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This is Mentoring

**An evaluation of mentoring for disadvantaged
and vulnerable young people in Scotland**

Final Report

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CONTENTS

1. INTRODUCTION

This report presents the findings of an evaluation study of mentoring services for disadvantaged and vulnerable young people in Scotland. The research was undertaken between December 2004 and April 2005, commissioned by the Scottish Mentoring Network (SMN) and funded by the Scottish Executive and Laidlaw Youth Project.

SMN has identified a number of concerns regarding the lack of clarity of the term and purposes of "mentoring". It may be that this occurs because funding strategies are inclined to favour projects in which "mentoring" has been highlighted. In order to secure funding, projects are tempted to label existing befriending initiatives and other support services as "mentoring" programmes.

Most significantly, SMN is committed to taking a proactive approach and learning from the many examples of effective practice that have already been developed. The overriding aspiration is to build and extend best practice to ensure high quality mentoring for disadvantaged young people across Scotland.

The report seeks to present

- The development of a range of Best Practice indicators for groups/projects utilising mentoring as a support mechanism

- Examples of 'what works' for young people in successful mentoring approaches, drawn from models of effective delivery and practice

- Collated information to inform the process of future working and strategic developments in this area

- Conclusions as to whether funding and strategic developments in this area reflect the needs and aspirations of the young people being supported

This research has provided a broad picture of mentoring projects for disadvantaged and vulnerable young people across Scotland and has examined a range of mentoring projects in some detail. It identifies a range of interventions and approaches and provides Best Practice indicators that may be used by those setting up or seeking to improve current services.

At the national level, the research findings have confirmed the need for a development agency or support service to:

- provide networking opportunities

- service development support

- provide best Practice guidance

- offer training advice

- develop quality standards and

- supply other support functions.

1.1 SCOPE OF THE WORK

The research investigated mentoring services for 11-25 year-olds in some of the following situations: living in poverty; young offenders;

looked after and accommodated; in after-care; homeless; lone parents; refugees; those excluded from education and the economy. These groups often included young people with highly chaotic lifestyles who also tended to have significant drug and alcohol and/or mental health problems.

Four sample geographical areas were selected for the fieldwork (Fife, Borders, Glasgow, Highlands and Islands). These areas were chosen to illustrate mentoring in some of the most difficult and hard-to-reach communities, including those in which rural isolation compounds the challenges faced by many disadvantaged and vulnerable young people.

Three agencies in each area were selected in order to demonstrate the range of client groups, the settings and the type of mentoring provided. In practice, one more project was added, making a total of thirteen projects.

A.   RESEARCH APPROACH AND PROCESS

The research process was designed to be participative and engaging; it incorporated action research principles that engaged agency managers, mentors and other relevant practitioners as well as young people themselves. The research process was balanced by the consultants and SMN with the need to gather a statistical profile and a qualitative assessment through a process of critical reflection and assessment. The research offered creative and engaging opportunities for all, to enable them to have optimum opportunities to input and influence the research.

The outputs of the research process were as follows: -

•   Interviews with 58 individuals, (54 face-to-face and 4 by telephone) including 13 Project Co-ordinators/Development Workers, 26 mentors and 19 mentees

•   A semi-structured questionnaire used for each of the three groups interviewed (Co-ordinators, mentors and mentees), either self-completed or completed by the researcher, dependent on circumstances

•   Questionnaires which used mainly open-ended questions and which were adapted for Co-ordinators, mentors and mentees

•   An assessment toolkit was prepared and developed; it used some of the common outcome indicators identified for mentoring relationships

•   A series of four workshops, incorporating the assessment and review work to determine what the participant's views and experiences were in terms of what worked, what they believed contributed to that, and why.

1.3   THE SCOTTISH PICTURE

A database, compiled by Befriending Network Scotland (BNS) and SMN, along with regional directories, was used to gain a Scotland-wide picture of mentoring provision. Consultants extracted 102 projects which were working with disadvantaged 11-25 year olds and described themselves as 'mentoring' or 'befriending/mentoring'. Approximately 40% of these were to be found, as expected, in

Glasgow and Edinburgh, whilst about 30% were fairly evenly distributed between Lanarkshire, Fife, Ayrshire, Highland and Dumfries and Galloway. The remaining 30% were distributed throughout the rest of the country. SMN and the research team sought to ensure a strong representative spread of urban and rural services across Scotland. See appendix IV.

Agencies in both the statutory and voluntary sectors are providing mentoring services and they may be national or local organisations.

•   Statutory organisations and departments include the following: the NHS; Careers Scotland; Job Centre Plus; Social Work; Education.

•   Voluntary organisations include: Barnardo's; NCH; Aberlour Trust; Quarrier's; Church of Scotland; LGBT; CHILDREN 1st; Fostering Network Scotland; The Prince's Trust; The Prince's Scottish Youth Business Trust.

The database and directories didn't give the full picture of service provision; the researchers became aware of many other services during the course of this work..

The agenda and drive towards this research came from SMN. Many agencies were pleased to hear about the work, but were unable to take part.

Many of the agencies approached, were already dealing with significant change and difficult funding situations. They also faced heavy demands as a result of the nature and range of difficulties facing the young people they work with. Sometimes, it was clear that agencies were providing generic support for the target group and not mentoring; it may have been that they were funded for mentoring and their participation in the research may have jeopardised their funding.

The initial list of representative agencies drawn from directories and databases, included the following: Borders (4); Fife (5); Highlands and Islands (7) and Glasgow (23). 39 projects were approached, before establishing the eventual research sample of 12.

2.0 WHY USE MENTORING?

Mentoring relationships provide some of the most meaningful life experiences and benefits to young people. Many of the outcomes are measurable within the timeframe of the mentoring relationship; others will continue to be realized throughout the young person's life. Young people often saw their mentors as "role models". The responsibility of being a role model suggests that the relationship will provide for lasting and incremental benefits throughout the young persons life. During the course of the research, a broad range of mentoring goals was examined. Some of goals being progressed by the young people during the course of the research included:

- Raising employability

- Providing routes into employment

- Sustaining employment

- Remaining within the mainstream education system

- Finding alternative educational opportunities

- Finding routes into further and higher education

- Improving health including and significantly mental and emotional health

- Moving on into independent living

- Active Citizenship and volunteering

- Personal development work – leading to sustainable positive progress.

Where it is appropriately set up, developed and managed, mentoring offers a powerful opportunity to disadvantaged young people.

For most of Scotland's young people, guidance, support, care, advice and practical help are accepted as a "given". Many of the young people who took part in the research, however, had no supportive adult; and in some cases they had no support from either their families or mainstream services. Mentoring and other relevant supports are being used to redress the imbalance.

Mentoring projects seek to enhance the self-confidence and emotional growth of children and young people; they also seek to help them develop a greater capacity to form and maintain relationships. The projects broadly aim to provide an appropriate supporting role model to young people and children, to help them make informed choices in relation to education, employment, health and relationships.

For disadvantaged and vulnerable young people, a mentor can provide social support and can reduce social isolation during the transition to independence. Feedback from young people themselves points to the need for

- The presence of at least one supportive parent or adult

- A relationship with a trusted adult with whom the young person can feel safe and in whom they can confide

There has been a real lack of clarity regarding the term 'mentoring' and the purposes of the work across both voluntary and statutory sectors. More recently, existing and new funding strategies have prioritised 'mentoring' as a means of supporting excluded and vulnerable young people. In the current precarious funding climate of support services for young people, projects have been forced or tempted to label existing befriending initiatives and other support services as "mentoring" to secure funding. In practice, these projects are often providing a combination of mentoring, befriending and informal support to their clients. SMN and BNS undertook a considerable amount of joint working during 2004, to clarify each of the concepts and begin to develop good practice indicators.

Volunteering/active citizenship

The role and benefits of volunteering were not part of the initial scope of the research agenda. As the process evolved, it became clear that the issues of volunteering and active citizenship merited some profile in terms of their relevance to progression for vulnerable and excluded young people. The volunteer development work remains relatively unacknowledged as a meaningful by-product of the work of mentoring agencies.

Numbers of between 2 – 100 volunteers in the volunteer mentor agencies that took part in the research, were receiving professional training; covering, for example, child development, poverty and disadvantage, equal opportunities and child protection. Mentors were also benefiting from excellent career and professional development opportunities in their work with young people; ongoing development support from the agencies also contributed to professional and personal development opportunities.

These objectives were not laid out in the overall targets of the agencies. The Scottish Executive has a strong commitment to supporting volunteering and funding streams for this work but volunteer mentoring services do not appear to be utilising them. Some of the agencies appeared to be exceeding targets of community based volunteering services, with volunteer teams in excess of 50.

2.1 WHAT IS MENTORING?

The consultants extracted, from an extensive portfolio of relevant literature, a list of circumstances which are associated with positive outcomes of mentoring with young people:

- Mentoring as part of another programme (integrated into existing organisational contexts)

- Social similarity of mentor and mentee

- Pre-match and ongoing training of mentors

- Monitoring of programme implementation

- Screening of prospective mentors

- Matching of mentors and young people, on relevant criteria

- Supervision of mentors/mentees

- Support for mentors

- Structured activities for mentors and young people

- Adequate length of relationship

- Goals of schemes need to match the aspirations of the young people

- Goals that are clear and realistic

- A match between the values of young people and their mentors

- The mentor is not seen to be 'in authority' or as being 'part of the system'

- Frequent contact with the young people and their families

- More stable lifestyles amongst young people who engage in mentoring

- Schemes which are driven by the needs and interests of young people

These circumstances have also been used to inform the research process, to act as pointers to focus on certain areas of mentoring and as a guide towards Best Practice.

Mentoring is a goal-oriented process that supports learning and is set in the context of learning and development. The goals are developed around the young person's interests, abilities and aspirations and are in line with the purposes and objectives of the mentoring agencies.

Mentoring provides the young person with opportunities for experiential learning and, at times, encourages self-learning. It is regarded as a "process" and is distinguished from the traditional network of help by the source and the method of support, rather than by what it is trying to achieve.

Befriending is a different but related process, focussing on the development of a trusting relationship, described by BNS as follows:

"Befriending often provides people with a new direction in life, opens up a range of activities and leads to increased self-esteem and self-confidence". In practice mentoring and befriending have some areas of overlap and there is some confusion within projects as to which of these processes they are providing. The sample of 13 agencies contained 2 providing befriending; the researchers decided to include them in the sample to provide scope for comparison.

2.2 THE BEFRIENDING & MENTORING SPECTRUM

To help clarify the roles and purposes of both mentoring and befriending, BNS devised a 'Befriending/Mentoring Spectrum'. This valuable assessment tool was adapted for use with agencies in the field, to assist in identifying individual understandings of mentoring. During the interviews & workshops, agencies, mentors and mentees were asked to place the project they were involved with on the following scales and discuss:

BEFRIENDING		BEFRIENDING/MENTORING		MENTORING	
1	2	3	4	5	6

RELATIONSHIP		RELATIONSHIP/SPECIFIC GOALS		SPECIFIC GOALS	
1	2	3	4	5	6

The descriptions below correspond to the numbers given on the spectrum:

1.   Befriending – the role of the befriender is to provide informal social support. The primary objective of the relationship is to form a trusting relationship over time usually in order to reduce isolation & to provide a relationship where none currently exists. Other outcomes may occur e.g. a growth in confidence, but these are never set as objectives for the relationship.

2.   Befriending – the role of the befriender is to provide informal social support. There may be additional stated objectives at the start of the relationship e.g. increasing involvement in community activities. The success of the relationship is not dependent on these objectives being achieved, but they are seen as a potential benefit of befriending over time.

3.   Befriending/Mentoring – the role of the befriender/mentor is to provide informal social support & through this supportive relationship to go on to achieve stated objectives e.g. increasing client's confidence to enable them to do activities independently in the future. The objectives do form a basis of discussion between project, befriender/mentor & client at an early stage, & are reviewed over time.

4.   Mentoring/Befriending - the role of the befriender/mentor is to develop objectives with the client over time. Initially the role is to develop a relationship through social activities in order to establish a level of trust on which objective setting can be based. Due to the client's changing circumstances, objectives may take time to set, & may be low key.

5.   Mentoring – the role of the mentor is to work with the client to meet objectives which are agreed at the start of the relationship. These are achieved through the development of a trusting relationship which involves social elements but which retains a focus on the objectives agreed at the start.

6.   Mentoring – the role of the mentor is to work with the client solely on agreed objectives which are clearly stated at the start. Each meeting focuses primarily on achieving the objectives, & the social relationship if achieved, is incidental.

One mentor, in a befriending and mentoring project in the Scottish Borders felt that exact definitions were unimportant, highlighting the

need for agencies to respond appropriately to the changing needs of young people:

"If we are to be most concerned with supporting these young people towards their goals, deal with their problems and break through their barriers, then it would seem sensible to ensure that all their issues are dealt with as they arise. Some young people may progress well towards their goals and then encounter a setback. In which case we must respond and client-centred solutions are not the rhetoric but the essential reality. If that doesn't entirely fit with a rigid definition then does it matter?"

Agencies generally believed that some overlap on the befriending and mentoring approach (in working with this client group) was essential to building an initial trusting relationship with young people who might have had difficulties with this in their earlier lives. Two agencies said that they actually had to initiate their work at 3 (Befriending/Mentoring) on the spectrum, whilst most agencies felt that they needed to begin their work with befriending and then move towards mentoring as the relationship developed.

