

**DCMS Youth  
Mentoring Scheme:  
2006-08 Report**

For: Programme  
Partners and DCMS

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**substance.**

## 1.0 Introduction to the report

This is the 2006-08 summary monitoring and evaluation report for the DCMS Youth Mentoring Scheme (formerly the DCMS Respect Mentoring Programme).<sup>1</sup> It has been prepared by Substance, a social research company specialist in sport and culture, youth inclusion and community regeneration. The report relates to the first phase of the programme which ran from October 2006 to May 2008.

The Respect Mentoring Programme was launched in 2006 by the Department for Culture, Media and Sport (DCMS) as part of the department's response to the Government's Respect Action Plan.<sup>2</sup> Supported by £2m of treasury funding, the programme's original core aim was to raise aspirations amongst disadvantaged young people through the provision of activity-based mentoring opportunities in media, music and sport.

From its very inception, the Youth Mentoring Scheme has been an example of a cross-government initiative which, whilst being led by one government department, has a recognised ability to meet a range of policy objectives. In terms of DCMS priorities, the scheme is aligned to a range of agendas/policy areas including the department's Strategic Objective to 'encourage more widespread enjoyment of culture, media and sport' and its aim to 'widen opportunities for everyone to engage, ensuring that children and young people in particular have the chance to take part in activities that contribute to their development, health and well-being.'<sup>3</sup> The programme is also aligned with a variety of Department for Children, Schools and Families (DCSF) led Public Service Agreements (PSAs); the Department of Communities and Local Government led PSA (21) to 'build more cohesive, empowered and active communities'; and the Home Office's work to prevent young people becoming engaged in crime and anti-social behaviour.<sup>4</sup>

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<sup>1</sup> Detailed, individual reports have been prepared for each of the programme partners.

<sup>2</sup> Respect Task Force (2006) *Respect Action Plan* (London: HMSO)

<sup>3</sup> [http://www.culture.gov.uk/about\\_us/our\\_priorities\\_and\\_targets/default.aspx](http://www.culture.gov.uk/about_us/our_priorities_and_targets/default.aspx)

<sup>4</sup> <http://www.homeoffice.gov.uk/anti-social-behaviour/>

## 2.0 Introduction to the programme

### 2.1 The strands

To date, the DCMS Youth Mentoring Scheme has been delivered through three themed strands in the areas of media, music and sport.

#### 2.1.1 Youth Mentoring (Media)

Managed and delivered by Media Trust, Youth Mentoring has worked with media companies and young people's organisations to link media professionals as volunteer mentors to disadvantaged young people. The core ethos of the programme has been to facilitate the development of high quality mentoring relationships which offer media professionals the opportunity to share skills and knowledge with young people.

#### 2.1.2 Youth Music Mentors (Music)

YMM is managed nationally by Youth Music and between 2006 and 2008 was delivered locally by fourteen partner organisations (including Youth Music Action Zones, local authorities, music services and community arts organisations). The programme has been designed to raise aspirations amongst disadvantaged young people through music-based mentoring opportunities.

#### 2.1.3 The Respect Athlete Mentoring Programme (Sport)

RAMP aims to support disadvantaged and disaffected young people aged between 11 and 25 by providing them with opportunities to work with sports professionals across a range of sporting and creative disciplines.

RAMP is managed and delivered jointly by Sport England (via its delivery agent Creating Excellence) and Youth Sport Trust. Sport England is responsible for the 'community' strand of the programme and Youth Sport Trust the 'education' element.

### 2.2 Aims and objectives

Underpinned by a core 'vision' to improve target neighbourhoods by challenging anti-social behaviour and supporting other aspects of the Government's 'Respect' drive', the original aims and objectives of the Respect Mentoring Programme were:

#### Aim

- To improve the life chances of young people through new opportunities linked to media, sport or music-based mentoring programmes

#### Objectives

- To engage young people in mentoring programmes in target areas who are either:
  - involved in anti-social behaviour, or
  - at risk of becoming involved in anti-social behaviour
- To increase opportunities for young people in media, music or sport-related fields
- To improve young people's knowledge, skill and personal development
- To help motivate and prepare young people for future routes into education, training and/or employment
- To make a contribution towards developing future mentoring opportunities for mentors and young people

## 2.3 Delivery

All three strands were originally required to deliver the programme in 14 local authority areas drawn from the Respect Task Force's priority Respect Areas.<sup>5</sup> To meet the programme objectives, the strands adopted a range of delivery strategies and targets suited to the organisational contexts in which they operate.

