Mentoring+ Befriending Foundation

The national body for mentoring and befriending

The National Mentoring & Befriending Conference

3rd May 2007
The Midland Hotel, Manchester

The conference was organised by Mentoring & Befriending Foundation & supported by the Cabinet Office

Mentoring+ Befriending MATTERS

Cabinet Office
Office of the **Third Sector**

REPORT INDEX

The Government Perspective

Campbell Robb, Director General, Office of the Third Sector

The keynote was delivered by **Campbell Robb, Director General, Office of the Third Sector.** Campbell commended the mentoring and befriending projects working across the country helping to change individuals' lives for the better; giving government backing to the use of mentoring and befriending as part of overall strategies to tackle social exclusion.

Campbell emphasized Government support and belief in mentoring and befriending..

Some quotes included:

"What we are about is making it easy to do what you do, not saying how or where to do it but letting your work flourish."

"We're seeing a difference in how people participate and engage with other people."

"What people want is to be involved with people and make a difference in people's lives but to do it in a way that they get something out of it too which is leading to a growth in mentoring and befriending. It means that TWO people are benefiting and this is very important."

"There's a real buzz in this room"

Then he talked about the Gold Star Programme (find out more about GoldStar at www.goldstar.org.uk).

"We have to make sure our money gets to the front line."

Campbell then spoke about D, a 7 year old at a pupil referral unit who couldn't engage and had very low self worth. As part of a Chance UK project he had 3 objectives - to swim in the deep end, to go round an ice rink once and to go on the London Eye. Achieved them all. "Getting his certificate at the presentation ceremony was one of the most important days in that child's life and his family's. There were floods of tears."

Campbell commended the DFES new peer mentoring scheme in schools, a Looked After children pilot scheme, Sport England, Youth Music, Media Trust and an offender management scheme for young offenders.

He added that there was cross-government working on mentoring and befriending as there was a real desire to push it forward. "We believe in what you're doing."

Campbell finished by saying there was a strong opportunity over the next three years to take Mentoring & Befriending forward and change people's lives in their communities.

The Role of Mentoring & Befriending
In Tackling Social Exclusion

Moira Swinbank, Chief Executive, Timebank

Panel discussion topic:

Thank you for inviting me here today. I know that there is a huge amount of expertise in the room and a broad range of mentoring and befriending projects are represented at this conference. I'd like to talk about what TB does to tackle social exclusion through mentoring and the impact our projects have made.

TB's vision is to tackle social issues by finding ways for people to give their time that inspire them and match their lives. We have launched 4 mentoring and befriending projects, tackling a range of issues from mental health to isolation suffered by house bound older people to refugee integration.

I'm going to talk about our longest-running and newest projects:

3. Time Together was the first mentoring project set up by TimeBank in 2002, aimed at tackling refugee integration. The project matches UK citizens with refugees in one on one relationships for a period of one year. Refugees set their own integration goals and might spend time with their mentor practising English, writing a CV, visiting a museum, going for coffee or to watch a football game.
- Time Together now operates in 24 locations across the UK, with TimeBank working in partnership with local organisations in each location, supporting them to deliver the project.
- Over 1500 refugees have been matched so far with a mentor
- Over 4000 people have registered to become mentors through word of mouth and through our targeted media and marketing campaigns.
- Time Together has been so successful in helping government address the social impact of immigration that it has become a key component of government integration policy and forms one of the four strands of the new Refugee Integration Strategy. A clear indication of how government considers mentoring to be integral to social exclusion policy.
- TimeBank commissioned a longitudinal evaluation of Time Together over a year ago which will be published in July. This is the first study of its kind looking at the impact of mentoring on integration, and has been invaluable in providing us with ways to improve the project and evidence that mentoring has, in the words of the evaluators 'a huge impact on mentees' lives, greatly enhancing their integration'

Time Together has been particularly successful at tackling social exclusion: for example
90% of refugees taking part in TT projects report feeling more integrated in UK society.
51% of refugees who had taken part said they had better access to public services.
95% felt that they had a better understanding of UK culture after taking part.

If anyone in the audience is interested in finding out more about Time Together then there are several co-ordinators from projects around the country here today, who I'm sure would be very happy to talk to you about how the project works on the ground.

5. Digimentoring is our latest project and is something that TimeBank has been developing over the last 18 months. The project is run in partnership with UK Online Centres. TimeBank developed this project in consultation with OfCom and the Government's Digital Inclusion Unit. We hope it will offer one solution to the growing digital divide between generations.
- The project aims to help people who are socially excluded access public services, develop new social networks and, if appropriate, improve their employment prospects.
- TimeBank will match 200 digital mentors, aged between 16 to 25 with 200 older people from the hardest to reach groups, in one-on-one mentoring relationships, lasting 8 weeks.

- Mentors will support older mentees, who lack digital confidence, skills and knowledge, to utilise the internet and new media

6. Moving forward: TimeBank believes that mentoring and befriending projects can play an important and unique role in tackling social exclusion. Our evidence, apart from the statistics from our own monitoring is:
- Evaluations and feedback, including the longitudinal study to be published in July from beneficiaries of our projects, show that they are working successfully.
- All our projects have Government support and funding, as well as the support of organizations working with beneficiaries and the support of frontline workers in the NHS and social services.
- Not to be overlooked is their popularity with a new generation of volunteers perhaps demonstrating a new sense of people wanting to connect directly to their community by supporting the most socially excluded people to find a sense of belonging. All our projects are oversubscribed.

However:
- They shouldn't be considered a panacea for all the issues surrounding social exclusion.
- Mentoring and befriending projects should be carefully designed with users and frontline staff, and should add value to existing professional-led services not replace them.

Importantly, the very great impact that mentoring and befriending projects are having around the UK clearly demonstrates how the VCS can deliver, and add value to, public services in a way that no other sector can.

To ensure then that mentoring and befriending plays a role in the delivery of services to tackle social exclusion it is our responsibility to ensure that the learning and impact from projects is gathered and shared. By doing this we can demonstrate the real value and impact of mentoring and befriending projects to funders and to government. And, where real impact is being made, we can move forward by influencing policy shifts, as TimeBank has done with Time Together.

7. Increasing the impact
Finally, I have been reflecting on what as an organization, TimeBank has learnt from developing and delivering mentoring and befriending projects, and what has been most helpful to us in ensuring that our projects deliver results and make an impact on the most socially excluded and, importantly, how they have gone on to influence policy and become sustainable.
- From a very basic level, it's vital to keep assessing the need for the project and ensuring the project is relevant and isn't re-inventing the wheel
- The key to a really successful project is to work with the users to design the service, from the materials you use to recruit, to the content and style of training, to how you monitor and evaluate. By involving people at the early stage you are already starting the process of empowerment and giving people a voice even before they begin a mentoring relationship.
- To make sure that monitoring and evaluation are built-in because the data you gather will be essential for sustaining the project and securing further funding.
- Work in partnership with other organisations in order to harness skills, expertise and networks and to expand.
- And lastly, to think creatively in how mentoring and befriending can be employed. Whether this means considering the type of mentoring or befriending scheme that is appropriate – eg near to peer, peer-to-peer, intergenerational, cross-cultural. TimeBank has experimented with each of these in order to ensure the best result for both those taking part and to ensure the best result in terms of community cohesion.
- I hope this gives you an overview of how we have approached tackling social exclusion through our mentoring projects.