Where agencies were working with young people in crisis (for example homeless young people; those with significant mental illness, offending behaviour, significant drug/substance misuse, suffering violence and abuse and who have been in care), then mentoring was not generally deemed appropriate. There were examples of agencies professing to deliver mentoring within this context; however discussion revealed that the support being provided, although very valuable, was not mentoring.

One agency however, provided mentoring within the context of drug/substance abuse, as part of an early intervention and prevention of drug misuse and offending behaviour. This project worked with 11-17 year olds when the drug issues and offending behaviour were not at crisis stage, but giving cause for concern. They had a clear understanding of mentoring, as being distinct from intensive support and befriending. The Co-ordinator explained:

"The mentees come with an action plan already made. We aim to provide a level of support to maintain changes of behaviour which have been made under Social Work or Education Departments. If the behaviour of the young person deteriorates whilst they are being mentored, then they are referred back to the social workers."

The two agencies which provide informal support, although formally classifying themselves as mentoring, placed themselves at 4 and 4/5 respectively. One agency dealing with homeless young people, felt that they were providing mentoring, befriending and informal support and that all of those roles were needed at different times in their relationships with the young people.

Strategic Recommendations to clarify the role, purpose & process of mentoring

•   The terms 'mentoring', 'befriending' and 'informal support' need to be clearly understood and agencies be able to assess the value of each kind of intervention at the various stages of a young person's progression

- Funders and those involved in the strategic development of support services for vulnerable and excluded young people must ensure financial support for the continuum of care which these young people need (to progress them from crisis to thriving). This would reduce the understandable drive of agencies to use mentoring funds to secure core work and other related support services.

- Funders themselves need to be clear of the definition and purposes of mentoring to ensure that the projects and services they are funding are delivering quality mentoring.

- A standardised mentoring development guide using the spectrum and other related assessment and measurement processes and toolkits could be developed and disseminated to those agencies involved in setting up, developing and monitoring mentoring.

- There must be a recognised and established agreement between funders and mentoring services for balancing the need to hone the goal-focussed nature of mentoring and the necessity of flexibly responding to young people who experience setbacks along the way.

- Review of mentoring support is critical to ensure progress and in some cases respond to the need to put the relationship 'on hold'; this would apply when set backs result in the mentoring relationship being counter-productive and/or the goals subsequently unrealistic.

- Agencies need some flexibility to provide mentoring, befriending and informal support in response to the ongoing personal development needs of the young people. The need for this flexibility is most acute in rural and remote rural locations where there are fewer services.

- Investigation of funding opportunities through volunteer development funding streams should be a matter of priority for mentoring services.

Best Practice indicators for clarifying the role, purpose & process of mentoring for agencies

- Agencies need to be aware that young people are not necessarily prepared for mentoring when they initially present; their involvement in mentoring-specific programmes under these circumstances could be counter-productive to their development. Thorough initial assessment would assist in establishing the most appropriate approach.

2.3 THE MENTOR'S ROLE

In agencies where there was a clear understanding of the mentoring role, mentors identified key attributes and purposes of their role through the workshops and interviews. Their comments are presented in the table below:

Table 2.1

Mentors' aims for mentoring
Developing a clear purpose, setting goals and giving relevant advice in line with the goals
Linking mentees to a network of support services which will help them achieve their goal
Being there to help the mentee through the maze of services and towards their goal
Providing practical support and using creative approaches to upskilling
Increasing confidence and self-esteem and providing a bridge into society
Establishing a relationship with the appropriate balance of the professional and the personal
It's for a fixed duration and it's about fostering independence
It's about being well trained, assertive and knowledgeable
It's about being absolutely well supported yourself (the mentor) so you know you are doing the right thing for your mentee
Observing boundaries

Table 2.2 below summarises agency criteria for mentoring, This corresponds to a certain extent, with the mentors' definitions above:

Table 2.2

Agency criteria for mentoring
The mentor has an understanding of the goal that is being worked toward. For example, job-related, building specific skills.
Mentors can help the client see what is possible, share relevant experience, motivate and encourage, examining and helping the client decide what is best for them.
A mentor provides the space to make sense of other inputs, an opportunity for reflection in relation to a specific goal and to harness the opportunities of informal learning.
A mentor will facilitate a client's learning, smoothing the way for progress
A mentor will provide a truly unthreatening and non-judgemental environment.
This environment will be created by the mentor's position which is 'off-line,' or outside formal organisational structures.
Mentoring is best described as a process and the mentor's role is to provide additional support to the young person in their endeavour to achieve their predetermined goal.

Mentors who clearly understood their role tended to be clear about what was not their role. Some key comments are included in the table below:

Table 2.3

Some of the things mentors said that their mentoring role is not about:
It is not about being "chummy"
It's not about being a teacher or colleague
It is definitely not being a therapist
Although I provide guidance and support for personal problems, that's not my mentoring role – that's just another gap I sometimes need to fill

Goal setting

Mentoring relationships are characterised by goals being set in advance of the relationship being established. From the agencies interviewed, the data was somewhat confused. Six set goals in advance and one "set the goals once we know people pretty well." (This project described itself as a mentoring project; conversely, one project, describing itself as a befriending project said "it is about achieving the goals…") Of those agencies which developed goals at the outset, table 2.4 provides an example given by one agency of goals related to employment:

Table 2.4

An example of employability goals developed at the outset by one agency
Analysis of skills, experience and aspirations
Training requirements to get them there
Steps forward
Support needed to take the steps forward

Glasgow Mentoring Network's New Deal Mentoring offers a policy statement on the role of the mentor:

- The New Deal Mentor's role is to respond to the Mentee's agenda and developmental needs. The New Deal Mentor will not impose their own agenda.

- New Deal Mentors must respect the current agreement regarding confidentiality within the New Deal Relationship.

- New Deal Mentors will not intrude into areas the Mentee wishes to keep private, until invited to do so.

- New Deal Mentors should be aware of the limits of their own competence and operate within these limits.

- New Deal Mentors and Mentees will respect each other's time and responsibilities, ensuring that they do not impose beyond what is reasonable.

- The Mentee should accept increasing responsibility for managing the relationship. As such, the New Deal Mentor will empower them to do so and, generally, promote the Mentee's autonomy.

- Either party may dissolve the relationship. However, both the New Deal Mentor and Mentee have a responsibility for discussing the matter together, wherever possible, as part of mutual learning.

- GMN will ensure that New Deal Mentees are made aware of their rights and any reporting /complaints procedures in effect.

- New Deal Mentors have a responsibility to continue their personal development of mentoring competencies.

Best Practice Indicators for the mentor's role:

- Mentors need to be clear about their role (e.g. goal-setting, informal learning, impartiality, and orientation) and recognise both its extent and its boundaries. Tables 2.1 and 2.2 provide a basic guide to the role.

- Goal-setting at the outset is critical to the success of any mentoring relationship because of its distinctive focus on goal achievement.

- Goals need to be developed according to the aspirations of the young person and in line with both agency and mentoring purposes.

- A policy statement or formal agreement outlining the role and responsibilities of the mentor would contribute to best practice by formalising and familiarising mentors on a continual basis.

3. DEFINING THE MENTORING PROCESS

The research methodology and approach aimed to incorporate a step-by-step guide to the mentoring process, from the initial recruitment and matching stages to moving young people on from the mentoring relationship. Sections 3.1 – 3.13 aim to give an overview of some key examples and evidence that support the subsequent best practice indicators and recommendations for each aspect of service delivery for mentoring.

The agencies had a wide variety of aims and targets for their mentoring work in relation to the geography and issues facing the young people with whom they were working. This research aims to reflect those wide-ranging objectives and approaches to supporting vulnerable and excluded young people.

At the outset, it is important to mention that mentoring initiatives broadly appeared to vary aims and objectives dependent on age ranges of young people. Projects for the 11-17 age group had a propensity to concentrate on school, behaviour, role models, peer groups and social activity. In the words of one Co-ordinator:

"We aim to reduce school exclusions and the number of time-outs from school; to provide positive role models; to provide support at a difficult time in young people's lives; to break down barriers of territoriality in the neighbourhood; to make young people aware of what is available in their local area and get them to use it."

Some projects had more broad-based aims. Two, for 18-24 year olds, focussed on drug and alcohol problems:

"It is about achieving goals. Getting people to socialise in a different way. Getting off drugs and alcohol. To see the changes in socialising and learning new skills as coming out of a trusting relationship" (This project defined itself as 'mentoring').

A refugee project, by contrast, had a range of aims connected to English language development and cultural integration:

"To improve English language skills; to make new friends; to help to integrate; to build bridges between the cultures; to learn more about the local area; to find a job or do voluntary work."

Projects working with young people over 20 focussed on raising employability potential, leading young people into employment and helping them sustain their employment.

"The mentoring service is another aspect of our overall work of getting young people into employment and stopping them offending".

The best practice indicators and recommendations for each aspect of the mentoring process would apply in mentoring work in all of the above situations.

3.1 RECRUITMENT AND SCREENING

Mentees

Agencies generally talked about their initial experiences of recruiting mentees as being the most challenging task. These experiences would be standard to many support services but particularly significant in 1 to 1 support settings where service-users came through means of very specific referrals based on complex needs and personal and social issues. Over 50% of the agencies which were well established indicated that they had too many young people referred and were unable to meet the demand.

Mentees were inducted into projects by various methods. Most of the agencies arranged a face-to-face meeting to explain about the project; outlined what mentees should expect from the mentoring process, the ground rules or agreements, boundaries, expectations and the responsibilities of the mentee. This explanation often came in the form of an introductory leaflet or an induction pack.

Evidence from the mentees generally indicated that they had been inducted adequately and knew what to expect. They also indicated that their experiences had matched their expectations. There were some exceptions and not surprisingly these occurred in agencies where the roles and purposes of mentoring were unclear amongst staff and volunteers.

Mentors

Qualities sought in mentors. Co-ordinators said that they did not have a profile of a typical mentor. (indicating that they looked for a variety of people). Four agencies indicated that they had a mentor's Job Description. This usually focussed on the skills and personal qualities sought. The kind of qualities identified by agencies were as follows:

- ability to relate to young people

- good listening and questioning skills

- non-directive and non-judgemental approach

- ability to work one-to-one with the young person

- commitment to a client-led approach

- ability to motivate and build confidence

Many agencies reported real difficulties in terms of recruiting volunteer mentors, whilst some others had fewer difficulties. Mentors were asked to give their reasons and motivation for taking on the role. Table 3.1 over shows some key motivators for becoming a mentor, either paid or voluntary. Payment of mentors is clearly a motivator to take on the work, in some cases.

Table 3.1

Key motivators for becoming a mentor	Comments
Fulfilment	I was working in a job where I didn't feel fulfilled
Making a difference	I see and hear that some young people are really struggling with terrible life experiences and I wanted to a make a difference to their lives
Improves learning	Complemented my formal learning
Using time of life purposefully	I was semi-retired and had a lot of time on my hands
New learning and professional development	I came from a mental health background and wanted to combine my previous experience with new learning.
Peer mentoring and giving something back	I had a mentor and then when that was finished, I thought I wanted to do for somebody what he had done for me and so I took the training and now here I am
Career development & improving professional skills	I wanted to get into working with young people and this gave me the opportunity to see if it was for me, and get experience
Community values	I became a mentor for children in the east end of Glasgow. There are very few resources there
Wider social values	Mentoring is about helping somebody, it's not about money

The organisations that had been successful in recruiting volunteers had prioritised the key motivators for the work and some even had publicity strategies.

The motivators in the table above can be added to recruitment publicity to encourage and appeal to the strongest key motivators for potential mentors. Since the lack of suitable mentors is often a problem, it would seem prudent for mentoring agencies and services to devise and undertake publicity work to improve mentor recruitment.

In remote rural communities, projects tried to recruit mentors in locations near to the mentees, rather than local to the project base, to try to provide a more locally based and cost-effective service.

Some publicity priorities that translate to good practice for recruiting mentors are:

- Advertising: including radio interviews, bus posters, stalls at public events and leisure events e.g. gala day

- Attendance at Volunteer Fairs

- Talks at Volunteer Centres

- Talks at Rotary and other social clubs

- Advertising and presentations in colleges and universities

- Internet websites. (Many of the services did not have websites, however)

- Making use of peer-mentoring opportunities

Mentor screening and induction

The screening of mentors appears to have been thoroughly undertaken by eleven projects. The projects that screened their mentors did so by obtaining an enhanced disclosure from Disclosure Scotland. All projects took up references, although many only requested one reference (others by contrast collected three). Eleven interviewed mentors individually. One project working with a large number of mentors, simply brought them together in a group. The Coordinator explained, "I don't have time to do individual interviews anymore".

Best Practice Indicators for recruitment and screening:

- Mentees need to be inducted into the mentoring process, establishing mutual expectations, responsibilities, agreements and ground rules including boundaries.

- Mentors need to be screened. An individual interview, references and enhanced disclosure are essential, especially when working with young people. Mentors should follow the example set by other support services working with vulnerable children and young people; a suggested minimum of 2 references would seem prudent.

- Agencies need a Person Specification for the skills, abilities and qualities they seek in mentors.

- Agencies need recruitment strategies for volunteer and paid mentors which take into account the key motivators.

