

The National Mentoring And Befriending Conference

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Developing Sustainable Futures – An Introduction

Peter Collins, Chief Executive, the National Mentoring and Befriending Foundation

Can I welcome you to the National Mentoring and Befriending Conference, the theme of this years conference is sustainability. Commitment to longer term funding of our work often seems an aspirational aim rather than a potential reality, we face many challenges that work against the prospect:

- Funding is mostly short term
- New funders want added value when the true value exists within the provision already
- We still need to explain to funders and decision makers the benefits of our work who sometimes have difficulty understanding how something less formal can be more successful than the more formal programmes that have had major investment.

If we are to achieve our goal of sustainability the journey starts at a strategic level.

We need to: **Influence government policy and practice – seeing is believing.**

The MBF has a strategic role to engage with government departments and to promote the use of mentoring and befriending to assist in achieving departmental targets. I would like to use the example of our work to date with Dept of Work Pensions, and this may be a template for work with other departments. Mentoring through DWP covers; new deal provision and in a two year pilot, work with lone parents. Here is a piece of statistical evidence from one of the five lone parent projects, then a case study highlighting some of the qualitative outcomes. This information and more was used to promote the value of provision to DWP and further supported with a focus group of people who had been mentored which was attended by the Minister Special Adviser.

We are now working with the Special Adviser to arrange for the Minister, John Hutton to participate in a similar focus group because the messages that came from the original focus group were so powerful. The Green Paper on Welfare Reform now has mentoring included in the list of support activities proposed for lone parents, our contention is that all IB clients could be helped.

A National PM pilot will be launched by the MBF next week with external evaluation to objectively assess the potential for all schools to develop provision. A work related pilot is also in development to explore how peer mentoring can assist in apprenticeship retention and progression. All are examples that have the potential for sustainability through existing funding routes; whether DfES standards fund, job centre plus or LSC.

To acquire this sustainability we need to demonstrate impact and prove that what we do works. Hard and soft outcomes are all important but government investment is going to be on the basis of an invest to save; what will we save in the future by funding something today?

We need to work to standards with a benchmark of practice. The MBF operates the Approved Provider Standard and is now exploring linkages with Investors in Volunteers; those working with adults may want to consider Matrix as a standard and again much of the evidence for APS will

support Matrix. We need to show that our programmes are well structured and supportive of participants

We need to have a Sectoral Identity, there are 400 people here from as many organisations and most of you have never met. You are 400 of probably around 6,000 all committed to changing lives for the better in your communities, not necessarily concerned with the bigger picture, but we need you to focus on that as well, good news stories, auditable evidence of project success, even the numbers of mentors and befrienders and the time that they give.

Let's try and put a cost on this, all these factors are important in enabling us at the centre to promote an evidence base on your behalf. We need you to work with us.

At Regional Level we need to ensure that the MBF plays a major role in developing the skills of project managers for example with PR, bid writing etc; as well as expanding the knowledge base of practitioners for example greater knowledge of peers, information on new opportunities for funding . We are working with organisations to establish a regional voice with decision makers and funders, working with organisations regionally to compile the evidence we need to prove our case. We also need practitioners to tell us what they need from us and there is an opportunity to do that today. There is a questions and issues sheet in your pack and we would ask that you complete this over lunch and leave it on the table as you move to your afternoon workshop.

I hope that the information will be a platform to develop further our regional relationships and my other hope is that you enjoy the conference today.

The Government Perspective

Ben Morgan read on behalf of the Rt Hon Hazel Blears formerly Minister of State for Policing, Security and Community Safety who was unable to attend.

1. Opening Remarks

Hazel Blears is very sorry that she is unable to be here today but would like to offer you her warm and continued support for your important work which is at the heart of reconnecting communities and ensuring that those at risk in society have an opportunity to share the challenges they face with committed mentors and new friends. And today is an important opportunity for the Government to offer its warm endorsement at this, your first national conference.

As you know, Hazel has known Peter Collins, CEO of the National Mentoring and Befriending Foundation from the very early days, when mentoring did not have the kind of reach that it has now, and she is well aware of the tremendous contribution that Peter continues to make to the National Mentoring and Befriending programme. This excellent work supports our agenda for civil renewal, cohesive communities and faith and race equality, as well as our volunteering agenda which is helping to shine the spotlight on the incredible work of volunteers across the country, and ensuring that the benefits of volunteering can be made available to everyone, including those most at risk of social exclusion as a result of their personal circumstances. Mentoring and befriending plays a central role in this now and Ministers are confident that this will continue to be the case into the future.

2. Strategic Funding

Today, I would also like to take the opportunity to congratulate Peter and the Foundation for becoming one of the Active Communities Directorate's strategic partners last month. The Foundation will be receiving over £3 million in the next three years, and will act as the national strategic body for mentoring and befriending, offering support to practitioners and organisations throughout the sector. This long term grant-in-aid to MBF builds on the more than £7m of project funding which the Government has invested into mentoring and befriending since 2001.

I am delighted to be here at the national conference of this important organisation, not simply because the Home Office fund the Foundation, but also because it provides an opportunity for Ministers to reinforce their strong personal beliefs in the power and ability of mentoring and befriending to make a real difference in people's lives. I know this from my own first hand experience. Last month I met a group of people who have both provided and benefited from peer mentoring in the context of achieving a job outcome.

The government is committed to ensuring that voluntary and community groups are able to play a fuller role in how people live their lives, helping them to improve self-confidence, self-esteem, increase motivation and raise aspirations.

For at least the last five years, the Home Office has been helping to shape policy on mentoring and befriending. Today, I am glad to say that as a result of the long term government funding which has been provide to the foundation, we will be able to renew this partnership as well as

gearing that support towards guiding support and leadership to the many frontline organisations that you represent.

This event is also powerful recognition of what can be achieved through joint working and the creation of networks within the sector. Hazel is profoundly aware of what can be achieved when a range of large and small volunteering and statutory organisations join together to work in partnership with the Foundation both nationally and regionally.

3. Why the government supports mentoring and befriending

The principle of mentoring, the idea of people helping each other to achieve common aims, are key to much of what the government is trying to achieve, whether that be in making communities more cohesive or improving educational achievement.

To ensure that this principle can be turned into tangible benefits, we recognise the need to ensure that frontline projects are able to draw upon support and guidance to help them deliver their services effectively, to benefit both mentors and mentees alike.

That's where the Foundation, acting both regionally and nationally, comes in. It is important that frontline organisations make use of the support on offer, but also play a role in shaping the type of support they are offered.

4. Mentoring and befriending making difference to the lives

I strongly believe that mentoring and befriending can make a real difference to the lives of the some most vulnerable people in our society, helping them to grow in confidence and to develop their skills. In our society, there are so many impressive stories of how a mentor or a friend helped someone out of difficult circumstances or provided them with the guidance they needed.

Mentoring projects have been proved to change the expectations of many young people at crisis points in their life. Our GoldStar mentoring projects have presented many examples where youngsters were often at crisis point in their lives, and had very little positive contact with adults. These projects proved how early involvement in mentoring can change the expectations of young people who may otherwise be lost to drugs or crime in later life. I am aware that a number of GoldStar representatives involved in this delivery are here today and I would like to congratulate them on their excellent work.

5. The work of the Active Communities Directorate

Since its expansion in late 2004, when the Volunteering and Charitable Giving unit was created to link government support for time giving as well as philanthropy, we have been hopeful to put our funding of the sector on a more strategic, long term footing that we hope will become the touchstone standard for future government funding of this vital sector.

The Active Communities Directorate, including the VCGU has four main ways that it supports the sector:

- (a) long term strategic grant in aid. 2006/7 will see an investment of more than £6m into those volunteering and charitable giving organisations, including as I have set out, MBF.

These grants continue for between 3 and 5 years and this is a visible sign of the government's commitment to long term sector development.

- (b) Time limited projects. As our funding for strategic development has become clearer, this has afforded us an opportunity to more sharply focus our short term projects. The Goldstar programme and the new Volunteering for All programme are helping the Government and the sector to work together to promote and disseminate best practice and to tackle the very real barriers to volunteering faced by those most at risk of social exclusion.
- (c) Cross sector working. Most of the good ideas in this sector come from you and from the networks you create. Change Up is one example of how, with grant funding, ACD is helping to fund those networks bring about step changes in vital areas of common interest to the sector such as funding and indeed, volunteering.
- (d) Cross Government working. We are working very hard, with your help, to identify ways in which we can speak up for volunteers in harness with other Government departments, including the major service delivery departments. It is worth noting that the ACD annual budget is approximately £200m. It is therefore vital that if we are to succeed for the sector that we too must form effective networks and partnerships with those funding the front line.

6. Mentoring and Russell

Mentoring and peer support will of course play an important role in Russell Commission's new independent charity. The new charity, tasked with implementing the Russell Commissions recommendations to develop the national framework for youth action and engagement, has the aim of delivering a step change in the diversity, quality, and quantity of young people's volunteering. Underpinned by the principle belief that young people should be involved in all elements of volunteering, from the initial decision making to the final evaluations.

As most people are probably aware the final report stated that young people should be offered a menu of opportunities to choose from, opportunities that allow them to choose where they want to volunteer, how much time they want to commit, whether they want to volunteer in peer supported activities, in groups or individually and how they want the opportunities structured.

They should be able to access all this through a portal which young people will be instrumental in designing and maintaining. The portal, when it is up and running will include the online forums, opinion polls and voting mechanisms there will even be virtual volunteering opportunities for young people to take part in most obviously this will be through e-mentoring initiatives but given the creativity and innovation the online world allows it will not be the only opportunity.

Other opportunities developed through the Russell Commission charity will be equally distinctive, not just because they will be creative, appropriate and relevant to young people, but also because they should be linked to accreditation, usually the Youth Achievement Award, which provides young people with the opportunity to lead and manage the accreditation process and which has a strong focus on peer education and mentoring.

We shall have to see exactly what shape this all takes, as the charity taking it forward is to be independent of government, but as it is launching on May 8th, we will not have to wait too long.

7. Expanding Mentoring

DfES will continue to support peer-mentoring projects, which are an effective way of developing positive role models for young people. DfES is investing in a new pilot project to establish peer-mentoring schemes in 180 secondary schools over two years. This will deliver 3,600 matched mentor and mentee pairs. And National Mentoring and Befriending Foundation will be taking lead on this important piece of work with other key partners. This is excellent news indeed.

For looked after children specifically, the government believes that there is potential to do more to divert children on the threshold of going into care from the need to be received into care. The government is keen to explore how mentoring might be able to improve outcomes for looked after children. There will be a pilot of a mentoring scheme, to be delivered by the third sector, for 600 young looked after children between the ages of 10 and 15 over 2006–2007 and 2007–08. Currently, DfES is shaping the policy on this initiative.