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The role of quality standards in Mentoring and Befriending

James Cathcart, Head of Priority Target Groups, The Prince's Trust

"The Prince's Trust is a UK wide youth charity that helps up to 40,000 young people aged 14- 30, every year, through training, grants and support. We work with those who are unemployed, in or leaving care, under-achieving at school, and ex-offenders. To help us in the task we have around 6,000 volunteers, 5000 of whom are mentors. They range from those working to help young people set up their own businesses, to young people leaving care.

The Prince's Trust has a set of values as well as standards to underpin its approach to mentoring.

Our five values are:

- Approachable – we are open and welcoming
- Inspiring – we lead by example
- Enabling – we make success happen
- Passionate – we believe deeply in all that we do
- Committed – we deliver our promises

Our standards can best be described in three categories - those that are essential, without which a scheme could not operate (CRB checks for volunteers working with children); those which are minimum for quality practice – which can be worked towards and embedded in delivery contracts and monitored, and good practice which are recognised as beyond minimum and enhance the quality of the scheme and which can be acknowledged and shared.

Five roles that the use of quality standards in mentoring

1. *The management of a network of partners,* both through contracts and monitoring, to *ensure a consistent service.*

In 1998 the Prince's Trust launched its Mentoring For Careleavers initiative which subsequently established over 45 partnership projects throughout the UK. These were founded on a set of principles developed by a think tank of stakeholders which met in 1997. These principles (e.g. volunteering) were later developed into a set of minimum standards for the setting up and governance of a mentoring project, and were expanded into a guide on how to set and run a project (www.princes-trust.org.uk/care).

Prince's Trust mentoring is perhaps associated with support for young people setting up their own business – who are provided with a volunteer mentor for two to three years. These are supplemented with specialist mentors who provide specific business experience. A survey of business mentors revealed that one third believed they were mentoring the business; one third the young persons personal development, and one third both. Interesting this mix would vary at different times of the relationship – but whatever the nature of the interaction between the mentor and mentee, the schemes are run according to a set of minimum criteria across the network.

2. Promoting and developing good practice

The second role of standards is the promotion and development of practice. This is through a quality assurance process that not only checks whether existing practice is meeting standards, but is an assessment of what level the practice is at. Using a prescribed set of standards as a benchmark practice

can be assessed as either exceeding the standards (good practice) or falling short and in need of further development, training, resources, or action, to achieve or work towards them. The Prince's Trust uses an assessment process that involved interviewing staff, mentors and mentees as well as a paper review of procedures. All this evidence is assessed with the project to produce a set of action points and a development plan. Good practice is recognised through an award and through the publication of a free guide to mentor coordinators containing examples of good practice from the assessors visits.

3. Assuring stakeholders of consistent practice and credibility.

An assessed standard assures a range of stakeholders of a level of quality. These stakeholders will be in turn influence the effectiveness of the project and can include: agencies who have committed resources to the scheme, referrers of mentees, other agencies who might know both the mentee or the project, and can influence the young persons use of the scheme. Finally, mentors will be seeking to support young people to connect with others, for example employers, connextions service, clubs, family. Whilst not direct stakeholders these people view of the scheme and its credibility will have a bearing on their response.

4. Assuring funders of delivery quality

Quality standards, if assessed regularly are an indicator to current and future funders. There are examples of funders favouring the achievement of (or working towards) the Mentoring and Befriending Foundation's Approved Provider Standard. All Prince's Trust mentoring across the UK, in a variety of contexts of age and aims, work towards an internal standard.

5 Meeting a responsibility to mentors and mentees that the scheme has been planned and safe.

Standards can assure that the scheme meets a duty of care to both prospective volunteers and clients. When looking to become a mentor members of the public should be able to find out something about the scheme and whether it si working to a minimum standard. When acting as a broker to introduce two people into a mutually trusting relationship there is both a legal and moral obligation to ensure (and have insurance for) the safe running of the scheme, with thorough recruitment, training and supervisions for mentors, and appropriate assessment and matching of young people.

Conclusion

1. We need to be more specific in our definition and use of the term "quality standards". I would suggest that we grade according to three categories distinguished both by status but by the consequences of non-compliance.

- Essential – a must where non-compliance would mean the scheme should not be operating and would include absolute basics such as CRB checks for volunteers working with children.
- Minimum practice – that would reflect an accepted industry standard for quality practice such as sound recruitment, training and support with benchmarks for training of volunteers and experience of staff. Non-compliance should be accompanied by an action plan and opportunities to 'work towards' compliance.
- Good practice – reporting evidence where minimum practice is exceeded and can be benchmarked. For example the Prince's Trust operated a three year DfES funded assessment programme that recognised projects that met a list of good practice indicators such as user-involvement in training.

2. Standards need to be assessed and monitored independently and regularly.
reviewed with the input of stakeholders and users

3. Assessments need to be complemented with support, development and training opportunities.

4. There needs to be a published code of practice or website to read about standards and look up a directory of what standards a project is complying with. Young people or volunteers should be able to find out easily – through a kitemark, whether a scheme complies with a standard.

5. Projects should be able to access an easily accessible online selfasessment of a essential or minimum standard.

6. The whole of process of standard assessment and support should be either free or subsidised to ensure small providers are able to access the service.

Finally I would suggest that we do not regard the use of quality standards assessment as an MOT, only valid on the day of assessment, but rather it is an ongoing process of reflection and refinement such as a Formula 1car racing team. The quality and effectiveness of which not only depends on the state of the car but on the experience and expertise of the driver and the team so I would end with a call for greater training, support and accreditation opportunities for these drivers – the Mentor Coordinators.

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Sustainability in Mentoring and Befriending

Peter Collins, Chief Executive, Mentoring and Befriending Foundation

Panel discussion topic:

I think that we all believe that participation in Mentoring & Befriending is good for people and communities – a positive force – citizenship in action. We know that the government through a number of campaigns and actions is committed to the development of individuals and communities. We all know that timely intervention can have a significant effect on the lives of service users – we know this because we live it daily.

We nearly all have some form of measurement of progress in place but our view of the value of provision is not generally substantiated by a sound and comprehensive evidence base.

The information we hold is not always enough when government departments, local authorities and agencies (the most likely source of sustainable funding) are driven by their own performance targets. At local level we need to be able to demonstrate that our outcomes meet the priorities and objectives of those who are commissioning or tendering for services.

It is the same nationally. The DWP, for example is charged with moving people from benefit to re-engagement in learning and employment – the secondary outcome will be the development of the individual but the prime outcome – back to work.

We need to provide evidence – hard evidence of soft outcomes and a record of subsequent progress

E.g peer mentoring = self esteem = attendance? attainment?

If peer provision can prove its worth we will be better able to press DfES and schools to resource such provision.

But we also need quantifiable information e.g. lone parent pilot nearly 70% engaged in learning, employment or registered for work- a powerful statistic from a service that supported its users in a sensitive and supportive way – the sort of statistic that can demonstrate the value of this service against other competing interests for the same funding.

Such outcomes need to be backed up by case studies that describe the people effect of provision – the way in which lives are changed – and we are going to hear from some of those people this afternoon – I am sure that many of you can think of individuals who have benefited so much from the support they have had that they no longer need to access social, employment or medical services in the way they did previously – what a real saving on the public purse that is and a great way of demonstrating that your services should be included in an integrated approach to supporting excluded and or vulnerable people.

The truth is - the source of the evidence is out there – we just don't always ask the right questions in the right order to get what we need and we don't always measure the effectiveness of provision in the way that would put us on the path to sustainability.