- A variety of publicity methods is required in order to maximise recruitment opportunities, for example, radio, attendance at volunteer fairs, talks, presentations and the internet.

- Strategic partners and funders need to be aware that many mentors are dealing with social work issues and caseloads.This type of portfolio of work is not always suitable for volunteers.

3.2   PAID AND VOLUNTEER MENTORS

Of the thirteen projects in the sample, eight employed paid mentors and five used volunteers. Volunteer mentors were valued by young people and agencies alike. This seems to stem from the choice that the volunteer had willingly given their own time to help a young person. A further advantage was that a volunteer might be seen by a young person to be distanced from 'officialdom'. One mentor put it like this:

"Young people genuinely value the support of their (volunteer) mentor. They have so much in the way of professional input to their lives: staff from Social Work, the hospital, mental health services, school. Someone who is choosing to be in a relationship with him or her means a great deal. They say that themselves".

To young people already surrounded by support professionals, a volunteer mentor, who has made a choice and a commitment to them is significant. "I know he really cares about me because he is giving up one night a week of his life to be with me."

However, one agency, which runs a "Get Ready for Work" mentoring programme, believed that paying their mentors worked best for the intense kind of support they were providing. They worked every day with the young people in their caseload providing a mix of personal and career development, groupwork programmes, one-to-one mentoring support, with subsequent mentoring support in employment as the young person moved forward.

Many of their young people have no effective family support and so this intensive and focussed approach is critical to their moving on to independent living and employment. This intensity of support would be impossible to provide through the use of volunteers. One mentee, involved in the agency cited above, endorsed this comprehensive approach, commenting:

"I'm glad I can come here and I've got something to do every day, because I wouldn't be getting the support to go to college if I wasn't."

Best Practice indicators in terms of the role of paid and volunteer mentors:

•   There is a place in young people's lives for both paid and volunteer mentoring support. Funding and strategic development work need to take account of the issues facing young people, geography and the objectives of the mentoring relationship.

•   Where intensive support is required, someone who is paid and available throughout the week is more useful.

•   Where mentors are being offered remuneration for work, then the motivation is likely to be higher and those presenting for recruitment will come with a stronger skill and knowledge base.

•   From interviews with mentees, the value of having someone there in a voluntary capacity offers enormous benefits for self-esteem.

3.3   REFERRAL

Mentees are referred to projects from a wide variety of agencies and, in some cases, self-refer. These agencies included Social Work Services, Health Services (including hospitals), Health Visitors, doctors, Careers Scotland, Youth workers, Housing Departments, schools, Gateway to Work programmes, Further Education colleges and voluntary agencies.

All the agencies were part of a network of referral. Most had a wide range of referring agencies, whilst those which offered very specific provision, e.g. New Deal, had only one or two. Being part of a network of referral was cited by Co-ordinators as an important part of their work because they were able to develop relationships with many agencies; they could then refer mentees to them for other forms of support, if needed.

Inappropriate referral was mentioned by a number of agencies across the four geographical areas, where other statutory and voluntary services were unclear about the nature and potential of mentoring. Most mentoring agencies in the sample experienced difficulties in this respect. Inappropriate referral was a challenge in one remote northern area – because of a general lack of services locally: "There aren't any mental health or addiction services in the vicinity," said the Co-ordinator. Many social support services for young people or vulnerable people may find mentoring a useful addition to assist their clients. One agency wrote in its Annual Report:

We still actively encourage referrers to seek appropriate interventions prior to our service, to ensure the right level of intervention. We also recognise this, as a sliding process where we will refer back for intensive intervention should the young person's life become more challenging again.

One project provided a specific leaflet for referrers, undertook information seminars and attended a range of inter-agency events and groups to ensure the optimum in terms of information and advice sharing about mentoring.

Agency development workers and Co-ordinators prioritised the management, development and support work with mentees and mentors and little time, resources or energy was left to undertake education and development work with other relevant support agencies and referrers. Linknet mentoring in Fife had built in time from inception to developing these relationships and the dividends were high. They enjoyed strong and effective working relationships with referrers and in turn, their clients benefited from a seamless service of support.

Best Practice Indicators for referral:

*   Mentoring agencies and referral agencies need to be clear about criteria for referral

*   Mentoring agencies need to be part of an effective network of referral and a partnership agreement. This agreement must clarify roles and responsibilities of each of the agencies involved in the young person's network of support to ensure a more efficient and joined up approach to moving the young person on

- Mentoring agencies need to educate all potential referral and cross-referral agencies through publicity and networking to make them clear what mentoring support is about, and the circumstances in which it is appropriate to refer young people. Time and energy need to be invested in this.

3.4 RATIOS

Ratio of Co-ordinators to mentors

The average ratio of Co-ordinators to mentors was 1:18, although this varied depending on the range of issues faced by the client and the location of the mentoring service.

In rural areas, the ratios were lower than in urban ones. Co-ordinators supported an average of fourteen mentors. In the island community, agencies had a ratio of 1:8. One reason for this is the small size of the eligible population. One city-based project had a ratio of 1:50 set as a target by its funders. In this agency, the Co-ordinator expressed concern that he was unable to match, train and support the mentors and mentees adequately.

Amongst mentoring professionals and networks, opinions varied as to the optimum number of Co-ordinators to mentors. Agencies with smaller ratios seemed able to offer a more comprehensive service and to give more detailed attention throughout. However, it is imperative that all projects have sufficient time to provide a quality service to their mentees.

Ratio of mentors to mentees

Where organisations employed paid mentors, the average was 1:8 mentors to mentees. Opinions about optimum mentor/mentee ratios varied between agencies and professionals. One project for 12-17 year olds allowed only one mentee per mentor, saying that *"We want the mentors to be specific to that young person. It is quite hard for one mentor to have more than one mentee in a small community because the young people know each other."*

Another project operating paid mentors was unable to respond directly to young people's needs. The ratio was 1 mentor to 80 young people. This reflected in interviews with both the mentor and a mentee. There was lack of clarity from mentor and mentee regarding the purpose of the mentoring relationship. The young person was not clear on what was being offered to him and why. When asked what he expected from the relationship, he commented, *"I don't know, I just come along here and he gets me to do things. I think it's about getting me a job".*

This young person had recently been homeless, was at risk of becoming homeless again, experiencing mental health problems and living in an unstable and unhappy family situation. Good sense would indicate that 1 worker couldn't work positively with 80 vulnerable young people; neither is it possible to lead young people into sustainable employment where they are in crisis. The Co-ordinator also commented that the agencies funding and performance targets were solely *"based on numbers of referrals".*

In one project providing informal support, the paid Co-ordinator and project worker were also doing mentoring work. This is a possible concern in relation to the mentor/mentee relationship; the Co-ordinator has a supervisory role as well as focus on the overall objectives, and the mentor's role should not involve a power relationship.

Best Practice Indicators for ratios of Co-ordinators/mentors and mentors/mentees

• Agencies need to separate mentoring work from other roles, for example, supervisors, Co-ordinators, guidance workers, in order that they avoid a power element within any mentoring relationship.

• A range of indicators for ratios of Co-ordinators to mentees is needed. Rural areas need tighter ratios to accommodate small population size and the time intensive factors of travel and geography.

• A maximum of between fifteen and twenty matches should be assigned to any one project worker/Co-ordinator. This needs to be used as a benchmark.

• Funders and strategic partners need to be aware that quality outcomes or target outputs must not be based solely on the numbers of referrals

3.6 MATCHING

The 11 agencies involved in matching all had their own criteria for matching mentors and mentees. The core criteria for matching which emerged during the research included: age; occupation; interests; cultural & social background; attitudes; skills; abilities; professional background & training. Linknet MentoringFife project quoted the following criteria as a policy statement for matching:

Table 3.6

Matching takes account of:

• Potential to share skills

• Personality

• Life experiences

• Geography

• Cultural & social empathy

• Gender & age (where appropriate),

• Focussed on building confidence and optimising opportunities   It is a finely tuned process of harmonising those things that are most needed and can be most readily provided (An effective mix of the above)

Agencies recognised that time invested in the matching process helped relationships to be successful. This comment summarises the successful practices:

" We make sure that Mentors are matched up based on their ability, knowledge and motivation to support the mentee achieve their goals; if, for example, we have a mentee who is looking for employment in finance, we'll match them up with someone who is an accountant. We put so much into matching. Time and experience have taught us that this is often the key to success."

Mentors' lack of confidence regarding their ability to help also had to be addressed: as one manager said:

"Mentors are often terrified; they worry if they'll be the right person to help make a difference in a young person's life."

One agency, working with 12-17 year-olds, said that it had streamlined the matching process by preparing the young person carefully first.

"We meet the young person and get a general view of their personality. We assess their willingness to be referred. They need to have a good relationship with the person who is referring them first. This reduces the pressure on us to match personalities."

This agency stressed the need for the young person to be ready for the mentoring process before a match was made. They also emphasized that they looked for a young person's ability to build a relationship, for example with a social worker or guidance teacher. This was an indication that the young person would similarly be able to build a relationship with a mentor. One agency involved the mentee's referrer in the process:

"We meet the young people; find out how willing they are to be referred, and simultaneously meet with the referrer. Spending time on establishing the groundwork is essential".

Matching involved at least one meeting between mentee and mentor in over 90% of cases. Where there were two meetings, the first one usually took place with the Co-ordinator present, and the second one with the mentor and mentee together alone.

Best Practice Indicators for matching:

• Table 3.6 offers a basic matching policy framework and covers all the core elements echoed by best practice agencies.

• Matching processes should be undertaken in line with the needs of each individual mentee. This involves:

a. Discussion between Co-ordinator and the mentor to establish whether their skills, interests and aspirations would coincide with those of the mentee

b. At least one meeting between mentor and mentee

c Questionnaires or matching application to ensure the best match-up possible in terms of interests, skills, aspirations, knowledge and experience

d. Thorough preparatory work with young people so they are clear of the purpose of the mentoring relationship

3.6   MENTOR/MENTEE MEETINGS

The following points summarise the patterns of mentor/mentee meetings:

• Meetings were generally weekly or fortnightly. In three agencies, the mentors worked intensively with young people, sometimes up to ten hours per week. Mentors often supplemented relationships with telephone calls (mobile and landlines) &/or e-mail.

- Meetings were usually between one and three hours in length, depending on the purpose of the meeting. A meeting in a café was typically between one and two hours. If an activity was taking place, then two to three hours were needed to undertake the activity and to spend time catching up with the mentee's progress.

- In rural areas, meetings needed to be two to three hours long, in order to build in the travelling time for the mentor. (Sometimes, this was as long as one and a half hours.)

- Public places, cafes/coffee bars were generally used for meetings. Relationship boundaries usually discouraged mentors and mentees from going into each other's homes, other than to collect or drop off mentees. In rural areas, this was not always possible, because of a lack of transport and venues suitable for mentoring meetings. In Glasgow, some mentees were picked up and dropped off at their homes because of territoriality within the locality. This offered the advantage of bringing the mentor into contact with parents.

- Where social activities were an important part of the relationship (to reduce social isolation and introduce the mentee to new social activities), meetings took place in a variety of venues including, libraries, community/leisure centres, parks or similar locations.

- Mentors used many opportunities to work with young people as these comments illustrate:

> "I'm doing anger management with my mentor – he's got me a punch bag".
>
> "He got me to join a rambling club & came along with me the first few times, now I go myself".
>
> "He takes me along to the Job Centre & explains things to me because I am pretty anxious
> about things and it helps to have him do this with me."

Best Practice Indicators for mentor/mentee meetings:

- The frequency and length of meetings need to reflect the needs of the mentees and the type of support being provided. A minimum of one hour is suggested as a means of catching up with progress and to plan ahead.

- Meeting in public places is usually recognised as good practice. In rural areas without suitable meeting places, then some flexibility is required.

- Picking up and dropping off mentees at their home may be necessary (in the case of territorialism) or useful (to meet informally with parents).

- A range of social, leisure and educational activities and trips can offer a meaningful medium to undertake support work with a mentee.

- Telephone, text & e-mail can provide a useful means of additional support to mentees.

3.7   LENGTH OF RELATIONSHIPS

Relationship lengths varied from a few weeks to over two years. There seemed to be a pattern of longer (two years-plus) mentoring relationships in the north and in island projects. Some relationships were short because they did not develop successfully. However, most projects were able to ensure that relationships were long enough to meet the needs of their mentees.

Three projects had maximum time limits of six months, whilst two had a one year maximum. Continuing the relationship informally after mentoring had ended was encouraged in two projects which had strict time limits.

At the other end of the scale, three projects could offer support for as long as two years, whilst two others could offer support for longer if they felt that it was needed. Most projects considered that anything less than six months was not in the best interests of the young person and was not likely to lead to sustainable progression.

One of the exceptions to this was in New Deal mentoring. In this, the mentee is focussed on getting employment and may do so within a few weeks of first seeing a mentor. However, this was not the case in all employment-based projects. In one, the mentee was supported for some time after gaining employment.

It is very difficult to be specific about the ideal relationship length as there are so many variables to take into account.

Best Practice Indicators for length of relationships:

- Length of relationships needs to vary according to the needs of mentees, but needs to be long enough to ensure sustainable progression. Agencies generally recommended a minimum of between 3 and 4 months and a maximum of 1 year.