### 2.3.1 Media Trust

Media Trust delivered Youth Mentoring by matching young people referred from voluntary and community sector youth providers with high quality mentoring opportunities offered voluntarily by media professionals. As a 'broker' between youth providers and media professionals, Media Trust worked to develop a range of individually-designed one-to-one and group mentoring opportunities with an overall target to match 150 young people with a mentor.

### 2.3.2 Youth Music

Youth Music delivered its Youth Music Mentors programme in partnership with fourteen music organisations with existing experience of working with marginalised or disadvantaged children and young people. In each area, it adopted a target to engage five adult mentors, fifteen peer mentors (young people deemed responsible enough to mentor their peers), 20 mentees and 300 young people in group mentoring sessions linked to music.

### 2.3.3 Sport England and Youth Sport Trust

Sport England and the Youth Sport Trust delivered RAMP by employing a central team of 20 Athlete Mentors, including two Principal Athlete Mentors. Drawn from a range of professional sporting backgrounds, the athlete mentors have worked in a range of community and educational settings to deliver a target of 150 'mentoring packages'. These are defined as formal mentoring relationships between allocated mentors and a young person (or small group of young people) which are designed specifically for the needs of the young person or young people involved. RAMP has worked with referrals from programme/agencies including Positive Futures, LACES, Kickz and Youth Offending Teams, and a variety of educational establishments/agencies including mainstream secondary schools with behavioural units and Pupil Referral Units (PRUs).

## 1.3.3 A common innovative approach

Despite their relative autonomy, all programme partners have delivered mentoring packages in line with a common understanding that there is a need to work 'through' young people in mentoring interventions, rather than working 'on' them. This means that mentoring packages have been designed *with* participants rather than being imposed upon them. Moreover, the three strands have all been underpinned by a central, innovative rationale to combine best practice from positive activity interventions and youth mentoring programmes. Crucially, they have done this by engaging three major industries – media, music and sport – an approach which has enabled the programme to provide young people with unprecedented access to expert professionals in their respective fields.

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<sup>5</sup> The original 14 areas were Birmingham, Bradford, Bristol, Camden, Hackney, Kingston Upon Hull, Leeds, Liverpool, Manchester, Nottingham, Sandwell, Southwark and Tower Hamlets. During the course of the pilot Media Trust expanded its programme beyond the five original London Boroughs, enabling the programme to be delivered across the capital.

The individual strands have shared a number of other common, defining features:

- 1) All strands have been delivered essentially to help young people 'top up' deficits in confidence, skills and various other forms of social and cultural capital. However, this approach has been balanced by a belief that it is important to work with young people's existing skills and interests in order to ensure their continued engagement. Combining mentoring with activity-based approaches has enabled this to happen.
- 2) Where possible, interventions have taken place over extended periods of time. However, mentoring packages have most frequently adopted realistic and flexible delivery strategies according to the resources available to them and the requirements of young people.
- 3) Individual, one-to-one mentoring has been important and valuable to the programme. However, it has been recognised that this approach can have a potentially 'atomising' effect on young people and, therefore, one-to-one approaches have been balanced with opportunities for group interactions.
- 4) The programme has operated from an understanding that it should both support and challenge young people.

## 3.0 The research

### 3.1 Introduction

Substance was contracted by the three strands of the DCMS Respect Mentoring Programme in early 2007 to conduct evaluations of their individual and collective performance. As the programme has been characterised by a belief that it should concentrate on the development of 'personal' or 'soft' outcomes for young people (as a staging post to more 'public' or 'hard' outcomes) the measurement of 'success' for the programme has been based on evidence of the engagement and development of individual young people, rather than external statistical measures (for instance, employment or crime rates).

In addition to this cumulative report, the research conducted for the programme has resulted in the presentation of three detailed strand-specific reports to Media Trust, Youth Music, Creating Excellence and the Youth Sport Trust respectively. It is important to note, however, that in line with Substance's 'learning and development' philosophy an essentially 'action research' approach was adopted throughout the monitoring and evaluation process meaning that the research team and programme partners debated and reflected upon key findings at regular intervals.

### 3.2 Data collection methods

Two principal approaches were used in the research undertaken by Substance for the three strands.

#### 3.2.1 The Substance Project Reporting System

Substance provided programme partners with access to the Substance Project Reporting System (SPRS), a web-based 'learning and development' system which offers users a series of tools to collect, store, process and report on a wide range of information. The system presented deliverers with the chance to work intelligently with the following information:

- Key data on mentees including personal and demographic details; attendance; outcomes and qualifications and participant engagement and development.
- Details on schemes of work including key delivery information and associated young people.
- 'Files' and case studies including photographs, video clips and evidence of young people's work.

