National Evaluation of Youth Justice Board Mentoring Schemes 2001 to 2004

Authors: Ian St James-Roberts, Ginny Greenlaw, Antonia Simon and Jane Hurry of the Thomas Coram Research Unit, Institute of Education, University of London

Contents

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

Glossary of terms and abbreviations

Mentor

A person trained by a mentor project to deliver a mentoring programme.

Mentor project

The organisation set up to administer the delivery of mentoring programmes.

Young person

A youth between ten and 17 years of age.

Mentee

The young person who receives the mentor programme.

Mentor programme

The relationship, goals and activities over time between a mentor and mentee.

BSA

Basic Skills Agency

BME

Black and Minority Ethnic

ISSP

Intensive Supervision and Surveillance Programme

LN

Literacy and Numeracy

PRU

Pupil Referral Unit

SDQ

Strengths and Difficulties Questionnaire

TCRU

Thomas Coram Research Unit

YIP

Youth Inclusion Programme

YJB

Youth Justice Board for England and Wales

YOS

Youth offending service

YOT

Youth offending team

Acknowledgements

Executive summary

- Between 2001 and 2004, the Youth Justice Board for England and Wales (YJB) supported 80 community mentor projects distributed across England and Wales. The projects set out to deliver mentor programmes to young people who had offended or were at risk of doing so. This report evaluates the projects' effectiveness and costs in achieving their aims.

- Mentor programmes involve a trusting relationship in which a more experienced person helps, and provides a role model, for someone who is less experienced. Building on this relationship, the mentor programmes evaluated here were 'competency focused'. That is, they set out to teach basic literacy, numeracy, social, or life skills, in the hope that such skills would help the young people to interact better with their social and physical environments, and so improve their prospects.

- The mentor projects targeted groups of young people who had offended, or were at risk of offending, and who were believed to be likely to benefit from mentor programmes of this type. The groups were: Black minority ethnic (BME), or 'hard-to-reach' young people (targeted by BME mentor projects) and young people with literacy and numeracy (LN) needs (targeted by LN mentor projects).

- The evaluation as a whole included four studies with different methods, designed to overlap in order to minimize the methodological limitations of each approach. The studies were: (1) The Database Study, which used a standard computer database to collect the mentor projects' records about the delivery and outcome of their mentor programmes; (2) The Depth Study, which obtained direct, formal and interview assessments of a sample of mentored young people, and of a matched non-mentored comparison group, at baseline and outcome points; (3) The Reconviction Study, which employed Home Office Police National Computer records to measure rates and severity of offending and reoffending in mentored and comparison young people; (4) The Costs Study, which assessed whether the mentor projects provided good value for money.

- The mentor projects were successful in recruiting over 3000 community volunteers and training many of them to be mentors. Most mentors were women, but BME projects included more male mentors (42%) than LN projects (28%). Most LN project mentors were White (93%) and most BME project mentors were from Black and minority ethnicity backgrounds (65%).

- The projects recruited and matched nearly 3,000 young people with the mentors. The average mentee was 14 years old and 79% were male. In BME projects, 74% of mentees had a BME background, while 90% of mentees in LN projects were White. As intended, the majority (69%) of the young people had a history of offending, while 58% were referred to the projects by youth offending teams. Of those mentees with a known educational history, 36% had truanted in the last three months, 44% had been excluded in the last year, 48% had special educational needs and 24% had Statements of special educational needs. These rates are probably under-estimates because projects did not always have this information. The rates differed between the types of projects, with 76% LN mentees having special educational needs compared with 24% of BME mentees.

- The projects delivered large numbers of mentor programmes which were associated with some of the primary changes in the young people targeted by the scheme:

  - At the date set for the final evaluation, September 2004, 70% of 2,956 programmes set up by the projects had been delivered, and 8% were still in the process of being delivered. On average, each programme included eight meetings between mentor and mentee.

  - About half the programmes terminated earlier than initially planned but, in spite of this, many of them were reported to produce gains. Overall, a third of young people entered or re-entered education or training. Programmes which lasted over ten months, and included an average of 15 meetings, were considered most successful: 45% of mentees in such programmes were reported to enter/re-enter education or training.

  - The projects identified other gains, including improvements in the young people's attendance and behaviour at school, increases in literacy and numeracy (particularly in LN projects) and improvements in accommodation and family relationships (particularly in BME projects). Increased involvement in community activities such as sports, clubs, social groups and voluntary organisations at school or in the community was reported for 50% of BME mentees overall (and 73% in programmes ≥ ten months) compared to 33% (46%) of LN mentees; 92% of mentees on community orders completed them during their programme.

  - Mentoring did not change drug or alcohol use, but problems in these areas were not common, presumably because of the age group of the mentees, whose average age was 14 years old.

National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004

- This YJB scheme included a large number of mentor projects with considerable diversity between them in the length and form of their mentor programmes. Many projects employed the conventional model of mentoring, involving one-to-one meetings between a mentor and young person in a community setting once per week. However, some mentors and mentees met daily, some projects delivered mentoring on the project premises and a few brought mentors and mentees together as a group. In some cases, the mentor delivered basic literacy and numeracy skills and some mentors gained qualifications in such skills; in other cases mentors were supported by tutors, or projects included separate learning and business mentors. The length of mentor programmes was designed to vary widely, from three months to a year. This diversity allowed us to assess the features of mentor projects which were associated with the delivery and outcome gains the projects reported.

- In regression and other statistical analyses, mentor projects based in YOTs, which supervised a high number of mentors, had a steering group that met, and delivered programmes which lasted for ten months or more and/or included a high number of mentor/mentee meetings, were associated with the most reported gains. Mentee characteristics, including young age and the lack of a history of offending, also predicted successful outcomes. Overall, female mentors achieved more successful outcomes than male mentors with both male and female mentees; female mentors matched with female mentees were especially successful. It is sometimes claimed that male mentors are needed for male mentees, but we found no evidence that this particular matching achieved a high rate of mentee improvements. Mentors with Black or minority ethnic backgrounds were more successful than White mentors in improving the family relationships of mentees with Black or minority ethnic backgrounds. White mentors were more likely to improve the literacy of Black and minority ethnicity, as well as White, mentees.

- Our smaller scale Depth Study involved direct interviews and formal assessments of the mentored young people, compared to similar young people who did not receive mentor programmes. This study provided evidence in support of the projects' success in reintegrating the targeted young people into education and training and in increasing their community involvement. However, we were unable to confirm the reported gains in mentee literacy and numeracy or behaviour using formal assessments, suggesting that many of the improvements were in small, but important, competencies, such as the ability to read forms, write a curriculum vitae, or use a computer programme. It is unclear whether these competencies, unsupported, would be enough to produce substantial and lasting changes in the mentored young people.

- The combined Depth and Database Study findings provide heartening evidence that the mentor projects in this scheme were successful in some respects and, particularly, in reintegrating the targeted young people into education, training and the community. However, the critical question concerns their relative effectiveness, and cost. In particular, because mentors are community volunteers who do not receive a salary, the potential advantage of mentoring lies in good value for money. Considered in this light, the findings are less positive.

- Many young people referred to the projects declined to participate or failed to engage with their mentors, while many volunteers failed to become mentors. As a result, mentor programmes were successfully delivered to just 2,045 of 4,828 young people referred to the projects, with 244 more programmes still being delivered at our evaluation point. The various factors responsible for this attrition are documented in the findings and suggest ways in which participation rates could be improved. However, the reluctance of young offenders to take part in mentor or other community intervention programmes is now amply documented, raising questions about their appropriateness as a stand-alone intervention and highlighting issues about service value and cost.

- The failure to find evidence of improvements in behaviour, literacy and numeracy using formal assessments in our Depth Study raises doubts as to whether the project-identified improvements are substantial enough to make a significant, lasting difference to the mentored young people over the longer term. Bearing in mind that an average mentor programme contained eight meetings – perhaps 20 hours of contact overall – it would be surprising if the result did immunise these young people permanently against the many difficulties they face.

- The main aim of this YJB scheme was to reduce offending. Our ability to measure whether it has done so has been limited by methodological factors, including constraints in Home Office Police National Computer offending data. There is a need for a longer-term follow-up using the HOPNC data, to overcome these methodological constraints and assess any carry-forward effects of the mentees' improved educational, training and community involvement on offending rates. In the absence of this longer term data, the findings available here do not provide convincing evidence that mentor programmes produce a reduction in offending during the first year after the start of a programme.

- The anticipated chief advantage of mentor programmes – low cost – has not been realized. Mentor programmes proved to be more expensive than alternatives which produce similar benefits, such as the YJB education training and employment (ETE) schemes evaluated during a previous initiative. Examples of cost-effective delivery, which approach the ETE scheme figure of £2,300, per young person were found and it proved possible to identify the features of projects which led to low costs. The most important was location in a YOT premises and, presumably, all the advantages of shared accommodation, infrastructure and administrative expertise that involves. This underscores the difficulties many other mentor projects had in communicating with YOTs, schools and other statutory organisations, probably because of understandable concerns about confidentiality as well as professional boundaries and the pressure under which modern statutory services work. At best, community programmes utilizing volunteers face substantial administrative obstacles.

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

- Pending any more positive findings from a longer term follow-up, the evidence available here does not support a more widespread roll-out of mentor programmes as a means of preventing or tackling youth crime. Instead, the findings have generated recommendations about some key features of mentoring which need to be preserved and combined with features of other interventions. These recommendations, which are developed more fully in the final discussion of this report, include the following:

  - **basing programmes on assessment of young peoples' abilities and needs**
    Almost half the participants in the Depth Study met criteria for clinical levels of hyperactivity, while more than half had emotional and behavioural difficulties of clinical seriousness. As the Audit Commission has recognised, problems with learning, psychological disability and family support are endemic in this group of young people, while ignoring them is very expensive for society. Meeting these needs requires integrated expert services, where healthcare staff work alongside social, community, education and youth justice services. Because of the confidential and specialised nature of the information involved, these services need to be professionally run.

  - **taking account of young people's views of their needs**
    The single most important barrier to programme delivery is the unwillingness of the target groups of young people to participate, raising the question of how to increase the appeal of future schemes to them. Authorities are understandably anxious to avoid the implication that offending is being rewarded, but failing to take account of the wishes of young adults society has chosen not to take into custody is just as short-sighted. Schemes which are built upon the goals of young people and that reward progress are likely to increase the rate of take-up and delivery. By the same token, mentor or other programmes in which boundaries are unclear and non-compliance easy are unlikely to prove effective.

  - **delivering programmes at a pre-adolescent age**
    The findings here showed benefits where interventions were delivered to younger age groups and to those at risk of offending, rather than to offenders. This is in keeping with the evidence more generally that teenagers are influenced more by peers and less by parents and adults, compared with children of pre-adolescent age.

  - **co-ordination of services over age**
    It is well established that the young people assessed here face multiple risks, with long-term problems usually reflecting an accumulation of risks over time. Short, one-off programmes are unlikely to be sufficient to reverse the impact of such risks. Instead, supports need to be provided early when possible, but to be maintained and adapted across development until young people can function autonomously. Statutory barriers which, for instance, confine YJB work to those over ten years of age hamper this goal. As well as being 'joined-up' horizontally, services need to be co-ordinated vertically over age. Recent legislation, including the provision of Children's Trusts, provides a step towards such services.

- **combining the trust- and competency-building features of mentoring with other skills within a new profession**
  This proposal is based on the profession of the 'social pedagogue' which has developed in several European countries to combine the provision of care and education (with a small 'e'). Further particulars are given in the Discussion of our report.

- The findings have also produced some lessons and recommendations for future evaluation studies. In particular, four strategies adopted in the present evaluation have proved helpful in obtaining data of a relatively high quality, while one obstacle requires more attention in future.

  - One advantage of this evaluation lay in its centralisation, rather than the use of multiple regional evaluators, and the implementation of evaluation at the projects' outset, rather than adding it on after projects were under way.

  - The use of a standard, user-friendly computer database to help projects keep their administrative records and provide basic information for evaluation purposes worked well.

  - The support and strong guidance given to the projects by Crime Concern and the YJB was of major importance.

  - The use of overlapping studies with different methodologies was effective in providing complementary information which lessened the methodological weaknesses of each approach.

  - In view of the cost of schemes such as the one examined here, it is in funders' best interest to ensure that projects employ administrative staff to keep project records, and to earmark budgeting for these posts.

Part 1 Background to the evaluation

1.1 Youth offending and the Youth Justice Board

A great deal has been learned about youth crime and the factors in the lives of young people which increase the likelihood of criminal offending. Two conclusions from this work are widely accepted and form the basis of the work to be reported here. First, scientific studies and public opinion are united in the view that youth crime is a serious, prevalent and costly burden for many contemporary societies (Audit Commission, 2004; Hayward and Sharp, 2005; Wood, 2004). Second, a variety of 'risk factors' measurable in the pre-teen years predict which young people will go on to a serious, long-term, criminal career (Farrington, 1996; Loeber, 1990). As well as early offending itself, these risk factors include social influences such as inadequate parent-child relationships, and the young people's psychological vulnerabilities such as difficulties with attention, learning, literacy, numeracy, and self-control (Graham and Bowling, 1995; Youth Justice Board, 2001). It follows that, if it is possible to intervene to resolve these risk factors at an early stage, the benefits for the young people, and for society, could be substantial.

The YJB is a statutory body, established under the Crime and Disorder Act, 1998, to develop and co-ordinate services which prevent youth offending. It has introduced a variety of interventions. Some are designed to improve how the Criminal Justice System deals with young offenders. Others target the factors in children and their families that are believed to give rise to offending. For example, interventions which target parenting and children's learning and social-cognitive skills are listed in the YJB website (www.youth-justice-board.gov.uk). The use of mentor projects as a means of preventing offending and reoffending was first trialled by the YJB in the period 1999–2001 (Tarling et al, 2002). Building on this work, the present study involves an evaluation of some 80 different mentor projects, distributed across England and Wales.

1.2 Mentor projects as an intervention designed to reduce offending

The word 'mentor' comes from the Greek poet Homer's heroic tale, the Odyssey (Homer, 800BC). Ulysses appointed Mentor to be tutor-adviser to his son and guardian of his estates while he was fighting the Trojan Wars. The recent research literature contains many definitions of mentoring. None is generally accepted, but most have in common the idea of a trusting relationship that involves a more experienced person helping, and providing a role model for, someone who is less experienced. Mentoring can occur informally throughout a society, but the interest here is in formal mentor programmes, which are set up deliberately with a specific purpose in mind.

The last few years have seen an explosion of interest in such programmes and, as a result, mentor project websites, support networks and resource collections, have grown up in North America, Australia, New Zealand and the United Kingdom (UK). In the UK, the government-supported National Mentoring Network (www.nmn.org.uk) acts as a central source of information and materials.

Although mentoring has blossomed, most mentor schemes target groups such as teachers, nurses, or students in the general community. The use of mentors to support and redirect the development of young people who have committed criminal offences, or are likely to do so, raises special, and substantial, challenges. Among these are problems in contacting the young people and involving them in the mentor programme, difficulties in recruiting suitable volunteers willing and able to be mentors, and the dearth of evidence about the most effective strategies that mentors should adopt.

1.3 Competency-focused versus non-directive mentoring

The basic aim of befriending a young person is common to mentor projects and, for many, is an end in itself. For example, the well known Big Brothers and Big Sisters mentor organization in North America trains community volunteers to befriend young people who are at risk of social exclusion, but does not attempt to teach skills or competencies to the young people involved (McGill, 1999). In contrast, in the UK, the Dalston Youth Project includes elements which target both befriending and basic literacy and numeracy skills (Shiner et al, 2004). Likewise, the CHANCE UK scheme champions 'solution-focused' mentoring which builds on a trusting relationship to teach life skills to socially excluded children and young people (St James-Roberts and Singh, 2001).

The distinction between non-directive and competency-focused mentor programmes is of central importance here, since many of the 84 mentor projects evaluated set out to teach basic literacy, numeracy, social or life skills, in the hope that such skills will help young people to interact better with their social and physical environments, and so improve their prospects.

1.4 The aims and parts of the evaluation and this report

In 2001, the YJB invited community and statutory organisations distributed across England and Wales to set up projects which would provide mentors for young people involved in, or at risk of, criminal offending. Following a selection process, 84 mentor projects were awarded funding. The projects were designed to target two groups of young people who were considered particularly 'at risk' of offending and likely to benefit from a mentoring programme: those with LN needs, and those from BME or hard-to-reach backgrounds. As a result, the mentor projects divided into two main types: LN projects (53 in total) and BME projects (29 in total), with 2 dual (both LN and BME) projects. The main goals for the mentor projects, listed in YJB specifications, were to:

- increase the number of volunteers in the local community

- ensure the participation of young people in community intervention projects

- ensure that young people entered or re-entered ETE (BME projects particularly)

- improve the young people's literacy and numeracy skills (LN projects particularly)

- reduce rates of criminal offending among young people.

The YJB appointed Crime Concern, a national charity with expertise in running crime reduction schemes, to support the projects in their day-to-day work.

In November 2001, researchers at the Thomas Coram Research Unit were selected to carry out the national evaluation of the 84 mentor projects. The main goals of the evaluation set out in the YJB specifications were to:

- monitor and support the mentor projects in keeping administrative records and implementing their programmes. This included providing information and feedback that would help them to achieve their aims

- evaluate the projects' effectiveness in implementing and delivering the mentoring programmes

- evaluate the effectiveness of the mentoring programmes in achieving the planned outcome changes in the young people

- evaluate the programmes' effectiveness in reducing criminal offending and conviction

- provide evidence about the cost-effectiveness of the mentor projects.

Where evaluations involve large amounts of data from multiple projects, they have to, for practical reasons, depend on the projects to collect part of the basic information needed for the evaluation. In principle, this relationship can be symbiotic, since much of the information needed by the evaluators is also needed by the projects for administrative purposes. In practice, both our own and others' experience has taught us that projects are reluctant record keepers. Their focus is on delivering their intervention and helping the young people with whom they are engaged, so that keeping detailed records is a lower priority. The danger for an evaluation such as this one was to end up with 84 different, incomplete data sets, making accumulation of evidence across projects impossible.

To cope with this, at our first, November 2001, meeting with the projects, we offered to provide them with standard forms which would help them to keep their administrative records and provide much of the information needed for the evaluation. We proposed that the forms would be computer-based, user-friendly and as brief as possible, and discussed with them whether this would be workable. Apart from data protection issues, the only problem to emerge was that six projects already had databases because their mentor work was being added to an existing scheme. We asked for these databases to be sent to us and agreed to make our own as compatible with them as possible. We agreed to accept paper or other records where necessary.

The adoption of this approach has contributed to the evaluation's success in collecting data, so that we will document it in Part 2: Development and implementation of the main Database Study. The findings from the Database Study are in Part 3.

Although database methods allow routine data to be collected in a more or less uniform way, they are inherently limited in sensitivity, accuracy and objectivity. For instance, projects may ask mentors whether they see improvements in a young person after mentoring, and it is important to know whether this is the case. However, providing an index of the extent of the improvement, and excluding the possibility of subjective bias, requires objective measures to be obtained at the baseline (before the mentor programme is delivered) and at the follow-up point, and for the two to be compared. A related issue is that the difference between measures at baseline and follow-up points can assess change, but not exclude the possibility that the changes would have occurred anyway, in the absence of the intervention programme. To exclude this requires an otherwise matched group of young people, who do not receive the intervention programme, to be assessed at baseline and follow-up points in the same way as the group who do receive the programme.

To address these issues, we included the Depth Study, described in Part 4, which involves measures both of mentees and of a comparable, non-mentored group of young people at baseline and follow-up stages, collected directly by the evaluation team.

The projects' primary, long-term goal is to reduce youth crime. Measurement of their effectiveness in doing so involves methodological challenges, since it is widely accepted that no one measure of youth offending is sufficient. The main source of offending data for both the Database and Depth studies is the self-reports of the young people taking part. This information may be more sensitive than police records, since it includes offending not detected by the police. However, self-report data tend to inflate rates of offending, since they often include minor offences, such as vandalism or failing to pay fares. These are also influenced by the subjectivity of young people's reports. A commonly used alternative is reconviction data – that is, measures based on police records of offending and reoffending (Home Office 2004). These indices recognise only detected crimes, and are subject to variations between police forces and changes over time in how offending is targeted and recorded. However, the existence of a national database of offending data collected by the Home Office makes this a convenient, uniform and robust way of measuring offending, so that it is widely used for this purpose. Accordingly, the Reconviction Study part of this evaluation, included in Part 5 of this report, uses Police National Computer records to examine rates of offending and reoffending in the mentored and comparison young people.

The basic question underlying the evaluation of an intervention like mentoring is 'does it work?' Although this remains the guiding issue, it was clear from the outset that this question was both too broad and unlikely to receive a categorical answer. One obvious consideration is that young people participating in mentor projects receive a variety of other interventions, making it difficult to distinguish the effects of mentoring from other influences. Our Depth Study goes some way towards tackling this, but is not a complete solution, so that we will revisit this and other constraints on our conclusions as we report each study's findings. Another consideration is that mentoring is not the only strategy for tackling youth offending currently being tried out; rather, it is one of several, none of which is problem-free. For example, programmes that target parenting can be effective, but many parents will not participate or drop out, while socially alienated young people often lack the close ties with parents needed for parent-focused interventions to be effective (Spencer, 2003). Equally, previous studies have documented how hard it is to involve socially alienated young people in intervention programmes, and how diverse and multiply disadvantaged this group is (Hurry and Moriarty, 2003; Shiner et al, 2004). For example, high rates of mental health problems, educational and social skill deficiency, accommodation problems, and drug and alcohol abuse are common among young offenders (Shiner et al, 2004; Youth Justice Board, 2001). To be effective, programmes need to be tailored to suit such individual circumstances and needs. Rather than being a universal 'one size fits all' panacea which works in every case, mentoring was more likely to help some young people some of the time.

It follows that the primary goal in this evaluation is to understand what about mentoring is most promising, with which groups, and in which circumstances. The large number of mentor projects included in this YJB scheme has given rise to an extraordinary variety of different types of mentor programme, allowing us to ask questions about the features of the most effective programmes – and to assess when and why they appear to be successful – in order to provide guidance for the future. Since, too, a major appeal of mentor programmes lies in the fact that they are usually delivered by volunteers – and so are potentially low in cost – they do not need to work all of the time. The metric by which success is judged is not effectiveness, but cost-effectiveness, since a less effective, but cheaper, intervention can be more cost-effective. The decisive test is whether mentor projects give better value than other options.

To address this, Part 6 provides data about the costs and relative value of the mentor programmes and projects, compared to alternatives.

In summary, rather than the question of what works, the question of what forms of mentoring are most promising, with whom, and at what cost, has guided this evaluation and the way in which we have analysed the data it has generated. Part 7 of the report attempts to synthesize the findings across the four studies used in the evaluation and to make recommendations about future interventions and the methods used to evaluate them.

Part 2 Development and implementation of the main Database Study

The main purposes of the database were to:

- allow standardised information to be collected for the evaluation

- provide projects with a comprehensive central information storage system

- assist projects in gathering key information over a long period of time

- provide guidelines for the information required

- help improve data quality

- minimise paperwork to and from projects.

The database needed to be user-friendly, and to allow rapid data input and access. It had to contain relevant fields for all the projects to find it useful, yet include the fields for the evaluation study. Microsoft Access was selected as the database management system, as it is widely available, relatively easy to configure, and allows a sophisticated database to be developed with a professional-looking front end.

At the beginning of the evaluation study and before database design, a list of the information needed for the evaluation study was developed and discussed with the projects. Taking account of this and the research literature, the database was divided into four separate forms, as set out in Table 2.1.

Table 2.1: The structure of the database

Main sections	Forms and sub-forms include
The Project	Project details i.e. name of project, contact details
	Project team members
	Team meetings
	Steering group members
	Steering group meetings
Mentors	Mentor background and demographic characteristics
	Career history
	Recruitment
	Training
	Supervision
	Resting period (mentor between mentees)
	Left project i.e. date left and reason
Referred Youths	Referral details i.e. reason, by whom
	Mentee background and demographic characteristics
	Employment details
	Schooling details
	Offending history
	Other details i.e. special needs identified
Mentor/mentee programme	Matching of mentor and mentee
	The programme aims and objectives
	Record of meetings and activities
	Record of assessments
	The end of mentoring, including changes to the mentee during the mentoring programme

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

Figure 2.1: Screen print out of the Referred Youth form
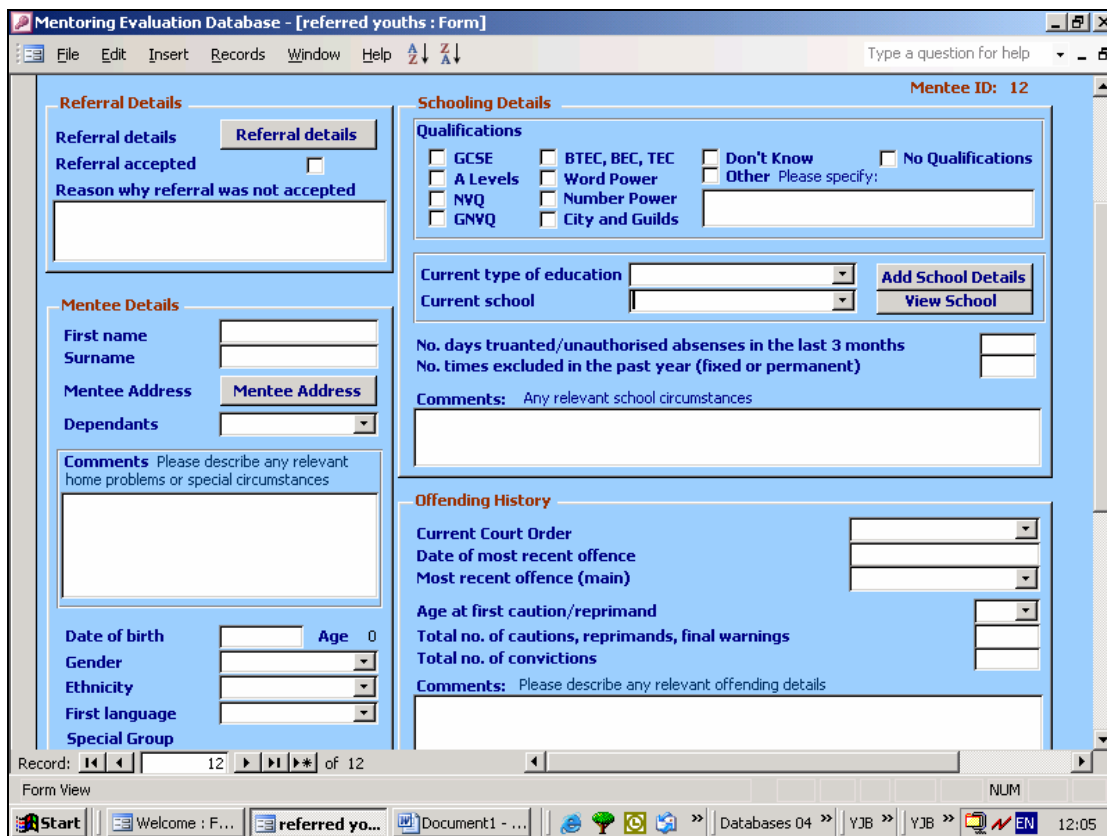
Figure 2.1 shows an example section from the Referred Youth form. Drop-down tables were used wherever possible, enabling the user to select predetermined responses quickly and producing standardised data for the evaluation that would be easy to code and analyse.[1] Space was provided in every main section for users to make comments or provide qualitative data.

The first version of the database was presented to the projects and Crime Concern at a conference in June 2002. As requested by the projects, their queries and solutions were tabulated and sent to them, together with screenshots of the database and the original list of information needed for the evaluation. Where possible, the design of the database was improved incorporating the projects' feedback. If the projects' suggestions could not be incorporated into the database, they were given the reason.

---

[1] The categories used for the drop-downs were chosen using established sources, such as the 2001 census, and through consultation with the projects. For example, the ethnicity categories were taken from the census.

In August 2002, a second draft of the database was provided in two versions (Microsoft Access 97 and 2000) and placed on an internet web page for trialling and further feedback.[2] A short, user-friendly manual was written and the database was password protected. Projects were supplied with consent forms to gain informed consent from the young people involved for inclusion of their particulars in the database. The projects and young people were assured that all personal information would be kept confidential, in keeping with the Data Protection Act. After further feedback and revision, the database was made available for use. Substantial amounts of time were allocated to promoting and supporting its use via presentations, phone calls, emails, reports and availability to deal with problems and queries.

In May 2003, we embarked on a trial run to obtain completed databases from the projects, to confirm how many were using it and to encourage others to do so prior to the preliminary data collection, due in September 2003.[3] This exercise proved to be invaluable for several reasons.

- Projects that had not begun to use the database were stimulated to use it.

- Projects became used to compressing and sending the database as an email attachment.

- We examined each database and liaised with the projects to improve data quality.

- We were able to complete a log of the projects' progress in sending their databases, to note problems encountered, queries raised, and non-response.

- It allowed us to trial procedures for data collection.

In July 2003, we sent the projects an email explaining how the databases should be sent to us within the first two weeks of September. Some projects were short-staffed and found it difficult to find enough time to keep records. We asked Crime Concern for support in obtaining the databases and for reports about any projects unable to provide electronic or paper data. We provided Crime Concern with regular updates and several of their consultants helped projects to enter project data. At our request, the YJB wrote to the projects to remind them to send the evaluators the data needed, in any format, or their funding would be withdrawn.

[2] Projects that did not have Internet access were sent the database on CD ROM by post.

[3] For a more detailed account of this part of the evaluation and the resulting Interim Report, please contact the authors.

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

At this stage, three of the original 84 projects had failed to become established, giving 81 projects in total. It took six weeks to obtain 99% receipt of the interim data sets from the 81 projects. In January 2004, the interim findings were reported to Crime Concern and the projects at a one-day conference. Project difficulties, such as in recruiting and retaining mentors or mentees, in networking, and in keeping records, were discussed and advice was provided. The projects were guided in how to access and summarise the database information for their own purposes and workshops on requested topics, such as extension of funding, were run. Each project was sent an individualised report of its findings and areas of weakness were highlighted and discussed by telephone and e-mail.

The projects were reminded in 2003 that a final database collection would take place in September 2004. A few were scheduled to finish their work before September and in each case their database was collected beforehand. As in 2003, projects were sent reminders, encouraging them to fill in the various sections and explaining how to send the database to us. Telephone and email support was provided throughout this period. Once the databases were received they were checked and projects were contacted if important information was missing, which they were asked to supply. Each database was then extensively cleaned (e.g. removing duplicate files, transferring data from textboxes to drop-down check boxes where appropriate). Nearly all the projects were contacted at least once to clarify or add missing data.

A high degree of responsive contact with the projects was needed to carry out the evaluation in this way, but it has produced a higher return rate and quality of data than has proved possible in other previous large-scale evaluation studies. This exceptional response probably reflects several factors, but five were particularly important:

- because the evaluation began at the same time as the projects, we were able to involve them in its use from the outset, rather than having to add on data collection after they had established their forms and procedures. This was less true in the few cases where projects were building on existing schemes, emphasising that evaluations need to be introduced before projects are under way

- the database was user-friendly and useful to the projects

- the trial runs, database promotion and support of its use

- Crime Concern's support

- the letter from the YJB to the projects.

Despite everyone's efforts, some projects struggled to get their data to us and several could not enter all their data into the database. Even though it was not mandatory, 90% of projects used the evaluation database and their separate records were merged into one large database. A further 6% of the projects submitted other databases and 1% submitted paper records (see Table 2.2). These other data collection systems were adapted and entered into our merged database. Two other projects closed early in 2004, in one case due to project staff illness. In these cases, we used their September 2003 data.

Table 2.2: Projects submitting data in 2004

Number and % of projects submitting data:	No.	%
Submitted our database in 2004	72	90
Using another database	5	6
Using paper records	1	1
Didn't submit data	2	3
Total	**80**	**100**

Part 3 Findings from the main Database Study

3.1 Data processing and treatment of missing data

All the projects shared the goal of delivering mentor programmes to children or young people who had offended, or were at risk of offending. There were three main project types:

- BME projects

- young people with literacy and numeracy difficulties (LN projects)

- both of the above (dual-bid [DB] projects).

At the outset, there were two DB, 29 BME and 53 LN projects. Because of the small number of DB projects, we have combined their findings with those of the BME projects for most purposes. The exception is analyses of the literacy and numeracy data, where the DB and LN project findings are combined, because targeting LN skills was common to both these project types.

Throughout this report, we draw a distinction between 'missing' and 'unknown' information. For many measures, missing data rates are low (≤ 5%), allowing us to be confident in interpreting the findings. For some measures, such as those concerned with literacy or truancy, the projects had difficulty in collecting information because schools were reluctant to provide it, and recorded these data as 'unknown'. Other data, such as the dates when mentor programmes started and ended, which we used to calculate the length of mentor programmes, were sometimes missing from the database simply because projects overlooked them. No doubt the dearth of project administrative staff with this as a responsibility, and the high rate of staff turnover (see section 3.4: 'Project staff numbers and turnover', below), contributed to this. This, in turn, partly reflects funding constraints, since the projects were urged to employ staff for this purpose.

In reporting the results, we have presented rates of both missing and unknown data. For each measure of interest (e.g. school attendance), we have then reported both the rates of attendance for the mentees as a whole and the rates if only cases that have known data are used to calculate the rates. For most purposes, the figures calculated using known data are probably more representative, but interpretative care will be needed where the percentage of unknown or missing data is high.

3.2 An overview of the mentor projects

The BME and DB projects tended to be located in the south of England, with a cluster of 12 in London and the surrounding areas, while more LN projects were located in the midlands and north: eight in the midlands, ten in the North-West and seven in the North-East. Three LN projects were in Wales and six in Yorkshire. Of the projects, 32% were based in YOT premises. Half (40) were part of large charities such as NACRO while others were 'stand alone' organisations linked to smaller networks.

Although the majority of projects targeted young people aged ten to 17, some concentrated on specific ages within or close to this range, for instance 14 to 17 for the 'Catalyst' project, nine to16 for 'Bedfordshire Mentors and Peers', and ten to 18 for the 'Salford Mentoring Scheme'. Some focused on specific groups: for instance, both the 'Mentoring Plus: Irish Travellers Project' and 'First Steps Mentoring: Surrey Traveller Community Project' targeted the traveller community, and 'SHAATHI' the Bangladeshi community.

The length of mentoring was planned to vary considerably between (and within) projects, with programmes designed to range from three to 12 months or more. Most (70%) were intended to last between six months and one year, about 15%, four months or under, and about 15% were meant to respond to individual need and had no planned length.

Mentoring was also delivered in a variety of ways. Most (89%) programmes involved one-to-one work, whereby an adult mentor met with the mentee once a week for a few hours. Typically, they went out into the community to talk and carry out recreational activities designed to build their relationship, involve them in the community and to build competencies which would help the mentee to develop new ways of engaging with his or her environment. However, ten projects delivered mentoring mainly or partly on the project premises and a small number delivered mentoring in a group setting only.

The type of mentor also varied considerably. For instance, 15 projects had recruited between them 25 'older person' mentors. Fourteen projects had 'peer mentors' (where mentor and mentee are of similar ages), seven having more than 50% of peer mentors. A few projects provided multiple mentors per youth. The 'Catalyst' mentoring project used a tripartite mentoring model, where two adults mentored the young people: a business and a student mentor. Some LN projects such as 'ReStart' in Cardiff had separate tutors who delivered numeracy and literacy to the young people; for others it was the mentor who provided this.

Table 3.1 provides 'thumbnail' sketches for three projects chosen to illustrate further the diversity between the projects. Similar thumbnail sketches for each of the mentor projects are given in Appendix F.

Table 3.1 'Thumbnail sketches' for three different mentor projects from the YJB scheme

Project 1 is based in the North West of England. It targets young people from BME or hard-to-reach communities, initially targeting young people over the age of 15. It is an independent organization with formal links with the local YOT, as well strong links with the local Volunteer Bureau, schools and social services. Mentors are given one full day of mentoring awareness training, together with the opportunity to do an Open College Network qualification in mentoring. Some mentors take a basic course which explores how to deliver basic literacy and numeracy skills, while some complete City and Guilds Initial Certificate in Teaching Basic Skills (Literacy) 9282. Mentor training is provided both in-house, by the project, and through links with local colleges and community agencies. The generic mentor training is run in partnership with the Probation Service.

Each young person has one mentor with whom they meet weekly for a 6-to-12 month period in a community setting. Mentoring also targets social skills, life skills and 'advocacy', which aims to put the young person in touch with community services. Programmes designed to improve mentees' literacy and numeracy skills are delivered by a tutor and by some mentors who have completed the 9282 qualification. Young people can spend up to two half-days per week on literacy and numeracy programmes, according to need. The majority of young people attend mentoring on a voluntary basis but in about 10% of cases, YOT case managers have made mentoring part of a court order.

Project's own description of its difficulties and successes: 'Problems arose due to the diversity of the young people – some had no interest in education and we had to work really hard with them and with their parents. However, on the positive side, we've had some young people who've re-engaged into school, and some who have completed work experience, college courses and gone into employment. And we're bombarded with referrals – we could never offer enough spaces to keep up with demand.'

Project 2 is a numeracy and literacy-focused project based in the South East of England. It is part of a larger charity and has formal links with the YOT and strong working links with the County Council, Under-19 Substance Misuse Team, Youth Development Service, Education Action Zone, Neighbourhood Renewal Team, Community Safety Team, Connexions Service and the police. The project provides its mentors with two weeks of training in-house. They target people between the age of 14 and 17.

Mentoring programmes: Mentoring is carried out on a one-to-one basis but in a group setting, so that the young people sit round one large table with individual mentors. The mentee attends the project four afternoons a week for the duration of the programme, which varies in length according to the needs and preferences of the young person. Most mentoring activities are held on the project premises, but there are also external activities, such as working on a farm for a day. Numeracy and literacy programmes are delivered by the mentor for at least ten hours per week. Mentoring also targets life and social skills, and includes advocacy work. Approximately 30% of the young people take part in mentoring as part of their court order.

Project's own description of difficulties and successes: 'Initially, getting people to acknowledge that our young people were out of education was a real difficulty. However, we've had some real successes, for example, we're organizing an award ceremony because we have a young man who had gone through quite an ordeal but ended up sitting a Higher Diploma in Music Technology and Sound Engineering. Various young people have returned to college or school – even though they were complete non-attendees beforehand. We've had many young people sit City and Guilds exams with a high pass rate. We have been successful in reducing reoffending. We are also a well-known project in the community and feedback to a steering group representing lots of agencies.'

Project 3 is a numeracy and literacy-focused mentor project based in Wales. It is part of a Safer Cities charity. Mentors are given a two-day training course, run in-house by the mentor project. The project works closely with a local school in a deprived area of the city, so that 11 to 13-year-olds who are at risk of offending are referred to the project by their Head of Year.

Each young person has one mentor with whom they meet for 12 weeks in a community setting. Mentoring is issue-based, including social and life skills, as well as literacy and numeracy abilities. The project always sends mentees on external courses, which involve three full days of outdoor activities designed to enhance team building. A tutor delivers the numeracy/literacy so that once a week, the young people spend 2 hours in tutoring then 2 hours with their mentor. The young people attend mentoring on a voluntary basis but are encouraged by their school.

The project's own description of difficulties and successes: 'the only real difficulty has been with funding! The project has been really successful and the school is very supportive. The project has definitely led to a reduction in non-attendance and to improvements in behaviour.'

To some extent, the variety of intervention approaches adopted by the projects might be said to challenge the definition of what a mentor project is, a point we will return to later. Although this diversity makes evaluation difficult, its advantage lies in allowing alternative models to be compared in order to identify the features which make some projects particularly successful.

To summarise the sheer amount of work carried out by the projects, Table 3.2 provides figures for the numbers of volunteers and young people recruited by the projects as a whole, as well as by each of the main project types (BME; DB; LN). These figures represent the 80 projects which succeeded in providing data for mentor programmes. The figures need to be interpreted with care, since they overlook variations in how long projects took to set up, as well as differences in how long they recruited for. Because YJB funding for most projects was winding down in September 2004, some projects with long-lasting mentor programmes would have stopped recruiting some time beforehand, while others had obtained additional funding from other sources and were continuing to recruit. Taken as a broad guide, the figures indicate that the 80 projects recruited approximately 4,800 young people and 3,400 community volunteers during an active lifespan of about 30 months.