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Interactive voting results

Q.1**In which one of the four following areas do you believe mentoring and befriending has the biggest impact?**

- Developing self-confidence and self-esteem -   95%
- Improving relationships -   2%
- Entry into education, training and/or employment -   0%
- Becoming a better citizen -   3%

Q.2Should all mentoring and befriending projects be required to achieve a quality standard?

- Strongly Agree   18%
- Agree   56%
- Disagree   24%
- Strongly Disagree   3%

Q.3Should all projects be required to demonstrate evidence of impact?

- Yes Strongly Agree   46%
- Yes Agree   38%
- No Disagree   13%
- No Strongly Disagree   3%

WORKSHOP 1.A & 2.A

IMPROVING VETTING PROCEDURES

Mark Favager, Criminal Records Bureau

This workshop discussed best practice and raised issues or concerns from delegates over the CRB process. The workshop covered the following areas:

- Overview of the CRB's service
- Who can and cannot be CRB checked
- Fitting CRB checks into your recruitment process
- Dealing with the results
- Facts and figure: CRB checks improve child and vulnerable protection
- Coming soon – new services
- Dealing with applicants from overseas
- Dispelling myths

To view the CRB presentation in full download the PowerPoint slides from the MBF website at http://www.mandbf.org.uk/resources/mbfconferencereport

Alternatively please visit http://www.crb.gov.uk/ for full details of CRB procedures and the planned developments for the future.

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WORKSHOP 1.B & 2.B

EFFECTIVE FUNDRAISING!

Megan Pacey, Institute of Fundraising

How to develop a fundraising strategy:

1. **Organisation's Mission and Objectives**
You should have an organisational plan in place, which defines your overall mission and objectives on which the fundraising strategy should be based.

2. **Internal and External Influences**
Think about the internal and external influences that might affect your organisation. Try a STEEP analysis and SWOT analysis.

- STEEP analysis

Use a STEEP Analysis to consider factors outside your organisation that may influence your fundraising activities but which you cannot change. STEEP stands for social, technical, economic, environmental and political. Using each in turn ask, 'What is the impact on our fundraising and other similar organisations. For example, if the economy is flourishing, then individual giving may be buoyant. There may be a new political initiative funded by Government to which you could apply or a development in technology could offer a new way to fundraise.

- SWOT analysis

SWOT stands for strengths, weaknesses, opportunities and threats. Strengths and Weaknesses are internal to your organisations. For example, you may have the strength of 25,000 members but a weakness of having no dedicated fundraising staff member to optimise volunteer effort. Opportunities and Threats usually come from outside the organisation. For example, an opportunity might be the development of a new fundraising technique; a threat might be a larger UK organisation starting to fundraise from amongst your members.

3. **Fundraising Aims**
The next step is to establish fundraising aims using the information you have gained from your organisation's needs and from the analysis. Examples of aims might be to, 'Raise the capital to establish a new hostel wing by July 2008' or to 'Secure the match funding for the salaries of 3 helpline workers'.

4. **Income Sources**
Next you need to consider the sources of funds and their characteristics. There are four funding partners: trusts, foundations and statutory; companies; individuals and community organisations.

5. **Fundraising Methods**
What fundraising methods will help to achieve your Aims? The techniques that you choose will be influenced by your SWOT analysis, the nature of the funding prospect, and the length of time that you have to raise funds. For example, appeals and collections for emergency relief can raise millions within a few days. On the other hand, a legacy campaign is more appropriate for longer-term requirements. It is also important to think about ensuring a sustainable income stream, by having income for the short-term and the long-term. Given all the influencing factors, knowing what optimum portfolio of fundraising methods to use requires skills and experience. If your organisation lacks such experience then it may be wise to seek assistance.

6. **Resources and Budget**

To be effective, fundraising needs to be adequately resourced. For each fundraising method, draw up a list of resource requirements. Resources should be considered under three headings: human, material and financial. For example, under human resources you might list, a person to develop a project, a researcher, someone to write the application, a person who has contact with the funding agency. Material resources might include business equipment, directories of donors and internet access whilst financial resources will refer to salaries, consultancy fees, subscriptions, cost of equipment etc.

Finally, you need to develop a budget. At its simplest, a budget is the best estimate of your organisation's financial future. It is usually easier to estimate costs, especially if you have established the resource requirements. Don't be overly optimistic when estimating your income but rather consider some of the risk factors. Expenditure should include capital and running costs.

About the Institute of Fundraising

The Institute of Fundraising is the professional and membership body for fundraisers, working to develop, promote and champion excellence in fundraising.

Membership benefits include a free subscription to Third Sector magazine, the Codes of Fundraising Practice, a monthly email briefing covering key fundraising issues, access to a free legal helpline and substantial discount packages on training and networking events including the Institute's flagship event – the National Convention www.nationalconvention.org.uk

The Institute of Fundraising also offers a range of practical tax-effective giving support services to charities across England, including cost-effective training courses, a free advice centre, guidance materials and a comprehensive online resource centre.

To view the 'Effective Fundraising' presentation in full download the PowerPoint slides from the MBF website at http://www.mandbf.org.uk/resources/mbfconferencereport

For more information visit www.institute-of-fundraising.org.uk

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1.C & 2.C

IDENTIFYING FUNDERS

Dave Casson, Directory of Social Change

Many funding sources were discussed in this workshop including:

Reaching Communities programme

Overall purpose: to improve communities and the lives of people most in need.

- Outcomes

1. People having better chances in life, with better access to training and development to improve their life skills.
2. Stronger communities, with more active citizens working together to tackle their problems.
3. Improved rural and urban environments, which communities are better able to access and enjoy.
4. Healthier and more active people and communities.

- Programme

- open to registered charities; other voluntary/community groups; statutory bodies; charitable companies; social enterprises
- £100 million a year
- £10,000 to £500,000 (£50,000 capital)
- Up to 100% of project costs
- Up to 5 years
- Max. project size £750,000 (capital £200,000)
- No longer has to be for new work
  "We will be looking to fund new projects, but we can also fund existing projects that can be demonstrate they are already successful in meeting local needs."
- Convincing exit strategy

- The Assessment Criteria

There are only two criteria:
- The project outcomes …
  - meet an identified need, and …
  - help to achieve the programme outcomes
- The organisation can deliver the project well and achieve the proposed outcomes

- The Application Process

Outline Proposal Form
To obtain an application form an outline proposal form must be submitted and accepted. This decision is based solely on whether the proposed outcomes are ones which the programme might fund.
They will check:
- ➢ your organisation is eligible
- ➢ your project outcomes are SMART
- ➢ how well your project will achieve at least one of the programme outcomes
- ➢ your project is something they can fund
- ➢ Your project costs
- ➢ The need for your project

➢ How you have involved your beneficiaries in developing your project.

A decision is made within 10-15 working days. If rejected, feedback will be given and further proposals can be submitted immediately. If accepted an application form is sent that you will have up to six months to complete and return.

Application Form
This asks for elaboration of the proposed outcomes and evidence that you can deliver the project well an achieve the outcomes.

If your application is unsuccessful a new application will not be accepted for the same project within 12 months, from the date of the decision letter.

- The Need
We will support projects that respond to the needs identified by communities and where the people that will benefit are involved in making the project happen.

If you decide to apply, you will need to tell us about the need for your project, how your project will meet that need and how you have involved your local community.

… and the outline proposal form

The project is needed because:	We know (believe) this because:
•	• ....
•	• ....
•	• ....