- Where the mentor is presenting with high employability potential in an employment-mentoring project, then a short and focussed mentoring approach is sufficient. This could be as little as 6 weeks, to lead the mentee into employment.

3.8   REVIEW OF MENTOR/MENTEE RELATIONSHIPS

75% of the agencies reviewed the mentoring relationship on a three-monthly basis and included the mentor, mentee, and Development Worker/Co-ordinator as a minimum in the review. In some situations, parents, referral agencies and other relevant parties attended e.g. Social Work services and the Education Department.

Two agencies had no formal review process. Another reviewed only at the end of the mentoring relationship, thereby having no way of checking the young person's progression. Two projects with large workloads felt that they did not have sufficient time to offer adequate support to their mentors and were clearly concerned about this.

"I organise a support meeting every two months and review in this way. I offer mentees and mentors a drop-in for support. I have too many to make individual appointments".

"I plan for one review per month, but I do not have enough time, so it becomes ad hoc."

One mentee actually suggested that he would have liked the opportunity of reviewing his mentoring along with the other supports. He valued his participation in the research process as it allowed him to reflect. His comments included *"I'm glad to see my relationships have got better and I'm not so depressed, but I can see what problems I've still got to sort out and that's still a bit depressing."*

In rural projects with smaller Co-ordinator/mentor ratios, there was generally more scope for review, because in these areas Co-ordinators', mentors' and mentees' paths were more likely to cross regularly in the course of their daily lives. This provided the opportunity informally to review, 'to keep tabs' on what was happening. In one rural project, there was a monthly review and planning meeting of all the mentors and the Co-ordinator, where young people were discussed, anonymously.

Best Practice Indicators for review of mentor/mentee relationships:

- A regular review process for the mentee & mentor is essential to establish progress, most especially for the mentee.

- Agencies were recommending that this be undertaken at a minimum time period of three to four months dependent on issues and goals.

- Where geographical distance and time does not allow for formal review sessions, the telephone is an appropriate way of reviewing relationships

3.9   GROUP SUPPORT AND SOCIAL EVENTS

Group support and social events are organised by some projects to integrate young people who are often very isolated and unable to take part in social or recreational experiences with their peers.

Two projects provided group support for their mentees. One project complemented its one-to-one mentoring by groupwork programmes around relevant personal and career development issues.

Social activities, organised by six of the projects, were enjoyed by mentees. For many, their lives seem to lack fun and a variety of experiences and social contact outside the immediate family and peer group. Increased personal and social confidence and self-esteem are important outcomes of being mentored, to which positive and constructive social experiences can contribute.

One Fife-based mentoring project used group activities and events as an opportunity to profile success stories, celebrate mentees' achievements and mentors' efforts and contributions.

One rural agency had joined up with a local arts project and had done creative writing, compiled life journeys, photography and art and sculpture with local writers and artists. The mentees who were interviewed stated that they had gained

considerably in personal development, confidence and new skills from this experience.

Best Practice Indicators for group support and social events:

•	Group support work could usefully complement other methods of achieving personal, social and career development.

•	Group activities and support can frequently offer an initial step to integration with peers and society, especially in rural settings, and need to be valued in this respect.

•	Group activities could be geared towards building the confidence and cohesiveness of mentoring agencies by using them as opportunities to celebrate achievements and successes.

3.10   CONTACT WITH PARENTS

Links with parents and/or carers are often required, to support the mentoring relationship for under 16 year-olds and to gain insight into a young person's relationship within their family. Links with parents had been established by both of the agencies with young people in the 11-17 age group. These agencies felt that it was important to see the young person in the context of the family situation. One project said that:

"Parents can drop in and phone in if they are worried about issues. It could be to do with their child, or other issues. I would like to develop some family-focussed work and provide parenting courses."

As explained in section 3.6 above, the picking up and dropping off at home, especially of the school-aged mentees, also allowed the mentor to meet the parent(s) and to deal with any relationship difficulties within the family.

As an example, two male mentors of teenage boys had provided informal help to the families of their mentees, particularly about the boys' behaviour problems. In both cases, mentors had become aware of family relationship problems, through conversations with their mentees. Both of these mentors were aware that they were providing adult role models. In one case, the agency had been able to arrange parenting advice informally, through another agency. The mentee, when interviewed, commented spontaneously about the improvements in his family relationships during the course of his mentoring relationship.

Other agencies felt that it was important not to involve parents when they were working with over 16s and when the family was the main or a significant issue behind the need for mentoring.

Best Practice Indicators for contact with parents/carers:

•	Links with parents/carers are often required to support the mentoring relationship and gain insight into a young person's (usually under 16's) progress within the family.

•	Over 16s often need a safe and confidential space away from their families and the mentoring relationship may be the only opportunity to provide that.

3.11 MENTOR SUPPORT AND SUPERVISION

Mentor support and supervision was mainly carried out through monthly team meetings and one-to-one discussions, often by telephone, although projects varied in the extent that they did this. Mobile phone support on an ad hoc basis was offered by all the Co-ordinators to provide opportunities for private discussions and support for challenging situations which might arise. Mentors appreciated the opportunity to talk to their Co-ordinator in this way. The monthly team meeting in several projects was used as an opportunity to train and update mentors,.

Co-ordinators often provided more support and supervision at the beginning of relationships, then reduced the level of support once the relationship had become established. An 'open-door' approach for mentors, especially volunteer ones, was acknowledged by most of the agencies as being critical to their feeling supported and motivated in their mentoring relationships.

Mentors were encouraged to write a record of their sessions in most projects. However, Co-ordinators indicated that this was not always carried out. Mentors generally valued and cited the support as vital to their success in their role.

"I need to speak to Marion regularly to make sure I know where I am going and what I'm doing with the young person is helping to move them along in the right direction."

"I feel the need to check in more regularly, when I am working towards an ending with a young person. I feel the pull of letting go and

also I'm so desperate to make sure it's a smooth transition."

Best Practice Indicators for mentor support and supervision:

- Support, monitoring and supervision needs to be carried out regularly with time set aside for mentors to meet their supervisors. Mentors and agencies suggested an average of 1 face-to-face support and supervision session every 8 weeks.

- Mentors valued the opportunity to talk to coordinators at any time and, given the impact that it has on their motivation and professionalism, it would seem to be an essential feature of the Coordinator/ mentor relationship.

- Phone contact in between meetings is useful to discuss immediate problems

- A written record of each meeting must be kept by mentors and reflected on at subsequent sessions.

3.12 TRAINING AND LEARNING DEVELOPMENT

The need for face-to-face formal training processes for mentors, together with an on-going training and development programme, was identified by all but one of the agencies interviewed.

Initial training

Initial training averaged three days or equivalent, although two agencies offered only one single day for initial training and one none at all. This was reflected in the interview with mentor and mentees alike in a project where no training was provided; both were unclear about what they were doing and why.

One agency offered job shadowing with an experienced mentor. Some agencies provided additional time to cover specific areas e.g. mental health, offending, cultural diversity and drug/alcohol education.

Mentors and agencies identified the following key components for initial training as:

Table 3.12

Generic skills

the roles and responsibilities of a mentor; mentor contracts; boundaries; beginnings and endings; confidentiality; listening and communicating skills; dealing with difficult situations; dealing with forms and paperwork

Specific to clients

child protection; poverty and disadvantage; coping with challenging and difficult behaviour; mental health; supporting young people in employment; drugs and alcohol; motivational interviewing; refugees and their issues; culture and integration

Equal opportunities training was not always included. One agency, which did not provide any formal initial training, provided prospective mentors with an induction pack which was explained to the mentors by their Co-ordinator; another did not provide anything.

During a workshop with a mentoring project working with black and minority ethnic people, one mentor highlighted the difference between having no formal mentoring training and then having the training. The mentor said:

"I was already providing mentoring support for young black and minority ethnic people in my role as bilingual support within schools. Coming to the project and taking part in the training and development has changed my practice completely. In terms of quality standards in my work – they are much improved. I am much better at establishing boundaries. I have achieved the fine balance of not being too close and not being distant. I'm not giving out my home telephone number to young people any more! I am very focussed on the goal and that includes timescale and I don't feel guilty when I'm working towards endings anymore".

There was a clear difference between paid and volunteer mentors. Volunteer mentors tended to recognise that they needed initial induction and training, but did not necessarily attend training sessions. Paid mentors were paid to attend meetings of any kind and so regarded them as a part of the job.

Ongoing training and development

Agencies providing initial training for their mentors also offered ongoing training and development. Organising training sessions, however, was not always easy. This was certainly the case in a rural project where mentors were widely dispersed: attending training sessions could involve considerable travelling for them. The two agencies whose Co-ordinators felt overloaded with work indicated that they would like to make more provision than their current workload permitted. Support and supervision were seen as the main methods of mentor development, although agencies recommended arrangements for ongoing training and development, including:

- Monthly support meetings to

  A.   advise mentors about changes in legislation or practice

  B   develop in-house policy and practice

  C   share experiences, insights and ideas

  D   generally provide mutual support

- An evening every three months where the mentors meet together and learn from

visiting speakers provided training on specific issues including eating issues, literacy and drug awareness.

- Quarterly Saturday training days were organised for mentors to meet together and undertake training on specific issues

- Training bought in from external specialist agencies, concerning for example, drugs and alcohol

The following topics were being offered in ongoing training: counselling skills; lone working; telephone support skills; mental health and sexual health.

During the interviews, the researchers noted that young people had benefited from the support of mentors with counselling skills. They were able to reflect critically in depth on their journeys through support and mentoring. Likewise, the mentors seemed to have a greater and deeper understanding of the young people. These mentors were quite clear that they were not counsellors, however, but simply used counselling skills in their work.

Mentors cited the value of getting together with other mentors and sharing experiences, problems, insights and ideas as a significant motivating influence on their work and enjoyment of their work with young people. Some of the research workshops provided the opportunity for them to do that.

Mentors received ongoing training alongside social and health workers in some rural areas in order to make it cost-effective. One spin-off from this was the building of relationships between the agencies, which enhanced

understanding of each other's work and led to more effective referral patterns.

In one agency, the mentors had been encouraged to identify their own training and development needs. It was clear from the interviews that they felt a sense of 'ownership' of their development process.

Three agencies in Fife and the Scottish Borders suggested that they would welcome a nationally accredited training programme for mentoring. A programme developed in line with the nationally emerging Scottish Credit & Qualifications Framework (SCQF) would be useful. The National Open College Network (NOCN) has a number of readily available units which could be used to provide such a programme.

Best Practice Indicators for training and learning development:

- Mentors and mentees need to be fully inducted; this needs to include a comprehensive learning experience covering the roles, responsibilities and expectations of mentoring and the elements detailed in table 3.12 above.

- Agencies need to have a training plan and a learning development strategy which is in line with the agency objectives and purposes of mentoring and is flexible enough to respond to the ongoing learning and development needs of individual mentors.

- Initial training, which also revisits core purposes and values, needs to cover both the generic skills of mentoring and/or befriending and specialist subjects related to the client group.

- Ongoing training needs to be provided for refresher and updating purposes. Volunteers need to be encouraged to attend and, for paid mentors, it needs to be compulsory. A training allowance for volunteer mentors would provide an incentive.

- Agencies must consider basic counselling skills development for mentors; this should not be confused with 'counselling'.

- Agencies need to encourage mentors to Identify their ongoing learning needs through the medium of formal support and supervision.

Recommendation for training and learning development

- A nationally accredited training programme developed in conjunction with the Scottish Credit & Qualifications Framework (SCQF) and National Open College Network (NOCN) would be useful.

3.13 ASSESSING & MEASURING MENTEES' PROGRESS IN THE MENTORING RELATIONSHIP

The researchers prepared an assessment toolkit and developed it in relation to some of the common outcome indicators identified for mentoring relationships, as follows

- A baseline profile of clients' own assessment of their situation prior to the mentoring support was established.

- Mentors and mentees were then asked to think specifically about how mentoring had contributed in making a positive difference in these personal & career development areas.

- Progress in relationship to outcomes detailed in Table 3.13/Figure 1 was then identified.

- These outcomes illustrate a completed average of 4 young people receiving mentoring.

Table 3.13

MENTORING	BASELINE	PREPOST
Self-Esteem	6	8
Confidence	5	8
Education/Training/Employment	4	9
Relationships, inc. Teamwork	5	8
Isolation	5	8
Drugs/Alcohol	7	9
Coping Emotionally	6	7
Support	7	9
Communication Skills	7	9
Presentation Skills	5	8
Motivation	5	9
Health inc. Sexual Health	7	9

Figure 1

Table 3.14/figure 2 illustrate average progression made by 4 young people being supported by a combined befriending/mentoring support:

- There is notable increase across most areas of assessment compared to the progress made by mentoring alone.

- Young people start at a much lower point and progress further upwards on the scales.

- These were longitudinal support relationships, 2 of them in excess of 2 years.

- Mentoring specific relationships were between 6 – 12 months.