These figures provide clear evidence that the mentor scheme was successful in meeting the first of the YJB aims, that is, to increase the number of volunteers in the local community.

Table 3.2: Total number of volunteers and young people recruited by the mentor projects

	BME and DB Projects	LN Projects	Overall total
Total number of recruited volunteers	1,657	1,747	3,404
Average number per project	40	33	37
Total number of referred young people	2,113	2,715	4,828
Average number per project	51	56	54

3.3 Project policies for mentor programmes

Projects need to be able to articulate their policies, since this is an indication that these have been thought through. Following an earlier consultation, in September 2003 we asked the projects to send us written copies of their policies, guidelines and rationales regarding each of the areas included in Table 3.3. This exercise was also designed to encourage projects to articulate and compile policy documents where they did not already exist.

We received a 97% response rate, such that 78 out of 80 projects provided evidence of their policies. The submissions varied from targeted documents that addressed each of the policy areas, to large, general-purpose documents, some of which did not have discernible policies in target areas. A member of the evaluation team assessed each of the policy documents for whether it contained a discernible policy in each policy area. This process was necessarily rather subjective, but provided a sufficient basis for feeding back queries to projects and for broad summative purposes. Table 3.3 lists the findings.

Table 3.3: Response to questions about project policies, guidelines and rationales

Policy question	% Provided policy	% Provided rationale for this policy
How long your mentoring cycle lasts and why?	95	88
How often meetings/other contact should take place between project and mentors and why?	96	92
Mentor recruitment, vetting, training, monitoring and support?	99	97
Do mentors gain formal accreditation/qualifications?	98	60
How often mentors should meet with the mentees?	90	90
Mentor roles: what mentors should and should not do?	95	94
Guidelines, strategies or policies on how mentors should help the youths to achieve the intended outcomes?	99	96
Mentee selection criteria and how target youth are to be recruited?	92	92
How mentoring is to end: graduation or similar occasion?	54	63

As the table indicates, the vast majority of projects had clear policies in most areas. The relatively low proportion with articulated policies about how mentoring was to be brought to an end was a cause of concern, since previous studies have concluded that young people may feel let down and demoralized where mentoring ends without a period of preparation. A clear 'graduation' or similar occasion to signify that the mentee has moved on can help to prevent this. This was drawn to the attention of the projects concerned, as was the need to consider whether mentors should gain a formal accreditation or qualification as a result of their work with the project. However, some projects remained ambivalent about this, since their mentors' wishes and resources would affect the ability to implement this policy.

3.4 Project staff numbers and turnover

We obtained two main assessments of project staff numbers: a 'spot check' and a measure of staff turnover throughout the life of the project. The census date for the spot check was September 2003, to avoid the reduced staffing which occurred as some projects approached the end of their funding in 2004.

Three projects failed to supply any data about their staffing. In total (excluding mentors), the 77 projects employed 203 staff in September 2003 (113 DB+BME; 90 LN). Most (61) projects had at least one full-time member of staff, but 13 employed only part-time staff (six did not provide this information). The individual projects varied in staff numbers from one to 17 staff, but most had one to 4, and 19 had just one member of staff.

The staffing structure, too, varied considerably between projects. Almost all had a project co-ordinator, manager or equivalent, who in small projects doubled up as a mentor support worker, administrator, or both. Larger projects distinguished between these roles, while 17 listed separate co-ordinators or teachers for the literacy and numeracy aspects of their work. This figure may be an underestimate, since job titles were not always clear, while literacy and numeracy tutoring was carried out by partner organisations in some cases. Just 22 projects listed a full or part-time administrator as a separate member of staff.

The importance of staff turnover stems from the communication and knowledge gaps which arise if turnover is high. We were aware that rates were high, since our contacts with the projects often encountered new staff who lacked basic knowledge about the evaluation, the YJB specifications for the projects, and the networks of people with whom they were supposed to work.

In practice, the projects employed a total of 345 staff, with 43% leaving at some point up to September 2004. Short-term funding produces high staff turnover, which, in turn, hampers the project in achieving its objectives. As a consequence, the results of our evaluation are likely to under-represent the effectiveness which the projects could achieve under stable financial and organisational conditions.

3.5 Project staff and steering group meetings

Of the 80 projects, 54 did not report any staff meetings while, on average, project staff met six times (ranging from zero to 121 times). Staff in LN projects met on average three times, while staff in BME/DB projects met more often: 13 times on average. This difference is statistically significant ($p < 0.05$), but the reasons for it are unclear. Formal meetings may be less needed when staff are few, while the 19 projects run by a single member of staff could not have meetings.

The majority, 65, of the projects had Steering Groups, but 15 had never met, giving 30 projects without functioning Steering Groups. The other 50 projects met an average of five times (ranging from one to 18 times) each. Figures for LN and BME projects were similar.

3.6 Project recruitment of volunteers

This section includes all volunteer 'applicant-mentors' listed in the database, whether or not they were accepted and trained as mentors. The projects chose from a list (Table 3.4) of possible sources of volunteers, or added alternative sources.

The majority of the volunteers were recruited via some 'other' source (25%), the local newspaper (24%), or friends (17%). Of the 'other' sources, 'other organizations/links'[4] was the most frequently cited (35% of 'other' replies), followed by 'through the project' (13% of other replies), and 'other misc.' (12% of the other replies, including fliers, radio and television advertisements). YOTs and the probation service/referral practitioner were also mentioned (8%) as sources, as were local universities/colleges (9%).

Table 3.4: Recruitment of volunteers

How volunteer was recruited	Frequency	Percentage
Other	780	25
Local newspaper	747	24
Via friend	537	17
Volunteer bureau	444	14
Displays/leaflets	374	12
Presentation	146	5
National newspaper	88	3
Local radio	13	<1
Total	3,129	100
Don't know	147	
Missing	278	
Overall total	**3,404**	

There are interesting variations between the types of mentoring project (Table 3.5) in the methods used to recruit mentors.

---

[4] Such as: Millennium Volunteers, AA volunteer, Anti Bullying Alliance, Association of Chief Police Officers, CSV (volunteering and training organisation), Oldham Bangladeshi Youth Association, Glodwick Bangladeshi Youth Assoc., another mentoring project, Asylum Welcome, AXIS, Better Together, Bristol Race Equality Council, Connexions, Just Do It website, Parenting Plus, WFCP, Werneth Project.

Table 3.5: Method of volunteer recruitment by type of project

Method of mentor recruitment	Frequency within BME/DB projects	% within BME/DB Projects	Frequency within LN projects	% within LN projects
Other	413	27	367	23
Local newspaper	252	17	495	31
Via Friend	321	21	216	13
Volunteer Bureau	163	11	281	17
Displays and leaflets	175	12	199	12
Presentation	116	8	30	2
National newspaper	65	4	23	1
Local radio	8	1	5	<1
Total	1,513	100	1,616	100
Don't know	40		107	
Missing	104		24	

The LN projects reported using local newspapers, volunteer bureaus and displays and leaflets more often than BME/DB projects, who reported using friends and national newspapers more often than LN projects. These differences are statistically significant (<0.05) but the reason for them is uncertain.

3.7 Descriptive Information about mentors

As would be expected, not all volunteers to projects became mentors. Of the 3,404 volunteers, 2,820 were accepted and 584 (17%) rejected by the projects as unsuitable. All projects were implementing government guidelines for vetting, so that volunteers were rejected for failing to meet the vetting criteria, or because references or other information indicated some doubt as to their suitability to become mentors. It is clearly necessary to be cautious in selecting volunteer mentors for children and young people.

Just 1,744 of the 2,820 suitable volunteers (62%) were matched with at least one mentee. This represents a high rate of volunteer attrition and is a source of concern, since many potential mentors failed to be used by projects. A high volunteer attrition rate was also reported in Tarling, Davison and Clarke's (2004) evaluation of mentor recruitment. The projects here cited three main reasons for this loss. First, it reflected withdrawal by volunteers either during training, once the task became clearer, or because of delays in completing training or matching them with young people. Second, it was sometimes difficult to obtain a suitable match between mentor and mentee; this was a particular problem for geographically diffuse projects, since it could be impossible to locate a mentor who lived anywhere near a potential mentee. In other cases, as indicated below, a potential match between mentor and young person was made, but the young person declined to take part in mentoring. Third, some projects simply attracted far more volunteers than they could train and supervise as mentors. From the projects' point of view, it may be more economic to lose would-be mentors at this early stage than after a volunteer has been trained and a programme with a mentee has been set up. However, many young people also failed to be matched with a mentor. The findings point to the need to improve volunteer participation in future schemes.

The 1,744 mentors had a mean age of 33 years and 1,125 (65%) were women and 616 (35%) men. Similar proportions have been reported in previous evaluations of mentor schemes (St James-Roberts and Singh, 2001; Tarling et al, 2004). Most (58%) mentors were White British; 19% were Black or Black British and 10% were Asian or Asian British. Between them, the mentors spoke 14 different first languages, with 88% having English as their first language.

Table 3.6 shows the mentors' gender and ethnicity according to the main mentor project categories (BME/DB; LN). The unequal ethnicity distribution indicates success in recruiting mentors who match the ethnic background of targeted mentees. It is noteworthy that BME/DB projects recruited a higher proportion of male mentors than LN projects. We will examine issues about mentor: mentee matching on gender and ethnicity later in this report.

Table 3.6: Mentor gender and ethnicity by type of project

	Frequency within BME/DB projects	% within BME/DB Projects	Frequency within LN projects	% within LN projects
Gender:				
Female	961	58	1,255	72
Male	692	42	489	28
Total	**1,653**	**100**	**1,744**	**100**
Missing	4		3	
Ethnicity:				
White	543	35	1,487	93
Mixed	112	7	22	1
Asian or Asian British	318	20	43	3
Black or Black British	577	37	47	3
Chinese or other ethnic group	73	1	5	<1
Total	**1,573**	**100**	**1,604**	**100**
Don't know	43		116	
Missing	41		27	

Most mentors were adults (83%), but specialist groups included 'peer-mentors' (8%) 'ex-offender mentors' (3%), 'older person' mentors (2%), traveller mentors (2%) and asylum mentors (2%). Most (64%) mentors were in full- or part-time employment or self-employed, while 10% were students or in training schemes.

Cross-tabulations were run to examine whether mentors differed from volunteers who did not become mentors in gender or ethnicity; no differences were found.

3.8 Project training and supervision of mentors

Over half of the mentors (55%) were classified as 'mentor training fully completed'. Of the others, 32% were classified as 'mentor completed initial training', 8% as 'mentor in process of ongoing or specialist training', 1% as 'mentor awaiting training' and 3% as 'mentor already trained'.

Of projects, 50% provided formal supervision of mentors, involving regular planned meetings or other contacts, while 50% did not. The projects' database comments suggest that many of the latter provided 'responsive' supervision; that is, they responded when contacted by mentors, but did not have preset, proactive, supervision arrangements in place, often because of resource limitations. Where resources are limited, projects may focus their supervision on mentors who need it most.

These figures are a source of concern, since the available evidence suggests that mentors benefit from guidance and regular supervision by projects (St James-Roberts and Singh, 2001). However, like other overall figures, they also highlight the variation between projects. Just two projects were supervising all mentors, but 26 supervised more than 50% of their mentors, and 20 projects supervised none. These differences will allow us to assess the importance of supervision for successful delivery of mentor programmes later in this report.

3.9 Descriptive Information about the referred young people

Figures in this section are for all the young people referred to the projects, whether or not they were accepted and became mentees.

In all, 4,828 young people were referred to the projects. The projects were asked to record which organisations had referred the young people to them and whether the referral had been accepted or not. As shown in Table 3.7, more than half (58%) of the youths were referred by YOTs.

Table 3.7: Referring organisation

Referring organisation	Frequency	Percentage
YOT	2,619	58
School	957	21
Others	366	8
social services	312	7
Pupil Referral Unit	84	2
Parent/other family member	66	2
Self Referral	65	1
Police	37	1
Prison Service	13	<1
Drug Agency	7	<1
Total	**4,526**	**100**
Don't know	27	
Missing	275	

This pattern varied according to which type of mentoring project the Referred Youth was from. In particular, LN projects had a greater proportion of their youths referred by YOTs (67%), compared with BME/DB projects (46%). Referred Youths within BME/DB projects were more likely than those from LN projects to have been referred by social services departments (13% compared with 2%; X^2 p<0.001).

Of the 4,828 young people referred to the mentor projects, 667 (14%) were recorded by the projects as 'referral not accepted'. The textbox explanations for this identified several reasons, including the unsuitability of the young person (for example, due to mental health problems requiring specialist attention) and reasons such as the mentee moving house, receiving a custodial sentence or being accepted into employment. However, in approximately two-thirds of cases, it was the mentee who did not accept the referral, either by declining at interview to accept a mentor or by failing to turn up at all. It is to be expected that some referrals would not be accepted, since projects have a responsibility to protect their mentors and staff against young people who are violent or otherwise dangerous, while some young people will need specialist help that mentors cannot supply. It is also well known that many socially alienated young people refuse to participate in mentor or other intervention programmes (Shiner et al, 2004; Tarling et al, 2004). However, because this means that interventions do not reach those considered in need of them, it remains a shortcoming for most current intervention schemes, including mentoring, for socially alienated young people.

Of the remaining 4,161 young people, 2,956 were assigned to a mentor. Although the recruitment of nearly 3,000 mentees represents a considerable achievement, these figures also show that the projects were unsuccessful in assigning mentors for a large number of referred young people (1,205, 29% of the referred cases). The projects' textbox comments indicate that many of these cases were due to higher numbers being referred than they could cope with, pointing to resource limitations. As noted above, projects serving wide-spread geographic areas found it difficult to find mentors who lived near mentees. Some cases were probably due to young people whom projects could not contact. In any case, the loss of a further 1,200 potential mentees at this stage is a further reason for concern.

3.10 Descriptive information on the mentees

Altogether, 2,956 referred young people were assigned to a mentor and became mentees. The somewhat higher number of mentees than mentors reflects cases where a mentor had more than one mentee.

On average, projects included 37 mentees each (with a range from three to 217). Of the mentees, 39% were in BME/DB projects, and 61% in LN projects. Of the 2,956 mentees, 79% were male and 21% female. In both BME/DB and LN projects, the 'average' mentee was 14-years-old, and over half (55%) of mentees were between 13 and 15 years old, with 27% being 16 or older. This is in keeping with recent evidence that rates of offending now peak in 14-year-olds (MORI, 2004). Most young people included in the mentor projects evaluated by Tarling, Davison and Clarke (2004) were male and between 13 and 16 years of age.

Table 3.8 summarises the mentees' ethnic background within each of the two main project types and gives overall numbers.

Table 3.8: The mentees' ethnic backgrounds

Ethnicity	% BME/DB	% LN	Total number of cases
White	26	90	1,919
Mixed	21	4	314
Asian or Asian British	20	1	246
Black or Black British	26	2	332
Chinese or other ethnic group	3	1	48
Don't know/missing	4	3	97
Total	**100**	**101**	**2,956**

As the tabled figures show, the projects were successful in recruiting the different target ethnicity groups. Most (90%) mentees in the LN projects were White, whereas just 26% of BME project mentees were White. BME mentees consisted predominantly of young people with a Black, Asian or mixed ethnicity background. Smaller, specialist, groups comprised 31 traveller community mentees, 34 asylum seeker mentees, and 166 mentees with a parent who was an ex-offender. This successful recruitment of young people from BME communities is in keeping with YJB aims and is an important achievement, since 85% of mentees in the earlier YJB mentor scheme were White (Tarling et al, 2004). Between them, the mentees spoke 15 different first languages, with English being the first language in 87% of cases. There were no notable variations in gender between the types of mentoring project.

3.11 Mentees' dependents

Projects were asked to supply information about any dependents the mentees had and where these dependents were living. For the majority of mentees (86%), there were no dependents. Of the remainder, data were missing for 3%, projects did not know whether 8% of mentees had dependents, stated not applicable in 1% of cases, and 2% of mentees (49) had dependent children: 37 were living with the mentee and 12 not living with the mentee.

3.12 Mentees' current educational, training or employment status

At the point of referral, 67% of mentees with data were considered by the projects to be 'at school', although truanting and exclusion rates were substantial (see below). Of the remainder, 10% were unemployed, 7% were students or on a training scheme, 4% were employed (full-time, part-time or as casual/temporary workers) and less than 1% were looking after a family or were sick/incapacitated. For 6% of mentees, the project did not know their education/employment/training status.

Table 3.9: Education, training or employment status of mentee

Employment status	Frequency	Percentage
At school	1,953	67
Unemployed	302	10
Student/On training scheme	215	7
Don't know	163	6
Other	163	6
Employed part-time	43	2
Employed full-time	20	1
Employed as casual worker	28	1
Looking after Family or sick/Incapacitated	17	<1
Total	2,904	100
Missing	52	
Total	**2,956**	

Of the mentees classified as being at school, 74% were in mainstream education, 9% in a special school, 9% in a pupil referral unit, 5% in some other form of education (including home tuition) and 1% were in further education. For 2% of these cases, projects did not know what form of education the mentees were in, and, for 1%, the data were missing.

3.13 Mentees' truanting and exclusion from school

The projects were asked to record the number of days the mentees had truanted (or had unauthorised absences) from school over the past three months, and the number of days the mentees had been excluded in the past year. The projects reported that they had struggled to obtain this information, due largely to schools' unwillingness to provide access to it. Information on truanting is collected directly from the young people in our Depth Study (Part 4).

As Table 3.10 shows, 298 (10%) of the mentees, as a whole, were known to have truanted at least once, or had at least one day's unauthorised absence, during the previous three months. In total, 435 (15%) of mentees had been excluded from school at least once in the last year. These rates are almost certainly under-estimates, for the reasons given above. The average number of days these mentees truanted during the previous term was 24 (ranging from one to 60 days), and the average number of times they were excluded in the past year was twice (ranging from one to 29 times).

The large amounts of unknown or missing information make it difficult to estimate the true rates of mentee truanting and exclusion. Taking only cases with applicable data, 298 of 819 (36%) mentees had truanted in the last three months, and 435 of 994 (44%) mentees had been temporarily or permanently excluded in the last year.

Table 3.10: Number of mentees truanted and excluded from school

	N	Minimum No.	Maximum No.	Mean No.	Std. Deviation
Number of mentees truanted/had unauthorised absences over past three months	298	1	60	24.18	23.439
Number of mentees did not truant/absent	521				
Not applicable	180				
Don't know	743				
Missing	1,214				
Number of mentees excluded in past year*	435	1	29	2.24	2.487
Number mentees not excluded	559				
Not applicable	156				
Don't know	689				
Missing	1,117				

* temporarily or permanently

3.14 Mentees' literacy, numeracy, and Special educational needs

Of the 2,956 mentees, literacy status was not known for 746 (25%) of cases and was missing for a further 6%. However, 50% of the 2956 mentees were considered by projects to have literacy needs. For 819 (28%) of mentees, their numeracy status was unknown and was missing for a further 6%, but 45% overall, were judged to have numeracy needs.

These figures become even more striking when they are calculated only for cases where needs are known. Of the 2,044 mentees where literacy status data were available, 1,472 (72%) had literacy needs and only 28% did not. For numeracy, 1,326 of 1,957 (68%) mentees with a known status had numeracy needs, while 32% did not.

As would be expected, these rates differed between BME and LN/DB projects, with 81% of LN/DB mentees having literacy needs, compared with 19% of mentees in BME projects. Similarly, 82% of LN/DB project mentees had numeracy needs, compared with 18% of BME project mentees.

In England and Wales, as a whole, statutory Statements for Special Educational Needs, representing cases with the most severe difficulties, are given to about 3% of children (Audit Commission, 2002). Other school children may have Special educational needs identified, but have not reached the stage of having a Statement. The projects did not know whether or not 32% of mentees had Special educational needs, while 7% were missing data. Of the 1,827 cases with applicable data, 24% (436) of mentees had Statements for Special Educational Needs. The projects did not know whether or not 29% of mentees had Special educational needs identified, while 6% were missing data. Of the 1,933 cases with applicable data, 924 (48%) had an identified Special Educational Need. As would be expected, these rates differed between the types of projects, with 76% LN/DB mentees having special needs identified compared with only 24% of BME mentees.

3.15 Mentees' educational qualifications

Most (72%) mentees were less than 16 years old and so would not be expected to have gained GCSE or other educational qualifications. Of the 790 mentees aged 16 and over, data were missing for 3% and were not known for 32% of cases. Forty-seven percent of the 790 mentees had no qualifications, 10% had at least one GCSE, 4% had non-specified qualifications, 2% had one or more City and Guilds qualifications and 2% had one or more NVQ.

3.16 Mentees' Special Status

Only 231 mentees had a special group classification. Of these, 13% were classified as travellers, 15% as asylum seekers and 72% as relatives of ex-offenders.

Fifteen projects included at least one mentee from a traveller background. As intended, these were included mainly in projects targeting this group, so that five projects had more than 5% of their mentees classified as travellers. Fourteen projects included at least one mentee classified as an asylum seeker. Thirty-eight projects included at least one mentee classified as a relative of an ex-offender.

3.17 Mentees' dependence on alcohol or drugs

The database asked projects to identify cases where mentees engaged in excessive use or dependence on alcohol or drugs. The projects did not know whether 1,101 (37%) of mentees had excessive use or dependence on alcohol, while a further 5% were missing data. The projects did not know whether 1,086 (37%) of mentees had excessive use or dependence on drugs, while 5% were missing data. Of the overall 2,956 cases, 303 (10%) of mentees had excessive use or dependence on alcohol, and 424 (14%) on drugs. Of the cases with applicable data, 303 of 1,694 (18%) mentees had excessive use or dependence on alcohol and 424 of 1721 (25%) on drugs.

3.18 Mentees' offending history

Like the educational information in the database, data on the mentees' offending show a relatively high rate of cases where projects did not have adequate information. Access to this information was less of an issue where projects worked directly with YOTs, but in other cases the only source available to the projects was the mentee. *Asset* forms, which YOTs use to record information about young people's histories, were available for just 27% of mentees. We will report data directly collected from young people in our Depth Study (Part 4), while our Reconviction Study (Part 5) includes Police National Computer data on offending and conviction rates among mentees and a comparison group of young people.

Following recent changes in youth justice legislation, more than half of young offenders are now dealt with using pre-court disposals, such as Reprimands and Final Warnings (Home Office, 2005); www.youth-justice-board.gov.uk/youthjusticeboard/thesystem) In keeping with these developments, we have included figures for such pre-court disposals, as well as convicted cases with court orders, in measuring offending.

Projects were asked to record each mentee's most recent pre-court disposal or court order. As Table 3.11 shows, projects did not know this for 660 mentees, while data were missing for a further 100. This was not applicable for 678 of the mentees, overall, because they did not have such an order. Excluding cases where this was unknown or missing, Table 3.11 indicates that at least 1,518 of the 2,196 (69%) young people with applicable data had a known history of offending. For those with a known disposal or order, the largest proportion (37%) were under a Referral Order, followed by a Supervision Order (21%), a Final Warning (17%) and a Detention and Training Order (6%).

Table 3.11: Mentees' most recent pre-court disposal or court order

Mentee's most recent pre-court or court order	Frequency	Percentage
Referral Order	556	37
Supervision Order	318	21
Final Warning	261	17
Detention and Training Order	90	6
Action Plan Order	60	4
Reprimand	42	3
Reparation Order	32	2
Community Rehabilitation Order	25	2
Community Punishment Order	12	1
Anti-Social Behaviour Order	11	1
Curfew Order	8	1
Attendance Centre Order	6	<1
Combination Order	6	<1
Conditional Discharge	6	<1
Fine	5	<1
Section 91 custody	4	<1
Child curfew	3	<1
Parenting Order	3	<1
Section 90 custody	1	<1
Absolute Discharge	1	<1
Other order	68	5
Total	**1,518**	**100**
Not applicable (no disposal or order)	678	
Don't know	660	
Missing	100	

Table 3.12: Most recent main offence

Most recent main offence	Frequency	Percentage
Other theft and handling stolen goods	321	20
Other offences	316	19
Violence against person	274	17
Criminal damage	209	13
Vehicle theft (of and from)	163	10
Burglary	144	9
Robbery	98	6
Sexual offences	46	3
Drug Offences	45	3
Fraud and forgery	6	<1
Total	**1,622**	**100**
Don't know	711	
Not applicable (no reported offence)	501	
Missing	122	

The categories used to identify offence types are based on those employed in the youth lifestyles survey of youth crime (Graham and Bowling, 1995). As shown in Table 3.12, projects did not know what the most recent offence was for 711 of the mentees, overall, while data were missing for 122. The 501 'not applicable' cases were mentees who did not have a recent offence. The largest proportions of offending mentees had committed the offence of: 'other theft and handling of stolen goods' (20%); 'other offences' (19%, including breaching of orders, anti-social behaviour, driving offences and possession of a weapon); 'violence against a person' (17%); 'criminal damage' (13%), 'vehicle theft' (10%); burglary (9%) and robbery (6%).

Information on age at first caution was provided for 1,139 (39%) of the overall mentees; the mean age was 13.4 years, ranging from six to 18 years. The average total number of Cautions, Reprimands and Final Warnings among 772 cases with data was 2.1, ranging from one to 40. Data on number of convictions were provided for 796 mentees, who averaged 3.7 convictions (ranging from one to 85).

3.19 Matching mentors with mentees

The matching of a mentor with a mentee is a key step in setting up a mentoring programme. As well as establishing the number of such matches, we asked about the way in which the matching was carried out, since it is widely believed that similarities of gender, age, ethnicity and religion may influence the success of the mentor-mentee relationship.

 Of the 2,956 matches made, the number per project varied greatly, from three to 217 matches per project. The average number was 37 per project.

Of mentors, 67% were matched with only one mentee and 33% were matched with two or more mentees. Of mentees, 89% were matched with only one mentor and 11% were matched with two or more mentors.

In 82% (2,421) of cases, the project had made the choice about which mentors would be matched with which mentee. In 4% of cases, the mentee chose the mentor, and in 3% of cases, the mentor chose the mentee. In a further 3% of cases, some other person had made the choice about the matching. In 3% of the cases, the projects stated they did not know who made the choice about matching. In 5% of cases, no information was given about who performed the matches. There were no substantial differences between the main project types in who carried out the matching.

The projects were asked to select the characteristics on which they had matched each mentor and mentee. As shown in Table 3.13 below, matches were often based on gender (35%), a shared special interest (25%) or some other compatibility (49%, including living nearby). No specific matching occurred in 15% of cases, so that this question was inapplicable. Individual matching on the basis of ethnicity or religion was rare but, as shown above, LN and BME projects recruited mentors and mentees selectively, so that many cases would be matched by virtue of this strategy. Below, we will examine whether cases matched on ethnicity or gender fared better in their mentor programmes than cases where these were not matched.

Table 3.13: Characteristics on which mentees and mentors matched

Characteristics on which mentors and mentees matched	Frequency	Percentage
Gender	683	35
Ethnicity	278	14
Religion	47	2
Language	85	4
Special interests	478	25
Special group	165	9
Other characteristic	955	49
Total matched on any characteristic*	**1,938**	
Don't know	213	
Not matched on any particular characteristic	806	

*mentees could be matched on more than one characteristic

3.20 Delivery of mentor programmes

Successful delivery of mentor programmes is the projects' primary purpose and provides a key measure of their effectiveness in reaching the young people they sought to help.

All the projects had explicit overall goals and policies for mentoring, with somewhat different purposes for BME and LN projects (Section 1.4). From an evaluator's point of view, the best way of translating these overall aims into goals for individual programmes would be to have a target length for each programme (allowing us to judge whether this was achieved), together with formal assessments of the targeted outcomes.

The proposal to have standard measures of programme outcomes was discussed with the projects in our first meeting with them and on subsequent occasions. Visiting expert speakers introduced various formal assessments, including computer-administered tests of basic literacy and numeracy designed for young offenders and similar groups. Some projects did plan to employ formal assessments and we provided back-up support in identifying suitable measures, both of literacy and numeracy and of social-behavioural and psychological outcomes, such as self-esteem. Some projects implemented these formal assessments successfully, while they are also employed in our Depth Study (Part 4). However, a substantial number of projects considered that any formal assessments would repel the vulnerable young people they wished to attract, so that they were strongly opposed to using them. Many projects, too, objected to the idea that mentor programmes should have a predetermined length. They were more comfortable about setting a target for their programmes as a whole and almost all did so (Section 3.3). However, at the individual level, they considered that programmes should adapt to the needs of the mentee, lengthening where this was judged to be needed, or ending early where goals were met.

An alternative way of conceptualising the delivery of a mentor programme is in terms of a series of stages, beginning at the point at which a mentor and mentee are matched. In a proportion of cases, the relationship may never get off the ground, because one or both fail to take part in meetings, or because incompatibilities become apparent at the outset. In such cases, a new relationship may be set up by the project, or this may prove impossible to achieve. Where a relationship does get past this first hurdle, it may continue until its goal is achieved, or may end earlier than anticipated – in some cases because the mentee (or mentor) withdrew or the mentee was taken into custody, or in other cases because of an external influence, such as the relocation of a mentee's family to a different area. In yet other cases, the programme may end earlier than anticipated, because a successful outcome, such as re-entering education or employment, has been achieved. Other programmes may continue for the anticipated length of time and either achieve, or fail to achieve, the planned outcome.

Employing this 'stage model' of mentoring, the progress of each mentor programme can be represented as a flowchart, with a start-date, targets, assessments of progress at each stage, and an end-date. Our database included drop-down menus to allow each programme to be characterised in this way. Targets and the actions planned to achieve them could be recorded and changes or improvements selected from menus, or others written in. Unexpected stresses or misfortunes which might have hampered mentoring could be identified in the same way.

In practice, this approach to classification worked well in the vast majority of cases, allowing us to make separate assessments of each programme's length, whether or not this was the planned length, of the programme's outcomes, and of the relationships between these indices. However, a minority of programmes were more difficult to categorize. The projects considered that some were affected by multiple concurrent or cumulative influences, so that it was difficult to judge why a programme ended or to be sure whether an outcome had been achieved. Instead, projects used the database textboxes to describe the progress and achievements of each mentee and programme, sometimes in considerable depth. Table 3.14, based on edited textbox accounts, illustrates the accounts and the complex histories of some mentoring cases.

Table 3.14: Case reports of mentees' history during their programmes

Mentee 'W'

W started off well at school but soon found there were problems with bullying and his anger management. The school worked hard to address the bullying issues and W and his mentor worked around the anger management issues. At the start of the year, he was very withdrawn but prone to outbursts of violence. In talking with the school recently, they have nothing but praise for W and the dramatic improvement they have seen in both his work and his personality. W has become a lot more rounded, more responsible and will try to work things out for himself rather than asking for help all the time. W has learnt to trust adults more and knows the people he can rely on for support in any given situation. The school has said that W is one of their star pupils this year and has a very bright future in front of him.

Mentee 'K'

While headway had been made between K and her mentor and the early part of their relationship showed an improvement in her school attendance and the mentor project managed to get K involved with the school counsellor for her bereavement issues, a combination of K's developmental state and her changes in domestic circumstances have meant that, at the end of the programme, K has not been engaging with the mentor project or any other support provision. No contact was kept with her mentor after about the eight-month stage of the relationship.

K has had problems with her living arrangements (natural father, step-mother and siblings). These have changed dramatically and worsened over time. K had been put into care by the local authority but repeatedly absconded from interim foster care and chose to stay with 'friends' which the local authority has been unhappy with. K is no longer a looked-after child, as social services felt that they were unable to engage with her. There are currently no support mechanisms in place for K at all.

However, during K's time with her mentor, she did spend a lot of time looking at the Indian culture (her late mother came from India). K also developed an interest in fashion, which involved her mentor accompanying K to fashion photo shoots (with the consent of parents and local authority).

K has also been attending a cookery course at the regional college and is reported to be happy. However, there are still concerns about her overly sexualised behaviour, risk-taking and long-term stability.

To interpret these qualitative data, we examined all the database textboxes to identify cases where information was recorded beyond that given in the drop-down menu boxes. Using a written coding frame, each textbox account was coded to assign it to one of the categories included in Tables 3.18 to 3.31 or to an 'other' category. Qualitative information about the nature of each programme's outcomes, and whether the programme was judged by the project to be successful or unsuccessful in each target area, was coded at the same time. To examine the reliability of the coding procedure, 200 textboxes, selected at random, were coded independently by a second researcher. The rate of agreement was 98%, confirming that the coding was reliable.

3.21 Programme delivery number and length

The vast majority (89%) of the 2,956 programmes involved a single mentor and mentee, but 200 programmes (7%) involved one mentee with two or more mentors in succession ('successive-mentoring'), and 118 (4%) of the programmes involved one mentee with two or more mentors at the same time ('multiple-mentoring').

Inspection of the records for successive and multiple-mentored programmes made clear that these followed a different course. Multiple-mentor programmes clustered in a small number of projects, with 68 of the 118 instances in just two projects which had policies advocating multiple mentoring, confirming that these cases were planned. In contrast, successive-mentoring programmes were distributed across projects, typically where most programmes involved a single mentor and mentee, indicating that most cases were due to the failure of a first programme to prove effective, so that projects assigned a second or subsequent mentor. This is not necessarily a bad thing, insofar as it leads to a positive outcome, but is likely to be more costly than a single mentor programme. To simplify the process of evaluation, both multiple and successive mentor programmes are considered as single programmes in Sections 3.24 to 3.33, but distinguished using regression analyses in Section 3.35.

Table 3.15 divides the 2,956 programmes up into six categories of delivery and length

Table 3.15: Number of programmes delivered per programme length (total no. of programmes = 2,956)

Not delivered: Ongoing: 244 Didn't engage: 365 Missing data: 302	Delivered: length unknown	Delivered: length < 2 months	Delivered: length 2–5 months	Delivered: length 5–10 months	Delivered: length >10 months
Total: 911 (31%)	364 (12%)	406 (14%)	579 (20%)	392 (13%)	304 (10%)

Of programmes, 8% were recorded as ongoing in September 2004, preventing any analysis of their length or outcomes. In 12% of cases, the programme had been set up but the mentor and mentee did not engage. In a further 10%, the programme records contained no dates or any other information, suggesting that these were either recent and ongoing, or had failed to progress. The remaining 2,045 programmes (69% of those set up) either included records of two or more meetings between mentor and mentee, or textbox evidence of several meetings and programme delivery. On average, BME/DB projects delivered 32 one-to-one mentor programmes, four sequential programmes and one multiple mentoring programme, while LN projects delivered 33, two, and two such programmes, respectively. Data on the number of meetings was available for 1,295 (63%) of the programmes; on average mentors and mentees in BME/DB programmes met eight times and LN programmes nine times.

Because several projects planned to run programmes lasting three months, we have set cut-offs at two and five months in the expectation that most of these 'three month' programmes will fall within that category. Our assumption, to be tested, is that most programmes lasting less than two months had failed to become fully established and so were unlikely to have positive outcomes. Most projects intended that mentor programmes would last 6 to 12 months, but in practice relatively few lasted longer than ten months. Since longer programmes are regarded in the literature as more likely to be successful, we have separated out programmes lasting more than ten months. The remaining category in Table 3.15, 'length unknown', reflects the fact that projects sometimes failed to fill in programme dates, while reporting substantial information about delivery and outcomes. Although we cannot know how long these programmes lasted, it is possible to examine their outcomes. Using this classificatory scheme, 70% of 2,956 programmes set up by the projects had been delivered, and 8% were in the process of being delivered, at the summative evaluation point.

The mean age of mentees in each programme length category was 14 years for both BME/DB and LN projects. The distribution of male and female mentees was similar across the different programme lengths. The projects were asked to record whether each programme was completed early, or lasted for the full length of time planned. These findings are summarised in Table 3.16.

Table 3.16: Percentage of programmes completed fully, or terminated earlier than planned, in each category of program length (total no. programmes = 2,045)

	Programme length unknown	Programme length < 2 months	Programme length 2-5 months	Programme length 5-10 months	Programme length >10 months
Programme fully completed	107 (29%)	138 (34%)	241 (42%)	188 (48%)	196 (64%)
Programme terminated early	141 (39%)	233 (57%)	296 (51%)	158 (40%)	84 (28%)
Programme Other	21 (6%)	11 (3%)	18 (3%)	23 (6%)	14 (5%)
Don't know	91 (25%)	22 (5%)	19 (3%)	13 (3%)	6 (2%)
Missing	4 (1%)	2 (<1%)	5 (1%)	10 (2%)	4 (1%)
Total No.	**364**	**406**	**579**	**392**	**304**

As previously mentioned, not all projects were comfortable with this way of describing mentor programmes, since programmes could have successful outcomes even if they did end earlier than expected, or could be terminated early because of a successful outcome. This probably accounts for some of the 'other' and 'don't know' responses in the table and is the reason why we report programme outcomes separately below. Overall, Table 3.16 shows that programmes were about as likely to be terminated early (average 43% overall) as to be completed fully as planned. The most important finding is that short programmes were more likely to be terminated early than completed fully, indicating that many programmes were short for this reason, rather than by design. In contrast, programmes lasting more than five months, and particularly those lasting over ten months, were more likely to be completed fully. Comparison of BME/DB and LN projects showed a similar pattern of findings. As with all other indices, individual projects varied greatly with, at one extreme, one project having no completed programmes at all and, at the other extreme, one project having 169 completed programmes.

3.22 Number of meetings between mentor and mentee

In view of the above findings, longer programmes would be expected to have more meetings. These analyses were not possible in the 750 (37%) programmes with missing information, but in the remaining 63% of programmes this was the case (Table 3.17).

Table 3.17: Average number of mentor meetings per programme length category for each project type (total no. of programmes = 1,295)

	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length ≥10 months
BME/DB project programmes	6.5	4.97	5.01	7.75	12.30
LN project programmes	7.6	3.68	7.21	12.96	17.33
Overall	**7.27**	**3.89**	**6.83**	**11.50**	**14.86**

As the table shows, LN projects have more meetings in most length categories. However, in both project types the number of meetings increases as a function of programme length.

3.23 Programme outcomes

The database allowed projects to identify whether a programme had positive outcomes in each of the target areas listed in Tables 3.18 to 3.31. In some areas, such as re-entering education, programmes could have a positive outcome, or not; in others, such as changes in accommodation, outcomes could be positive, neutral (no change) or negative (worse). The nature of the changes to the mentee was described in associated textboxes. These reports are more or less subjective judgements by the projects but, because of the difficulties involved in employing formal measures, judgements of this kind are part of most assessment schemes, including the *Asset* system used by YOTs (Baker et al, 2003). Where possible, we will distinguish between formal and informal measures below and our Depth Study (Part 4) includes formal assessments.

For the 2,045 mentees with data about programme outcome, Tables 3.18 to 3.31 report the findings for each of the target areas of interest separately for each programme length. Throughout, an important consideration is whether or not this particular outcome was targeted by a programme. For example, re-entry into education would not be applicable where a mentee was already in school, while improving problems with alcohol or drug use would not be a target where these were not problematic at the outset. The 'Not Applicable' figures allow this to be estimated in each case.

3.24 Re-entering education and entering/re-entering training

Table 3.18: For each programme length category, number and percentage of mentees re-entering education or entering/re-entering training during or following their mentor programme (total no. programmes = 2,045)

Entered/ re-entered education or training	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	92 (25%)	123 (30%)	184 (32%)	146 (37%)	138 (45%)
No	63 (17%)	80 (20%)	99 (17%)	57 (14%)	32 (10%)
Don't know	74 (20%)	60 (15%)	78 (13%)	47 (12%)	22 7%
Not applicable	53 (15%)	94 (23%)	140 (24%)	93 (24%)	75 (25%)
Missing	82 (22%)	49 (12%)	78 (13%)	49 (12%)	37 (12%)
Total	**364**	**406**	**579**	**392**	**304**

Since re-entry into school or other forms of education is a more or less factual matter which requires minimal subjective interpretation, the findings in Table 3.18 are especially noteworthy. Of the 2,045 young people who received mentor programmes, 683 (33%) re-entered education during or following their programme. The rates were similar for BME/DB and LN projects. The 455 (22%) 'Not applicable' cases were already in education or past school leaving age. Because projects did not know in 14% of cases and data were missing in 14% of cases, these figures may be under- or over-estimates. However, the rates of unknown and missing data were approximately equal and do not vary systematically across programme length. In contrast, it is striking that where rates of educational re-entry are known, they increase more or less proportionately with programme length, with 45% of mentees receiving programmes lasting ten months or longer re-entering education. That is, 138 of 170 (81%) programmes lasting longer than ten months which assessed education re-entry and provided data were successful in this goal. These figures do not indicate how many remained in education, but findings for literacy and numeracy improvement are given below.

