



Implementation Resource

Mentoring





Mentoring Programmes

This mentoring implementation resource is designed to inform thinking on how to commission and implement quality formal mentoring programmes which aim to reduce crime and violence for children and young people. This resource is based on evidence from the [YEF Toolkit](#). The resource should be used alongside existing toolkit evidence and local knowledge to effectively meet the needs of children and young people. This resource includes five sections:

- 1 Commissioners checklist
- 2 Guidance resources
- 3 Practice examples with evaluations
- 4 Monitoring and evaluation
- 5 Theory of Change examples



1. Commissioners Checklist

The commissioners checklist has been developed from findings of UK-based process evaluations included in the toolkit [mentoring technical report](#).

The checklist is based on mentoring interventions only and not combined models e.g. mentoring and sports or mentoring and arts.

Mentoring delivery may look different depending on the sector, for example, mentoring in education settings, YJS settings, youth and community settings. It is therefore important that local context is accounted for, and the needs of the target cohort are considered when developing programmes.

Assessment of need

- ✓ When identifying the cohort, ensure they need and will benefit from mentoring. Mentoring programmes generally have larger effects on high-risk children and young people.
- ✓ Assess and adapt to the needs of mentees including removing barriers to engagement, for example lack of transport to access mentoring sessions.
- ✓ Design of the mentoring programme, e.g. focus and specialism of the mentor should be tailored to the needs of the mentee.
- ✓ Provide long term one to one mentoring of at least six months. Short and 'one-off' programmes are not likely to make a significant impact.

Recruiting mentors

- ✓ Complete rigorous assessment of the suitability and commitment of mentors.
- ✓ Assess the personal qualities and motivations of potential mentors during the recruitment process, to ensure those recruited demonstrate commitment to the programme, and so training opportunities meet the needs of volunteers as well as those of the children being supported.
- ✓ Ensure that mentors understand their role.
- ✓ Recruit mentors who can adapt to the needs of the mentee which may facilitate more positive outcomes.



Mentor induction and training

- ✓ Training should include information about the project, do's and don'ts of being a mentor, the mentees, local services for children, and support with specific areas if relevant, for example CV writing.
- ✓ Ensure mentors receive appropriate training, the level of training should match the experience and expertise of the mentor. This could cover:
 - Safeguarding
 - Information about the mentees
 - Knowledge of local services available to children
 - Support with specific areas if relevant for example CV writing
 - Rules, goals and expectations
 - Relationship development and maintenance
 - Listening and non-judgemental counselling skills
 - Role-play for dealing with various issues
 - Advice on where mentors can go for support
- ✓ Include skills development, especially listening, non-judgemental counselling skills and trust and competency building skills.
- ✓ Use discussion and role play to demonstrate how to deal with various issues and place importance on seeing the perspective of the mentee and treating him or her with respect.

Supervision and retention

- ✓ Provide regular supervision for mentors. As volunteers and paid staff are different, supervision and support will need to reflect this. There may be a need for regular contact with mentors, support available at the times when they are seeing children which could be out of hours, and regular opportunities for mentors to share experiences with other mentors.
- ✓ Support should provide opportunities for mentors to:
 - Debrief about their sessions
 - Reflect on their learning
 - Receive support or guidance



Matching mentors and mentees

- ✓ Develop a protocol for matching mentors and mentees. Mentors could be matched with mentees on the basis of shared interests, experiences, or backgrounds.
- ✓ In one study, female mentors who were matched with female mentees reported more successful outcomes. Mentors with Black or minority ethnic backgrounds were more successful than those with white mentors in improving the family relationships of mentees with Black or minority ethnic backgrounds.
- ✓ Processes that allow mentees to choose their mentor may also be effective at creating a positive relationship.

Delivery of mentoring

- ✓ Consider the setting of delivery, for example if trust and legitimacy needs to be built, a local trusted youth organisation might be a suitable setting. Any location where mentoring is delivered should be safe and accessible.
- ✓ Develop a positive mentoring relationship, based on respect and trust, to encourage positive engagement in the programme.
- ✓ Identify a specific problem to address, and tailor mentoring to respond to the assessments of young people's strengths and needs. It can help to build a positive relationship more quickly.
- ✓ Engage parents/carers - When parents or carers are aware of the mentoring programme and encourage mentees to attend sessions, mentees commit to the programme for longer and have more positive outcomes.
- ✓ Develop clear referral pathways into the programme and out to external partners. Mentors should be aware of these.

Termination of mentoring

- ✓ Carefully manage the termination of the mentoring relationship, to avoid feelings of abandonment or loss. Well-managed terminations involve a clear end-date, provide the mentee with resources or contacts with other organisations that may be useful, and celebrate the progress made together.



2. Guidance Resources

We have collated existing documents that provide further information on best practice when delivering and commissioning mentoring programmes. All documents include information to support the initial planning of mentoring programmes through to the monitoring and evaluation of programmes.

