with schools that have a high percentage of young people on free school meals or have a high percentage of children that have English as a second language. Teachers refer young people into their programmes.

For 1MM, if the young person is between 14 and 25 and based in the UK, then they are eligible for mentoring. Over 18s can sign up independently on the 1MM and learn about their mentoring programme through various social media channels such as Facebook, Twitter, Instagram, LinkedIn or through word of mouth with the bulk of their recruitment coming through youth partners. Under 18s can only register if they're part of a school or youth group, with promotion and recruitment carried out by a Youth Partner.

1MM's mission is to provide young people with low social capital, the ability to be matched with someone that has high social capital, so that it's increasing that their network as well as accelerating social mobility. They work with lots of different partners and agencies to make sure that they are reaching young people experiencing disadvantage, and who need it most.

There is no application process for 1MM mentoring, when young people register, they create a profile and complete a checklist of what they want to achieve from mentoring. They emphasise that completing personal statement is not onerous but just provides a bit of background such as interests and why they want a mentor. This helps to match them with suitable mentor.

Matching

ReachOut Volunteer mentors go into schools prior to the start of programme, running "getting to know you sessions" and having individual conversations with young people. The mentees are given a list of mentors and identify the mentors that they want to work with based on things that they think are important such as personal or professional interests, or

they want to work with a mentor that they get on with and think they'll have fun with. ReachOut try and match on their preferences.

They try to recruit from a diverse mentor pool as *“it’s really important that young people have mentors that, that reflect their experiences and their lived experience”* but on the flip side they have found it can be also quite useful for mentors to have different experiences.

1MM match mentees to mentors using an online algorithm. This includes criteria such as, getting support, increasing their confidence, building resilience, expanding their network, helping with their CVs, supporting interview skills, finding local jobs, looking at different career options, looking at different community volunteering opportunities, or support with their university or college applications. The algorithm considers the goals young people want to achieve and matches them with areas of support offered by mentors. *“there’s not much point in matching a young person who wants support with finding apprenticeship and matching them to a mentor that doesn’t have any sort of experience or knowledge or hasn’t indicated that they can support the young person in that area”*

1MM don't guarantee industry specific mentors as they have found mentees can receive really good guidance and support from a mentor who is from a different sector or field and can offer new and different perspectives. It is about *“goal alignment, it’s about making sure that we are matching and connecting young people with mentors that can support them in the areas that they’ve indicated”*. They are keen to make sure that people are mixing with different people from different backgrounds and give young people and mentors the ability to actually be matched with someone that, in ordinary everyday life, they wouldn't have had the chance to meet or speak to.

1MM prepares young people for mentoring. They receive an induction in schools or college which includes scenarios including dealing with issues such as *“I’m having mentoring, but I don’t feel like it’s benefiting me. I don’t feel like my mentor’s very good. What should I do?”*. There is also an onboarding process - a series of very short videos that explain what mentoring is, how to structure their sessions, and ultimately have a successful mentoring relationship. Young people are advised to constantly ask for feedback and to review their goals on a regular basis with their mentor.

Mentors

ReachOut recruit their mentors through universities, a lot of whom have an interest in working with young people and therefore are already invested in the process. ReachOut provide in person training for all their mentors. They do safeguarding training, and an online module that's based around ReachOut’s mission and goals. Expectations are clearly set and there are development opportunities available for mentors. Their priority is always the young people they work with, and they have high expectations about what they expect from mentors.

Mentors who volunteer through 1MM must complete an hour and a half to two hours’ worth of E-learning via their platform. Mentor training covers inclusivity and diversity, empathy, compassion, coming from a place of non-judgement validating the experiences that they're going through. *“One of the things that we emphasise to both mentors and mentees is that mentoring is a conversation led by the young person and supported by the*

mentor. So, our mentors are not expected to essentially tell young people what they should do in terms of their careers, that's not the role of a mentor".

If additional needs are mentioned by young person, the designated safeguarding lead will speak to them to see if additional safeguarding needs to be put in place.

Feedback

ReachOut's sessions are run by project leaders and sessional staff who understand the importance of youth participation and youth feedback and project leaders actively ask for feedback pretty much every session from mentees about what they want to be doing, or if there's anything they want to do differently in a session. It is a very open process and mentees can talk to their project leader if something isn't working for them. ReachOut monitor attendance carefully and expect 75% attendance. If it drops below this, it can indicate that something is going wrong, and more support is needed. Each group of young people elect other young people to represent and advocate for the needs of their peers and to look at themes. They carry out an annual satisfaction survey.

"If a mentor isn't meeting our expectations for whatever reason, if they've been given feedback, and if they've been given development opportunities, and they still potentially don't want to improve, we just remove them from the project. Because at the end of the day, the priority has to be the young people."

1MM run monthly check-ins with young people and mentors so they feel supported. These check-ins monitor how things are progressing, the number of sessions and where they are in the mentoring journey. If there are any issues or concerns, they can work with both the mentee and mentor to resolve them. If it is a safeguarding issue, then the relationship is closed off and the mentor would not be allowed to mentor again.

Key Messages:

- Increasing young peoples' networks and accelerating social mobility.
- Targeting those who need mentoring most
- Matching based on personal or professional interests – giving the mentee choice
- Recruit from a diverse mentor pool
- Goal orientated matching
- Development opportunities for mentors
- Clear expectations
- Importance of comprehensive training and safeguarding
- Use of check ins with mentees and mentors

Mentors

A focus group was run by the Peer Researchers was attended by five mentors, Sue Belgrave (1MM and the Proud Trust) Emma Rogan and Josh (The EY Foundation), Tanzeel (QinetiQ), and Claire Begley (Groundwork) and three mentees. The same questions were asked to both mentees and mentors. The mentees present also completed individual interviews and their reflections are contained in the mentee section below.

The mentors described their ideal mentee as being someone who is engaged and enthusiastic, who is keen to learn, asks questions, knows what they want out of the relationship, are committed to completing tasks, who listens and takes the opportunity in their stride. However, several mentioned that it didn't matter who they had *"Anybody. I adapt myself as a youth worker to their needs."* And another said these things take time.

None of the mentors have any say in who they will be mentoring (although one actively chose through 1MM to mentor for The Proud Trust) and prefer it that way.

"I didn't have a choice and wouldn't have preferred, it's up to the mentees if they think they can benefit from me. if you go over the same group of people, it starts to sound like an echo chamber... You need to speak with people outside of that group to get more insight and opinions." Groundwork take referrals from schools other services such as youth offending and have no choice in who they take on, *"if I don't know how to support them, I do a bit of research and put them in touch with the right person.* Both the mentors from the EY Foundation had mentees allocated to them and agreed that they wouldn't like a choice *"I think it's good to work with those allocated, rather than cherry pick", "Glad someone else made that judgement, because I wouldn't have liked to have pick from a limited set of criteria when you don't know the person. It's better to be allocated."*

Some mentors had been matched with their mentees to meet their specific goals or who come from a specific background that the mentee is interested in. Generally, the mentors felt they had been well-matched due to shared experiences, in terms of career goals, backgrounds (for example, being from a state school) and industries (for example, aspiring to and working in finance).

Groundwork's mentors are youth workers, and *"as a professional youth worker, have a lot of communication, planning and well-being skills. It's about listening and being that open individual and that person can open- up and talk to you. So, I guess it's quite different to being matched with a mentee"*.

A brilliant match (see below) became evident as both the mentor and their mentee were in the same conversation.

Mentor and Mentee Conversation on their mentoring relationship

From the Mentor

X and I have been brilliantly matched. We do share a love of words and writing but not sure that would have been apparent from my profile. I don't know how but it really worked out. It's just lovely to be introduced to somebody who I wouldn't usually meet. The pleasure of encountering someone with a different life experience from mine has been a really enriching part of the mentoring. I don't know how we were matched; it's just worked out. That's the thing about mentoring, if you have a spirit of wanting to learn and being interested in each other. When you have a very specific need, like being an accountant, that's really clear but if you are looking for more general support, then those core things about being interested seem to be the most important things. X, I don't want to embarrass you, but when I think back over our relationship which is more than over a year, from my perspective, it has been an incredibly rewarding and enjoyable experience, and I look forward to meeting each time and I think that is because X has been really committed to our sessions. I have learnt so much from you and our conversations are a lot of fun. Sometimes

it feels like we could talk for hours, and X's willingness to tolerate my endless questioning of him, I've really appreciated it.

I look forward to the meetings, we meet every two weeks. This has been really great, three weeks or a month feels too long as a lot happens. Typically, at the beginning of the relationship, you need to be committed and patient with each other. You don't know whether it's going to work out. By having regular conversations, it is helpful. I really appreciate that he takes the initiative to text me to remind me about our sessions. Loving this conversation so much, reminds me of why mentoring is so important. Absolutely, I would recommend it. We call goals 'commitments' what are you going to do by the next time we meet? tracking of those things. Definitely a sense of trying to make progress. A conversation with a sense of purpose. It's the most rewarding thing, a year of lots of ups and downs. Talking to X has been an important part of stability for me in the past year.

From the Mentee

I'm a writer, writing is what I have always been interested in job wise. It's a broad industry, but I need some practical knowledge and experience and someone who is patient because I struggle sometimes with certain things. My mentor Sue has been great. There are certain areas of knowledge which would be better for me to have from a mentor. Sue is easy to contact, usually we have a phone call every 2-3 weeks and the day before I'll text a reminder. it's very easy, I know that I can always email Sue if it's a mentoring emergency or something. We are still having our talks, and when the time comes, if we end our mentoring, we will talk about it beforehand. Trust between us, I look forward to our sessions. We tend to set a few goals at the end of each session, I write them down and set for next week or week after. It's very helpful because they help me with my own mindset. I've had a couple of small jobs before but never like a proper one. I was on universal credit and was struggling a lot with my mental health and my view of work in general. She helped a lot in general. Made me feel productive and if I had a difficult week and I couldn't reach those goals helped me with my current mindset and find practical solutions. If anything is out of my control, it's not the end of the world, more like this has happened and helped me to have a more positive outlook on work and professionalism as before I had a very negative outlook on anything official or like that, Sue helped me with that and having them be attainable and that sort of thing. There is not anything I would change; I appreciate the patience that Sue has. I've also had some ups and downs recently which has affected my ability for reasons outside of my control. Sue has been really supportive and been able to talk. Still able to come out of chats feeling productive and in a good place.

Mentors found out about mentoring opportunities in a variety of ways including from colleagues, online, via LinkedIn, an email asking if anyone was interested and workplace team meetings. *"I had the luxury of sitting next to the EY foundation in the office, so I went for a coffee with one of them and before I knew it, I had volunteered on the programme, otherwise I may not have been so proactive in seeking out a mentee."*

All of the mentors felt well prepared for their mentoring sessions. They had all been provided with training sessions, good training material online, given guidance and structure,

and in the case of The Proud Trust mentor was provided with an induction and familiarisation to their Proud Futures programme.

Key Messages

- Mentors were glad they have no choice in who their mentee will be
- Mentors felt well-matched and well-prepared
- Good to be introduced to someone who you wouldn't usually meet
- Importance of mentee and mentor being interested, asking questions and being committed to sessions

Mentees

Most of the research carried out by the peer researchers focused on collecting the views and the opinions of their peers. To do this the team decided to use three methods to collect information; focus groups, individual interviews, and a survey. All the research tools were designed by the Peer Researchers who completed eleven one-to-one interviews, three focus groups (Mentors and Mentees, Power2 and Groundwork) and circulated a survey completed by twenty young people.

One-to-ones

Eleven one-to-ones were carried out online by the peer researchers in pairs, one interviewing and the other transcribing. The one-to-ones followed a prepared discussion guide. Interviews reflected on mentees experiences of mentoring and followed five themes: Matching, Accessibility, Engagement, Goals and Expectations and Satisfaction.

1. Matching

The first theme explored what mentees have in common with their mentors, what their perfect mentor would be like, what qualities and qualifications mentees consider important and what they were matched on.

The majority of those interviewed were matched with their mentors on career or professional aspirations, same subjects studied, similar backgrounds and life experiences *"being both Pakistani and of the same religion"* *"Woman and both first to go to university"* *"Both from single-parent households"*. The perfect mentor was described by over half the mentees as needing to be understanding and flexible. Being non-judgemental, patient, understanding of experiences of being transgender, someone with life experience they can relate to, insightful, the same gender, prepared to go the extra mile. Someone who provides contacts and networking opportunities was also important qualities mentioned.

Mentees felt that mentors with skills such as being confident, experienced in confidence building, organised, informative and knowledge of mentoring was more important than qualifications. Indeed, knowledge of specific careers was viewed as useful, common interests took precedence *"he was able to answer my questions about my religion"*. Several mentees said they had initially thought mentors having a specific job role was important but had changed their minds.

2. Accessibility

The second theme – accessibility explored how easy mentors were to contact, how easy it was to fit mentoring into schedules, the technology used, online versus face-to-face and were additional needs recognised and catered for?