3.25 Improvements in Literacy

Table 3.19: For each programme length category, number and percentage of mentees with literacy improvements during or following their mentor programme (total no. programmes = 2,045)

Literacy improvements	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	87 (24%)	120 (30%)	190 (33%)	149 (38%)	165 (54%)
No	35 (10%)	64 (16%)	68 (12%)	52 (13%)	16 (5%)
Don't know	107 (29%)	100 (25%)	144 (25%)	88 (22%)	38 (12%)
Not applicable	49 (13%)	74 (18%)	98 (17%)	54 (14%)	50 (16%)
Missing	86 (24%)	48 (12%)	79 (14%)	49 (12%)	35 (11%)
Total	**364**	**406**	**579**	**392**	**304**

The findings for literacy mirror those for educational re-entry, in that longer programmes were associated with the greatest gains. Overall, 54% of mentees in programmes lasting longer than ten months made improvements, with 165 of 181 (90%) of mentees in such programmes and data available improving in literacy. This pattern was discernible in both BME and LN/DB projects but, in keeping with YJB targets, rates of literacy improvement among LN mentees (43% overall and 73% in projects lasting more than ten months) were twice those among BME mentees (21% overall, 33% in programmes lasting more than ten months).

The database textbox data gave some idea of the nature and degree of the improvements. As might be expected, they varied greatly, from modest but important abilities such as acquiring the ability to read forms and write a letter or curriculum vitae, to gaining formal educational and vocational qualifications. In 283 cases, the projects recorded that a formal literacy test had been used in assessing mentees. A variety of assessments was used, including NFER reading tests, Basic Skills Agency Tests and several others. The variability in the tests prevents a direct, quantitative summary of the findings. Of the 283 cases, data were missing or not known in 67 and not applicable in 19, giving 197 (70%) with applicable data. Among these cases, the findings mirror the overall results. Longer programmes were most successful, such that 39 of 40 mentees participating in programmes lasting more than ten months, and 37 of 46 mentees in programmes lasting 3 to 5 months, improved in literacy. In contrast, only ten of 24 programmes lasting less than two months, and 45 of 70 programmes lasting 2 to 5 months, were successful. The differences in improvement between programme lengths were highly statistically significant (X^2 p<0.001). These findings do not indicate how much progress was made and require careful interpretation. However, they support the conclusion that literacy improvements were made by the majority of mentees with applicable data who participated in longer programmes.

3.26 Improvements in numeracy

Table 3.20: For each programme length category, number and percentage of mentees with numeracy improvements during or following their mentor programme (total no. programmes = 2,045)

Numeracy improvements	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	79 (22%)	103 (25%)	158 (27%)	138 (35%)	150 (49%)
No	38 (10%)	74 (18%)	79 (14%)	47 (12%)	19 (6%)
Don't know	108 (30%)	110 (27%)	148 (26%)	90 (23%)	43 (14%)
Not applicable	50 (14%)	71 (18%)	108 (19%)	66 (17%)	55 (18%)
Missing	89 (24%)	48 (12%)	86 (15%)	51 (13%)	37 (12%)
Total	**364**	**406**	**579**	**392**	**304**

The proportion of mentees improving in numeracy was a little lower than for literacy, but the overall finding is the same. Mentees on the longest programmes made most improvements, with 49% of mentees on programmes lasting longer than ten months, and 91% of mentees in such programmes with available data, making progress in numeracy abilities. In keeping with YJB targets, rates of numeracy improvement among LN mentees (37% overall and 66% in projects lasting more than ten months) were twice those among BME mentees (19% overall, 31% in programmes lasting more than ten months). The gains made vary from improvements in ability to use money and understand bills to the acquisition of formal qualifications. Formal numeracy assessments were available for 178 mentees. As with the literacy results, the overwhelming majority of mentees who participated in long programmes (32 of 37 in programmes lasting over ten months, 31 of 40 in 5-to-10 month programmes) improved in numeracy, while short programmes were much less effective (just 11 of 23 in programmes <2 months, and 31 of 61 in 2-to-5 month programmes, improving). These differences in improvement between programme length are highly statistically significant (X^2 p<0.001).

3.27 Other Improvements in School, Education or Training

Table 3.21: For each programme length category, number and percentage of mentees with other improvements in school, education or training during or following their mentor programme (total no. programmes = 2,045)

Other improvements in education/ training	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	92 (25%)	128 (32%)	202 (35%)	183 (47%)	181 (59%)
No	63 (17%)	64 (16%)	78 (13%)	40 (10%)	28 (9%)
Don't know	93 (25%)	102 (25%)	151 (26%)	68 (17%)	29 (10%)
Not applicable	31 (8%)	64 (16%)	63 (11%)	49 (12%)	35 (12%)
Missing	85 (23%)	48 (12%)	85 (15%)	52 (13%)	31 (10%)
Total	**364**	**406**	**579**	**392**	**304**

This category includes improved attendance, reduced anti-social incidents and bullying, better control of temper and behaviour, improved educational progress and applications made for places on courses. Here, too, mentees in long programmes made the most improvements, with this area showing high improvement rates. Overall, 59% of mentees in programmes lasting longer than ten months made such improvements, while 181 of 209 programmes (87%) with assessment data available showed improvements in this area. The most common improvements were in attendance and applications for places in further education or training courses. Rates of improvement among mentees from BME and LN projects were similar (LN: 39% overall and 60% in projects lasting more than ten months; BME/DB: 41% overall, 59% in programmes lasting more than ten months).

3.28 Qualifications and employment

Table 3.22: For each programme length category, number and percentage of mentees gaining qualifications during or following their mentor programme (total no. programmes = 2,045)

Improvements in qualifications or employment	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	33 (9%)	12 (3%)	48 (8%)	48 (12%)	79 (26%)
No	89 (24%)	101 (25%)	131 (23%)	88 (22%)	54 (18%)
Don't know	90 (25%)	83 (20%)	116 (20%)	65 (17%)	23 (8%)
Not applicable	68 (19%)	161 (40%)	196 (34%)	139 (36%)	101 (33%)
Missing	84 (23%)	49 (12%)	88 (15%)	52 (13%)	47 (15%)
Total	**364**	**406**	**579**	**392**	**304**

Table 3.22 shows the database figures for gaining qualifications or employment. As would be expected given the age-group of the mentees, the numbers gaining qualifications are much lower than those re-entering education (Table 3.18), while the not applicable rate (32% overall) is higher. The qualifications include certificates in computing, health and safety certificates, and diplomas following courses in health education or anger management. Disregarding programmes of unknown length, these findings too show an increased rate of positive outcomes with increasing programme length. The findings for BME and LN projects were similar.

Table 3.23: For each programme length category, number and percentage of mentees with changes in employment during or following their mentor programme (total no. programmes = 2,045)

Changes in employment	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Positive change	24 (7%)	34 (8%)	75 (13%)	64 (16%)	42 (14%)
No change	32 (9%)	24 (6%)	28 (5%)	24 (6%)	20 (7%)
Negative change	1 (<1%)	6 (1%)	1 (<1%)	4 (1%)	1 (<1%)
Don't know	73 (20%)	50 (12%)	74 (13%)	32 (8%)	21 (7%)
Not applicable	138 (38%)	243 (60%)	312 (54%)	213 (54%)	168 (55%)
Missing	96 (26%)	49 (12%)	89 (15%)	55 (14%)	52 (17%)
Total	**364**	**406**	**579**	**392**	**304**

For employment, projects could identify negative changes, no change, or positive improvements. Changes in employment were inapplicable for the majority of mentees, as would be expected in view of their age. The rates of improvement are much lower than for measures of education, with only 12% of mentees overall showing gains, while 7% of mentees overall did not improve, or worsened in employment. Programmes lasting more than two months tended to have greater success, but there was little further gain beyond two months. The findings were similar across BME and LN projects.

Table 3.24: For each programme length category, number and percentage of mentees with other improvements to employment during or following their mentor programme (total no. programmes = 2,045)

Other improvements to employment	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	67 (18%)	88 (22%)	79 (14%)	84 (21%)	73 (24%)
No	21 (6%)	29 (7%)	44 (8%)	25 (6%)	18 (6%)
Don't know	81 (22%)	81 (20%)	118 (20%)	57 (14%)	25 (8%)
Not applicable	78 (21%)	153 (38%)	240 (41%)	159 (41%)	136 (45%)
Missing	117 (32%)	55 (13%)	98 (17%)	67 (17%)	52 (17%)
Total	**364**	**406**	**579**	**392**	**304**

Projects recorded changes such as promotions and favourable reports under this heading. As with employment, changes of this kind were not applicable for many mentees. Rates of improvement – 19% overall – were higher than for employment, but much lower than achieved for educational targets. There is little evidence that longer programmes produced superior rates of improvement. However, BME/DB projects achieved higher rates of improvement (29% overall) than LN projects (14% overall).

3.29 Accommodation and family relationships

Table 3.25: For each programme length category, number and percentage of mentees with changes in accommodation during or following their mentor programme (total no. programmes = 2,045)

Changes in accommodation	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Positive change	57 (16%)	36 (9%)	83 (14%)	92 (23%)	69 (22%)
No change	26 (7%)	36 (9%)	52 (9%)	57 (14%)	38 (12%)
Negative change	17 (5%)	24 (6%)	33 (6%)	26 (7%)	18 (6%)
Don't know	73 (20%)	113 (28%)	125 (22%)	41 (11%)	63 (21%)
Not applicable	108 (30%)	141 (35%)	195 (34%)	133 (34%)	76 (25%)
Missing	83 (23%)	56 (14%)	91 (16%)	43 (11%)	40 (13%)
Total	**364**	**406**	**579**	**392**	**304**

Changes in accommodation included moving back into the family home or into accommodation arranged by local authorities or voluntary organisations. This was stated to be 'non-applicable' in about a third of cases, indicating that they were not experiencing accommodation difficulties. The findings for improvement were different in between LN and BME/DB projects. Among LN mentees, although some improvements were made, approximately equal numbers of mentees with applicable data did not show improvements or reported experiencing worse accommodation, so that gains overall were minimal. In contrast, more BME/DB mentees improved than maintained or worsened in accommodation in every programme length category, and rates of positive improvement were consistently higher among BME/DB than LN mentees, perhaps because BME/ DB projects gave priority for accommodation issues. For instance, 24% of BME/DB mentees overall improved in accommodation, compared with 12% of LN mentees.

Table 3.26: For each programme length category, number and percentage of mentees with changes in family relationships during or following their mentor programme (total no. programmes = 2,045)

Changes in family relationships	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Positive change	119 (33%)	85 (21%)	147 (25%)	150 (38%)	144 (47%)
No change	26 (7%)	32 (8%)	53 (9%)	48 (12%)	36 (12%)
Negative change	18 (5%)	27 (7%)	48 (8%)	31 (8%)	19 (6%)
Don't know	76 (21%)	135 (33%)	144 (25%)	50 (13%)	36 (12%)
Not applicable	49 (13%)	77 (19%)	102 (18%)	67 (17%)	40 (13%)
Missing	76 (21%)	50 (12%)	85 (15%)	46 (12%)	29 (9%)
Total	**364**	**406**	**579**	**392**	**304**

Improvements in family relationships included increased contact, reduced conflict, and enhanced interaction with parents and relatives. Projects recorded negative, as well as positive and no-changes. Compared with changes in employment or accommodation, this area was reported to be applicable more often, reflecting the generic importance of family relationships for mentees of this age. Although improvements were not universal, and worsened relationships were reported for 7% of mentees, family relationships improved more often than remained the same or got worse. As with the findings for education, rates of improvement were greater with increasing programme length, with 47% of mentees in programmes lasting longer than ten months showing improvements. These patterns were similar among BME/DB and LN projects, but rates of improvement in family relationships were higher among BME/LN mentees than LN mentees in every programme length perhaps because BME/DB projects targeted these issues. Overall, 41% of BME/DB mentees (and 51% in programmes >10 months) reported improvement in family relationships, compared with 26% (and 44% in programmes >10 months), respectively, among LN mentees.

3.30 Community involvement

Table 3.27: For each programme length category, number and percentage of mentees with new community activities during or following their mentor programme (total no. programmes = 2,045)

New community activities	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	120 (33%)	102 (25%)	206 (36%)	194 (50%)	179 (59%)
No	52 (14%)	76 (19%)	86 (15%)	62 (16%)	30 (10%)
Don't know	108 (30%)	153 (38%)	199 (34%)	85 (22%)	54 (18%)
Not applicable	9 (2%)	23 (6%)	26 (4%)	14 (4%)	12 (4%)
Missing	75 (21%)	52 (13%)	62 (11%)	37 (9%)	29 (9%)
Total	**364**	**406**	**579**	**392**	**304**

Examples of new community activity included taking up team sports such as football, and participating in clubs, social groups and voluntary organisations at school or in the community. Since this area is a key target for this YJB scheme and involvements should be possible for all mentees, the low rate of 'Not applicable' (4% overall) is appropriate. Rates of increase in community activities were high, with 59% of mentees in long programmes showing improvement and rates increasing as a function of programme length. Rates of new community activities were consistently higher among BME/DB than LN mentees. For instance, 50% of BME/DB mentees overall (and 73% in programmes > ten months) showed increased community involvement, compared to 33% (and 46% in programmes >10 months) of LN mentees.

3.31 Use of alcohol and drugs

Table 3.28: For each programme length category, number and percentage of mentees with changes in alcohol problems during their mentor programme (total no. programmes = 2,045)

Changes in alcohol problems	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Positive change	14 (4%)	18 (4%)	21 (4%)	19 (5%)	28 (9%)
No change	19 (5%)	25 (6%)	15 (3%)	16 (4%)	3 (1%)
Negative change	5 (1%)	2 (<1%)	6 (1%)	7 (2%)	8 (3%)
Don't know	113 (31%)	127 (31%)	167 (29%)	95 (24%)	86 (28%)
Not Applicable	124 (34%)	176 (43%)	273 (47%)	199 (51%)	127 (42%)
Missing	89 (24%)	58 (14%)	97 (17%)	56 (14%)	52 (17%)
Total	**364**	**406**	**579**	**392**	**304**

The rates of alcohol problems reported in Section 3.17 were low (10% to 18 %) so that it was to be expected that few programmes would focus on such issues. The relatively high rate of 'Not applicable' in Table 3.28 is consistent with this. So far as alcohol use by mentees was a problem, the mentor programmes as a whole had little impact in improving this: the numbers 'improved' in each programme length are more or less equalled by cases with 'no change' or 'worsened' alcohol use. It is possible that programmes lasting for more than ten months were more effective than shorter programmes, but numbers are too small for confidence in this. In any case, the measured impact of mentoring in this area was small, with no difference between BME/DB and LN projects.

Table 3.29: For each programme length category, number and percentage of mentees with changes in drug use during their mentor programme (total no. programmes = 2,045)

Changes in drug use	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Positive change	16 (4%)	25 (6%)	29 (5%)	32 (8%)	31 (10%)
No change	21 (6%)	31 (8%)	26 (4%)	16 (4%)	13 (4%)
Negative change	11 (3%)	15 (4%)	5 (1%)	23 (6%)	15 (5%)
Don't know	109 (30%)	133 (33%)	189 (33%)	89 (23%)	82 (27%)
Not Applicable	120 (33%)	144 (36%)	237 (41%)	176 (45%)	114 (38%)
Missing	87 (24%)	58 (14%)	93 (16%)	56 (14%)	49 (16%)
Total	**364**	**406**	**579**	**392**	**304**

As with alcohol, the rates of mentee drug problems reported in Section 3.17 were relatively low (14% to 25%), so that these were not likely to be a focus for most programmes. Insofar as drug use was a problem, the mentor programmes had little impact in improving this. The numbers 'improved' in each programme length are more or less equalled by cases with 'no change' or 'worsened' drug use, with similar findings for BME/DB and LN projects.

3.32 Changes in offending

Table 3.30: For each programme length, category, number and percentage of mentees who completed community orders during their mentor programme (total no. programmes = 2,045)

Completed community orders	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	67 (18%)	88 (22%)	173 (30%)	129 (33%)	73 (24%)
No	3 (1%)	17 (4%)	14 (2%)	5 (1%)	9 (3%)
Don't know	23 (6%)	40 (10%)	43 (7%)	32 (8%)	17 (6%)
Not Applicable	88 (24%)	137 (34%)	167 (29%)	121 (31%)	103 (34%)
Missing	183 (50%)	124 (30%)	182 (31%)	105 (27%)	102 (34%)
Total	**364**	**406**	**579**	**392**	**304**

This category did not apply to about a third of mentees, either because they were not on community orders or, in 103 cases, because the orders were still being completed. The rate of missing data in Table 3.30 is higher than in other areas, probably because projects did not know this information and failed to record that in the database; as noted in Section 3.18, some projects were poorly informed about the mentees' offending. It follows that these figures for completion of community orders need to be interpreted with particular care. Their implication is that approximately 20% to 30% of mentees completed community orders satisfactorily during their programmes, while a further 5% were in the process of completing them. Of 578 mentees with data confirming that they should have completed community orders, 530 (92%) had completed and only 8% of such mentees failed to do so. The findings for BME/DB and LN projects were similar.

Table 3.31: For each programme length category, number and percentage of mentees arrested or charged during their mentor programme (total no. programmes = 2,045)

Arrested or charged	Programme length unknown	Programme length < 2 months	Programme length 2–5 months	Programme length 5–10 months	Programme length >10 months
Yes	42 (12%)	123 (9%)	63 (11%)	73 (19%)	58 (19%)
No	159 (44%)	223 (55%)	341 (59%)	223 (57%)	161 (53%)
Don't know	67 (18%)	75 (18%)	82 (14%)	41 (10%)	46 (15%)
Not Applicable	23 (6%)	22 (5%)	18 (3%)	19 (5%)	16 (5%)
Missing	73 (20%)	48 (12%)	75 (13%)	36 (9%)	23 (7%)
Total	**364**	**406**	**579**	**392**	**304**

The missing data rate averaged 10%, while projects did not know in 15% of cases, on average, whether a mentee was arrested or charged. The mean rate of arrest or charge in Table 3.31 of 13%, is uninformative, since account needs to be taken of programme length. The rate was highest on programmes lasting five months or longer, probably because longer programmes allow more time for criminal activity. The rate for programmes lasting longer than ten months is 19%. However, the true rate is probably estimated more accurately when calculated in relation to cases where the arrest history was known. Using the proportion of cases with applicable data, the rate is 26% (58 of 219 cases) for projects lasting longer than ten months. Since the mean length of programmes in this category is 13 months, this is arguably the most accurate figure, since it allows enough time for offence rate to be measured reliably. The findings for BME/DB and LN projects are similar.

Since 69% of mentees had a record of offending when they began their mentor programmes, an estimated offending rate of 26% over a 13-month period is lower than might be expected, but offending data are difficult to interpret because of the need to take account of an array of mediating factors. We will return to this issue in the discussion of this study and following examination of the Depth Study and Reconviction Study data.

3.33 Other improvements recorded in the textboxes

In addition to the targeted areas examined above, the projects provided textbox accounts of improvements in other areas. The most frequent reference was to improvements in confidence, and 10% of mentees were specifically reported to have improved in self-esteem during their mentor programme. Other improvements reported in over 5% of mentees were in temper and anger management and in planning for future education.

3.34 Identifying the most effective projects

The figures provided so far relate to the projects overall, or to LN and BME project types overall, rather than examining the database findings separately for individual projects. The overall figures have the advantage of large numbers and provide useful descriptive information but, in view of the diversity of projects included in the YJB scheme, can be criticised for attempting to average 'apples' with 'pears'. As noted in Section 1.4, a core goal of this evaluation is to understand what sorts of mentor programmes appear most promising, with whom, and at what cost.

In his meta-analysis of 400 intervention studies Lipsey (1995) concluded that project integrity, as well as a clear focus on the development of participants' skills and competencies, were key features of successful crime reduction schemes. To pursue this issue here, we constructed a set of predictor variables which might index project integrity, as well as other properties of projects, programmes and mentors or mentees which might predict how successful programmes were. Similarly, we constructed a set of measures of programme delivery and outcome. We then used logistic regression analysis to examine the relationships in between predictors and measures of programme delivery and outcome. In the process of these analyses, tables were generated which described each project as high or low on each predictor variable and delivery/outcome measure, allowing outstanding projects to be identified.

Table 3.32 lists the delivery and outcome measures examined. Each gives a measure of a project's success in delivering mentor programmes, or in achieving each outcome, compared to the projects as a whole. Table A1 in Appendix A gives further details of how the measures were defined.

Table 3.32: Measures of successful programme delivery or outcomes

Proportion of programmes that were delivered as intended, versus terminated early.
Proportion of programmes resulting in 'Re-entry into education or training'.
Proportion of programmes resulting in 'Improved literacy'.
Proportion of programmes resulting in 'Improved numeracy'.
Proportion of programmes resulting in 'Other school improvements'.
Proportion of programmes resulting in 'Improved family relationships'.
Proportion of programmes resulting in 'Improved community involvement'.
Proportion of programmes resulting in 'Completing community orders'.
Proportion of programmes resulting in 'Young person being arrested or charged during the programme'.

Table 3.33 lists the indices of project integrity and other predictor variables. The criteria for inclusion in this list were that (a) each predictor seemed, for theoretical or empirical reasons, potentially likely to predict the successful delivery or outcome of mentor programmes; (b) the variation between projects in the predictor index was sufficient to allow it to be used in the analyses. Some other possible indices, such as whether mentors received training, were rejected because virtually all the projects met this criterion, while others, such as project staff meetings, had to be rejected because they could not be applied to all projects (some had just one member of staff).

Items 1 to 4, 8 and 11 in Table 3.33 were calculated at the project level. For these variables, the projects were divided around the overall mean value for the projects as a whole to distinguish projects which were high versus low on each index of project integrity. Items 5, 6, 7, 9 and 10, which were calculated at the mentee level, identify characteristics of mentees (such as age) or features of their programmes (such as number of meetings) which might influence programme delivery or outcome. Table A2 in Appendix A gives further details of how the indices were defined.

Table 3.33: Predictor variables entered in logistic regression models for each delivery/outcome measure

1. Project formulated clear policies in at least 8 of the 9 areas.
2. Project Steering Group met at least once.
3. Project Supervised at least 50% of mentors.
4. Project delivered programmes to criterion number of BME or LN mentees.
5. Length of programme and number of Mentee: Mentor meetings.
6. Mentee age.
7. Number of mentees per project with any previous offences.
8. Project is YOT-based or not.
9. LN Project reached target group.
10. BME Project reached target group.
11. Number of programmes per project classified as one-to-one, multiple mentoring, and sequential mentoring.
12. Whether or not Mentee and Mentor were matched on gender.
13. Whether or not Mentee and Mentor were matched on ethnicity.
14. Geographic area (using YJB categories – see Table A2, Appendix 1 for particulars).

3.35 Results of the regression analyses

The relationships between the delivery/outcome and predictor measures were explored in a series of logistic regression models, where each model consisted of one delivery/outcome measure and one of the predictor variables listed in Table 3.33 (each predictor was entered separately in turn). The findings are summarised below. Appendix A includes odds ratios, confidence intervals and significance level figures.

1. Project formulated clear policies in eight or more of the nine areas. This did not predict any of the outcomes.

2. Project Steering Group met at least once. These projects were significantly more likely to have an average or above average proportion of mentees involved in new community activities.

3. Projects supervised at least 50% of its mentors. These projects were significantly more likely to have an average or above proportion of mentees involved in new community activities.

4. Project delivered programmes to at least 34% of BME mentees (BME projects) or 50% LN mentees (LN/DB) projects). This did not predict any of the outcomes.

5. Length of programme and number of mentee: mentor meetings. In analyses reported earlier, longer programmes were found to predict more successful outcomes, but programme length and meeting number were related. The aim here was to disentangle these indices as far as possible, since short intensive programmes with a high number of meetings might prove successful. The analysis first compared programmes with less than the average number of meetings with programmes with an average or above number as predictors of programme delivery and outcome. Next, the interaction between programme length and number of meetings was examined in relation to these outcomes. Programme delivery and outcome were predicted in the following ways:

- **re-entering education**
  The number of programme meetings did not predict this. However, mentees in programmes lasting 2-5, 5-10 or >10 months were significantly more likely to re-enter education than mentees in programmes that lasted <2 months.

- **literacy improvements**
  Mentees in programmes containing ≥8 mentee/mentor meetings were significantly more likely to have literacy improvements. Mentees in programmes lasting >10 months were significantly more likely to have literacy improvements than those in programmes <2 months.

- **numeracy improvements**
  Mentees in programmes containing ≥8 mentee/mentor meetings were significantly more likely to have numeracy improvements. Mentees in programmes lasting 5 to 10 or >10 months were significantly more likely than mentees in programmes <2months to have numeracy improvements.

- **other school improvements**
  Mentees in programmes with ≥8 meetings were significantly more likely to have other school improvements. Compared to mentees in programmes lasting <2 months, mentees in programmes >10 months were significantly more likely to have other school improvements.

- **family relationships**
  Mentees in programmes containing ≥8 meetings were significantly more likely to have improvements in family relationships. Compared to mentees in programmes lasting <2 months, mentees in programmes lasting 5 to 10 or >10 months were significantly more likely to have improvements in family relationships.

- **community involvement**
  Mentees in programmes with ≥8 meetings were significantly more likely to take up new community activities. Compared to mentees in programmes lasting <2 months, mentees in programmes lasting 2 to 5, 5 to 10 or >10 months were significantly more likely to take up new community activities.

- **completion of community orders**
  Only the number of meetings predicted this: mentees in programmes with ≥8 meetings were significantly more likely to complete community orders.

- **arrested while on the programme**
  Number of meetings did not predict this. However, compared to mentees in programmes lasting <2 months, mentees in programmes lasting 5 to 10 or >10 months were significantly more likely to be arrested or charged while on the programme. Longer programmes allow more opportunity for this.

A number of models were run to test if the interaction between number of meetings and programme length predicted these improvements. In all models, the interaction was non-significant, indicating that both programme length and number of meetings predicted improved mentee outcomes independently.

6. **mentee age**
   Compared to older mentees, younger mentees were significantly more successful on several indices:

   - programme delivered (16 to 18-year-olds more likely to have programme terminated early than 10 to 12-year-olds).

   - re-entering education or training (both 10 to 12 and 13 to 15-year-old mentees more likely than 16 to 18-year-olds).

   - Literacy improvements (both 10 to 12 and 13 to 15-year-old mentees more likely to have improvements than 16 to 18-year-olds).

   - Numeracy improvements (both 10 to 12 and 13 to 15-year-old mentees more likely to have improvements than 16 to 18 year old mentees.)

   - Community activities (both 10 to 12 and 13 to 15 year old mentees more likely to become involved in new community activities than mentees aged 16 to 18).

   - Mentees aged 16 to 18 more likely to be arrested while on the mentoring programme than those aged 10 to 12.

7. **mentees with previous offences**
   Mentees with no history of offending did significantly better than those with an offending history on several indices:

   - re-entering education

   - literacy improvements

   - numeracy improvements

   - other school improvements

   - improved family relationships

   - community involvement

   - arrested or charged (offenders more likely to be arrested or charged).

8. **projects YOT-based, or not**
   Projects based in YOT premises, or with formal links to YOTs, were significantly more successful than other projects on several measures of mentee improvement:

   - numeracy improvements

- other school improvements
- improved family relationships
- completing community orders.

9. LN project reached target group

- Literacy improvements: projects which recruited an average or above proportion of mentees with literacy or numeracy needs were significantly more likely to have literacy improvements.

- Completing community orders: projects which recruited an average or above proportion of mentees with literacy or numeracy needs were significantly more likely to complete community orders.

10. BME Project reached target group

Whether or not BME projects recruited above average proportions of BME mentees did not predict successful programme delivery or outcome.

11. Number of programmes per project classified as one-to-one, multiple or sequential mentoring

These forms were significantly more or less successful as follows:

- Multiple mentoring was more likely to achieve successful programme delivery.

- Mentees on one-to-one programmes were more likely to enter/re-enter education or training than mentees on multiple mentoring programmes.

- Mentees on one-to-one programmes were more likely to have improvements in family relationships than mentees on multiple mentoring programmes.

- Mentees on one-to-one programmes were more likely to take up new community activities than mentees on multiple mentoring programmes.

- Mentees on one-to-one programmes were less likely to complete community orders than those on sequential mentoring or multiple mentoring programmes.

- Mentees on multiple mentoring programmes were more likely to be arrested or charged than mentees on one-to-one programmes.

12. whether or not mentor and mentee were matched on gender

- Programmes were significantly more likely to terminate early if female mentors were matched with male mentees, or if male mentors were matched with female mentees.

- Female mentees were significantly more likely than male mentees to re-enter education if matched with a female mentor.

- Female mentees were significantly more likely than male mentees to have other school improvements if matched with a female mentor.

- Female mentees were significantly more likely than male mentees to have improvements in family relationships if matched with a female mentor.

- Female mentees were significantly more likely than male mentees to have new community activities if matched with male mentors.

- Both male and female mentees were significantly more likely to have literacy improvements if matched with a female than a male mentor.

- Female mentees were significantly more likely to be arrested while on the programme if matched with a male mentor. However, only a small number of female mentees were matched with male mentors.

13. whether or not mentor and mentee were matched on ethnicity

- If mentors were White, rather than of a minority origin, they were significantly more likely to have mentees (regardless of the mentee ethnicity) who had literacy improvements.

- If mentors were of minority ethnic origin, they were significantly more likely to have mentees (regardless of the mentee ethnicity) who had improvements in family relationships.

- If mentors were of minority ethnic origin, they were significantly more likely to have mentees (regardless of the mentee ethnicity) who completed community orders.

14. Geographic area (using YJB categories)

This did not predict any of the outcomes.

3.36 Summary of the Database Study findings

- Although this study is not immune to data loss, particularly regarding information which was not accessible to the projects, the use of a standard database has kept most missing information rates low and allowed data of adequate quality to be aggregated and compared across projects.

- Of 84 projects set up under this scheme, 80 were successfully established and produced data for the evaluation. Between them, the 80 projects recruited approximately 4,800 young people and 3,400 community volunteers during an active lifespan of about 30 months. These figures are evidence that the mentor scheme was highly successful in meeting the YJB aim of increasing the number of volunteers in the local community.

- Almost all the projects had clear policies about the aims of mentoring programmes. However, they varied greatly in size and organisation, staff turnover was high and some had difficulty in maintaining effective networking with schools, YOTs and other organisations. These administrative difficulties are partly attributable to the projects' non-statutory status, while the short-term funding of this scheme may have added to their instability. One result is that the evaluation findings probably under-represent the projects' potential effectiveness under stable financial and organisational conditions. In spite of these handicaps, some projects managed outstandingly well.

- All the projects aimed to deliver mentor programmes to children or young people who had offended, or were at risk of offending. There were three main types:

  - projects that targeted Black and minority ethnic groups (BME projects)

- projects that targeted young people with literacy and numeracy difficulties (LN projects)

- projects that targeted both of the above (DB projects)

- BME projects focused more on reintegrating young people into education, training and employment, as well as community involvement, while LN projects sought more to improve literacy and numeracy skills.

The projects' focus on developing social and learning skills which enable young people to interact more effectively with their social environments is in some degree a departure from the traditional mentoring goal of befriending a young person. As well as this 'competency' focus, the projects also differed from the traditional view of mentoring in other ways. Many delivered mentoring conventionally, such that a more experienced mentor spent a few hours in one-to-one contact with a younger mentee in a community setting about once a week. However, some mentors and mentees met daily, some projects delivered mentoring on the project premises and a small number brought mentors and mentees together as a group. In some cases, the mentor delivered basic literacy and numeracy skills and some mentors gained qualifications in such skills; in other cases mentors were supported by tutors, or projects included separate learning and business mentors. The length of mentor programmes was designed to vary widely, from about three months to a year. Some projects targeted special groups, such as travellers, asylum seekers or children of ex-offenders, while others recruited special groups as mentors. This diversity has allowed us to assess the features of mentor projects which are associated with effective delivery and outcomes of mentor programmes.

- The projects were successful in recruiting young people with the targeted characteristics. Of mentees, 50% were referred by YOTs and others by schools, pupil referral units, social services and other statutory and voluntary agencies. Of mentees, 69% had a history of offending. Almost half the mentees with a known history had been temporarily or permanently excluded from school in the last year. Most mentees in LN projects were White, the vast majority were reported as having literacy and numeracy difficulties and many had Special educational needs. In contrast, most mentees in BME projects were of black, Asian or mixed ethnicity, or came from minority groups, such as asylum seekers, traveller communities, or children of ex-offenders. In keeping with these mentee characteristics, 65% of mentors in BME projects were black, Asian, mixed-ethnicity, or from other minority ethnic groups; while 42% of mentors were male. In LN projects, 93% of mentors were White and 28% were male.

- In common with other community intervention projects targeting these groups of young people, a high rate of dropout of volunteers and young people occurred, so that just 2,045 mentor programmes had been delivered, with a further 244 ongoing, at the evaluation date. This is a substantial achievement, but the loss of around a third of potential mentors and half the potential mentees is a source for concern. In about two-thirds of cases, the initial failure to set up mentoring was due to young people's unwillingness to engage, while about half the mentor programmes ended earlier than planned, albeit with improvements made in many cases. These findings emphasise, as other have done, how difficult young offenders are to engage in community intervention schemes. By the same token, they highlight the success of some projects in delivering long programmes and producing improvements in the planned areas.

- The 2,045 delivered programmes included eight meetings per programme, on average. The programmes led to reported improvements in mentees' integration and reintegration into education and training, improved literacy and numeracy (particularly among LN mentees), improved school behaviour, increased participation in community activities (particularly among BME mentees) and improved family relationships (particularly among BME mentees). Many of the improvements were small, but important developments, such as gaining the ability to read forms or complete a curriculum vitae, but some projects reported improvements based on formal tests. Offending rates in programmes lasting ten months or longer, which provided the most reliable information, were reported to be 26%. Because 69% of mentees had offended before their mentor programme, this is a low offending rate.

- Although overall figures are important, a primary aim throughout this element of the evaluation has been to understand the properties of successful mentor projects and programmes. For this purpose, indices of project integrity and of mentor and mentee characteristics were included in regression and other analyses designed to assess their relationship with measures of successful programme delivery and improved outcomes. Projects based in YOTs, which supervised a high number of mentors, had a steering group that met, and delivered programmes which lasted for ten months or more and/or included a high number of mentor/mentee meetings, produced the most successful outcomes. Mentee characteristics, including young age and the lack of a history of offending, also predicted successful outcomes. Overall, female mentors produced more successful outcomes than male mentors with both male and female mentees; female mentors matched with female mentees were especially successful. It is sometimes claimed that male mentors are needed for male mentees, but we did not find that this particular gender matching produced a high rate of mentee improvements. Mentors with BME backgrounds were more successful than White mentors in improving the family relationships of mentees with Black or minority ethnic backgrounds. However, White mentors were more likely to improve the literacy of Black and minority ethnicity, as well as White, mentees.

- These findings need to be considered in the light of the methodological limitations of a study of this kind. One obvious proviso is that most project assessments were based at least partly on subjective judgements, so that it is not possible to be certain how substantial or lasting the improvements were. A second consideration is that the lack of a comparison group of non-mentored cases means that we do not know whether the same findings would have occurred without mentoring. A third, related caveat is that a quarter of LN mentees and a third of BME mentees were reported by projects to have received interventions such as anger management and health promotion programmes, alongside their mentoring. Some of these programmes were managed by the mentor projects and others delivered by YOTs or other affiliated organisations. To the extent that mentees were enrolled and supported in these programmes by mentor projects, they could be considered as a part of 'competency-focused' mentoring and duly credited, but this could also be said to inflate the achievements of mentoring per se. Since this raises broader questions about the scope of mentor projects, we will return to it in the final discussion, but it should be taken into account when interpreting the database findings.

A fourth consideration is that the methods used by this sort of study do not allow us to distinguish the effects of programmes from the effects of mentee motivation. For example, an obvious criticism of the finding that mentees did better in long programmes is that this is due to the high motivation of particular mentees, which led them to persist, rather than due to such programmes. Although this point cannot be dismissed without randomised trials, it can be countered to some extent by arguing that motivation alone would probably prove ineffectual in the absence of a suitable programme. However, the more important point of these caveats and provisos is that the findings of this study cannot stand alone, but need to be considered together with the findings from the other studies included in this evaluation, which to some extent compensate for the limitations of this study.

National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004

Part 4 The Depth Study

4.1 Depth Study aims and methods

For this study, the evaluation set out to select 12 projects (six LN and six BME), to provide a smaller-scale, but more objective and detailed, assessment of mentor programme outcomes. The number of projects was designed to provide a sufficient number of cases for statistical analysis, but to be manageable within the overall evaluation workload. In order to consider whether any changes to the mentees might have occurred without their mentor programme, the Depth Study aimed to assess in an equivalent way a matched, comparison group, of young people who had not had a mentor. The methods and procedures used for the Depth Study are listed in Table 4.1. With a few exceptions, each of these measures was collected at baseline (before mentoring, or at a similar date for the matched group) and follow-up (after mentoring, or after an equivalent period of time for the comparison group young people), allowing an evaluation of the extent of any improvement.

As with the Database Study, the Depth Study involved close liaison with mentor projects, as well as with the organisations providing the comparison cases. As well as written information, frequent telephone and e-mail contact were used to discuss our procedures, set up referrals and chase up missing information. Because this study involved direct local assessment of mentees and young people by the evaluators, we made regular visits to the mentor projects and other organisations involved, allowing personal contact with their staff.

Table 4.1: Depth Study instruments and measures

Data collection instrument	What the instrument measures
Interviews with young people	Administered by the researchers to collect information about demographic background, schooling, employment, offences, alcohol and drug use, social exclusion and attitudes.
Crime-Pics II **(Frude et al, 1994)**	A standard questionnaire included as part of the interview. It provides reliable and valid measures of attitudes to offending, anticipation of reoffending, victim hurt denial, and perception of crime as worthwhile.
The Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997)	A brief questionnaire providing standardised measures of a young person's conduct problems, emotional symptoms, hyperactivity/inattention, peer relationship problems, pro-social behaviour, and overall difficulties. It was completed by a professional with close contact with the young person, such as a teacher, YOT caseworker, EWO or social services staff (not mentors or mentor project staff).
Basic Skills Agency (BSA) Initial Assessment of Numeracy and Literacy (Basic Skills Agency, 2002)	A standardised test administered to provide evidence of any improvements in literacy or numeracy. The BSA tests were administered to LN mentees by project staff, and to comparison group young people by the researchers.

4.2 Selection of the Depth Study mentor projects

To ensure fairness, criteria for selecting the 12 projects (six LN and six BME) for inclusion in the Depth Study were drawn up beforehand, independent of the projects (see Appendix B). In essence, the criteria were designed to achieve a broad spread across project types and geographic areas, while choosing projects which were up and running, and so likely to have enough mentoring programmes for the purposes of the Depth Study.

We planned to assess ten to 15 young people in each of these projects, at both the baseline (within a month of the start of the mentor programme), and again at the end of mentoring (within a month of the end of the mentoring programme). To ensure that the groups were representative, consecutive cases were selected wherever possible, chosen at baseline before mentoring took place. We anticipated that at least ten of the 12 projects would each provide data for ten young people, giving a sample of approximately 100 baseline and follow-up assessments. The incentive of a WH Smith voucher was offered to each young person for taking part. After the procedure was explained, the young person signed a consent form to participate in the study.

4.3 Selection of the Depth Study comparison group

To recruit the comparison group young people, letters were sent in November 2003 with YJB assistance to:

- 16 YOTs

- 19 pupil referral/behaviour support units

- 7 voluntary organisations working with young people

- 7 schools.