DCMS is also providing £1million over the next three years to develop and expand the Sports Champions Mentoring Programme. A key part of the RESPECT agenda includes the work that DCMS is finalising to ensure there is effective delivery of this initiative. This will build on the already successful programme where our world-class athletes, many of whom have faced difficult situations themselves, inspire and motivate disaffected young people. The Govt will extend this to other sectors, for example music, the arts, culture and creative industries. As a part of this, the Govt will work with a range of employers in the creative industries such as BBC, ITV and SKY.

The Green Paper on Welfare Reform has also offered the Foundation an opportunity to demonstrate the importance of mentoring for lone parents and others in getting off benefits and back into work over the longer term. It will be important for the Home Office and the Foundation to work together to ensure this benefit is captured by DWP at the national level, to build on the local schemes which Jobcentre Plus has commissioned in Manchester.

These developments will certainly increase access to constructive activities for everyone and especially for young people.

8. Closing remarks

So. With the strategic funding in place. The partnerships already in existence and the clear desire to work together symbolised by the attendance today of so many of here, I think we are in a good place to start with all of these important initiatives. It will require a joint effort. And we will do the best that we can for you with the resources at our disposal but looking back, on what has already been achieved through previous mentoring programmes, I am sure that this will continue to be an important success story.

I hope you will find today's conference useful and stimulating.

Thank you

Raising a Media Profile

Caroline Diehl, Chief Executive, The Media Trust

Background

The Media Trust help voluntary and not for profit organisations with their communications, they do this by encouraging media professionals to volunteer their time and skills. The trust works across the UK on PR, Press, marketing design online media and video, providing help in many ways through a variety of channels.

Visit the Media Trust Website to find out more. www.mediatrust.org

A message from the Deputy Chairman

"Communication skills are vital for all organisations, and if the voluntary sector is to play a full part in society its work must be seen and heard." Any organisation wanting to take full advantage of the digital age will need professional skills, resources, information and contacts. These are what the Media Trust provide."

The Media Trust is a charity that supports the communications needs of the UK voluntary and community sector

- Media and communications training
- Professional communications volunteers and mentors
- Pro-bono media resources
- TV and Video/ DVD production
- The Community Newswire
- The Community Channel

Building Sustainability by Visibility:

Identify resources you can invest in to communicate like:

Time and focus/ Volunteer support/ Local colleges/ New Board Member/ Dedicated funding

Identify your target audience:

Ages/ Cultural and ethnic backgrounds/ Faiths/ Occupation/ Interests

Research the media they use

National paper, local paper, specialists magazines and publications/ Local radio (BBC Birmingham, Galaxy)/ Daytime TV/ regional TV/ Digital TV/ Internet/ Web

We know word of mouth is key...Where do your audiences meet

Place of worship/ Sports clubs/ Shopping centers/ Schools/ Surgeries/ Water cooler/ staff canteen

Identify your messages and get your people on the message!

What do you want to say and to whom/ What do you want them to do as a result.

Make sure everyone knows the message – Staff/ Volunteers/ Friends/ Trustee/ Partners/ Board Members

Invest in some tools of the trade!

Great case studies/ Photos/ Telephone numbers/ Website/ Leaflets and if possible....real people

Press and Print Media

You need to Target/ Plan/ Partner/ Letters/ Community Newswire

Online resources

- Invest in your website (training, pro-bono support, sponsorship and grant funding)
- Case studies, photos and quotes
- Contact details
- Link to other sites (local authorities, volunteer centre, CABs, search engines)
- Have a dedicated person, even for an hour a week

Radio

Look at Speech radio: BBC action desks, local editors/ Music radio/ Invite them over

TV

Look at Regional ITV and BBC/ Daytime/ Community Channel

You are the gateway!!

- Plan and prepare
- Give a voice to your users
- Build partnerships with the media
- Build visibility

Please visit www.mediatrust.org for more information

Reflections on New Research

Dr Kate Philips, the Rowan Group, the University of Aberdeen

In this presentation I will focus on three key areas that I think illustrate both the opportunities and challenges facing youth mentoring interventions in the UK. Firstly I discuss the context of the new research. Secondly I explore themes emerging from new research which have implications for mentoring and befriending programmes and practices. Finally I will draw out challenges for mentoring and befriending theory and practice.

An 'explosion' of planned youth mentoring across the UK

The Mentoring and Befriending Foundation has reported that there are now 5,000 mentoring projects in the UK (MBF, 2006). Although not all of these focus exclusively on young people, a large proportion deal with the young up to the age of twenty five across criminal justice, training, employment and education. Increasingly mentoring has been integrated into a range of government policy and centrally driven initiatives and interventions. The current government's support for mentoring has been explicit as was that of the previous administration. At the same time, mentoring agencies and projects have been skilful in tapping into corporate sponsorship and political support across the spectrum. For example, in Scotland the Laidlaw Foundation has provided funding to underpin the Scottish Mentoring Network and a host of other entrepreneurs have contributed in England. As a result of all this we could say that mentoring and befriending infrastructures are now in place: MBF having a major role within this as well as the Scottish Mentoring Network and the Befriending Network (Scotland). All of these agencies support and advocate on behalf of mentoring, carry out research, support new organisations starting up, promote standards and pull together evidence about the benefits of this form of intervention.

It is clear that although befriending is well established in the UK with a somewhat longer pedigree than mentoring, it has not commanded the political audience of mentoring. Although it may be a long term feature of work in every region of the UK, it has not attracted anything like the level of funding that has been secured for mentoring projects. Nevertheless it is clear that befriending has had a major impact on the lives of many over considerable stages of the lifespan and has developed a strong framework for support to volunteers and staff within a number of caring settings. The majority of befriending projects have operated on shoestring budgets for up to twenty five years. Having noted this, resourcing for mentoring is frequently short term and of a 'pilot' variety leading to a high turnover of projects. This situation can put a degree of pressure on both approaches: unrealistic expectations are often attached to mentoring programmes while the low public profile of befriending leaves it poorly supported by policy.

At the same time, a lack of clarity about the definitions of mentoring and befriending renders assessment and evaluation of interventions problematic. The terms are often used interchangeably and it is important to tease out exactly what is meant by each. Both terms relate to social engineering of natural processes: the relationship between informal and formal mentoring is complex let alone the relationship between befriending and mentoring. Nevertheless it is clear that befriending is a key element of mentoring: if no relationship can be struck up, then mentoring cannot take place. Discussion of these can lead to a whole host of questions such as To what extent are these interventions, 'top down' and to what extent are they community based? Are interventions aimed at complementing or supplementing existing sets of social relationships? To what extent are interventions setting out to effect behavioural change?

Reviewing mentoring and befriending

Thus reviewing mentoring and befriending is not a straightforward process as Pawson (2004) has suggested in a recent review of reviews of mentoring. Pawson identified a wide range of methods, aims and conclusions from this review and has usefully highlighted the need for some coherent examination of this huge and richly diverse field. It is clear that any attempt to evaluate this demands an approach which can respect the character of both mentoring and befriending rather than using a 'one size fits all' framework.

Clearly there is a wealth of research on mentoring now available. Previously much of this was based in the USA where a number of large scale studies were undertaken of longstanding programmes. One of the most widely referenced is the evaluation of Big Brothers, Big Sisters by Public/Private Ventures, the conclusions of which have provoked considerable debate. Within the UK, the Joseph Rowntree Foundation sponsored a programme of independent research which has focused on mentoring with vulnerable young people. In addition, there have been the highly publicised evaluations of the Youth Justice Board mentoring projects. In addition to this a considerable amount of 'grey literature' is available. These include in-house evaluations, localised studies and some national studies of particular projects such as the Prince's Trust. Alongside these two approaches, there is a considerable body of theoretical academic study of social capital, resilience, social exclusion, social networks and the lifecourse, much of which has relevance to the development of the underpinning frameworks for mentoring. Finally there is a body of work on mentoring within a range of disciplines such as nursing, business, teaching and further education. How do we make the best use of this work in understanding the processes of mentoring?

Recent UK Research

This presentation highlights findings from four recent UK studies of youth mentoring: three studies supported by the Joseph Rowntree Foundation and one by the Youth Justice Board. Clearly these will be snapshots and the full reports are all available for downloading from the internet.

Shiner and Newburn (2004) undertook what they described as the first rigorous study of youth mentoring in the UK. They used quantitative and qualitative methods to examine 10 projects run by Crime Concern as the Mentoring Plus intervention over a three year period. Their objectives included measurement of the impact of mentoring and assessment of medium term impact. They did this by assessing levels of social engagement by the young people who participated in the scheme, levels of offending, drug use and general psychological functioning. Findings suggested that mentoring had a limited impact on the criminal activity of the young people involved but that participants who sustained the mentoring relationship reported increased social confidence and skills. The researchers concluded that mentoring is a fragile process that takes considerable time to move beyond the basis cycle of contacting, meeting and doing things together. Key to the process was building up trust between the mentor and the mentee and this was a fluid process with a high level of 'firefighting' which was essentially mentor led.

The findings that mentoring had little impact on criminal activity were further reinforced by the study of 80 projects sponsored by the Youth Justice Board undertaken by St James Roberts and colleagues at the Institute of Education. This study focused on mentoring with young people who had been involved in criminal activity. The researchers found that mentoring was successful in reintegrating young people into the mainstream but that there were few improvements in

behaviour and, more depressingly, that some young people involved in the schemes were more likely than the control group, to continue their offending behaviour. Significant attrition of the sample of participants took place with half of the projects ending early and a high proportion of young people dropping out of the intervention. The definition of 'successful mentoring' used by the research team has been widely criticised. They view two meetings between the mentor and the mentee as a 'successful' match. In addition the extent to which participants were making a voluntary commitment to take part in the scheme has also been queried.

Stein and Clayden examined mentoring for care leavers, a group that has traditionally had poor outcomes in education, health and employment in adulthood. Again there was some attrition of the sample over the two years of the study but this was not as high as had been anticipated and the research produced some positive findings. They concluded that mentoring was valued by participants in offering a different kind of relationship to that on offer from professionals. They suggested this formed a kind of 'professional friendship' which enabled young people to confide in and relate positively to someone outside and the relationship could add an element of consistency in their relationships. However development was shaky and uneven with uncertain boundaries on the part of the mentors.