To structure deliverers' assessments of participants' engagement and development, Substance provided programme partners with its Engagement and Progression Matrix.<sup>6</sup> This is a five level matrix which is designed to help staff make periodic judgements about where they feel participants are with regard to their engagement with the programme. The Engagement and Progression Matrix used by the DCMS Youth Mentoring Scheme is provided below:

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<sup>6</sup> The Substance Engagement and Progression Matrix is based on learning from youth work progression models and the engagement matrix developed by Doncaster Darts. See Hirst, E. & Robertshaw, D. (2003) *Breaking the cycle of failure – examining the impact of arts activity on attending Pupil Referral Units in Doncaster*, Doncaster: Darts

<b>Level 1 Disengagement</b>	<b>Level 2 Curiosity</b>	<b>Level 3 Involvement</b>	<b>Level 4 Achievement</b>	<b>Level 5 Autonomy</b>
Sit out and ignore activity	Watch activity attentively	Join in with others	Complete tasks	Initiate ideas
Encourage disputes	Dip in and out	Follows instruction	Communicate with staff outside of activity	Help plan and run activities
Distract others	Ask questions for better understanding	Shares personal experiences	Make positive comments about work	Advise and educate peers
Walk out	Listen to staff and peers	Enjoy good relationships	Celebrate work publicly	Praise work of others
Make negative comments	Comment on activity	Share facilities/resources	Make connections beyond the project	Deal with conflict
Exert negative influence/pressure	Talk to others about activity	Handle conflict with maturity	Receive accreditation and gain qualifications	Volunteer
Disrupt session proceedings	Try to apply ideas presented	Accept other participants' achievements		Make 'career' choices
Is not a regular attendee				Employment

The key to this approach to monitoring and evaluating engagement and progression is that it focuses analysis on the 'distance travelled' by participants. It avoids, therefore, the problems of adopting various, often unpredictable 'proxy' measures (such as area-based crime statistics) to assess programme success.

### 3.2.2 Interviews

To supplement the information collected and reported upon via the SPRS, a series of interviews and focus groups were conducted with mentors, young people and other stakeholders throughout the research period.<sup>7</sup> These were again designed to focusing on the development of young people within the context of the programme.

<sup>7</sup> This aspect of the research was undertaken for Youth Music by mch consulting. A separate report was submitted to Youth Music in 2008.

## 4.0 Findings and impact

### 4.1 Outputs

- In the period 2006-08 the Youth Mentoring Scheme engaged **1,335** young people as mentees, exceeding its target for engagement.<sup>8</sup>
- The programme succeeded in attracting significant numbers (around 33%) of **young women**.<sup>9</sup> This is notable given that the majority of activity-based interventions tend to engage far greater numbers of males than females.
- It engaged 52% of its young people from the **15-20 age range**.<sup>10</sup> These age groups are most likely (amongst young people) to be disengaged from organised activity whilst also being subject to important risk factors associated with crime and anti-social behaviour.
- Over 50% of mentees were recorded as being from **ethnic backgrounds** other than White British.<sup>11</sup> This is testament to the success of the programme in attracting a diverse range of participants.
- Over 80% of mentees were recorded as living in the top 20% **most deprived areas** in England:<sup>12</sup> areas which are frequently blighted by crime/anti-social behaviour and are often in need of additional service provision (including services for young people).

### 4.2 Impacts

To assess the headline impacts of the Youth Mentoring Scheme, two principal tools were employed: the Substance Engagement and Progression Matrix (see Section 3.0) and a measurement of set outputs and outcomes:

- Over 85% of moves in **engagement** recorded by the programme were in a positive direction
- In excess of 1,600 positive **outputs and outcomes** for mentees were recorded by the programme. These ranged from activity-specific outcomes (for instance, success in completing project tasks) to personal and social development (for instance, positive changes in values, attitudes and daily routines).

### 4.3 The unique value of activity-based mentoring

In recent years, the practice and purpose of youth mentoring has been subject to frequent and (in many cases) unfavourable analysis.<sup>13</sup> This has culminated in the recent publication of a highly critical report from the Centre for Policy Studies which called for a 'fundamental re-think' of the ways in which youth mentoring in the UK is conceptualised, funded and supported.<sup>14</sup> The basis of the critique provided in the report is that mentoring programmes frequently employ staff with few directly relevant qualifications or experiences of training, and that mentoring tends only to succeed when 'it replicates the role of a parent in providing

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<sup>8</sup> In addition, the Youth Music Mentors programme also engaged 167 young people as peer mentors and a further 1,037 as attendees at group music events.