Generally, the mentees interviewed found their mentors responsive and easy to contact, however not all of them, *“Not the easiest - busy person, cancellation and rescheduling”* *“previous mentor was not consistent with sessions”*. For one mentee she never got as far as having a mentoring session and despite emailing, her mentor never gave any times or a date. All of those who received mentoring (bar one who found mentor cancelled sessions due to their busy schedule) found the mentors flexible, with some scheduling sessions in advance and others using email to check availability. Several of the mentees were also able to agree frequency *“Supposed to be monthly but had one every week, very involved, very nice.”* Mentees and mentors used video conferencing, messaging, emails, and phone calls, documents, websites, and all found these easy to use.

Although most were ok using virtual methods all the mentees said they would like to meet their mentors in person, *“yes but not initially”* *“Don't mind doing either but would prefer face-to-face”* *“use zoom because it's so much easier but enjoyed meeting face-to-face”* Mentees had informed their mentors of additional needs which included mental health, dyslexia, and anxiety. Mentors were very understanding and responsive to mentees additional needs by listening, providing resources, being proactive, checking in regularly and allowing for contact whenever needed.

On identity: *“I guess it depends on the other person's willingness to talk about things or mention things themself. Obviously if it's relevant I'll mention it in conversation. If it's a mentor and we're talking about my life, my career then it's gonna be relevant, generally. Because that's how I navigate the world”*.

3. Engagement

Mentees were asked how often they speak to their mentors, who started the conversation and who arranged the sessions. Three of the mentees have weekly sessions, one every two – three weeks with the rest having monthly sessions. One mentee was supposed to have monthly sessions, but they don't always happen *“feel like there's not much structure”*. Sessions were initially organised via mentors but became more of a two-way process as sessions progressed, future sessions are planned in advance or by using email to check availability. One mentee has to go through mentors P.A, another said, *“Always mentee - feels one-sided (not sure if that's organisation policy)”* and *“Initially monthly but changed depending on what mentee was going through”*. All of the mentees felt involved in their mentoring sessions and felt able to express their opinions during the sessions. Most of the mentees felt that nothing needed changing and when things had needed to be changed their mentors were flexible. *“Needed to change schedule due to exams and this was fine”*. The one mentee who didn't receive mentoring said: *“don't want to force a mentoring relationship if it's not happening naturally. I tried my mentor and then organisation and it was just sort of “You need to figure it out with your mentor”. So, then I was like “I'm so stuck right now, I don't know what to do””*.

All of the mentees said they looked forward to their mentoring sessions *“100%”, “Especially during lockdown”*.

4. Goals and Expectations

Mentees were asked where they heard about mentoring, why they applied for mentoring, and what did they think mentoring would be like. The mentees had learnt about mentoring in a variety of ways; as part of programmes such as Smart Futures, introduced by university (First Generation scheme), word of mouth or assigned a mentor via school or college. All mentees stated that their reasons for wanting mentoring was to gain career and industry advice, improve skills, or to gain a placement.

Mentees were asked what did they think mentoring would be like? Most stated they were unsure initially what mentoring would entail *“Thought it would be ‘old school’ and that mentors would just help you with work”; “tasks would be set by mentor”; “Formal and serious”; “Had no idea - sounds like buzzwords to me. Like, pump up your CV”.*

Five of the mentees interviewed stated that they felt unprepared for mentoring, those who had some preparation mentioned *“online induction (but experience didn’t match the info from induction)”* another stated they were aware of preparation videos (produced by 1MM) but hadn’t used them, and another was emailed and could ask questions. The first sense they got of what it might entail was when mentors set expectations during first session.

Most of the young people had specific goals in mind for their mentoring sessions including advice on business plan and funding, increasing social capital, navigating universal credit, writing a book, new connections, interview techniques, improved employability, career readiness and confidence, to integrate back into society – to feel more comfortable and confident going outside after leaving school due to anxiety, gain work experience and get work placements and improve CVs. Overall, the mentees felt that they had achieved their goals or are continuing to progress them *“Feel like I’m progressing and have learned how to set realistic goals - previous goals might have been too ambitious”.*

“I think you don't have to have any goals for the mentoring, mentoring just can give you a proper systematic approach to achieve your goals and understanding yourself better”.

Mentees felt well supported by their nominating organisation. They know who to go to if there are any problems or if they need additional support and had regular e-mail check-ins (at start) and two-monthly follow up check-ins. *“I had a good match, and outside emails were supportive, but I normally didn’t read them”.*

All the mentee’s bar one felt that mentoring exceeded their expectations. This included more understanding of how to set and achieve goals, more goal focused than expected and better than they expected. One however felt that their expectations were not met as the sessions were not formal or structured enough, with not much focus on goals. There was also more expectation on the mentees leading sessions than expected. All would recommend mentoring to another young person.

5. (Mentee/Mentor) Satisfaction:

Mentoring experience

The mentees found plenty to say about the best things about mentoring, this included the importance of informal chats where mentees talked about themselves and their shared interests (this was particularly important during lockdown), the personal connection with their mentor and feeling less isolated because of this.

“The personable sort of stuff is probably what’s made me stick with the mentoring for so long and what makes it actually enjoyable”.

Mentees have made new connections in different fields, discovered fresh perspectives, and been provided with several new opportunities including attending mentor conferences, work experience and work placements. They also valued hearing about mentor’s job roles and career fields and how organisations operate and opportunities. Most felt they were able to work on what they wanted to work on, but one had *“wanted to work with someone from a specific career background”*.

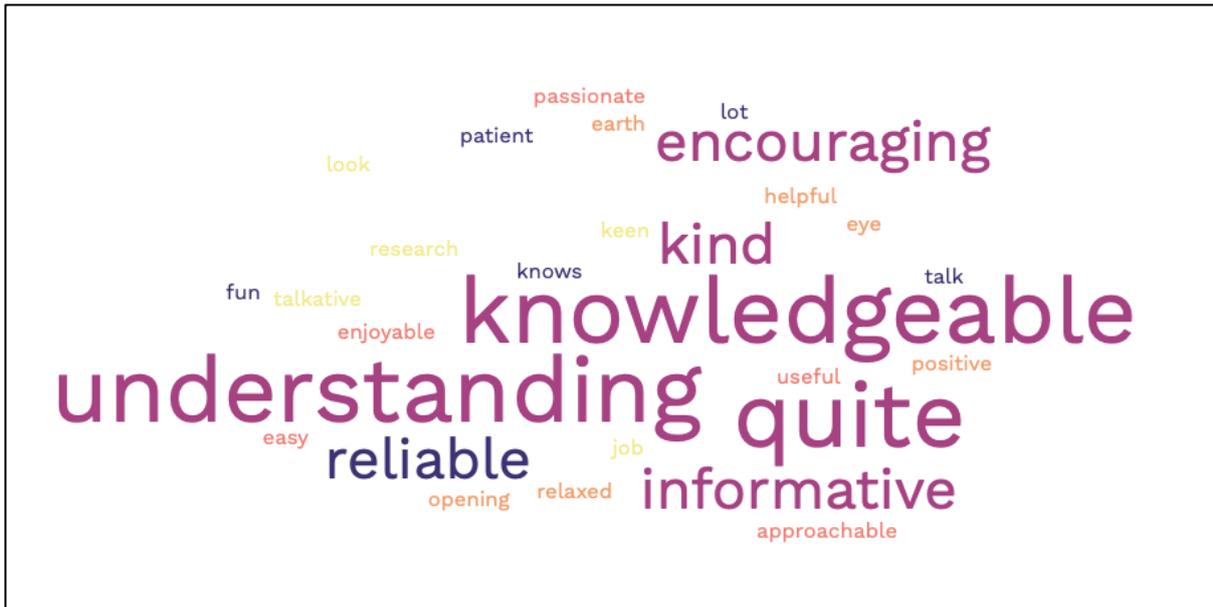
Mentees identified the skills and opportunities they have received from mentoring. Skill development included an increase in both personal and professional confidence, an ability to set attainable goals, and improve their CVs, job applications, presentation, and interview skills. Opportunities including the chance to promote mentoring *“Have been on podcasts, TV & radio through experience of mentoring”*.

When asked what mentees would change about their mentoring experience the following changes were suggested; the need for regular predetermined sessions to avoid scheduling conflicts, some would like more sessions, others more face-to-face. One mentee suggested sessions need more structure, a more proactive mentor and to be more goal focused.

There was a mixed response when asked if they had been provided with enough sessions. For some, once a month works well, others wanted more flexibility in the process and had renegotiated with their mentors to do it more regularly including weekly, every two weeks or contacted when needed. Two of the mentees felt they would like more sessions *“Only had around half of planned by programme”, “Would like more but sometimes catchups are unnecessary”*.

Mentoring relationship

Mentees (bar one) would recommend their mentor to another young person *“Yes, and already has recommended him to a friend” “I definitely would recommend mentoring as it definitely helped me” “I told my whole house about it.”* And most would like to keep in contact with their mentors *“Yes but not as a mentor” “Still has monthly catch ups despite finishing” “Yeah, I think we are gonna carrying on mentoring. Just not as intense just like kind of whatever, here and there whenever I need it”*.

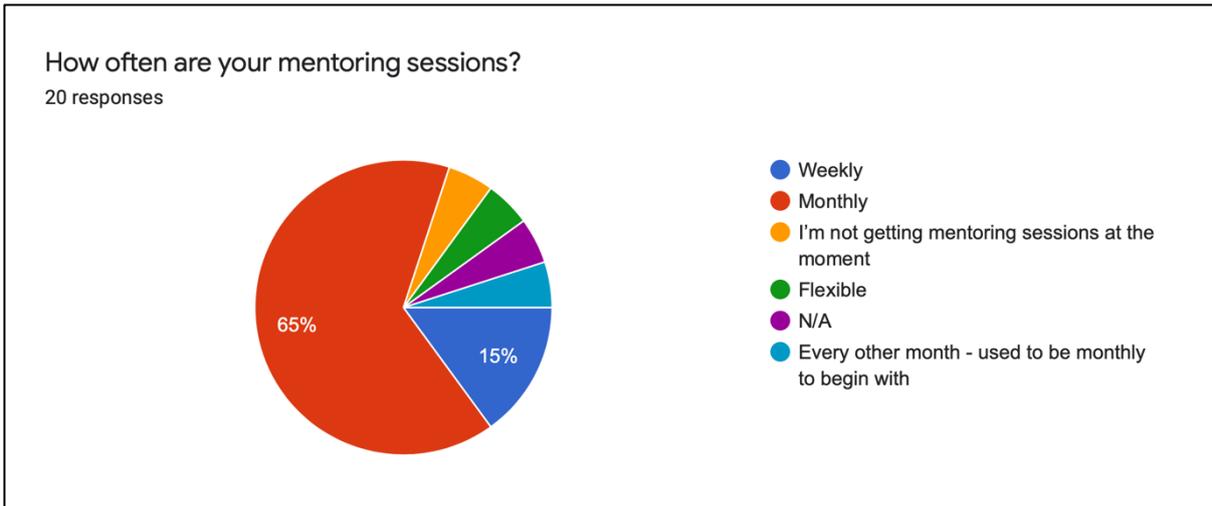


Word map showing the three words mentees used to describe their mentors

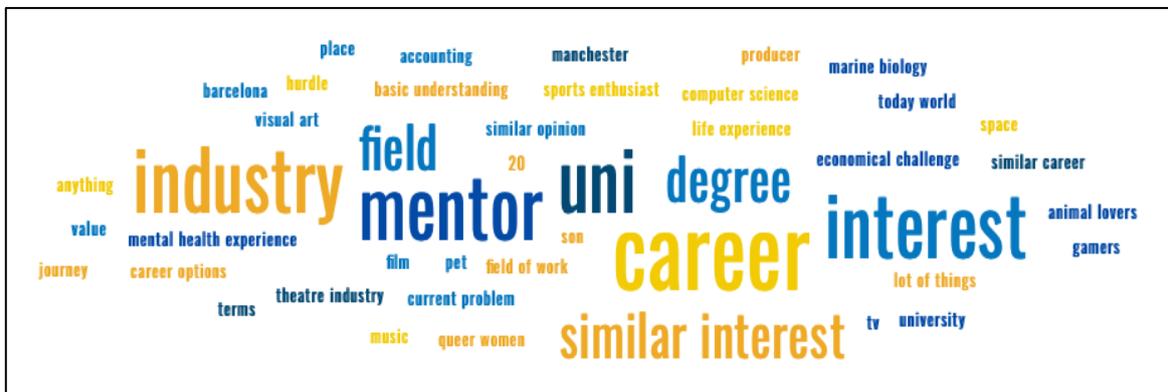
The Survey

The survey for mentees was designed, tested, and reviewed by the Peer Researchers and circulated across the Manchester Mentoring Network. Despite several reminders going out, only twenty completed surveys were returned.

- The survey was completed by twenty young people from eleven different organisations. Six from the EY Foundation, three from 1MM, two from Schools and Arts Emergency with one response from Groundwork, Guider, Manchester University, Ofcom, M13, Sale Sharks and Manchester College.
- 75% of the young people who answered were aged between 18-25 years old and 25% were aged 14-17 years.
- When we asked why young people signed up for mentoring? the most popular choice was “to get the guidance on next steps” (80%), “to develop confidence” (60%), “to access work experience” (40%) and “to get help with CV” (45%).
- Six of the respondents first heard about mentoring from the EY Foundation as part of their Smart Futures Programme. Three heard about mentoring through university (including seeing it in university newsletter), three from their colleges, two from school, two from word of mouth and one through social media, Sale Sharks and a youth worker.