- Outcome Funding
An approach in which funders:

• explicitly support the results or outcomes of an organisation's work, rather than the activities by which these results are achieved, and

• expect you to monitor indicators showing that these outcomes are being achieved, rather than just show that the proposed activities have taken place.

- Project Outcomes:
• must contribute to achieving one or more of the programme outcomes.
• must be SMART (specific, measurable, achievable, realistic and time- based)
• can be ambitious, but realistic and achievable.

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1.D & 2.D

CONTINUOUS IMPROVEMENT MODEL

Steve Matthews & John Nicholls, Mentoring and Befriending Foundation

Developing a Model of Best Practice and Continuous Improvement for Mentoring and Befriending Programmes

This workshop explored the concepts of best practice and continuous improvement in relation to mentoring and befriending. Picking up on one of the themes from the morning panel discussion workshop participants were invited to consider the following question:

Why should continuous improvement matter?
The main reasons identified were as follows:
– Growing pressure on projects to demonstrate effective and efficient management of resources and services
– Increasing competition for volunteers, service users, project staff and funding
– Funding organisations increasingly looking for evidence of quality standards as a pre-condition for funding

What are successful and effective mentoring and befriending projects doing?

Workshop participants were introduced to some of the key features of best practice programmes based on MBF's experience of having assessed over 500 applications for the Approved Provider Standard, the benchmark for safe and effective practice in mentoring and befriending.

MBF's Model of Best Practice and Continuous Improvement

The workshop facilitators explained the background to the model i.e. it recognises that mentoring and befriending covers a very wide spectrum of activities, resources and users, that "Best Practice" is always an evolving concept and that it is not possible to construct a specific model which would be relevant to all projects. The aim behind developing a continuous improvement model was therefore to develop an approach which any scheme could use to assess its own priorities for improvement.

Using a series of questions/prompts following the APS format, participants were invited to work in pairs to compare their programme against the best practice framework being developed by MBF and to identify aspects of their programme which may require attention/improvement.

There was a lot of interest in the model and, in particular, MBF's plans to link the model to an online database of good practice examples and resources to help programmes with the continuous improvement of their service delivery.

To view the 'Continuous Improvement' presentation in full download the PowerPoint slides from the MBF website at http://www.mandbf.org.uk/resources/mbfconferencereport
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1.E & 2.E

EVIDENCING OUTCOMES

Mike Nicholson, Befriending Network Scotland & Scott Telfer, Scottish Mentoring Network

Evaluation Resource Pack
To download a copy of the evaluation resource pack please go to:
http://www.befriending.co.uk/pdfstore/EVALRESOURCEPACK.pdf

Alternatively you can purchase a hard copy from Befriending Network Scotland.

Befriending and mentoring projects do evaluate their work all the time but they often find it overwhelming, they struggle with measuring intangible things like changes to self esteem and they can often rely too heavily on case studies of positive stories as evidence. They struggle to get baselines by hesitating to ask the right questions at the start and can worry about demonstrating value for money.
If these difficulties weren't enough, their funders are often frustrated by what projects present them with. They want to see evidence that projects have achieved what they set out to achieve and they want to hear about 'hard' and 'soft outcomes through quantifiable measurements as well as stories. Ultimately they want to hear the truth.

This is what the background research work to The Evaluation Resource Pack for Befriending and Mentoring Projects uncovered. This pack was launched in the summer of 2006 as a partnership project involving Befriending Network Scotland, the Scottish Mentoring Network and Evaluation Support Scotland and funded by the Laidlaw Youth Project and the Scottish Executive. The aim was to produce a resource that assisted befriending and mentoring projects with the often difficult job of evaluating their work.

The pack sets out basic principles of evaluation and tries to cut through jargon to ensure that projects understand evaluation in terms of simple questions.
i)   What difference are we trying to make? (vision)
ii)   What changes will you have seen for people as a result of the project's work? (outcomes)
iii)   How will you know when you get there? (indicators for success)
iv)   What information do we already collect, do we need to collect, and how and who will do it?

The workshop presents an example of a real life young people's befriending and mentoring service that has radically changed its approach to evaluation just by answering these questions. The service has established clear statements about why it exists, what it will achieve and how young people will change in attitude, outlook and practical experience as a result. The service also knows how it will gather information that relates to these, but has also identified the value of information it already collects.

Ultimately the workshop encourages participants to consider the same fundamental questions of their own projects and link these into common practices e.g. the referral of clients or the supervision of mentors and befrienders, to ensure that these directly relate to the project's vision and thus contribute the evidence that the project needs to prove its impact.
To view the presentation in full download the PowerPoint slides from the MBF website at
http://www.mandbf.org.uk/resources/mbfconferencereport
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1.F

THE CHALLENGES OF IMPACT MEASUREMENT

Nicole Masri and Ranjit Matharu, CSV (Community Service Volunteers)

The workshop opened up with the presenters discussing what is meant by the term impact measurement and why we need to measure impact for mentoring and befriending projects.

This was followed by a participants' discussion on the various difficulties faced by them when developing tools to measure the impact of their interventions. The participants presented some exciting projects, which were of enormous benefit to their service users but due to the requirements of their funders are often challenged with collecting data to show improvements in soft skills.

There was much deliberation as to whether any improvements in soft skills should or could be uniquely attributed to a mentoring and befriending intervention, as often these project are not stand alone solutions.

The group presented some useful tools/models which they felt had assisted them with impact measuring these included Snap, Pass, Onset, Richter Scale and Social Accounting.

The workshop leaders presented a case study of a relationships between a London based school and mentors from a local business. The success of this relationship was attributed to the process of effective project planning from setting clear aims and objectives, to measuring success and thorough evaluation. This allowed the project manager to produce compelling evidence which demonstrated the impact and was used to inform the future of this project.

To view the presentation in full download the PowerPoint slides from the MBF website at
http://www.mandbf.org.uk/resources/mbfconferencereport
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1.G

EQUALITY & DIVERSITY

Debbie Dixon & Rav Jheeta, Team Steps Ltd

Diversity at its Best.
"We are all of mixed race and we are all of mixed cultures; isn't it time that we started saying long and loud that this is the norm, this is humanity – and we're proud of being who and what we are? (Macey 1998)

"…..no single culture is hermetically sealed off from others. There can be no neat and tidy pluralistic separation of racial groups in this country…Culture, even the culture which defines the groups we know as races, is never fixed, finished or final. It is fluid, it is actively continually made and re-made" (Gilroy 1990)

What is diversity?
Diversity is "otherness" or those human qualities that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. (University of Maryland 1995)

Primary dimensions of diversity are
- Age
- Ethnicity
- Gender
- Physical abilities / attributes
- Race
- Sexual orientation

Secondary dimensions of diversity are those that can be changed, and include but are not limited to:
- Educational background
- Geographic location
- Income
- Marital status
- Military experience
- Parental status
- Religious beliefs

Why do we need to involve other communities?
- Service provision should be for all
- Needs led services should have no inequalities
- Will offer an opportunity to enhance or begin the process of cohesion

Why do we need a diverse representation?
- In order to deliver high quality services we need to be mindful of who we represent
- To fully represent the user group that we are serving
- To enable the community that we serve to be fully engaged in the decision-making process engendering empowerment i.e. events, services, therefore providing accessibility

What is Tokenism?
1. The practice or policy of making no more than a token effort or gesture as in offering opportunities to minorities equal to those of the majority.
2. Any legislation, admission policy, hiring practice etc that demonstrates only minimal compliance with rules, laws or public pressure. (Random house dictionary)

"Tokenism does not change stereotypes of social systems but works to preserve them since it dulls the revolutionary impulse" (Mary Daly)

What if we get it wrong?
- Be compassionate with yourself, we all make mistakes
- Use the lessons learned to inform the next decision you make
- Consult your target group for feedback and ideas

What does accessibility mean?
- Capable of being reached
- Ensuring that the service is congruent with target group
- Advertising in the appropriate venues / sites to ensure the message reaches target users

What is a Stakeholder?
Stakeholders are defined as anyone who derives benefit from the provision, these include the Funder, the Board of Trustees, the Service User, the Staff, Volunteers and the Community.