<sup>9</sup> All demographic percentages are based on those young people for whom data was collected. 424 female records were collected out of a total of 1,290.

<sup>10</sup> 576 out of a total of 1,110 records collected.

<sup>11</sup> 463 out of a total of 908 records collected.

<sup>12</sup> 303 out of a total of 378 records collected.

<sup>13</sup> For an overview see Colley, H (2003) *Mentoring for Social Inclusion: a critical approach to nurturing mentor relationships* (London: RoutledgeFalmer)

<sup>14</sup> Meier, R (2008) *Youth Mentoring: a good thing?* (London: Centre for Policy Studies)

consistent and continuous support'.<sup>15</sup> Whilst it may be axiomatic that consistency and longevity increase the chances of success in mentoring relationships, the report fails to analyse the ways in which shorter-term mentoring programmes, themed around specific activities or programmes of work, can operate as a *catalyst* for social and personal development.

As explained in Section 2.0, the individual strands of the Youth Mentoring Scheme have adopted a common, innovative approach to delivery, underpinned by a desire to combine best practice from youth mentoring programmes and activity-based interventions. By adopting this approach the individual strands have observed real and consistent changes in the young people with whom they have worked. These have often related to improvements in young people's engagement, transferrable skills and multiple confidences. These confidences can be split down into:

- Practical confidence (confidence in tackling/completing activity tasks/projects)
- Personal confidence (confidence that one 'belongs' in hitherto unfamiliar positive environments)
- Social confidence (confidence with others)

#### 4.4 Testimonies

A small number of typical testimonies attesting to the positive 'first stage' impacts of the programme are presented below:

*I think [RAMP's] made a big difference in terms of the [young people's] future ... We've helped them to improve their confidence. I think if you'd have met [one of the young people] a year ago, she wouldn't have talked to you, she'd have sat like this in the corner, covered her face, and now she has the confidence to talk to you. I think that in terms of subtler impacts, for some of the young people it's just having someone who cares, and if that's all we do then great because some of them have never actually had anyone that cares for them (Mentor from the RAMP sport programme).*

The passage above illustrates the importance of interpersonal relationships and trust to the success of the Youth Mentoring Scheme. At its most effective, the programme has been able to establish deep connections between mentors and mentees: connections which have provided a fertile basis from which further personal, social and practical developments have emerged.

*The programme has had a positive impact on all who took part. They have all increased in confidence. Most of them ended up in front of the camera which improved their self-confidence and also their confidence with other people. They had to do live broadcasts and interviews with people and this really helped them with communication (Youth provider linked to the Youth Mentoring media programme).*

This passage illustrates the dependent relationship between the personal and social confidences gained by Youth Mentoring Scheme mentees and their subsequent success in gaining practical skills and abilities. In many cases, the ability of the programme to teach young people new practical skills (which may ultimately assist them in (re)engaging with education, employment and/or training) has been enhanced by the significant interpersonal support which mentees received in the first instance.

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<sup>15</sup> Ibid, p. ii

*I first met 'Rash' while I was working for Education Bradford as a Personal Adviser. I delivered some rap sessions to him as he was disengaged, and had been identified as potentially NEET [not in education, employment or training], with a high potential of getting involved in crime ... I was excited to work with him on the Youth Music Mentoring programme as he obviously had passion and drive. He really worked with me positively and it became obvious that he just needed the opportunity to channel his enthusiasm and talent (Mentor from the Youth Music Mentors programme).*

This passage illustrates the unique way in which the activity-based philosophy of the Youth Mentoring Scheme has enabled it to utilise young people's passions as the core mediums through which problematic attitudes and behaviours could be tackled. By working with young people 'on their terms' – and by building the interpersonal trust outlined above – the programme has been able to work developmentally with young people without a significant risk of alienating them.

Taken together, all of the quotes above foreground the significant – albeit relatively modest – first step changes in attitude, engagement and confidence achieved by participants during the pilot phase of the Youth Mentoring Scheme. Understood in these terms, the programme can be viewed as beginning to establish itself as:

- 1) A practical and emotional 'intermediate space' through which young people can reflect upon and change attitudes and behaviour
- 2) A catalyst which can ultimately enable young people to build on positive developments outside the direct context of the programme.