These letters explained the purpose of the evaluation study and sought the assistance of the organisations in identifying young people who met our selection criteria and who might be willing to be assessed. The selection criteria were designed to recruit young people who matched those involved in Depth Study mentor programmes, as follows:

- aged between 10–17

- history of offending, or at risk of offending (i.e. school truanting or exclusion, literacy or numeracy difficulties)

- may be receiving other interventions, but should not be mentored.

We planned to include 100 young people in the comparison group, and invited up to 20 referrals from any one YOT, pupil referral unit, or other source. The incentive of a WH Smith voucher was offered to each young person for taking part. After the procedure was explained, the young person signed a consent form to participate in the study.

4.4 Baseline and follow-up interviews with the mentored and comparison youths

Apart from the interview, the instruments used in this study are in widespread use in studies of youth offending, social inclusion and mentoring, so that references for further information are given in presenting the findings. The interview was developed for this study, based on measures used in other studies of offenders and intervention projects (Flood-Page et al, 2000; Shiner et al, 2004). It was semi-structured and took around 35 minutes to administer at baseline. It included questions on the following:

- ethnicity, age and gender

- current employment/schooling

- truancy

- offences committed

- attitude to crime (Crime-Pics II questionnaire)

- alcohol and drug use

- social exclusion

- other interventions in which they were involved

- whether it was their choice to be mentored or not (mentored youths only)

- young person's perception of mentoring (mentored youths only)

- areas where they would like help from the mentoring programme (mentored youths only).

The follow-up interview took approximately 45 minutes to administer and included questions asked in the baseline interview (to enable baseline and follow-up comparisons). The following questions were added for the mentored young people only:

- whether mentoring was part of a court order

- mentor meetings and activities

- likes and dislikes about mentor and activities

- the young person's perception of mentoring

- areas where they received help from the mentoring programme

- how mentoring ended

- the young person's perception of whether mentoring has had an impact on his or her future.

4.5 Depth Study findings

4.6 Attrition between baseline and follow-up assessments in the two groups

The 12 mentor projects (six LN, six BME) referred 137 young people for the Depth Study. All were assessed at baseline, involving 11 people per project on average, with a range from 2–20. All the interviews took place within a month after the mentee and mentor were matched. In 18 cases, they had met, but their relationship had just started.

We asked projects to inform us within one month either side of a relationship ending and regularly contacted projects to monitor this. We did not seek to reassess mentees who did not meet with their mentors, but kept figures for the frequency of such cases (Table 4.2). Attrition between baseline and follow-up assessments of mentees was 54% overall, ranging from 21% to 100% across the projects (see Appendix C). As a result, just 63 of the 137 (46%) mentees assessed at baseline were also interviewed at follow-up. As shown in Table 4.2, of those who were not interviewed at follow-up, 61% did not engage, stopped attending the programme early, or had received a custodial sentence or court order. The projects were unable to contact 24% of the young people for a follow-up interview and a further 12% had moved out of the area.

Table 4.2: Attrition reasons and figures for the mentored group

Reason why young person was not interviewed at follow-up	No. of young people not interviewed at follow-up	% of young people not interviewed at follow-up	% range between projects
Stopped attending or did not engage	39	53	0–69
Unable to contact for interview	18	24	0–100
Moved area	9	12	0–22
Received custodial sentence/order	6	8	0–29
Refused interview	2	3	0–7
Total	**74**	**100**	

For the comparison group, 13 organisations referred a total of 105 young people for this study and, on average, eight per organisation (range 2–28) were interviewed at baseline. Attrition in interviews carried out at follow-up was 48%, overall (slightly lower than with the mentored group); attrition range between organisations was 0% to 100% (see Appendix C). Consequently, 105 young people in the comparison group were interviewed at baseline and 55 (52%) of these were interviewed at follow-up. Of those who were not interviewed at follow-up, we were unable to contact 48%, the organisation had lost contact with 34% of cases, five young people (10%) did not arrive for the interview and four did not wish to participate.

The interval between the baseline and outcome assessments was determined by the length of the mentor programme. As in the Database Study, this varied between two and ten months or more. Comparison group young people were pair-matched with a mentee on age and gender and interviewed after an equivalent interval. In practice, the mean length of time between baseline and outcome interviews for the mentored group was eight months (standard deviation five months), while the mean interval for the comparison group was six months (standard deviation four months). This difference reflects the lag in notification and arrangements for assessment when mentored young people completed their programme, so that the follow-up was sometimes delayed for some time afterwards. In contrast, we had more direct contact with comparison group cases. The shorter interval might disadvantage the comparison group in some respects, but be to their advantage on other indices such as reoffending, while the variation within each group is substantial.

4.7 Demographic comparability of the mentored and comparison groups

For the purposes of this report, we will provide the baseline data for the young people in each group who were interviewed both at baseline and follow-up. Comparisons between those who were and were not interviewed at follow-up (for both groups) can be found in Appendix C.

As shown in Table 4.3, 71% of the assessed mentored group were male and 12% were from minority ethnic groups. Their age at baseline ranged from ten to 19 years, and 35% were 12 and under, 35% between 13 to 15, and 30% aged 16 and over; 30% had heard of the project through their school, 27% from the YOT and 11% from friends. A similar proportion in the assessed comparison group were male (76%), but a higher proportion (21%) were from minority ethnic groups. The age range of the comparison group young people was 11 to 17. The comparison group included rather more individuals aged 13 to 15, and lower numbers aged 12 and under, and 16 and over.

Table 4.3: Baseline demographic features of comparison and mentored groups

Variable	Categories	Comparison group (%)		Mentored group (%)	
		No. of cases	% cases	No. cases	% cases
Gender	Male	42	76	45	71
	Female	13	24	18	29
Ethnicity[*]	White	42	79	53	88
	BME	11	21	7	12
Age categories at baseline	12 and under	14	26	22	35
	13 to 15	35	64	22	35
	16 and over	6	11	19	30
Age range		11–17 yrs old		10–19 yrs old	

*ethnicity uncertain in five cases

4.8 Changes in education, employment and training

Tables 4.4 and 4.5 show the number and percentage of mentored and comparison group young people in education, employment or training at baseline and follow-up measurement points.

Table 4.4: Mentored group: Numbers in education, employment or training

Education, employment or training	Baseline		Follow-up	
	No.	% cases	No.	% cases
In education, employment or training	40	64	46	73
Not in education, employment or training	23	37	17	27
Total %		101		100

Table 4.5: Comparison Group: Numbers in education, employment or training

Education, employment or training	Baseline		Follow-up	
	No.	% cases	No.	% cases
In education, employment or training	51	93	44	80
Not in education, employment or training	4	7	11	20
Total %		100		100

Almost all the comparison group young people (93%) were in education, employment or training at baseline, compared to 64% in the mentored group, indicating that the groups were inadequately matched on this variable at the outset. However, between the baseline and follow-up periods, the numbers not in education, employment or training increased from 7% to 20% in the comparison group, but decreased from 37% to 27% in the mentored group. Statistical analysis, using analysis of covariance to control for the group difference at baseline, showed that this apparent difference between the groups was not statistically significant for the sample sizes available. However, these results support the Database Study finding that mentoring helps to reintegrate the target group of young people into education, employment and training. In contrast, the number of comparison group young people not in education, training or employment tended to increase with age.

4.9 Truancy

Table 4.6: Truancy figures for the mentored and comparison group

	Mentored baseline No.	Mentored follow-up No.	Comparison baseline No.	Comparison follow-up No.
No. who truanted for at least a whole day in last 12 weeks	9	5	12	9
No. with unauthorised absence from particular lessons	11	6	16	16

Although numbers are again small, these findings are consistent with the Database Study in showing reduced unauthorised absence in the mentored group, compared to the comparison group young people.

4.10 Changes in literacy and numeracy – BSA test findings

The Basic Skills Agency (BSA) Initial Assessment has established validity in measuring a young person's literacy and numeracy level, and is relatively easy to administer. It provides two parallel versions of each assessment, so that version one can be administered at baseline and version two at follow-up without repeating items, permitting any improvements in the young people's level of literacy and numeracy to be shown. As the assessment was developed to align with the National Standards for Adult Literacy and Numeracy, we amended it to map each question onto the national curriculum and created variations of each version to cater for young people of different ages, as follows:

1. 10 to 11 year-olds who were in year five or six

2. 11 to 14 year-olds who were in year seven, eight or nine

3. 14 to 17 year-olds who were in year 10 upwards.

We sought to collect BSA data only from mentees in LN projects and an equivalent number of comparison group cases. The assessments of mentees were carried out by the mentor projects, following BSA instructions, while evaluators administered the assessments of the comparison group young people. Because the BSA assessments are standardised, paper and pencil tests, administrator effects should be minimal.

Table 4.7: Mean (standard deviation) BSA literacy and numeracy scores for mentored and comparison group young people at baseline and follow-up assessment points

	Mentored Group (n = 29)	Comparison Group (n = 28)
Baseline literacy score	75.61 (20.75)	64.09 (26.04)
Follow-up literacy score	80.15 (20.04)	68.50 (21.69)
Baseline numeracy score	64.94 (20.45)	59.85 (17.19)
Follow-up numeracy score	66.15 (19.67)	62.06 (17.09)

Table 4.7 summarises the BSA findings. The scores report percentages of items answered correctly. It is noteworthy that the scores for the mentored young people were higher at both baseline and follow-up. Since the mentees were at the start of their programmes at baseline assessment, this difference probably reflects inadequate matching of mentored and comparison cases on literacy and numeracy. However, the amount of improvement in each group, approximately four percentage points for literacy and two points for numeracy, was modest and almost identical, indicating that mentoring did not produce substantial literacy or numeracy improvements. Analysis of covariance, which adjusts for group differences at baseline in comparing follow-up scores, confirmed this finding: there was no significant difference in score change between the groups.

4.11 Changes in community involvement

Table 4.8: Community activities young person took part in during the last month

Have you…	Mentee Baseline		Mentee Follow-up		Comparison Baseline		Comparison Follow-up	
	No.	% cases	No.	% cases	No.	% cases	No.	% cases
Done community work	3	5	9	15	7	13	6	11
Played sports	44	70	36	58	35	64	31	56
Watched live sport	10	16	17	27	21	38	20	36
Been to a dance or nightclub/disco	23	37	25	40	24	44	17	31
Eaten a meal at a restaurant	49	77	54	87	49	89	48	87
Been to the cinema, theatre or a concert	31	49	25	40	31	56	29	53
Been to a youth organization	25	40	19	30	32	58	27	49

Percentages will not add up to 100% because respondents can do more than one activity

Table 4.8 shows the number and percentage of young people who had taken part in community activities of various types in the last month at baseline and follow-up points. Comparison group young people became less socially involved in all eight types of activity with age. In contrast, the mentored youths took an increased part in four of the eight social activities, with increases of 10% or more in community work, being a spectator at sports, and eating out in a restaurant. In keeping with the findings from the Database Study, these findings indicate that mentoring is associated with modest improvements in community involvement, while the findings here show that young people without mentoring become more socially isolated with age.

4.12 Use of drugs

The interview asked about the use of a list of drugs, as shown in Table 4.9 below. To give some idea of the accuracy of the reports, a fake drug, called 'semeron' was added to the list. No young person reported taking it. At the baseline interview, 44% of mentored and 69% of the comparison group claimed not to have taken any drugs in the last three months. Cannabis had been taken by 43% of mentored and 29% of comparison young people. Ecstasy, cocaine, amphetamines and amyl nitrite had been taken by a handful of young people in each group, with other drugs taken by a few. More mentees than comparison group young people reported using the drugs, indicating that they were inadequately matched on this variable at baseline.

Table 4.9: Numbers in each group taking drugs at baseline

Type of drug	Mentored Group (n = 63)		Comparison Group (n = 55)	
	Taken drug "in last 3 months"		Taken drug "in last 3 months"	
	No.	% cases	No.	% cases
Amphetamines	3	5	2	4
Cannabis	27	43	16	29
Cocaine	5	8	1	2
Crack	2	3	0	0
Ecstasy	7	11	3	5
Heroin	1	2	0	0
LSD or acid	1	2	0	0
Magic mushrooms	2	3	0	0
Methadone/physeptone	0	0	0	0
Tranquilizers not prescribed by a doctor	1	2	1	2
Amyl nitrite (poppers)	5	8	3	5
Glues, solvents, gas or aerosols	1	2	1	2
Any other illegal drugs[*]	1	2	2	4
Not taken any drugs in last 3 months	28	44	38	69

*Other includes "base", ketamine.
Percentages will not add up to 100% because respondents can take more than one drug

The young people in each group were reinterviewed about drug use during the last three months at the follow-up interview. As Table 4.10 shows, 51% of mentored and 72% of comparison group young people reported no use of drugs during this period. Cannabis was again used most often and rather more mentees than comparison group young people took most drugs. In keeping with the Database Study, these findings provide no evidence that mentoring had any impact in reducing drug use.

Table 4.10: Drug use in the last three months in each group at the follow-up assessment

Type of drug	Mentored Group (n = 63)		Comparison Group (n = 55)	
	Taken drug "in last 3 months"		Taken drug "in last 3 months"	
	No.	% cases	No.	% cases
Amphetamines	7	11	3	5
Cannabis	30	48	15	27
Cocaine	3	5	1	2
Crack	1	2	0	0
Ecstasy	3	5	2	4
Heroin	0	0	0	0
LSD or acid	1	2	0	0
Magic mushrooms	2	3	0	0
Methadone/Physeptone	0	0	1	2
Tranquilizers not prescribed by a doctor	0	0	0	0
Amyl nitrate (poppers)	3	5	0	0
Glues, solvents, gas or aerosols	0	0	0	0
Any other illegal drugs*	0	0	0	0
Not taken any drugs	32	51	40	72

*Other includes "base", ketamine.
Percentages will not add up to 100% because respondents can take more than one drug

4.13 Alcohol use

Table 4.11: How often do you drink alcohol?

How often:	Mentee baseline (n=63)		Mentee follow-up (n=63)		Comparison baseline (n–55)		Comparison follow-up (n–55)	
	No.	% cases	No.	% cases	No.	% cases	No.	% cases
Never/special occasions	32	51	31	50	37	67	30	55
Less than once a week	11	18	13	21	7	13	16	29
Once or twice a week	14	22	14	22	9	16	8	15
Most days	6	10	5	8	2	4	1	2
		101		101		100		101

As Table 4.11 shows, about 70% of mentees and 80% of comparison group young people reported drinking alcohol less than once each week. Of mentees, 32% and 20% of comparison group young people drank alcohol each week at baseline; at follow-up, the respective figures were 30% and 17%, showing little change in either group. Table 4.12 summarises the findings for "drunkenness".

Table 4.12: How often have you been drunk in the last 3 months?

How often:	Mentee Baseline (n=63)		Mentee Follow-up (n=63)		Comparison Baseline (n=55)		Comparison Follow-up (n=55)	
	No.	% cases	No.	% cases	No.	% cases	No.	% cases
Most days	4	6	3	5	2	4	1	2
Once or twice a week	6	10	10	16	5	9	5	9
1–3 times a month	8	13	7	11	8	15	6	11
Less than once a month	10	16	5	8	5	9	12	22
Have been drunk, but not in last 3 months	9	14	15	24	9	16	5	9
Never been drunk	26	41	23	37	26	47	26	47
Total %		100		101		100		100

Of mentees, 16% reported having been drunk at least once per week at baseline, 21% at follow-up. The equivalent comparison group rates were 13% and 11%. The findings are consistent with those from the Database Study in showing that alcohol abuse is not a common problem among mentees of this age and is not affected by mentoring. The findings here show that this is also true among similar non-mentored young people of this age.

4.14 Strengths and Difficulties Questionnaire measures of behaviour

The Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997) is a brief, (25-item) standardised questionnaire designed to screen for emotional and behavioural problems. It measures a young person's emotional symptoms, conduct problems, peer-relationship problems, hyperactivity/inattention, and pro-social behaviour. It has established reliability and validity, and has been used extensively in clinical and social science research in the UK and other countries. The SDQ website (www.sdqinfo.com) contains further information, including normative figures and clinical cut-off scores for young people in the UK.

We asked the projects to introduce us to a professional with close contact with each interviewed young person, such as an education welfare officer, teacher, or YOT caseworker, who would be willing to fill out the SDQ. This person could not be the mentor, project staff, young person or the young person's parents. We asked this informant to complete the SDQ and provided reminders, as needed, on up to three occasions. Separate SDQs were filled in at baseline and follow-up measurement points, either by the same professional or by a suitable alternative identified by the project if the original person was no longer available at the follow-up point.

Table 4.13 shows the mean and standard deviation scores for each group at baseline and at follow-up. As the sample size figures indicate, in spite of reminders, we were successful in obtaining baseline and follow-up SDQs for only 36 mentored and 51 comparison group cases at both measurement points.

Table 4.13: Mean (standard deviation) SDQ scores at baseline and follow-up measurement points for mentored and comparison group young people

	Mentored Group (n = 36)		Comparison Group (n = 51)	
	Baseline	Follow-up	Baseline	Follow-up
Pro-social behaviour	4.81 (2.58)	5.28 (2.87)	4.72 (2.43)	4.63 (2.73)
Hyperactivity	6.23 (3.12)	5.39 (3.11)	5.74 (2.99)	5.92 (2.78)
Emotional symptoms	3.08 (2.68)	2.55 (2.25)	3.84 (3.16)	3.08 (3.12)
Conduct problems	3.86 (2.65)	3.64 (2.39)	4.02 (2.22)	3.98 (2.48)
Peer problems	2.29 (1.25)	2.03 (1.44)	2.23 (1.83)	2.18 (2.00)
Total difficulties	16.11 (7.05)	14.44 (6.32)	16.80 (7.74)	16.12 (7.35)

For the pro-social scale, a higher score is positive, while for all others it offers an indication of problems. It is noteworthy that all the mean scores of the mentored group improved marginally at the follow-up point, while the total mean difficulties score appears somewhat lower. Comparison group scores do not show this pattern as clearly. However, analysis of variance confirmed that there was no significant difference between the groups in baseline or follow-up scores, with neither group showing clear evidence of change. The analysis of covariance group comparison at follow-up allowing for baseline scores produced an F value of 1.08, with 1df giving a $p = 0.302$ for the total difficulties score, which does not approach statistical significance. While it is possible that a larger sample might show a significant difference, these findings allow no confidence that this would be the case.

In sum, these findings produce no evidence of any substantial effect of mentoring on these young people's emotional or behavioural difficulties.

Because SDQ figures are available for normative and clinical samples, together with associated clinical-level cut-off scores, it is possible to calculate how many of the young people in the Depth Study have problems of clinical seriousness. Over half (53%) have SDQ total difficultness scores at or above the clinical cut-off, while 44% meet the criterion for hyperactivity. These findings provide further evidence of the severe psychological vulnerabilities that characterise these young people.

4.15 Changes in offending

Using a standard list based on the *Youth Lifestyles Survey* of youth crime (Flood-Page et al, 2000; Graham and Bowling, 1995), the young people were asked which of 24 offences they had committed in their lives, and in the last three months. Appendix D contains the list, including the array of minor offences included in 'other' offending.

Table 4.14: Offending history at baseline in the two groups

Offence	Mentored group (n = 63)		Comparison group (n = 55)	
	Committed offence 'ever'		Committed offence 'ever'	
	No.	% cases	No.	% cases
Violence against person	52	83	42	76
Criminal damage	42	67	29	53
Other theft, and handling stolen goods	41	65	35	64
Vehicle theft (of and from)	23	37	11	20
Drug offences	12	19	9	16
Burglary	12	19	7	13
Fraud and forgery	3	5	3	5
Other	35	56	29	53
Not reported any offence	5	8	8	14

Percentages will not add up to 100% because respondents can commit more than one type of offence

At baseline, 87% of the mentored group, and 93% of comparison young people, reported they had committed at least one of the offences in their lives (even if they were not caught) and 77% and 53%, respectively, had offended in the last three months. The most common offence in both groups was 'violence against a person'; the second most common was 'criminal damage', such as 'damaging or destroying a phone box, windows or car, or setting fire to a building, car or garage'.

Tables 4.15 and 4.16 show the number of offences the young people in each group reported having committed during the last three months at the baseline and follow-up assessment points, as well as the percentage change. The negative figures indicate a reduction between rates at baseline and follow-up assessment points.

Table 4.15: Number of mentees who reported having committed offences in the last three months at baseline and follow-up assessment points (total n = 63)

Offence committed in last three months	Baseline No.	Follow-up No.	% Change
Violence against person	34	30	- 6
Criminal damage	24	16	- 13
Other theft, and handling stolen goods	21	16	- 8
Vehicle theft (of and from)	6	4	- 3
Drug offences	7	3	- 6
Burglary	2	1	- 2
Fraud and forgery	2	1	- 2
Other	23	17	- 10
No offending	18	23	+ 8

Percentages will not add up to 100% because respondents can commit more than one type of offence

Table 4.16: Number of comparison group young people who reported having committed offences in the last three months at baseline and follow-up assessment points (total n = 55)

Offence committed in last three months	Baseline No.	Follow-up No.	% Change
Violence against the person	24	21	- 5
Criminal damage	17	13	- 7
Other theft, and handling stolen goods	19	16	- 5
Vehicle theft (of and from)	7	4	- 5
Drug offences	4	3	- 2
Burglary	4	0	- 7
Fraud and forgery	1	1	0
Other	20	15	- 9
No offending	26	22	-7

Percentages will not add up to 100% because respondents can commit more than one type of offence

The findings show a similar profile of offending in the two groups, with mentees tending to offend more often at both baseline and follow-up assessment points. The number committing each type of offence tended to decrease in both groups. However, whereas the number of non-offenders decreased (from 26 to 22) in the comparison group, the number of non-offending mentees increased (from 18 to 23) between baseline and follow-up assessments. This difference is not statistically significant. This finding also needs to be interpreted cautiously because of the small numbers involved and self-report nature of the data, while the rate of improvement is small. However, if repeated in larger groups and other measures of offending, it indicates that mentoring may help to reduce by a little the reoffending over age shown by many target-group young people.

4.16 Changes in attitudes to crime

Crime-Pics II was developed by Frude, Honess and McGuire (1994) in consultation with probation services to provide a convenient and standardised means of measuring attitudes to offending. It is suitable for use in measuring changes in attitudes. Its main component is a 20-item questionnaire that assesses four dimensions:

- general attitude to offending (a low score indicates the belief that offending is not an acceptable way of life)

- anticipation of reoffending (a low score indicates a resolve not to offend again)

- victim-hurt denial (a low score indicates acceptance that offending has an adverse effect on victims)

- evaluation of crime as worthwhile (a low score indicates rejection of the view that crime has benefits which outweigh the costs).

The items are read out by the researcher and respondents choose one of five possible answers to each item (ranging from strongly agree to strongly disagree). Details of the development of the scale and its reliability and validity are available in the original publication, and Crime-Pics II has since been used in other studies of offending (Lewis, 2003; Raynor, 1998). For young people who admitted offending, we followed the procedures and scoring instructions in the Crime-Pics II manual (Frude et al, 1994). Because the wording of a few items assumes a history of offending, we modified the wording or omitted these items, as necessary, where interviewees claimed not to have offended (Table 4.14 gives numbers). The scores for these cases are examined separately.

Table 4.17 shows the mean and standard deviation raw score findings for the mentored and comparison group young people who reported having offended.

Table 4.17: Crime-Pics II raw mean (standard deviation) scores for the two groups

Crime-Pics scale:	Mentored group n = 58		Comparison group n = 47	
	Baseline	Follow-up	Baseline	Follow-up
General attitude	41.24	38.85	42.77	41.17
	(7.09)	(7.11)	(9.74)	(9.65)
Anticipation of reoffending	11.81	10.72	12.25	12.11
	(4.17)	(3.72)	(5.21)	(4.90)
Victim-hurt denial	6.96	7.33	8.32	8.03
	(2.86)	(2.89)	(2.91)	(3.65)
Evaluation of crime as worthwhile	10.76	10.43	11.34	10.32
	(3.69)	(3.17)	(3.97)	(4.0)

As with the SDQ findings, the data provide some indication that a larger sample might have identified slight improvements in the mentored group, relative to the comparison group, in the overall 'general attitude to crime' measure. If so, any such difference would be very modest. In the present data, analysis of variance produced no evidence of significant board group differences in any of the scales. Using analysis of covariance to allow for any difference in baseline scores, the 'general attitudes' F value for group differences at follow-up is 2.34, with 1DF, $p = 0.129$. Findings for the three other scales are similar. The Crime-Pics II findings for the mentored and comparison group young people who had not offended were likewise very similar to each other.

In sum, these findings produce no evidence of any substantial effect of mentoring on the young people's attitudes to crime.

4.17 Mentees' views of mentoring

As Table 4.18 shows, the mentored young people said they were on the project due to offending, problem behaviour and educational issues. A small number reported other reasons, including problems at home and the need for someone to talk to and to trust.

Table 4.18: Why is the young person involved with the mentoring project?

Reason for attending project	% cases
Offending	26
Behaviour	25
Academic help & support	18
Not accessing education	15
Bored and for new activities	12
Other school issues e.g. bullied, truanting	10
For someone to talk to and trust	7
Anger	7
Excluded or at risk of exclusion	3
Don't know	3
Problems at home	2

Percentages will not add up to 100% because respondents can give more than one reason

Of the young people, 89% said that it was their choice to embark on the mentoring scheme and 11% (nine young people) felt that it had not really been their choice.

At baseline, 81% of mentees hoped that mentoring could help stop them from getting into trouble, 76% to help them find new activities, 68% to help them through a tough time, and 54% with maths or reading (77% within numeracy and literacy projects, 24% in BME projects). Other common reasons were improving relationships and making improvements in education or training. Of mentees, 33% hoped that mentoring would help them to get into some sort of training.

Table 4.19: Top ten ways in which the young people thought mentoring could help them

	Mentoring could help me to… (baseline)	Mentoring helped me to… (follow-up)
	% cases	% cases
Get into less trouble	81	77
Find new activities	76	56
Get through a tough time	68	64
With maths or reading	54	61
With getting on with people my own age	51	61
With finding employment (age 15+)	43	13
Improve family relationships	41	46
With using a computer	38	44
Do better in school (for those in school)	38	36
With getting back into school	35	41

Percentages will not add up to 100% because respondents can give more than one reason

All the young people, except one, had finished meeting with their mentor, or knew that this would stop within a month, when the follow-up interview was carried out. One mentee did not know. Of mentees, 66% had met with their mentor once or twice a week, 21% most days, 8% two to three times a month, and two young people (3%) met less than once a month; 75% said their meetings lasted between half an hour and two hours, while 15% had meetings lasting between 2 and 3 hours. In 3% of cases, meetings lasted longer than three hours; in 2%, they varied greatly in length, and in 5%, the mentee was uncertain.

Of the mentees, 19% did not have the same mentor the whole time (excluding group mentoring); nine individuals had two mentors, two had three mentors, and one had four mentors. Of the young people, 37% said their mentor had failed to show up for a meeting at least once and 57% said they had missed at least one meeting. Almost all (92%) thought that they were well matched, and 92% claimed to like their mentor 'a lot' (5% 'a little'). Only two mentees did not like their mentor.

At the follow-up, most (73%) thought mentoring had been 'very useful', 18% 'a little useful', 7% 'not sure/don't know', and 3% (two mentees) 'not useful'. Most (80%) would have liked mentoring to continue for longer because they were enjoying it or it was helping them in some way.

> *I loved going out with her and stuff. I wish I could keep doing it.*

> *He spoke to me, how he wanted to be talked back to.*

> *We get on really well, and I can talk to her about anything.*

As Table 4.19 shows, 77% of the young people thought mentoring had helped them to stop getting into trouble, 64% 'to get through a tough time', 61% with maths and reading and 61% with relationships. Table 4.19 suggests that fewer mentees over 15 years of age now thought that mentoring would help them with employment, but the number in this age group is too small for confidence in this finding. At the end of the follow-up interview, we asked whether they thought mentoring had improved their future prospects and just over half (56%) thought that this was the case.

4.18 Summary of the Depth Study findings

The Maryland Scientific Methods Scale (Farrington et al, 2002; Friendship et al, 2005) provides a means of judging the methodological strengths of different types of study. Considered against this scale, the matched-group method used by this study is, in principle, scientifically robust and exceeded in rigour only by randomised controlled trial methods. In practice, however, the high rates of attrition between baseline and follow-up assessments that occurred in this study, and consequently diminished sample sizes and sample matching, detract from its rigour. Attrition of this sort is common among studies of young people who offend or are at risk of doing so (Hurry and Moriarty, 2003; Shiner et al, 2004). As a result, evaluations face the dilemma of either using scientifically robust methods and achieving inadequate samples, or using less robust methods (such as those used in the Database Study) and enhancing their samples. The high variability between projects found here – some showed zero attrition and others up to 100% – suggests that project commitment to the study is one underlying factor which it might be possible to improve in future.

Although the sample attrition needs to be considered in interpreting this study's findings, the rate was similar in mentored and comparison groups, so that it should not have biased these in relation to each other. The analysis reported in Appendix C does not show major differences in the characteristics of the young people who dropped out of the mentored or comparison groups, although it is not possible to be sure that this was the case. The attrition did result in smaller-than-planned sample sizes, and it is noteworthy that some analyses showed differences in favour of the mentored young people, which might be statistically significant in a larger sample. However, the overall design of this evaluation involves synthesising findings across different study methods, rather than relying on one approach. This study was planned to complement the Database Study rather than to stand alone. The findings are therefore best interpreted alongside those from the Database and Reconviction Study.

As in previous studies of mentoring (Shiner et al, 2004; St James-Roberts and Singh, 2001; Tarling et al, 2004), the mentees included here were overwhelmingly positive about their mentors. They trusted them, formed strong relationships with them, and thought that the mentors helped them. In some areas, this support was associated with improvements in the mentees, which was not apparent in the non-mentored comparison group. These positive findings were seen most clearly in measures of reintegration into education and community involvement. As in the Database Study, mentees tended to reduce their truanting and exclusion and to increase their attendance at school and college and their participation in community activities. The consistency of these findings between the studies lends them weight. The comparison group of young people assessed here showed increased social exclusion and reduced educational involvement between the baseline and follow-up assessments, indicating that having a mentor helped to prevent this decline.

Also in keeping with the database findings, drug and alcohol use problems characterised only a minority of mentees and mentoring did not make any difference to these cases.

There are three areas where the findings here did not support those from the Database Study, and it is noteworthy that two of these involved more formal methods of measurement: namely the Basic Skills Agency (BSA) tests in the case of literacy and numeracy, and the judgements of independent professionals in the case of the Strengths and Difficulties Questionnaire (SDQ) measures of emotional and behavioural problems. Neither of these assessments provided evidence of substantial improvements in either the mentored or comparison group of young people, while any improvement in the mentored group was matched in the comparison group. On the face of it, these findings seem to be at odds with the Database Study finding that mentees improved substantially in literacy and numeracy. However, there are several possible explanations of this inconsistency, including the possibility that the assessments used here are insensitive to the sorts of improvements made. It may well be that most improvements in literacy and numeracy made by mentees are of a type which are not detected effectively by the formal tests used here. For example, improvements in ability to prepare a CV, add up a bill, or use a computer programme, are of this kind. If so, these are important skills for young people to possess if they are to lead independent social lives, but it is questionable whether they will prove substantial enough to make a lasting difference, particularly if they are not supported. With regard to the sorts of improvement in literacy or numeracy measured by formal tests, the findings from this study did not produce any evidence that young people who received mentoring improved any more than the comparison group, who did not receive mentoring.

National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004

In keeping with such doubts, this study's findings for offending also fail to support the offending results from the Database Study. Crime-Pics II, a standardised assessment of attitudes to crime, provided no evidence that mentees changed their attitudes between baseline and follow-up assessments, or that they held different views from their non-mentored peers. The number of young people who reported committing each type of offence decreased modestly in both groups, but not more in the mentored than the comparison group. The number of mentored young people who reported not offending at all in the last three months did increase from 18 to 23 between baseline and follow-up assessments, while the number decreased from 26 to 22 in the non-mentored comparison group. This suggests that mentoring might have played a modest part in helping to reduce the number of young people involved in reoffending, but it applied only in a small number of cases and was not a statistically significant finding. This issue will be revisited using the larger numbers in the Reconviction Study.

In summary, this study has supported the Database Study finding that mentor programmes help young offenders and those at risk of offending to reintegrate into education, training and the community. However, the inclusion of a comparison group and the use of more rigorous methods have brought into question whether mentoring enables the targeted groups of young people to make substantial improvements in literacy, numeracy, behaviour and offending.

Part 5: The reconviction/reoffending study

5.1 Aims and methods

Each method of measuring youth offending has particular strengths and weaknesses. Self-report measures, used in the Depth Study in this evaluation and, for example, by the MORI *Youth Survey* (MORI, 2004), can identify criminal activity not detected by the police. However, such approaches rely on young people's reports, which may be unreliable and expensive, depend on restricted sample sizes, and inflate the amount of offending, since relatively trivial acts, such as minor pilfering or vandalism, may be included. Measures based on police records under-record actual criminal behaviour and are partly the result of decisions by criminal justice practitioners, which may vary between localities and change over time. They have the advantage of low cost, since the information is already being collected for police purposes, and provide large, broadly representative sample sizes. These advantages have led to the widespread use of reconviction studies as a means of measuring offending. Strictly speaking, the word 'reconviction' denotes cases followed up after a court conviction to identify repeat convictions and measure changes in rates – for instance, to detect whether crime decreases following a government initiative. Because of changes in legislation, about 50% of young people detected by police as offenders are now dealt with by pre-court charges or dispositions, such as Reprimands and Final Warnings (Home Office, 2005; Youth Justice Board, 2005). Because these offences are included in police records and the Home Office Police National Computer (HOPNC) system which processes the police data, offending and reoffending, as well as court convictions, can be used to measure criminal activity and this is what the Home Office now recommends (Home Office, 2005). The HOPNC system contains records for offenders of ten years of age and older, since younger children are not legally responsible for crime. Since the present study includes young people who are ten years of age, some of whom are at risk of offending, not all cases will be included if reoffending alone is assessed. Consequently, we have examined offending, as well as reoffending, data.

With the collaboration of the Reconviction Analysis Section of the Home Office where HOPNC is being developed, the aim of this study was to assess the rates of offending and reoffending in four groups of young people:

- mentees included in the Database Study

- young people referred to the mentor projects who were not assigned to a mentor

- mentees included in the Depth Study, as well as in the Database Study

- comparison group non-mentored young people included in the Depth Study.

We were aware at the outset that there could be a delay between the date of offences and the registration of these offences on the HOPNC database. Following consultation, we expected that most cases of offending would reach the HOPNC system within three months, so that we collected the offending data in December 2004 in order to assess offending up to September 2004, the point at which we collected the final database information. In keeping with this, an internal evaluation recently undertaken by the Association of Chief Police Officers (ACPO, 2003) concluded that the delay between arrest or summons and the arrival of information at HOPNC is no more than nine days in 90% of offence cases.

It was also necessary to choose the period during which offending would be assessed. Most studies report rates of offending over 12 months, since this is long enough to provide reliable data (Home Office, 2005; MORI, 2004). For mentored cases, we assessed offending during the 12 months before the date of matching with the mentor, (the 'key' date) as the "baseline" measure of offending. Offending during the 12 months following this date provided the 'follow-up' measure of offending. Since the average length of mentor programmes was five months, differences in offending in the follow-up 12 months, relative to the baseline 12 months, would identify changes that took place during or in the first few months following, mentoring. For non-mentored cases, the date they were referred to the mentor projects (or when we interviewed them at baseline for comparison group cases) was set as the key date. Offending which took place in the 12 months before the key date was included in the baseline offending measure; offending in the 12 months after the key date provided the follow-up measure. The critical question is whether rates of offending decrease, or increase less, in mentored cases between baseline and follow-up periods, compared with non-mentored young people.

To collect offending data, key information on all the young people in the above groups was sent in one EXCEL file to the Reconviction Analysis Section of the Home Office:

- date of birth of the young person

- full name of young person (first name, surname and any others)

- sex of young person.

In addition, data were also sent (where possible) on the young person's address, and any information the study had about offending for the young people.

As Table 5.1 shows, this file contained 4,941 cases. For analysis purposes, the mentored cases were sub-divided into those in the Database Study only, and those who were interviewed as part of the Depth Study at baseline. The remaining cases comprised the non-mentored Referred Youths, and the comparison group in the Depth Study.

Table 5.1: Cases sent to the Home Office, as divided by analysis groups

Type of case	Total number sent to Home Office
Mentored database cases	2,856
Mentored interviewed cases	137
Referred Youths	1,843
Non-mentored interviewed youths	105
Total N	4,941

The file was put through the HOPNC name-matching process to match the data with records on the system. This process used the surname, first and second forenames, date of birth and sex variables to make a match. There were several further stages in the matching process before the final HOPNC file was arrived at that was suitable for analysis (Appendix E contains further details about matching data to the HOPNC system).

5.2 Results

The final file sent back to us by HOPNC contained data for 2,898 (59%) of the 4941 cases sent. Table 5.2 shows the proportion of cases in each of these groups, at the final stage of the matching process, to have at least one offending record versus no HOPNC record.

Table 5.2: Number of cases in each group with, and without, an offending record

Type of case	Total number sent to HO	Number and % with offending information	Number and % with no offending information
Mentored database cases	2,856	1,676 (59%)	1,180 (41%)
Mentored interviewed cases	137	76 (55%)	61 (45%)
Referred Youths	1,843	1,111 (60%)	732 (40%)
Non-mentored interviewed cases	105	35 (33%)	70 (67%)
Total N	4,941	2,898 (59%)	2,043

Each group would be expected to contain cases that had a HOPNC record and cases that did not. In theory, this difference would mean that those with a record have an offending history (ranging from one offence to many), while those without a record are 'at risk' of offending, but are unknown to the police or have not yet been caught offending. However, it is likely that, in an unknown number of cases, no records were returned because the matching process failed (see Appendix E). Different spellings of names, changes of names, and variations in recording date of birth could all lead to a failure to match cases, even if they were present in the HOPNC database. This limitation is common to all studies of offending using the HOPNC and similar systems, and it needs to be borne in mind that the HOPNC system itself is still under development. It is assumed that the proportion of misclassified cases is the same in each group (Appendix E has more information on data omissions).

Based on this assumption, the figures in Table 5.2 show that the proportions of cases with no offending information in the two largest groups – 41% of database cases and 40% of non-mentored Referred Youths – were very similar. This indicates that mentoring did not stop young people who had not offended from doing so. Rather, about 40% of young people in both mentored and referred non-mentored groups remained at risk of offending, but never did so. This figure is probably inflated by cases where successful matching was not accomplished by the HOPNC system, but this should have occurred equally in both groups. For present purposes, the actual rate is less important than the finding that the groups did not differ in the rate of continuous non-offending. The rate for the non-mentored interviewed youths (67%) is very high, but the small numbers in this group make this figure unreliable.

5.3 Offending rates over time

Before examining changes in offending in each group, the distribution of the overall HOPNC offending data over time was examined as shown in Figure 5.1.