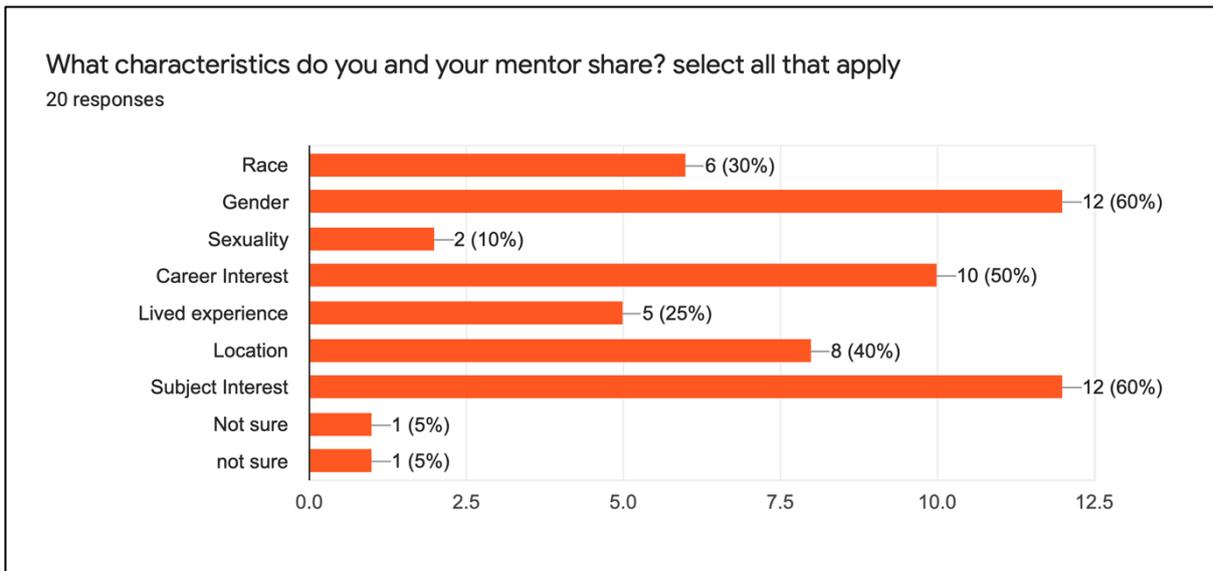


- The majority (65%) of mentoring sessions happen monthly. Most mentoring sessions last for an hour for thirteen mentees (65%) with seven receiving between thirty minutes and an hour.
- Most of the mentees (85%) found it very easy or easy to set up mentoring sessions. A minority of participants (15%) however had found it hard.
- 65% of the young people thought their mentor was a perfect match for them, with 10% of the participants feeling it was not the best match.
- The word map below shows the wide range of responses to what mentees have in common with their mentors



“We do not have anything common in terms of our careers, but that is what makes this journey exciting and interesting! It has made me consider other career options that I could explore alongside my degree. My mentor is so understanding and supportive and is always willing to help whenever it is needed, and we both are located in Manchester!”.

- When asked to identify the characteristics mentees and mentors share, the most common characteristics were gender (60%) and subject interest (60%) Other characteristics are identified in the chart below.



- 90% of the young people said they were very happy or happy with their mentoring, 10% were unhappy.
- The most popular answer for how has mentoring had an impact on you was “to develop confidence” *“On my confidence drastically like interviews and helped with my personal statement I cannot be more grateful for my mentor”*. Others felt they had increased their knowledge gaining a greater insight into the world of work, start-ups, funding, and have become more aware of the job market. Another stated, *“Realising small details about myself and how to control myself”*.

“My mentoring has given me great guidance on how to advance my career and development. It has also improved my confidence in networking and interview situations. I also feel like I’ve gained some specialist industry knowledge, such as terminology, which I wouldn’t know without my mentor”.

“Although my mentor and I haven't necessarily worked on a plan for me to achieve my goals, signing up for mentoring and knowing that I have a mentor has helped me to think more clearly about what I want to do with my future”.

“It has made me realise that there are so many options available to me. That I do not have to be strict or restrictive with my career options or plans. It has made me feel more supported and less overwhelmed because I have someone to guide me and support me through the process”.

- The most popular answer for the young people when asked, what's your favourite part of your mentoring sessions? Was that it provided someone to talk to, an opportunity to find out about shared interests and the chance to catch up on problems. Other responses included having someone to give advice, finding out more about job opportunities, learning to control emotions, finishing tasks given and trial interviews.

“Getting to visit HOME and hearing about what new exhibitions and projects are coming up and how her role as a visual arts producer feeds into them. It has been really insightful and helpful to hear how she got into her role as an arts producer, what her job entails and what it's like to work in the arts generally. We get on well and usually have a lot to talk about- it feels like chatting to a friend!”.

- 60% of the respondents said they always look forward to mentoring sessions, 35% of them said they would often look forward to sessions with only 5% saying they would look forward to it only sometimes. 95% of the mentees said they are happy with their mentoring and 100% would recommend mentoring to other young people.
- What would make your mentoring session better? Again, there was a variety in responses, with the most common being the need for more contact, more time and more frequent, *“If it was more often or if I had known about it in year 12 it would've been so much more helpful”*. A couple of young people mentioned having sessions in person would be great. Other comments included more hands-on activities rather than just conversation, The ability to have a mentoring session over the phone for increased accessibility and more structure in terms of what we will be discussed, goals etc.

“I think our sessions would be better if my mentor could follow through with some of the things, she's agreed to help me with. For example, she has said that she would introduce me to a couple of different people to help me build my network, however, she never got round to connecting us. When she has said she would email me resources that we've discussed in our sessions, I've had to contact her to remind her to do so.... I think it would be better if she could lead the way a bit more, as at the moment it feels like we're just friends rather than in a mentoring relationship”.

Key Messages:

- ***Young people enjoy mentoring and the majority have had a productive relationship with their mentors - mentoring works***
- ***The Mentee/Mentor relationship needs to be a collaborative process. Mentors need to be engaged and proactive in supporting young people's agency about where, when, frequency of meetings***
- ***Matching on goals and mentor's ability to support them (more important than matching specific careers/qualifications)***
- ***Importance of informal chat***
- ***Importance of mentor being proactive and engaged***
- ***Young people don't know where to access mentoring or what mentoring is really like.***
- ***Feeling unprepared for mentoring relationships***
- ***More could be done to promote mentoring as most young people would not know what it can do for them or where to find it***
- ***What motivates mentees most is the informal chats about common interests and able to support mentee goals***

Focus Groups

Peer researchers interviewed two organisations: Power 2 and Groundwork. Both focus groups aimed at answering the questions, “How do organisations deliver mentoring? And how does it feel from a young person’s perspective?”.

The Power 2 focus group consisted of mentees and mentors. This meant different viewpoints and experiences were included in the research. Questions focused on both the perspective of the mentor and the support they provided, as well as the perspective of the mentee and their experience receiving mentoring. A variety of questions enabled the peer researchers to get a better understanding of the mentoring experience at Power 2.

When asked, what would your ideal mentor be like?

One mentee described their ideal mentor as *‘trustworthy’* and *‘good listener’*. *‘You don’t want to them to be talking to someone else if you’re crying’*. This emphasises the importance of confidentiality within the mentoring relationship.

Another responded, *‘mentally stable’* because *‘like you don’t want to go say something to someone who has struggles’*. They said *‘they can’t advise if they’re not [mentally stable]’*

They also stated that a mentor should be engaged, *‘committed’* to the sessions and willing to help. This is reflected in the following statement, *‘needs to be focused on the mentor. You know if you’re telling me something really sensitive you want me to listen to it don’t do not just kind of look up the wall and think oh, I’m not interested’*.

Another responded *‘confident’* because of their own shy personality. In their mentoring experience, the mentor really encouraged them to open up. They said they felt more able to do things at the end of the mentoring experience, in contrast to the beginning where they were very shy.

The second question was aimed at young people who have mentored others, and asked if they had any choice in who they mentored and would they have liked a choice? Both mentors who got a choice and did not get a choice, were happy with the pairing: *‘I think the choices that they gave are quite good. You spend the first session just playing in the nursery, getting used to the environment. The nursery identifies children that they want to be given extra support. And then we kind of do it from a natural kind of gravitation, sort of kind of theory of attachment’*, *‘I was definitely happy with the one I got. But if you aren’t happy, they encourage you, of course, like to try building a relationship. And if it was unbuildable. Like, of course, like they weren’t going to force you to like, build a relationship with a toddler that doesn’t want a relationship’*.

Mentors also said that the experience helped develop their own confidence:

‘I enjoyed my choice, because she was shy as well. So me helping her helped me in a way’.

‘I was really anxious when I first went in. And I was matched with someone who could like barely speak. She didn’t speak to anyone. And like, also, like showed me that. Like if you can do it kind of I can do it. I guess’.

Mentees were asked if they think they were matched well with their mentor. Some said they think they were matched well, *‘We are just like a family. Like we’ve got that trust*

between each other. We've built so many different bonds with everyone', 'it's the Prince's Trust, like, we met a couple of people there. So like we got mentored through, doing like activities that we did. So like through the cooking, we had mentors that was helping us with, like, the health and safety part of it. So like we had the trust there with them as well'. When asked if one of them had anything in common with their mentor, replied, 'I don't. Really any'.

The next question asked both mentees and mentors, how they found out about mentoring. One person found out through their school because *'I had like a really rough patch. And they kind of was like, here's a programme for teens and toddlers', 'we did a video call to explain what young leaders is and the kind of support that they receive from young leaders'. They described the process of joining the programme, 'It was very quick very quick', 'it's an easy process to get here'.*

Overall, mentees and mentors would both recommend mentoring. *'Definitely recommend it. Because the amount of skills that I've learned from being here like my communication skills have been my self improved', 'definitely recommend it. And I won't really say there's anything to improve because everyone works together', 'I would recommend it to people like I think it's like a great programme, especially for people who are like, anxious. Don't be afraid'.*

Recommendations for ways to improve the programme include, *'I feel like people, when they view this programme, they view it as like, a problem kids programme. And I guess like it does help you if you have problems, but like, I feel like it needs like it needs to be shown that it's not just for problem kids. But you can be a problem kid if you want'. Others said they couldn't think of ways the programme could improve.*

Mentors felt sufficiently prepared to mentor someone because they received two sessions prior to entering the nursery in which they prepare you to deal with certain situations that might arise, *'they do two sessions before you actually go in the nursery. So they kind of prepare you to go from like, training. It's like training. You'd like they'd go about like confidentiality and all that. Like what can you expect. Like, what if the worst happens? What if like a toddler has like an accident or something? What do you do then? So like, I feel like they prepare you enough'. They also felt they had enough contact with mentors, and regularly used a group chat to stay in touch with each other.*

The second focus group interviewed mentees from Groundwork. This focus group found similar results regarding what mentees considered important in a mentor / what their ideal mentor is like: *'trust' and 'knowledgeable'.*

Mentees described their situation before being mentored, *'before I started being mentored, my confidence was well low. I was never confident. Since then [being mentored], my confidence has improved massively'. Another said, 'conversations help emotions. I wanted to control my emotions'. Therefore, it is clear from the focus group that mentoring does work and is an effective tool of character development.*

When asked how they found out about mentoring, mentees said through school. They did not have a choice in who they were paired up with, however they thought they were matched with their mentor well due to *'shared background and life experience', 'share the same interests, she understands me'. 'Well matched. May not have things in common but she understands me'.*

No mentees said they felt like they didn't have enough mentoring sessions, and they said they felt they could contact their mentor between sessions. Sessions are usually an hour long and once a week. Mentors are typically very easy to get hold of, *'I have her phone number and I can call or text her'.*

Mentees said the best thing about having a mentor is having someone to talk to and someone who understands you. All mentees would recommend mentoring and had a positive experience overall, *'if there's no one you can talk to, sign up for mentoring, build your confidence, [and have] someone you can trust. You can only try it can't you?', 'I didn't have any confidence before I started mentoring, I think it's important for other young people to know that. I wouldn't be doing this now without mentoring'.*

Peer Researchers Evaluation

The peer researchers were asked to complete a survey evaluating their experience of being a peer researcher. All of them said they enjoyed the experience. They enjoyed working in a team with their peers highlighting getting to know each other and the supportive and understanding nature of the team.

"Great to get to know everybody and be in a supportive team. Most of the team were easy to contact and available to help last minute"

When asked what the best bits were about being part of the team the peer researchers responded *"Seeing the team work together and come together to help each other"* *"Realising how beneficial the research we carried out is in improving mentoring in the future"* *"Learning more about the research process"* *"Communicating with different types of people"* *"Going out and carrying out fieldwork,"* *"Being from diverse backgrounds and helping each other where found difficult."* and *"working as a team"*

When asked what they would do differently they said they would *"make more time for it"* *"Meet in person more, have a schedule, longer time researching",* *"Manage my time better",* *"Planning of the research could improve further including job description, number of researchers specified and pre booked interviews with organisation would have also helped"* and *"back up work"*

The word map below describes the new and improved skills the peer researchers felt they have gained from being part of the research team.