The early successes of the Youth Mentoring Scheme can also be observed in testimony from project participants. Drawn from interviews conducted between 2006 and 2008, the passages below again illustrate the variety of positive effects that many mentees have enjoyed as a result of their participation.

*It showed me how to go about my life really ... in all aspects. Respect for myself, respect for others. Basically it helped me to look for things that you don't necessarily see in front of your eyes.*

*It's taught me to behave if I want to get respect off people.*

*It was an eye opener and it was something that I found myself to be good at when I hadn't found myself to be good at anything else.*

*It helped me to believe that I can actually do something and that I am good at something.*

*It gave me confidence to do whatever I want to do.*

*I've been learning to mix music, making the records sound real nice together. I used to be in and out of trouble and music has turned my life around. Hopefully I'm heading towards opportunities for later on and the future.*

These passages together illustrate powerfully two (connected) principal outcomes from the Youth Mentoring Scheme:

- 1) An increase in mentees' appreciation of the importance of 'respectful' relationships in the context of developing personal and social confidence
- 2) The development of mentees' feelings of optimism and ambition as a result of their success in engaging with media, sport or music based opportunities

## 4.5 Meeting government agendas

The introduction to this report explained that the DCMS Youth Mentoring Scheme is an example of a cross-government initiative with the potential to contribute to a range of policy agendas. A brief analysis of how the programme has demonstrated contributions to three key policy areas is presented below.

### 4.5.1 Crime and antisocial behaviour

In accordance with what is now emerging as a dominant approach in the field of youth activity provision, the Youth Mentoring Scheme's method of addressing crime and anti-social behaviour fits with the Youth Justice Board's (YJB's) recommendations that the most effective way to tackle such problems is to protect young people against 'risk factors' which may be experienced during formative years.<sup>16</sup> To evidence the compatibility of the Youth Mentoring approach in this regard, it is useful to map the programme as a protection against the typical risk factors identified by the YJB.<sup>17</sup>

Youth Justice Board Risk Factors	Youth Mentoring protective measures
<b>Family</b>	
Poor parental supervision and discipline	New positive relationships with adult-role models
Conflict	Supportive relationships between mentors and mentees
Parental attitudes that condone anti-social and criminal behaviour	Challenging young people's beliefs and behaviours
<b>School</b>	
Low achievement beginning in primary school	Opportunities for success and achievement
Aggressive behaviour (including bullying)	Contexts in which young people are required to work together
Lack of commitment (including truancy)	Young people are engaged on their own terms through activities which interest them
School disorganisation	Structured programmes of learning and opportunities for achievement
<b>Community</b>	
Living in a disadvantaged neighbourhood	Programmes of activity for young people where few other opportunities may exist
Disorganisation and neglect	Mentors provide young people with authoritative points of contact and the programme provides structure
<b>Personal</b>	
Low intelligence and cognitive impairment	Engages young people in constructive activities and encourages positive exit routes, regardless of 'traditional' academic talent
Alienation and lack of social commitment	Relationships between mentors and young people
Friendships with peers involved in crime and drug misuse	Opportunities to break 'old routines' and mix with new people within project contexts

<sup>16</sup> See Communities that Care (2005) *Risk and Protective Factors* (London: Youth Justice Board)

<sup>17</sup> This approach reflects a similar exercise undertaken by Substance for the Home Office funded Positive Futures programme. See Crabbe, *Positive Futures: Putting the Pieces Together*

## 4.5.2 Every Child Matters

In 2004, the then Department for Education and Skills published its Every Child Matters (ECM): Change for Children policy.<sup>18</sup> The aim of the policy is to ensure every child has the support required to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

ECM has now been adopted as the common framework against which all children's and young people's services – from whichever sector – must evidence their achievements. The Culture, Sport and Play sector (as ECM publications refer to it) is said to have a 'unique role to play to deliver Every Child Matters' through:

- Delivering the five outcomes - particularly enjoying and achieving and making a positive contribution
- Being key partners in children's trusts and contributing to Children and Young People's Plans
- Supporting families and promoting diversity
- Reaching millions of children and young people through positive out-of-school activities.<sup>19</sup>

The Youth Mentoring Scheme has contributed towards the headline ECM outcomes in a variety of ways. These can be summarised as follows:

ECM headline category	ECM sub-category	How met in Youth Mentoring Programme
Being Healthy	Mentally and emotionally healthy	Opportunities to develop personal and social confidence
Stay Safe	Safe from crime and anti-social behaviour in and out of school	Opportunities to break old, negative routines and mix with new young people within project contexts
Enjoy and Achieve	Achieve personal and social development and enjoy recreation	Opportunities to develop personal, social and practical confidences and to enjoy learning new and creative skills
Make a Positive Contribution	Develop self-confidence and successfully deal with significant life changes and challenges	Opportunities to develop multiple confidences and to learn to deal with unfamiliar learning environments
Achieve Economic Wellbeing	Ready for employment	Opportunities to be introduced to workplace settings and the demands of professional environments

<sup>18</sup> Department for Education and Skills (2004) *Every Child Matters: Change for Children*, London: HMSO

<sup>19</sup> For more see <http://www.everychildmatters.gov.uk/culturesportplay/>

### 4.5.3 The ten-year youth strategy

The DCSF's ten year strategy for positive activities for young people aims to 'transform leisure-time opportunities, activities and support services for young people in England.'<sup>20</sup> Its rationale for doing so is based on the Government's belief that 'participation in constructive leisure-time activities, particularly those that are sustained through the teenage years, can have a significant impact on young people's resilience and outcomes in later life'.<sup>21</sup>

To understand how the Youth Mentoring Scheme has contributed towards the vision outlined in the ten year strategy, it is useful to map the programme's provision against the ten defining features of successful youth provision listed in the document.<sup>22</sup>

Defining feature	How met in Youth Mentoring
Successful activities are attractive to young people and inclusive	<ul style="list-style-type: none"> <li>• Use of popular music, media and sporting activities</li> <li>• Use of talented and engaging mentors</li> <li>•</li> </ul>
They do not treat teenagers as problems	<ul style="list-style-type: none"> <li>• Focus on supporting as well as challenging young people</li> <li>• Relationship building between mentees and mentors is central to delivery</li> </ul>
They involve young people, and their parents, in design and delivery	<ul style="list-style-type: none"> <li>• Young people have the potential to help shape mentoring packages</li> </ul>
They provide appropriate supervision in a safe environment	<ul style="list-style-type: none"> <li>• Provides young people with alternative, safe places in which they can engage</li> </ul>
They offer ease of access	<ul style="list-style-type: none"> <li>• No formal barriers to participation (financial or otherwise)</li> <li>• Activities are 'taken to' young people and are available locally</li> </ul>
They address young people's needs in the round	<ul style="list-style-type: none"> <li>• Makes contributions across the full range of Every Child Matters criteria</li> </ul>
They encourage sustained participation and retain young people as they mature	<ul style="list-style-type: none"> <li>• Young people are engaged consistently over relatively prolonged periods</li> <li>• Young people are encouraged to take positive exit routes and/or peer mentoring roles</li> </ul>
They are creative	<ul style="list-style-type: none"> <li>• The focus is to engage young people in creative, music, media and sporting activities</li> </ul>
They are supported by adequate financial, human and material resources	<ul style="list-style-type: none"> <li>• Delivery is supported by a strong central organisations, central government funding and partnership working</li> </ul>
They support youth workers through good strategic and operational management	<ul style="list-style-type: none"> <li>• Strong central teams guide programme development</li> <li>• A culture of monitoring, evaluation and reflective practice supports programme quality</li> </ul>

<sup>20</sup> HM Treasury and DCSF, *Aiming High for Young People*, p. 3

<sup>21</sup> *Ibid*, p. 6

<sup>22</sup> *Ibid*, pp. 22-25

## 5.0 Future directions

In summer 2008, the Youth Mentoring Scheme was awarded £3 million of additional funding by DCMS to support its delivery between 2008 and 2011. This was in no small part because of the successful first stage delivery outlined in this report.

Between 2006 and 2008, the Youth Mentoring Scheme operated as a reflective, action-research informed intervention which embedded iterative learning into its management and practice. The programme has, therefore, frequently modified its delivery strategy in line with evidence-based discussions and recommendations and will continue to do so in the future.

The reflective practice which has been central to the Youth Mentoring Scheme means that it will not alter radically as it becomes the Youth Mentoring Programme. Rather, it will continue to evolve gradually in line with discussions and learning generated by frontline deliverers, young people, researchers and other stakeholders.

## 6.0 Programme case studies

### 6.1 RAMP: an education case study

RAMP Athlete Mentor Adam Whitehead faced many challenges to win a Swimming Commonwealth Gold Medal. Yet nothing prepared him for how quiet one of his RAMP mentees would be. In fact Darren would not even talk to Adam, let alone acknowledge him. Darren could be aggressive and rude and it was clear from the outset that both parties had many barriers to overcome.