Figure 5.1: Offending per three months in the cases identified by HOPNC

Mean = -475
Std. Dev. = 538
N = 25,281

National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004
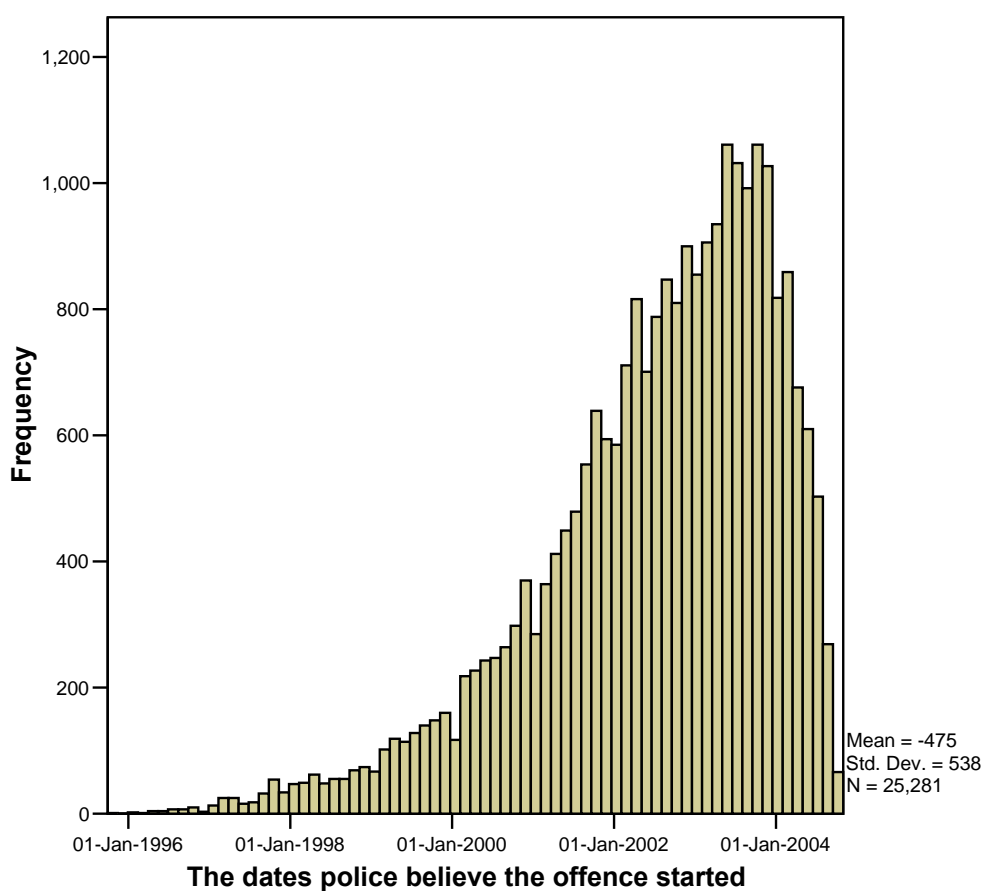
This graph shows the number of offences per three months for the young people with HOPNC data, using the offence date logged by the police, which is the date it took place or started if it lasted more than one day. The key date for most cases included in this study was in 2002 or 2003, so that the steep slope at the left hand side of the graph, showing low offence rates in these young people prior to 2002 and then a sharp increase, is to be expected. This reflects the positive relationship between age and offending – the older young people are, the more opportunity they have had to commit offences, while young people less than ten years of age – which some would be a year before the key date – are not registered in the HOPNC system. However, at the other end of the graph, there is a steep drop-off in rates of offending that is not apparently caused by age or a true reduction of offending.

We cannot be sure what has caused this drop-off. It is possible that part of it is due to a reduction in offending due to societal trends or initiatives by the YJB and others, but it seems most unlikely that these would produce such a dramatic decline. Arguably the most likely explanation is that it reflects the lag between a crime occurring and the detection of the offender by police. If so, the Association of Chief Police Officers (ACPO, 2003) may be correct in saying that the delay between police recording a crime and its appearance in the Police National Computer is short, but this does not take account of the delay between the crime and charging the felon. Since we collected the HOPNC data in December 2004, the steep tail-off in offences after June 2004 implies that there is a lag of about six months between offences being committed and documented adequately in HOPNC records at any time.

To the best of our knowledge, this lag in HOPNC data has not been acknowledged before, whereas the need to allow for it is common to all HOPNC-based studies of interventions with a follow-up period of six months or less. We have examined the possibility of mitigating its effect, by reducing the period of offending sampled in this study to six months from the key date, but this did not allow offending to be measured reliably. Consequently, the implication for present purposes is that only cases with a key date up to June 2003 can be included in the reconviction study. A further follow-up would allow cases with a key date beyond June 2003 to be assessed, but this is outside the timescale of this evaluation.

Table 5.3 below shows the number of cases in each group eligible for the Reconviction Study once this constraint is taken into account. The mentored database and referred non-mentored group both retain substantial numbers of cases and there is no reason to assume that attrition has occurred differently in these two groups. The Depth Study mentored group included only 26 cases, which is too few for a reliable analysis. Comparison group cases were only recruited after a mentored case was taken into the Depth Study, so that there were even fewer cases available in this group. Consequently, the analysis of offending and reoffending was confined to comparing the mentored database with the referred, but not mentored, groups of cases.

Table 5.3: Number of cases in each analysis group with offence data in the year after key date

Group	Number of cases
Mentored database cases	658
Mentored interviewed cases	26
Referred Youths	558
Total	**1,242**

5.4 Rates of Offending during the baseline and follow-up periods

Table 5.4: Numbers of young people in each group who offended during each 12-month period

	Mentored database group (n = 658)	Referred non-mentored group (n = 558)
% committing one or more offences in baseline year	80%	82%
% committing one or more offences in follow-up year	54%	55%

Table 5.4 summarises the rates of offending in each group during each 12-month period. Both groups show a substantial decline, while the offending rates in each group in each period are very similar: approximately 80% in the baseline and 55% in the follow-up period.

To examine whether offending rates declined more where mentees were in long mentor programmes, we compared the rates where programmes lasted five months or less with those lasting more than five months, and more than ten months. The resulting groups are smaller than is desirable: 249 mentees in the HOPNC database had programmes lasting more than five months and just 118 mentees had programmes of ten months or longer. In the year before mentoring, rates of offending were 79% among mentees in programme lasting five months or less, 82% in programmes lasting five months or longer, and 76% where programmes lasted ten months or longer. In the year after mentoring started the respective offending rates were 56%, 50% and 52% with no difference between the groups either before or after mentoring started. These analyses need to be repeated at a later date to increase sample sizes and the length of follow-up, but they do not support the expectation that offending rates will reduce most where mentees participate in longer mentor programmes.

In summary, rates of offending in mentored and non-mentored young people declined during the follow-up year. For present purposes, however, the critical finding is that the offending rates did not differ between mentored and non-mentored cases in either of these periods.

5.5 Number and severity of offences in the baseline and follow-up periods

Analyses in this section focus on the average number of offences per young person and the average severity of offending, allowing us to examine any changes in these indices. In addition, the HOPNC data were analysed to provide some descriptive information about the offences, such as age at first offence, gender and mean age of the young people in each of the groups. Appendix E contains more information about the computation of the variables used for measuring offending in the HOPNC file.

The number of offences has a skewed distribution, with the majority of young people in each group having between zero and six offences per person: 73% had between zero and six before the key date (the mean is 3.08, and the highest number of offences was 59), and 80% had between zero and six after the key date (the mean was 2.53 and the highest number of offences was 57).

Table 5.5: Mean number of offences before and after key date

Group	Mean number of offences in the baseline year	Mean number of offences in the follow-up year
Mentored database cases	3.02	2.41
Referred non-mentored cases	3.15	2.70
Total	**3.08**	**2.53**

Although the figures suggest a reduction in each of the groups, the differences in mean number of offences between the groups in the year before and after the key date are not statistically significant or near to being so.

These results are also similar when comparing the severity of offences, as shown in table 5.6. (The severity index is based on YJB scoring methods; see Appendix E for details)

Table 5.6: Mean severity scoring before and after key date

Group	Mean severity scoring in the baseline year	Mean severity scoring in the follow-up year
Mentored database cases	4.40	4.23
Referred non-mentored cases	4.34	4.46
Total	**4.37**	**4.34**

These findings, too, show no difference between the groups. Correlation analyses were performed on the mean number of offences and the severity of offences in the year before and after the key date. Age of the young person at the referral stage was also considered. As one might expect, the mean number of offences in the baseline year was significantly related to the mean number of offences in the follow-up year ($r=0.462$, $P=0.001$). Age was significantly related to the mean number of offences in the baseline year, such that young people in the older age-range committed more offences ($r=0.182$, $P=0.001$). However, severity of offences in the baseline year was not significantly related to severity of offences in the follow-up year ($r=0.069$, $P=0.100$), and age was not significantly related to the mean number of offences in the follow-up year ($r=0.023$, $P=0.424$).

Table 5.7 also looks at changes in offending, but shows the changes depending on the number of offences during the baseline year. The positive and the negative changes in the table are the most interesting. In the case of the positive change, they show the proportion of young people who began with one or more offences in the baseline year, and had no offences in the follow-up year. If this happened more often among mentored than other young people, this would indicate that mentoring lowered offending. However, the results show that the proportion of non-mentored Referred Youths with reduced offending is similar to the proportion among mentored young people, and the differences between the groups are not statistically significant.

Table 5.7: Change in offending relative to the baseline rate

	% Mentored database cases	% Referred non-mentored cases	Total number of youths
Positive change: Moving from a mean of 1+ offences in the baseline year to 0 offences in the follow-up year	35	34	432
No offending, no change: Moving from a mean of 0 offences in the baseline year to 0 offences in the follow-up year	11	10	134
Offending, no change: Having a mean of 1+ offences in the baseline year and follow-up year	44	48	570
Negative change: Moving from 0 offences in baseline year to a mean of 1+ offences in the follow-up year	9	8	106
Total %	**100**	**100**	**1,242**

5.6 Summary of the reconviction study findings

This study's findings are limited by the characteristics of the HOPNC system, which was still under development when this study was carried out. It is also important to keep in mind that the results refer only to crimes detected and reported by the police. The finding here that there is a lag of about six months between offences being committed and documented adequately in HOPNC records does not raise major obstacles for many purposes. However, studies seeking to examine changes in offending after an intervention or particular date will need to allow for it. The time constraints of this evaluation reduced the number of cases available to us and prevented us from examining offending in the Depth Study cases. This limitation could be overcome by a further analysis towards the end of 2005. Indeed, a further follow-up is desirable in any case, since it will provide a clearer long-term account of what happens to mentored young people after they finish their mentor programme.

As they stand, the findings examined here provide no evidence that the rate of offending or reoffending in the target group of young people is reduced by mentoring. Nor is there evidence of a reduction in the severity of offending. Because the rate of attrition was similar in the compared groups of mentored and non-mentored cases, while the final sample sizes were adequate in both of them, these conclusions appear robust.

An intriguing finding, but more difficult to interpret, is that rates of offending declined between the baseline 12 months and follow-up 12 months in both groups examined. The decline, such that around 80% of the target young people committed offences in the baseline year, and 55% in the follow-up year, was substantial. Because the dates in each case are individual to each young person, it is not possible to identify the dates of the two periods precisely, but they correspond broadly to the period before and after June 2003. It is only possible to speculate, but it may be that other initiatives introduced by the YJB, or other organisations, have contributed to this decline in offending. Equally, it is possible that the rate in the baseline period was unrepresentatively high. Arguably, rates of offending in the preceding 12 months are inflated in studies such as this one, since otherwise the young people would not have come to the study's attention. For this reason, the comparison of rates between groups probably gives a more reliable index of the impact of an intervention than is provided by changes in the rate figures.

The decline in offending among mentored young people found in this study supports the finding of a reduction in the Database Study. The resulting offending rates – 55% here and 26% in the Database Study, are substantially different, presumably due to the missing information in the Database Study. In any case, the addition of a comparison group here makes clear that this reduction was not specific to mentored young people or directly attributable to mentoring. Whether mentoring made any contribution will be reconsidered in discussing the overall evaluation findings below.

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

Part 6 The costs of mentor programmes and projects

6.1 Aims and methods

This study faced two main methodological challenges. First, many projects were supported by other organisations as well as by YJB funding – indeed, the YJB encouraged projects to seek matched funding. Consequently, the cost to the YJB might under-represent the true cost of running the projects. However, we did not have access to information about other costs, while projects linked with other schemes could potentially produce additional benefits, which were also not known. Consequently, we have used the amounts of money provided to projects by the YJB to calculate project costs.

Second, formal cost-effectiveness and cost-benefit analyses depend on quantifiable measures of outcomes (Dhiri et al, 1999). The overall findings so far provide little evidence that the main targeted outcome – reduced rates of offending – has been achieved by mentoring. There is compelling evidence that the projects did produce gains in educational reintegration and community involvement that may have benefits in reduced offending, but this is not known at this stage.

Although these constraints are important, the basic idea underlying cost-effectiveness analysis is that of value for money. It is possible to provide figures for the costs of the mentor projects and programmes evaluated here and these can be found below. These figures can also be considered in relation to the cost of offending and of other intervention schemes.

Because mentors are volunteers, most costs are due to the salaries of mentor project staff and to the projects' running costs, including the costs of premises. In interpreting the figures, it is important to keep in mind that they include the cost of setting up the mentor projects. This takes several months, during which time no programmes are being delivered, while this counts disproportionately against projects evaluated over a relatively short period, as is the case here.

6.2 Results

The total cost of this mentor scheme to the YJB was expected to be £11.7 million. The actual cost, that is, the amounts spent by the projects, will not be known until September 2005. For each project, two figures were available to us from YJB records: the amount awarded and which the project was expected to spend up to completion ('Amount Awarded'), and the amount each project had actually spent up to about September 2004 ('Amount Spent 2004'). To provide as representative an estimate as possible, we have considered both figures for each project. To obtain a unit cost, we have then divided each of these figures by the number of programmes set up, and the number delivered, by each project. A 'set-up' programme is one where a mentee or mentor have been matched by the project, whereas 'delivered' programmes are those involving two or more meetings between them (see section 3.21 for details). Although the main interest is in delivered programmes, setting them up involves cost, while projects with a large number set up but not delivered are likely to be inefficient. Table 6.1 shows the average cost of programmes within BME and LN project types using both Amount Awarded and Amount Spent 2004 as denominators.

Table 6.1: The average (standard deviation) cost per mentor programme delivered by BME/DB and LN projects

	Amount awarded[*] Cost per set-up programme	Amount spent 2004[**] Cost per set-up programme	Amount awarded[*] Cost per delivered programme	Amount spent 2004[**] Cost per delivered programme
BME/ DB projects	£9,935 (£8,440)	£7,453 (£6,199)	£26,107 (£47,272)	£20,480 (£39,176)
LN projects	£4,113 (£3,955)	£3,516 (£2,693)	£6,795 (£12,676)	£6,364 (£11,961)
Overall	**£6,369** **(£6,686)**	**£5,042** **(£4,767)**	**£14,373** **(£32,347)**	**£11,903** **(£26,919)**

*Based on amount of money awarded to the project by the YJB.
**Based on the amount spent by the project up to 2004.

As would be expected, the costs of programmes based on project costs up to 2004 are somewhat less than the costs awarded to the projects by the YJB, but otherwise the findings are not much affected by which of these denominators is used to calculate costs. For simplicity, we will base our evaluation below on the amounts awarded, on the assumption that these figures probably represent the final costs more accurately.

As Table 6.1 shows, the average cost of setting up programmes by BME/DB projects was more than twice that of LN projects, while the average cost of delivering BME/DB programmes was more than three times as much: £26,107 compared with £6,795. These differences are highly significant statistically. To account for this difference and explore the role of other factors, analyses were run to compare projects based on YOT premises with others, and to examine the relationships between project costs, staffing and programme delivery.

Whether or not projects were based on YOT premises proved to be the most important single factor and accounted for much, but not all, of the difference between BME/DB and LN projects. Just five of the 31 BME/DB projects were YOT-based, compared with 21 of 49 LN projects. Where BME/DB projects were on YOT premises, the average cost of their programmes was £9,443, compared with £29,312 when BME/DB projects were not on YOT premises. For LN projects on YOT premises, the average programme cost was £4,941, compared with £8,237 where LN projects were not on YOT premises. These differences are all statistically significant. YOT-based projects tended to deliver more programmes (33.27 on average, compared with 22.26 for non-YOT projects, $p = 0.052$), but did not deliver programmes significantly more cheaply, due, at least partly, to the huge variability in costs of non-YOT projects: the average/standard deviation cost of YOT-based project programmes overall was £5,806/ £4,701, compared to £18,575/ £38,785 for programmes delivered by non-YOT projects ($p = 0.100$).

Other factors contributed to project costs, but not to the difference between BME/DB and LN projects. As would be expected, project costs were higher in projects with more staff ($r = 0.300$, $p = 0.012$). More expensive projects delivered more programmes overall ($r = 0.238$, $p = 0.035$), as well as more programmes lasting ten months or longer ($r = 0.227$, $p = 0.043$).

Six BME/DB and seven LN projects met all our criteria for successful programme delivery and outcomes, and were examined separately to assess their costs. As with the projects, overall, the six BME/DB projects were more expensive than the LN projects, both in total costs and in cost per programme. For example, the average cost per programme for these six BME/DB projects was £8,634, compared with £2,959 for the LN projects. Three of the seven LN projects were based on YOT premises, and two others had formal links with YOTs, so that shared accommodation and the integration of staff and services may have contributed to their lower costs. Otherwise, the seven projects had little in common. One LN project deliberately ran programmes lasting three months, one programmes lasting up to six months, and five targeted 6–12 months. In four cases, the mentor delivered literacy and numeracy tuition, while three employed a tutor for this purpose. The seven LN projects were located all over England and Wales.

The Audit Commission (2004) estimates that a typical young offender costs £184,000 solely in terms of court appearances and custody, while the costs and inconvenience to the community are in addition to this. If just one in ten young offenders could be prevented from reoffending, the saving would be in the order of £100 million per year (Audit Commission, 2004). Against this background, the above cost of an average LN mentor programme of £7,000 could be a good investment, insofar as the projects are effective with even a small minority of young offenders. However, another way to approach this issue is to consider the cost of alternative intervention schemes. The appeal of mentoring lies partly in the potential low cost that should result from the use of community volunteers, so that if other interventions produce equivalent benefits at lower cost, it becomes more difficult to champion mentoring. In their evaluation of YJB education, training and employment (ETE) schemes, Hurry and Moriarty (2003) found that such schemes produced benefits, such as reintegration into education, very similar to those found for mentoring here. The ETE schemes served a predominantly White group of rather older young people and there are other differences between the projects examined in the two evaluations, which need to be taken into account, but they do not obviously favour the schemes evaluated by Hurry and Moriarty. In contrast, the cost per

programme of the ETE schemes they evaluated was just £2,320 per young person, about a third of the cost of the LN mentor programmes as a whole evaluated here. As noted above, only the most cost-effective LN projects achieved a cost in the order of between £2,000 and £3,000 per programme. In the light of these findings, it is difficult to maintain the view that mentor schemes are cost-effective because they involve community volunteers. Rather than recommending mentoring as a whole, it may be more useful to identify the aspects of mentoring which have proved to be valuable, and to consider how these can be combined with the positive features of alternative provisions.

Part 7 Discussion and recommendations

Recent studies have confirmed how difficult it is to engage young offenders in intervention programmes (Hurry and Moriarty, 2003; Shiner et al, 2004). This applies to interventions other than mentoring, but was an important consideration here. For this reason, and because the 80 different mentor programmes included in this scheme varied greatly, we have examined the resulting data in two different ways. First, we have provided overall summary figures, which represent the projects and the two main sub-types (BME projects, targeting Black and minority ethnic groups; LN projects, targeting young people with literacy and numeracy difficulties) as a whole. Second, taking account of the diversity between the projects, we have tried to identify the features of the most successful projects, in order to provide examples of best practice. Rather than being a panacea, mentoring was more likely to help some young people some of the time, so that it was important to understand what appeared to work best, with which groups, in which ways, and at what cost.

The main study reported here used a standard, computer database, which enabled the projects to keep their everyday records and provided much of the information needed for the evaluation in a uniform way. The combination of this with the Depth Study, which assessed a sub-group of mentored young people directly, has provided compelling evidence that the mentor projects were successful in achieving several of their goals. First, as intended by the YJB, a large number of volunteers were recruited and involved in a community intervention scheme. Second, the projects recruited their different target, BME or LN, groups of young people and partnered them with mentors, many of whom were from matching backgrounds. Third, the projects supported their volunteer mentors in delivering mentor programmes comprising, on average, eight meetings between mentor and mentee. Fourth, a substantial number of the mentored young people re-engaged in education, training, or employment, became more involved in community activities (and, hence, less socially isolated), and improved in family relationships. As intended, LN and BME projects differed in the extent of improvements in specific areas, but both were successful in reintegrating their mentees into education, training and the community. These findings provide a testimony to the hard work and commitment of the volunteer mentors and mentor projects involved.

These overall findings were even more pronounced when the variations between projects were allowed for. Projects based at YOTs, and which were characterised by indices of high-project integrity, such as supervising a high proportion of mentors, were more successful in measures of mentee improvement than other projects. Similarly, programmes that lasted ten months or longer were most successful, both in rates of completion and improved outcomes. Mentee characteristics also influenced outcomes, such that younger mentees or those at risk of offending but with no offending history made most progress. Where mentor and mentee were not matched on gender, mentees were less likely to complete a mentor programme. Female mentors and White (rather than BME) mentors did best in improving mentee literacy in both sexes, while BME mentors were more likely to have mentees who completed community orders and improved in family relationships.

As well as educational and community involvement, the mentor programmes were intended to reduce rates of offending and reoffending among the mentored young people. In addition to project database records, this issue was examined using self-report data from the mentored young people and a comparison, non-mentored group, and by analysing offending data provided by the Home Office Police National Computer (HOPNC) system. The findings in this area were more inconsistent. The rates of offending in the period before mentoring measured by the Depth and Reconviction Studies – 87% and 81% respectively – were broadly similar to the 69% rate in the Database Study. In contrast, the rate in the year after mentoring started – 77% in the Depth Study using self-reports, and between 50% and 55% in the Reconviction Study based on police records, were both much higher than the rate of 26% found in the Database Study. Although the reason for this difference in rates after mentoring began is uncertain, a limitation of the Database Study was that offending information was unknown or missing for 27% of mentees, while few projects had direct access to YOT records. Most of the offending data collected by projects after mentor programmes began were obtained from the reports of young people to their mentors or project staff. As a result, offending might not always be accurately known, perhaps because mentees were reluctant to report offending to mentors during their mentor programmes.

 Whether or not this is the true explanation for the different rates, both the Reconviction and Depth Studies showed that offending rates among similar, but non-mentored, young people were essentially the same as among mentees both before and after mentoring. Offending rates declined in both groups, rather than particularly among mentored young people. In consequence, the evaluation studies as a whole provide no clear evidence that mentoring produced a true reduction in offending. It needs to be kept in mind that these findings require a follow-up, to include larger numbers of mentored cases and identify any carry-forward effects. With this proviso, the findings here mirror other evaluations of mentor and community education and training schemes in finding that such interventions have little impact on offending (Hurry and Moriarty, 2003; Shiner et al, 2004; Tarling et al, 2004).

In view of these findings about the benefits and limitations of mentoring, can mentor programmes be recommended as an intervention for young offenders or children who are at risk of offending? Three main findings bear on this issue. First, many of the targeted young people declined to participate in mentor programmes, while around 50% of programmes in the Database Study were terminated earlier than planned and 54% of mentees in the Depth Study could not be followed up, in most cases because of withdrawal from the programme. Although these problems are not specific to mentoring, the befriending nature of mentor programmes does not appear to have lessened them. Second, although mentoring has been found to produce improved involvement in education and the community, and was reported by projects to improve competencies such as literacy and numeracy, it is by no means clear that these improvements are substantial enough to make a significant difference to the mentored young people over the longer term. In particular, attempts to confirm the projects' reports of such improvements using formal assessments in the Depth Study failed to provide demonstrable evidence of changes in literacy, numeracy or behaviour. It seems likely that most improvements detected by projects were modest gains in basic skills, such as acquiring the ability to read a form, write a job application, operate a computer, or manage anger more effectively. Although these are important skills for young people

to possess if they are to lead independent social lives, it is arguable whether they will prove sufficient to make a lasting difference, particularly if they are not supported. Bearing in mind that an average mentor programme contained eight meetings – perhaps 20 hours of contact overall – it would be surprising if the result did 'immunise' these young people permanently against the many difficulties they face.

The third consideration is value for money. Because mentors are community volunteers who do not receive a salary, their potential value lies not just in effectiveness but in cost-effectiveness. In practice, however, the average cost of mentor programmes overall, and particularly of programmes designed for black, minority ethnicity and hard-to-reach groups, proved to be substantially more expensive than alternatives, such as the YJB ETE schemes evaluated by Hurry and Moriarty (2003). These authors found that ETE schemes produced benefits, such as reintegration into education and basic literacy and numeracy skills, very similar to those found for mentoring here. The cost of ETE programmes, around £,2300 per young person, was much less than most mentor programmes and close to being equalled by only a small number of the most cost-effective LN mentor projects. Such projects were characterised by close links with YOTs and other organisations, highlighting the importance of infrastructure and administrative contacts with statutory organisations for project success and cost-effectiveness. In principle, all the mentor projects included in this YJB scheme had connections with statutory and community organisations, but in practice many projects had great difficulty in communicating with YOTs, schools and other agencies, probably because of understandable concerns about confidentiality as well as professional boundaries and the pressure modern statutory services work under. That some mentor projects overcame these barriers is heartening evidence that, at best, mentor projects can deliver programmes at reasonable cost. However, this was the exception rather than the rule.

Taken together, these findings raise doubts about any further deployment of mentor projects as stand-alone interventions for young people who have offended or are at risk of doing so. As noted above, a further follow-up using the HOPNC system is warranted, in order to provide a larger sample and identify any carry-forward effects. However, on the basis of the evidence currently available, mentoring is unlikely to provide a cost-effective means of preventing or tackling youth crime. More positively, lessons have emerged during this evaluation about the kind of services likely to be needed to achieve this goal and about the role of mentor-like provisions within these services. Below, we first summarise these lessons as recommendations for future intervention projects, and then as recommendations for future evaluations of intervention schemes.

7.1 Lessons and recommendations for future intervention projects

Basing programmes on assessment of abilities and needs

This evaluation has added to others documenting the learning and psychological difficulties of children and young people who offend or are at risk of doing so (Anderson et al, 2001). In the present Depth Study, almost half the participants met criteria for clinical levels of hyperactivity, while more than half had emotional and behavioural difficulties of clinical seriousness. As the Audit Commission (2004) has recognised, problems with learning, psychological disability and family support are endemic in this group of young people, while ignoring them is very expensive for society.

It is not realistic to expect mentors, or even mentor projects, to be able to provide the assessments and resulting interventions needed by such young people. Instead, there is a need for integrated expert services, where healthcare staff work alongside social, community, education and youth justice services. Because of the confidential and specialised nature of much of the information involved, it is likely that these services will need to be professionally run.

Taking account of young people's views

The single most important barrier to programme delivery is the unwillingness of the target groups of young people to participate, raising the question of how to increase the appeal of the future programmes and interventions to them. Because many young people in schemes such as this one are disaffected about formal education, it is also perverse to think that they are likely to welcome or benefit from more of the same.

To some extent, these points identify the stumbling block: the programmes are often designed by well-meaning adults for young people who do not see their value. In the early stages of our evaluation, we had hoped to distinguish between young people who chose to take part and those who did so because of a court order, in the expectation that voluntary cases would benefit more. However, it became clear that many cases were not voluntary in any meaningful sense of this word. Instead, with some exceptions, mentees were coping with pressure from their schools, YOTs or other organisations by choosing the least unpleasant option. In effect, the present youth justice system employs a set of sticks and carrots, with schemes like mentoring providing a way of avoiding more unpleasant penalties.

It would be naive to suggest that the solution is to ask the young people what they want, but a step in that direction is clearly called for. Authorities are understandably anxious to avoid the implication that offending is being rewarded, but failing to take account of the wishes of young adults society has chosen not to take into custody is equally short-sighted. Just as statutory provisions for special educational needs already take account of young people's viewpoints (Audit Commission 2002), they need to be consulted here. Schemes that are built upon the goals of young people and reward progress are likely to increase the rate of programme take-up and delivery. By the same token, mentor or other programmes in which boundaries are unclear and non-compliance easy are unlikely to prove effective.

Delivering programmes at a young age

One partial remedy to the problem of engaging young people in intervention programmes, supported by findings here, is to deliver the interventions at a younger age. By the time children grow into teenagers, they are more influenced by peers and less by parents and adults, compared with children of pre-adolescent age (Cole and Cole, 1989). Since many incipient offenders can be identified during the primary-school age period (Scott, 1998), while such children are more amenable to school and adult influence, the rationale for focusing on this earlier age-period is clear. For the YJB, in particular, to focus before the age of criminal responsibility, currently set at ten years of age, raises legislative hurdles. Here, too, however, the way forward is for services to work together, rather than to lose sight of the advantage of targeting a younger age range.

Combining the valuable features of mentoring with those from other interventions

As documented here, mentoring has already evolved from its focus solely on befriending to encompass the goal of delivering basic competencies that enable young people to participate in society. By doing so, it has regained some of its roots, since the original Mentor was a tutor, as well as adviser, to Ulysses' son. Until recently, a second defining feature of mentors has been that they are amateur, community volunteers. However, this too is changing, with the development of college and even university courses in mentoring, with associated qualifications and increasing professionalisation (Greenlaw and St James-Roberts, in press).

Given these changes, what features of mentoring distinguish it from other forms of intervention and are worth preserving? In our view, at least, there are three defining features.

- The relationship between mentor and mentee is unequal, such that a more knowledgeable mentor befriends and supports the development of a young person. While unequal relationships are not specific to mentoring, the deliberate combining of this with a caring, befriending, relationship is a characteristic feature.

- Mentors represent the young person they are supporting and have no direct statutory authority, responsibilities, or powers. At a time when social workers, probation officers, and others involved with young offenders are increasingly taken up with "administrative surveillance and control" (Barry, 2000), mentors are on the young person's side and have his or her interests in mind.

- The third defining feature, which arguably follows from the first two, is the mentee's trust in the mentor. Almost all mentor projects deliberately set out to build a trusting relationship as the first step in the mentor programme, only introducing other targets once this has been achieved. Given the stresses in the family backgrounds of many young people who offend or are at risk of doing so, it is not hard to appreciate why such a relationship should be valued. At least among those willing to engage, this study and others have confirmed that the target groups of young people do trust their mentors.

Elsewhere, we and others have argued the need for a new form of profession which combines these mentor characteristics with other, more knowledge-based skills, such as an understanding of legislation and statutory and local community provisions, and a knowledge of child and adolescent development (Greenlaw and St James-Roberts, in press; Boddy et al, in press). This proposal is based on the profession of a "social pedagogue" which manages to fulfil these requirements in several European countries (Boddy et al, in press). In effect, such a person combines the provision of care and education (with a small 'e') in a way that has so far eluded us in the UK. A briefing paper which describes the pedagogic profession in more detail is available online (Petrie et al, 2005). One potential disadvantage of developing such a profession could be to lose the voluntary, community contribution that mentors currently make. However, the counter argument, supported here, is that youth crime is too important for society to leave to volunteers. More realistically, it is likely that a role for volunteers would continue to exist, in partnership with professionally administered services.

Co-ordination of services over age

Throughout this evaluation, both projects and young people complained about the duplication and confusion among services, so that young people were often targeted by several different voluntary and statutory organisations. Ironically, the dearth of services that used to characterise this area has changed almost to an excess, with the lack of coherence and co-ordination between the provisions now being a major stumbling block. As the findings here demonstrate, services need to be co-ordinated administratively and legally, so that information and planning can be shared. Because of the communication barriers found between community projects and statutory organisations, this too implies a need for formally regulated, professional, services.

A different, but equally important point is that provisions for at-risk young people need to be co-ordinated and to accumulate over time, rather than being delivered in single doses. It is well established that the young people assessed here face multiple risks, with long-term problems usually reflecting an accumulation of risks over time (Anderson et al, 2001; Hayward and Sharp, 2005). It follows that one-off programmes are unlikely to be sufficient to reverse the impact of such risks. Instead, supports need to be provided early wherever possible, but to be maintained and adapted across development until young people are able to function autonomously. This, too, requires co-ordination between services that have traditionally been kept separate.

Recent legislative changes in England and Wales which have resulted in the YJB, Children's Trusts, and the prospect of joined up health, educational and social services (DOH, 2004a; DOH, 2004b; DfES, 2005b), offer a framework within which the kind of services and professionals called for above could operate and thrive. Equally, the creation of child and adolescent mental health services, which bridge the divides between psychologists, psychiatrists and other professionals involved in promoting mental health in young people, is a helpful step in the same direction (DFES, 2005a). Whether the enticing prospect of joined-up services can be turned into reality will become clearer over the next few years.

7.2 Lessons and recommendations for future evaluation studies

In the absence of more rigorous forms of evaluation, such as randomised controlled trials, evaluations such as this one are necessarily constrained in their ability to distinguish causal processes and to provide confident explanations for the phenomena observed. While we have not overcome these constraints, four strategies adopted in the present evaluation have proved effective in obtaining data of a relatively high quality and increasing our confidence in the results obtained. These are as follows:

- the centralisation of evaluation, rather than the use of multiple regional evaluators, and the implementation of evaluation at the projects' outset, rather than adding it on after projects are under way.

- the use of a standard, user-friendly database designed to help projects keep their administrative records and to provide basic information for evaluation purpose (database use by the projects was promoted and supported by regular contacts and trial runs)

- the use of multiple overlapping studies with different methodologies, designed to provide complementary information and lessen the methodological weaknesses of each approach

- the support and strong guidance given to the projects by Crime Concern and the YJB.

In spite of the use of these strategies, data loss did occur, particularly in some projects and in specific areas, such as information about offending and school performance. These were minimised where projects were closely linked with YOTs or schools, adding to the points made above about the importance of integrated services. Otherwise, the single most important remaining obstacle to evaluation proved to be the lack of administrative staff employed by projects to collect routine data. In view of the cost of schemes such as the one examined here, it is in funders' best interest to ensure that budgeting is earmarked for such administrative posts. We recommend that funding bodies should specifically support and require their employment in the future.

Appendix A Details of the logistic regression analyses

Each of the regression models contained one outcome and one predictor (except for length of mentoring and number of mentor: mentee meetings, which were entered simultaneously as predictors in the same models). The predictor variables were entered using the block-entry method (entered simultaneously). The tables presented below show the results for the significant models only. The first two tables (A1 and A2) show more detailed information about the outcome and predictor variables entered into the binary logistic regression models The third table (A3) shows the overall model significance for each of the significant regression models. The remaining table (A4) shows the log odds ratios for each of the significant categories.

Table A1: Outcome measure information – all outcomes

Outcome measure	Categories	Notes
Number of programmes per project that were delivered as intended or terminated early	1 =high (equal to or above overall mean no. per project); 0 =low (below overall mean no.)	Projects were either coded as having a 'high' number of programmes delivered as intended or as having a 'low' number of programmes delivered as intended.
Proportion of programmes resulting in 'Re-entry into education or training'	1 ='high' (average or above overall % of mentees re-entering education); 0 = 'low' (below average % of mentees re-entering education)	Using applicable data only
Proportion of programmes resulting in 'Improved literacy'	1 ='high' (average or above overall % of mentees with improved literacy); 0 = 'low' (below average % of mentees with improved literacy).	Using applicable data only
Proportion of programmes resulting in 'Improved numeracy'	1 ='high' (average or above overall % of mentees with improved numeracy); 0 ='low' (below average % of mentees with improved numeracy).	Using applicable data only
Proportion of programmes resulting in 'Other school improvements'	1 ='high' (average or above overall % of mentees with other school improvements); 0 ='low' (below average % of mentees with other school improvements).	Using applicable data only

Proportion of programmes resulting in 'improved family relationships'	1 ='high' (average or above overall % of mentees with improved family relationships); 0 ='low' (below average % of mentees with improved family relationships)	Using applicable data only
Proportion of programmes resulting in 'improved community involvement'	1 ='high' (average or above overall % of mentees with improved community involvement); 0 = 'low' (below average % of mentees with improved community involvement)	Using applicable data only
Proportion of programmes resulting in 'completing community orders'	1 ='high' (average or above overall % of mentees completing community orders); 0 = 'low' (below average % of mentees completing community orders)	Using applicable data only
Proportion of programmes resulting in 'young person being arrested or charged during the programme'	1 ='high' (average or above overall % of mentees being arrested or charged during the programme); 0 ='low' (below average % of mentees being arrested or charged during the programme)	Using applicable data only

Table A2: Predictor variable information – all predictors

Predictor	Category notes	Reference category in logistic models
Project formulated clear policies	1 = projects met the criterion (of formulating 8 or more policies) 0 = projects failed to meet the criterion	0
Project Steering Group met	1= projects met the criterion (steering group met at least once) 0 = projects failed to meet the criterion	0
Project Supervised criterion number of mentors	1 = projects met the criterion (projects had supervised at least 50% of its mentors) 0 = projects failed to meet the criterion	0

Project delivered programmes to criterion number of BME and LN mentees	1= projects met the criterion (projects had to have delivered programmes to at least 34% of BME mentees (BME projects) or 50% LN mentees (LN/DB projects) 0 = projects failed to meet the criterion	0
Length of programme and number of Mentee: Mentor meetings	Length of mentoring: 1 =2-5 months 2 =5-10 months 3 =10+ months 4 = unknown length	4
	Mentor meetings: 1 =high (8 or more meetings) 0 =low (7 or fewer meetings)	0
Mentee age	1 =10 to 12 years old 2 =13 to 15 years old 3 =16+ years old	0
Number of mentees per project with any previous offences	1 =any previous offences 0 = No previous offences	0
Project is YOT-based or not	1 =project is based within a youth offending team; 0 =project is based elsewhere (not in YOT)	0
LN Project reached target group	1 =LN projects had a high (average or above) number of mentees with literacy and numeracy problems; 0 = LN projects had a low (below average) number of mentees with literacy and numeracy problems	0
BME Project reached target group	1 = BME projects had a high (average or above) number of minority ethnic mentees; 0 = BME projects had a low (below average) number of minority ethnic mentees	0
Number of programmes per project classified as one-to-one, multiple mentoring, and sequential mentoring	1 = one-to-one mentoring 2 =sequential mentoring 3 = multiple mentoring	1
Whether or not Mentee and Mentor were matched on gender	1 =mentee and mentor gender was the same; 0 = mentee and mentor gender was not the same	0
Whether or not Mentee and Mentor were matched on ethnicity	1 =mentee and mentor ethnicity was the same; 0 = mentee and mentor ethnicity was not the same	0

National Evaluation of Youth Justice Board Mentoring Schemes 2001 to 2004

Geographic area (using YJB categories)	1 =East 2 =East Midlands 3 =London 4 =North East 5 =North West 6 =South East 7 =South West 8 =Wales 9 =West midlands 10 =Yorkshire	3

Table A3: Goodness of fit information: significant models only

Model fit information (significant models only)		
Outcome measures	**Predictors**	**Negelkerke R Square**[5]
Proportion of programmes per project delivered as intended or terminated early	▪ Mentee age	0.007
	▪ Number of programmes per project classified as one-to-one, multiple mentoring, and sequential mentoring	0.006
	▪ Whether or not Mentee and Mentor were matched on gender	0.004
Proportion of programmes resulting in 'Re-entry into education or training'	▪ Length of programme and number of Mentee: Mentor meetings	0.071
	▪ Project Supervised criteria number of mentors	0.078
	▪ Mentee age	0.044
	▪ Number of mentees per project with any previous offences	0.013
	▪ Whether or not Mentee and Mentor were matched on gender	0.011

[5] Negelkerke R Square is used in logistic regression models to approximate the % variance explained in linear regression, and is a descriptive measure of goodness of fit. The values for the Negelkerke R Square range from zero to one. In a model where the Negelkerke R Square value is 0.1, this is considered to explain 1% of the variance in the dependent variable.