Diversity Dos and Don'ts
- Avoid tokenism
- Keep an eye on the changing population, check the local community for signs of new settlers
- Be clear about the benefits of having a diverse team
- Acquaint yourself with the customs and cultural needs of your membership
- Don't be afraid to ask questions, knowledge is power
- Don't be afraid to make mistakes

What are the possible solutions?
- Think outside of the box
- Be inclusive in your thought processes
- Be creative

To view the' Equality in Diversity' presentation in full download the PowerPoint slides from the MBF website at http://www.mandbf.org.uk/resources/mbfconferencereport

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1.H

DEVELOPING AN INCLUSIVE UNIVERSITY & BUSINESS MENTORING SCHEME

Roger Hiskey, Harris Academy Bermondsey & Bronwyn Murphy, South Bank University

This workshop did not submit any further information.

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1.I

ISSUES OF RISK WORKING WITH OFFENDERS

Mike Denton, offendermentoring.org

The key issues covered:

Definitions of Risk, particularly in relation to offending and reoffending. Participants were asked to specify the kinds of risk they see as inherent in a mentoring relationship. They were then offered a "text book" definition of two kinds of risk, and related these to risk in the context of offending

The distinction between risk of reoffending / risk of reconviction and risk of causing serious harm. Participants undertook an exercise to distinguish risk of reoffending and risk of harm, using examples from day-to-day activities.

Key issues in a mentoring relationship that might give rise to concerns about risk, including how much a mentor needs to know about a mentee; who should be informed where concerns arise; and how could a mentor manage perceived risk. Participants looked at whether there is any difference in risk within a mentoring relationship and that in the wider context of offending.

Discussion of three case studies will were used to illustrate the points made and to test participants' level of understanding.

To view the 'Issues of Risk' presentation in full download the PowerPoint slides from the MBF website at
http://www.mandbf.org.uk/resources/mbfconferencereport

For more information contact:
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1.J

SETTING UP A MENTORING OR BEFRIENDING PROGRAMME

Alan Rosser and Julie Nicholson, Salford Foundation

This workshop provided a brief overview of the steps necessary to set up, and subsequently maintain, a successful mentoring or befriending programme. It was a generic introduction to the topic, but also considered some of the issues specific to the audience. Although delegates may not have immediate plans to set up such a programme, information given provided a comprehensive introduction which may be followed up at a later time.

To download a full copy of the steps involved in setting up a mentoring or befriending programme go to http://www.mandbf.org.uk/fileadmin/filemounts/general/Publications/Pub_MBF_10Steps.pdf

To view the presentation in full download the PowerPoint slides from the MBF website at http://www.mandbf.org.uk/resources/mbfconferencereport

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1.K

DISABILITY VOLUNTEERING IN THE NHS

Norma Barrowcliff, NHS Aintree

This workshop was cancelled by the workshop presenter due to low demand.

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1.L

YOUTH FOR YOUTH – PEER BEFRIENDING TRAINING

Scott McMillan, Somerset Youth Network

The Youth 4 Youth peer to peer mentoring and befriending project is an exemplar gold star project with Approved Provider Standard in delivering safe and effective mentoring. The project has been running successfully throughout Somerset for over 4 years and is now recognised as the main provider of mentoring provision in the county.

Youth 4 Youth is a youth led mentoring project aimed at 14 – 25 year olds living in Somerset. The project aims to reduce the effects that living in rural communities have upon young people by enthusing them to become volunteer peer mentors or befrienders within their communities. Through active participation, Youth 4 Youth mentors have made a real difference to many young people at risk of social exclusion, isolation and disadvantage.

This workshop introduced delegates to the successful work of the charity and will provided them with an overview on how to design and deliver a successful mentoring scheme based upon the charities model of best practice. The workshop covered topics relating to the recruitment of young people as peer mentors, how to train and induct them to the role of a mentor or befriender, the support mechanisms that need to be in place to make your scheme successful, management structure (inc, youth led steering groups and mentor link workers, how to monitor and evaluate the success of your mentoring scheme and how to celebrate volunteer achievements.

To view the presentation in full download the PowerPoint slides from the MBF website at
http://www.mandbf.org.uk/resources/mbfconferencereport

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1.M

MENTORING & BEFRIENDING APPEAL TO YOUNG PEOPLE

Katie Simpson, The Media Trust

The one hour interactive session began with an introduction to Media Trust and the range of the services that are provided to charities to increase their awareness and use of the media. Examples of some of the services include a media matching service, campaigns, production, and Community Channel.

The facilitators presented some factual information about young people in the UK, including the fact that they are the first generation to know life without a mobile phones and the internet. The media demand of young people was highlighted through their use of social networking sites and their increased online consumerism. The importance of branding was covered, along with the use of tone and messaging. Some points included advice on steering away from the use of slang, demeaning words, and patronising language. Instead, any marketing material should have a positive tone and use more appealing words and messages such as 'talent' and 'inspire'. The facilitators discussed the reasons that young people may be put off mentoring due to negative preconceptions and explored how using media as a focus would encourage an increased take up.

Overall, when appealing to young people, it is important to know your audience and refrain from patronising or generalising, as they are a very diverse group. Organisations shouldn't over promise and recruit young ambassadors as this is the most effective way to promote a brand. For the second part of the session, the delegates broke out into four groups and discussed a series of examples about marketing to young people and fed back the results.

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1.N

PEER MENTORING FOR YOUNG EXILES

Emily Hunka, Greenwich and Lewisham Young People's Theatre

Peer Mentoring for Young Exiles explored using creative approaches to work with young refugees, asylum seekers and migrants through a peer mentoring scheme. Based on a model developed by Greenwich & Lewisham Young People's Theatre, and Childline, it looked at ways drama and the arts can be used to include and engage young people with English as an Additional Language, and help them achieve.

- Drama, music, dance, art, photography (and even creative writing) can be used in a way that everyone achieves on one level, not relying on spoken language. This is very empowering.
- It allows young people to feel happy, safe and secure.
- It gives children back the right to play, which may have been lost through living environments, or in the case of refugees, circumstances in countries of origin.

This leads to:

- Higher educational achievement, including faster language acquisition.
- Better mental heath through confidence and self-esteem
- Better rights for children to develop.

Used as part of a Peer Mentoring training scheme:

- It engages mentors' interest through an exploration of characters and lives, rather than concepts.
- It is an exceptional tool to increase, support and explore empathy and understanding
- It's fun
- It encourages people to support each other and work together well as a team.

The workshop looked at practical techniques to be used through creative training of peer mentors, and practice in schools.