Like all champions Adam refused to give up, even hoping that some of this determination would rub off on his mentee. Through continually approaching the young man, using different tactics and ideas, Adam eventually discovered that Darren had always wanted to try fishing.

So with fishing rods and tackle boxes they headed for the local river. With no pen and paper in sight and floats bobbing in the water, the two started to talk. Before too long they had begun to set goals, ways of reviewing progress and it was quickly realised that the young man was very capable. Progress was so good that when Adam discovered Darren had always liked the idea of joining the Fire Service, Adam worked with his school to ensure that work experience took place at his local Fire Station. The Fire Station Officer was so impressed with the Darren that he will be going back there one-day-a-week.

### 6.2 RAMP: a community case study

Paralympic silver medallist Fiona Neale was assigned to work with 15-year-old Becky who was referred to RAMP by LACES (Looked After Children Education Service). She had been placed under section 20 of the Children's Act as her parents do not want her to live with them, and since Fiona has started working with her she has discovered that her adoptive mother is terminally ill with cancer. Becky was in alternative education and did not engage with her tutor, she was adopted at six years old and has been diagnosed with ADHD. Recently, Becky made the decision to stop taking Ritalin with successful results, after seven years on the medication. When she was living with her adoptive parents, they gave her £10 to £40 a day to stay out of the house and "not cause problems". She would spend the money on cigarettes, alcohol and cocaine. She was suspended from school for violence and frequently absconding.

Through their work together, Fiona and Becky have developed a great relationship. In June 2008, at the age of 16 Becky legally became an adult and could no longer be cared for by LACES. The overriding aim of Fiona's time with Becky was not only to help her with her alcohol, drug and behaviour problems, but also to help her make the transition in to a self-sufficient life.

Becky had expressed an interest in getting back into netball and is keen to get fit. They worked together to set goals and create contracts for a six month period. When Fiona arrived for the second session Becky explained that she had cut down her smoking to two cigarettes per day, and was only taking drugs occasionally. In turn Fiona presented Becky with a pedometer for achieving her targets, to help her keep track of her fitness. On arriving at the third meeting Fiona was greeted by the home workers who informed her that Becky's adoptive family no longer want any contact with her, and that Becky had recently been informed. It had been apparent through all the sessions that her family meant a lot to her, and she was desperate to change her ways so she could return home once her mother's cancer treatment was complete. Fiona had planned a gym session for the day and it was

Becky's responsibility to provide the directions to get there. Unknown to Fiona at the time, Becky took them on a detour past her family home, and by chance they saw her adoptive father, who was receptive and waved.

Fiona had noticed a trend in Becky. She appeared to be desperate for attention from her friends and family, and Fiona identified a need to help her distinguish between receiving attention for positive and negative behaviour. Over the next few sessions they worked towards reducing some of her other attention-seeking behaviours such as spitting and swearing. Fiona has arranged for Becky to attend regular netball training sessions so they will be working on her fitness at a local gym, and as a reward took her to an England netball match at the NIA. Becky's long-term goal is to work with young children. Soon after Fiona started working with Becky she started at a new special school in Birmingham. When Fiona asked her how she was finding it her response was "I got to go there everyday – IT'S A MISSION!" Unfortunately not long after Becky started at her new school she was arrested for assaulting another pupil and was released on bail for six weeks. At the same time she returned home from the care home for a trial period. Fiona continued to work closely with Becky over this period, as any reported bad behaviour could result in Becky being arrested. Despite being taunted at school and having to be taken for a post-rape test Becky has managed to control her behaviour. Fiona has taken Becky to local furnishing stores to learn about the cost implications of living away from home. They took detailed notes on the prices of each item and have started discussions around how she will fund herself once she leaves care. Fiona will be looking to help Becky apply for the necessary courses at college to work with young children. She has attended her weekly netball training without exception and has been made a regular member of the team. Her father has promised to fund karate sessions if she manages to control her behaviour through the remainder of her bail.

### 6.3 Media Trust case study

The Cut Newspaper ([www.thecutnewspaper.com](http://www.thecutnewspaper.com)) is produced by young people at the Stowe Youth Centre, Westminster. This project is focused on providing training opportunities for young people who would not normally be able to access opportunities in the media and creative industries. With the support of top industry mentors, young people devise and produce all of the content; from features, interviews and opinion pieces to fashion photo shoots. 20,000 copies are distributed across London every quarter. The young people at The Cut are now hoping to bring in advertising – eventually aiming to make the project self-funding. Media Trust therefore matched Adam Rattner, a strategy director at Manning Gottlieb OMD, part of one of the world's largest media planning and buying agencies, to the project to mentor the young people in this area.