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

Proportion of programmes resulting in 'Improved literacy'	■ Length of programme and number of Mentee: Mentor meetings	0.138
	■ Mentee age	0.024
	■ Number of mentees per project with any previous offences	0.016
	■ LN Project reached target group	0.197
	■ Whether or not Mentee and Mentor were matched on gender	0.030
	■ Whether or not Mentee and Mentor were matched on ethnicity	0.032
Proportion of programmes resulting in 'Improved numeracy'	■ Length of programme and number of Mentee: Mentor meetings	0.180
	■ Project Supervised criteria number of mentors	0.007
	■ Mentee age	0.034
	■ Number of mentees per project with any previous offences	0.023
	■ Project is YOT-based or not	0.146
Proportion of programmes resulting in 'Other school improvements'	■ Length of programme and number of Mentee: Mentor meetings	0.096
	■ Project Supervised criteria number of mentors	0.082
	■ Number of mentees per project with any previous offences	0.036
	■ Project is YOT-based or not	0.159
	■ Whether or not Mentee and Mentor were matched on gender	0.013

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

Proportion of programmes resulting in 'Improved family relationships'	▪ Length of programme and number of Mentee: Mentor meetings	0.089
	▪ Project Supervised criteria number of mentors	0.072
	▪ Number of mentees per project with any previous offences	0.011
	▪ Project is YOT-based or not	0.146
	▪ Whether or not Mentee and Mentor were matched on gender	0.021
	▪ Whether or not Mentee and Mentor were matched on ethnicity	0.014
Proportion of programmes resulting in 'Improved community involvement'	▪ Project Steering Group met	0.073
	▪ Length of programme and number of Mentee: Mentor meetings	0.101
	▪ Project Supervised criteria number of mentors	0.104
	▪ Mentee age	0.043
	▪ Number of mentees per project with any previous offences	0.033
	▪ Number of programmes per project classified as one-to-one, multiple mentoring, and sequential mentoring	0.032
	▪ Whether or not Mentee and Mentor were matched on gender	0.008
Proportion of programmes resulting in 'Completing community orders'	▪ Number of Mentee: Mentor meetings	0.108
	▪ Project is YOT-based or not	0.164
	▪ LN Project reached target group	0.011
	▪ Number of programmes per project classified as one-to-one, multiple mentoring, and sequential mentoring	0.039
	▪ Whether or not Mentee and Mentor were matched on ethnicity	0.025

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

Proportion of programmes resulting in 'Young person being arrested or charged during the programme'	▪ Length of programme and number of Mentee: Mentor meetings	0.036
	▪ Mentee age	0.031
	▪ Number of mentees per project with any previous offences	0.100
	▪ Number of programmes per project classified as one-to-one, multiple mentoring, and sequential mentoring	0.006
	▪ Whether or not Mentee and Mentor were matched on gender	0.008

Table A4: Log odds information – significant models only

Each table that follows shows the significant log odds information for each predictor.

The outcome measure is shown in the first column.

The Exp(B) column indicates the change in odds resulting from a unit change in the predictor. For instance, in the first table below the Exp(B) of 3.37 tells us the odds of a young person being involved in new community activities increases by over three times within a project where a steering group met at least once.

The C. I. column indicates the confidence interval of the odds ratio. The 95% confidence interval has been reported. In the same example (first odds table below), this means there is a 95% probability the odds ratio lies between 1.05 and 10.87.

Predictor 2: Project Steering Group met at least once

Outcome	Predictor categories	Significance	Exp(B)	C.I.
New community activities	Reported steering group met at least once (1) vs. did not (0)	0.042	3.37	1.05–10.87

Predictor 3: Project Supervised at least 50% of mentors

Outcome	Predictor categories	Significance	Exp(B)	C.I.
New community activities	Supervised high proportion of mentors vs. did not	0.039	5.15	1.09–24.39

Predictor 5: Length of programme

Outcome	Predictor categories	Significance	Exp(B)	C.I.
Re-entering education	2–5 months vs. under 2 months	0.010	1.84	1.16 – 2.93
	5–10 months vs. under 2 months	0.001	2.53	1.49 – 4.29
	10+ months vs. under 2 months	< 0.001	4.28	2.31 – 7.92
Literacy improvements	10+ months vs. under 2 months	< 0.001	4.14	1.99 – 8.59
Numeracy improvements	5–10 months vs. under 2 months	0.010	2.25	1.21 – 4.16
	10+ months vs. under 2 months	< 0.001	5.39	2.53 – 11.48
Other school improvements	10+ months vs. under 2 months	0.019	2.07	1.13 – 3.80
Improvement in family relationships	5–10 months vs. under 2 months	0.034	1.88	1.05 – 3.35
	10+ months vs. under 2 months	0.001	2.83	1.52 – 5.27
New community activities	2–5 months vs. under 2 months	0.013	1.88	1.14 – 3.10
	5–10 months vs. under 2 months	0.022	1.91	1.10 – 3.31
	10+ months vs under 2 months	< 0.001	3.86	2.05 – 7.27
	Invalid/missing dates vs under 2 months	0.018	2.62	1.18 – 5.81
Not arrested on programme	5–10 months vs under 2 months	0.003	2.34	1.33 – 4.14
	10+ months vs under 2 months	0.009	2.480	1.25 – 4.91

Outcome	Predictor categories	Significance	Exp(B)	C.I.
Programme 'delivered fully as intended'	age group 10 to 12 vs age group 16+	0.004	1.56	1.16 – 2.11
Re-entry into education	age group 10 to 12 vs age group 16+	< 0.001	3.36	2.00 – 5.64
	age group 13 to 15 vs age group 16+	< 0.001	1.90	1.41 – 2.57
Literacy improvements	age group 10 to 12 vs age group 16+	0.001	2.42	1.47 – 4.00
	age group 13 to 15 vs age group 16+	0.006	1.61	1.15 – 2.26
Numeracy improvements	age group 10 to 12 vs age group 16+	< 0.001	3.04	1.81 – 5.10
	age group 13 to 15 vs age group 16+	0.008	1.58	1.13 – 2.22
Other school improvements	age group 10 to 12 vs age group 16+	0.018	1.78	1.10 – 2.86
New community activities	age group 10 to 12 vs age group 16+	< 0.001	3.46	2.17 – 5.53
	age group 13 to 15 vs age group 16+	0.045	1.38	1.01 – 1.88
Not arrested on programme	age group 10 to 12 vs age group 16+	< 0.001	3.30	1.96 – 5.56

Predictor 7: Number of mentees per project with any previous offences

Outcome	Predictor categories	Significance	Exp(B)	C.I.
Re-entering education	Not offended vs offended	< 0.001	2.26	1.49 – 3.42
Literacy improvements	Not offended vs offended	0.009	1.86	1.17 – 2.96
Numeracy improvements	Not offended vs offended	0.002	2.08	1.31 – 3.32
Other school improvements	Not offended vs offended	< 0.001	2.46	1.59 – 3.79
Change in family relationships	Not offended vs offended	0.017	1.55	1.08 – 2.23
New community activities	Not offended vs offended	< 0.001	2.30	1.56 – 3.39
Not arrested on programme	Not offended vs offended	< 0.001	8.77	4.41 – 17.24

Predictor 8: YOT-based projects or not

Outcome	Predictor categories	Significance	Exp(B)	C.I.
Numeracy improvements	YOT-based vs not YOT based	0.033	9.62	1.12–77.40
Other school improvements	YOT-based vs not YOT based	0.027	10.53	1.31–84.46
Improvement in family relationships	YOT-based vs not YOT based	0.033	9.62	1.12–77.40
Completing community orders	YOT-based vs not YOT based	0.010	7.64	1.63–35.72

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

Predictor 9: LN projects reached target group

Outcome	Predictor categories	Significance	Exp(B)	C.I.
Literacy improvements	Reached young people with LN needs vs did not	0.032	7.58	1.19–47.62
Numeracy improvements	Reached young people with LN needs vs did not	0.181	3.30	0.57–18.87

Predictor 11: Number of programmes per project classified as one-to-one, multiple mentoring, and sequential mentoring

Outcome	Predictor Categories	Significance	Exp(B)	C.I.
Programme 'delivered fully as intended'	Multiple mentoring vs single	0.008	1.97	1.20–3.23
Re-entering education	Single mentoring vs multiple	0.029	1.92	1.07–.3.43
Improvement in family relationships	Single mentoring vs multiple	0.003	2.42	1.34 – 4.37
New community activities.	Single mentoring vs multiple	< 0.001	3.90	2.22–6.85
Completing community orders	Single mentoring vs sequential	0.013	3.36	1.29–8.77
	Single mentoring vs multiple	0.008	3.67	1.398–9.616
Not arrested on programme	Single mentoring vs multiple	0.015	1.95	1.14–3.33

Predictor 12: Whether or not Mentee and Mentor were matched on gender

Outcome	Predictor Categories	Significance	Exp(B)	C.I.
Programme 'delivered fully as intended'	Female(mentees)-male(mentors) and male-female vs male-male	0.030	1.26	1.02 – 1.55
Re-entry into education	Female-female vs female-male	0.015	1.59	1.09 – 2.31
Literacy improvements	Female-any vs male-any	0.013	1.82	1.13 – 2.91
	Any-female vs any-male	0.016	1.48	1.08 – 2.03
Other school improvements	Female-female vs male-female	0.021	1.63	1.08 – 2.47
Improvement in family relationships	Female-female vs male-female	<0.001	1.91	1.33 – 2.74
	Any-male vs any-female	0.003	1.56	1.16 – 2.10
New community activities	Female-male vs male-male	0.015	1.58	1.09 – 2.29
Not arrested on programme	Female-female vs male-female	0.015	1.58	1.09 – 2.29

Predictor 13: Whether or not Mentee and Mentor were matched on ethnicity

Outcome	Predictor Categories	Significance	Exp(B)	C.I.
Literacy improvements	White mentors vs ethnic minority	<0.001	2.40	1.52 – 3.80
Numeracy improvements	White mentors vs ethnic minority	0.001	2.23	1.40 – 3.54
Improvement in family relationships	Ethnic minority mentor vs White	0.002	1.81	1.23 – 2.66
Completing community orders	Ethnic minority mentor vs White	0.004	3.15	1.03 – 9.62

Appendix B: Criteria for project selection in the Depth Study

Criteria were devised for selecting projects to include in the Depth Study part of the evaluation, as follows:

Essential criteria

- Must be up and running and being implemented effectively.

- Must have mentoring relationships under way.

- Must be working with sufficient numbers of youths (>20 pa) and/or

- Must be innovative or particularly interesting.

- Must be willing and able to collaborate with us in the data collection needed for the Depth Study.

- Must allow a geographical spread.

Other considerations affecting choice

- Need to include approximately equal numbers of LN and BME schemes.

- Need to include unusual schemes (e.g. travellers).

- Look at long versus short mentor programmes.

- Look at mentor versus other-delivered LN.

- Crime Concern nomination.

The projects were regularly contacted to ascertain whether they were using the Mentoring Evaluation Database and to assist them with any enquires that they may have had. They were asked how the project was doing and to provide information about their progress.

Once we had sufficient information on the status of the projects, they were matched against our criteria (which we also included in our 'End of Year One Report' to the YJB). We contacted Crime Concern and asked them to identify projects that they felt fitted our criteria, and requested that they describe why any such projects should be included in the Depth Study. We asked them to consider the length of mentoring (short versus long), and who delivers literacy and numeracy (mentor versus tutor) as things we would be interested in comparing between projects. We carefully considered all their suggestions, while adhering to our criteria.

Because of this process, we identified 36 projects (one dual project, 15 BME and 20 LN) which were potentially suitable for inclusion in the Depth Study. We then contacted the 36 projects via email, saying that we would like to discuss with them the possibility of taking part in the Depth Study. We asked for the appropriate person to liaise with, and a time when it would be appropriate to telephone them to discuss this. It was anticipated that some would not want to take part, while, with others, it would not be feasible in terms of recruitment cycles or for other reasons.

Twenty-five projects responded, and we attempted to contact the remainder, eventually speaking to nine more. We discussed our ideas for carrying out the Depth Study with these projects and asked them for their thoughts and ideas. They were encouraged to say if they did not want to participate. We also reviewed with them their total number of matches to date, waiting lists for mentors and mentees, and planned recruitment.

With LN projects, particularly, we discussed using use the Basic Skills Agency's Initial Assessment (BSA) as a standardised measure to assess the young people's level of numeracy and literacy at baseline and outcome. Several schemes were open to the idea of using the BSA assessment, once they had seen it.

Twelve projects were not interested in taking part in the Depth Study (they either did not respond to further communication, or stated that they were not interested). The main reason given was that they already had too much to do and not enough time.

Finally, six BME and six LN projects were selected for inclusion in the Depth Study. All the LN projects agreed to use the BSA assessments. We wrote to the remaining projects to tell them that we would not need to include them in this part of the evaluation and to provide reasons for this.

Appendix C: A comparison of young people interviewed and not interviewed at follow-up in the Depth Study

The tables below show the attrition between baseline and outcome in each of the projects that provided young people for the Depth Study.

Table C1: Mentored group – percentage of young people interviewed at outcome within each project

Mentor project	Interviewed at outcome			
	No		Yes	
	number	% within project	number	% within project
Project A	5	36	9	64
Project B	5	56	4	44
Project C	11	73	4	27
Project D	4	36	7	64
Project E	8	89	1	11
Project F	6	86	1	14
Project G	6	60	4	40
Project H	3	21	11	79
Project I	9	45	11	55
Project J	10	77	3	23
Project K	2	100	0	0
Project L	5	39	8	62
Total	**74**		**63**	
Project type	number	% within type	number	% within type
BME	38	59	27	42
LN	36	50	36	50
Total	**74**		**63**	

Table C2: Comparison Group – Percentage of young people interviewed at outcome within each project

Comparison Project	Interviewed at outcome			
	No		Yes	
	number	% within project	number	% within project
Project 1	8	89	1	11
Project 2	2	29	5	71
Project 3	1	50	1	50
Project 4	2	33	4	67
Project 5	4	50	4	50
Project 6	4	50	4	50
Project 7	9	100	0	0
Project 8	2	33	4	67
Project 9	2	86	1	14
Project 10	0	0	6	100
Project 11	7	25	21	75
Project 12	0	0	2	100
Project 13	5	71	2	29
Total	50		55	

Table C3: Proportions of young people reinterviewed at outcome by gender

Gender	Interviewed at outcome			
	No		Yes	
Mentored group	number	% within gender	number	% within gender
Male	57	56	45	44
Female	17	49	18	51
Comparison group	number	% within gender	number	% within gender
Male	41	49	42	51
Female	9	40	13	60

A higher proportion of males than females were not reinterviewed in both the mentored and comparison groups.

Table C4: Proportions of young people reinterviewed at outcome by age

Age	Interviewed at outcome			
	No		**Yes**	
Mentored group	number	% within age group	number	% within age group
Up to 12	10	31	22	69
13-15	47	68	22	32
16+	17	47	19	58
Comparison group	number	% within age group	number	% within age group
Up to 12	4	22	14	78
13-15	36	51	35	49
16+	10	63	6	38

In the mentored group, a higher proportion of young people aged 13 to 15 were not reinterviewed than young people in the other age categories; in the comparison group a higher proportion of those aged above 16 were not reinterviewed.

Tables C5 and C6 below show how the proportions reinterviewed and not reinterviewed broke down across ethnicity and reported recent offending:

Table C5: Proportions of young people reinterviewed at outcome by ethnicity

Ethnicity	Interviewed at outcome			
	No		**Yes**	
Mentored group	number	% within ethnic group	number	% within ethnic group
White	48	48	53	53
Mixed	13	81	3	19
Asian or Asian British	1	33	2	67
Black or Black British	10	83	2	17
Other	1	100	0	0
Comparison group	number	% within ethnic group	number	% within ethnic group
White	34	45	42	55
Mixed	6	43	8	57
Asian or Asian British	1	50	1	50
Black or Black British	8	80	2	20
Other	0		0	

Table C6: Proportions of young people reinterviewed at outcome by whether committed recent offence

Committed offence in last 3 months	Interviewed at outcome			
	No		**Yes**	
Mentored group	number	% within offending type	number	% within offending type
Yes	57	56	45	44
No	17	49	18	51
Comparison group	Number	% within offending type	number	% within offending type
Yes	38	57	29	43
No	12	32	26	68

Appendix D: Crime categories

Below is a breakdown of the various crime categories used. The "have you ever…" questions which all the young people in the Depth Study were asked are listed in regular text; some individual examples of spontaneously reported "other things you have done which might have got you into trouble" are given in italics.

Vehicle theft (of and from)

- taken a motorbike or car without owner's permission?

- stolen anything out of or from a car?

Other theft and handling stolen goods

- stolen money from a gas or electricity meter etc?

- stolen anything from any kind of shop?

- stolen anything from a family or friend's house?

- snatched anything from a person, like a purse?

- bought, sold or kept stolen goods?

- stolen anything from anywhere else?

Burglary

- gone into any other house or building intending to steal anything?

Violence against person

- threatened someone with a weapon or to beat them?

- got into a fight in public somewhere?

- beaten up on hurt anyone in your family causing them to need medical treatment?

- beaten up or hurt someone not in your family causing them to need medical treatment?

- hurt someone that did not need medical treatment?

- *hit my brother so hard he had a black eye*

- *assaulted a police officer*

- *assault*

Fraud and forgery

- used or sold a stolen credit card, chequebook or cash etc?

Criminal damage

- damaged or destroyed anything (not by accident) like phone box or windows?

- written or sprayed graffiti on walls etc?

- set fire to anything on purpose like a building?

Drug offences

- sold drugs to someone else?

- *smoking drugs etc.*

- *middle man – re drugs*

- *buying drugs*

Other

- been a passenger in a car taken without owner's permission?

- driven a car or other on public road without license?

- driven a car or bike while drunk or over the limit?

- carried a weapon?

- *offensive weapons in flat, butterfly knife, strange things in flat*

- *yes – sending hate mail to important people – sending bugs through emails*

- *bunking train without paying – once*

- *trespassing (3 times a week)/ jumping over a fence*

- *threw an egg at someone in the street / egged places / egging people's windows at Halloween*

- *got reprimand for holding boulder with friend over a pass*

- *had sex under age.*

Appendix E: The Reconviction Study

Matching data to the Home Office Police National Computer (HOPNC) system

There were several stages in the matching process before the final file for analysis was arrived at. In total, 2,898 cases of the 4,941 cases sent to the Home Office (HO) were successfully matched against information held on the HOPNC (Home Office Police National Computer) system. This group represents 59% of total cases sent. This left 2,043 (41%) cases unmatched. Of these, the HO could not match 1, 010 cases to the HOPNC on any of the key criteria (date of birth, full name or sex of young person), and for the rest, they either did not match one of these criteria, or they represented cases with no offending history.

Computing the variables for measuring offending

The number of offences is computed by aggregating the file output by the HOPNC system (which is at the offence level – i.e. many rows are equal to many offences for the same person) to the person level, and at the same time, counting the number of rows (equal to offences) per person.

Offending severity was more complicated to arrive at. Although the HOPNC system has a measure of severity for each offence in the file, it is partially ordered. This means that it is not possible to be certain that a grade 7 offence is the most severe, or that a grade 5 is more severe than a grade 4. The YJB have their own system of measuring severity (Youth Justice Board, 2003) which is linear and ordered. It was decided that the offences in the HOPNC system would be awarded a severity grade based on the YJB, rather than the HO system. This was achieved by matching up the long description and the HOCODE (a variable in the HOPNC file) which is a code for each offence, to the offences used within the YJB severity index. This was possible for 95% of the offences, so 5% of the data could not be analysed in terms of severity.

When the file was aggregated, severity was taken to be the offence with the highest severity grading (of all the offences per person).

Data omissions

Some cases were omitted along the way for various reasons. Perhaps the most important omission is the loss of the Depth Study comparison group (non-mentored) cases. All the non-mentored interviewed cases lacked 12-months worth of offending data after the key date. Taking six months after the key date (instead of 12) did not retain many more of the non-mentored cases and was not favoured because it did not allow enough time to measure offending rates reliably. Therefore, the period for comparison of offending was set at 12 months.

We also omitted cases because of 'data cleanliness' issues. For example, date of birth was examined and some of young people were found to be too young at the baseline or too old at the follow-up assessment to match the evaluation sample, and so were omitted from the analysis. These omissions amounted to approximately 33 cases.

Appendix F: Project thumbnails

Between September and November 2004, we carried out structured telephone interviews with 79 projects, interviewing the project co-ordinator wherever possible. The purposes of the interviews were to obtain the key descriptive features of each project and to enable a thumbnail sketch to capture the uniqueness of each project.[6] Listed below are the thumbnail sketches, including each project's main features, the problems the project team faced, how they were overcome, and their main successes, as reported by the project.

BIAS mentoring project 8DB/002

The BIAS Mentoring Project is both numeracy and literacy and a BME project. It is based in the London Borough of Brent and works with Irish young people. They are a stand-alone organisation and they have strong working links with other Irish organisations e.g. Federation of Irish Societies, Action Group for Irish Youth and the Irish Traveller Movement. They provide their mentors with three days in-house training and bring in a specialist for child-protection training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy is delivered by mentors, but not every young person requires numeracy and literacy assistance. Those that do, mostly get help with homework. Mentoring includes developing social skills, life skills and, occasionally, advocacy work. They provide assistance in getting young people onto training courses and applying for courses. Mentoring is attended on a voluntary basis.

Project description of their difficulties and successes

Young people from the travelling community were a difficult group to engage. None actually ended up participating despite the fact that we put in a considerable amount of effort. We also had some problems in recruiting/retaining staff. There have been a few individual successes e.g. one young person who was at risk is now doing very well.

Base mentoring scheme 8DB/004

The Base Mentoring Scheme is both numeracy and literacy and a BME project based in Birmingham. They are part of a charity and in a partnership between statutory services (the Youth Inclusion Programme) and a voluntary agency. They have strong working links with local schools, YIP, YOT, and Birmingham Mentorpoint. They provide their mentors with an induction of two sessions (three hours per session), with the option to do an OCM-level course in mentoring. Training is provided both in-house and out-house. Mentoring is delivered following the counselling model.

---

[6] Once the interviews had been written up, the projects were sent a copy for verification.

**National Evaluation of Youth
Justice Board Mentoring Schemes 2001 to 2004**

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The project also carries out a lot of group work and provides activities two or three times a week. Numeracy and literacy is delivered by a tutor. In the first cohort, they all did a programme of numeracy and literacy work and assessment, but it was too difficult to engage them in this, so the focus shifted away from this. Mentoring includes developing social and life skills, citizenship, advocacy support and residential work. Youth workers also worked with the young people. Mentees are always sent on external courses. The young people attend mentoring on a purely voluntary basis and the project check throughout that they are still happy to attend.

Project description of their difficulties and successes

We found it difficult to engage young people in terms of doing appropriate numeracy and literacy work with them. However, because we worked with a specialist school, we could refer them to that centre. Our successes lay in re-engaging young people into education and reducing offending. Of the young people, 90% have not been rearrested or engaged by social services for anti-social behaviour.

Just Us mentoring project 8DB/005

The Just Us Mentoring Project is a BME project based in the London Borough of Wandsworth. The Wandsworth YOT and the charity Rainer established the project from funding provided by the YJB. The project is based within the YOT offices. They have strong links with social services, some secondary schools and other agencies within the borough. They provide their mentors with over 30 hours of in-house training and also provide continuous supervision once they have been matched with a young person. Mentors are able to work towards a BTEC Level 3 accreditation, 'Mentoring in the Criminal Context'.

How mentoring is carried out

Each young person has one mentor with whom they meet on a weekly basis for 6–12 months in a community setting. The mentors act as positive role models, encouraging the young person to realise their true potential while challenging negative behaviour and thoughts. If other needs, such as social skills, literacy, numeracy, or life skills were identified, the mentor will help if he/she can. If the issues were outside the Project's remit, the young person would be referred to the relevant worker within the YOT or an outside agency. The young people always attend mentoring on a voluntary basis and it has never been part of an order.

Project description of their difficulties and successes

The relationships we've built with partnership organisations like the YOT have really contributed to preventing some of the young people from offending or reoffending. We also really value the fact that our volunteers can get an accredited qualification.

Matching Chances 8me/004

Matching Chances is a BME project based in Bradford. They are part of a charity called 'Himmad' but are affiliated to the YOT and are located on YOT premises. They have strong working links with local schools and colleges, training agencies, and parents. They provide their mentors with twelve hours in-house and out-house training. Mentoring is based on the Cognitive Behaviour Model.

How mentoring is carried out

Staff mentored some young people as well as allocating mentors to them. Mentor and mentee meet weekly for 6 to12 months but some left at the end of a short-term order, after three months. Mentor and mentee meet sometimes at project premises and also in other youth service buildings. Mentoring includes the development of social and life skills and advocacy work. The project occasionally sent mentees on external courses such as motor mechanics and IT. Numeracy and literacy is delivered by mentors occasionally, and on a needs basis. Over 90% of the young people were attending mentoring as part of their order (Referral, Supervision, Detention and Training Orders) although some continued beyond the end of their orders.

Project description of their difficulties and successes

Obtaining feedback sheets back from the mentors was difficult and we had to keep chasing them. Overall, we saw a reduction of youth offending; last year about 87% didn't reoffend. Some young people with long-term behaviour problems, who had been abandoned by all other agencies, settled down and got back into training, improved their attendance at school and improved their family relationships.

From Boyhood to Manhood Mentoring Foundation 8ME/009

The From Boyhood to Manhood Mentoring Foundation (FBMF) is a BME project based in the London Borough of Southwark. It is a subsidiary of the Peckham-based community organisation SASS, which has worked with young people in Southwark for the past 17 years. FBMF have strong working links with youth and community organisations, Police, Army, Working Links, Government Office for London, magistrate courts and local schools. They provide their mentors with one to two days of outhouse training. Mentoring is provided on the Oasis Mentoring Model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring involves developing social and life skills and advocacy work, based on the individual's needs. The project sometimes sends mentees on external courses. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

Our main success was with the students who went into college.

Catalyst Mentoring Project for Minorities 8ME/013

The Catalyst Mentoring Project for Ethnic Minority is a BME project based in the City of Leicester. They are part of a company with charity status that is limited by guarantee and have formal links with the Youth Justice Board via the YOT (financial link), and the Leicester Racial Equality Council (management link). They also have strong working links with the YOT, Connexions, LSC, Mentorpoint and Leicester City Council. The project provides their mentors with ten hours of in- and out-house training.

How mentoring is carried out

Each young person has two to three mentors. They meet weekly for 6–12 months in a community setting. Occasionally there have been group situations where two mentoring groups have joined together to mentor a client. One of this programme's distinguishing features was that it created a system that allowed mentors and mentees to select each other. This process was only helped, not instigated, by the Project Staff and in 80% of cases the mentors and mentees were happy with whom they were paired. The Young Offender Institution (YOI) Project enabled two mentees to be mentored by two sets of Catalyst mentors while they were in YOI. Mentoring continued for one mentee after his release. This particular mentoring relationship was one of the most successful, as the bond between the mentee and the mentors had been established while he was in prison. This showed up a gap in the market where young offenders could be mentored while they are in prison and continue to be mentored on their release. Mentoring provides general support, particularly around school work and progress, including the development of social and life skills, anger management and advocacy work (although the youth offending team is responsible for courses such as anger management). The project has liaised with Endeavour Training (an outdoor pursuits training scheme) and has put one Mentee onto their programme. The young people attend mentoring on a voluntary basis but it is sometimes a voluntary part of a court order.

Project description of difficulties and successes

1. Getting young people to turn up for meetings. We tried to overcome this by contacting mentees on the day they were due to have their meetings. Sometimes this proved successful, at other times we were unable to contact them so they did not turn up to the meeting.

2. Getting mentors to send in feedback sheets that can be forwarded to the YOT to keep Case Managers in the information loop. We attempted to overcome this issue by keeping in constant telephone and written contact with our mentors. When we spoke or wrote to them, we would remind them of the importance of sending feedback sheets back.

3. Getting mentee referrals from the YOT. We succeeded in negotiating an in-house audit that was carried out by the YOT Team Leader into why referrals were not being made. This turned out to be a very useful vehicle to remind Case Managers of the importance of referring mentees to the project.

4. Getting extra funding to continue the project (this turned out to be totally unsuccessful which led to the project closing). Our attempts to mainstream the project within the YOT were also unsuccessful.

5. We succeeded in establishing nearly fifty mentoring relationships over a two-year period.

6. Nearly thirty of these were completed.

7. We were successful in establishing a unique system for matching two mentors to one mentee.

8. We succeeded in establishing a wide steering group comprising representatives from the voluntary, statutory and public sectors.

The Voyage Scheme 8ME/022

The Voyage Scheme is part of the charity Reading Refocus. It is a BME project based in Reading and Wokingham who has strong working links with YOTs, education, social services, mental health services, prisons, the police and the borough council. They provide their mentors with three days in-house training (a total of 15 hours). Mentoring follows the Dalston Model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6 to 12 months in a community setting. Numeracy and literacy support is delivered by a tutor if required by the young person. The project sometimes sends mentees on external courses. Young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

One of our main difficulties has been staff turnover. We've had an overlap in staff but not had the same person all the way through. Our success lies in the match between the mentor and the mentee, if that works, it just flies.

Mentoring Plus 8ME/023

Mentoring Plus is a BME project based in Peterborough. They are part of the Cambridgeshire and Peterborough YMCA and have strong working links with the Children Social Care Team, police, community safety and other voluntary service organisations. They provide their mentors with 26 hours in-house training. The programme originally followed Dalston Model, but was modified according to need.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The project sets out to develop social and life skills and involves advocacy work as appropriate. Numeracy and literacy assessments are carried out by the project or referring agency; the project help assess their level or need and, where necessary, refers them on or deal with this separately. The project also sends mentees on external courses which may be for fun or academic. The young people always attend mentoring on a voluntary basis.

Project description of their difficulties and successes

Funding has been a huge issue, especially as we have achieved great results but have so far been unable to secure further funding. We also found the relationship with the YOT very difficult to manage and there were areas of conflict with all the statutory sector agencies around professional boundaries – for instance in regard to advocacy and data exchange. On the positive side, a good proportion of our mentees have shown to have benefited hugely from our input and there have been some notable turnarounds. Also, the creation of the Better Together Initiative (volunteer recruitment and development) has been very exciting for the whole of the city and a tremendous model for all of us to work towards, increasing true partnership working.

Create 8ME/024

CREATE is a BME project based in the London Borough of Croydon. The project is a partnership between Croydon Young People's Project and Croydon Youth Development Trust. They have strong working links with Connexions, EMAS, PRUs, Unaccompanied Minors Project, social services and YOTs. They provide their mentors with a six-week in-house training programme which consists of three hours per evening.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The project also carries out group work regarding peer pressure, cultural identity, anger management, and bullying. Mentors provide support with numeracy and literacy on a needs basis. They develop young people's social and life skills and some advocacy work is involved. The project also takes the young people to their own internet café and they are sent on courses as needed, such as modern apprenticeship courses. The young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

In the first year we had lots of teething problems. We moved away from the initial target group of refugee and asylum seekers as many services were already on offer to these groups and also mentoring is not really part of their culture. So we moved to hard-to-reach young people via PRUs and YOTs. We also had huge problems recruiting male mentors. On the successful side, we have had quite a few individuals who have not reoffended and have got themselves back into mainstream school, jobs and apprenticeships.

Connect Mentoring Project 8ME/028

The Connect Mentoring Project is a BME project based in Westminster. They are part of a YOT and are located in YOT premises. They have strong working links with Education and social services. Connect provide their mentors with 90 hours initial training, followed by one-to-one supervision and a training evening every month. Training is provided both in-house and out-house. Mentors can also access Westminster staff-training programmes provided by the social and community services department.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The project also runs bi-monthly group activities. Mentoring does not formally provide social skills, life skills, anger management or advocacy but these can be done on a one-to-one basis when needed. The young people attend mentoring purely on a voluntary basis.

Project description of their difficulties and successes

The main difficulty has been with funding. This terminates on 31 December 2004 at which point the project ceases to operate. Also some volunteers have been unreliable and their commitment questionable. Others have been brilliant and very committed. On the positive side, we've got about 14 pairs still involved in mentoring. This is from the original 20. Some mentors are onto their second or third match. One of the most enjoyable aspects of the project has been activity and group outings.

Amigo's Mentoring Scheme 8ME/029

The Amigo's Mentoring Scheme is a BME project based in Southend. They are part of a YOT and have strong working links with social services, Connexions, Education, Social Inclusion and Fledglings/Swans (part of DOVE project). They provide their mentors with 20 hours in-house training. The mentoring model is based on RPS Rainer and NCB mentoring.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Support with numeracy and literacy is provided by the mentor if the need is identified. Mentoring includes developing social and life skills. The young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

There were difficulties around parents not giving enough support to the mentoring, although they like the idea, their expectations were problematic. In addition, there were difficulties with recruitment, the CRB and funding. But there were also masses of success, for example, a football team was set up, sponsored by local solicitors. The majority of our mentoring relationships have ended positively with over five targets met and we've recruited over 100 mentors.

The Telemachus Programme 8ME/030

The Telemachus Programme is a BME project based in Enfield and Barnet. They are part of a charity called Motivation and Personal Success Ltd and have formal links with the YOT where they were partly based. They have strong working links with Connexions, schools, PRUs, social services and Leaving Care Teams. They provide their mentors with a total of 40 hours in-house training and additional on-going training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly in a community setting for nine months. Mentoring includes developing social and life skills, advocacy work and the project can refer young people to other services for anger management. Every summer and Easter they do external activities such as Go-Karting or the Chessington World of Adventures. Mentoring is provided as a voluntary service but about 10% of the young people are on custody licence and the referring agency may have written the mentoring into their order.

Project description of their difficulties and successes

The database has been a bit of a nightmare and we would have preferred to have developed our own. It just needed a bit more sophistication, for example, to run reports, do reminders and gather statistics. On the successful side, there is the fact that our recruitment has been really successful and referrals are just endless. We've had a lot of kids go back into school that had been excluded. Meeting the needs of our borough has also been a real success.

Right Track 8ME/031

Right Track is a project of The Children's Society based in Bristol. It works with Black and minority ethnic young people, aged ten to 17, who are involved in, or at risk of becoming involved in the Criminal Justice System. The project receives referrals from a range of sources, including parents, carers, the YOT, social services, schools, and Connexions. There is a six to eight week mentor training programme delivered in house by the mentoring co-ordinator.

How mentoring is carried out

The project works with both paid and voluntary mentors. The paid staff are all from Black and minority ethnic backgrounds, to reflect the client group. They are also allocated young people with more complex needs, due to their higher levels of skills and experience. Volunteer mentors come from all sections of the community. Dependent on police checks and suitable references, they are then inducted as mentors. Following an initial assessment of needs, a plan is devised with the young person outlining the proposed focus for the work. There is an expectation that the mentor will meet with the young person once a week, for up to one year. The project aims to review their work with young people every three months. This enables them to monitor progress, and close pieces of work positively, when appropriate.

Right Track aims to work with all young people on a voluntary basis. If the young person is on court order, it may be that an introductory session at Right Track is included in the requirements of the Order, but following that initial meeting, if the young person decides they do not want to work with Right Track, they will not be penalised, and will simply complete their order with the YOT. The project's work within the Criminal Justice System covers the whole range of Orders available to the Courts, from ASBOs, through Referral Orders, Supervision and ISSPs.

Project description of their difficulties and successes

When linking a young person to a mentor, as a project, we try to find the most suitable person, matching interests, skills and experience. Our experience at Right Track is that if the young person wishes to engage, the working relationship tends to be more successful and things run smoothly. One of the main difficulties is around logistics, in that many of the families we work with can have quite a chaotic existence, and so remembering and keeping appointments can prove tricky.

Right Track has worked with a number of volunteer mentors over the years. They have all come from varied social, economic and cultural backgrounds. They were all successfully linked to young people, doing a range of activities, such as bowling, the cinema, day trips out, swimming, museums, exhibitions, art activities, and developing literacy and numeracy skills. While the focus of the work is around the Criminal Justice System and providing alternatives to crime, we also try to adopt a holistic approach. The mentors are clearly there as someone with whom the young person can spend 'quality time', discussing whatever issues might be pertinent for them, whether they are getting into trouble with the police or difficulties at home or school.

Shaathi 8ME/032

SHAATHI is a BME project based in Tower Hamlets and the City of London. They are part of the 'Brick Lane Youth Development Association' and have strong working links with the YOTs, and other local youth clubs and projects.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The project operates in a culturally sensitive manner and tries to recruit mentors who had similar problems when they were younger. Some of the young people are engage in literacy work, for example, writing a report on a workshop. Mentoring includes the development of social and life skills and advocacy work. Mentoring is voluntary; however, about 20% of the young people are on Referral Orders.

Project description of their difficulties and successes

Choosing the right mentors has been very difficult but now we have approximately thirty. It has also been difficult obtaining sufficient referrals. We overcame this by networking with schools and other agencies and getting referrals from them. In terms of our success, a group of five are doing extremely well; another five to seven young people are doing reasonably well. Their reoffending rate has been very minimal – out of the 50 from last year, only two have reoffended to date.

Mentor Me 8ME/039

Mentor Me is a BME project based in Merseyside and Liverpool 8 postal district. They were originally part of the Elimu Academy but have now merged with Novas Overtures. They have strong working links with the YOTs, social services, police, Youth Clubs and Connexions. Mentor Me provide their mentors with 36 hours studying mentoring followed by practical mentoring training over a further 25 weeks. Training is provided both in-house and out-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy support is delivered by mentors and after-school staff who spend about half-hour on this per week. Mentoring includes the development of social and life skills and advocacy work. The project always sends mentees on external courses, for example to Connexions, Disc programmes and any activity that the young people are interested in. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

Our main difficulty was not enough funding. Our successes lay in reintegrating young people back into mainstream school, stopping their offending behaviour and getting them to change their way of thinking.

My Choice 8ME/040

My Choice is a BME project based in Liverpool. They are part of the 'National Youth Advocacy Service' and have strong working links with YOTs, ISSP, and other voluntary and community organisations such as the Unity Youth Club, Liverpool Law Centre, and the Stanley House Football Club. They provide their mentors with 35 hours in-house training and then complete a 24-hours basic counselling certificate.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring includes the development of social life skills and the project organises an outward bound course every year. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

Sometimes it was difficult getting the young people to engage. Also, coping with gun-crime was problematic, one mentee was shot dead, another seriously injured. We got involved with the Disarm Trust and set up a group in Liverpool. We'd like to develop an anti-gun education programme. On the positive side, we've got about five mentees onto modern apprenticeships.

Mentoring Plus 8ME/045

Mentoring Plus is a BME project based in Manchester. They are part of the 'Manchester Council for Community Relations' and have formal links with the YOT. They also have strong working links with Connexions, local schools, youth centres and the Education Project. They provide their mentors with two half days and one full day core training and additional training one day a month over four months. Training is provided both in-house and out-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring is education and employment focused. The project always send mentees on external courses which involved regular group excursions and residential courses each holiday period. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

We're a city-wide project and work in all areas of Manchester; sometimes it's difficult to do group activities as young people often don't want to meet in other areas. We also found that young people were reluctant to maintain the relationship with mentors without their own transport, as they wanted a door-to-door service. We thought it would be useful for young people to have a base they could come to, for example, to use a computer, but we are based in Mosside so young people from other areas would find it difficult to come here. Also we were held up for a long time due to the CRB checks. We only had one intake of recruitment per year and in hindsight, two intakes would be more beneficial. From a management point of view, we found the residential courses work best in small numbers of ten to fifteen young people.

On the positive side, we had a large number of referrals and good recruitment of mentors. We were able to work with other government initiatives, for example, PAYP, MAGS and Crime and Disorder teams in other areas and other agencies. Also the fact that we have referrals from other agencies (other than YOT) shows that the service is recognised and valued.

Back on Track Islington 8ME/046

Back on Track Islington is a BME project based in London. They are part of the charity 'PRESET' and have strong working links with Connexions and the YOTs. They provide their mentors with approximately nine to twelve hours training and on-going support. The project used the Dalston model when they were setting up and are part of a the National Mentoring Network

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring includes ESOL and basic skills classes. Of the young people, 80% have been referred by YOTs and have to attend.

Project description of their difficulties and successes

Funding has been a difficulty. Other than that, everything is running smoothly and the young people are very motivated to participate.

Mentoring Plus Lewisham 8ME/049

Mentoring Plus Lewisham is a BME project based in the London. They are part of 'Crime Concern' and have strong working links with YOTs, social services, youth inclusion support panels (YISP), PRUs and other local agencies. They provide their mentors with three days and two evenings training which is provided both in-house and out-house. Mentoring follows the Dalston Model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring involves developing social and life skills, anger management and advocacy work delivered through various workshops. The project does not send mentees on external courses but will provide information on courses. This year, some young people have been spending about three afternoons a week doing numeracy and literacy work which is delivered by a tutor. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

The main difficulty has been non-attendance of some of the mentees, particularly amongst the older ones who have a lot of personal issues. Main successes have been seen in young people re-entering education, part-time employment and soft outcomes around attitudinal changes and motivation.

Redbridge Mentoring Project 8ME/051

The Redbridge Mentoring Project is a BME project based in the London. They are part of the 'YMCA' and they have strong working links with YOTs, social services, Connexions, ISSP, Empower and DAS. They provide their mentors with two full days training followed by on-going training of three hours per month. Training is provided both in-house and out-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring develops social and life skills and anger management. Numeracy and literacy support is also delivered, when needed, by mentors. Fifty% of the young people are from Black ethnic minority groups and the highest need is to improve literacy and numeracy skills. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

Sometimes mentors have given up half-way through, get other commitments or the young people don't need the support after several months or when back in school. In order to overcome this, we would try to rematch the young people. Our biggest success has been in engaging young people in the project.