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1.O

INCLUSION IN THE COMMUNITY

Jane Farrell, The Prince's Trust, East Lancashire Community Programme

This workshop focused on the ELCP programme and achievements in the year 2006/07:
- ELCP overview, including aims and objectives, client group, funding streams and evaluation of work carried out 2006/07.
- Insight into what the project involves including looking at engagement activities
- Information on the work undertaken with volunteers and development of the Open College Network qualification we are offering volunteers

The workshop held some structured exercises which ELCP hold with volunteers when training them both in the Induction training and on the newly developed OCN qualification. Exploring identifying what qualities make a good mentor and what would make a bad one.

For a full copy of the presentation and handouts please contact:
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2.F

USING A RECOVERY APPROACH IN
MENTAL HEALTH BEFRIENDING & MENTORING

Susan Gilchrist, Befriending Network Scotland

Recovery is about "Living well in the presence or absence of symptoms and recognising that someone's experience of long-term mental health problems should not exclude them from striving from a satisfying and fulfilling life." (Scottish recovery network)

The workshop began by exploring what is meant by recovery. Participants were invited to reflect upon a time when they had recovered from something whether it was a broken leg or a broken heart and were asked to think of all the factors that contributed to their recovery, they were then asked if they thought recovery from a mental health problem would involve factors that were any different.

Using person centred planning "circles of support" participants mapped their own circles of support and those of 1 of their clients. A discussion followed which allowed participants to identify how they had built up their own support circles, why clients circles had become so diminished and the role of befriending/mentoring in helping clients build up these supports again.

The workshop concluded by highlighting how aspects of projects work such as assessments, training, matching, reviews and supervision would be influenced by the hopeful message that lies at the heart of the recovery approach.

To view the presentation in full download the PowerPoint slides from the MBF website at
http://www.mandbf.org.uk/resources/mbfconferencereport

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2.G

MANAGING AN ONLINE BEFRIENDING SERVICE

Vicki Hill, Scope (Face to Face Network)

The Face 2 Face network is part of the charity Scope. Our highly successful befriending service trains parents of disabled children to befriend other parents of children with disabilities through a 40 hour training course. We have 80 schemes across the UK and are now working to establish schemes in Europe.

We recognised that some of our clients were unable to access a local scheme due to their geographical location or sometimes due to them not having the time. We therefore set up an online and telephone befriending service.

Our online befrienders receive specialist training in order to conduct this service. They are managed by a dedicated online co-ordinator. Referrals for support are made through the co-ordinator who then matches them to a befriender. The results have been excellent. The service has allowed fathers who perhaps work shifts to access the befriending service. We have also been able to support parents from other countries through difficult times.

The presentation included online befrienders sharing their experiences of what it is like to befriend online as well as an explanation into the management of such a project.

To view the presentation in full download the PowerPoint slides from the website at
http://www.mandbf.org.uk/resources/mbfconferencereport

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WHO'S MENTORING YOU? WHAT'S YOUR PROBLEM?

Sue Evans, REACH

A MENTOR JUST FOR YOU
REACH Volunteering provides a volunteer mentor service to charities and voluntary organisations in the UK.

Mentors include specialists and coach-type mentors from business, finance, legal, HR and other fields, or generalists who can provide a confidential sounding-board or a 'critical friend'.
REACH mentors bring senior or managerial skills to you.

Anyone from a voluntary organisation, community group or charity can register their request online via the REACH website. A placement matcher from their region willl seek out potential candidates for the role. You are asked to respond with preferred choices for interview.

The mentors are volunteers, but require their travel expenses to be covered. The mentor is, for all legal purposes, part of the receiving organisation. The organisation's trustees should be aware of this, and the mentor will be subject to the same terms and policies as other volunteers.

REACH advice:
i)   Meet your mentor candidate before making a decision.
ii)   Agree on a probationary period for both parties, and a review date.
iii)   Set up an agreed timetable and framework.
iv)   Agree at the start how to handle a mismatch or divergence of direction.
v)   Do keep in touch with REACH.

Let REACH know how it went, or if you want further volunteers.

Professionals Need Mentors Too
1. Note down your own work pressures and stress *as you see them*. These may include circumstances beyond the workplace. Add them in, it will help define your needs.
2. Now step back; identify what *category* the pressures fall into. Are they about fear of change, too much work, inadequate skills, lack of information, fear of speaking out?
3. Think about support that would help with the pressures you've defined. Ask a friend or colleague to try a mutual mentoring session as a start point. Note your findings.
4. What sort of mentor do you need ? A *coach*, a *sounding board*, a *personal champion*, a *wise owl* ? You may have your own ideas.
5. What are the toughest challenges you are confronting? Build your mentor model around this.
6. Finally, be selective, no, be *fussy*. Interview and try out your mentor. Your intuition is important. Agree to try out for a month, and after that, reflect regularly.
7. Come to REACH for a volunteer, expenses-only mentor, or try your local Volunteer Centre, professional associations or Rotary Club – depending on what you want !

YOU'LL ALWAYS REMEMBER A GOOD MENTOR

To view the presentation in full download the PowerPoint slides from the MBF website at
http://www.mandbf.org.uk/resources/mbfconferencereport

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2.I

GOOD MEN ARE EASY TO FIND

Richard Aston, Big Buddy, New Zealand

Big Buddy is a New Zealand-based mentoring organisation that specialises in recruiting male mentors for fatherless boys. They have had good success in recruiting men using a hybrid of marketing, sales and counselling techniques. Their programme model has minimal mentor training and once matched, their mentors are coached but not monitored. They are effectively in sole care situations with young boys. To offset the risk inherent in this approach, Big Buddy developed a sophisticated screening process that creates an in-depth 360 degree picture of each potential mentor. The screening process utilises a mix of social work, counselling, psychotherapy and sales techniques. An important aspect is the integration of recruitment and screening, to encourage a high degree of self-screening among potential mentors and to keep a consistent theme throughout both processes.

Recruitment

- Two stages to recruitment:
  Reaching out: Getting the message out to candidates through a broad spectrum of mediums. Consistent messages and language across all communications mediums is crucial to success. Be professional but warm, brand well and use real stories of human hope as much as possible. Emphasise the positive, appear successful, men get turned off negative stats, unprofessional approaches and any hint of failure.
  Gathering in: Translating an initial inquiry into a firm commitment to becoming a mentor. A warm welcoming approach, man to man.

- The key values we hold in recruitment are:
  All men are good… *unless we find otherwise.*
  Men <u>need </u>to mentor… it's in their DNA, their cells, to do so.
  We are a positive, credible and successful organisation.

We use stories to appeal to the heart of men; we seek to reach out to a man's sense of higher calling. We keep the language plain non technical and warm. We form relationships with journalists, becoming good sources for them, rather than issuing a stream of press releases and we are not precious about journalists getting it right. We do our best to stay in the media and seize good story opportunities when we can. Our web site is a crucial linking tool in this approach.

Screening

The Big Buddy screening process takes a 360 degree view of the candidate. Using a mixture of social work, counselling and sales techniques we build a picture of the candidate from multiple sources, taking special note of incongruence or black holes in this picture. This process is not diagnostic rather; it gives us a simple yes/no answer to the suitability of a male. In the 'no' basket will be potential sexual abusers, unsafe men, very unconscious men and emotionally retarded men. The process sometimes differentiates these but in the end we are only interested in the man's suitability to be in a sole care relationship with a young person. We do not hesitate to use intuition in this work and actively work to develop intuitive skills in our caseworkers.