Challenges they faced being on the programme included:

“Doing everything virtually because my internet is not the best and I had some difficulties joining the meetings” “Being available at different days/times each week, small team so larger task load” “I felt like the work was quite intense including other work I had” “Attending and leading a focus group alone” and “Time management”

Four out of five said they felt fully supported by workers, *yes 100% Julia was always there for us and always said we can have catch up sessions to go over work if we were unsure* With one describing the support as *“Medium”*. Three of the team felt they had enough time to complete set tasks with two saying maybe. All of them would work in a peer research group again.

Additional Comments

“I did enjoy the catchup as to boost my motivation and speak to my other colleagues. I did enjoy the hybrid way of working and I did feel face to face was quite lengthy and less comfortable. But I was happy with Julia, Sara and Imogen the peer research leaders.”

“In future it would be better to have full access to zoom or teams - the time limit on the free version often meant having to start another meeting to finish an interview.”

Key messages:

- ***Mentees want a mentor they can trust and who understands them***
- ***Being a mentee and a mentor aids personal development, namely building confidence***
- ***Not having things in common with mentor does not hinder the relationship***
- ***Mentors were easy to contact***
- ***Mentees would recommend mentoring***

Peer Researcher Recommendations

- ***More could be done to promote mentoring as most young people would not know what it can do for them or where to find it***
- ***Mentees want a mentor they can trust and who understands them***
- ***What motivates mentees most is the informal chats about common interests and able to support mentee goals – matching for profession/career is less important***
- ***The Mentee/Mentor relationship needs to be a collaborative process***
- ***Mentors need to be engaged and proactive in supporting young people's agency about where, when, frequency of meetings***

Recommendations for future Peer Research Programmes

- ***Needs a longer lead in, with better buy in from the network to recruit more young people and identification of research opportunities before programme started***
- ***Applications would benefit from asking young people whether they have additional needs***
- ***Interview for participants outlining expectations and providing information on network organisations***
- ***Better resourced – Dedicated worker. Sessions would benefit from being longer and more in-person and which recognises that at times additional support is needed***
- ***Peer researchers should be paid an hourly rate with it seen as a job of work. For example, this would enable the setting of meetings and fieldwork days as part of the job.***
- ***Recognising the skills of young people, and importance of confidence building.***
- ***Peer research is a very powerful tool to ensure that mentoring opportunities across the network are attractive, accessible, and 'young people friendly'. The Network could consider resourcing this collectively and fundraise for a Youth Participation worker.***

Appendix 1 All Greater Manchester Organisations with a Youth Mentoring Offer

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
42 nd Street	Manchester	12–25 years olds	Support and advice for emotional health and wellbeing. Choice of effective, creative and individualised approaches.	Face to face and online	42nd Street Home
Active Communities Network	East Manchester	8-24 years old And NEET	Provide sports sessions, volunteering, work experience, employment opportunities	Face to face	Active Communities Network
Arts Emergency	Greater Manchester	16-25 Those who want to pursue cultural industries and want to excel in higher education	Get a fair start in arts and humanities. Get opportunities, contacts and advice	Face to face	https://www.arts-emergency.org/
Barnado's and GMYN	Greater Manchester	Children and Care leavers aged 12-25	Gain life skills, support transition into independent living and help getting a job	Face to face	Manchester Care Experienced project Barnardo's (barnardos.org.uk)
Bolton Lads' & Girls' Club	Bolton	Ages 8-18 vulnerable children that live at home and ages 8-15 for children in care and care leavers	Build a positive, meaningful relationship and receive support with any challenges that are going on in their life. Mentors are guided by the young person's interests so they may do things such as arts and crafts, sports activities or just going for a walk or a brew and chat. And for care leavers or young people in care, the focus is to support Young People to identify their aims and aspirations for their future and to encourage their engagement with education.	Face to face	Home - Bolton Lads and Girls Club

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
Bridge GM	Greater Manchester	Aimed at those looking to become a mentor	Develop new skills, make an impact on a young person's future	Depends on organisation	Bridge GM
Brightside	UK	Students 12-18 years old	Education support, career insight, work skills	Online and face to face	Brightside Brighter Futures For All
BW3	Wythenshawe	Students of various ages up until sixth form	Informal Develop own strengths and skills with support	Face to face	Home - BW3
Career Ready	UK	Students aged 16-18 in school and college Non-fee paying UK state schools and colleges In an existing career ready area	Discuss different career options and paths. Information about the world of work and skills needed	Online	Where we work - Social Mobility Cold Spots - Career Ready
City in the Community	Greater Manchester	9-11 year olds	A mix of football, education and support. Football is used to create opportunities and build futures.	Face to face	Cityzens Projects and Fundraising Manchester City F. C. (mancity.com)
City Year	Greater Manchester	Organised with primary and secondary schools	Mentors are old enough to be role models but young enough to be relatable to pupils. Help build trust and self-belief.	Face to face	Youth Mentoring Leadership Development City Year UK
Citywise	Manchester	Organised with schools and families	Unlock potential and positively contribute to communities	Face to face	Citywise is a mentoring charity. - Citywise
CIPD	UK	Unemployed young people aged 18 – 24 years	Helping young people find employment.	Online	https://www.cipd.co.uk
Diana Award	UK	Works in partnership with schools to mentor disadvantaged young people aged 11-18 who are at risk of becoming NEET (Not in Education,	Improve behavioural, academic and employment outcomes for young people, whilst supporting their social and emotional development.	Face to face is not yet available in Manchester, however there are online	The Diana Award Mentoring Programme - The Diana Award (diana-award.org.uk)

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
		Employment or Training).		services such as career Lounges, online webinars and workshops, and blog posts.	
Elevate Youth	Manchester	Ages 13-24 and work in partnership with Primary and Secondary schools, Colleges, Universities, Youth Organisations, Parents and Families.	The young person will be inspired and gain a new approach to overcome the adversities and challenges they face both in and out of school, and in doing so receiving greater confidence in their ability to achieve positive change.	Face to face	Home - Elevate Youth (elevate-youth.org.uk)
EY Foundation	UK	Previously eligible for free school meals, college bursary, maintenance allowance, aged 16-19, care experienced people aged 16-20 currently in full or part time education, social entrepreneurs aged 18-30 or those running social enterprises. Also work closely with schools and colleges.	A range programmes that offer mentoring, paid work experience and employability workshops, meet employers, financial support, coaching, workshops and webinars, advice and networking events. *these depend on which programme you are enrolled in*.	Face to face	Home (eyfoundation.com)
Greater Manchester Youth	Greater Manchester	Care experienced individuals aged 13-18, 16-25 and those who need employment support.	Build social skills, encourage health and positive wellbeing, develop self-esteem, and provide skills for the future. Match care experienced young people with volunteering and	Face to face	What We Do - Greater Manchester Youth Network (gmyn.co.uk)

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
			development opportunities for employment		
Groundwork Greater Manchester	Greater Manchester	Ages 11-17	Weekly one to one coaching with youth workers. Benefits include: help to become stronger, more resilient, improve employability and achieve full potential.	Online and face to face	Groundwork near me - Groundwork
Innovate Her	UK	Ages 13-16	Equip girls with the self-belief and skills to pursue a career in technology through our educational programmes, whilst working with digital and tech companies to create inclusive workspaces for them to work within.	Online	Home Page - InnovateHer InnovateHer - Choose Your Path
Manchester Youth Zone	North Manchester	Ages 8-19 (up to 25 with additional needs)	Cooking, football, arts & crafts, rock climbing, drama, gym, field trips, one to one support, support writing CVs, preparing for interviews and finding work experience.	Face to face	Home - Manchester Youth Zone (manchesteryz.org)
N-Gage	Greater Manchester	Ages 7-16	Offer one to one mentoring sessions, 10-week group programmes, and workshops in schools and youth clubs.	In-person	N-Gage – Helping young people to reach their FULL potential.
One Million Mentors	Manchester, London, Cardiff	Ages 14-25	Become more confident Better able to communicate with others More aware of your personal skills and what you can do to improve these More comfortable meeting different professionals More aware of the options available to you	Online and face to face	Mentoring Programme London Cardiff Manchester Changing Lives. (onemillionmentors.org.uk)

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
Power2	UK	Nursery, ages 11-18	Develop the following skills: Emotional well-being, confidence, effective communication, employability, problem solving, resilience, self-awareness, self-efficacy, organisational skills, self-esteem, financial management. Also provide mental health support.	Online and face to face	Power2
ReachOut	UK	Ages 9-15	Improve their social and academic confidence through long-term one-to-one mentoring. Mentors use a character strengthening approach based on 4 principles: staying power, self-control, good judgement, fairness.	Online and face to face	ReachOut - Mentoring that works (reachoutuk.org)
RECLAIM	Greater Manchester	Working class young people Aged 12-13 (Leigh Lads) 16-19 (Change Makers)	exploring and understanding the effects of toxic masculinity and suicide - allowing the Leigh Lads to meet new people, hear new perspectives, develop a broader understanding, create a safe space, and work on how best to create a new narrative.	Face to face and online	Change Makers RECLAIM Project
Reform Radio	Greater Manchester	19-30 (may vary depending on project)	Online work club - runs on the last Thursday of every month with a full session based on opportunities for the future. It includes a number of speakers who discuss various opportunities available, as well as 1-1s and pastoral sessions. As well as various musical, podcast and radio courses designed to help kickstart a career in that industry.	Online	Reform Radio

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
			<p>Opportunities to work alongside local creatives, djs, and young people. Offer courses in which you will be able to learn about facilitation, funding, taxes and what it takes to be a freelancer.</p>		
Rochdale Connections Trust	Rochdale	TBC	<p>The aim of this project is to recruit and train volunteer mentors from the local community to work with young people who are finding life difficult in some way.</p> <p>Mentors offer advice and guidance to these young people to positively influence their lives and help them to take control and change their future. These young people can be suffering from isolation, loneliness, bullying, issues related to poverty, abuse and many more traumatising experiences.</p>	Face to face	RCT (r-c-t.co.uk)
Salford Foundation	Greater Manchester	Ages 12-14	<p>Discover the skills and attitudes needed to successfully transition from education into the world of work. Through interactive activities and discussions, volunteer business mentors will share their stories and help equip students with the essential skills needed for work. Our Inspired to Aspire mentoring programme is made up of six in-school sessions</p> <ul style="list-style-type: none"> • Introduction • Team Work 	Face to face	Inspired to Aspire Mentoring (salfordfoundation.org.uk)

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
			<ul style="list-style-type: none"> • Time Management • Self Awareness and Resilience • Communication • Problem Solving 		
The Contact Theatre	Manchester	Age 13 plus	A range of different creative courses from writing and poetry, drama, to musical instruments, entrepreneurship, producing music, and much more.	Face to face	Get involved - Contact (contactmcr.com)
The Girls Network	UK	Girls ages 14-19	Be matched with a mentor who is a woman who understand the pressure to conform to ideals, the struggle with self confidence and belief, and the lack of female role models in education and elsewhere. Helps disadvantaged young people with school work and plans for the future.	Online	The Girls' Network (thegirlsnetwork.org.uk)
The Prince's Trust	Greater Manchester	Ages 16-25 and not in employment	Work experience and confidence building programmes. One-to-one support (Get Started programme) to help you think about what you'd like to do after the course finishes.	Face to face	Discover new talents with Get Started Unlock your potential Help for young people The Prince's Trust (princes-trust.org.uk)
The Proud Trust	Manchester	LGBT+ young people and the adults supporting them	A digital one-to-one support service for LGBT+ young people and the adults supporting them. One-to-one support	online	https://www.theproudtrust.org
Unity in the Community	Manchester	Offenders at all levels of the Criminal Justice System, young people in schools and colleges at risk of exclusion, young people who have been	Get help if you are involved in gang culture and self - destructive behavior. Offer one to one peer mentoring programmes for those at risk of exclusion from education and those on probation period, group	Face to face	Home (unityinthecommunity.org.uk)

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
		excluded from education.	work sessions, exercise classes, rehabilitation and resettlement work and much more.		
UpRising	UK	Ages 18-25 and unemployed, in part-time or precarious work or in the final year of further or higher education, or leaving school, college or university	A month-long online curriculum to help you find employment with up to twelve months of mentoring. They provide industry insights, help you to develop new skills, build and create useful networks with professionals.	Online	About the Programme (uprising.org.uk)
Wigan Youth Zone	Wigan	Ages 11-19 and up to 25 with additional needs	guidance and advice on a variety of personal, academic, and professional situations – ultimately, our mentors give young people someone to talk to when they need it most. a six-month mentoring programme matching members with a suitable mentor who suits your personality and shares your interests – from baking and crafts to music and sport. Referrals are currently closed due to a high demand.	Face to face	Home - Wigan Youth Zone
Youth Elements	Greater Manchester	Partnerships with: Schools Housing associations PRUs YOT/YOS Youth services Primary schools Police Foyer federations.	Gain skills in: Coaching Teamwork Problem solving Communication Creative thinking Managing change Building, supporting and understanding relationships Empathy	Face to face	Peer Elements Mentoring Programme (youthelements.org.uk)

Organisation Name	Area of Operation	For Who?	Purpose	Face to Face or Online?	Website
		Peer Elements is extremely flexible and can tailor the programme to meet the needs of individual organisations, services and communities.	Establishing boundaries The programme supports young people and adults in becoming mentors by encouraging them to explore issues affecting them and share their feelings with others (four levels to progress towards becoming peer mentors).		
Youth Justice Service (MCC)	Manchester	Mentors aged 21 or over	Roles available for volunteer mentoring. Spend one or two hours a week for up to a year with a young person. Provide young people with extra support and a positive adult role model. Being a mentor requires you to take an interest in the young person with whom you work and encourage them to keep working at the areas which put them at risk of offending.	Face to face	Mentor Youth justice volunteer opportunities Manchester City Council
Youth Leads	Greater Manchester	Aged 12-25	peer-led programmes of volunteering, social action projects, and learning experiences, and by amplifying the voice of young people with key decision makers.	Face to face	Home - Youth Leads

Appendix 2: Evidence Review: Effectiveness of Youth Mentoring

Mobilise presents a literature review focusing on the question ‘What is Effective Youth Mentoring?’. It explores the existing literature and aims to identify best practice and quality standards for mentoring and how to measure impact on a large scale.