First Steps 8ME/058

First Steps is a BME project based in Surrey. They are part of the 'Rainer' charity and have formal links with the YOT. They also have strong working links with social services, schools and a wide range of organisations. They provide their mentors with 42 hours in-house training. The project focuses on travelling children.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for anything between one and 12 months. Mentor and mentee meet in a community setting and work on social skills and life skills, anger management and advocacy work as needed. The project occasionally sends mentees on external courses. Numeracy and literacy is supported through a tutor. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

It was difficult to break down barriers of the wider community's perception of travellers and gypsies and we had to do a lot of training and awareness-raising. However, because it was the first of its kind, it's all been a success. Successes have been in breaking down barriers, working with the kids, and networking. Everybody has been a success in this project.

3c's 8ME/060

The 3c's is a BME project based in Sandwell. It is a stand-alone organisation and has formal links with the YOT and has strong working links with voluntary bureaus, schools and social services. They provided their mentors with one full day mentoring awareness, and some have the opportunity to do an OCN qualification in mentoring (30 hours). Some volunteers completed the Basic Skills Awareness (four evenings) course and several accomplished Training Qualification 9282. Training is provided both in-house and out-house. The generic training programme is devised in partnership with the Probation Service.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring includes working on social skills, life skills and advocacy work. Young people can spend up to two and a half days per week on working on numeracy and literacy skills. Provision is based on need and delivered by a tutor and mentors who have done the 9282 qualification. The majority of young people attend mentoring on a voluntary basis but in about 10% of cases, case managers have made mentoring part of their order.

Project description of their difficulties and successes

Problems arose due to the diversity of the clients – some had no interest in education. We had to work really hard with the youths and with their parents to get them to understand their responsibilities. On the positive side, we've had some young people who've re-engaged into school, who've done work experience, college courses and gone into employment. We're bombarded with referrals but could never offer enough spaces to keep up with demand.

Positive Choices 8ME/063

Positive Choices is a BME project based in Wolverhampton. They are part of Nacro and have formal links with the Learning Skills Council. They also have strong working links with YOTs. The project provides their mentors with eight hours in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly in a community setting. Length of mentoring is based on need or related to an order. Mentoring involves developing life skills and the focus is on reducing criminal activity. The project sometimes sends mentees on external courses, for example, football and first aid. Most of the young people attend mentoring on a voluntary basis. About 30% of those attending were YOT referrals and had mentoring as part of their orders (especially ISSP).

Project description of their difficulties and successes

There were problems with the YOT when we worked with outside agencies i.e. in the completion of paperwork. The project was established specifically to work with YOT, but we didn't get enough referrals from them. We tried to overcome this by doing presentations, holding meetings and generally by trying to address the issues with the YOT. We were successful in ensuring, in the short-term, that most of our mentees understood the process of mentoring and that their behaviour and attitude had to be modified in order to allow them to progress. Overall, the funding we received was well-needed in Wolverhampton to work specifically with BME males and their families.

PRESET 8ME/065

PRESET is a BME project run with the national network of PRESET, which has six projects in Ealing, Hackney, Islington, Newham, Westminster, and Slough, and has delivered projects in Lambeth and Southampton. They are a stand-alone organisation and have strong working links with YOTs, social services, PRUs and Connexions. They provide their mentors with approximately 9-12 hours in-house training including on-going support. Mentoring initially followed the Dalston model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring includes developing social and life skills. Some young people have needed basic skills support and English so the project has run classes. While they are attending the classes, the volunteers give one-to-one guidance. A tutor delivers numeracy and literacy support which involves about three, half days per week. In addition, some people get mentors outside of the classes if they have a specific need. The project encourages their mentors to empower the young people and sometimes send them on external courses. For example, they have recently gone on a residential course which focused on personal development. While the majority of the young people attend mentoring on a voluntary basis, at least 15% have mentoring as part of their order.

Project description of their difficulties and successes

We try to get young people back into education but it can be difficult because of resistance to their background, for example, exclusions. Also, a lot of young people are quite apathetic and it's difficult to get them to attend on a regular basis. To overcome this, we try and think of creative ways to encourage them. Our successes include quite a few of the young people who've done the E and M course, reaching a standard where they could sit GCSEs.

UR SHOUT Mentoring Project 8ME/066

The UR SHOUT Mentoring Project is a BME project based in Luton. They are part of 'Crime Concern' and the 'Safer Luton Partnership'. They have formal links with the YOT and have strong working links with the Youth Inclusion Programme and the Drugs Education Unit. They provide their mentors with about 15-20 hours in-house training over two weekends.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The project also holds regular gatherings every two months with all mentors and mentees and is now also starting to work in schools. Mentoring includes the development of social life skills and they send people on residential courses for example, team-building. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

We've had problems with some drop-outs on both sides. It's been hard balancing referrals and mentors. Our successes have been with the contact that's been maintained with the young people, even after the mentoring has ended and the peer mentoring that we've started doing within the schools.

Enrichment Mentoring Project 8ME/068

The Enrichment Mentoring Project is a BME project based in the London Borough of Merton. They are a stand-alone organisation working in partnership with the YOT. They also have strong working links with individuals within social services and local schools. The project provides their mentors with 15 hours in-house training. Their mentoring programme was developed from the Dalston model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring is very much tailored to young people's needs and can include developing numeracy, literacy, social and life skills. Numeracy and literacy support is delivered by the mentor with support of a tutor. The project also sometimes sends mentees on external workshops, for example, on identity, confidence-building. The vast majority of young people attend mentoring on a voluntary basis however if they had come via YOT, some individuals had attending mentoring as part of their care plan.

Project description of their difficulties and successes

One difficulty was maintaining mentors as they are voluntary. We tried to overcome this by paying their expenses, providing nice food for them at events, arranging childcare if they needed it to attend courses. Our biggest success was the preventative work we did in schools; we found this was more fruitful in working with the young people.

Oldham Mentoring Plus Project 8ME/070

Oldham Mentoring Plus is a BME project. They are a stand-alone organisation and have formal links with Connexions and strong working links with the YOT, Drug and Alcohol team, Adult Guidance and the Youth Service. They provide their mentors with two days out-house training including in-service training on issues such as drugs and alcohol.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. They also have links with a Community Centre where they are allocated a meeting room. The project focuses on social skills, life skills, empowerment and carry out some advocacy work. They also send mentees on residential courses focusing on empowerment and self-esteem. The young people all are on orders which specify mentoring as a voluntary part of their order.

Project description of their difficulties and successes

One of the biggest difficulties initially was the Criminal Records Bureau (CRB) checks. A local problem was that the YOT was going through changes and moving premises. On the positive side, the voluntary Youth Groups we linked with are carrying on the mentoring work.

Black Palm Mentoring Project 8ME/072

The Black Palm Mentoring Project is a BME project based in South Yorkshire. They are a stand-alone organisation and have strong working links with Black Card and EMAS. They provide their mentors with approximately 6–7 hours in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly in a community setting. There is no time limit on the mentoring relationship. Mentoring involves developing social skills, life skills and advocacy work. Young people are referred by their schools and the youth offending team.

Project description of their difficulties and successes

Our main difficulties have been with funding and staff turnover. Attracting and retaining mentors has also been a problem and we tried to overcome this by developing an hourly rate for the mentors. On the other hand, seeing one or two kids coming out the other end with more positive thoughts and ideas was really positive.

On Track Empowerment Network Mentoring 8ME/073

On Track Empowerment Network (OTEN) is a BME project based in North and East Northants. Formed through a partnership between the local Black community and the YOT they have strong working links with The Alliance for Black Children (ABC), the YOT, and Children and Families Services (IPS). OTEN provides volunteer mentors with a twenty hour core training programme with additional training and supervision thereafter. Training is provided both in-house and through external providers. Mentors and mentees are encouraged to regularly participate in group activities alongside project staff.

How mentoring is carried out

Initially mentoring was set up to run traditionally with each young person being allocated one mentor with whom they met weekly in a community setting of their choice. However, the project is now more flexible in its approach. Numeracy and literacy is on hand via related on-site and/or allied projects but, is not a specific part of the programme. Mentoring includes developing social and life skills. The project has also linked the young people into courses, and educational, social and recreational activities supported by the mentor. All the young people attend mentoring on a voluntary basis, though approximately 5% have mentoring as a voluntary part of an order.

Project description of their difficulties and successes:

Available, appropriate and suitably committed adults are hard to find. Lack of sufficient commitment from volunteers has been problematic in part because local capacity is quite limited due to being based in a rural area. Even those we have engaged with have lacked commitment towards the project or have been drawn away from the project through a variety of other personal circumstance. We tried to overcome this by offering regular supervision, telephone contact and mail-outs. We have had a significant number of young people, including peers of some of the young people we worked with, who are relating to us and expressing interest in the opportunities we are providing. Some are developing confidence, social skills, better attitude and behaviour towards adults, and showing a marked improvement. From our point of view as an organisation, we've been enabled to make some headway through the project and are at a point now that we can build on. It's brought us some distance travelled.

Relations with allied groups and organizations in our area have also developed and we have involvement and on-going dialogue in a number of forums, for instance alongside the police, Local Authorities, Residents Associations, CASPAR and Community Safety Partnerships, and the Drug Reference Group.

We have established a weekly 'youth session' in a local neighbourhood venue to enable regular and on-going contact with our target group. Future work possibly needs to be targeted towards a younger cohort and is likely to entail more group work, and support and interventions for parents/carers. The challenge lies in identifying and securing sufficient resources to enable a sustained level of activity and intervention over a significant period.

M-One Plus Mentoring Project 8ME/074

The M-One Plus Mentoring Project is a BME project based in Oxfordshire. They are part of the Youth Service and have strong working links through their Steering Group chaired by the Racial Equality Council, with representatives from Social and Health Care, Connexions, the YOT and local schools. They provide their mentors with 25 hours in-house training, accredited by Open College Network, level three with additional 25 hours mentoring. The programme follows the Mentoring Plus model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for about three hours per week in a community setting. The project aims for mentoring relationships to last 12 months. The young people also attend group workshops and residential courses such as outward bound courses. Mentoring developed social and life skills, numeracy and literacy was provided if needed, and advocacy work. The young people attend mentoring on a completely voluntary basis.

Project description of their difficulties and successes

There were no particular difficulties. Recruiting enough volunteers of the right background and skills was always an issue but no more than anywhere else. We also faced some prejudice about targeting unaccompanied child asylum-seekers. The work with child asylum-seekers has been very successful. Also we've done a lot of work with mixed-race young people around cultural identity and that's been an area of real success.

Fusion Mentoring Plus Project 8ME/080

The Fusion Mentoring Plus Project is a BME scheme based in Derby City. They are part of a YOT and are located in YOT premises. They have strong working links with Connexions, PRUs, SOVA, the Youth Service, Derby Black Police Association and the Mediaworks project. They provide their mentors with ten hours core in-house training and on-going monthly support and development meetings. Initially, the project followed the Newham model.

How mentoring is carried out

Each young person has one mentor with whom they meet for a 12 month programme of weekly mentoring in a community setting. The programme includes developing social and life skills and advocacy work. The project also sends mentees on external courses such as drug awareness training. All the young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

Our main difficulty was capacity – from last November we didn't have full-time administration and had one numeracy and literacy support worker (as opposed to two as planned). Our success was in the development of various projects in the community to increase social inclusion (successful partnership work such as drama, music workshops and film projects) and the development of community links. These all supported the individual mentoring programmes.

Baseline Mentoring Project 8LN/001

The Baseline Mentoring Project is a numeracy and literacy project based in Southampton. They are part of a YIP and are located in YIP premises. They have strong working links with the YOT, local schools and local youth projects. They provide their mentors with approximately ten hours in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The mentor delivers numeracy and literacy according to need. For example there is one young person who has not been to school much due to a serious illness, and is now is using the mentoring to catch up with their school work. Whereas some of the young people need help with other things in their lives, and when these issues have been resolved they will be in a better position to concentrate on numeracy and literacy. Mentoring also develops social and life skills. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

Main problems have been where relationships have broken down and this mainly been due to staffing difficulties. For instance, there was a three-month gap where the mentors had no support, in addition the life circumstances of the mentors often changed, for example, by moving area. There were also staffing problems when the project was first set up. On the positive side, some of our matches have been absolutely fantastic and young people have gone to college and are doing really well, so mentoring ended because was no longer needed.

Buddy Plus+ Project 8LN/002

The Buddy Plus+ Project is a numeracy and literacy scheme based in Derbyshire and Derby City. They are part of 'Read On – Write Away!', an organisation that provides opportunities for local people in Derbyshire, especially those in disadvantaged groups of any age, who wish to become involved in literacy projects or improve their own literacy skills. Buddy Plus+ has strong working links with local YOTs, Connexions, PRUs, schools and social services. They provide their mentors with three full days' in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy support is delivered by the mentor, on average, taking up about 50% of mentors' and mentees' time together (though this varies based on need). Of the young people referred by the YOTs, all are offered the project on a voluntary basis. Of those young people on Referral Orders 35% may have it written on the voluntary part of their contract, but this is purely voluntary.

Project description of their difficulties and successes

I took-over half-way through, when it wasn't running particularly well. The nature of the three year funding doesn't allow enough time for set-up and then just as you start doing your best work, funding becomes a major crisis. In addition, because Derbyshire is such a huge county, matching volunteers to young people without them having to travel long distances was difficult. We have a very good relationship with the local YOTs therefore many young people have, if nothing else, built up a rapport with an adult, someone they can chat to and begin to trust. In two or three cases, the YOT case manager has said the mentor relationship is the most positive one that young person has with an adult.

North Lincolnshire SOVA Volunteer Scheme 8LN/003

The North Lincolnshire SOVA Volunteer Scheme is a numeracy and literacy project. They are part of SOVA and have strong working links with YOTs, Children's Services and the Princes Trust. They provide their mentors with a six-week in-house training course, totalling three hours per week.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentors deliver numeracy and literacy support and time on this varies according to need. The project sometimes sends mentees on external courses, for example, Learn Direct and a Forklift driving course. The young people attend mentoring as a voluntary part their order.

Project description of their difficulties and successes

The lack of male mentors was problematic. Also, as we are a very large county, it was hard to match people locally – for instance, mentoring could sometimes end up involving a 50-mile round trip for mentor and we couldn't afford the expenses for this. Our successes include getting kids back into school and a lot of soft outcomes, for example, kids becoming more punctual, self-confident, writing their own CVs and letters. It was rewarding getting someone onto Learn Direct with their mentor, and then seeing that they kept attending.

Stockport "3 R's to Success" Mentoring Project 8LN/006

The Stockport "3 R's to Success" Mentoring project is a numeracy and literacy scheme. They are part of the Local Authority Education service and have strong working links with YOTs, social services and all main agencies. They provide their mentors with approximately seven hours in-house training and on-going training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. They spend one week focusing on numeracy and literacy within school/PRU/project environment and one week on a one-to-one basis doing an activity of their choice. The numeracy and literacy work is done within schools, assisted by the mentor as learning support and takes about two hours per month formally, plus informal work as well. Mentoring also involves developing life skills. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

We haven't had any real difficulties. We kept the project very small so mentors had lots of support. It's been a good experience.

Gloucestershire YOS Basic Skills Mentoring 8LN/007

Gloucestershire YOS (Youth Offending Service) Basic Skills Mentoring is numeracy and literacy project set up in partnership with CSV (Community Service Volunteers). They are part of the YOS and have formal links with the Education Welfare Service through its secondment. As a result, they have strong working links with local schools, community and voluntary organisations, the police and Connexions. Mentors are volunteers supplied through CSV, and various training sessions are provided in-house as well as sessions delivered by other agencies (e.g. child protection).

How mentoring is carried out

The service is available to any young person known to the YOS where numeracy and literacy difficulties have been identified. Each young person has a planned mentoring time that varies according to need. They could meet, in a community setting, for up to three sessions a week, or more, for the duration of a court order or Final Warning Programme. Mentoring includes the development of key, social and life skills and advocacy work. Participation is voluntary and each mentoring relationship is matched according to individual needs with additional interventions provided through the YOS.

Project description of their difficulties and successes

One of the difficulties has been the mobility of mentors due to the geographical size of the county and lack of frequent public transport in the more rural locations. Where English is not the mentor's first language it has proved a challenge to engage the individuals. Engaging the young people and finding appropriate activities will continue to be a challenge. The successes of the service are evident in the number of young people who successfully complete their orders and through the mentors who have chosen the YOS to gain full-time employment as officers throughout the organisation.

ACCESS Mentoring Scheme 8LN/012

ACCESS Mentoring Scheme is a numeracy and literacy project based in Wiltshire. They are part of a youth offending team (YOT) and located within the YOT. They have strong working links with Young People's Support Service, Connexions, and the ACCESS Education project. They provide mentors with two days in-house training including voluntary training three times a year on specific topics e.g. anger management, bullying.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly, in the community, for approximately 6–12 months. Mentoring support is offered to young people known to the YOT who have high risk scores on the education section of *Asset* (often those who have been excluded from school or who are otherwise out of full-time education or training). Mentors focus on building social skills and self-esteem and supporting the numeracy and literacy provision provided by the Young People's Support Service and Access Education Project. Where young people are participating in the ASDAN scheme (Award Scheme Development and Accreditation Network), they are supported by their mentors on identified pieces of project work. Where possible, the project also links young people in with external courses run as part of Summer Activity Programmes (e.g. health and safety, food hygiene, craft courses etc.). The young people attend mentoring on a purely voluntary basis and approximately 25% mentoring as a voluntary part of their orders (e.g. Referral Orders, Supervision Orders, and ISSP).

Project description of their difficulties and successes

The original formulation of the numeracy and literacy mentoring scheme was shown by experience to be impractical, both in terms of lack of venue, likely numbers of referrals from the education project, and the likelihood of attracting the commitment of young people to voluntarily attend additional 'numeracy and literacy' provision . It was apparent that a large number of young people known to the YOT are missing out on their education because of emotional and behaviour difficulties and poor social skills (which have often led to their exclusion from school). The Mentoring Scheme felt it necessary to target these areas as a priority, since these factors limited them accessing numeracy and literacy in the first place. The scheme found that by building trust and developing a young persons relationship with their mentor, they were much more likely to motivated about their education, and to reintegrate to appropriate provision; mentors were thus able to specifically support and encourage young people in achieving their Individual Education Plans and to access the literacy and numeracy provision already available to them. There have been significant individual successes (young people successfully entering employment/training/further education, improved attendance, drop in offending rates etc.). Using mentors to support ASDAN work has been particularly successful, although the extent this can be used is limited by the need for the programme to be co-ordinated by the main educational provider (mentors do not have sufficient time with a young person to complete an award on their own and can only supplement an existing programme). Mentors have also successfully engaged with young people on educational visits and specific pieces of project work outside ASDAN (e.g. mural and art and crafts work).

North Yorkshire Basic Skills Mentor Project 8LN/013

The North Yorkshire Basic Skills Mentor Project is a numeracy and literacy scheme based in North Yorkshire, E Yorkshire and Leeds. They are part of a charity called DISC and run the project in partnership with the YOT. They have strong working links with the Probation Service, Job Centre Plus, NHS, prisons and drug organizations. They provide their mentors with 20 hours training which is provided both in-house and out-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months. They dealt with hard-to-handle YOT cases and provide a lot of in-reach and out-reach services, following the young people in and out of prison. The mentor spends around 75% of their time providing numeracy and literacy provision and in addition, they focus on developing social skills. About 60% of those attending mentoring were doing so as part their ISSP.

Project description of their difficulties and successes

Difficulties were only encountered because of the severity of the cases. We started to enable them to gain qualifications, getting them back into school or education. Several studied for City and Guilds. We improved their self-confidence and as a result, one or two started thinking about college.

Literacy and Numeracy Project 8LN/015

The Literacy and Numeracy Project is based in Mid Wales. It is managed by a voluntary organisation, registered as a charity, and a Company limited by guarantee. The organisation has formal links with Probation and social services and strong working links with the YOT, the Social Inclusion Unit of the Local County Council, Schools, PAVO and SOVA. All mentors are required to undertake four days core training which is provided out-house by SOVA. This training is OCN accredited at Level 2.

How mentoring is carried out

Each young person accepted onto the project is matched with a mentor with whom they meet weekly for 6–12 months in a community setting. Mentors deliver on average one to two hours per week numeracy and literacy support to their clients through a variety of activities, which include cookery, IT, and leisure outings. The project sometimes sends mentees on external courses but this is very limited as it covers a vast, rural area (approximately 2000 square miles). However, earlier this year six mentees from across the county were organised as a group to partake in a Forest School project in collaboration with the local YOT and the Forest School for Mid-Wales, delivered one day a week over seven weeks, and mentors provided transport. Young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

We would have liked to do more group work but it was incredibly difficult to gather young people to a common area and time. We have tried to organise mentoring groups at our three office sites on Wednesday evenings but travelling distance, limited facilities and lack of space dictates that one-to-one engagement makes most efficient use of our resources.

On the success side, we have actually had young people who've come into the project in the later years of secondary education, who have been at risk of exclusion, but have gone on, with the help of their mentors, to complete school, take GCSEs and progress to college or into employment.

▪ One young man completed an NVQ at Level 1 and moved on to Level 2. When he started working with his mentor he didn't think he could even manage level one.

- Two brothers who, due to substance misuse, were excluded from school and at risk of being institutionalised because of repeated and serious offending behaviour, successfully engaged with a mentor resulting in the younger one returning to school and the older one embarking on a vocational Access course at the local college.

- Another young man, who was out of school for two years, was persuaded by his YOT officer to consider doing a Maths GCSE and eventually, with 5 months mentoring, achieved GCSE in Maths and is now in employment.

- Young females on the project have enjoyed similar successes.

- Monitoring assessments carried out by the Project Co-ordinator show that young people engaging with mentors on the project display continued improvement in literacy and numeracy skills.

- Responses gathered from 'Leaver' forms indicate that young people, who have engaged on the project with a mentor, have all learned something, have enjoyed having a mentor and would have a mentor again.

- The project has been well received by schools as they've seen pupils, who were at the edge of exclusion, successfully engaged with mentors, and we've managed to get them to re-engage, take and achieve end of school exams and move on.

- It's given young people self-respect and self-confidence and enthusiasm for learning.

- At the end of its first year the project achieved the National Mentoring Network Approved Provider Standard.

Literacy and Numeracy Mentoring Project 8LN/019

The Literacy and Numeracy Mentoring Project is in West Berkshire District Council. It is part of the YOT and the project co-ordinator is housed in a Pupil Referral Unit (PRU). The project has strong working links with local PRUs, schools, Further Education Colleges and a whole range of YOT linked agencies. It provides mentors with six sessions of in-house training of 2-2.5 hours each.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for approximately 6–12 months. The criterion for matching is necessarily based on access because the project serves a large geographical area. However it has been possible to match appropriately skilled mentors with suitable young people. The mentor and mentee meet wherever appropriate, at home (if suitable), school, YOT or at PRU premises. Although they initially targeted at 13-16 year olds, the project has accepted referrals for 10-18 year olds and since April 2003, additional funding from the Children's Fund enabled the project to target 10-13 yr olds. Numeracy and/or literacy programmes are delivered by mentors for about one hour per week but this can vary e.g. more often if young person is approaching exams or less if a mentee is employed. Mentoring can also include developing life skills. All young people attend mentoring on a voluntary basis and ten out of the 30 young people were on some sort of order when they were referred.

Project description of their difficulties and successes

Problematic issues are those which affect the continuity of mentoring that result from the complexities of young people's lives – e.g. life styles, disaffection, and school exclusions. On the successful side, we've seen a healthy recruitment of appropriately skilled, high calibre and committed volunteers. Project history to date has proved that mentoring can pay a valid and influential role in youngsters' lives, giving them a high quality learning experience. Most importantly, mentoring has given them a strong voice in directing the content and shape of mentoring programmes. Despite the project's small size, we've supported some youngsters through school exclusions; got them GCSE's and have been able to represent them in a positive fashion to their families, schools and within the youth justice system.

3r's 8LN/020

The 3r's is a numeracy and literacy project based in the Walsall Borough. They are a stand-alone organisation and have formal links with the YOT. They also have strong working links with the Volunteer Bureaux, schools and social services. The project provide their mentors with one day training in mentoring awareness, then some volunteers have the opportunity to do an OCN qualification in mentoring (30 hours). Some mentors have also completed a course in Basic Skills Awareness (4 evenings) and some did the City and Guilds 9282 Initial Certificate. Training is provided both in-house and out-house; the generic mentoring training was devised in partnership with the Probation Service.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Mentoring develops social skills and involves advocacy work. Numeracy and literacy is delivered by a tutor and by some mentors who have completed the 9282 qualification. Young people can spend up to two half-days per week on numeracy and literacy, though it is delivered on a needs basis. For approximately 10% of cases, the YOT have made mentoring part of their order.

Project description of their difficulties and successes

Gathering information on young people's needs was difficult through lack of linkage. We worked with a lot of people who were on the roll at school but not actually attending but we couldn't get a support mechanism for them. We tried to overcome this by making tight links with the PRU and the parents, to enable them to actively find more suitable educational provision. This was quite a lengthy procedure. On the successful side, we've had some young people who've re-engaged into school, obtained work experience, completed college courses and found employment. We are bombarded with referrals, and could never offer enough spaces to keep up with demand.

S.T.E.M 8LN/021

S.T.E.M is a numeracy and literacy project based in Halton and Warrington. They are part of a YOT and are located in YOT premises. The project has strong working links with local schools and the education department. Initially, they provide their mentors with about six days training with additional specialist training in specific areas e.g. evenings on mental health, first aid, child protection. Training is provided both in-house and out-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy is delivered by mentors. At the beginning of a programme, very little time is spent on numeracy and literacy, though it increases over a few months to an average of once a fortnight. The mentor also develops the young person's social skills and life skills. Mentoring is attended on a purely voluntary basis.

Project description of their difficulties and successes

I feel we're tied in too tightly to the numeracy and literacy and a few relationships broke down because the young people didn't want numeracy and literacy provision. In future, I would like to look at doing a double-match partly from safety point of view. There have been pockets of success with young people who no longer need a mentor because reintegrated/finishing school.

Waves 8LN/022

Waves is a numeracy and literacy project based in the Weymouth and Portland areas of Dorset. They are part of the Children's Society and have strong working links with the YOT and local senior schools. They provide their mentors with a 13 week in-house training course of one hour per week including additional ad hoc training as required.

How mentoring is carried out: Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy is delivered by mentors. Depending on the needs of the young people, mentoring also includes developing social and life skills, anger management and advocacy work. Mentoring is attended on a purely voluntary basis.

Project description of their difficulties and successes: Referrals were often slow, however, we made an effort to forge strong links with YOT which was successful. We found that some of the young people really benefited from the numeracy and literacy support, others had different needs that were greater. But overall it really helped build young people's confidence, self-esteem and social skills. We had a couple who were young offenders and truants, and mentoring helped get them back on track.

MaDE (Making A Difference in Education) 8LN/028

MaDE is a numeracy and literacy project based in Lancashire and is part of Lancashire Youth Association. They have strong working links with YOTs and the National Probation Service.

How mentoring is carried out

Each young person is matched to a community volunteer mentor with whom they meet regularly for up to 12 months in a community setting. The mentor and young person undertake a variety of numeracy and literacy -based activity as well as working through the IT based "Success-maker" package. Young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

The main problem was the lack of funding which did not reflect the size and geographical diversity of the county. However, the project was successful in training volunteers in paired reading and the Success-maker package, consequently increasing skills in the community. Some young people did get support but not enough due to a lack of resources

Headstart Plus 8LN/029

Headstart Plus is a numeracy and literacy project based in Torbay. They are located in and part of the YOT although from September 2003, mentoring has been delivered in schools. They have strong working links with local schools. The project used existing volunteers and staff to provide mentoring.

How mentoring is carried out

Mentoring was delivered in groups with a maximum of six young people to a minimum of two mentors then splitting into more individual sessions. Each mentoring programme was six weeks long. Mentoring took place in a range of different local secondary schools, including an excluded group at a college and a local special school. Numeracy and literacy is delivered by mentors. The first three groups focused on numeracy and literacy but later groups focused more on behaviour issues. The mentors developed social skills, life skills, and carried out advocacy support when needed. The project also referred young people on to external activity programmes. All youths attended mentoring on a voluntary basis.

Project description of their difficulties and successes

This is a long-term sustained piece of work that needed a longer duration. It could have achieved so much more with a longer life span and more resources. The recruitment and retention of mentors was difficult. Although some young people were really enthusiastic, others felt forced into it by their school. It doesn't work for all.

On the positive side, it gave the young people the opportunity to think about their behaviour and its consequences, and we found some on-going support for them after the programme ended. Although numeracy and literacy was the main target, the secondary target was to maintain the young people in school and we managed to help some people to maintain and value school.

Motorvate Mentoring and Literacy Scheme 8LN/030

Motorvate Mentoring and Literacy Scheme is a numeracy and literacy project based in Leicester City. They are part of the charity 'Leicestershire Community Projects Trust' and have strong working links with Student Support services, YOT and Connexions. They provide their mentors with a full week's initial in-house training, and subsequent training on accreditation, child protection and other relevant issues.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The mentor spends about 75% of each session on delivering numeracy and literacy. The project has used the Edexcel Literacy Schemes of Work and an element of life skills, anger management and social skills work forms part of the sessions. Fifty% of the young people are referred from the YOT, as part of an order, and 50% have been referred through Connexions. Links with Connexions have meant young people have attended as part of an E2E programme.

Project description of their difficulties and successes

Initially, the main difficulty was the lack of resources and materials e.g. finding a centre willing to let us use their materials and take part in their accreditation. Then, it was getting the mentors trained up, waiting for referrals and then convincing them it was worthwhile to attend. We have attempted to overcome this by ensuring the mentoring scheme forms part of a day's provision and numeracy and literacy support also forms part of this programme. In terms of successes, we have seen two young people's construct a portfolio of work – rewarding for them and something tangible to evaluate for us.

Unique – Read and Write 8LN/031

Unique – Read and Write is a numeracy and literacy project based in Newark, Nottinghamshire. They are a charity for young people who have difficulties accessing mainstream education. They have strong working links with the YOT, local secondary schools and PRUs. They provide their mentors with approximately 24 hours in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy support is delivered by a tutor. The project also ran group work which the young people attended with their mentors to help with reading and writing. The mentoring programme includes social education around crime. About 50% of the young people are on orders (including ISSP) and about 50% are attending on a voluntary basis.

Project description of their difficulties and successes

We have had no particular difficulties and a lot of successes. A lot of people came on the course and afterwards carried on with alternative education. Young people have continued into employment and entered back into mainstream education.

Sand Writer Project 8LN/034

The Sand Writer Project is a numeracy and literacy project based in South Tyneside. They are part of a YOT and are linked to the South Tyneside mentoring scheme. They also have strong working links with Connexions, social services, a local training agency, education services, the Newcastle Literacy Trust, South Tyneside Adult Education, and the local Matrix team. They provide their mentors with 36 hours initial training in basic mentoring skills then a series of self/peer assessments to determine if they will be offered a place in scheme. This is followed by one days training in basic skills awareness. Training is provided out-house using the National Children's Bureau training programme and has been adapted over the years to what the project needed.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for a maximum of six months in a community setting. The mentors can also use a meeting room in the project but are encouraged to go out and use the local community setting. Numeracy and literacy support is delivered by the mentors for about one hour per week (half the session). Mentoring also develops social and life skills which are integrated into activities rather than specifically taught. The project only send older mentees who are looking for placements on external courses e.g. with their mentor supporting them in starting the placement. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

There was a lack of support from the Youth Offending Service, and Crime Concern took a long time for their support to kick in and then it was a bit ad-hoc. We had lots of successes with individuals, a lot of distance travelled. Being part of the council, we're constantly being asked for case-studies. One person kept a diary of his drug use, this was anonymised and turned into a play, which was presented to councillors to demonstrate how mentoring could work. Everybody loves us but don't have any money to give us!

Key Start Programme 8LN/036

The Key Start Programme is a numeracy and literacy project based in the City of Salford. They are part of the YOT and located in YOT premises. The project has strong working links with education partners, such as the local Further Education College.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. They hold an initial planning meeting with young person and regular reviews. Mentoring support includes developing social skills, life skills, advocacy work and focuses on crime and it consequence and the impact on victims. The numeracy and literacy component is mainly delivered by the mentors but in some cases is also delivered by the Further Education College therefore young people could spend between one to ten hours per week on this provision. The young people attend mentoring on a voluntary basis but it does count as a statutory contact if they are on a statutory order and maintain contact.

Project description of their difficulties and successes

The project ran very smoothly and was a very valuable resource as far as YOT was concerned. We would like to maintain it and mainstream.

Coventry 'Support and Learning' 8LN/037

Coventry 'Support and Learning' is a numeracy and literacy project. They are part of a YOT and are located in YOT premises. As the YOT is a multi agency service, they have strong working links with the police, the Youth Service, voluntary agencies and in education. They provide their mentors with one whole day of training followed by three or four evenings of two hours training each. This is supplemented when mentoring by one-to-one monthly support. Training is accredited through the Open College Network and is provided in-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months. The mentor and mentee sometimes meet in YOT premises or the school. The mentor delivers approximately one hour of numeracy and literacy support per week. Essentially, they aim to look at numeracy and literacy within a wider context. Mentoring includes developing social and life skills and advocacy work. The young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

When we set it up the Criminal Records Bureau (CRB) checks were delayed by months. We found some difficulty around how much we tell the mentors about the young people's offending background. We took the view that we must treat the mentors as if they were part of the YOT so they were entitled to know their background and could then take a decision re how to work with them. I think it's very important that any project has a role description and a person specification for mentors and that they are always interviewed and reference checked. We had rigorous recruitment procedures and did reject people. Successes were found when young people wouldn't have anything to do with education without their mentor; this was a first start to getting them back into education. It was also good for young people who didn't want to work in groups. The support and development of the mentors was central to the project. Case managers at the YOT were very positive about our service.

Reconnect Education Project 8LN/041

The Reconnect Education Project is a numeracy and literacy scheme based in Nottingham City. They are part of a YOT and are located in YOT premises. The project provides their mentors with approximately 35 hours in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The mentor delivers numeracy and literacy for approximately two hours per week. The more successful mentors have gone beyond the project realms, taking up activities outside of the project. For instance, one mentor did a charity run with their mentee. Initially, the young people attended on a voluntary basis but then funding from ISSP meant that about 50% of the young people were attending through ISSP.

Project description of their difficulties and successes

Difficulties were largely to do with the individuals themselves and their commitment was always an issue because of their chaotic lifestyles. Obtaining consistency of attendance was also difficult. Transport was an issue as some young people wouldn't attend unless they were brought to the project and therefore, we ended up paying for taxis or ferrying them around. However, on the whole, we were very pleased with the project. There were eight or nine individuals that obtained qualifications including a high number who got back into education. We raised the young people's ability to go back into mainstream education. I would judge about 40-50% successful outcomes. In addition, the mentors gained skills and 30 mentors have gained valuable experience.

AXIS 8LN/042

AXIS is a numeracy and literacy project based in the City of Stoke-on-Trent. The project is a partnership between Stoke on Trent YOT and Stoke on Trent Leaving Care Aftercare. They have strong working links with social services and Druglink. They provide their mentors with 16 hours in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months usually in a community setting and sometimes in the project's base. Mentoring includes developing social and life skills, and advocacy work. Young people spend approximately two hours in mentoring per week, and are referred to a separate organisation, which carries out the numeracy and literacy work. The young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

The most difficult problem was getting the volunteers to submit contact sheets. Overall, we've had some fantastic results including a major reduction in offending behaviour, many young people have gone back into college or school, and home relationships improved.

SHARK 8LN/044

SHARK is a numeracy and literacy project based in Peterborough. They are part of a YOT and the organisation Better Together, and are located in YOT premises. Their mentors complete the 'Better Together' training and then have 2-3 hours training at the beginning of their mentoring with regular reviews. Training is provided in-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The mentor spends up to one hour delivering numeracy and literacy support. Mentoring includes developing social and life skills. The young people attend mentoring on a purely voluntary basis although they are referred from the YOT.

Project description of their difficulties and successes

Difficulties were centred on young people's non attendance or unreliability.
Our successes were achieved in kids getting back into education and, on the whole, not reoffending.

WYYA Education Mentoring 8LN/045

The WYYA Education Mentoring Project is a numeracy and literacy project based in the Wakefield District. They are a stand-alone organisation and have strong working links with Youth Services. They provide their mentors with approximately six hours initial training and subsequent accreditation training of approximately ten hours. Training is provided both in and out-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months. Initially they met in a community setting but the project found arranging meetings at the project was more successful. Numeracy and literacy is delivered by the mentor for two hours a week and extra is delivered within the YOT. The young people attend mentoring as a voluntary part of their order.

Project description of their difficulties and successes

Communicating with the YOTs was difficult. We had problems matching the young people and some mentors had to wait a long time before there was someone suitable to be matched with. Sometimes the YOT didn't have anyone suitable to refer. Our biggest success was the fact that we did get some of the young people's work accredited.

Bridgend youth offending team basic skills 8LN/046

The Bridgend youth offending team Basic Skills project is a numeracy and literacy project based in Bridgend. As part of the YOT they are located in YOT premises. They have strong working links with many organizations through the YOT and provide their mentors with external training through for example the Mentoring Plus Scheme run by 'The Bridge'.

How mentoring is carried out

Each young person meets with their mentor weekly, in a community setting for approximately 6–12 months though duration is dependent on the length of the court order. The project sometimes sends their young people on external courses e.g. cookery courses, outward bound, Duke of Edinburgh etc. Numeracy and literacy work is delivered by the mentor for between one to two hours each week. The young people attend mentoring on a voluntary basis but sometimes mentoring is used to fill the court's requirement for education.

Project description of their difficulties and successes

The lay-out of the database could have been simpler. Overall, it's been a learning curve for the mentors and for a lot of people. We've also seen how others can link in.

SOVA Community Support Project 8LN/052

The SOVA Community Support Project is a numeracy and literacy project based in Sheffield. The project ran from Jan 2002 to March 31 2004 and was both part of the charity SOVA and part of the YOT. It was located in YOT premises and had formal links with the Learning Skills Council. They provided their mentors with a 30 hour in-house training course, comprising 18 hours training and 12 hours home-study.

How mentoring is carried out

Each young person had one mentor with whom they met weekly for 6–12 months in a community setting. Mentoring included developing social skills, life skills and advocacy work, as needed via YOT. There was a strong emphasis on Numeracy and literacy which was delivered by mentors for two to three hours per week. The young people attended mentoring on a voluntary basis.

Project description of their difficulties and successes

We received a lot of positive feedback in terms of the progression of young people.

Numeracy and Literacy Mentoring Project 8LN/053

The Numeracy and Literacy Mentoring Project was based in Barnsley. They were part of a YOT, located in YOT premises and had strong working links with Education Welfare Officers and other services via the YOT. They provided their mentors with the SOVA volunteers' core training (24 hours) plus at least one module as home-study (24 hours). Training was provided in-house and accredited through the Open College Network (developed by SOVA). The project has now come to an end as further funding was not found.

How mentoring is carried out

Mentor and mentee met weekly for 6–12 months in a community setting. The project also had a key worker who met with them separately and carried out initial assessments and reviews. Mentoring supported the development of social skills, life skills and included advocacy work. The project also helped young people access other YOT services e.g. ISSP as part of which they focus on life skills and anger management. Numeracy and literacy provision was delivered by the key worker with mentor support, for an average about one to two hours per week. The project sometimes sent mentees on external outdoor activity based courses (if the course was free to the project). Mentoring was voluntary and no-one would ever be breached or taken back to court for not engaging.

Project description of their difficulties and successes

The main difficulty has been regarding funding. On the positive side, it has some young people that could be missed by other services. Mentoring support has gone beyond providing numeracy and literacy. Sometimes young people aren't at the point where they can access numeracy and literacy; they need to focus on life skills first to get to that stage. We have to do learning by stealth i.e. taking them out shopping and getting them to navigate, plan, etc.