To view the presentation in full download the PowerPoint slides and accompanying handouts from the MBF website at: http://www.mandbf.org.uk/resources/mbfconferencereport

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2.J

FROM PARTICIPATION TO REAL ENGAGEMENT

Bruce Rowling, Pinpoint Facilitation

The PinPoint Approach and its Relevance to Mentoring

1. In the Mentor/Mentee Relationship

Any coach or mentor relationship relies on establishing, above all, an effective relationship which can deliver clarity, accuracy, honesty, sympathy, empathy, &c…, &c….
We are all unique in terms of how we relate to the world and to each other. We access information, process it and communicate our ideas, emotions and needs in different ways.
Traditional communication channels still tend to rely more on left brain activities, linguistic styles and passive means of information transfer (the *entertainer* or *facilitator* delivering 'stuff' to a group of ever more disengaged recipients).
The PinPoint process creates an environment where all working & learning styles can be accommodated.
Allowing individuals to access information, reflect on their situation and experience, and develop new skills and attitudes in a way which is uniquely 'theirs' will help the mentor or coach really engage that individual and create an enthusiasm for and commitment to the journey which they have embarked on.
The process also challenges the mentor to check constantly that the mentoring relationship is customer focused and that the dialogue and information transfer is being managed in a way that is designed for the mentee.

2. For the Co-ordinator

Maintaining enthusiasm and morale in any team is always a challenge. Team activities, personal development and exciting training which 'does what it says on the tin' are all parts of a complex process which can be difficult to sustain over time.
A multiple intelligence approach allows teams to meet, agree agendas, address priorities and agree actions and accountabilities in an innovative and engaging way.
Training is also different and by harnessing the concept of 'memory triggers' (scratch and sniff training?) really sticks
This approach offers another tool for the toolkit (another arrow for the quiver!) for co-ordinators, mentors, and other members of the team for meetings, problem solving, training and other team activities.

The Concept

PinPoint is based on a long established European group facilitation process using free-standing Pinboards, cards and other visual tools to record ideas, discussions, decisions and action plans. The original concept has been further developed specifically to meet the needs of U.K. audiences and is widely used amongst top Companies throughout the country.

The protocols ensure buy-in from participants, and allow contributions from everyone, regardless of their rank, level of confidence and preferred working style.

Output from PinPoint sessions is highly visual, immediately accessible to a wide audience and easily recorded using digital photography.

In summary:

What is PinPoint?
- it is a training, learning and facilitation process
- the process can be supported by custom made kit, including pinboards, trainer cases and facilitation materials
- it can be used by anyone involved with groups of one to hundreds
- the process supports the use of whole brain and multiple intelligence working and learning
- it allows trainers, facilitators and teachers to employ their own preferred style, models and materials
- PinPoint is stimulating, creative and participative.

Key advantages of the process are that it is: -

- Fast - reduces extraneous observations and tangential discussions
- Thorough – allows contributions from all delegates, regardless of rank and confidence
- Long lasting – using all the learning intelligences it enables everyone to access information and contribute ideas in their preferred style, ensuring buy-in to meetings, workshops and training.

For more information contact:
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2.K

SOCIAL ACCOUNTS RECIPE

Ashley Morgan, Chester Aid to the Homeless

Social accounting is becoming increasingly important, especially when providing evidence to funders. This workshop went into more detail about the concept and process of social accounting.

AIM – engage with our clients whilst continually improving the quality of service.

METHOD – combine client feedback with opinions from staff, volunteers and partner agencies.

RESULTS – crunch the numbers to produce a report and action plan.

For more information contact:
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2.L & 3.B

VICTIM TO VICTOR – ANTI BULLYING WORKSHOP

Barbara Williams & Keith Robson, RESPECT Counselling

This workshop did not submit any further information..
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Website: www.hartlepool-respect.org.uk

2.M

SPORT & MENTORING & BEFRIENDING – A TOOL FOR INCLUSION

Emma Cavanagh, Bolton Council

This workshop looked at different ways to deploy volunteers and mentors within sports based settings. The delegates received information about various current schemes operating within the Sport, Health, Inclusion Service within Bolton Council, including, number of volunteers / mentors involved, recruitment and matching process used, training and support offered and monitoring of these schemes. Delegates also received information and a history about the use of sport as a tool for social inclusion and were given the opportunity to ask questions about the benefits of sports and the operation of the existing schemes.

To download the following four handouts which accompanied this workshop please go to the MBF website at: http://www.mandbf.org.uk/resources/mbfconferencereport

- Coach Mentor Programme (Word document)
- Mentoring Handbook (Word document)
- Physical Activity Mentoring Presentation (PowerPoint)
- Overview Presentation (PowerPoint)

For more information contact:
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2.N

RESETTLEMENT MENTORING

Sophie Wellings & Vanessa Geffen, RESET

RESET is a two year EQUAL funded project focused on addressing the resettlement needs of prisoners including both young people and adult population. The recidivism rate for prisoners is high and can sometimes be linked in to a lack of support for prisoners during the period of re-integration back into their communities. From 2005 the RESET project, which is led by the national young people's charity Rainer, has been focusing on implementing models of working that are geared to address the resettlement needs of prisoners. One strand of delivery has been the development and implementation of quality standards and a model of practice for resettlement mentoring. The workshop will introduce participants to the work that RESET has done in respect of resettlement mentoring both in terms of the standards work, the piloting and benchmarking and the lessons from practice. The workshop will include a case study of resettlement mentoring as developed at HMP&YOI Swinfen Hall in the Midlands. Participants will also receive a copy of the quality standards and the accompanying manual that has been developed as well as having the opportunity to consider the steps that need to be taken in developing a service in line with the Mentoring and Befriending Foundation's Approved Provider Standard.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.A

MENTORING STRATEGIES FOR WOMEN

Jill Rogerson, Salford Foundation

Focusing on three different successful projects this workshop gave an overview of how mentoring can help overcome social exclusion for lone parents, teenage parents and women at risk of offending.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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PEER MENTORING FOR SOCIALLY EXCLUDED ADULTS

Chris Daley & Sharon Palmer, Arch Initiatives

The workshop included the following:

- Introduction to ARCH Initiatives, purpose, brief history
- The Mentoring Into Employment Project is part of the Aftercare Service which supports recovering substance misusers to maintain an abstinent lifestyle from drugs and /or alcohol. The workshop explained this service and the client group in further detail.
- The workshop then focused on the Mentoring into Employment Project and looked at how and why it was set up. Further information was provided on the delivery of the project- e.g. recruitment, assessment, induction, expenses, CRB, training and development and support provided.
- The workshop also discussed particular issues and challenges in working with recovering substance misusers and the benefits of peer mentoring within the substance misuse context for both mentors and mentees.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.D

OVERCOMING RACIAL EXCLUSION THROUGH MENTORING & BEFRIENDING

Shawez Khwaja, Azuka Befriending Service

This workshop from best practice Azuka Befriending Service introduced delegates to the culturally sensitive support and advice service that they provide for young people from African, Caribbean and Asian backgrounds who are vulnerable or are having difficulty living independently.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.E

VOLUNTEER TRAINING - COMBATING SOCIAL EXCLUSION

Wendy Ohandjanian, Sure Start 'Friends'

Train to Gain and Retain: This workshop was designed to aid organisations who are aiming to work in supporting New Communities – Refugees, Asylum Seekers, EU Immigrants and people with English as their second language.

It also provided a model of good practice in Equality and Inclusion. New Community members are an untapped source of potential volunteers. In general, they have the time, skills and ability to volunteer. There are barriers to why more New Community members do not volunteer and that will be addressed during the workshop which will provide guidance on how to engage, train and retain volunteers successfully.