What is mentoring?

Mentoring is a contested concept (Allen and Eby, 2010). The diverse settings that mentor - mentee roles appear in have created definitional and conceptual confusion (Allen and Eby, 2010). A variety of literature has produced around 15 different definitions of mentoring (Allen and Eby, 2010). Definitions vary on the intensity of the emotional intimacy, age difference between mentee and mentor, duration of the relationship, and the specific functions provided by mentors (Allen and Eby, 2010).

Despite these issues of contention, Rhodes et al were able to identify 5 overlapping themes which provide a common frame of reference to understand the term ‘mentoring’:

Unique relationship. No two mentorships are the same.

A learning partnership. Nearly all mentorships involve the acquisition of knowledge.

Mentoring is a process, defined by the type of support the mentor provides.

It is reciprocal yet asymmetrical. Although the mentor may benefit, the primary goal is the development of the mentee.

Mentoring relationships are dynamic and change over time. (Allen and Eby, 2010).

This is in line with Nesta’s definition of mentoring which was also adopted by the Mayor of London’s New Deal for Young People; *‘we see youth mentoring as trusting, purposeful and ongoing relationships between a younger person or people, and a person they are unrelated to, which involve the exchange of support, advice, encouragement, and skills development’* (STEAM Mentoring Request for Proposals New Deal for Young People, 2021). However, Allen and Eby fail to include the importance of training and expectations in their definition. The Mayor’s New Deal for Young People states that based on a variety of existing definitions, *‘mentors are trained and operate in a supported environment where the young person and the trusted individual both know the expectations and boundaries of the relationship. We recognise that these trusted relationships can be forged in lots of different environments, including those that are less formal, and delivered in different ways’* (STEAM Mentoring Request for Proposals New Deal for Young People, 2021).

Impact of mentoring

The literature argues that youth mentoring programmes work. Programmes can improve the academic, behavioural, emotional, and social areas of young people’s lives. These impacts are small, but still important (Armitage et al., 2020). The mentoring effect found 95% of young people who had formal mentoring relationships said these experiences were “helpful”. 51% of these describe the relationship as “very helpful”; 99% of youth who received informal mentoring say their experience was “helpful” and 69% of these reported it as “very helpful” (Bruce and Bridgeland, 2014).

Different outcomes from mentoring include skills attainment; better familial relationships; positive school and work outcomes; and better overall mental and physical health. Social benefits included: increased social capital; practical support for gaining employment; and better relationships with birth families (Armitage et al., 2020). Therefore, mentoring is fundamental to the success and development of young people.

City Wide Mentoring

The Mayor of London has launched the New Deal for Young People programme which aims to provide quality, relationship-based support to disadvantaged young people across London (STEAM Mentoring Request for Proposals New Deal for Young People, 2021). Like 1MM, it believes that ‘positive, caring relationships with a trusted adult can promote personal development and wellbeing, as well as enable a young person to access additional opportunities and support provided by a range of agencies’ (ibid) and recognises the disproportionate impact the pandemic has had on young people, namely a disruption in education and restriction on physical and social activities (ibid). While this programme is still in development and therefore the success of a city-wide mentoring programme cannot yet be measured, the findings will be instrumental in shaping 1MM’s own activity on how to best collaborate across Manchester and measure impact. It also provides useful information on funding that can be found [here](#).

What is effective Youth Mentoring?

Programme effectiveness varies between studies and certain program practices lead to larger effects. The sections that follow set out the key elements that the literature agree underpin good practice.

Mentors Screening, Supervision and Training

‘Youth Mentoring in Perspective: Introduction to the Special Issue’ argues careful screening and ongoing supervision of volunteers has a direct impact on the success of mentoring relationships (Rhodes et al., 2002). Research links the safety of mentees with their emotional and behavioural functioning, academic achievement, and interest in career development among high-risk youth (Rhodes et al., 2002). Evidence from the Final Evaluation of the London Mayor’s Mentoring Programme also highlights the importance of training and support for mentors.

The Pairing Process

To be an effective agent of change, mentor and mentee pairings should share qualities of any meaningful relationship. Both Nesta and Rhodes identify this as an important practice. Mobilises’ own report for 1MM in 2021 explored whether choice in matching could lead to better outcomes. Mentees expressed strong interest in making the pairing process more personalised. Namely, preferences on whether their mentor is from the industry they aim to pursue; geography – for those who prefer meeting in-person or want to utilise their mentor’s industry networks; and similar characteristics as themselves (e.g., race, gender etc.) (Mobilise Public, 2021). The feedback was clear – all mentees have different needs which they suggest could be better accommodated through the pairing process (Mobilise Public, 2021). For example, one mentee said *‘one thing important for me in a mentor is race. I can talk to anyone but having someone of the same race breaks the barrier, it’s more*

personal and adds value' and another '*LGBTQ acceptance is important. If not personally sharing it*' (Mobilise Public, 2021). Nesta also argues that allowing mentees to have choice and agency in matching leads to longer-lasting relationships, and therefore more likely to produce positive outcomes.

Trust

Mentees' and mentors' overall ability to foster empathy and build trust is fundamental to successful mentor programmes. As well as being able to build a safe space to share experiences, it can also involve agreeing how and when to be flexible, understanding each other's motivations and appreciating the damage that can be caused by the early unplanned termination of the mentoring relationship (Armitage et al., 2020). Mutual understanding and clear expectations are also important practices to employ. The Behavioural Insights Team also state that programme effectiveness depends on the ability to build a positive relationship. They found that 'positive relationships enabled mentees to be open and trusting, and mentors to offer guidance and advice which met their mentees needs and expectations' (One Million Mentors Process Evaluation, n.d.). They identified three more factors for mentors to help build a positive and trusting relationship with mentees, these were 'having empathy, being responsive to mentees need, and the mentoring environment' (One Million Mentors Process Evaluation, n.d.).

Length of programmes

The longer the mentorship, the more fruitful it will be. Nesta found that young people with a mentor for at least 12 months were most likely to have the best outcomes. The Mentoring Effect's research found 67 percent of young adults said their mentoring relationship was very helpful if it lasted for a year or more, versus 33 percent whose relationship lasted less than a year (Bruce and Bridgeland, 2014). Short lived relations are also associated with negative outcomes, suggesting that regardless of the effectiveness of mentors, vulnerable young adults would be better left alone than placed in relationships that cannot be sustained (Rhodes et al., 2002); (Armitage et al., 2020).

Session Delivery

The Behavioural Insights Team recommended that 1MM provide tailored training in 5 key areas to support session delivery. These 5 areas included:

- Setting short-term and long-term goals.
- Identifying the right session content.
- Offering real world opportunities.
- Achieving continuity between sessions.
- Providing mentees with a safe space to talk about educational and employment opportunities.

It should also be noted that these are key ingredients to effective mentoring, however they need to be delivered while also maintaining a free-flowing, unstructured approach. Proper training would help mentors navigate these challenges (One Million Mentors Process Evaluation, n.d.).

The New Deal for Young People outlines similar deliverables, such as setting expectations and the importance of targeted activities and approaches, as opposed to a one-size-fits-all approach (STEAM Mentoring Request for Proposals New Deal for Young People, 2021). However, it also states that during sessions young people should be able to shape and direct the session (ibid). Giving mentees autonomy over a session could be a good way to ensure the session content is correct for a certain individual. A clear and standardised process for incorporating youth voices in the session delivery could be an option for effective youth mentoring.

Face to face or online?

Mobilise found a lack of consensus regarding what is more effective: online versus face to face. On the one hand, mentors who worked with their mentees face to face really valued those in-person interactions. They talked about being able to better read the mentee's body language, they felt that there was something important in feeling the mentee's physical presence, being able to make eye contact, and read other visual cues (Mobilise Public, 2021). Other benefits of in-person mentoring included introducing mentees to the workplace, and mentors being able to see and support development with communication and body language (ibid). On the other hand, all participants were able to identify the benefits of virtual mentoring which included an ease of scheduling sessions, easier to share documents, that it was more levelling, and that it helped mentees build online experience for the new online world of job interviews and work (ibid). However, there were concerns about distractions during online mentoring and a sense that connectivity or relationship building is easier in-person (ibid).

Size of Organisation

Evidence from the London Mayors mentoring programme shows that size matters. Larger organisations that embedded the Mayor's Mentoring Programme within the other youth services that they delivered were the most effective at creating and sustaining mentoring programmes (Bennett et al., 2015). These providers could deliver and support larger scale training programmes and had more resources to implement the programme (Bennett et al., 2015). Larger, specialist organisations also had established networks and systems that they could use to refer young people into the programme (Bennett et al., 2015). These organisations had greater capacity to support mentors and young people (Bennett et al., 2015). As such, mentees from these larger organisations had higher satisfaction with the programme than others (Bennett et al., 2015).

Expectations

Prime advocates carried out an evaluation report for 1MM and based their research on a variety of surveys, interviews, and randomly selected case studies. They found that 1MM's partners reflected a need for more structured support and consistent points of contact throughout the lifetime of their work with 1MM. Similarly, mentors also said they would benefit from a forum to consult with each other, some backstop support when they have a problematic mentoring relationships and clearer expectations setting for mentees on the programme, amongst other lessons (Evaluation of One Million Mentors Pilot, 2018). Mentees agreed with mentors as it was reflected across stakeholders that mentees would benefit from clear expectations setting before they opt-in to mentoring (ibid). Therefore, it is recommended that expectations are clear and outlined in the beginning of each new

relationship, for example between 1MM and new partners, between mentors, and more obviously, between mentor and mentee.

Limitations

Other issues include the Mentoring Effects research. While the research itself is sound and reliable, it is based on US samples and therefore limited in scope. They outline that one in three young people overall (34 percent) (37 percent of at-risk youth) report they never had an adult mentor of any kind (naturally occurring or structured) while they were growing up (Bruce and Bridgeland, 2014). These figures are insightful regarding the mentoring gap; however, the data cannot be used in a UK mentoring setting. Currently, there is an apparent lack of research on supply versus demand of mentors in Manchester and the UK at large. The Mentoring Effects other findings on the percentage of young people who found mentoring over a year-long period is still useful as it is reiterated by Nesta's findings - who conducted similar research in a UK setting and found similar results.

The Behavioural and Insights Team identified limitations within their own research. The most significant noted is the challenges associated with identifying the intended sample. For this reason, they could not conclude that the full range of diversity of experiences of all mentors and mentees involved in the 1MM programme had been captured in their research (One Million Mentors Process Evaluation, n.d.). Similarly, for safeguarding reasons, staff from 1MM or Youth Partners were present in some interviews, therefore limiting the extent to which mentors and mentees may have felt able to express themselves openly (ibid).

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Appendix 3: Manchester Mentoring Network Member Organisation Profiles

EY Foundation

Formed in 2014, EY Foundation is a national, independent charity working with young people from low-income backgrounds, employers, and social entrepreneurs to help young people realise their career ambitions. As part of this, they deliver youth employability programmes, including Our Future and Smart Futures, offering young people a paid work experience placement, employability training and mentoring by business mentors. These programmes were moved online in response to the pandemic.

Recruiting through schools, colleges, and outreach EYF offer several programmes in which mentoring plays an integral part. Oversubscribed x 3 Students can only take part if they have been recently eligible for free school meals, a college bursary or Education Maintenance Allowance (EMA).

Smart Futures - A 10-month programme gives young people in Year 12 the opportunity to gain paid work experience and take part in interactive employability skills workshops during the school holidays. As part of this programme young people have access to once a month mentoring for an hour to help guide them into the first stage of a career or higher education.

Our Future - A six-month programme specifically designed for young people aged 16-19 who are referred EYF, who may face additional barriers and have struggled with school as a result. The programme offers the unique chance to meet employers, receive a mentor, learn employability skills via specially designed workshops and gain paid work experience.

Beyond Your Limits - A programme specifically co-designed with and for care-experienced young people, currently in full or part-time education and aged 16-20. The programme offers up to two years of support including paid skills training, multiple work experience placements, financial support through a personal development grant, and access to a business mentor and a progression coach.

Challenges

- Young people don't see the need for having mentor so can be hard sell
- No payment to engage
- Funding

Measuring Impact Mentoring worked well online. It reduced the need to travel, which made it more accessible for both volunteers and young people, and meant young people had access to a wider range of mentors as they were not limited by location.