Philip and colleagues undertook a study of three projects, two of which employed key workers for whom mentoring was part of their role and one where befriending was carried out by volunteers who were supported by a paid co-ordinator. This study took place over two years and involved a series of interviews with young people and their mentors, with young people who had given up their mentoring relationship and with a range of stakeholders such as parents, managers and professionals. Where mentoring was successful, young people were positive about the value of 'professional friendship' although there was considerable uncertainty about the ending of such relationships. Young people valued the informality and saw the relationships as 'special' to them. There was potential for reciprocity with adults sharing their own experiences and this was especially important. Overall mentoring relationships were viewed as offering an opportunity to reflect on other relationships and on their behaviour. Within this it was clear that a range of models of mentoring were in use and that keyworkers or befrienders themselves were not always the chosen mentor of the young person.

These studies raise a number of issues about mentoring and mentoring processes. They pose considerable challenges for mentoring programmes and organisers. It is clear that issues of choice and control are important features of successful mentoring in the eyes of the participants. Equally it is evident that mentoring is not a panacea or a solution to what are often long term and intractable issues facing vulnerable young people. For many of those who participated in the studies, mentoring was rejected either at the outset or during the mentoring phase. Where it was successful it could act as a catalyst for reviewing and revisiting problematic relationships and opportunities. All of this suggests that peers, families and communities have a role in mentoring as does the wider community.

In conclusion, mentoring takes place within a social context and is one of a range of social relationships, for the duration of the intervention at the very least. The underlying frameworks for mentoring need to be made explicit as do the aims and objectives and methods for the intervention. Clearly considerable value attaches to better understanding of the processes although this is inevitably complex. Isolating the impact of mentoring is equally complex and demanding and suggests that there is a need for longitudinal research which explores the changing influence of mentoring on the long term trajectories of mentees.

WORKSHOP ONE

WHAT DO FUNDERS WANT?

Jane Campbell, Mentoring and Befriending Foundation

This workshop looked at the main factors that funders look at when considering a bid, how organisations can maximise their chances of success, what makes a good proposal and how to find a funder in the first place. Time was spent looking in detail at funding applications and the principles surrounding this. The workshop was not aimed at the experiences fundraiser but at those who are reasonable new to fundraising or those who find grant writing difficult.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

**Jane Campbell
The Mentoring and Befriending Foundation South West
Tel: 01647 440 493 / 07974 092 527**

WORKSHOP TWO

FUNDRAISING AN IN-DEPTH LOOK

Luke Fitzherbert, the Directory for Social Change

This workshop looked at the principles of grant getting, including the writing of applications and the role of grants in a wider funding strategy. In particular the session addressed how to identify possible funders, the difference between formal bid writing and less formal approaches to trusts and foundations and how to use short term grant money to invest in the development of longer term sustainable funding.

Where is your money to come from? (Your funding strategy)

There are only a few possibilities. They can be divided into two kinds

- Short term grants
- Sustainable income streams.

If you plan to be around for the long term, you need to develop long term, sustainable support., However you are likely to start by getting a few short term grants.

Short term grants

1. Statutory grants. Such as those from local authorities, primary care trusts or a range of government programmes. They are seldom for more than three years and are usually annual with no guarantee of renewal one-off and not renewable.

- | | |
|-------------|--|
| <i>Pros</i> | The funders may need you to enable them to do their job |
| <i>Cons</i> | You risk being wholly at the mercy of one or two big funders |

2. Trusts, foundation, lottery or company grants. Again, usually one-off or up to three years. They are renewable in principle but in practice, trusts and companies have to move on because making 'new' grants is their business.

- | | |
|-------------|---|
| <i>Pros</i> | Often the easiest money to get (though not for companies) |
| <i>Cons</i> | Gets steadily harder as they move on to support new organisations |

Long term sustainable funding

3. Donations from individuals. This is the biggest but most difficult overall pot! It involves systematic, expensive and on-going investment in fundraising, but many charities have nothing else, and it can be done locally.

- | | |
|-------------|---|
| <i>Pros</i> | Relatively secure, renewable, independent 'free' funding. |
| <i>Cons</i> | High investment, management and cost levels |

4. Fundraising events. Easier perhaps and suitable for a big proportion of volunteer input. Ideally, you need a 'portfolio' of events, each easily repeated, with the occasional new one being built up to replace ones that have run their course

- | | |
|-------------|---|
| <i>Pros</i> | Relatively secure if repeatable. Independent 'free' funding |
| <i>Cons</i> | High investment, management and cost levels |

5. Contracts to deliver services. These can be called contracts or service agreements, but they are the same. Your organisation 'contracts' to provide a service for the funding body, usually statutory (but could be another big charity such as a housing association)

Pros Can be (though often aren't) relatively secure and long term (start now on building up to rolling three year contracts, as a minimum?)

Cons You are the seller and they are often the monopoly buyer; will you be wholly in their power? Is this OK?.

6. Fees or charges. You are paid for each beneficiary or customer you have.

a. Paid by budget holders - eg community care.

Pros You can operate like a business and know where you stand

Cons Dangerous unless you have a range of buyers.

b. Paid by beneficiaries themselves

Pros Fine if the people you want to help can afford to pay

Cons If not, some of your charitable ideals can go up the spout.

7. Continued reliance on repeated short term grants

Pros Easiest if it will go on working

Cons It usually won't go on working. Grant makers need to move on.

Safer to use grants for development and investment only.

8. Earning money some other way, such as trading, shops or some brilliant income generating idea!

Raising Money from Trusts

The easiest and cheapest money

- About £1,200 million available a year, 15% or so of all voluntary funding
- Success rates for applications average better than one in four

but

- 'Project' money only, dangerous for meeting ongoing needs
- Not enough of it to do all you want to do.

Starting from scratch

1. Make a list of all the possible trust funders (biggest first)
2. Ring up those you can, to check they should have been chosen.
3. Write and ask them for a grant (a few have application forms)

Don't

Ask for money for your organisations needs, but for the good work that you do. For example, which of the following lists of what you need money for is the most interesting to funders.

A good letter asking for a trust or foundation grant

1. Is a personal letter NOT a business letter

- a. It is personal in style: "Dear Mrs not 'Dear Madam ...
- b. Has short, simple words, sentences and paragraphs

2. Is a short but complete letter – an easy fit on one side of a nice sheet of paper

- a. A one sentence summary: 'Can your trust give us £x so that ...'
- b. Says what the problem is (the beneficiaries' problem, not your organisation's problem!)
- c. Says what you are going to do about it.
- d. With an example of how an individual will be helped, if relevant

- e. Says what it will cost and how you are going to get it
- f. Asks for (a specific amount of) money.

3. Has a good annual report and accounts attached, with something else that explains who you are if your annual report doesn't, plus budgets etc. if big enough.

For more information contact the Directory for Social Change
Directory of Social Change
24 Stephenson Way, London, NW1 2DP
0207 391 4800

WORKSHOP THREE
THE LLOYDS TSB FOUNDATION
APPLICATION, ASSESMENT AND GRANTS

This workshop was unfortunately cancelled by the Lloyds TSB Foundation prior to the conference. Please contact the Foundation for more information on their grants procedures

Lloyds TSB Foundation for England and Wales
3rd Floor, 4 St. Dunstan's Hill, London EC3R 8UL
Tel: 0870 411 1223

WORKSHOP FOUR
FRANCHISING OR REPLICATING YOUR
MENTORING OR BEFRIENDING PROJECT

Sarah Arnold, TimeBank

TimeBank set up its refugee mentoring project 'Time Together' in 2002. It now operates in 19 locations across the UK, matching hundreds of refugees a year with volunteer mentors. The project is delivered via an innovative social franchising method that develops cross-sector partnerships ensuring effective local delivery and long-term sustainability. This workshop was for organisations thinking of replicating a mentoring or befriending project. The workshop covered the fundamental questions that organisations need to ask before expanding, and looked at aspects such as contracting, finding partners, recruitment of staff, quality assurance and the types of challenges that might be faced and how to overcome them.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact
Sarah Arnold TimeBank, 2nd Floor,
Downstream Building, 1 London Bridge
London. SE1 9BG
Tel: 0207 785 6377

WORKSHOP FIVE

DEVELOPING A MODEL OF BEST PRACTICE AND CONTINUOUS IMPROVEMENT FOR MENTORING & BEFRIENDING PROJECTS

Steve Mathews and John Nicholls, Mentoring and Befriending Foundation

The Mentoring and Befriending Foundation presented the results of a pilot study designed to develop a model of continuous improvement for mentoring and befriending programmes. Drawing on their experience of assessing APS applications and the results of a survey looking at best practice in the sector, the workshop examined the key stages of the model and provided delegates with an opportunity to share best practice.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

Steve Matthews, Mentoring and Befriending Foundation
First Floor, Charles House, Albert Street,
Eccles, Manchester M30 0PW
Tel: 0161 787 8600, Email: info@mandbf.org.uk

WORKSHOP SIX

MENTORING AND BEFRIENDING – ‘MEASURING ADDED VALUE’, EVALUATING, MONITORING AND TRACKING

Barry Hilton, Leeds Mentoring

Leeds Mentoring are an MBF awarded Approved Provider Standard project offering a ‘one stop mentoring shop’ for Education Leeds and Leeds City Council. A number of different models of mentoring are offered (business, peer, e-mentoring, BME, children in care, NHS Trust and more) through the Aim Higher initiative to schools and FE Colleges. This workshop will talk about the 4000 14 – 19 year olds who have benefited from a mentoring partnership, how each partnership is tracked and how the value added is measured. The workshop explored best practice in the monitoring, tracking and evaluating of students.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

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Education Leeds, Elmete Centre, Elmete Lane
Leeds, West Yorkshire. LS8 2LJ
Tel: 0113 214 4491

WORKSHOP SEVEN

SETTING UP A PEER MENTOR SCHEME FROM AT AN F.E. COLLEGE

Alan Walsh, Merton College, (Alan is now an independent consultant)

This workshop looked at the advantages and issues that need to be addressed before embarking on a peer mentor project. Based on six years experience Alan Walsh from Merton College talked of his experiences from a small pilot project to a college wide programme now with Approved Provider Standard. The workshop allowed for discussion with participants relating to individual experiences.