An insight was given into an Innovative model of Training that is proving to be very successful. Why it works? How it works? Outcomes and what Investing in Volunteer's actually adds to organisations. The workshop was designed to change your idea of the "Hard to Reach" groups and redefine the idea into the "How to Reach" group.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.F

STUDENT LED SUCCESS

Colina Wright, Sheffield Hallam University

Attendees were given a pack containing a variety of information about the **JUST ASK** project, generic Hallam Union activities, information about the Hallam Award, an award which acknowledges skills development through extra curricular activities based within the Union and is presented to students at graduation and information on another successful student led opportunity - Hallam Volunteering.

During this session we intended to briefly discuss the relationship between the Sheffield Hallam University and the Students' Union and provide an overview of student involvement at Hallam. We discussed the concept of student-ledness and the importance of this approach within Hallam Union. We gave a general overview of **JUST ASK**, identifying the strengths and weaknesses involved in our mentoring project and then considered how this relates to the experiences within another mentoring project – the S2S scheme at Wolverhampton and look at how projects can evolve, the M and M mentoring project at the University of Central Lancaster.

To view the presentation in full, download the full handout report from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.G

MENTORING & BEFRIENDING FOR AUTISTIC ASSOCIATED DISORDERS

Ruth Morris, Aspire

This workshop covered:
* Project background aims
* ASpire approach to supporting people with Asperger Syndrome
* Key project outputs and outcomes
* Overview of Asperger Syndrome
* Positive and negative indicators
* What's different about mentoring adults with AS as opposed to 'neuro-typical' mentees?
* What mentoring strategies work with this client group?
* Overview and discussion of strategies
* Useful resources

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.H

CARE MATTERS

James Cathcart, The Prince's Trust

In October 2006 the Care Matters proposed a new role for children in care – that of "independent advocates" . In the follow up report Consultation Response to Care Matters there was general consensus that renaming of the Independent Visitor scheme to Advocacy for all children was confusing two quite distinct roles and is therefore unlikely to be pursued. However, young people called for personal 'Champions', not only for support during complaints, but at other times through the life of a child in care.

In the months between the reports the DfES announced funding for a new pilot programme to explore the use of mentors for looked after children, not specifically in an advocacy role, but as a means of support. This idea was first trailed by Gordon Brown in his 2006 budget.

This year Rainer, with the support of The Prince's Trust and MBF, is managing a pilot scheme in England which will explore and test out various models of mentoring for looked after children.

A more detailed description of the pilot was contained in a handout. More information is available from http://www.raineronline.org/gen/LAC%20Mentoring.aspx

The Prince's Trust will share is experience of establishing a network of leaving care mentoring projects – more information www.princes-trust.org.uk

The workshop discussed the issues and options which will arise for the use of mentoring in the context of looked after children and these were recorded in the handout available on the MBF website (see below).

To view the presentation in full and the summaries of discussions, download the full handout report from the MBF website at: http://www.mandbf.org.uk/resources/mbfconferencereport

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WE ALL NEED FRIENDS – BEFRIENDING IN A RURAL COMMUNITY

Peta Hill, Team Parish Louth

The presentation focused on the reality of isolation of older people living in a rural situation. 26% of people living in Lincolnshire are over 65, compared to the national average of 16%. Research has shown that the more social contact people have, the better their health and state of social well-being.

The presentation focused on the practical solutions, by the Team Parish of Louth, to relieve isolation; the development of lunch clubs, a befriending project, exercise classes and more. The befriending project was a response to a need. It began with church members visiting members of the congregation who could no longer get to church. The scheme is much wider now, and includes members from the wider community of any denomination or none, both as friends and befrienders.

The scheme offers voluntary befriending to anyone over the age of sixty, who is lonely, elderly, isolated or housebound, or anyone who has a particular short term need.

Clients are referred, from friends, congregations, clergy, statutory organisations and health professionals. Clients and volunteers fill in an initial form and are then visited by the co-ordinator. Both are given a booklet to refer to. Initial training is given to the volunteers covering basic listening skills, confidentiality and boundaries.

Team Parish Louth have polices and procedures in place such as CRB checks, lone worker and volunteering polices, which ensure the health and safety and well-being of both the friend and befriender.

The presentation looks at 'Best Practice' in general terms, including the need and place for the following:- accreditation, evaluation, networking, constitution, transparency and a shared vision.

Sustaining a project depends on continued support to and from the volunteers, continued funding and regular assessment of need.

The Team Parish of Louth is justifiably proud of their Befreinding Project and are working to develop it further.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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INTERGENERATIONAL MENTORING & BEFRIENDING

Ben Long, Sixty Plus

Sixty Plus is a small independent charity that with the help of 150 volunteers supports older people's independence, dignity and choice in west London.

- The Intergenerational Project aims to provide services to older people and increase interaction between older and younger people.
- We have received the Centre for Intergenerational Practice's Approved Provider Standard.
- Volunteers are recruited from local schools and colleges
- Volunteers visit older people one-to-one in the older people's homes to provide IT coaching and English language tuition.
- All the volunteers receive a Sixty Plus induction and a day's project specific training.
- Volunteers report directly to the Intergenerational Project Worker on a regular basis and attend support sessions at their school.
- The older people's progress is monitored using Learning Diaries and frequent telephone conversations with the Intergenerational Project Worker.
- Exit interviews are completed by the older learner and the young volunteer.
- The project has had to adapt its procedures to comply with funder's requirements and new government initiatives, including setting aims, monitoring, and CRB checks.

- The Q&A and discussion was based on these main points.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.K

PEER MENTORING FOR SOCIAL INCLUSION

Karen Case, Ellesmere Port Specialist School of Performing Arts

This workshop explored how this innovative and successful scheme combats social exclusion for a wide range of pupils through peer mentoring. The school also has experience in developing peer mentoring to overcome the trauma of self harm.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.L

MENTORING EX-OFFENDERS ON AN OUTREACH BASIS

Sandy Philips, Group4Securicor

The Transitional Support Scheme focuses on short sentence male and female prisoners with a history of substance or alcohol misuse resettling into Wales. Participation on the scheme is voluntary.

This workshop gave delegates an insight to the working practices of an evaluated Welsh Assembly Government Project and look at the implementation, mobilisation and sustainability of a project working with a predominantly chaotic client group. Information on funding issues, accountability, project management, evaluation and best practice was thread throughout.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.M

SUPPORTING DISABILITY

Chris Guinness, Kingston Volunteer Centre

The Buddy Scheme is a befriending project that matches volunteers with adults with learning disabilities so they can enjoy their socials time and leisure activities

Taking each of the APS (the Approved Provider Standard, http://www.mandbf.org.uk/goodpractice/aps/) Key Principles in turn the workshop covered how the Buddy Scheme meets the requirements, and what supporting evidence may be required for each of the questions asked in the application.

The workshop also evoked discussion on:

Discussion- Referral Processes:
What information may be required from referrers for service-users with learning disabilities?

Discussion – Volunteer Training:
What specific training do you need to provide to volunteers about learning disabilities? How much does specific training on the client group help the volunteer in befriending the individual?

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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3.N

DIVERSIFY & GROW

Lorraine Preece, Youth Support Service

This workshop explored project management and development. The YSS currently has 300 volunteers across 5 counties working primarily with 8 – 25 year olds who have been socially excluded mainly due to their offending/anti social behaviour and the associated authorities.

To view the presentation in full, download the PowerPoint slides from the MBF website at:
http://www.mandbf.org.uk/resources/mbfconferencereport

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