Newham Literacy and Numeracy Programme 8LN/054

The Newham Literacy and Numeracy Programme is based in the London Borough of Newham. They are part of the charity 'NCY Trust' and have strong working links with the YOT and Connexions. The project provides their mentors with sixteen hours in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. The mentor uses most of the hour's session focusing and literacy skills. They sometimes incorporate literacy skills in other work e.g. cooking, using the transport system therefore mentoring also includes developing life skills. The vast majority of young people attend mentoring on a voluntary basis but a few (about 5%) have been on orders with mentoring as part of their order.

Project description of their difficulties and successes

The amount of young people who have gone onto college and gone back into education has been very successful.

Youth Inclusion Programme 8LN/055

The numeracy and literacy project worked alongside the Youth Inclusion Programme based in South Leeds. They are part of the charity NACRO and have formal links with the Youth Justice Board (support the senior youth inclusion programme) and the Children's Fund (support their junior youth inclusion programme). They also have strong working links with YOTs, the Youth Service, social services and local schools. Mentoring is provided through the Award Scheme Development and Accreditation Network (ASDAN).

How mentoring is carried out

Mentoring generally follows a twelve week programme. Each young person has one mentor with whom they meet weekly but sometimes more frequently. They generally meet in the project offices but sometimes do external activities i.e. go to the gym. The project also organises some group mentoring, although with no more than 3 young people at a time. Each session is about two hours long and includes some numeracy and literacy which is delivered by mentors. Mentoring includes developing the young people's social skills and life skills. The vast majority of the young people were attending mentoring on a voluntary basis although one young person was on an order from the YOT to attend twice a week.

Project description of their difficulties and successes

As funding was ending in October 2004, the project worker left as there was no sign of new funding.

Odysseus Literacy and Numeracy Mentoring 8LN/057

The Odysseus Literacy and Numeracy Mentoring project is based in Gateshead. It is part of the charity Northumbria Coalition Against Crime and the YOT where it is located. They provide their mentors (in-house) with twenty-four hours training and nine hours literacy and numeracy training. Mentoring is delivered following an informal education model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6-9 months, based on the young person's needs. The first three months are used for the mentor and mentee to get to know each other and no specific numeracy and literacy work is provided. For the remaining six months, numeracy and literacy support is provided by the mentor in different ways and amounts, depending very much on the needs of the young person. Mentors develop social and life skills, and although they do not provide anger management work they do challenge and discuss issues. The project also refers young people on to external courses. The young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

One of the main areas of difficulty was the fact that it has been a numeracy and literacy project and the majority of the young people don't go to school so why would they want to come and learn. In addition, the assessments were problematic. We were meant to have one designed for us by INCLUDE but all we had was the Basic Skills Pack, so we used the Target Skills Assessment. This is a very good assessment but some of it was more suitable for adults. Another difficulty was getting the young people to realise that the numeracy and literacy was the only tough bit they had to do. We found it helped to get the volunteer mentor to do the assessments with them three months into the relationship. Successes have been with the young people that have stuck it out and who have really enjoyed themselves. Some have come back and asked for more mentoring. We tried out a pilot project on some of the young people who were doing numeracy and literacy and gave them a laptop and a digital camera, as part of a project on heritage and culture. They took photos of local themes, produced a calendar, and even had an art show.

Steps Forward Mentoring Project 8LN/058

The Steps Forward Mentoring Project is a generic mentoring project based in Newcastle upon Tyne. They are part of the charity YMCA and have strong working links with the YOT, social services Family Support Team and Community and Youth Agencies across the city. They provide their volunteer mentors with sixty hours in-house training based on the informal education model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly. This relationship can last for as long as two years and is directly based on the needs and interest of the mentee. All meetings are carried out in a community setting. Mentors deliver numeracy and literacy but it is hard to estimate how much time exactly is spent on addressing the literacy and numeracy needs of young people. For those who have been referred by the YOT, the work of the mentor can be complimented by literacy support from the YOT literacy worker. Other young people use different avenues to access literacy support. All work with young people is tracked and monitored in a systematic way. Mentoring is attended purely on a voluntary basis.

Project description of their difficulties and successes

As with many voluntary sector projects, the main difficulty is finding funding. It was also difficult to retain the young people referred from the YOT. On some occasions the mentor relationships didn't get off the ground because the young person didn't turn up. However, on the whole, the project has a really good history of long-term mentor-mentee relationships. Also our training is excellent and accredited. Support and supervision to mentors and mentees is one of our strong points. The project has successfully secured funding for the next three years with increased capacity.

Breaking the Cycle 8LN/060

Breaking the Cycle is a numeracy and literacy project based in Surrey. They are part of the 'Rainer' charity and have formal links with North East Surrey College of Technology (NESCOT). They also have strong working links with the YOT, Connexions, Leaving Care and Education Welfare. The project provides their mentors with two full days training and a further two days during the mentoring programme. They also arrange monthly two-hour meetings which involve some training as well. All training is provided in-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. A tutor delivers numeracy and literacy for 2 hrs a week. The mentor also develops the mentee's social and life skills. The project also sometimes sends mentees on external courses based on individual need. Young people attending mentoring are always supposed to be attending on a voluntary basis but some of the YOT referrals (about 15-20%) have mentoring as part of their order.

Project description of their difficulties and successes

We found it hard to find work experience and college courses appropriate for the young people. However, on the positive side, a lot of young people have moved on to being apprentices, or are in the hospitality trade, and two have gone to college.

MELTIN 8LN/061

The MELTIN project was a literacy and numeracy, skills for life project, covering the area of Middlesbrough, Redcar and Cleveland. They were part of the South Tees Youth Offending Service and located within the (Youth Offending Service) YOS premises. They had strong working links with Connexions, their various service partners and the Link-Up Project (a Basic Skills Agency initiative for volunteers to signpost and support basic skills in the community). The project provided their mentors with 26 hours in-house mentoring training including 12 hrs Link-Up training which was delivered by Middlesbrough adult education service.

How mentoring is carried out

Each young person had a mentor with whom they met weekly for 3-12 months depending on the length of their order, usually meeting with their mentor in a community setting. Delivered by the mentor, numeracy and literacy mostly related to the young person's interests or in some cases tasks they were given as part of their order. Where it worked, the mentors were spending about an hour a week with the young person and about half of each visit would have been referenced to literacy or numeracy in some way. Mentoring included developing social skills, life skills and, occasional advocacy work. The project has also sent young people on external courses e.g. Positive Activities (a Connexions programme) and some were involved in an enterprise programme with Middlesbrough football club. Mentoring was tried on one occasion in a school setting as part of the young person's education but it did not actually improve their willingness to attend. It was used on several occasions as extra support to work that was going on in school. In all cases, the young person attended mentoring as part of the case management carried out by the YOS. It was carried out entirely on a voluntary basis although 65% of the young people were on Referral Orders, 25% on Supervision Orders and the other 10% predominately on Final Warnings.

Project description of their difficulties and successes

We encountered a number of areas of difficulty, such as referrals from case management staff for orders shorter than 6 months, with an expectation to teach a young person to read and write, or to undo the years of their negative attitude to education. But one of the biggest difficulties we found was that case management staff often didn't have an understanding of mentoring, basic skills and what the programme was about (in hindsight this may have been the way the project was "sold" to staff). In some cases mentoring was used as an extra contact and whenever a mentor had visited a young person it was logged as a YOS contact on Careworks. There was also the usual problem of referrals being given and then meetings set up but the young person not attending for a variety of reasons. As is often the case with so many agencies working with some of our clients they often can't tell one agency from the other. The project tried to overcome this before matching them to a volunteer, by getting the Basic Skills Co-ordinator to carry out a couple of sessions with the young person to see how committed the young person was to possible mentoring and education interventions. The Basic Skills Co-ordinator also carried out assessments on the young person's level of need and ability.

Mentoring can be extremely successful and any YOS contact should include an element of mentoring. YOS staff should be dealing with all of our young people holistically. As far as education goes we should be part of a more of preventative strategy. So many of the young people we are dealing with have poor literacy and numeracy skills and their non-attendance, attitude, their whole culture of learning is so negative that by the time they get to 14 or 15 years of age the damage is done. It is very difficult to pull the young person back from several years of partial or total exclusion from society. A weekly session with a volunteer mentor sometimes has quite a small amount of education in it as the volunteer has dealt with all the other baggage in the young person's life. The biggest successes that MELTIN had was with younger offenders. They were sometimes as young as ten, just entering the Criminal Justice System and had just been given their first order with the YOS. In some ways the mentor became a surrogate parent and role model. MELTIN volunteers developed personally and moved on to permanent roles working with young people (a teaching assistant, a mental health worker, a drugs worker and two referral panel member) In many ways their interest in working with young people was sparked by becoming a YOS mentoring volunteer.

MELTIN was a success within the bounds of its funding as it provided support for case management staff and it had benefits for the young people and their families who came into contact with it.

Mentoring Project 8LN/064

The Mentoring Project is a numeracy, literacy and support scheme based in Bolton. They are part of the charity 'Bolton Lads and Girls Club' and have strong working links with the Youth Service, social services and various different local authority departments. They provide their volunteer mentors with twenty hours core in-house training followed by optional issue-based sessions throughout the programme.

How mentoring is carried out

In 1996, the project looked at the Dalston Youth Project model and evolved their own programme where each young person has a mentor with whom they meet, in a community setting, for 6–12 months on a weekly basis . Mentoring involves developing social skills, life skills and, when needed, includes advocacy work. Numeracy and literacy is delivered by the Project Worker from between a couple of hours, to one day a week. All the young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

The types of referrals we received were hard-to-reach youngsters and didn't really meet the original criteria. As a consequence they were harder to engage. This was overcome by holding regular meetings with YOT staff. The Project Worker was brilliant at engaging with the youngsters therefore continued to work with them, but it was difficult for the volunteer mentors. Our biggest success was seeing young people re-enter the education system, offending levels reducing, reducing drug and alcohol dependency, and the fact that they continued to engage with us on a voluntary basis.

Step On 8LN/065

Step On is a numeracy and literacy project and covers East Sussex. They are part of a charity called Sussex Youth Ltd. They have formal links with the youth offending team and strong working links with Hastings Borough Council, Under 19 Substance Misuse Team, Youth Development Service, Education Action Zone, Neighbourhood Renewal Team, Community Safety Team, Connexions/Careers and Sussex Police. They provide their mentors with two-weeks training (in-house) including relevant and current child protection information.

How mentoring is carried out

They carry out mentoring on a one to one basis but in a group setting. The young people sit round one large table with individual mentors. The mentee attends the project four afternoons a week for the duration of the programme, which varies according to the needs and preferences of the young person. The majority of mentoring is held at the project though there are also external activities e.g. working on a farm for a day, which are organized in conjunction with agencies such as Careers/Connexions, H.C.A.T. (Hastings College of Art and Technology) or Personal Advisers from school or E.A.Z. (Education Action Zone). Numeracy and literacy is delivered by the mentor ten hours a week minimum. Mentoring also includes working on life and social skills, and some advocacy work. Twenty to thirty-five percent are on orders, and of these 50% are voluntary and non attendance is not seen as 'breach' of said order. But 50% have their attendance monitored by a supervision officer at the YOT and may well face a return to court for re-sentencing if they miss a significant amount of days without good reason, or it is deemed that they are not engaging as directed by the courts (found to be in 'breach').

Project description of their difficulties and successes

Initially, getting people to acknowledge that our young people were out of education. We're organizing an award ceremony because we have a number of success stories including a young man who went through quite an ordeal and is sitting a Higher Diploma in Music Technology and Sound Engineering. Various young people have returned to college, and school, including absolute non-attendees. We've had young people sit City and Guilds Key Skills and Basic Skills exams achieving passes in Levels One and Two (G.C.S.E. equivalent D-G and A-C) and the majority have reduced or are no longer offending. We have become a very, very successful and well-known project in the community. In addition, we feedback to a Steering group representing agencies such as Community Safety, youth offending teams, Neighbourhood Renewal, Police, Education Welfare and Careers/Connexions.

ReStart Mentoring Project 8LN/067

The ReStart Mentoring Project numeracy and literacy project based in West Cardiff (Ely and Caerau) and are part of the 'Safer Cardiff' charity. They provide their mentors with a two day in-house training course.

How mentoring is carried out

Each young person has one mentor with whom they meet for 12 weeks in a community setting. Mentoring is issue-based, and includes developing social skills and life skills. The project always sends mentees on external courses which involves three separate full days of outdoor activities such as team building exercises and caving. Numeracy and literacy is delivered by a tutor so that the young people spent 2 hours in tutoring then 2 hours with their mentor. The young people attend mentoring on a purely voluntary basis but were referred by their Head of Year.

Project description of their difficulties and successes

Only real difficulties were funding! It's been really successful and schools are really supportive. It's definitely led to a reduction in non-attendance and improvements in behaviour.

Mentoring for Life 8LN/070

The Mentoring for Life is a numeracy and literacy project based in Darlington and County Durham. They were founded by "Include" who gained the original funding then set up independently with support provided by the YOT. They are now part of the Early Intervention Team, Darlington Borough Council and have formal links with Community Safety Partnerships. They provide their mentors with a basic in-house training programme of 30 hours which is supplemented by top-ups e.g. drug awareness, sexual health and are establishing parent mentoring training.

How mentoring is carried out

Each young person has one mentor with whom they meet in a community setting. Initially, a six-month limit was strictly adhered to but they now try to be flexible. Numeracy and literacy is supported and encouraged by the mentor, rather than delivered and the amount of time spent on this depends on the needs of young person and the availability of mentors. The mentoring also develops social skills. All the young people attend mentoring on a voluntary basis.

Project description of their difficulties and successes

Main difficulties were funding, location, finding appropriate accommodation, and lack of staff. It's been difficult to extend possibilities because of the funding criteria. We've tried to overcome this by being very strict on spending, and as creative as possible with activities. We've been successful in a number of ways.

- The mentors have stayed with the project, those that have wanted to, have gone on to gain full/part-time employment as a direct result of this experience.

- Young people, where it's been successful, have travelled miles. It's been superb in that respect.

- Also, we're now moving into the realms of parent mentoring. And we're training parents who've been through the route to become mentors.

CSV Bedfordshire Mentors and Peers 8LN/073

TCSV Bedfordshire Mentors and Peers is a numeracy and literacy project based in Bedfordshire. They are part of the charity CSV (Community Service Volunteers) and have strong working links with the YOT and Educational Welfare. They provide their mentors with three full day's in-house training.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 3-9 months in a community setting. Some full-time volunteers also go into schools. Numeracy and literacy is delivered by mentors through activities such as visiting the library and looking at football scores and includes developing social skills, life skills and advocacy work. The young people attend mentoring on a voluntary basis although some of the young people have mentoring as a voluntary part of their Referral Orders.

Project description of their difficulties and successes

One of the difficulties we encountered was that some of the full-time volunteers who've come from abroad have been homesick. However, on the positive side, we can see, through the fact that we're getting more and more referrals, that people obviously think it's a good service. We've used over 100 volunteers and matched them with around 350 young people.

Mentoring Across Northumberland 8LN/074

Mentoring Across Northumberland project is a numeracy and literacy project. They were formed through a partnership of the Trinity Association and the local YOT. They have strong working links with the YMCA, social services, Education and local schools. The project provides their mentors with 20 hours in-house training.

How mentoring is carried out

Mentoring is carried out via group work where adults and young people can develop relationships and move on from there. When it has worked, the mentors also do one-to-one work. Mentoring is based upon developing the young people's social skills, support and befriending. Where required or requested, mentors provided assistance with school and homework, or they are linked the person into a literacy project. The young people always attend mentoring on a voluntary basis. In about two or three cases, mentoring was made part of a Referral Order prior to any referral being made. Where the project became aware of this, the young person was encouraged to participate.

Project description of their difficulties and successes

A major difficulty has been the lack of facilities and the unwillingness of young people to engage. The lack of skills and experience of the volunteers for working with the young people was also problematic. We overcame this by changing to group work where mentors can support each other and the project staff can support them. Overall, our success has been patchy, which is the nature of working with young people. Some have engaged really well and progressed steadily and for others it hasn't made much difference.

Hull Literacy and Numeracy Project 8LN/077

The Hull Literacy and Numeracy Project is based in Kingston Upon Hull. They are part of a YOT and are located in YOT premises. All mentors were previously trained therefore no training was provided.

How mentoring is carried out

Each young person has one mentor with whom they meet, initially at the YOT centre and later in a community setting should the mentor feel comfortable with this situation. This can continue for as long as their order last and as long as required by the young person. The mentor delivers numeracy and literacy for about 1 to 1.5 hrs per week. Mentors develop social skills and will accompany the young person, if needed, to other meetings, visits to the job centre or situations where the young person may feel in need of some extra support. The young people attend mentoring on a purely voluntary basis, this being one of the most important aspects. However they are all on court orders, although only about 20% had mentoring as a voluntary part of their orders.

Project description of their difficulties and successes

One the main difficulties was the unwillingness of the youngsters to attend on a regular basis. At the supervision planning meeting they often agree to literacy and numeracy mentoring, however when the process is promoted further they sometimes fail to attend regularly, get breached, move out of the area or, commit further offences and get new orders. Often in this process the mentoring becomes low priority and despite pursuing the case there is sometimes a failure to resume. We attempted to overcome this by introducing them to a mentor right at the very beginning so that the relationship builds right from the start, trying to eliminate more meetings with new faces.

We have been successful in establishing good relationships with the young people, not necessary solely numeracy and literacy based, but incorporating relative, life-based skills (listening to what they want and helping them to focus on building what they have achieved, what is possible to achieve and what they can do to help themselves) with more of a solution focused approach. Some of these young people have elected to keep contact with their mentor after the conclusion of their orders. The opportunity to continue once orders have finished has been built into our resources should both mentor and mentee agree.

Admovere 8LN/081

Admovere is a numeracy and literacy project based in the London Borough of Kingston upon Thames. They are part of social services and are located within the same building as the youth offending team. The project is run in partnership with the Princes Trust, the Children's' Fund and the YJB and they have strong working links with Connexions, Children and Family Services, Kingston Voluntary Action, Magic Roundabout and the Youth Service. They provide their mentors with 12 weeks of two hours in-house training per week (theory) and ten sessions of practice i.e. about 30 hrs in total. Mentoring follows the National Open College Network model and mentors are all accredited to NVQ level.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy support was initially delivered by mentors but is now delivered by a tutor for about 1 to 2 hours per week. Intense mentoring for the YJB involved the mentor seeing the young person for up to 18 hours per week. The programme focuses on changing their behaviour towards family members and criminal activities, regarding home life to have an influence on their behaviour within the community. Mentoring programmes also develop social and life skills and involves advocacy work. They look at the young person's educational or training needs with the aim of them obtaining employment. About 60% of the young people attending mentoring on a voluntary basis often after hearing about the project through word of mouth. About 40% are on some kind of order but mentoring is still voluntary as the ethos of mentoring should always be agreed between both sides.

Project description of their difficulties and successes

The main problem is the fact that the project won't be continuing due to lack of funding. Out of the 60% that came voluntarily, the success rate for staying out of reoffending was about 89%. Admovere has supported these young people in finding local support that they feel happy to continue with. The Princes Trust will provide a mentor to some of these young people. Admovere is still looking at ways in which we can support these young people in more depth in partnerships with other organisations.

Mentoring project 8LN/082

The Mentoring Project is a numeracy and literacy project based in Cheshire, Macclesfield and Crewe. They are part of the charity 'Youth Federation' and are located in YOT premises. They have strong working links with Connexions, YOT, Education Advisers, schools and the police. They provide their mentors with four mandatory courses per year of about seven hours each and four optional courses. Training is provided both in-house and out-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 3-12 months in a community setting. The mentor delivers numeracy and literacy however, the amount varies – form every week to every other week. Mentoring also develops social and life skills. The project also sometimes sends mentees on external courses such as Youth Federation canoeing, climbing and arts days. Mentoring is offered to all young people who have dealings with the YOT. The majority will be on court orders, but they can also be referred after a Final Warning. The length of time with the project does not reflect the length of time on the order, e.g. 6 months order, but may be with the project for 3 or 9 months. Mentoring is never a compulsory part of their orders.

Project description of their difficulties and successes

General mentoring was more effective than developing specific basic skills, unless the numeracy and literacy was requested by the young person. We also found it difficult to keep some of the mentors within our strict boundaries. However, overall, we've reduced reoffending rates. Compared to those from the YOT that didn't take up mentoring and those that did, ours were 13.5% less likely to have reoffended.

O2B (literacy and numeracy mentoring project) 8LN/083

The O2B is a numeracy and literacy project based in the Borough of Swindon. They are part of Swindon YOT, located within their premises and have strong working links through the YOT. Their mentors receive 15 hours in-house training.

How mentoring is carried out

The project mentors individuals for between 6 and 12 months within the community. Essentially, mentors support young people to address their individual needs. Each week the mentor supports the young person to achieve self-set targets. Mentoring approximates one hour per week and sometimes the sessions will be on numeracy and literacy (delivered by the mentor) and sometimes they will focus on breaking down the barriers that are preventing learning, which may include developing social skills, life skill and advocacy. The project has funded its own term time and holiday projects (sometimes with the support of a Crimebeat grant) but does not have the means to fund external courses for our mentees. Mentoring is a voluntary activity, although a meeting with the Mentor Co-ordinator can be a compulsory part of an order. After the young person has met with their mentor for 3 or 4 sessions, they are asked to sign a commitment form.

Project description of their difficulties and successes

The project has not experienced any major difficulties as it has been well supported by Swindon YOT and the strong team spirit that exists there. There have been many successes, large and small, like the girl who achieved a level C in Maths GCSE due to the support of her mentor (the school had predicted a D) and the lad who is now working as an apprentice brick layer. A year ago he had been excluded from school and tried to commit suicide. There have been many smaller achievements that we have celebrated at the time because they represented a great stride forward for the individual, such as re-engaging with education or a marked improvement with their social skills.

The term time and holiday projects have been superb vehicles for extending literacy and numeracy skills and raising self-esteem. The project has enabled the mentees to use the computer programme Touch-type Read and Spell, design and make a newspaper, design and make a sign for the YOT with a Blacksmith and video, and go on digital camera workshops. Annual team building events also take place to celebrate our successes.

Basic Skills Mentoring Project 8LN/084

The Basic Skills Mentoring Project is a numeracy and literacy project based in the Wigan Borough. They are part of a YOT and are located in YOT premises. They have strong working links with training providers and provide their mentors with 30 hours in-house training which has been adapted from Mentoring for Care Leavers from the National Children's Bureau. Additional training is also offered to mentors and includes Young People's Mental Health, Racial Awareness, Sexual Health and Drug Awareness.

How mentoring is carried out

Each young person is matched to a mentor with whom they meet weekly for an average of four to five months in either a community setting or YOT premises if they want more privacy. The mentors deliver numeracy and literacy support in an informal manner and the amount of time spent on this varies as they try to balance work and leisure. Mentoring also includes developing social and life skills and advocacy support if requested. The project aims to get all their young people back into education, training or employment. All the young people attend mentoring as a voluntary part of their order.

Project description of their difficulties and successes

Initially, we found young people don't like to go straight into Basic Skills work and sometimes it can take a long time for trust to build up. Young people occasionally think mentoring is part of their order, even though it is voluntary, therefore, when their order is finished, they may want to end the mentoring too. However, our successes have been in getting young people back into school or placing them with training providers.

Mentoring help with Literacy and Numeracy 8LN/085

Mentoring help with Literacy and Numeracy is based in the London Borough of Merton. It is part of the YOT and housed on the YOT premises. The project is represented on a steering group for Kingston and Merton Education Business Partnership. They provide their mentors with 30 hours induction training then two additional days on skills for life (12 hrs). Training is provided in-house.

How mentoring is carried out

Each young person has one mentor. They meet weekly, initially for three months, and then the action plan is reviewed and extended as appropriate. Generally, the mentors and mentees meet in the community but initial meetings generally take place at Youth Offending Service (YOS) offices. Numeracy and literacy support is delivered by the mentor and the action plan generally revolves around numeracy and literacy. Mentoring also includes developing social and life skills and advocacy work. The project also supports the young people to access external programmes. Ninety-five percent of the young people attend mentoring on a voluntary basis; for 5% it's included in their ISSP timetable, although missed appointments would not result in breach proceedings.

Project description of their difficulties and successes

Initially getting established was difficult as was winning the trust of referring officers. It is sometimes still an issue but not to same extent. Some extremely positive feedback has been received from parents and teachers. The commitment from the volunteers to the project has been remarkable. Some had been with the project for 12 months before they got a pairing. Induction training did explain this and set them clear about boundaries. Our support structure worked well, and there were no incidents with volunteers overstretching boundaries. The mentors became more confident as they gained more experience.

Mentoring Help with Numeracy and Literacy 8LN/091

Mentoring Help with Literacy and Numeracy is a project based in the Metropolitan Borough of Wirral and run by the Wirral YOS. They have formal links with 'Tao Mountain' (numeracy programme deliverers), 'ThatReadingThing' (literacy programme deliverers) and have strong working links with the Education Authority and the Youth Inclusion Programme. Most literacy coaches were volunteers recruited from the community through 'ThatReadingThing' and a few came from the YOT Whole Life Mentoring Project. In the last few months of the project, literacy training was offered to people who had entered or completed the YOT mentoring project and community volunteers were offered more extensive mentor training. Literacy training consisted of 15 hours of classroom-based learning and practice with on-going follow-up for new tutors. Numeracy coaches were recruited directly from the community, especially through existing contacts within universities, and from Whole Life mentors and 'ThatReadingThing' volunteers. Training is provided through a number of whole-day and half day courses with on-going support including refresher and update training as needed.

How mentoring is carried out

ThatReadingThing is a linguistic phonics programme which was developed specifically to meet the needs of both the young people who struggle with reading and tutors who have no background in education. The fast paced course helps non-readers to quickly develop new strategies for making sense of the English language and to change their minds about reading and education in general. Delivery was limited to young people who acknowledged a difficulty with reading and were prepared to give up time for coaching help. Most young people met their coaches on a weekly basis at a convenient location. During the summer months the project set up an intensive programme for young people not in full-time education. In terms of numeracy support, coaches use a variety of tools and techniques especially accessible to the young people. They work with anyone having difficulty with basic numeracy tasks, especially those required as part of everyday life such as travel, shopping and measurement. Some young people met with coaches on a regular basis, while others especially those referred via the ISSP programme received very specific guidance to enable them to progress in identified areas, for example, managing benefit claims. Some YOS staff received training to enable them to recognize problems and intervene appropriately. The majority of the young people attend mentoring on a voluntary basis but for about 15% mentoring support is part of ISSP programme.

Project description of their difficulties and successes

Engaging young people was relatively easy but maintaining steady contact and regular meetings was a huge challenge. This was best met by developing supportive relationships between YOT staff, volunteers, the individuals' family or carers and the young person. If the project were to continue, all coaches would also have full Whole Life Mentor training. In terms of our success, young people who have done a full programme haven't reoffended in the year following the work. In this area of informal education, hard statistics are difficult to come by and we rely heavily on anecdotal evidence. Particularly positive experiences have been in situations where young people have changed their perceptions of themselves as learners. One young man brought a friend along to show him that he could now spell long words. Another had the thrill of discovering that his toddler son loved to sit on his knee and read books. A young woman with major difficulties in learning has made significant progress allowing her to move to higher sets in her GCSE English class and another discovered that she could read after all and spent her time with her literacy coach doing mental arithmetic to help with her job on a market stall.

One difficulty was the knowledge of YOT staff. We addressed this by running numeracy awareness programmes for YOT staff so they could identify appropriate young people.

East Sussex Mentoring Service 8LN/092

The East Sussex Mentoring Service is a numeracy and literacy project based in East Sussex. They are part of the 'Rainer' charity and are located in YOT premises. They have strong working links with the YOT and the Appropriate Adult Service. The project provides their mentors with an initial two day training programme (7 hrs per day), a later days training and the option of another 3 days to give them a BTEC qualification. Training is provided in-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy support is delivered by the mentor and time allocated to this varies according to need, but expect them to spend at least one session a month working on numeracy and literacy. Quite often the mentors support numeracy and literacy by less obvious ways by trying to bring the skills into everyday life, for example, by getting them to pay if going for a coffee or, if the young person is learning to drive, they'll use the Highway Code for literacy skills. Mentoring also develops social and life skills and involves some advocacy work, but its main focus is on behaviour skills. The project is currently working with some young people who have Anti-Social Behaviour Orders (ASBOs) in order to empower them to look at the effect of their behaviour and make behavioural change. The project sometimes sends mentees on external courses. The young people attend mentoring on a purely voluntary basis and mentoring is totally separate from any orders they may be on.

Project description of their difficulties and successes

Simply meeting the need was difficult as so many young people are being referred. We can't train the mentors fast enough to meet this need. We found it helped to give the young people choices, letting them meet various mentors until they feel comfortable with one. We saw a huge reduction in offending; fifty% of the young people on the programme have not reoffended, and of the other fifty% more than half have only reoffended once. With ABCs and ASBOs, we're seeing that the young people are becoming more aware of how their behaviour affects others.

One of the biggest successes was a young offender who stopped offending. He saw his brother going down the same road, got him involved in the project and he's now doing well too.

Time Out @ M.Y.A. 8LN/093

Time Out @ M.Y.A. is a numeracy and literacy project based in Liverpool. They are part of Merseyside Youth Association Ltd, a registered charity; and have strong working links with UK On-line, OK UK, Liverpool Auto project, Merseyside Connexions service, Liverpool YOT and ISSP, Liverpool Education and Lifelong Learning service, schools and other local or national government and non government bodies. They provide their mentors with an average of four hours initial training and there is ongoing training for volunteers who access all the training that paid staff receive, for example in child protection and equal opportunities. Training is provided in-house.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly in a community setting for approximately12 to 16 weeks, and sometimes less or quite a lot longer. The tutor delivers numeracy and literacy support according to need. The project also delivers basic skills as a standard part of the project and young people spend about 16 hrs per week with the project. Mentoring includes developing social, life skills and advocacy work either directly or through referral. The project sometimes sends mentees on external courses through referrals to other organisations. The young people attend mentoring on a voluntary basis. At the beginning, the project was under the impression that the mentoring would be compulsory but as time went on, it became voluntary as otherwise it didn't work.

Project description of their difficulties and successes

Young people didn't want to engage with too many different people so they would sometimes avoid contact with mentors. There was also a lack of support from the ISSP team who often would not refer people in the spirit that it was intended and used us as more of a babysitting service. We tried to overcome this by persuading the young people to become more involved or trying to engage them in other ways. There were success areas for some of the young people; their involvement with offending was due to the absence of anything better to do, for example, one young person was referred because he had been prosecuted for keeping birds of prey without a licence and we were able to find him a game-keeping course at college. He's now one of their best students.

The Time Out project has worked with a wide range of young people, all of whom had issues with mainstream education, and either through exclusion or through existing on the edges of the education system for a long time were uninspired with a system that in their opinion had rejected them. Their attendance at this programme demonstrated a desire to find education or daytime provision that suited their own perceived needs. Even those who decided that it was not suitable for them actually gained from the engagement process however short-lived that may have been. Those young people who engaged fully with the project for even just a few weeks gained immeasurably in more than just numeracy and literacy skills. Improvements in communication and social interaction with older adults were evident and although scientific methods were not employed in the recording of these outcomes the changes themselves were no less welcome.

Route 53 and Route 43 8LN/094

Route 53 and Route 43 is a numeracy and literacy project based in Manchester. They are part of 'Crime Concern' and have strong working links with the YOT and Manchester College of Arts and Technology. They provide their mentors with 60 hours in-house training and mentoring follows the Dalston model.

How mentoring is carried out

Each young person has one mentor with whom they meet weekly for 6–12 months in a community setting. Numeracy and literacy support is delivered by mentors and a tutor, for around six hours per week. Mentoring also developed social and life skills, anger management and involved some advocacy work. The project also sends mentees on external courses, for example, IT, catering, furniture making, art, DJ skills. Young people attend mentoring on a purely voluntary basis.

Project description of their difficulties and successes

It has been difficult to recruit good staff; people who have both teaching and youth work skills. On the positive side, some of the mentors have gone on to become paid members of staff. In addition, some young people have got into college, have stayed there and are progressing.

References

ACPO (2003), *Press Release: Police Chiefs Comment on Leaked Report About Police National Computer*, Translated ACPO Retrieved 13.06.2005, from www.acpo.police.uk/news/2003/q4/re_PNC.html.

Anderson, B., Beinart, S., Farrington, D., Longman, J., Sturgis, P. & Utting, D. (2001), *Youth Justice Board Research Note No. 5: Risk and Protective Factors Associated with Youth Crime and Effective Interventions to Prevent It*. London: Youth Justice Board

Audit Commission (2002), *Policy Focus Paper: Statutory Assessment and Statements of Sen*, London: Audit Commission.

Audit Commission (2004), *Youth Justice 2004: A Review of the Reformed Youth Justice System*, London: Audit Commission.

Baker, K., Jones, S., Roberts, C. & Merrington, S. (2003), *Asset: The Evaluation of the Validity and Reliability of the Youth Justice Board's Assessment for Young Offenders* University of Oxford.

Barry, M. (2000), 'The Mentor/Monitor Debate in Criminal Justice: 'What Works' for Offenders?' *British Journal of Social Work*. 30**,** (5) Oct, 575-95.

Basic Skills Agency (2002), *Initial Assessment*, The Basic Skills Agency.

Boddy, J., Cameron, C. & Moss, P. (Eds.) (in press), *Care Work in the 21st Century: What Future?*

Cole, M. & Cole, S. R. (1989), *The Development of Children*, New York: Worth.

DfES (2005a), *Children's Trusts: Developing Integrated Services for Children in England*, Translated DFES University of East Anglia in association with National Children's

Bureau, Retrieved 13.06.2005, from www.dfes.gov.uk/research/programmeofresearch/project.

DfES (2005b), *Children's Trusts: Overview*, Translated DfES Department for Education and Skills, Retrieved 30/06/2005, from www.dfes.gov.uk/childrenstrusts/overview/.

Dhiri, S., Brand, S., Harries, R. & Price, R. (1999), *Modelling and Predicting Property Crime Trends in England and Wales. Home Office Research Study 198*, London: Home Office.

DOH (2004a), *National Service Framework for Children, Young People and Maternity Services: Executive Summary*, Translated DOH Department of Health, Department for Education and Skills, Retrieved 13.06.2005, from www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance/PublicationsPAmpGBrowsableDocument/fs/en?CONTENT_ID=4094444&chk=iko7k4

DOH (2004b), *National Service Framework for Children, Young People and Maternity Services: The Mental Health and Psychological Well-Being of Children and Young People*, Translated DOH Department of Health, Department for Education and Skills, Retrieved 13.06.2005, from www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance /PublicationsPAmpGBrowsableDocument/fs/en?CONTENT_ID=4094607&chk=5UQS Ex.

Farrington, D., Gottfredson, D., Sherman, L. & Welsh, B. (2002), 'The Maryland Scientific Methods Scale', in Sherman, L., Farrington, D., Welsh, B. & Mackenzie, D. (eds.) *Evidence-Based Crime Prevention.* New York: Routledge, 13-21.

Farrington, D. P. (1996), *Understanding and Preventing Youth Crime*. York: Joseph Rowntree Foundation.

Flood-Page, C., Campbell, S., Harrington, V. & Miller, J. (2000), *Youth Crime: Findings from the 1998/99 Youth Lifestyles Survey – Home Office Research Study 209*, London: Home Office – Research, Development and Statistics Directorate.

Friendship, C., Street, R., Cann, J. & Harper, G. (2005), 'Introduction: The Policy Context and Assessing the Evidence', in Harper, G. & Chitty, C. (eds.) *The Impact of Corrections on Reoffending: A Review of 'What Works' (2nd Ed.).* Home Office Research Study 291, 1-16.

Frude, N., Honess, T. & McGuire, M. (1994), *Crime-Pics Ii Manual.* Cardiff: Michael and Associates.

Goodman, r. (1997), 'The Strengths and Difficulties Questionnaire: A Research Note'. *Journal of Child Psychology & Psychiatry*. 38, 581-586.

Graham, J. & Bowling, B. (1995), *Young People and Crime*, London: Home Office Research Study 145.

Greenlaw, G. & St James-Roberts, I. (in press), 'Mentors for Children and Young People Who Offend, or Are at Risk of Offending: An Emerging Profession?' in Boddy, J., Cameron, C. & Moss, P. (eds.) *Care Work in the 21st Century: What Future?*

Hayward, R. & Sharp, C. (2005), *Young People, Crime and Antisocial Behaviour: Findings from the 2003 Crime and Justice Survey*, Home Office.

Home Office (2005), *Juvenile Reconviction; Results from the 2003 Cohort*, Home Office.

Homer (800BC), *The Odyssey*, Translated Homer Retrieved 13.05.2006, from www.gutenberg.org/dirs/etext99/dyssy08a.txt.

Hurry, J. & Moriarty, V. (2003), *Youth Justice Board Education, Training and Employment Intervention Programme: Central Evaluators Final Report*, London: Institute of Education, University of London.

Lewis, I. (2003), 'Reducing Youth Offending – the Role of Learning and Skills', *Youth Justice Board conference.* London:

Lipsey, M. (1995), 'What Do We Learn from 400 Research Studies on the Effectiveness of Treatment with Juvenile Delinquents?' in McGuire, J. (ed.) *What Works: Reducing Offending – Guidelines for Research and Practice.* New York: John Wiley and Sons Ltd., 63-78.

Loeber, R. (1990), 'Development and Risk Factors of Juvenile Antisocial Behaviour and Delinquency'. *Clinical Psychology Review.* 10, 1-41.

McGill, D. E. (1999), 'Mentoring as an Early Intervention Strategy: The Experience of Big Brothers Big Sisters of America', in Bayley, R. (ed.) *Transforming Children's Lives: The Importance of Early Intervention.* London: Family Policy Studies Centre.

MORI (2004), *Youth Survey 2004*, London: Youth Justice Board.

Petrie, P., Boddy, J., Cameron, C., Heptinstall, E., McQuail, S., Simon, A. & Wigfall, V. (2005), *Pedagogy – a Holistic, Personal Approach to Work with Children and Young People, across Services: European Models for Practice, Training, Education and Qualification*, Translated Petrie, P., Boddy, J., Cameron, C., Heptinstall, E., McQuail, S., Simon, A. & Wigfall, V. Thomas Coram Research Unit, University of London, Retrieved 30/06/2005, from hk1.ioe.ac.uk/tcru/Ped_BRIEFING_PAPER.pdf.

Raynor, P. (1998), 'Attitudes, Social Problems and Reconvictions in the 'Stop' Probation Experiment'. *The Howard Journal.* 37**,** 1, 1-15.

Scott, S. (1998), 'Aggressive Behaviour in Childhood'. *British Medical Journal.* 316, 202-06.

Shiner, M., Young, T., Newburn, T. & Groben, S. (2004), *Mentoring Disaffected Young People: An Evaluation of Mentoring Plus*, York: LSE & Joseph Rowntree Foundation.

Spencer, N. (2003), 'Parenting Programmes'. *Archives of Disease in Childhood.* 88, 99-100.

St James-Roberts, I. & Singh, C. S. (2001), *Can Mentors Help Primary School Children with Behaviour Problems? Final Report of the Three Year Evaluation of Project Chance Carried out by the Thomas Coram Research Unit between March 1997 and 2000*, London: Home Office Research, Development and Statistics Directorate.

Tarling, R., Davison, T. & Clarke, A. (2002), *The Youth Justice Board Youth Mentoring Intervention Programme: An Evaluation*, Institute for Social Research, University of Surrey.

Tarling, R., Davison, T. & Clarke, A. (2004), *Mentoring Projects: The National Evaluation of the Youth Justice Board's Mentoring Projects*, London: Youth Justice Board.

Wood, M. (2004), *Perceptions and Experience of Antisocial Behaviour: Findings from the 2003/2004 British Crime Survey*, Home Office.

Youth Justice Board (2003), *Youth Justice Board Counting Rules*, Translated Youth Justice Board, Retrieved 13.06.2005, from www.youth-justice-board.gov.uk/NR/rdonlyres/71422AFA-9D58-4108-ACF9-3154EB3D91BB/0/CountingRulesAprilJune2004.pdf.

Youth Justice Board (2005), *Youth Justice System: Step through the Youth Justice System*, Translated Youth Justice Board, Retrieved 13.06.2005, from www.youth-justice-board.gov.uk/YouthJusticeBoard/TheSystem.