Surveys start, mid point end. Keep track – annual destination survey

Focus groups on topics when consistent themes appearing pick up and deal with

Online: Tried lots of things trial and error pivoting to group mentoring and online. [Report](#)⁸ on impact of online mentoring – great guidance on how to engage young people online showed that young people found it less nerve wracking, more accessible. Hybrid works well – in-person start and finish. Use of cameras – ice breakers and activities at start encourage young people to turn on cameras

Young Peoples Voice

The YAB is a group of 16 young people, aged 16-25 from across England and Scotland who act as advisors to the EY Foundation.

YAB members sit on the board for two years and are responsible for bringing a young person's perspective into every area of the EY Foundation's work. As part of their role YAB members:

Attend quarterly YAB meetings to provide comments and feedback on key plans before they are taken to the Board of Trustees

Work with the EY Foundation team in a variety of ways including attending meetings, sharing feedback and ideas, contributing to social media or speaking at events

Have the opportunity to work on their own projects related to the EY Foundation

Two young people sit as trustees (two-year term)

Co-production journey – care programme 80 young people with lived experience designed structure and content

Used peer researchers

Groundwork

Groundwork is a federation of charities mobilising practical community action on poverty and the environment across the UK.

Achievement Coaching is an established and well-recognised service provided by Groundwork Greater Manchester where young people aged 11-17 are provided with weekly hour long 1-2-1 sessions by experienced youth workers. Each offer is bespoke and discreet and young people create their own interventions (how they want to use their one hour/week with a youth worker) and carry out their own assessments. Groundwork Manchester use an appreciative approach – “Not there to fix them” but to create something. The sessions are time-bounded and last for six months, young people set their own end goals and their own measures of achievement.

Coaching takes place in a school or youth club but can be in a McDonalds or a bowling alley! Young people are referred by a range of different agencies (including schools, YOTS, Social services, and other youth workers) or self-referrals via word of mouth. They don't have to tick boxes, but referrals are based on a gut feeling that the young person would benefit from additional support, but they don't have the time or money to provide this. Young people accessing their services are typically the “inbetweeners” described by Groundwork Manchester as those that need a little more support but have low risk factors. They are not afraid to knock back statutory services who refer inappropriate multi risk young people and who should be dealt with by statutory services.

⁸ The impact of moving employability training online: A review of EY Foundation programme delivery during lockdown Learning and Work Institute October 2021

Challenges

- More resources
- Measuring impact difficult for bespoke programmes as outcomes are different for each young person
- Data manager would like quantitative data sets which are difficult to provide
- Demonstrating value (costs £650 - £750 per young person)

Measuring Impact Funders using values they measure against major organisations like Barnardo's- comparison of "Rolls Royce to a fiesta"

Young Peoples Voice Young people create their own interventions, own initial assessment. Decide on every aspect what they will do, where how they communicate. Create their own Action Plans and SMART targets – securing goal. Reflecting back. Strength based
Have a youth panel which graduates from programme can join, provides ideas and skills, develop and assess priorities/ deliver interventions

One Million Mentors

One Million Mentors (1MM) is a unique, community-based mentoring project with one simple aim: to connect one million young people with one million life-changing opportunities. 1MM connect mentors with high social capital to young people with low social capital, to improve their career chances and accelerate social mobility.

Mentors

Mentors can apply online and are likely to have five years general working experience or two years post-graduate working experience. Using pre mentoring assessment forms young people define the areas in which they require mentoring support and are matched for suitability using an online algorithm. Mentors commit to delivering one hour, once a month, for up to 12 months to supporting a young person.

Mentors are provided with mandatory training which includes a short online training course on the 1MM platform, and an interactive online group workshop hosted by an experienced facilitator. On completion of training mentors are provided with on-going support via monthly Mentor Bulletins, skill building sessions, and bank of mentoring resources.

What they do

One Million Mentors provide one to one mentoring in schools, colleges, universities, and youth organisations for 14 – 18-year-olds driven by the school's needs, and where they see it adding the most value. This may include targeting young people experiencing disadvantage, young people on the RONI register (Risk of NEET Indicator), young people transitioning into crucial exam years, or those that require additional support.

1MM works in schools (over 100) and in Manchester in almost all secondary schools and all colleges. Mentoring is embedded in the school or college setting with teacher or suitable adult support at set times, to ensure the safeguarding of students. Individual one-to-one mentoring takes place in a group with supervision and when delivered online, a zoom or teams group session is set up whereby all mentees and mentors sign it at the same time using the same link. The mentor coordinator creates break out groups (1 mentor and 1 mentee) and 'dips in' to each session.

As the pandemic hit, 1MM had to quickly pivot its model and developed a virtual mentoring offer which was offered only to those over 18 years due to safeguarding concerns. Wanting to see how these concerns could be addressed for the under 18's Manchester City Council commissioned 1MM, to pilot a virtual/hybrid mentoring offer for an Under 18 provider to understand the safeguarding requirements before rolling out this offer back into schools from 2022.

1MM piloted an online mentoring programme with Sale Sharks Community Trust which was used as a case study during consultations with stakeholders to gauge whether this model could work in different education and youth group settings. 1MM commissioned Mobilise who used the Sale Sharks pilot to compare the benefits of both online and face-to-face mentoring to understand what 1MM's approach post-lockdown should be, and whether online mentoring could take place safely.

The research showed that:

“most (about 80%) felt that the blended approach would be the optimum way forward with the vast majority agreeing that in- person mentoring should form part of 1MM's future and should not be lost altogether”⁹.

This research shaped One Million Mentor's approach and in 2022 they launched hybrid mentoring across all regions,

A blended approach to mentoring offers mentees and mentors the 'best of both worlds' in terms of virtual and face to face meetings and asks youth partners, mentees and mentors, their preference, on the understanding that, if need be, youth partners can safely pivot to online mentoring, which has made for a more resilient programme. A guide **One Million Mentors Blended Model Pilot Guidance (U18) October 2021** has been produced.

Challenges

- More difficult to carry out with 18 – 25 years challenge to use embedded approach in colleges/universities
- Youth orgs pots of money limited time scale – difficult to maintain young people's engagement when no direct support. Youth organisations need to support

Training& Safeguarding

1MM have a 90 min mandatory online training and a 90 min online workshop (facilitated by a pool of experienced facilitators) focussing on the key skills mentors require to be effective. They then provide ongoing support for mentors via monthly bulletins and skills based sessions. 1MM requires all volunteers working with under 18s or vulnerable adults to have a DBS check, provide 2 references and conduct a short safeguarding module as part of the online mentor training. In the Monthly Mentor Bulletin there is a regular safeguarding section on Safeguarding.

⁹ Evaluation 2020/21 – Final Report. Mobilise Public Ltd. July 2021

1MM carry out pre and post evaluation of mentees case studies are rather random as 1MM don't have direct contact with young people. Monthly check-ins via text – email improved contact – reporting good/bad and can follow up on those engaging.

Training mentors, on boarding young people – 15 minutes help prepare videos

Optional workshops not prerequisite or barrier

Young Peoples Voice - 1MM was established on the basis of learning from its sister organisation UpRising who provided mentoring to over 5000 young people over the last decade. 1MM set up an UpRising alumni mentee Board, in its early years, who helped informed the development of the 1MM offer and ensure that the mentee voice was central to its offer. Two years ago, 1MM identified its first 1MM Mentee Ambassadors who have been through the 1MM programme and can act as ambassadors and advocates to peers. They have contributed to the development of the 1MM mentee handbook, skills-based workshops and regularly contribute to mentee inductions

The 1MM Ambassadors represent 1MM at school/college events, external events, news articles and video to promote the offer to peers. There are plans to expand scope of Mentee Ambassador role, launch a National Youth Board, and provide under 18's with the opportunity to promote mentoring within their school/ youth group as a Mentee Champion. Only five years old and needs developing

Power2

Power2 is a national charity delivering programmes within all types of nurseries and secondary schools including virtual schools throughout London, Merseyside, Greater Manchester, North Yorkshire, Surrey, and the West Midlands. Programmes are relationship based and designed to develop crucial life skills, improve confidence, and boost self-esteem through mentoring and positive psychology.

Power2 Teens and Toddlers supports young people typically aged 13-14 from disadvantaged backgrounds with an identified functioning need. Teens and Toddlers incorporates peer-mentoring and positive psychology to enable young people to develop crucial life skills and improve their emotional wellbeing, helping them to better engage with school and take responsibility for their learning. Participants are paired with a toddler in a nursery and provide support to them over a 16-week period with sessions lasting for 3 hours each week. Nursery sessions are supported by group sessions led by trained facilitators. These sessions cover key life skills such as teamwork, positive relationships and assessing risks Each week, young people complete a reflective journal that supports their progress through the programme. Facilitators report back to school staff on their progress each week. These journals also encourage development of young people's emotional intelligence, encouraging the young people to reflect on how they're feeling.

The achievements of young people are recognised at a graduation ceremony, along with their families, teachers and peers. Those who complete the programme also receive an accredited NCFE Level 1 Interpersonal Skills qualification. At the end of the programme, there are detailed debrief sessions for each young person with Power2 facilitators and school staff to discuss possible next steps, including joining the Young Leaders programme.

Young Leaders is a programme for graduates from Power2's programmes and other young people who are 12-18. It focuses on helping young people to further develop skills that will enable them to thrive in different environments, such as at school, at work and at home.

Power2 Rediscover is a programme developed directly in response to the COVID-19 crisis, offering intensive 1:1 support to young people who need it most, to support positive transitions back into education.

Mentors - Power2 offer a unique model of mentoring. This entails the training and support of 13 – 15-year-olds as mentors who are placed a partner nursery for one morning or afternoon each week. In the nursery they mentor a young child and help to support their language and communication development. By doing this they experience a positive relationship in which they are a role model. This boosts the young person's self-esteem, develops their sense of responsibility, and helps them improve their interpersonal skills. Power2 provide evidence-based interventions and use a baseline criterion (completed by teachers) to help schools select cohorts of 8 to 10 young people that need additional support.

Teens and Toddlers runs for 3 hours/week for 16 weeks and is an educational programme which sees young people mentor children in a nursery setting and is designed to help young people succeed at school. Nursery sessions are supported by group sessions led by trained facilitators. These sessions cover key life skills such as teamwork, positive relationships and assessing risks. Each week, our young people fill in a journal that supports their progress through the programme. Facilitators report back on this progress to school staff on their progress each week. These journals also encourage development of young people's emotional intelligence, encouraging the young people to reflect on how they're feeling.

The achievements of young people are recognised at a graduation ceremony, along with their families, teachers and peers. Those who complete the programme also receive an accredited NCFE Level 1 Interpersonal Skills qualification. At the end of the programme, there are detailed debrief sessions for each young person with Power2 facilitators and school staff to discuss possible next steps, including joining the Young Leaders programme.

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Power2 Rediscover is a programme developed directly in response to the COVID-19 crisis, offering intensive 1:1 support to young people who need it most, to support positive transitions back into education.

Challenges

- Evidence collection – schools really busy

Measuring Impact - Clear impact data

- Teacher pre and post surveys
- Outcome Stars
- TOC evaluation framework
- Warwick scale

Young Peoples Voice

- Q&A process – quality
- Cohort standardised feedback what young people want – adapt to emerging trends bring in outside agencies with expertise drugs
- Co-develop and co construct programmes – what sessions, what activities
- Youth advisory board/ trustees

ReachOut

ReachOut is a national mentoring and education charity, rooted in local communities. Working in under-resources areas, they support young people to grow in character and confidence, sparking change in themselves and society.

Mentors do 2 hours of training, an online module, and safeguarding checks. They attend weekly to support their mentees with developing their character strengths and building confidence socially and academically.

Their aim is for young people to “have good, happy and successful lives” with a model that focuses on “Character Education” not “Forced Outcomes”. Whilst they aim to improve self-confidence and develop Numeracy, Literacy and Communication Skills, key to their delivery are their core values of Fairness, Self-Control, Good Judgement and Staying Power.

Mentors are recruited from universities, business partners and via their website. Mentors (who work as volunteers) are provided with 2-hours compulsory training and need to pass safeguarding checks. They show up every week during the academic year to support their mentee, both with their academic work and in developing their character strengths.

ReachOut work directly with schools (they are currently oversubscribed) who identify between 12 - 16 young people per group. The school are responsible for identifying those young people who will benefit from mentoring and refer young people based on an identified need.

The mentors and young people meet once weekly for two hours throughout the school year on the school site led by a ReachOut project worker. Each young person is matched to a mentor based on their individual need enabling them to have a bespoke experience with individualised impact. Each two-hour session includes a character hour, where mentees and mentors take part in different activities such as sport, drama, team building that build their character strengths. The second hour is focused around mentoring, developing Maths and English confidence and more activities that are rooted in building character.” We want to avoid saying we provide academic mentoring as we are not tuition providers.”

ReachOut Home is now a permanent programme, despite us moving face to face for many of our projects, we use online projects to support schools that are geographically further away. They still focus on building character and confidence, but in an online setting. The second hour is an extra-curricular group activity also centred around character, such as football coaching, drama or yoga! The Project Leader announces the mentee Character Legend for the week and the mentor Character Legend for the week. Additionally, ReachOut works with corporate partners to run workplace experience visits – giving mentees the opportunity to learn about different career paths and talk to new role models.