A copy of Alan's comprehensive guide to setting up a peer mentor scheme at an F.E. college can be viewed and downloaded in booklet form at:

http://www.mandbf.org.uk/news_and_events/35,514,667

Alan Walsh

Email: Alpamz3walsh@aol.com

WORKSHOP EIGHT

SETTING UP A MENTORING AND BEFRIENDING PROGRAMME

Alan Rosser, The Mentoring and Befriending Foundation

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

A full copy of the PowerPoint Slides from this workshop alongside an MBF leaflet on Setting up a programme can be found to view and download

at: http://www.mandbf.org.uk/news_and_events/35,514,667

Mentoring and Befriending Foundation

First Floor Charles House, Albert Street

Eccles, Manchester, M30 0PW

Tel: 0161 787 8600

Email: info@mandbf.org.uk

WORKSHOP NINE

UK HEROES

DEVELOPING SUSTAINABILITY IN BEFRIENDING THROUGH TRADE

Suzy Messenger, 121 Youth Befriending

This workshop looked at 121 Youth Befriending's new campaign, 'UK Heroes' launching in 2006/2007 working with an advertising company donating their time 'in kind'. In this workshop delegates learned how 121 have looked at a target market and are now in the process of trying a different approach to recruitment and training.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact
Suzy Messenger,
Enterprise House, 8 Essex Road
Dartford, Kent. DA1 2AU
Tel: 01322 294 005

WORKSHOP TEN

E-MENTORING SUCCESSES AND CHALLENGES

Ruth Cohen, CSV

This workshop looked at who can benefit from E - Mentoring, how to use the technology, the challenges E - Mentoring may bring, and how to overcome them. CSV is an experienced E - Mentoring provider and deliverer for Employee Volunteering and Aimhigher projects.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact
Ruth Cohen
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London. N1 9NJ
Tel: 0207 643 1367, Email: rcohen@csv.org.uk

WORKSHOP ELEVEN

IMPROVING ACCESS FOR BLACK AND ETHNIC MINORITY COMMUNITIES

Joette Thomas, Independent Consultant

Top Tips for Improving Access for People from Black and Minority Ethnic Communities

- **Know the ethnic profile of your area.** Local Race Equality bodies and councils should be able to provide this information. Failing that, 2001 census data will give you a broad, if perhaps out of date, picture of your region.
- **Build relationships with local agencies working with black and minority ethnic communities in your area, including places of worship.** Some of the areas in which they may be able to support your efforts to create an accessible service include training on cultural awareness, promoting your service to minority ethnic communities, and in your efforts to recruit staff from these communities. *The value of such relationships can not be overemphasised.*
- **Make an effort to recruit more staff and volunteers from black and minority ethnic communities.** A diverse ethnic mix changes the 'face' of an organisation, giving a positive message to potential clients that the service is committed to inclusion. It also enables the organisation to be enriched by new perspectives, approaches and learning – as well as having staff members who bring an understanding of other cultures, and speak additional languages.

Advertising in places and publications that are routinely accessed by minority ethnic communities will assist your efforts. Circulating job advertisements in community newspapers, places of worship, local colleges and through black and minority ethnic organisations will ensure that you are reaching people.

And remember – just because someone is from a BME community doesn't *necessarily* mean that they will want a befriender from that same community. Strive to offer choice.

- **Ensure that staff and volunteers working in the organisation receive Anti-Discriminatory Practice training, and are continually supported to develop such ways of working.** This training may be available through your local Racial Equality Commission, or through the Equalities Unit of your local council. Your local REC may also have details of freelance trainers and consultants who specialise in this area of work.
- **Be aware of interpreting services available within your area, which languages are available, and how to access the service.** Enquire with your local Social Work Department, which should also be able to inform you if there is any cost involved for accessing this service.
- **Include images of black and minority ethnic people in your promotional literature.** If your service is for them, don't miss this opportunity to *show* them.

- **Distribute promotional material in places that BME use:** GP surgeries, Post Office, schools, places of worship, libraries.
- **Do not be put off by the cost of translating information about your service into minority ethnic languages.** The essential information to translate is simply “*(name of organisation) welcomes people from all different backgrounds*”.
Once you have identified the minority communities in your area, having this single sentence translated and incorporated into your literature will not be a costly adjustment to make.
- **Have information and resources on various cultures and traditions available for staff and volunteers to refer to.** Each individual is unique, and assumptions should not be made about their needs or preferences based on their ethnicity, culture or religion. It is, however, useful for staff or volunteers with whom they will be working to have a *basic* understanding of their culture or religion if it is significantly different from his or her own. There are many resources available via the internet – an inexpensive, practical and comprehensive publication specifically for social care services can be purchased at www.religionsandcultures.co.uk.
- **Creating services which are accessible to people from black and minority ethnic communities is more often about *thinking* differently, than about *doing* differently.** Ask questions, take risks, and be willing to make – *and learn from* – mistakes...only through doing so will we truly create equitable services within our communities.

Joette Thomas Coaching and Consulting
www.joettethomas.co.uk

WORKSHOP TWELVE

TELE-BUDDY! TURN YOUR MOBILE ON!

Ian Wainer, Sir George Monoux VI College

What is tele-mentoring?

Tele mentoring offers support and the opportunity for reflection and action planning to underperforming students, on the telephone. The problem with offering face to face mentoring to underperforming students is that unreliability is often a symptom of an underlying issue, problem or attitude. Therefore it may be difficult to ensure that students with this sort of profile turn up regularly for mentoring meetings. As most students have mobile phones and seem to enjoy using them. It may be useful to consider using the telephone as a means of offering support. In addition confidentiality and anonymity are guaranteed. Students could be referred from tutors, teachers, student support officer or the counsellor.

Who would be the tele-mentors?

We have approximately 60 students who have been trained as study buddy mentors and the students from this group who are moving onto university and staying London provide a cohort from which we could recruit tele-mentors. There will be the need to offer specialised training in telephone and communication skills.

Key principles

We have a set of key principles for mentoring at SGM and we will need to examine tele-mentoring in the light of these principles. They are;

- Participation for both mentors and mentees is voluntary
- Programmes should be time bounded with a clear exit strategy
- Programmes should be supervised and monitored by staff
- There should be intrinsic and extrinsic rewards
- There should be clear boundaries and confidentiality maintained
- There should be training and support for mentors and staff
- Mentoring is not a panacea for all student needs.

Aims of the programme;

- To help students who are underperforming to gain support and insight in order to improve their attendance, punctuality and maximise their achievement.
- To help engender a learning environment where support and learning is provided and encouraged by a range of individuals including teachers, students and ex-students
- To encourage students to take responsibility for their own learning

- To build a cohort of ex-students who can act as resource, while enhancing their own skills and employability.

Protocol for tele-mentoring

- Identify and train a group of 8-10 ex SGM student mentors who reside in London and are at university to act as tele-mentors
- Devise a referral system to identify potential mentees
- Develop clarity about the nature of the intervention that tele-mentoring can provide
- Identify one evening a week when tele-mentors can meet in college to make the calls (this provides a focus and ensures we can monitor quality and offer support and guidance to the mentors). We may need to use an appointment system for the calls and each mentor could have 3 or 4 “clients”
- Develop a clear exit strategy
- Develop an evaluation tool .

Budget issues

- We will need a consultant to work with us through the pilot and possibly help evaluate the programme
- Wages for the mentors
- Refreshments for mentors
- How will we actually make the calls, is there anywhere where 8 phones are available or will we need to buy 8 mobiles?
- Cost of calls
- Publicity materials
- Staff time
- Police checks
- Travel expenses
- Could we get sponsorship BT Orange?

A full copy of the Tele-buddy interim report from Sir George Monoux College can be viewed and downloaded from www.mandbf.org.uk

**Ian Wainer
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Chingford Road, Walthamstow
London, Greater London. E17 5AA
Tel: 0208 523 3544**

WORKSHOP THIRTEEN

ISSUES AND CONCERNS ABOUT USING TECHNOLOGY TO MENTOR AND BEFRIEND

**Ian Akers, Mentoring and Befriending Foundation South East
and Kim Langridge, Independent Consultant**

The workshop was designed to be a discussion forum around the use of technology in mentoring and befriending. The following discussion points were used as the starting points.

- Security
- Standards
- Experiences

The audience included organisations that used e-mail, telephone and face to face mentoring.

Security

Following an introduction around the need for security when using technology as a medium for mentoring and befriending, the topic was discussed in greater detail. It was agreed that there should be some form of security for children and vulnerable groups. A point was made that there did not appear to have been any reported breaches of security in e-mentoring and/or e-befriending programmes in the UK. However, a further point was made that there was some research in the USA that has suggested that there have been some incidents there. Although no evidence was presented.

Due to concerns around this research, one organisation, running an e-mail project introduced a 'No Secrets Policy' between its mentors, mentees and Supervisors. The delegates at the workshop did not question the project's decision to introduce a high degree of increased security around this specific client group. What was questioned was whether, due to the strict control of the project, and no confidentiality, should this be considered a mentoring programme or a different form of support, as one of the first requirements of mentoring/befriending programmes is confidentiality within partnerships, albeit within known boundaries. It was agreed to disagree on this point.

One project, a telephone mentoring service, does not perform any police checks of their mentors, as they felt they know their mentors well enough. The Mentors are students who had recently left the school/college and therefore it was not felt necessary. However, this specific project was supervised to a high degree. The supervisors, although they did not listen in directly to the conversations, they were listening for trigger words and phrases, upon which they acted. The project has been running for 3 years and they have had no incidents.

The use and relevance of CRB Disclosure was discussed. The consensus within the group was that this should not be the only check used when considering the suitability of a potential mentor or befriender. It is important to take up references and have interviews. Another opportunity to

assess the suitability of a Mentor/Befriender is during the training of the applicant. This gives the Co-ordinators the opportunity to understand people's reasons for volunteering for the project. In fact some projects suggested that the applicants can be self-selecting as they will decide that during the training, and understanding of the policies and procedures, the project is not for them.

These examples show the need to perform risk assessment very early in the planning process and to take advice around any legal issues.

The cost of the implementation of any security measures was discussed e.g. software, staffing/resources to supervise the project. A number of options were discussed but no consensus obtained, as many of the groups in the workshop did not currently run projects. As point of principle technology costs should always be included in the original budget. Technology should not be used as an add-on later in a programme unless for very specific reasons and the cost implementation has been identified. It was suggested that groups who wish to start e-mentoring programmes should contact projects currently running e-mentoring /e-befriending projects to get an idea of their experiences.

Experience

This part of the workshop discussed the experience of projects on two main points. This first was whether the use of technology should be the only intervention or should it be included along with face to face. It would appear that from around the room, projects did both – had just e-mentoring or combined face to face at the beginning, middle and/or end along side the use of e-mail or telephone. It was felt a good idea for the partners to meet at some stage.

The next point was training - how much and what type of training needs to be included in the projects? Some groups do 3-6 hours, others over 60 hours of training. Most of this would be around the skills needed for mentoring and befriending and an introduction to the client groups. Very little would be done around the training on the use of technology as a medium, although the workshop did recognise the need for it.

The different types of training were discussed and where it can be found. Some of the groups said they did their own training while others bought in from outside. A couple of the groups suggested that they would offer training on a commercial basis to groups but it is not the main driving force of their projects.

Standards

The last part of the discussion was around the use of standards. The question posed was "Do we need any standards directly related to the use of technology or does the current Approved Provider Standard (APS) cover all the necessary areas?"