Table 3.14

MENTORING/BEFRIENDING	PRE	POST
Self Esteem	1	7
Confidence	2	8
Education/Training/Employ	3	7
Relationships inc. Teamwork	5	8
Isolation	2	8
Drugs/Alcohol	3	8
Coping Emotionally	2	6
Support	3	9
Communication Skills	2	8
Presentation Skills	2	7
Motivation	2	7
Health inc. Sexual Health	6	8

Figure 2

This assessment toolkit also provided for in-depth critical reflection. It helped agencies to identify the key attributes of progress, when reflecting on where young people were at when they were initially referred and identifying the specific stages and the contributors to positive progression. Three Agencies requested the assessment model for mentees and mentors with a view to incorporating it into their own evaluation and development work. Table 3.2 over, illustrates comments from both mentors and mentees and allows for an overview of comparison.

Areas of personal and career development		Key comments to support progression
Self esteem	Mentee:	I now know that I am a worthwhile person and my mentor has helped me realise that.
	Mentor:	Without working on this there can be no sustainable progress in any of the other areas we support them with. This is the critical area.
Confidence:	Mentee:	Learning new skills, getting out and doing things on my own. My mentor has helped me see that I have a future
	Mentor:	He had to face up to a number of rejections – we worked on assertiveness and self belief and provided a necessary open door for support after unsuccessful interviews.
Education/training/ employment	Mentee:	When there was something I was interested in – he researched it and then we looked at my options together
	Mentor:	We figured out skills, knowledge and aspirations and then he put them down on his application.
Relationships (including teamwork)	Mentee:	I didn't enjoy meeting people and kept away from them by staying in the house. We worked a lot on how get on with people and I got to go on a residential with loads of other people and that helped.
	Mentor:	She had a lack of confidence meeting people, so we kept that in our vision and discussed how she could improve that situation.
Isolation	Mentee:	I was just at home all the time, scared to go out. Now I am doing loads of classes and voluntary work.
	Mentor:	My mentor took me along at first and now I go by myself. Transport in the Borders is limited and expensive adding to the lack of friends or social opportunities
Drugs and alcohol	Mentee:	Drugs were a main focus in my life. My mentor is showing me other things to focus on and I'm doing yoga which he got me into.
	Mentor:	Substance misuse is usually a major issue. We have to set goals to improve the situation and review them regularly. There's a real safety zone within negative behaviour like drug abuse – we have to take them out of that and show them the opportunities.

Areas of personal and career development		Key comments to support progression
Coping emotionally	Mentee:	Helping me to work out my problems for myself Having someone to share my troubles with, who wouldn't judge me
	Mentor: :	My mentor got me to do an anger management course Many of the young people present with really difficult emotional problems, we have to work on those in order to get them moving along in other areas of their lives.
Support	Mentee:	I have someone there who I can turn to and who will stick by me until I get to where I need to and can do it for myself. Having someone who is there just for me.
	Mentor:	Linking young people into other support and encouraging them to seek support for themselves. She became more empowered to find support for herself.
Communication skills	Mentee:	I'm going for an interview this afternoon at the library – six months ago that wouldn't have been possible. Just being with my mentor and learning how to talk about myself has helped improve my communication skills.
	Mentor:	I get him to make phone calls for himself to Council and Job Centre. Working on assertiveness makes a difference
Presentation skills	Mentee:	My mentor got me to come and do a mock interview with her. I dressed up and came ready for the part. Then we talked through how I could improve for the real thing
	Mentor:	Making sure that mentees are aware of what's expected of them in work or at college. We try to prepare them in every respect.
Health including sexual health:	Mentee:	I had serious depression and hardly ever felt well. I'm fitter and healthier now. My mentor got me to join a walking club and go on outdoor pursuits residential holiday.
	Mentor:	Lifestyles have to change and it's my job to improve them, which, in turn improves health.
Motivation:	Mentee:	I feel like I have something to get out of bed for in the morning and I know my mentor expects me to get on in life
	Mentor:	Spending time exploring what progress they have made no matter how small and building on that as a means to making more progress. The action plan at the outset is what we focus on and no matter how small the steps I always acknowledge progress

Best Practice Indicators for mentee assessment and measurement of progress in the mentoring relationship:

- Young people and mentors alike enjoyed the experience of reflecting on their progress, and a reflective evaluation process would be an advantage to many mentoring agencies. This model could be adapted to suit specific purpose and goals.

- Without working on self-esteem issues, there can be no other sustainable progress.

- Goal-setting and reviewing progress of goals at regular stages is critical.

- Progress needs to be measured incrementally and small steps acknowledged as significant.

- Linking young people into other support and encouraging them to seek support for themselves and establishing how this support is contributing to their progression in complement with the mentoring.

- Work on mental and emotional health help move young people along in other areas of their lives. It supports progress towards mentoring goals.

- Giving young people alternatives to the negative behaviour and cycles and providing one-to-one support to see they get past them

- Clearly, there needs to be some recognition that a joined-up befriending/mentoring approach offers optimum benefits for supporting the sustainable progression of vulnerable and disadvantaged young people.

4.0 ORGANISATIONAL AND STRATEGIC ISSUES

4.1 MONITORING AND EVALUATION

Funding agencies have varied requirements for information about the outcomes and impacts of the work. Some are required to produce both quantitative and qualitative data, whilst others require minimal information. For example, two agencies interviewed were only required to produce statistical information regarding the number and source of referrals. Many agencies seemed to develop their monitoring and reporting services in response to the requirements of funding agencies.

Some agencies have an ad hoc system of reviewing and recording information, whilst others are more systematic. Some mentoring projects undertake monitoring and evaluation, (internal and external), to ensure good practice, positive outcomes and impacts.

One agency, Apex Scotland, provides a full range of services for its clients from basic life-skills, counselling and person-centred support through the New Futures funded 'Progress To Work' programme and other New Deal opportunities. Apex uses the National Management and Information Framework system (AIMS). This has been used as an example of good practice in monitoring and evaluation:

The main overarching Key Performance Indicators of AIMS are:

- The number of clients referred to each service per month

- The number of clients starting each service per month

- The number of early leavers for each service per month

- The number of completers for each service per month

- The number of clients attending for more than one appointment at a time (grouped by the service provided and the month the client started)

- The number of clients with an action plan (grouped by service and month started)

- The number of clients with action plans, reviews, and exit plans (grouped by service and month started)

- The number of clients moving into full-time education or part-time education, Intermediate Labour Market Opportunities (ILM), voluntary work, training or further education (grouped by service and month that the client left).

This information is presented to management on a monthly basis, supporting decision-making and ensuring that appropriate support and guidance is available for the respective services and projects throughout the country. The system has the capacity to hold a range of information about clients' progress and this allows accurate records to be kept. Clients can move between staff/services as they progress, without having to keep giving the same personal information each time.

The AIMS database needs updating accurately and regularly so that reliable information can be retrieved readily. Apex Scotland feel that the system is a very accessible and user-friendly database and information system. Reports at project and organisation level can be readily produced from the information which has been gathered.

A system such as AIMS is useful for agencies which want to develop quality services, demonstrate the benefits of their work, and improve opportunities for fund-raising.

Only one other agency operated a comprehensive database and monitoring system. Record keeping is vital to ensure that information is maintained and can be readily accessed, passed on to other relevant support services and contribute to a more joined-up approach of supporting young people through the range of services.

Best Practice indicators for monitoring and evaluation

- To ensure the young person is making progress with the goals identified at the outset and to ensure the young person's satisfaction with the support, it seems prudent to provide an initial six-week review, followed by three monthly reviews. This would also support the mentors in developing good practice and to be aware of the progress towards goals in relation to the timescales.

- Management and information systems like AIMS provide a seamless and time-efficient service where information can be readily accessed and passed on, where necessary or appropriate.

Recommendations for monitoring and evaluation

- Scottish Mentoring Network and their strategic and working partners need to highlight the issues concerning the lack of good practice in monitoring and evaluation in some mentoring services.

- The management and information system (AIMS) used by one project is a readily available and adaptable model of excellent practice in terms of monitoring and evaluation and should be more widely used.

- The organisations interviewed who were committed to the development of monitoring and evaluation systems to ensure best practice were also committed to sharing good practice. These opportunities need to be harnessed.

4.2   POLICY AND PRACTICE

Some agencies had well-developed good practice guidelines and policies developed over a number of years through experience and a strong commitment to development work. The researchers did not have the opportunity to examine each of these in depth. Some organisations had no policies in place for their mentoring work. Policy development support was highlighted as an area within which a number of agencies felt they needed support.

A majority of agencies believed that support from over-arching umbrella agencies to develop Best Practice would make a positive difference to them. Link Befriending Co-ordinator commented that at the inception of her project

she *"needed help from scratch. I wanted to develop and deliver a really good service to young people and if I hadn't had the support from Befriending Network Scotland, I wouldn't have got off the ground so soon and so well".* Link has policies covering child protection, health & safety, confidentiality and volunteer agreement

Linknet Mentoring in Fife also commented that *"National Frameworks combined with inhouse development had contributed to their strong policy framework for mentoring".*

Some agencies were involved in regular reviewing and planning across all areas of service as well as in annual development and planning processes. Mentors generally expressed a commitment to ensuring they were working most effectively and safely with young people and agencies were committed to providing good guidance and support to their mentors; most especially in the case of volunteer mentors.

Glasgow Mentoring Network's New Deal Mentoring offers an accessible do's and don'ts checklist for good practice in working with mentees with an emphasis on safety; it is as follows:

Do listen to your Mentee as well sharing your own experience.

The programme is there to support them in making their own informed decisions.

Do agree early on where you are going to meet and how frequently.

In addition agree how long your meetings are going to last for and how you will contact each other outside meeting times.

Do arrange to meet in brightly lit, public places that afford opportunity for conversation.

Local libraries, sports- centres, your workplace and shopping centre café's are good choices if not too busy and noisy. The ideal place is where neither of you would feel uncomfortable being alone should one of you not turn up. Talk to your agent for other suggestions for your meetings.

Do keep a note of your discussions/agreements.

Use the recording pack provided by your agent. It helps starting off the next meeting if you have something to refer to. It helps to measure the progress you and your Mentee are making.

Do make arrangements at the end of each meeting for the next one.

It can by difficult to contact each other between meetings because of training and other commitments, yours and the mentee's. Keep a note of it somewhere and make sure your Mentee does the same. Mobile phones have calendars in.

Do agree on how long you will wait for each other to arrive before abandoning a meeting.

A reasonable time is around twenty minutes. If for any reason either of you have to cancel the meeting and can't make contact, it means that you/they won't have to wait for hours for them/you to show!

Do let someone know where you are and when you are due back.

As with all mentoring meetings, your safety is paramount. If possible, arrange for someone to

ring you, at a predetermined time, to check you are home and safe.

Do make use of your Mentor Agent

They are there to answer your questions, discuss issues that may have arisen and keep you informed of any developments. Remember that confidentiality lies within the project, so any concerns, however trivial they may seem, can and should be shared with your Mentor Agent.

Don't try to solve your Mentee's problems and give all the answers.

You are there as a sounding board, to help your Mentee identify options, to help them access and make use of other agencies, where appropriate. You will provide the encouragement and, in many cases, help to motivate your client. Remember your Mentee is responsible for finding their own solutions, albeit with your support. The outcome is then down to them which, in turn, builds confidence and knowledge.

Don't attempt to become your Mentee's advocate.

If your Mentee wishes to make a complaint about another individual, service or agency, support them to do this constructively, where appropriate, but do not make representations on their behalf. If in doubt, refer to your Mentor Agent.

Don't arrange to meet your Mentee "in the pub".

Mentoring is a form of professional friendship and, whilst we want participants to enjoy the experience, the introduction of alcohol can change both the nature of the relationship and the focus of the conversation. To avoid misun-

derstandings, and/or potentially difficult situations, New Deal Mentors & Mentees are advised not to consume alcohol during mentoring meetings.

Don't go to your Mentee's home or invite them to yours.

We want to protect you and the Mentee from potential harm or allegation. In the same vein, we recommend that you only give work or mobile telephone contact numbers and not your home telephone number or address. We keep a record of all contact details for you & your Mentee.

Don't offer to take your Mentee in your car.

Unless you have adequate insurance for these purposes (Class 1 Business Insurance) you are not covered for this activity. Again, for your own and your Mentee's protection we would strongly recommend that you and your Mentee do not travel alone together.

Don't give your Mentee money.

Under no circumstances should you lend or gift money to a New Deal Mentee. Neither should you act as guarantor for any loan or make representation on behalf of your Mentee to any individual or institution from whom the new Deal client has or intends to borrow money. If in doubt, refer to your New Deal Agent.

Don't stay in a situation where you feel uncomfortable or threatened.

Terminate the meeting immediately and contact your Mentor Agent to discuss future action.

Best Practice Indicators for the development and implementation of policy and practice:

- Agencies need to have inclusive and accessible policies in place on key issues such as health and safety, mentoring agreements including personal safety & risk assessment, confidentiality, child protection and equal opportunities.

- Mentors and mentees both need to be fully aware of relevant formal agreements and policy on the above issues.

Recommendations for the development and implementation of policy and practice:

- Agencies need expert support when setting up to develop policies for mentoring work.

- Agencies which are committed to raising standards - with existing good practice in areas such as the development of policy, planning, reviewing and quality - could be brought together to define and refine the Best Practice Indicators.

- All agencies would benefit from the support of a national organisation, such as SMN.

- A national organisation could support the development of quality standards, strategies for continuous improvements and accredited training programmes for mentoring work with young people.

- The possibility of developing affiliation schemes could be developed in conjunction with mentors and mentoring agencies, and used as a national benchmark. The Foyer Accreditation scheme could be used as a template to develop mentoring scheme.