Adam helped the young people prepare a presentation and work towards a final pitch. He even took this a step further and invited some of his clients in for the young people to pitch to including PlayStation and the Home Office. This gave the young people their first experience of a live pitch, cemented the skills Adam passed on, and really boosted their confidence. OMD are now keen to expand their team of mentors further and run similar sessions at other youth magazine projects.

The Cut Newspaper was set up in 2007 with an initial grant from Mediabox. It is published by social enterprise 'Hardcore Is More Than Music' in partnership with the Paddington Development Trust.

*'Having Adam on board as a mentor is a boost to the project. Not only is he able to impart his industry skills directly to the young people in his mentoring sessions, but he is also helping us build relationships with youth focused brands which is what we really need to grow The Cut brand and scope of the project.'*

Nina Manandhar, Director, Hardcore Is More Than Music

*'This relationship was beneficial all round. The young people gained new skills and self-confidence. My company benefited from getting our clients involved who found it a useful insight. I had great fun working on a new challenge.'*

Adam Rattner, Strategy Director, Manning Gottlieb OMD

## 6.4 Youth Music Mentors case study

By the end of Year 8, Al Hareth was on the verge of exclusion from his school. Like all students, he has a 'planner' which measures his weekly behaviour and attendance on a 100 point scale. The maximum score is 100 and the school average is in the high eighties/early nineties. Unfortunately, Al Hareth was averaging around 45. Making silly noises, talking over the teacher, tipping tables over and throwing chairs at other pupils were all part of his repertoire.

The Respect mentors programme has been a catalyst for change for Al Hareth. With his time with the programme coming to an end, his weekly behavioural points score averages at around 70 and as Al Hareth points out 'I haven't had a letter home or a phone call to my mum since the programme began.' Al Hareth puts this improvement down to the relationships he has developed with his mentor, Bobbie and also with Mr Jordan, a learning mentor within the school: 'My improvement is down to this project and Mr Jordan. He respected me.'

Since music forms a core part of the programme, the peer mentors were selected, in part, for their interest in music. As Al Hareth explains: 'Bobbie taught us about how music is structured. She told us about bars and how there could be four beats in the bar and that how in classical music there might only be two or three beats in a bar.'

The biggest personal change Al Hareth has noticed is in terms of his emotional intelligence. To illustrate he states 'Recently, I saw someone break their leg in the street. I called an ambulance and waited with the person until it came. A few months ago, I would have just laughed and went home. [Indeed] it happened a while ago, when I saw a drunken man fall down and hit his head in the street. I just laughed and went home.'

Al Hareth's older brother had been expelled from the same school that he attends. Because of Al Hareth's physical likeness to his brother, it was acknowledged that with certain teachers he was 'guilty by association' and judged accordingly. Consequently, this was an issue which Bobbie and Al Hareth discussed in detail at the beginning of the programme. Furthermore, they developed ways in which Al Hareth could show that he was different from his brother: 'Bobbie helped motivate me to 'keep me head down' in class.'

Al Hareth's improved behaviour did not go unnoticed by his contemporaries. Those with whom he had previously got into trouble were scathing of his changing ways: 'Some of them would ask, 'Why are you behaving like this?'. I'd tell them to shut up, but the teacher would think I was talking to him, so I'd get into trouble.' Again Bobbie was able to provide assistance: 'Bobbie helped me consider strategies for how this could be avoided, such as moving seats or just ignoring them.'

At one point Al Hareth approached Bobbie and stated he did not want to continue mentoring his mentee (for Al Hareth was also acting as a peer mentor). It transpired that the mentee was often not turning up to sessions and when he did he was not listening to instruction or being rude. Bobbie helped Al Hareth think about why his mentee might be acting like this. She also drew parallels with how he was being treated: 'You don't think teachers are giving you a chance...so are you going to write-off your mentee?' While such discussion helped Al

Hareth continue, the support of Mr Jones, one of the pastoral managers at the school was also influential. As Bobbie explains: 'When Mr Jones heard about this, he gathered all the mentees together and explained that a lot people were giving significant amounts of their time and making a real effort to help them achieve something that they clearly wanted to achieve. He made it clear that if the peer mentors asked them to 'jump', they were to 'jump'!

A key motivation identified by Al Hareth and something that he considers his biggest achievement is the impact he has had on his mentee: 'I've helped a person who's going through the same situations I've been through. I've tried to keep him out of all the bad stuff I've done in the past.'