ReachOut provide three programmes using the model described above:

ReachOut Club projects run straight after school for Years 5 and 6. Each project supports 10 young people for 20 weeks. The mentors for these groups in the main are university students

ReachOut Academy projects for 11- 16 years supports 16 young people and runs for 30 weeks (school year). ReachOut have found lots of advantages in continuing with same year group. For example, the same group of young boys in Oldham have been mentored from Year 8 – Year 11 proving them with consistent mentoring from mentors (80% retention of mentors)

Mentors include university students, and business partners or anyone (apply online) google search

ReachOut plus – 16 – 19 years is no longer a pilot – it follows the same structure as ReachOut academy. Sessions run both online and in person depending on the area.

ReachOut+ projects run in the evenings to help 16 – 19-year-olds transition from secondary school into adulthood with the best possible opportunities to lead happy and healthy lives. This is an online project that focuses on one-to-one mentoring to cater to the individual needs of the young person.

ReachOut Home, was developed in response to COVID-19 maintaining their provision, pivoted really fast to online- testament to staff and mentors commitment providing online mentoring programme developed as a response. ReachOut Home supports our young people's emotional wellbeing, with a particular focus on character education and building skills to navigate our 'new normal'. ReachOut Home is now a permanent programme, despite us moving face to face for many of our projects, we use online projects to support schools that are geographically further away. They still focus on building character and confidence, but in an online setting.

Challenges

- Continuity of programmes- 7 years maintaining contact
- Pilot launch in Manchester
- Strong networks long term impact

Impact ReachOut use a number of tools to measure their impact which can be viewed on their website includes Theory of Change, mentee end of year survey, teacher surveys individual baseline, start and finish (referral targets individualised) confidence, social skills Used to be behavioural based but now confidence and self esteem

Young Peoples Voice

ReachOut Ambassadors must have attended at least one year of a ReachOut Programme. Aged 16-25, they volunteer with us as mentors, fundraisers, corporate champions and as mentors of our Youth Panel. They also speak on our behalf at events, ranging from lunch and learn presentations through to keynote speeches. They are powerful advocates for young people, mentoring, character development and ReachOut. We're lucky to have them represent us.

Each project elects two mentee reps – write election speech Involved in curriculum design, recruitment, what they value in project leaders, leading sessions, asking questions, encouraging peers
Not tokenistic young mentors
Clear impact data

Reform Radio

Reform Radio are a multi-award-winning online radio station and arts organisation working with local creatives, DJs, and young people to develop and showcase new work via their online platforms. Their main focus is to use their platform to engage young people looking for new opportunities, working creatively with them over a sustained period to develop new skills for employment. Reform Radio have been repeatedly recognised by MixCloud as one of the top five radio stations in Europe at their Online Radio Awards and are a Manchester City Council Cultural partner, using their platform to showcase the city on a global scale.

Reform Radio run an annual two-week sound camp which any young person aged between 16 – 25 years can attend. From this 12 young people who show talent are offered the chance to be mentored by music industry experts culminating in the production of an EP or album. Young People receive three-hour face-to-face sessions, twice monthly. Young people are able to refer themselves to the project and are recruited through outreach team and career days. Reform Radio provide relationship-based engagement and love how enthusiastic and engaged the young people are with the project.

Challenges:

- More engagement as team
- More Capacity to deliver: Being consistent

Elements that add to quality mentoring:

- Frequent training and working as team
- Accessibility of programme – elimination of barriers
- Great mentors
- Policies & safeguarding
- Regular session debriefs – what went well, what didn't. What participants gained from session – practical skills

Manchester Youth Zone

Onside, are a national charity who work with local authorities and private business to fund, build, launch and support multimillion-pound Youth Zones in the UK's most disadvantaged areas. Manchester Youth Zone opened in February 2012 with a further Onside Youth Zone – (Hideout) opened in September 2020

Manchester Youth Zone (MYZ) run a range of targeted and universal activities for children and families and have strong mentoring aspect to much of their work. Mentoring is delivered in the main by the staff team, but they do use volunteers for the lighter touch stuff.

General Mentoring - mentoring programme open to members of all ages (8 years plus) and identified by school family workers and youth workers (2,000 families known to MYZ) as

needing additional support or from families and children referring themselves. Mentoring is also available to the wider family. Sessions are co-created based on needs assessment (carried out in session 2 or 3), and a plan of action is created. Mentees are offered 6 -10 sessions with the time and place and any additional activities (onsite) agreed and can vary in length from thirty minutes – two hours. Frequency is also variable, but very responsive so for example a young person in crisis might be offered a daily session.

Targeted Junior Programme – Is a programme that runs for ten weeks, working with a cohort of between ten and twelve young people aged 10 – 12 years and who are siblings of brothers/sisters involved in crime. Programme consists of group work and one-to-one mentoring provided in schools and includes family visits.

Stronger Sisters – Is a programme for Black and Asian young women. Local Black and Asian women from the community are recruited and matched with the young women in the Stronger Sisters group. Mentoring concentrates on positive role modelling and building mentees self-esteem. Informal and generally lasts for six months but can be longer depending on relationship.

Learning Home – Is a programme for care leavers and young people leaving custody. Alongside group activities young people are provided with one 2 one support which is delivered in young people’s homes and online. Sessions deal with the issues of living on own, cooking and budgeting etc. These cover a range of issues such as budgeting and cooking (including cooking together online!)

Elements that add to quality mentoring

- Strong relationships
- Strong team – good supervision and regular debriefs. Team dealing with poverty and crisis and are well supported to understand they can’t fix everything
- Trauma informed
- Team around the child
- If they don’t turn up, go and find them
- Safe
- Informed choice

Challenges

- Improved diversity amongst staff team – not reflective of the 60% BAME users – better representation
- Scaling up – do more of it and wider
- Pathways into other services - aligning

Young People Involvement

- Involved from very beginning – determine what they want
- Learning Home came from young people
- Young people shadow board – have bigger picture and feedback constantly, better for girls. Culture of challenge

BW3 (not interviewed)

Founded in 2002, BW3 successfully delivers innovative programmes, activities, and events, working in partnership with local businesses, education providers and the community. BW3 is about building on the strengths of the local area, galvanising volunteer time, funds, and resources to inspire and support positive change. BW3 is an organisation of like-minded businesses working together to improve the lives of those in the community and create a better future, whilst supporting the economic regeneration of Wythenshawe. Members include Manchester Airport, Microsoft, Wythenshawe Community Housing Group, Manchester City Council, and The Manchester College. BW3's Aspirational Mentoring programme establishes informal and supportive one-to-one relationships between BW3 business professionals and local students.

BW3 has an established, growing, mentoring programme for young people currently delivered to 75 students, across three colleges in Wythenshawe. Trained mentors (who have gone through the BW3 mentoring training programme and a Disclosure & Barring Service check), work with students of various ages. This is term time only.

Aspirational Mentoring helps students to recognise and develop their own strengths and skills with the support of adults who bring along wider experiences and perspectives. The mentoring relationship is one-to-one, with half to one-hour meetings held regularly with the young person in school.

If appropriate, as the relationship grows we would encourage meetings to take place away from school and in a workplace environment.

Newly piloted in 2018, '**Primary School of the Year**' generated a range of additional business-led support opportunities, helping to raise standards in key subject areas and creating the right environment for pupils to aim high.

Social value - BW3 runs several projects that create opportunities for businesses and individuals to get involved, engage and interact together. BW3 projects are aimed at building and growing the local economy and inspiring the attainment of education and skills. Impact analysis. Engaged University of Manchester's, Alliance Manchester Business School to complete an independent social impact study of the BW3 aspirational mentoring programme, which found that for every £1 donated, £116 is generated in social value to the wider UK economy. Results driven

Since its launch in 2011, the aspirational mentoring programme has helped 88% of mentored students into full time training, employment or university. James Eldon, principal of Manchester Enterprise Academy described it as a "revolution in aspiration."

Networking opportunities Typically 80 to 100 people attend the free BW3 Gateway business networking events from across 65 different businesses.

Building for the future In addition to up-scaling existing projects, BW3 is also evaluating new initiatives such as an over 50s employment project, mentoring for workless adults and supporting a "High School/College of the Year".

BW3 works on a structure of committee members and sub-committee teams, each containing a variety of proactive, passionate experts from diverse socio economic and

business backgrounds. With subject matter experts on each sub-committees there is devolved power to ensure BW3 responds in a timely and appropriate way to local needs.

Evaluation

BW3 have built robust monitoring and evaluation tools that capture results, outcomes and cost benefit analysis. BW3 can help participating businesses to define the benefits of being involved. For example: 65% of BW3 member businesses experienced an increase in employee productivity after an employee's participation in BW3 activities.

CIPD: Steps Ahead with Mentoring

Steps Ahead Mentoring is a national volunteering programme supporting young people, aged 18-24, to be in a better position to find work through one-to-one mentoring support from CIPD members.

Young people are most at risk of unemployment and face an uncertain future due to the pandemic. We need mentors to volunteer their unique insight and knowledge of the world of work to equip individuals with the skills, knowledge and confidence needed to find work, and thrive in employment.

Sessions take place remotely (telephone, email or video calls) and are flexible to the needs of the mentee - support could include advice on interview skills, CVs and accessing opportunities, it all depends on what your mentee needs help with.

Our key focus at present is supporting young people (18-24 years old), who are most impacted by unemployment as a result of coronavirus. However, we're still supporting parents and carers who want to return to work after a career break.

Develop your mentoring and coaching skills, enjoy a new challenge and help young people get on the path to the career they deserve.

The Proud Trust (Not interviewed)

The Proud Trust is an LGBT+ organisation that supports LGBT+ young people through youth groups, peer support, mentoring programs and the Proud Connections chat service. They can trace their roots back to the 1970's and the Gay Youth Group that met in Manchester, initially in Waterloo Place, and from 1988, the Sidney Street purpose-built Gay Centre.

The Proud trust provide a digital one-to-one support service – Proud Connections for LGBT+ young people and the adults supporting them to answer questions or to talk through thoughts or feelings around LGBT+ identities. The chat service is run by LGBT+ youth workers and runs three days a week 12pm – 6pm on Tuesdays, Wednesdays and Thursdays

The organisation became a Company Limited by Guarantee in 2005, after extensive consultation with LGBT+ young people and youth workers across the north-west of England. At the time, the organisation was known as LGBT Youth Northwest and set about addressing three main aims:

- Creating a better support network for LGBT+ youth groups and young people.
- Keeping young LGBT+ people on other people's agendas, so that schools, colleges, governments and other organisations considered and addressed LGBT+ needs.
- Providing opportunities to bring young people together through regional events such as, Pride Youth Games, peer educator training and conferences.
- From 2009 as local authorities closed many of their youth services, The Proud Trust began to directly deliver LGBT+ support in six boroughs of Greater Manchester as well as Cheshire West and Chester.

In 2015, the organisation changed its name to The Proud Trust to reflect their aspiration that every young person can be proud of their identity, without fear or shame. This hope also extends to all communities and wider society being proud of their LGBT+ young people. In the years since, we have continued to put LGBT+ young people at the forefront of our work. We support young people across the north-west and beyond through youth groups, peer support, mentoring programmes and more. We work with and support adults in trusted positions, including schools and other children's services, helping them make spaces more LGBT+ inclusive as well as improving confidence in tackling discrimination and celebrating diversity.