(The Foyer Accreditation scheme, developed by practitioners and used as a national benchmark, defines what it is to be a Foyer and is designed to help Foyers implement strategies for continuous improvement. The framework allows Foyers the opportunity of clarifying performance against objectives).

4.3 FUNDING POLICY

All thirteen agencies interviewed were funded on a short-term basis and all expressed concern about their ability to raise funds to keep their projects going in the future. In common with the rest of the voluntary sector, funding concerns tended to detract from the business of the agency. Some of these agencies – those involved in criminal justice and work with homeless young people – were providing mainstream social provision through their mentoring work.

Agencies also believed that statutory funders did not necessarily recognise that 'soft' outcomes were the most important for very disadvantaged young people in their progress towards education, training and employment:

"Without the soft outcomes and stable lifestyles there is no chance of their sustaining any of the hard outcome" .

Although one funding body provided for soft outcomes, as did some of the Trusts and Foundations, there is generally insufficient funding for 'softer' personal development-related outcomes. An exception was provided by one former funding agency which had provided flexible financial support for a variety of support, counselling, mentoring, groupwork and in some

cases drop-in services for vulnerable young people.

Funding regimes have tended to favour 'mentoring' in recent years, to the extent that at least two agencies had renamed their support staff as 'mentors'. The researchers suspect that these examples may represent the tip of an iceberg, and that this development is more widespread than it appears.

One project was working with up to 80 young people at any one time with only one mentor supporting them. The basis for their funding was the number of referrals and there appeared to be no additional target-based or outcome-based requirements beyond this. This type of funding policy undermines quality of service for mentoring.

Recommendations in terms of funding policy:

- Agencies should be resourced on a longer-term basis to allow them to have sufficient stability to develop their organisations and services.

- Funders need to recognise that 'soft' outcomes are critically important for the progress of disadvantaged young people.

- Funders need to resource the services to respond to the needs of disadvantaged and vulnerable young people, rather than specifying particular forms of support which may not be the most appropriate.

- Funding needs to be based on more than 'number crunching' targets for referrals.

4.4   QUALITY STANDARDS

Nine agencies worked to external quality standards. Two were required to use those of their parent national organisation. One was using those prepared by the Glasgow Mentoring Network (see definitions of Best Practice in section 1.4) and one was using internally developed core befriending policies in conjunction with the quality standards of the parent Voluntary Development Agency. The other four had no quality standards, although one expressed concern about this.

Recommendations for quality standards:

- Agencies need to be encouraged to adopt quality standards which conform to nationally identified indicators.

- National umbrella agencies (SMN, BNS) should provide guidance and advice in the development of Best Practice.

4.5   PARTNERSHIPS AND INTERFACE WITH OTHER SERVICES

All of the agencies worked in partnership with other agencies, for referral of mentees to the project, and to assist mentees to access other forms of support if necessary. Mentees who are very disadvantaged are supported by statutory agencies (Social Work Services, criminal justice services, education support etc) in connection with their problems. Mentoring, therefore, fits into a framework of existing support structures for the young person. However, mentoring should stand outside all of these if it is to create a space for a young person to reflect critically on his or her situation.

Although the researchers were aware that all of the agencies in this study were part of a network of referral, and discussed referral with Project Co-ordinators, the scope of this study has not allowed referral networks to be explored in depth.

Recommendations for partnership and interface with other services:

• Agencies need to work in partnership with other statutory and voluntary services.

• Mentoring agencies need to work in partnership with statutory and voluntary services, but should not become (or be perceived to have become) too close to them: mentees need space to reflect critically upon their situation.

4.6 RURAL PROJECTS

Rural services are cost-intensive – covering wide geographical areas and generally having insufficient community-based/satellite services in their outlying areas. These rural areas, in many cases, are where young people require the most support and where they can be experiencing high levels of isolation, poverty and barriers to positive progression in their lives.

Young people and workers discussed the difficulties with transport, cost of transport, the resulting loneliness and the inability to make and sustain relationships with peers at a point in a person's life where peers are important. For many, family relationships are fraught or have broken down.

Projects in the Highlands and Islands were covering areas of up to 2 hours travelling time away from a town or village. Projects combined

mentoring with befriending and informal support. This is essentially pragmatic, because the low population density would not allow for the provision of separate projects.

Recommendations for rural projects:

• Mentoring projects offer significant potential to provide social support to young people whose social isolation and disadvantages are compounded by geography.

• Funding should reflect the more cost intensive nature of rural services.

• Mentoring needs to take account of the additional issues of acute isolation.

4.7 FURTHER RESEARCH

At a national level, more information could be gained to help develop models of provision which would be suitable for specific groups of young people: those with offending behaviour, refugees, those who have been in care, are but a few of these. At local level, more work on partnership working and the interface between mentoring agencies and other services to understand the role of mentoring in relation to other forms of social support provision could usefully be done.

Mentoring offers significant potential in achieving economic and social objectives. Agencies are raising employability, providing routes into employment, engaging volunteers and in terms of social objectives, making significant contributions to community development and capacity building – this is a hidden output of the work.

Finally, at agency level too, there are many potential pieces of research and development work to be undertaken in connection with management, policy, Best Practice Indicators, management and information systems and structures.

Recommendations for further research

- Models of provision for specific client groups (young offenders, refugees, care leavers).

- Partnership working and the interface between mentoring agencies and other

services to gain understanding about the role of mentoring in relation to other forms of social support provision is an area for further research.

- At agency level, policy, management and information systems and structures could be examined.

- Measuring the impact of mentoring in terms of specific and overarching economic and social objectives.

5.0 CONCLUSION

This research has painted a broad picture of mentoring projects for disadvantaged and vulnerable young people located across Scotland and has examined a range of mentoring projects in some detail. The study has aimed to view mentoring work from the perspective of these young people, to identify forms of provision which seem to best meet their needs for ongoing support and to provide some indicators of 'what works' and Best Practice, to inform future strategic developments in this area of work.

The projects are located throughout Scotland in a wide range of settings. In practice, projects often offer a combination of mentoring, befriending and informal support. In some instances, there appears to be a limited amount of clarity amongst project staff and mentors as to the type of support they are offering and so, in attempting to classify the provision, confusion and contradictions have arisen.

At the same time, agencies repeatedly commented that young people were presenting with an increasingly complex range of issues and needs as mainstream services struggle to cope. The concern is that volunteer mentors are not equipped to deal with this professional portfolio of work and associated challenges.

From the perspective of the young person, it seems that different interventions are appropriate at different times in supporting their development and progression. Their feedback has been consistently positive in terms of 1 -1 support with a mentoring and in some cases, a combined befriending and mentoring approach;

clearly these meet disadvantaged young people's needs.

Young people have also benefited from the mentoring provision in services that are accessible and flexible; this provision needs to be extended to more groups of young people.

In the mentoring context where education and business are the focus, the client group tends to be personally and emotionally more organised. In this context, mentoring is of specific use to young people at points in their lives when they are mature enough to set their own goals and manage their progress towards them.

MENTORING SERVICE-DELIVERY MODEL

On the basis of the information gained during the survey, a model has been devised to illustrate the level of support needs and necessary interventions (see over). It is based on a generic service-delivery model developed by the partners of Edinburgh's Joined Up For Jobs Strategy and has been adapted to highlight the progression of young people being supported and mentored. It clarifies the position of mentoring within the overall process from 'crisis' to 'thriving'.

The model illustrates a journey through each stage of progression and the relevant interventions which support that positive progression. The demarcation lines between each key stage might be viewed as purely indicative, and merely illustrate the various interventions offered as a range of different

options available to an individual at any stage. For example, the provision of personal development opportunities may be offered throughout all of the stages.

It is important to recognise that the model is presented as a linear diagram. It is generally accepted that the journey a young person is likely to take would not necessarily be linear. However, the linear representation has been chosen for simplicity.

This model could be used and/or adapted to help put the mentoring process in the context of other supporting processes, thus making its nature, goals and approaches clearer

Agencies need to consider developing a flexible model of mentoring and befriending for this particular group of vulnerable young people to allow them to access a range of interventions within one project

Crisis and acute isolation	Stability and sustaining basic opportunities	Thriving
• Offending • Truanting • Bullied • Isolated • Domestic abuse/violence • History or abuse • Mental/emotional health • Drug/alcohol issue • Unemployable • Physical/Sexual Health	• Regular benefits • Personal care & management skills • Use of support services • Moving on to independent living • Increased Self Awareness • Increased Activity/self esteem • Has aspirations Coping emotionally	• Careers Guidance • Increased Self Esteem & Confidence • Assessment of barriers to employment • Ability to make informed choices • New skills& knowledge • Sustaining opportunities • Regular Income **EDUCATION TRAINING & EMPLOYMENT**
Example of interventions • Therapeutic • Support/Counselling & Raising Self Esteem • Basic Confidence Building • Friendship • Food & Shelter • Harm Reduction • Health Care • Advocacy • Welfare Benefits • Anger Management	**Example of interventions** • Guidance Support (Education) • Continued harm reduction work • Personal & Social Development inc. Anger Management • Career Development (Soft & Hard Outcomes) • Basic Informal Education • Tenancy Support	**Example interventions** • Agreements with employers • 1 -1 support & on the job mentoring • Aftercare guidance & practical support • ILM • Modern Apprenticeship • New Deal Gateway Options
BUDDYING & BEFRIENDING	**BEFRIENDING MENTORING**	**MENTORING**

5.1 BEST PRACTICE INDICATORS

The following best practice indicators do not offer a blueprint for success. They do however provide the basis for developing a best practice guidance framework for mentoring with vulnerable and disadvantaged young people.

The following indicators cover all aspects of the process of setting up, developing and delivering mentoring services. They are based on the expertise of those working, managing and developing services; mentors themselves and most importantly, young people receiving mentoring support.

Clarifying the role, purpose & process of mentoring for agencies:

- Agencies need to be aware that young people are not necessarily prepared for mentoring when they initially present; their involvement in mentoring-specific programmes under these circumstances could be counter-productive to their development. Thorough initial assessment would assist in establishing best approach.

The mentor's role:

- Mentors need to be clear about their role (e.g. goal-setting, informal learning, impartiality, and orientation) and recognise both its extent and its boundaries. Tables 2.1 and 2.2 provide a basic guide to the role.

* Goal-setting at the outset is critical to the success of any mentoring relationship because of its distinctive focus on goal achievement.

- Goals need to be developed according to the aspirations of the young person and in line with both agency and mentoring purposes.

Table 2.1

Mentors' aims for mentoring
Developing a clear purpose, setting goals and giving relevant advice in line with the goals
Linking mentees to a network of support services which will help them achieve their goal
Being there to help the mentee through the maze of services and towards their goal
Providing practical support and using creative approaches to upskilling
Increasing confidence and self-esteem and providing a bridge into society
Establishing a relationship with the appropriate balance of the professional and the personal
It's for a fixed duration and it's about fostering independence
It's about being well trained, assertive and knowledgeable
It's about being absolutely well supported yourself (the mentor) so you know you are doing the right thing for your mentee
Observing boundaries

Table 2.2

Agency criteria for mentoring
The mentor has an understanding of the goal that is being worked toward. For example, job-related, building specific skills.
Mentors can help the client see what is possible, share relevant experience, motivate and encourage, examining and helping the client decide what is best for them.
A mentor provides the space to make sense of other inputs, an opportunity for reflection in relation to a specific goal and to harness the opportunities of informal learning.
A mentor will facilitate a client's learning, smoothing the way for progress
A mentor will provide a truly unthreatening and non-judgemental environment.
This environment will be created by the mentor's position which is 'off-line,' or outside formal organisational structures.
Mentoring is best described as a process and the mentor's role is to provide additional support to the young person in their endeavour to achieve their predetermined goal.

Recruitment and screening:

- Mentees need to be inducted into the mentoring process establishing mutual expectations, responsibilities, agreements or ground rules including boundaries.

- Mentors need to be screened. An individual interview, references and enhanced disclosure are essential, especially when working with young people. Mentors should follow the example set by other support services working with vulnerable children and young people; a suggested minimum of 2 references would seem prudent.

- Agencies need a Person Specification for the skills, abilities and qualities they seek in mentors.

- Agencies need recruitment strategies for volunteer and paid mentors which take into account the key motivators.

- A variety of publicity methods is required in order to maximise recruitment opportunities, for example, radio, attendance at volunteer fairs, talks, presentations and the internet.

The role of paid and volunteer mentors:

- There is a place in young people's lives for both paid and volunteer mentoring support. Funding and strategic development work need to take account of the issues facing young people, geography and the objectives of the mentoring relationship.

- Where intensive support is required, someone who is paid and available throughout the week is more useful.

- Where mentors are being offered remuneration for work, then the motivation is likely to be higher and those presenting for recruitment will come with a stronger skill and knowledge base.

- From interviews with mentees, the value of having someone there in a voluntary capacity, offers enormous benefits for self-esteem

Referral:

- Mentoring agencies and referral agencies need to be clear about criteria for referral

- Mentoring agencies need to be part of an effective network of referral and a partnership agreement. This agreement must clarify roles and responsibilities of each of the agencies involved in the young person's network of support. This would ensure a more efficient and joined up approach to moving the young person on.