Mayor of London Mentoring Quality Framework

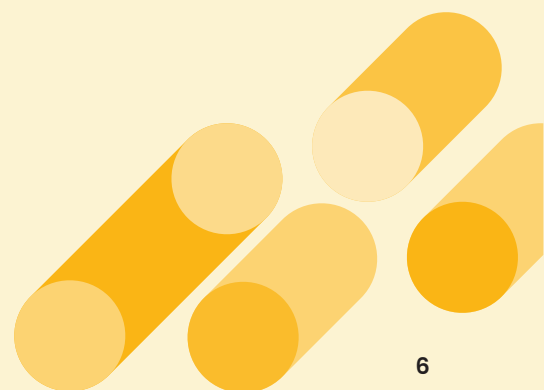
The Mayor of London's Mentoring Quality Framework has been designed with and for the voluntary and community sector, with the help of Bloomberg Philanthropies and Action for Race Equality, to support the delivery of high-quality mentoring opportunities. As a self-assessment tool, it helps organisations evaluate their own models and identify strengths and areas for development, ensuring that young people in need have access to high quality mentoring. The Framework is designed to meet the needs of all organisations delivering mentoring for young people, whatever their size, structure or experience. It is not a manual for how to deliver mentoring or a judgement on practice. It is an opportunity to look at the quality and impact of mentoring work, building on what is going well and making positive changes.

Advice for commissioning mentoring programmes

The Early Intervention Foundation advice for commissioning mentoring programmes guidance is intended to be a practical resource and implementation tool for local statutory commissioners. It supplements a range of broader guidance on mentoring and has a focus on preventing group involvement and youth violence.

Guidance for mentoring in childhood practice

The Guidance for mentoring in childhood practice is designed to be adapted by employers, managers and staff who work in childhood practice and the wider social services. It is based on proven, research-based good practice and its aim is to promote good practice in mentoring programmes. This guidance is designed to help an organisation's programme to reach its potential and in turn help to support the continuous professional development of its workforce. The guidance includes a self-assessment tool.



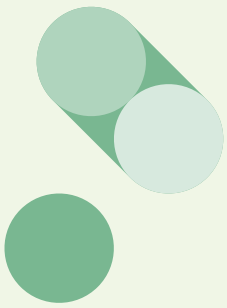


3. Practice Examples

Below is an example of a YEF funded programme. While the Reach programme has not yet been evaluated, the intervention's core components have been identified as showing promise in preventing involvement in crime and violence.

The Reach programme aims to prevent young people at risk of school suspension from future offending through mentoring.

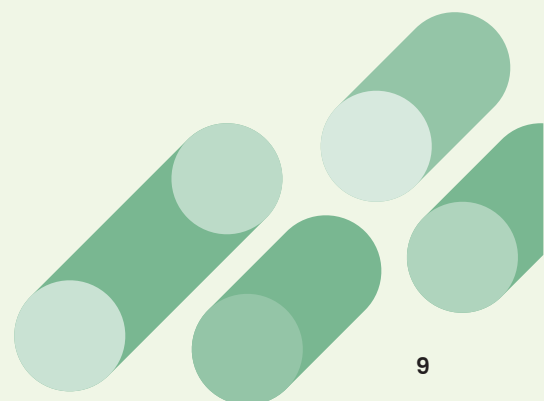
The programme was developed and led by the Violence Reduction Network for Leicester, Leicestershire and Rutland (in collaboration with Leicestershire County Council and Leicester City Council). Reach uses trained youth workers to deliver mentoring sessions over six months to 11–16-year-olds. Sessions focus on relationship building, social skills, confidence, wellbeing and resilience, in addition to providing recreational activities.

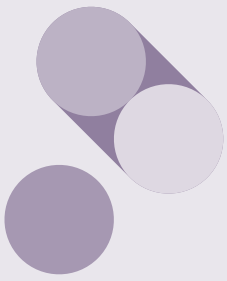


4. Monitoring And Evaluation Framework

All violence prevention programmes should be supported by a monitoring and evaluation framework. The [Violence Prevention Evaluation Toolkit](#) provides guidance on:

- What evaluation is, why it's important and the different types of evaluations;
- Key steps to consider when developing an evaluation plan, collecting and analysing data, and reporting evaluation findings (including an accompanying checklist); and,
- Examples of outcome indicators, measurements that can tell us whether an intervention is achieving its aimed outcomes.





5. Theory Of Change Examples

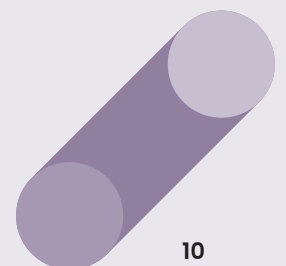
This section provides examples of theory of change for mentoring to get you started on designing or reviewing the theory of change that underpins your programme. The theory of change should illustrate how and why this programme will lead to reductions in children and young people involved in violence.

Violence Reduction Network for Leicester, Leicestershire and Rutland: [Reach programme](#)

Page 122 of the [feasibility study](#) provides the theory of change for the trial.

St Giles: [SOS+ project](#)

Page 66 of the [evaluation proposal](#) provides the theory of change.





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