It was felt that APS was excellent. It covered all aspects of project management and support. However, APS should be extended to include standards around specific client groups and different ways of mentoring and befriending. One suggestion was that APS should be the standard that all projects should achieve before they apply for a second stage award related to their areas of expertise. This could include specific topics such as client groups – Offenders, Refugees and Asylum Seekers, or use of technology.

Standards in training were discussed. It was suggested that all training organisations should be accredited. By who? MBF? Accrediting Training bodies? Sector Skills Council? If it was MBF

we would need a whole department to oversee this which, as it stands at the moment, is cost prohibitive! Some of the organisations offer self-accreditation in that they award their trainees certificates when they have done particular modules, or have gained enough experience – in a similar manner to MV when volunteers had achieved 50-100-200 hours of volunteering.

The Horse's Mouth

The Horse's Mouth was discussed very briefly, really to make people aware of the new website and to point them to the magazine article in the MBF's Rapport magazine and the recent Guardian article. This new service is to be launched soon. Some concern was voiced about how the organisation would assess people suitability before they contribute to the site. The registration process includes completing a questionnaire about the person's experiences. This would then be read by a perspective mentee who would choose a mentor based on what was written in the form. A concern was expressed as how this information would be checked, whether any other references would be taken up before allowing this person to become a mentor. In the articles there was no mention of any police checks. This may be because the site is aimed at over 16's. However there is a concern about checking the age of the people entering the site and also how they will protect vulnerable adults who may use the site. The full launch, and more information, is eagerly awaited.

Conclusion

This was the first time a forum was convened at the National Conference to allow interested parties to openly discuss their issues and concerns about using technology for mentoring and befriending. The conversation needs to continue!

Ian Akers

Mentoring and Befriending Foundation South East

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WORKSHOP FOURTEEN

THE COMMUNITY NEWSWIRE

Ben Pinder and Dominic O'Reilly, The Media Trust

In this Media Trust workshop delegates learned how to use a totally free service to improve the quantity and quality of their media coverage. Send press releases through a simple online form to our news desk where experienced and dedicated reporters will help improve stories and then send them direct to journalists' desktops through The Press Association, Britain's national news agency. Media Trust stories have run in every national newspaper and been used by every national broadcaster as well as the overwhelming majority of the regional media. Delegates learned how to make the most of this free and easy-to-use service and how to access free help from a journalist at the Media Trust who will advise on how to plan and target your media campaigns.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information please visit www.mediatrust.org

Or contact:

The Media Trust, 3-7 Euston Centre, Regent's Place

London. NW1 3JG

Tel: 020 7874 7600

Email: info@mediatrust.org

WORKSHOP FIFTEEN

BASIC PR

Dominic O'Reilly and Ben Pinder, The Media Trust

A PR campaign is wasted unless it is properly planned and targeted. This workshop gave delegates the chance to learn how to devise key messages, work out target audience and find how to reach them. They also found out what makes a story and how to get into other parts of a newspaper, such as features, comment and editorial.

We are awaiting notes from this workshop

Please contact the following for more information

The Media Trust, 3-7 Euston Centre, Regent's Place

London. NW1 3JG

Tel: 020 7874 7600

Email: info@mediatrust.org

WORKSHOP SIXTEEN

IMPACT MEASUREMENT MODEL

John Nicholls and Norman Garner, The Mentoring and Befriending Foundation

The Mentoring and Befriending Foundation are developing impact measures for peer mentoring projects in schools, with funding support provided by the DfES. This workshop reported on the results of the pilot phase involving 14 schools. Delegates learned about the progress to date, including the processes used and the key findings.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For More information please contact
Mentoring and Befriending Foundation
First Floor, Charles House, Albert Street
Eccles, Manchester. M30 0PW
Tel: 0161 787 8600, Email: info@mandbf.org.uk

WORKSHOP SEVENTEEN

ASSESSING THE IMPACT OF VOLUNTEERING

Angela Ellis Paine, Institute of Volunteering Research

This workshop explored the core principles of volunteering impact assessment and guided participants through the Institute of Volunteering Research's toolkit for assessing the impact of volunteering. The toolkit helps organisations undertake their own assessment of the impacts of volunteering on volunteers, their organisation, beneficiaries and the wider community. It looks at a broad range of impacts, including soft outcomes such as confidence development. The workshop was particularly suitable for those who have responsibility for volunteer management and demonstrated how participants can use the toolkit to evaluate the impact of volunteers involved in mentoring and befriending.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact
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Tel: 0207 520 8907

WORKSHOP EIGHTEEN

ISSUES OF RISK, WORKING WITH OFFENDERS

Heather Armstrong, The Odysseus Mentoring Project

This project provides the opportunity for positive relationships to develop between young people (10 - 25 years) at risk of offending or repeat offending behaviour, and those adults who are willing to guide, support, challenge and educate them. They also offer mentoring support to the parents of young people who are at risk of offending or repeat offending. This workshop looked at the issues of risk in the mentoring relationship, how to assess them and how risk affect the mentoring relationship.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

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Tel: 0191 230 0808**

WORKSHOP NINETEEN

THE RECRUITMENT AND RETENTION OF MENTORS IN A SCHOOL BASED SETTING

Bob Barnes, The Plume School

The Plume School has been involved in mentoring for nearly six years, during which time schemes have steadily and continuously evolved. A number of people have been closely involved in the initiative over the years and all have contributed to its development. The scheme began with a small number of community face to face mentors, whose numbers have grown significantly since then. This was followed by the addition of peer mentoring, and then e-mentoring was brought in and finally subject specific mentoring. Different individuals assume responsibility for each type of mentoring and the concept is now widely accepted by staff, students, parents and the local community.

There is a great deal of confidence in the scheme, in terms of both quality and quantity, but it is constantly changing and improving. Further growth and development is envisaged over the coming years, for example, by the ever increasing use of current technology.

Recruitment of Community and Business Mentors:

Seek out people who are good role models, successful, caring and community minded.

Possible sources:

1. The former student population provides huge potential;
2. Local businesses (local council recommendations);
3. Local councils (district and town);
4. Retired people (including teachers);
5. Local police officers;
6. Local sports clubs (e.g. team captains, committee members);
7. Local voluntary groups;
8. Recommendations from teachers and others within school;
9. Recommendations from experienced and established mentors already involved in the scheme;
10. The offspring of older teachers and other school employees;
11. Mentees becoming mentors once they reach 6th form and beyond.

Important considerations:

1. Always ensure **quality** rather than quantity;
2. Build up numbers slowly;
3. Always ensure safety - CRB checks, personal recommendation;
4. The closer to the school geographically the better - less time involved and easier to respond to an "emergency", although e-mentoring can offset this;
5. Recruit face to face and follow up with a thank you letter from the Headteacher once the mentor has agreed to participate;
6. People who recruit must have a genuine enthusiasm for the scheme; have many contacts locally, for example, someone who has lived in the locality for some time.

Recruitment of peer mentors:

1. Older age groups mentoring younger age groups;
2. Mentors and mentees to be chosen by their Head of Year in conjunction with form tutors;
3. Mentees at Key Stage 4 to become mentors at Key Stage 5.

Qualities required of mentors:

1. Enthusiasm for the concept
2. Commitment
3. Maturity
4. Good role models
5. Volunteers - not conscripts, even if they have other qualities
6. Good communication and social skills
7. Community spirited
8. Independent and neutral - not teachers or parents!

Possible combinations for peer mentoring:

1. Year 13 into Years 8, 9, 10 and 11
2. Year 12 into Year 7 following through into Years 13 and 8
3. Year 11 into Years 7, 8 and 9
4. Year 10 into Years 7 and 8
5. It is suggested that community mentors are used in Key Stage 4 (and occasionally in Key Stage 5) and peer mentors in Key Stage 3.

Retention of mentors:

1. As much face to face regular contact as is practical, for example, meet and greet on arrival in school, hand deliver information whenever possible;
2. Make mentors feel part of the team and at home in school, for example, refreshments in the staffroom whenever possible;
3. On-going support and encouragement from Headteacher, for example, individual and public praise and thanks, for example, at Presentation Evening/Prizegiving;
4. Genuine perks for mentors, for example, complimentary tickets for school productions, annual free lunch together - really show your appreciation of their efforts;
5. Once scheme established and new developments evolve, publicise in local press, school newsletter, school prospectus, school web-site etc;
6. Always try to respond to mentors' requests regarding their mentees as soon as possible, for example, for career interviews, specific subject reports and mentee's individual needs;
7. Continually up-date mentors with relevant information about their mentees, for example, annual and interim reports, subject reviews, serious behavioural problems and incidents - good and positive events in which the mentee has been involved, or the less positive aspects of the mentee's behaviour;

8. Spread the word about examples of good and successful mentoring practice amongst the mentoring team as well as around school, for example, exceptional positive changes in behaviour, school award of a kitemark;

To summarise - continually boost, support and thank as much as is practically possible! Ensure that mentees make it clear that they, too, appreciate and value the relationship.

The Plume School would be happy to support other schools and colleges in developing their own schemes and contact details are given below:

Bob Barnes (Mentoring Manager)
Anne Maxwell (E-mentoring and training co-ordinator)
The Plume School
Fambridge Road
Maldon
Essex
CM9 6AB
Telephone: 01621-854681
Facsimile: 01621-855913

WORKSHOP TWENTY

COHERENT APPROACHES TO MENTORING

Margaret Alipoor, Bradford University

This is an Aim Higher funded project involving partners from HE, FE and schools. The aim of the project is to provide staff development and networking opportunities to encourage and facilitate the use of mentoring in raising aspirations and attainment within Aim Higher. The project offers training events on starting up schemes and the training of mentors. This workshop focused on sharing activities from the training days and provided an opportunity to share experiences and good practice.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

**For more information contact
2 Claremont Building
Bradford West Yorkshire. BD7 1DP
Tel: 01274 235 947**

WORKSHOP TWENTY ONE

AN EXPLORATION OF RESEARCH AND PRACTICE DEVELOPMENT IN SCOTLAND IN RELATION TO THE BOUNDARY BETWEEN MENTORING AND BEFRIENDING

Scott Telfer, Scottish Mentoring Network

This workshop offered an opportunity to explore the thinking behind the recommendations from the Scottish Executive and Lord Laidlaw which recognise the complexity involved in engaging with and supporting vulnerable young people and the fact that their journey through life is rarely a straightforward one. This has implications for those planning services, those managing/coordinating services and particularly for volunteers and young people.

The workshop looked at the views expressed by mentors/befrienders and young people about the nature of their relationships and the practical implications of offering services that straddle the mentoring-befriending divide.