- Mentoring agencies need to educate all potential referral and cross-referral agencies through publicity and networking to make them clear what mentoring support is about, and the circumstances in which it is appropriate to refer young people. Time and energy need to be invested in this.

Ratios of Co-ordinators/mentors and mentors/mentees:

- Agencies need to separate mentoring work from other roles, for example, supervisors, Co-ordinators, guidance workers, in order that they avoid a power element within any mentoring relationship.

- A range of indicators for ratios of Co-ordinators to mentees is needed. Rural areas need tighter ratios to accommodate small population size and the time intensive factors of travel & geography.

- A maximum of between fifteen and twenty matches should be assigned to any one project worker/Co-ordinator. This needs to be used as a benchmark.

Matching:

- Table 3.6 offers a basic matching framework, covering core elements echoed by agencies.

- Matching processes should be undertaken in line with the needs of each individual mentee. This involves:

  A Discussion between Co-ordinator and the mentor to establish whether their skills, interests and aspirations would coincide with those of the mentee

  B At least one meeting between mentor and mentee

  C Questionnaires or matching application to ensure the best match-up possible in terms of interests, skills, aspirations, knowledge and experience

Table 3.6

Matching takes account of:
- Skills share potential
- Personality & life experiences
- Geography
- Cultural & social empathy
- Gender & age (where appropriate), *and is*
- Focussed on building confidence and optimising opportunities, *and is a*
- Finely tuned process of harmonising those things that are most needed and can be most readily provided (An effective mix of the above)

Mentor/mentee meetings:

- The frequency and length of meetings need to reflect the needs of mentees and the type of support. A minimum of 1 hour is suggested for catching up with progress and to plan ahead.

- Meeting in public places is usually recognised as good practice. In rural areas without suitable meeting places, then some flexibility is required.

- Picking up and dropping off mentees at their home may be necessary (in the case of territorialism) or useful (to meet informally with parents).

- A range of social, leisure and educational activities and trips can offer a meaningful medium to undertake support work with a mentee.

Length of relationships:

- Length of relationships needs to vary according to the needs of mentees, but needs to be long enough to ensure sustainable progression. Agencies generally recommended a minimum of between 3 and 4 months and a maximum of 1 year.

- Where the mentor is presenting with high employability potential in an employment-mentoring project, then a short and focussed mentoring approach is sufficient. This could as little as 6 weeks, to lead the mentee into employment.

Review of mentor/mentee relationships:

- A regular review process for the mentee & mentor is essential to establish progress, most especially for the mentee.

- Agencies recommend that this be undertaken at a minimum time period of three to four months dependent on issues and goals.

- Where geographical distance and time does not allow for formal review sessions, the telephone is an appropriate way of reviewing relationships.

Group support and social events:

- Group support work could usefully complement other methods of achieving personal, social and career development.

- Group activities and support can frequently offer an initial step to integration with peers and society, especially in rural settings, and need to be valued in this respect.

- Group activities could be geared towards building the confidence and cohesiveness of mentoring agencies by using them as opportunities to celebrate achievements and successes.

Contact with parents/carers:

- Links with parents/carers are often required to support the mentoring relationship and gain insight into a young person's (usually under 16's) progress within the family. This should be acknowledged and mentors provided with appropriate tools to deal with this aspect of the role.

- Over 16s often need a safe a confidential space away from their families and the mentoring relationship may be the only opportunity to provide that.

Mentor support and supervision:

- Support, monitoring and supervision needs to be carried out regularly with time set aside for mentors to meet their supervisors. Mentors and agencies suggested an average of 1 face-to-face support and supervision session every 8 weeks.

- Mentors valued the opportunity to talk to coordinators at any time and, given the impact that it has on their motivation and professionalism, it would seem to be an essential feature of the Coordinator/mentor relationship.

- Phone contact in between meetings is useful to discuss immediate problems.

- A written record of each meeting must be kept by mentors and reflected on at subsequent sessions.

Training and learning development:

- Mentors and mentees need to be fully inducted; this needs to include a comprehensive learning experience covering the roles, responsibilities and expectations of mentoring and the elements detailed in table 3.12.

- Agencies need to have a training plan and a learning development strategy which is in line with the agency objectives and purposes of mentoring and is flexible enough to respond to the ongoing learning and development needs of individual mentors.

- Initial training, which also revisits core purposes and values, needs to cover both the generic skills of mentoring and/or befriending and specialist subjects related to the client group.

- Ongoing training needs to be provided for refresher and updating purposes. Volunteers need to be encouraged to attend and, for paid mentors, it needs to be compulsory. A training allowance for volunteer mentors would provide an incentive.

- Agencies must consider basic counselling skills development for mentors; this should not be confused with 'counselling'.

- Agencies need to encourage mentors to identify their ongoing learning needs through the medium of formal support and supervision.

Agencies recommended specific arrangements for ongoing training & development, including:

Monthly support meetings to

A   advise mentors about changes in legislation or practice

B   develop in-house policy and practice

C   share experiences, insights and ideas

D   generally provide mutual support

- An evening every three months where the mentors meet together and learn from visiting speakers provided training on specific issues including eating issues, literacy and drug awareness.

- Quarterly Saturday training days organised for mentors to meet together and undertake training on specific issues.

- Training bought in from external specialist agencies, concerning for example, drugs and alcohol.

Assessing and maximising mentees' progress in the mentoring relationship:

- Young people and mentors alike enjoyed the experience of reflecting on their progress, and a reflective evaluation process would be an advantage to many mentoring agencies.This model could be adapted to suit specific purpose and goals.

- Without working on self-esteem issues, there can be no other sustainable progress.

- Goal-setting and reviewing progress of goals at regular stages is critical.

- Progress needs to be measured incrementally and small steps acknowledged as significant.

- Linking young people into other support and encouraging them to seek support for themselves and establishing how this support is contributing to their progression in complement with the mentoring.

- Work on mental and emotional health helps move young people along in other areas of their lives. it supports progress towards mentoring goals.

- Giving young people alternatives to the negative behaviour and cycles and providing one-to-one support to see they get past them should be integral to the mentoring role

- Clearly, there needs to be some recognition that a joined-up befriending/mentoring approach offers optimum benefits for supporting the sustainable progression of vulnerable and disadvantaged young people.

Monitoring and evaluation:

- To ensure the young person is making progress with the goals identified at the outset and to ensure the young person's satisfaction with the support, it seems prudent to provide an initial six-week review, followed by three monthly reviews. This would also support the mentors in developing good practice and to be aware of the progress towards goals in relations to the timescales.

- Management and information systems like AIMS provide a seamless and time-efficient service where information can be readily accessed and passed on, where necessary or appropriate.

The development and implementation of policy and practice:

• Agencies need to have policies in place on key issues such as health and safety, mentoring agreements, child protection, equal opportunities, confidentiality and personal safety

5.2 STRATEGIC RECOMMENDATIONS

These strategic recommendations for mentoring in a variety of circumstances, apply to all those responsible for setting up, supporting, directing and funding mentoring services for vulnerable and excluded young people.

They are the conclusions of extensive research with young people, mentors and mentoring projects. The key issues which emerged are a direct result of prioritisation and analyisis from a research framework implemented with 13 projects from across Scotland. They are both unique and groundbreaking in that respect. They are summarised below:

Clarifying the role, purpose & process of mentoring

• The terms 'mentoring', 'befriending' and 'informal support' need to be clearly understood and agencies who need to be able to assess the value of each kind of intervention at the various stages of a young person's progression

• Funders and those involved in the strategic development of support services for vulnerable and excluded young people must ensure financial support for the continuum of care which these young people need (to progress them from crisis to thriving). This would reduce the understandable drive of agencies to use mentoring funds to secure core work and other related support services.

• Funders themselves need to be clear of the definition and purposes of mentoring to ensure that the projects and services they are funding are delivering quality mentoring.

• A standardised mentoring development guide using the spectrum and other related assessment and measurement processes and toolkits could be developed and disseminated to those agencies involved in setting up, developing and monitoring mentoring.

• There must be a recognised and established agreement between funders and mentoring services for balancing the need to hone the goal-focussed nature of mentoring and the necessity of flexibly responding to young people who experience setbacks along the way.

• Review of mentoring support is critical to ensure progress and in some cases respond to the need to put the relationship 'on hold'; this would apply when set backs would result in the mentoring relationship being counter-productive and/or the goals subsequently unrealistic.

• Agencies need some flexibility to provide mentoring, befriending and informal support in response to the ongoing personal development needs of the young people. The need for this flexibility is most

acute in rural and remote rural locations where there are fewer services.

- Investigation of funding opportunities through volunteer development funding streams should be a matter of priority for mentoring services.

In terms of ratios of mentors to mentees:

- Funders and strategic partners need to be aware that quality outcomes or target outputs must not be based solely on the numbers of referrals.

In relation to the role of volunteer mentors:

- Strategic partners and funders need to be aware that many mentors are dealing with social work issues and caseloads. This type of portfolio of work is not always suitable for volunteers.

For training and learning development:

- A nationally accredited training programme developed in conjunction with the Scottish Credit & Qualifications Framework (SCQF) and National Open College Network (NOCN) would be useful.

- Funding packages for mentoring projects need to include sufficient financial support to ensure quality standards in terms of mentors training and ongoing development

For monitoring and evaluation:

- Scottish Mentoring Network and their strategic and working partners need to highlight the issues concerning the lack of good practice in monitoring and evaluation in some mentoring services.

- The management and information system (AIMS) used by one project is a readily available and adaptable model of excellent practice in terms of monitoring and evaluation and should be more widely used.

- The organisations interviewed who were committed to the development of monitoring and evaluation systems to ensure best practice were also committed to sharing good practice. These opportunities need to be harnessed.

The development and implementation of policy and practice:

- Agencies need expert support, when setting up, to develop policies for mentoring work.

- Agencies which are committed to raising standards - with existing good practice in areas such as the development of policy, planning, reviewing and quality - could be brought together to define and refine the Best Practice Indicators.

- **All agencies would benefit from the support of a national organisation, such as SMN or BNS. as appropriate.**

- A national organisation could support the development of quality standards, strategies for continuous improvements and accredited training programmes for mentoring work with young people.

- The possibility of developing affiliation schemes could be developed in conjunction with mentors and mentoring agencies, and used as a national benchmark. The Foyer Accreditation scheme could be used as a template to develop mentoring schemes.

(The Foyer Accreditation scheme, developed by practitioners & used as a national benchmark, defines what it is to be a Foyer and is designed to help them implement strategies for continuous improvement. The framework allows Foyers opportunity of clarifying performance against objectives).

In terms of funding policy:

- Agencies should be resourced on a longer-term basis to allow them to have sufficient stability to develop their organisations and services.

- Funders need to recognise that 'soft' outcomes are critically important for the progress of disadvantaged young people.

- Funders need to resource the services to respond to the needs of disadvantaged and vulnerable young people, rather than specifying particular forms of support which may not be the most appropriate.

- Funding needs to be based on more than 'number crunching' targets for referrals.

- Volunteer development funding offers significant opportunities for volunteer mentoring schemes.

For quality standards:

- Agencies need to be encouraged to adopt quality standards which conform to nationally identified indicators.

- National umbrella agencies (SMN, BNS) should provide guidance and advice in the development of Best Practice.

For partnership and interface with other services:

- Agencies need to work in partnership with other statutory and voluntary services, outputs and outcomes for this should be tied into funding and strategic support criteria.

- Mentoring agencies need to work in partnership with statutory and voluntary services, but should not become (or be perceived to have become) too close to them: mentees need space to reflect critically upon their situation.

For rural projects:

- Mentoring projects offer significant potential to provide social support to young people whose social isolation and

disadvantages are compounded by geography.

- Funding should reflect the more cost intensive nature of rural services.

- Mentoring needs to take account of the additional multiple and complex social issues faced by disadvantaged young people in rural areas.

Recommendations for further research

- Models of provision for specific client groups (young offenders, refugees, care leavers) could be usefully developed.

- Partnership working and the interface between mentoring agencies and other services to gain understanding about the role of mentoring in relation to other forms

of social support provision is an area for further research.

- Measuring the impact of mentoring in terms of specific and overarching economic and social objectives.

- At agency level, management, policy, management and information systems and structures could be examined.

- The Best Practice Indicators identified in this document provide the basis for developing a Best Practice guidance framework for mentoring services working with disadvantaged young people.