Appendix 4: Impact measurement tools provided by Manchester Mentoring Network members & Examples of Impact Measurement Tools

ReachOut:

- Mentor Case Study
- ReachOut Mentor Survey 2021-22
- ReachOut Club Mentee Survey 2021-22 – Club Mentees are aged 9-11
- ReachOut Academy projects (aged 11-16) and ReachOut+ (aged 16-19) don't finish until June 2022 so we are in the process of confirming the surveys for these. We also ask our Project Leaders (sessional staff) to complete a survey, but again, this will not be ready until later in the year.
- Impact Report 2020-21
- Impact Report 2019-20
- Impact Report 2018-19
- Referral form

Power2

- Warwick/Edinburg wellbeing scale
- Outcomes Star
- Teacher post survey interview
- Feedback Questionnaire
- Eligibility Criteria

Groundwork

- Referral Form
- Action Plan
- Outcomes Questionnaire
- Youth Star Quiz

EY Foundation

- The impact of moving employability training online: A review of EY Foundation programme delivery during lockdown
- Videos – mentoring benefits, EY Volunteer
- Pre-Programme Survey
- Mid Programme Survey
- Post Programme Survey

BW3

- Mentee self -assessment
- Impact Assessment Questionnaire
- Ending Relationship

1MM

- Pre-Mentoring Evaluation for Mentees
- Pre-Mentoring Evaluation for Mentees, under 18yrs

- Post Training Evaluation for Mentors
- Post Onboarding Evaluation for Mentees
- End-Mentoring Evaluation for Mentees, under 18s
- End-Mentoring Evaluation for Mentees, 18+yrs
- 1MM: End-Mentoring Evaluation for Mentors

Appendix 5: Network Member Sample Impact Documents and Tools

REACH OUT

THEORY OF CHANGE

LONG TERM OUTCOME
 Young people from disadvantaged backgrounds can experience low confidence, low aspirations and low attainment, and are far less likely to **achieve their potential.**

WHAT
 ReachOut mentoring sessions, team activities and workplace learning, provide young people with the aspirations, skills and qualities needed to **achieve better Maths and English grades and successfully find employment or be in education or training**

WHY

- WHY**
 Young people who possess the ReachOut Character Strengths are more likely to exhibit the behaviours that will support their learning and enable them to reach their potential
- WHY**
 Increased social confidence leads to improved attainment through increased participation in class, and the ability to interact positively with others
- WHY**
 Increased academic confidence leads to improved attainment as young people are more willing to employ a Growth Mindset – attempt academic tasks, try out different strategies and tackle a challenge positively
- WHY**
 One-to-one literacy and numeracy support **increases attainment** and supports all subjects
- WHY**
 Improved communication skills will help the young people to find employment and be in education or training
- WHY**
 Increasing knowledge and contacts with the workplace **raises aspirations**
- WHY**
 Increasing knowledge and contacts with the workplace **reduces the chances of young people becoming NEET**

OUTPUTS

- Self-control is characterised by:**
 - Following instructions
 - Waiting turn to talk
 - Concentrating, not getting distracted
 - Reduced behaviour points
- Staying Power is characterised by:**
 - Excellent attendance
 - Punctuality
 - Not giving up easily
 - Putting best efforts into completing tasks and activities
- Social confidence is characterised by:**
 - Ability to form friendships
 - Feeling positive about themselves
 - Participating in non-academic group/team activities
- Academic confidence is characterised by:**
 - Believing that if they try hard enough over time, they will be able to do something
 - Offering ideas, thoughts and opinions during academic activities
 - Comfortable with new or challenging academic activities
- Increased attainment:**
 - Primary – achieve government expected standard for that academic year (EYP)
 - Secondary – achieve government expected level of progress for young people in Secondary School (three sub-levels of progress during an academic year)
- Good communication is characterised by:**
 - Open body language, making regular eye contact when speaking
 - Able to structure sentences to convey opinions or information
 - Paying attention to the speaker and asking appropriate questions
- Develop young people's knowledge of the workplace
- They are aware of the range of destinations and the qualifications needed to progress to these
- Been in full or part time employment, education or training for 6 months or more at time of review, without a gap of more than a month (i.e. current job for 2 months, previous job for 4 months with 3 weeks between would qualify, 3 weeks between would not.)

HOW

- Develop character**
 - ReachOut Character Strengths and Character Journey are introduced to young people in the ReachOut session
 - Character focused academic and non-academic activities are delivered in every session to take young people through the ReachOut Character Journey
 - Activities are tailored to the mentees' needs based on the referral information from the school
 - Mentees are encouraged to reflect on the ReachOut Character Strengths. Mentees discuss which they need to and want to use before each task with their mentor and reflect on how well they used them at the end
 - Long term (yearly and termly) goals are set by the school and short term goals are set collaboratively with a mentor and reflected upon weekly
- Develop social confidence**
 - All activities encourage participation of all mentees and mentors. These focus on building confidence and self-esteem, social interaction and friendships
 - One-to-one interaction and relationship building between the mentees and mentors is facilitated by the Project Leader
- Develop academic confidence**
 - Academic activities are differentiated to provide varying levels of challenge
 - Growth Mindset theory is taught to mention and Project Leaders and practised in the sessions. Mentors and Project Leaders encourage mentees to take on challenges positively. They provide support, guidance and praise throughout all academic activities, encouraging the mentees to reflect on their confidence in the given subject and topic each week
- Increase academic attainment in Maths and English**
 - Maths or English activities in line with the National Curriculum for each year group are covered each week
 - Project Leaders tailor academic activities to the mentees' needs based on attainment data provided by the school
- Improve communication skills**
 - Activities to develop character, social confidence, academic confidence and to achieve better Maths and English grades all contribute to improved communication skills
 - The frequent contact and communication with their more mature role models (mentors) will help young people to learn about appropriate communication as they grow up
- Raise aspirations**
 - Classroom Career talks by mentors in the classroom every half term
 - Workplace Experience Visit
- Successfully find/be in employment, education or training**

CHARACTER JOURNEY

CHARACTER STRENGTHS: FAIRNESS, SELF-CONTROL, STAYING POWER, GOOD JUDGEMENT

KNOWING AND RECOGNISE → CHOOSE → TAKE ACTION AND PRACTISE → REFLECT

REACH OUT

Groundworks

Participant Action Plan

Participant/Young Person Details			
First Name			
Surname			
Date of Birth		Unique Learner Number	
Delivery Organisation		Achievement Coach	

Long-term Goal <i>What do you want to do in the future?</i>			
Programme Goal <i>What do you want to be doing in 6 months time?</i>			
Required Skills <i>The skills you need to get there & any skills gaps – identified by the Youth Star</i>			
Target <i>What you want to achieve</i>	Action <i>How you're going to achieve it</i>	Target Completion Date: (within 6 mths)	Actual Completion Date:
1.			
2.			
3.			

<p>Overcoming barriers <i>What could stop you achieving your targets and goals, and how are you going to overcome this/these?</i></p>	<p>Barriers:</p>	<p>Actions:</p>
<p>Signed (participant)</p>		
<p>Date</p>		

Subcontractor use only: Date entered on to Views: Staff Member:

1 Making a difference

getting involved / helping others / community activities

- 5 I really like taking part in things that help others and make a difference. I do as much as I can
- 4 I often get involved and help out but sometimes lose motivation
- 3 I do take part but lose interest easily
- 2 I wouldn't mind helping out a bit but I don't know what to do
- 1 I'm not interested. It has nothing to do with me



2 Hopes and dreams

hopeful / determined / making things happen

- 5 I feel positive about the future and determined to do well. I can make things happen
- 4 I often feel positive and want to do well but sometimes it's hard to believe I can have a good future
- 3 Sometimes I feel hopeful and believe good things will happen but then it all disappears
- 2 I want to do more with my life but I don't know how
- 1 There is no point in trying – there is nothing out there for someone like me



3 Well-being

being myself / making choices / feeling good about myself

- 5 I know what I'm good at and I feel good about myself. I'm not afraid to be an individual
- 4 Mostly I believe in myself and I know when I'm doing OK
- 3 I try to be me, but it's hard not to follow the crowd. Sometimes I feel OK but I often don't
- 2 I want feel better about myself but I don't know where to start
- 1 I don't do much for myself. I often go along with things that are not right for me



4 Education and work

work / education / training / structure

- 5 I'm in education or work that I like and it is right for now. I am on the right track
- 4 I'm in education or work but I want to do something I enjoy more or I could put more effort into what I am doing
- 3 I'm having a go but it's hard to stick to. I'm not sure it's for me
- 2 I'm not in education or work, but I am thinking about it
- 1 I'm not in education or work. I'm not interested



5 Communicating

expressing myself / understanding other / coping with conflict

- 5 I can get my point across even when I have strong feelings. I like hearing other people and understanding their views.
- 4 Mostly I get my ideas across and listen to others. It's hard when I feel angry or upset about something
- 3 I try to express myself and to listen to others. It's OK if I am asked the right questions but it often goes wrong
- 2 I want to express myself better but I don't know what to do differently
- 1 It feels as though what I want to say doesn't make sense and no one listens anyway



6 Choices and behaviour

taking risks / drugs / alcohol / crime / sexual health

- 5 I look after myself and my friends. I am not involved in crime and don't take risks with alcohol, drugs or sex
- 4 I mostly stay safe and out of trouble
- 3 I'm trying to stay out of trouble and make the right choices, but things happen
- 2 I want to stop taking risks but I don't know how to change
- 1 I drink or take drugs a lot or often get into risky situations, and I don't care



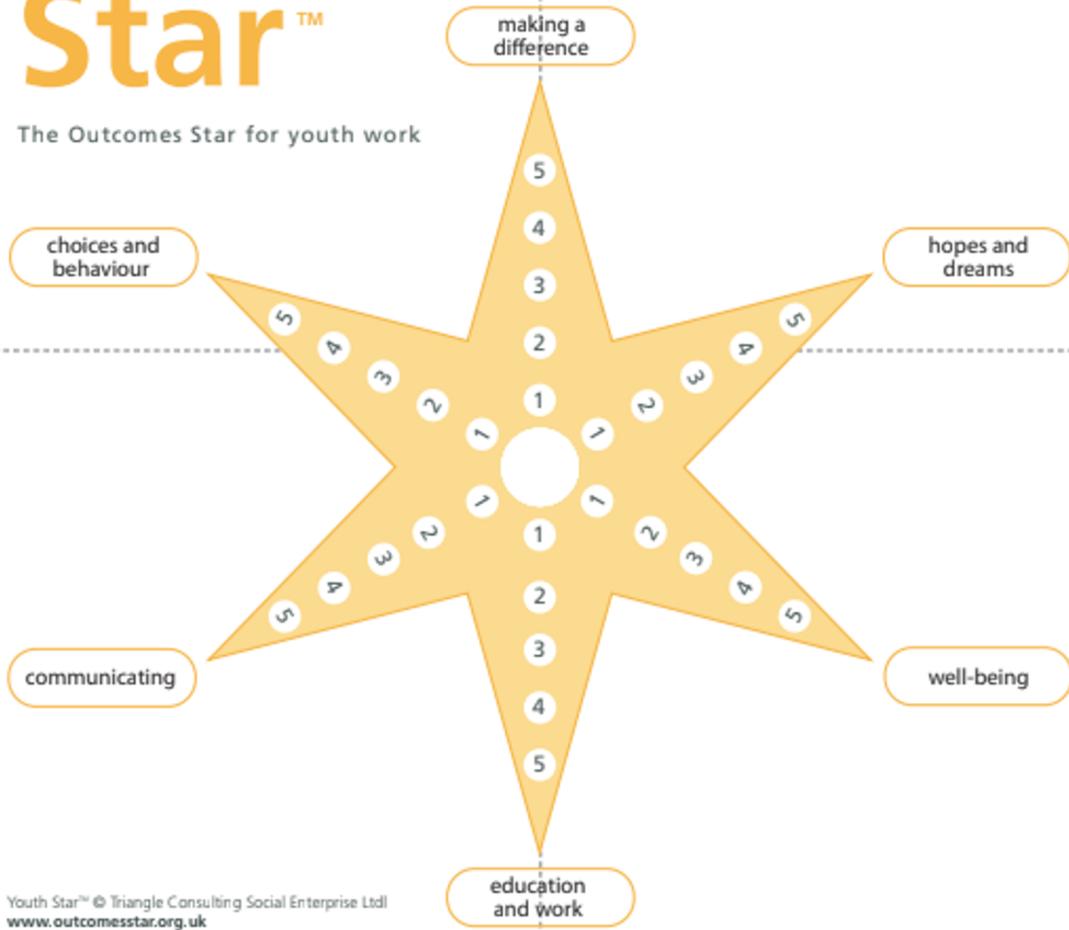
Where are you on the Journey of Change?

- 5 Enjoying and achieving**
I feel positive about the future. Even when things go wrong I know I can find a way through
- 4 Working on it**
Some things are going well. I mostly take responsibility for myself even if I can't always overcome problems
- 3 Having a go**
It might be OK and I probably could achieve something if I tried but I give up when things feel difficult
- 2 Considering**
I sometimes think about getting involved but it feels too hard or I am not sure it's for me
- 1 Not interested**
There is no point in getting involved or making an effort. I can't get anywhere and there is nothing for me



Youth Star™

The Outcomes Star for youth work



Young person

Date of completion

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The Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.
Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

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Mani

Manchester, 2020/21

Mani moved to Manchester for university to study an undergrad in Geography and then a Masters in Conservation Biology. He now teaches secondary Geography in Manchester alongside mentoring with ReachOut.

What were your motivations to mentor with ReachOut?

I remember feeling a bit boxed in with the second lockdown. When the measures can in place the world felt small around me and I needed to branch out. I decided to volunteer and help others as a way of helping myself. When I heard about ReachOut and the work they did it made me think how amazing it would have been if I had this opportunity when I was growing up.

Tell us about your mentee

I didn't know what my expectations were for this when I first signed up but honestly I didn't expect to get on with him as much as I did! He reminded me of me when I was his age! He's really bright, enthusiastic boy who made my Mondays so much better. He helped me and taught me as much as I taught him I think! It was lovely to be paired up with him the only downside was how hard it was to say goodbye to him in our last session!

What did you enjoy about mentoring with ReachOut?

Meeting people! Whether it was my mentee, the other mentees, the other mentors and the project leaders at ReachOut. Everyone has such interesting stories and it was really nice to meet and speak to genuinely nice people!

How did you find volunteering alongside your other commitments?

It was nice to have something to look forward to. It kept my weeks busy and because I enjoyed it, I didn't really find it that hard to fit around my job or other commitments.

As a mentor, what skills did you develop?

You develop a lot of different skills from social skills, leadership, patience, perseverance and you learn how to listen to people and understand what they are saying and what they are going through but mostly the fact that it kept me busy and sociable during lockdown I feel like it helped my mental health a lot during that tough period!

What would you say to other people thinking about mentoring?

I would say it's a really rewarding experience and that you should go for it! You do get a lot out of the experience in so many ways!

To find out more and sign up,
visit www.reachoutuk.org