A full copy of the WRITTEN RESEARCH REPORT can be viewed and downloaded at http://www.mandbf.org.uk/news_and_events/35,514,667

**For more information contact:
The Scottish Mentoring Network
12th Floor, St. Andrew House , 141 West Nile Street
Glasgow. G1 2RN
Tel: 0141-333-6673**

WORKSHOP TWENTY TWO

THE SECRETS BEHIND SUCCESSFULLY RECRUITING, RETAINING AND SUPPORTING A VOLUNTARY WORKFORCE

Karen Edwards and Vicky Corlett, Bolton Lads and Girls Club

The Bolton Lads & Girls Club is an original Gold Star Mentoring Project, and has been providing a mentoring service for 9 years. The organisation itself has over 100 years experience of recruiting and managing volunteers. This workshop focused on key stages within a volunteers life cycle. In particular it demonstrated best practice around the recruitment, induction and support of volunteers and ultimately the most effective ways to ensure you retain a voluntary workforce that you have invested time and money into.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

Karen Edwards

Bolton Lads and Girls Club

18 Spa Road, Bolton, Greater Manchester. BL1 4AG

Tel: 01204 540 111

WORKSHOP TWENTY THREE

PEER LED MENTOR TRAINING

Jayne Simmonite and pupils from Budmouth Technology College

Led by Jayne Simmonite and pupils from Budmouth Technology College this workshop provided an opportunity to gain an insight into this innovative project which sees peer mentors not only delivering but designing training materials. The pupils talked about their experiences of planning and delivering peer mentor training starting with promotion and recruitment right through to evaluation. The pupils gave 'top tips' for developing these techniques in your own projects and showcase parts of the training. This interactive and practical workshop will leave you with an action plan and useful resources to take away.

We are currently awaiting the Resources and Material from this Workshop, Please contact the office to be sent a paper copy in the meantime (0161 7873841)

For more information contact

Jayne Simmonite

Budmouth Technology College,

Chickerell Road, Weymouth, Dorset. DT4 9SY

Tel: 01305 830 569

WORKSHOP TWENTY FOUR

ACCREDITED TRAINING IN MENTORING – ONE APPROACH

Jenny King and Janet Farr, CG Partnership

The CG Partnership has used accredited training for volunteer mentors since 1999, having core units in mentoring skills. They have also added additional units according to the needs of the individual project, for example 'drugs awareness', 'basic skills awareness' 'Training and Employment' and 'Self Identity' amongst others. This workshop introduced delegates to the accreditation and its versatility.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact

**Jenny King
8B Queen Street
Market Rasen, Lincolnshire. LN8 3EH
Tel: 01673 843 489**

WORKSHOP TWENTY FIVE

COMMUNITY BASED MENTORING WITH ADULT OFFENDERS

Dr Richard Stunt, The New Hope Mentoring Programme

New Hope Mentoring Programme provides mentors for young adult offenders returning to the communities of Birmingham. They have attained the MBF Approved Provider Status and the 2005 Spring Harvest Faithworks Award in Community Innovation. This workshop gave an overview of how the project was setup, key partners, what has been achieved and how the project hopes to develop further. The workshop also discussed the successes and failures and the key lessons learnt.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

**Dr Richard Stunt
The Good Neighbour Centre
47 George Street, Balsall Heath
Birmingham, West Midlands. B12 9RG
Tel: 0121 440 3336**

WORKSHOP TWENTY SIX

VOLUNTEERS AND THE LAW ONE - SAFETY AND SECURITY

Mark Restall – Volunteering England

This workshop covered issues on the theme of safety of volunteers and clients from a legal standpoint. It looked at the health and safety of volunteers, risk assessments, insurance and child protection. It also considered organisation's responsibilities towards vulnerable clients - when volunteers should be criminal record checked, and a proposed new vetting system.

A full copy of the written Health and Safety Guidelines and the PowerPoint Slides from this workshop can be found to view and download at
http://www.mandbf.org.uk/news_and_events/35,514,667

Form more information contact
Mark Restall
Volunteering England
Regents Wharf, All Saints St, London N15 3JH
Tel: 0207 520 8940
Email: mark.restall@volunteeringengland.org

WORKSHOP TWENTY SEVEN

VOLUNTEERS AND THE LAW TWO **EXPENSES, BENEFITS AND CONTRACTS**

Mark Restall – Volunteering England

This workshop looked at the legal issues that can arise around the reimbursement of expenses. It examined the consequences that can stem from getting it wrong, in terms of tax, benefits and even changing the legal status of volunteers to that of employees. This latter issue has been a bit of a hot topic in the volunteering world, with organisations being understandably concerned that their volunteers may have access to employment rights - including the minimum wage!

A full copy of the written expenses, benefits and contract guidelines and the PowerPoint Slides from this workshop can be found to view and download at
http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact
Mark Restall
Volunteering England
Regents Wharf, All Saints St, London N15 3JH
Tel: 0207 520 8940
Email: mark.restall@volunteeringengland.org

WORKSHOP TWENTY EIGHT

MENTORING WITH YOUNG OFFENDERS

Nigel Brooks, Independent Consultant

This workshop introduced delegates to a pilot scheme run in partnership between Blackburn and Darwen Youth Offending Team and Child Action NorthWest. It explained through the project from identifying the client, mentoring pre and post release, implementing specialised mentor training and measuring success.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact

Nigel Brooks

Tel: 0785 1920 699 or 01254 611182

Email: nigel.brooks8@btinternet.com

WORKSHOP TWENTY NINE

PEER SUPPORT PROGRAMMES FOR INCLUSION

Louise O'Connor, Havering Children's Services

This workshop was based on the peer support project in Havering Schools where secondary, primary, LSU pupils as well as staff from education and the youth service have been trained to use mentoring techniques in the context of their own organisations. This workshop will give examples of training, and explored support techniques and evoke discussion with particular focus on behaviourally challenges or socially isolated pupils.

A full copy of the PowerPoint Slides from this workshop plus some training materials can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact

Louise O'Connor

Havering Children's Services

Broxhill Centre, Broxhill Road, Harold Hill

Romford, Essex. RM4 1XN

WORKSHOP THIRTY

RECRUITING AND RETAINING HARD TO REACH VOLUNTEERS

Gracia McGrath, Chance UK

Chance UK are a Home Office Gold Star Project renowned for their innovative and successful recruitment methods. This will look at identifying your 'ideal' mentor and recruitment methods, introducing delegates to successful recruitments campaigns and tools used by Chance UK. The workshop also gave practical advice and examples on selecting mentors who will stay as well as supporting mentors and enhancing their career prospects.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

Please visit www.chanceuk.com for further information or contact

Gracia McGrath

Chance UK

2nd Floor , London Fashion Centre, 89-93 Fonthill Road

Finsbury Park, Greater London. N4 3JH

Tel: 0207 281 5858 ext. 209

Email: ceo@chanceuk.com

WORKSHOP THIRTY ONE

TRANSITION PEER MENTOR PROJECT

Kim Singleton, Warrington Healthy Schools

Kim Singleton from Warrington Healthy Schools shared experiences on setting up a transition mentoring project. The workshop included activities by young people from the William Beaumont School.

We are currently awaiting notes from this workshop

For more information please contact:

Kim Singleton

William Beaumont Community School

Long Lane, Orford

Warrington. Cheshire. WA2 8PX

Tel: 01925 579 500

WORKSHOP THIRTY TWO

THEORY AND PRACTICE

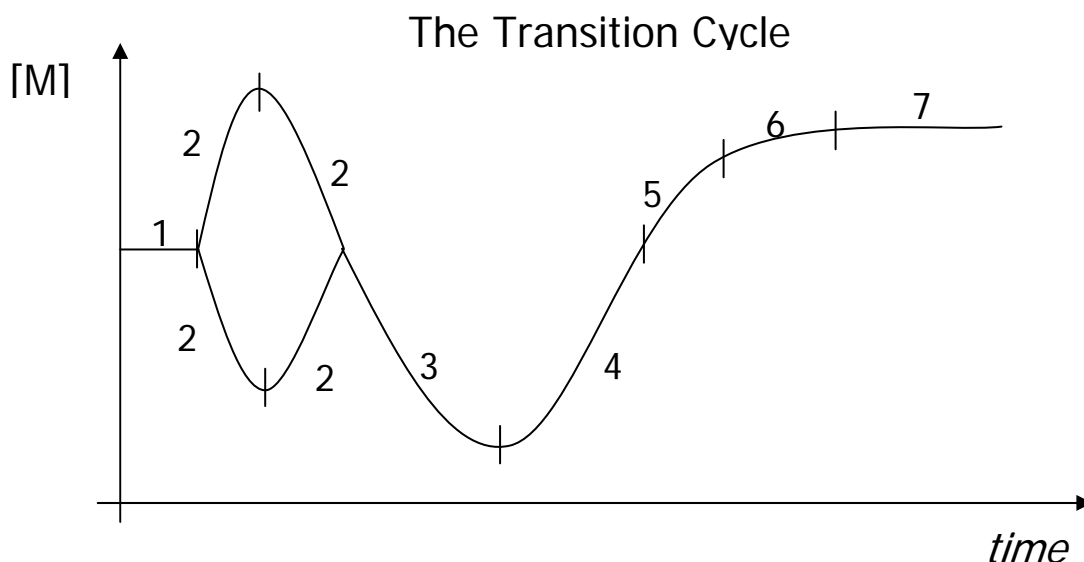
Dr Neil Speirs, Edinburgh University

INTRODUCTION

This workshop considered an element of mentoring theory and placed it in context with the practical experiences of those attending.

The transition cycle is a general pattern rather than a rigid sequence. This cycle is a slightly modified version, through my own work, of Hopson's cycle used in counselling psychology. It is used to describe the mentee after a life event or non-event results in a change in assumptions about oneself and the world. This subsequently results in a corresponding change in one's behaviour and relationships. The life event or non-events require us to modify our assumptive world – the largely taken for granted assumptions we make about our world and ourselves. Such life events or non events are often the topic of support for mentoring programmes.

THE TRANSITION CYCLE



The stages of the cycle are defined with particular application to the widening participation student, first in their family to attend HE. The workshop allowed for those attending to suggest how the cycle might be applied to their own projects

1 Immobilisation.

This is characterised by a sense of being overwhelmed or frozen up. Its duration and intensity tends to increase with the magnitude and suddenness of the transition. The magnitude can be reduced by pre-semester work to prepare the student.

2 Reaction

a Elation or Despair

After the initial immobilization this gives way to a sharp swing of mood. The direction of which depends on the nature and circumstances of the transition. The widening Participation student can experience either but it may be argued that mentees from other situations of immobilisation may be more inclined to experience either elation or despair.

b Minimisation

Some form of minimisation follows the initial post immobilisation and reaction. This might be in relation to the feelings associated with beginning university and/or anticipated impact of change in the student's life.