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APPENDIX I

ACKNOWLEDGEMENTS

The list of agencies who gave their time to this research is as follows: -

Gala Youth Project – working with children at risk of exclusion, providing pportunities for personal and social development.
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Apex Scotland Mentoring Project –
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Borders Careers Mentoring Project -
help young people who are excluded as a result of mental health, disability, lack of education, drug/alcohol issues; mentors complement the role of careers Keyworkers who help clients develop their employability skills.
Fife Linknet Mentoring – working with black/minority ethnic people to increase their representation in employment, further & higher education and public & civic life
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enquiries@linknetmentoring.com

Options Plus Mentoring Project – providing employability support for young people with drug problems to sustain them in mainstream services
Options Plus Tel: 01383 313141
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LINK Befriending – working with young people isolated due to mental health problems; supporting them to access local services and take part in the local community
East Fife Mental Health Adolescent
Befriending Project,

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Gael Og Mentoring Project - Inverness,
(Highland Youth Action Service) young people
with a history or substance abuse; who live in
remote/rural areas; supporting, encouraging and
challenging them to make plans for their future,
increasing their confidence & self esteem to help
them lead drug free lives.
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New Futures, Bonar Bridge – working with
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problematic behaviour; providing personal
development programmes
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Sgailean, Foyer, Stornoway – working with
young people at risk of exclusion and
homelessness; linking them into affordable
accommodation to training and employment
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Comhla Together – providing befriending
support to young people who are affected by
drug and/or alcohol misuse; offering support to
access training and information on employment

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East End Schools Mentoring Project –
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with mental health problems
Siobhan Harkin, Project Co-ordinator,
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Tel: 0141 5508778
eesmp@hotmail.com

**Glasgow Mentoring Network and associated
New Deal agents-** New Deal mentoring for
young people. Providing New Deal clients with
1-1 support. The focus is to keep individuals
motivated and confident whilst assisting them to
form a strategy or plan of action to be successful
in obtaining work.
Jacqueline Thomas Glasgow Mentoring
Network, Suite 135, Baltic Chambers,
50 Wellington Street, Glasgow G2 6HJ
Jacqueline@glasgowmentoringnetwork.co.uk

Time Together Mentoring Project – helping
refugees build relationships with UK citizens so
they can share cultural understanding, by raising
confidence and improving communication skills.
Time Together, Volunteer Centre,
84 Miller Street, Glasgow, G1 1DT
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timetogether@volunteerglasgow.org

APPENDIX II

THE PROJECTS IN THE SAMPLE

The projects in the sample broadly described themselves on the BNS/SMN database as shown in the table below:

Type of support identified on database	No. of projects in sample
Mentoring	9
Befriending/mentoring	2
Befriending	2
Total in sample	13

AGE GROUPS, MENTEES AND GEOGRAPHICAL LOCATION

The projects had varied age categories for their client groups as shown in table 2.0 below:

Age groups	No. of projects in sample	Age groups	No. of projects in sample
11-17	2	18-24(or 25)	4
12-18	1	Up to 24	2
16-25	1	All ages	2
16-35	1	Total in sample	13

Mentees

The projects in the sample identified one or two specific target groups of young people. Social disadvantage, however, is generally multiple, and so in practice, the projects included a wide range of issues. Table A3 below provides an indication of the spread of categories of client groups. Projects are represented more than once in the table. All of the projects had young people living in poverty and twelve of them were addressing drug and alcohol problems. However, only three of them specified tackling drug and alcohol problems as a formal aim or target.

Similarly, eleven of the projects were working with young offenders, which includes those deemed 'at risk' of offending and those who have offended - even though only two of the projects described reducing offending as a formal project aim (See Appendix I).

Table A3

Client group	No. of projects	Client group	No. of projects
Living in poverty	13	Learning disabilities	2
Substance misuse	12	Mental health	2
Offenders and those 'at risk'	11	Ethnic minority	1
Homelessness	9	Refugees	1
Looked after/accommodated	8		
After care	8	Total no. of projects	

APPENDIX III

THE MENTEES AND MENTORS

The mentees

The nineteen mentees interviewed by the researchers were perhaps typical of many vulnerable and disadvantaged young people in Scotland. Those still at school were often excluded, at risk of exclusion, persistently truanting and/or not coping. They had often offended or were at risk of offending, with frequent drug and/or alcohol problems. They also tended to need appropriate adult role models.

This group of young people faced increasing numbers of problems including poor educational attainment, unemployment and homelessness often as a result of leaving care or because they were unable to live with their families. Drug and alcohol problems and offending behaviour often played their part, exacerbating the situation further. Some mentees had highly chaotic lifestyles. Mental health problems and learning disabilities were also found in this group. Exceptions to this general picture, however, were black and ethnic minority groups and refugees, who had usually had a better level of education and maturity.

In the rural areas (the Highlands and Western Isles), Co-ordinators explained that in small remote communities, young people are noticed and stigmatised by local people very quickly after showing unruly behaviour; this might not attract such immediate attention in a more urban situation. Consequently, young people in rural areas tended to be referred to mentoring projects at a much earlier stage.

The age, gender and ethnicity of the mentees was as follows:

- Five (26%) were in the age group 11-17; eleven (58%) in the age group 18-25 and three (16%) over 25. (The researchers discovered during their ages during the interviews); however, they were included in the research as their comments were believed to be valuable and relevant)

- Fourteen (75%) were males and five (25%) females. The sample is biased towards males: the project Co-ordinators indicated that the project gender ratio was approximately 60-40 males to females.

The mentors

The twenty six mentors in the sample comprised sixteen women and ten men. Twenty four of the mentors were white and Scottish in origin. The researchers did not ask their ages, but their visual appearance suggested a wide age range from those in their early twenties to those in their sixties.

APPENDIX IV

LOCATION OF PROJECTS LISTED ON BNS DATABASE

Table A4

Area/region	No. of projects	Area/region	No. of projects
Glasgow	23	Highland	5
Edinburgh	18	Lanarkshire	9
Aberdeen	1	Lothians	4
Angus	1	Moray	2
Argyll and Bute	1	Perth	1
Ayrshire	5	Renfrewshire	4
Borders	4	Shetland	1
Dumbartonshire	3	Stirling	3
Dumfries/Galloway	5	Tayside	3
Falkirk	1	Western Isles	2
Fife	6	Total	102

APPENDIX V

THE MENTORING/BEFRIENDING SPECTRUM

Results of the exercise

Mentoring v befriending The results show a considerable amount of confusion amongst agencies in classifying the support that they are providing. All of the agencies self-rated themselves between 4 and 6 on the spectrum. (However, some rated themselves as 4/5).

One "befriending" agency rated itself as a 4, and another between a 3 (befriending/mentoring) and a 5. (This is not shown in table A5 below, which indicates the ways in which agencies self-rated during the research work).

Table A5

No. on spectrum	Type of work	No. of agencies self rating
4	Mentoring/befriending	6
4/5	Mentoring/befriending	3
5	Mentoring	3
6	Mentoring	1

A comparison between the self-rating for the BNS database and the self-rating for the researchers shows that more projects identified themselves as mentoring/befriending during the fieldwork. However, the researchers, did not necessarily agree with the self-ratings. For example, two of those which identified themselves as "mentoring," seemed to the researchers to actually be at a 3 on the spectrum.

Relationship v specific goals

The agencies rated themselves between 4 and 6 on the spectrum between the relative importance of relationship and goals. Mentors rated the importance of goals slightly higher than the Co-ordinators, as shown in table A6 below:

Table A6

No. on spectrum	Relationship v goals	No. of agencies self rating	No. of mentors rating
1	Relationship	0	0
2	Relationship	0	0
3	Relationship/specific goals	0	0
4	Relationship/specific goals (equal importance)	4	6
5	Specific goals/relationship	2	7
6	Specific goals	1	1

The high number of ratings at 4 and 5 demonstrate the importance of the relationship in the mentoring process.

APPENDIX VI

FIELDWORK QUESTIONS

The questions asked of agencies, mentors and mentees are presented below:

Questions for agencies

1. Place an X on the following scale to indicate where your mentoring/befriending service sits on the Befriending/Mentoring Spectrum (see Spectrum). Please give comments.

2. Place an X on the following scale to indicate whether the focus of your work is on the development of relationships with clients, focussed on specific goals, or both. Please give comments.

3. What is/are the aims of your mentoring/befriending work?

4a. How many young people does your agency **aim** to work with on an annual basis?

4b. How many young people do you **actually** work with on an annual basis?

5a. What **gender** are your mentees'/befriendees?

5b. What **ages** are your mentees/befriendees?

5c. What are the main **ethnic origins** of your mentees/befriendees?

6. Into which of the following **groups** do your mentees/befriendees belong? Living in poverty, young offenders, looked after and accommodated, homeless, asylm seekers/refugees, lone parents, after care, other

7. How are mentees/befriendees **referred** to your project?

8. What criteria, if any, for referral, do you have?

9. Have you experienced any difficulties in getting sufficient r**eferrals**?

10a. Are you providing:One-to-one support ? group support ?

10b. If you are providing **group support,** why is that?

11a. How **often** do the mentors/befrienders meet the mentees/befriendees?

11b. What is the **duration** of the meetings?

11c. What is the **anticipated length** of the mentoring/befriending relationships?

12.   What, in practice, is the **actual length** of the mentoring/befriending relationship? Why is this?

13.   Do you expect the young people to **attend every meeting?**   Why?

14.   How are young people **inducted** into the project?

15.   How do you **match** the young person with his/her mentor/befriender?

15a.   When young people are matched to a mentor/befriendee, what is their **expectation** of the mentoring/befriending relationship, if any?

16.   What percentage of young people **complete** the mentoring/befriending process?

17.   What does your agency regard as **satisfactory/successful completion** of a relationship?

18.   Do you have a **review process** for your mentor/befriender and mentee/befriendee relationships?

       If yes, how is it carried out? By whom?

19.   Are the mentees/befriendees **supported** in other ways by the agency and/or agency staff?
            If yes, what does this support involve?

20.   How are relationships **ended**?

21.   Do mentees/befriendees **keep contact** after the relationship has ended, with the mentor/befriender agency? If so, how?

22.   How **many** mentors/befrienders do you have?

23a.   Do you have a **person specification** for a mentor? If ,so, what is it?

23b.   What is your **profile** of a typical mentor/befriender?

24.   Do you employ **paid or voluntary** mentors/befrienders? What is your rationale for this?

25a.   Do your mentors/befrienders have **caseload**s?

25b.   If so, **how** many mentees/befriendees does each mentor/befriender have?

26.   How are your mentors/befrienders **screened**, if at all?

26b.   Do you have a mentor/mentee **contract**?

27a.   What opportunities for i*nitial training* are provided for mentors/befrienders, if any?

27b.   Who **delivers** the training programme?

27c.   What is the **content** of your training programme?

27d.   What opportunities do you provide for **ongoing training and development** for your mentors/befriendees, if any?

28.   What **expectations** do the mentors/befrienders have of their relationship with mentees/befriendees?

29.   How are mentors/befrienders **supported** by the agency?

30.   Do you organise **group programmes, activities or events** for the young people? If yes, what activities/ events do you organise? If yes, what is the purpose of these opportunities?

31a.   Do the mentors/befrienders encourage **parents to be involved** in the work? If yes, how and why?

31b.   Does the agency provide support to **parents** in addition to their support work with young person?

   If yes, how? If yes, why?

32.   Do you **vary** your mentoring/befriending relationships for different groups of young people?

   If so, how?

33.   Does your mentoring/befriending service **link** with the rest of the work of your organisation, if any?

34.   Does your mentoring/befriending service link with **other social support services** for young people in your geographical area? If so, how?

35.   What links, if any, do you have with **referral agencies**?

36.   What do you regard as **'good practice'** in your mentoring/befriending work?

37.   How is your mentoring/befriending scheme **resourced**?

38.   What **monitoring and evaluation** of the mentoring/befriending work do you undertake for the following: (a) Your agency? (b) Funders? (c) Independent or other quality standards?

38.   What **policies and procedures** for your mentoring/befriending work do you have?

40.   What plans/hopes do you have for **ongoing funding**?

41.   Are there any other comments you would like to make?

Questions for mentors

1. Place an X on the following scale to indicate where your mentoring/befriending service sits on the continuum below:

2. Place an X on the following scale to indicate whether the focus of your work is on the development of relationships with young people, focussed on specific goals, or both:

3. Do you mentor/befriend in a paid or voluntary capacity?

4. Why did you decide to become a mentor/befriender?

5. How do you see your role as a mentor/befriender?

6. How were you selected as a mentor/befriender?

7. What initial training did you receive, if any?

8. What ongoing training opportunities do you have, if any?

9. How are you matched to your mentees/befriendees?

10. How many mentees/befriendees do you have at any one time?

11. How often do you meet your mentee/befriendee?

12. How long are your sessions/meetings?

13. Approximately how long do your mentoring/befriending relationships last?

14. What activities do you undertake with your mentee/befriendee?

15. Do you receive ongoing support from the project/agency? If so, what do you receive?

16. Do you vary your mentoring/befriending relationships for different groups of young people?

    If yes, how do you vary them?

17. What does your agency regard as satisfactory/successful completion of a relationship?

18. When you are matched to a young person, what is your expectation of the mentoring/befriending relationship?

19. Does your agency review your mentoring/befriending relationship(s)? If yes, how is the review process carried out? By whom?

19. What have been the biggest challenges of your mentoring/befriending work?

20. Are there any other comments you would like to make?

THIS IS MENTORING

Questions for mentees

1. What kind of support are you receiving?

2a. How often do you meet with your mentor/befriender?

2b. How long are your sessions/meetings?

2c. How did you get involved in having a mentor/befriender?

3. What activities do you undertake with your mentor/befriender?

4. What did you expect from the mentoring/befriending when you started ?

5. What are the main things that you have you got out of being mentored/befriended?

6. How useful has the mentoring/befriending been? Why is that?

7. Have you received any other support e.g. guidance or counselling while you are being mentored/befriended? If yes, what was it?

8. How have you found the other type of support?   Why is that?

9. Has it helped your mentoring/befriending support? If yes, how?

10. What have you liked the most about your mentoring/befriending?

11. What have you liked the least about your mentoring/befriending?

12 Are there any other comments you would like to make?

THIS**IS**MENTORING

THIS**IS**MENTORING