3 Self Doubt

This dip in mood is associated with the growing realisation of the reality of the changes in one's life space. Grasping the reality of, and all it entails, being an undergraduate student. Trying to feel comfortable in both the social and academic environment can be difficult. Leading the student to believe, that there is no justification whatsoever for them to belong in this alien environment.

4 Letting Go

Until this point the individual has, to a greater or lesser extent, still been attached to the past in a way that inhibits him or her from being actively able to cope with the new situation of higher education. The student now begins to loosen old affectional bonds, but has not yet formed new ones.

5 Testing

Once the hold on the past has been more or less relinquished the student is ready and able to explore the new terrain. The fact that the former assumptive world has now started to be overtaken by the new assumptive world does not mean that affectional bonds from the previous reality are severed. They may still exist, but in a new way that is more relevant and supportive to the new reality. New options are now tentatively considered and alternative ways of behaving are tried.

6 Search for Meaning

The sixth phase in the transition cycle is characterised by a conscious striving to learn from the experience. It is a cognitive phase during which the student seeks to make sense of what has happened to them.

7 Integration

The transition process can be said to be complete when the individual student feels comfortable in the new post transition reality. The new behaviours, self-conceptions and understanding of events have become an integral part of the student's view of the world.

COMMENTS

Modifying The Transition Cycle

We can argue that we are aiming to modify the time axis in some cases – to allow the transition to be completed but at an accelerated rate. We are also inevitably trying to alter the amplitude of the plot, perhaps this is a greater challenge. Certainly, being able to decrease the minima at point 3 can only help the student. This was discussed by the group with reference to their own experiences and how mentoring assists the mentee as they travel through the cycle. There are of course sections of the cycle that would imply mentoring should be intensified, for example at any of the steep minima of the plot. One could equally argue for intense mentoring during sections 4 and 5 when the mentee is growing into their new environment.

A Linear Cycle?

The final discussion was based around the concept of totally removing the mentee from the cycle. Would they benefit, if they didn't need to move through the cycle with its uncertainty and associated feelings of displacement. What if the transition was merely linear. The author proposes that the life event that leads to the cycle being initiated ultimately generates new life experiences for the mentee. Assuming the mentee successfully transfers through the cycle then it is argued they have integrated to their new environment and will no doubt have learned from their journey. One could argue the value of the cycle in this case. However, there is a case for a preferred linear transition, in hindsight, when the mentee stumbles and fails and ultimately does not successfully move through the cycle. Any associated life experiences would merely be negative in nature and possibly not of value to the mentee.

WORKSHOP THIRTY THREE

CHOICE RIGHTS AND FULL LIVES

Judith Atkinson, KeyRing Living Networks

KeyRing is a project that supports people with learning disabilities to live independently in the community. An essential and unique part of KeyRing's support are its Community Living Volunteers, people who live within a network to provide ongoing mentoring and befriending to KeyRing members. This workshop looked at the contribution of these volunteers and gave delegates an in-depth insight into the project.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact

Judith Atkinson

KeyRing Living Networks

Hackney, London, Greater London. N16 6NG

Tel: 02077499411

WORKSHOP THIRTY FOUR

SUPPORTING YOUNG PEOPLE INTO EMPLOYMENT

Fay Gibson and Liz Mc Hugh, Youth Choice

South Tyneside Council has direct relevant experience of delivering Youth Choice. Youth Choice was introduced to South Tyneside Council in September 2003. 30 young people were employed in January 2004 and another 30 in 2005. The project has operated successfully since its implementation. 21 of the original 30 beneficiaries have now found alternative sustainable employment. The 2nd cohort is working towards employment and qualifications.

A need for the project was established through statistics produced regarding the levels of crime and deprivation in the South Tyneside region. These statistics have come from cross-agency collaboration. The number of disorder incidents in South Tyneside has risen from 2001 by 8.2% to 23144. South Tyneside has the second highest number of disorder incidents per 1000 population in Tyne and Wear. The Fear of Crime survey shows that anti social behaviour is a 'problem' for people in the Borough.

The employment rate in South Tyneside is 64.7% compared to 70.2% in the North East and 74.9% in the UK in 2005. In the most recent census, 54% of South Tyneside's residents were qualified below NVQ Level 1. Local businesses have identified that their skill demands need to be met, by increasing basic skills levels; numeracy and literacy and employability and skills for life. Increasing enterprise skills, carrying out meaningful engagement with local businesses and providing the labour force with a minimum of skills level 2 related to business need will be essential for South Tyneside's economy. Youth Choice beneficiaries will all engage with learning to NVQ 2 in subjects relevant to their occupational area.

The project Board has looked at various local data in formulating the referral system and identifying the target group. It is based on local statistics for unemployment, which tells us which groups are most likely to become long term unemployed. We have also looked at crime and disorder data from the police to identify behaviour problems in the target communities. We have also talked to employers to find out about barriers to employing the target group and tailored the project to overcome these barriers. Adequate training and support is provided both for employers and for young people to aid mutual understanding.

Step 1: An intensive, targeted marketing campaign will be embarked upon to ensure the people of South Tyneside have an awareness of Youth Choice to enhance the prospect of Youth Choice beneficiaries moving into alternative employment by December 2006. Through this marketing campaign, mentors and work placements will be sourced for 30 young people. Training and information sessions will be delivered to all interested parties. Mentors will undertake a 36-hour accredited training programme delivered by South Tyneside Council's Sandwritter project and will go through a selection procedure before being 'signed up' to Youth Choice. All Mentors will be approved by the Criminal Records Bureau. This will be managed by the Support Co-ordinator between October and December 2006.

Step 2: Young people will be referred to the project by South Tyneside Council's Adult and Community Learning Team who work in areas of most deprivation in South Tyneside. The induction programme will take place from October to December 2006 and will be paid for using funds made available by South Tyneside Council. During the intensive induction, each beneficiary will be expected to engage in 12 hours of learning each week, undertake diagnostic

tests which identify their level of academic ability and have a high level of attendance and show a willingness to develop the skills and attributes needed to compete for employment. Those who meet these requirements and the criteria for Youth Choice will be referred to the 2007 ESF project.

The Youth Choice Support Co-ordinator will work closely with the Adult and Community Learning team to ensure the young people referred to Youth Choice meet the appropriate criteria and are dedicated to their own personal development. The Co-ordinator will also have influence over the sessions delivered to young people which relate to building awareness of the world of work.

Step 3: All young people referred to Youth Choice will meet with the Support Co-ordinator to be made aware of the recruitment and selection process and of the occupational areas available to beneficiaries. It is anticipated that there will be no less than 60 referrals. All young people will be asked to express an interest in a particular occupational area.

Stage 4: All referrals will be invited to attend an assessment day and informal interview with the Support Co-ordinator, mentors and work place providers in an occupational area of their choice. The assessment and interview process will be competitive making the young people aware of the processes involved in finding sustainable employment. The selection panel will decide upon the 30 young people who will be invited to join the 2007 ESF supported Youth Choice employment programme.

Step 5: 30 young people will be contacted and offered a one-year contract of employment with South Tyneside Council in the occupational area of their choice. Those young people referred to the project who were unsuccessful will either continue to work with the Adult and Community Learning Team or will be referred to alternative training providers for example E2E.

Step 6: Throughout December 2006 young people will be introduced to their mentors and work placements so that a relationship can be formed prior to the commencement of full time employment in January 2007.

Step 7: Once young people are designated a particular occupation and a contract of employment, South Tyneside College will enrol them on an appropriate course of learning at NVQ level 2. NVQ 2 delivery will commence in January 2007. Beneficiary details – including risk factors and barriers to employment will be entered into the UMIS database to allow monitoring of distance from the labour market. Parents and careers will be asked to attend a meeting to discuss Youth Choice and to have any questions answered.

Step 8: Throughout the employing period the focus will be towards gaining a level 2 qualification, personal development and job search, application and interview techniques. Sessions will be delivered once a week by project staff to enhance communication skills and social skills amongst the group. Fortnightly meetings will be held with all beneficiaries to highlight employability skills and techniques for finding work. Volunteers will be trained to support Mentors to deliver mock interviews to the cohort throughout the employing period and visits will be arranged to local employers who will talk about the skills needed to sustain employment. These 'Enterprise Days' will take place once every two months and will cover a wide variety of occupational areas.

A close working partnership already exists between the present Youth Choice project and the Connexions service. This relationship will be extended to ensure that between January 2007 and December 2007 the majority of project beneficiaries are moved into sustainable employment.

Step 9 Monitoring: The target group will be monitored according to their age, postcode un/employment status and time un/employed, sex, ethnic origin and special needs. All 'soft outcomes' will also be monitored.

The Referral form which is confidential and viewed only by project staff holds qualitative and quantitative data about risk factors which affect the lives of all Youth Choice beneficiaries and their families. This data is used to assess the level of support the young person may need whilst in the work place and is recorded on the UMIS system – a tool developed to measure distance from risk factors and by default, distance from the labour market. UMIS allows Support Co-ordinators to ensure their support and guidance is targeted towards the correct reasons behind why a beneficiary may disengage or lose interest in their work placement. It adds efficiency to the project.

All beneficiaries will work with South Tyneside College from January 2007 and be enrolled on an NVQ level 2 in their occupational area. The College carries out diagnostic tests in maths and English to assess levels of ability. Individual curriculums are then developed for each beneficiary who will be continually monitored by college staff to ensure the correct level of support and guidance throughout the NVQ. Youth Choice staff will meet college staff on a monthly basis for updates on progress. Alongside this quantitative data, the co-ordinators will also collect qualitative data about attitude and behaviour in the classroom, any change in attitude towards learning, and any other perceived support needs the beneficiaries may have.

Mentors will keep written records of both the mentoring relationship and the young person's progress. Records will be reviewed by project staff on a monthly basis. Targets will be set for improvement and/or development and constantly updated. Mentors will also be encouraged to attend support meetings to discuss progress with their mentee. This again helps to measure and monitor progress, which is being made in the work place and distance from the labour market.

Step 10 Publicity: The project will be marketed within ESF guidelines. Businesses and the voluntary service will be contacted directly, mail shots, advertisements in the local press and networking with the Council for voluntary services. Business Club meetings will be attended by the Project Co-ordinator and the NECC will be encouraged to discuss Youth Choice in any publications. Achievements of the project will be publicised to as wide an audience as possible both regionally and nationally. Any opportunities to present information about the project will be taken.

Publicity events will be organised throughout the year. Local residents, councillors and businesses will be invited. Best practice around mentoring young people in the work place will be shared with community groups and local businesses that are concerned with their own social agenda. Young people will be given information about Youth Choice through referral agents who work closely with them on a weekly basis.

Step 8 Exit Strategy: It is anticipated that 70% of the cohort will move into sustainable employment before the end of ESF support. A partnership approach will be taken to ensure beneficiaries have the best chance of securing alternative employment. Connexions personal advisors will be made available for each beneficiary. After leaving Youth Choice, beneficiaries will continue to be supported in the work place by their mentors and will be contacted regularly by Youth Choice staff. Their activities will be tracked using the Youth Choice database.

It is hoped that at the end of ESF support additional funds will be made available through the Neighbourhood Renewal Fund and from Steering Group members who have witnessed the project develop and deliver successful outputs.

WORKSHOP THIRTY FIVE

WORKING WITH LESBIAN AND GAY SERVICE USERS

Alex Kemp, The Albert Kennedy Trust

The Albert Kennedy Trust has been running a befriending/mentoring scheme with Lesbian, Gay, Bisexual and Transsexual Young People for 16 Years. This workshop will look at experiences of best practice with LGBT people. It explored what considerations need to be made in terms of anti discriminatory and anti – oppressive practice.

We are currently awaiting the notes from this workshop

For more information contact
Alex Kemp
The Albert Kennedy Trust
52 Oldham Street Manchester
M4 1LE
Tel: 0161 2283308

WORKSHOP THIRTY SIX

SUPPORTING CARE – LEAVERS – THEORY INTO GOOD PRACTICE

James Cathcart, The Prince's Trust

This workshop gave a summary of good practice based on a three year DfES funded quality assurance project mentoring with careleavers.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information you are invited to contact the Prince's Trust directly:
James Cathcart
The Prince's Trust
18 Park Square East
London
NW1 4LH
Tel: 0207 543 1234

WORKSHOP THIRTY SEVEN
RECOGNITION, PARTNERSHIP AND SUSTAINABILITY
IN BEFRIENDING, YOU CAN DO IT TOO!

Lizzie Jenkins, Face to Face, Scope

Face 2 Face is an expanding network of unique schemes offering emotional support to parents of children newly recognised as having a special need or disability. Schemes recruit and train local volunteer befrienders, who are parents of disabled children to help new parents make positive adjustments to their situation. Although this service is unique, there are commonalities to the sustainability approach that are practical and useful for everyone.

The workshop hosted by Lizzie Jenkins the Face 2 Face National Network Manager looked at the journey of individual schemes, the network approach, local and national partnerships and subsequent growth including the impact of parental volunteers.

We are currently awaiting the notes from this workshop:

For more information contact:

Lizzie Jenkins

Scope

Email: lizzie.jenkins@scope.org.uk

WORKSHOP THIRTY EIGHT
MENTORING REFUGEE'S – THE RAMP EXPERIENCE

Hailu Hagos, RAMP

The Renewal RAMP Mentoring Service aims to support refugees and asylum seekers during transition. This workshop enabled participants to understand the dynamics of mentor/mentee roles in effective mentoring relationships and covered recruitment, training, matching, support, monitoring and evaluation as well as interactive discussion.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact

Hailu Hagos

RAMP

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Email: hailuh@renewalramp.org.uk

WORKSHOP THIRTY NINE

BEFRIENDING – DIVERSITY WITH A COMMON PURPOSE

Mike Nicholson Befriending Network Scotland

There is a lot that goes on under the name of befriending; 1:1 work, home visiting, group work, telephone and email support. This workshop looked through examples of the diversity of befriending projects, encourage participants to consider broadening their own horizons and looked at the common purpose and impacts of these varied but ultimately united projects.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information please contact:

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bns@befriending.co.uk

WORKSHOP FORTY

YOUTH 4 YOUTH, PEER TO PEER MENTORING/BEFRIENDING

Scott McMillan and Melanie Merrell, Somerset Youth Project

Hosted by Somerset Youth Volunteering Network, a Home Office Gold Star Project, this workshop was of interest to anyone managing, co-ordinating or supporting the delivery of a peer to peer mentoring or befriending programme suitable for young people aged 14 to 24 years of age. The workshop offered the opportunity to experience the lively and participatory training Youth 4 Youth mentors receive and looked specifically at implementing a tiered structure for young mentors/befrienders, use of interactive resources and tools, supporting peer mentors to become peer mentor trainers.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact

Scott McMillan

Somerset Youth Volunteering Network

Glastonbury, Somerset. BA6 8BS

Tel: 01458 836 130

WORKSHOP FORTY ONE

THE 'DUAL DIAGNOSIS DILEMMA'

Jenny Boyce, CAN Footsteps

About Footsteps

Alternative Rehabilitation Programme: Footsteps plays the role of a drug/alcohol rehab in the community programme. We are a GoldStar Project funded by the Home Office, but we work out of one small office with limited resources.

Mentoring and Befriending: Primarily we are a Mentoring & Befriending Project. Our main aim is to allow those with a history of homelessness and/or drug/alcohol dependencies to move towards a brighter future. We do this through Mentoring and Befriending.

Identifying Needs: An important part of any project is that of evaluation and modification and recognising unmet needs is one part of that process. It was an unmet need that we began to notice with more than one of our mentees. Gradually a pattern began to emerge

The Dilemma

Which Service? A problem exists for those suffering from mental health issues *and* drug or alcohol issues.

Dual Diagnosis: Dual Diagnosis is the term used by the Health Services to describe this problem.

The Outcome: The outcome of Dual Diagnosis is that some people are overlooked. This fact is highlighted by the following Case Study.

A Case Study

This Case Study outlines the case of a Footsteps' mentee. At his request we have changed his name to Liam.

To download the Case Study for this workshop and the slides to accompany the workshop transcript please visit www.mandbf.org.uk

For more information contact
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The Doddridge Centre
109 St James Road, St James
Northamptonshire. NN5 5LD
Tel: 01604 590 852

WORKSHOP FORTY TWO

BEFRIENDING ON THE RICKTER SCALE

Graham Gardiner, Building Blocks

The Rickter Scale® is an innovative hands-on assessment and evaluation tool. It allows clients to better understand their present circumstances, to identify priority areas for support or intervention, to recognise strategies that have worked for them previously and to explore future possibilities. The Rickter Scale can also help with measuring the impact your service has on individuals lives. This Workshop from a Rickter Scale Associate introduced delegates to the Board, its theory and its potential applications.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

**Graham Gardiner
Building Blocks Solutions
The Stables, Carr Bank Park, Windmill Lane
Mansfield, Nottinghamshire. NG18 2AL
Tel: 01623 672060**

WORKSHOP FORTY THREE

TELEPHONE BEFRIENDING, MANAGING AND IMPLEMENTING YOUR SERVICE

Eula Hersey, Age Concern Halton

This gave an overview of the Good Neighbour Service run by Age Concern Halton which comprises of 3 elements, Good Neighbour, Visiting at Home and Telefriend (telephone befriending). The majority of the workshop focused on telephone befriending including the value of offering a telephone befriending service as it is considered a low level of support, a brief run through on volunteer recruitment, support and expenses and in particular evaluating the service. The workshop gave delegates ideas that can be used for their pilot schemes and services and discuss the future of the telephone befriending service if there is no funding.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

**Eula Hersey
Age Concern Halton, 44 Church Street
Runcorn, Cheshire. WA7 1LR
Tel: 01928 590 600**

WORKSHOP FORTY FOUR

BUSINESS MENTORING

Birgit Matten, The Prince's Trust

This workshop hosted by Birgit Matten from The Princes Trust will look at the framework of business mentoring including the national occupational standards and qualification for business mentoring. The workshop introduced delegates to the business mentoring programme at the Trust for people aged 18 – 30 and also explored the findings of the KPMG evaluation of business mentoring.

A full copy of the PowerPoint Slides from this workshop can be found to view and download at http://www.mandbf.org.uk/news_and_events/35,514,667

For more information contact:

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The Prince's Trust

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Email: Birgit.Matten@princes-trust.org.uk

WORKSHOP FORTY FIVE

SHARING A LAUGH

Dr Kate Philips, The Rowan Group, University of Aberdeen

This workshop drew on findings from a study of Mentoring and Befriending with vulnerable young people undertaken by researchers from the University of Aberdeen for the Joseph Rowntree Foundation. The two year study explored relationships between young people and adult mentors in a befriending project, a housing project and an education project. The workshop looked at the role of young people, mentors/befrienders and project managers, examining how relationships are sustained in contexts of difficult family and social circumstances and how both adults and young people.

We are currently awaiting notes from this workshop

For more information contact:

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The University of Aberdeen

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WORKSHOP FORTY SIX
MENTORING & BEFRIENDING
IN THE FULL SERVICE EXTENDED SCHOOL
Coral Gardiner, Joseph Leckie Technology College

OUR AIMS

To extend the use of College facilities throughout the day and the year.

To extend and provide more services within our provision including childcare, health and social care, youth work, crime prevention, family and lifelong learning etc.

To deliver via partnership the best possible services to the local community

HOW WE INTEND TO MEET OUR AIMS

- School facilities will be open out of school hours (including weekends and holidays)
- All groups, including pupils, families and the local community will have the opportunity to access a range of services and facilities at the school.
- In addition to focussing on the main duty of the school to educate its pupils to a high standard, activities and services will complement the work of the College to help it to be seen as more important to the community.
- The College will co-operate with evaluations of the full service extended schools programme.
- J.L.C.T.C will ensure consultation with school, parents/local community/students in order to determine a demand for the services
- Partnerships will have in mind when developing proposals how those proposals will seek to build positive links between people from different backgrounds within the community.
- Partners should take a strategic view of how provision of services at the J.L.C.T.C will fit with the wider provision of services in the locality.

All services should be accessible to as many local community groups as possible taking account of relevant legislation and regulations. This will include the Disability Discrimination Act 1995, the Special Educational Needs and Disability Act 2001 and Race Relations Amendments Act, Children's Act, Education Act and the ECM agenda.

Full Service Extended Schools should be welcoming, open and accessible to all users (DfES).

FUNDING

Uses of F.S.E.S funding might include:

- The costs of staff to plan develop and manage the extended services, including managing relationships between different agencies and helping to lever in funding from other sources.
- Additional heating, lighting and other incidental revenue costs arising from extended school activities.

- Additional staffing costs associated with extended school activities and including payment of volunteers' expenses.
- Minor capital adjustments such as additional equipment and enhanced security.
- Transport costs to enable children and other users to make use of the extended services.
- It is expected that the bulk of the staffing and running costs of the services will be met by the service providers themselves, not by the schools.

For more information please contact:

Coral Gardiner

Full Service Extended School Manager

Joseph Leckie Community Technology College

01922/721071 ext271 email st-gardiner-c@j-leckie.walsall.sch.uk