

EVALUATION REPORT

Project Title: Trust Mentoring Project – Pendle

Project Reference: ESF/0203/089

Lead organisation: The Prince's Trust

Introduction

This report covers the work of the Trust Mentoring Project in Pendle between November 2002 and December 2003. The Mentoring Project was first established in East Lancashire in July 2001 to look at mentoring support for young people who had offended and for those who were deemed to be at risk of offending. At that time a great emphasis was placed on supporting young people from the ethnic minority community. Over the last two years the project has become more generic and works with young people from all sections of the community. The project works with young people who are 'at risk' of being disaffected and has four main target groups, those being:

- Underachievers – including young people with basic skills, those truanting and those excluded from school
- Offenders and ex-offenders
- Care Leavers
- Unemployed

Within these groups the project will focus on those with specific characteristics who tend to be under-represented, these include those from minority ethnic communities, disabled young people, refugees and lone parents.

The project is managed by The Prince's Trust, who employ a Project Manager and three Mentor Support Workers to work across Burnley and Pendle. A significant number of volunteer mentors have been recruited from the local community.

The project carries out one-to-one mentoring with young people as well as developing a range of group activities. While the primary focus is on providing mentoring for young people, the mentors too, are likely to benefit from their experience as mentors, and from the mentoring process. However, although mentoring can be a powerful tool for working with young people, it must be recognised that it is not a panacea to cure all problems or intended to replace other support structures, for example, the family. That is another reason why the project has placed a great emphasis on working in partnership with other agencies and sharing expertise.

Therefore to summarise, the purpose of this report and evaluation is threefold:

- To assess the impact of the Trust Mentoring Project in relation to its stated aims and objectives, providing an active resource in relation to the development of the project.

- To fulfil the standard requirements of the Learning and Skills Council.
- To enable the project to engage in processes of self-evaluation and review after the support from the LSC has ended.

Overview of the Project Activity and Partners

The main aim of the project was to sustain and expand a Mentoring Scheme to support and encourage disadvantaged young people aged 13-18 residing in the most deprived wards of Pendle, and to engage them positively in learning and leisure activities. We wanted to deliver a service that young people would want to use. We felt that it needed to focus on young people's personal, social and educational development; their voice and influence; and their inclusion and engagement in society. Our aim was therefore to provide quality support and promote intervention and prevention.

We wanted to help each young person to be an active member of their local community and capable of understanding the consequences of their actions. We wanted to develop young people who would add value to their social surroundings rather than subtracting through anti-social behaviour. Some young people do not have easy access to opportunities or personal support. We needed to recognise the limitations that deprivation can bring to some young people. The intervention of our support workers and interacting with a host of other agencies has been paramount in providing these young people with a richer transition to adult life.

The young people we have been working with have faced a number of difficulties and barriers that have prevented them from moving on into something positive, such as work, training or education. They suffer a greater risk of drifting into serious or persistent disadvantage for a number of reasons, some of which include:

- A troubled home life
- Peer group pressure
- Drug and alcohol misuse
- Poor attainment at school
- Truancy and school exclusion

At risk young people vary widely in their reasons for being disaffected and their needs. It is important to differentiate between degrees of risk and the different causes of disaffection before adopting appropriate responses.

Young people themselves want tangible results. They do need support but they want to have outcomes from that support. This might be jobs and money and the self-esteem which go with them, a home, to be part of their local communities and to have affordable and accessible leisure activities. The mentoring project has allowed some of the young people to overcome these problems, it has given them the chance to make informed choices, expand their horizons, access life enhancing experiences, contribute to their community and maximise their own potential.

In order to meet our aims the project adopted a two-tier approach: we provided 1-1 support for young people through the help of our volunteer mentors and we also developed a range of community activities to engage young people and divert them from engaging in criminal activity:

1-1 Mentoring

Over the last twelve to fourteen months we have spent a considerable amount of time providing 1-1 support for our beneficiaries, and this has been undertaken by both staff and volunteers. What all mentoring activity acknowledges, is the potential for one individual to help another to take control of their choices and actions at a particularly challenging phase of their lives. Mentoring supports both social and economic aims, enabling individuals to make the most of their initial education and by fostering the development of people's self belief and skills throughout their lives.

A simple definition of mentoring is:

'Mentoring is a confidential, one to one relationship in which an individual uses a more experienced person as a sounding board for advice and for guidance.' (CETAD – Lancaster University)

We have come to realise that there is no one accepted definition of mentoring or of mentors. The definition depends on why, where and with whom it is being used. However it is evident that there is a generic as well as a context bound definition to all mentoring relationships which includes a number of mentor key skills and qualities:

- Support given voluntarily by one person to another
- Flexibility
- An ability to motivate and maintain that motivation
- Good communication and interpersonal skills
- Self-awareness
- Good listening skills
- To be supportive and non-judgmental

Volunteering generally, and mentoring in particular, crosses boundaries in ways that other activity often does not. It benefits both mentor and mentee. If you can provide some help, guidance and support that will assist young people to fully achieve their potential, this is the very best you can give and the most constructive contribution you can make to future society.

The mentoring support we have provided has been undertaken in schools and out in the community. We have provided a comprehensive training package for our volunteer's which includes sessions on:

- Induction
- Working with Young People
- Mentoring Skills
- Child Protection
- Diversity Awareness
- Drug Awareness
- Basic Skills

The purpose of the training was to explain the aims of the mentoring project, to establish ground rules for the delivery of safe and secure mentoring and to help develop mentoring skills amongst our volunteers.

The project draws mentors from a range of sources within the local community. Mentors are mainly recruited by word of mouth, although there has been some more active methods of recruitment. The project seems to have been particularly successful at recruiting volunteer mentors to the scheme. A typical mentor on the project is aged 20-35 (although there are some older volunteers). Volunteer mentors are the project's most valuable resource. At the end of December 2003 the project had 18 volunteers from the Pendle area who were actively involved in the project. Of those 6 were female and 12 were male and 10 individuals were of Asian origin.

A significant proportion of the mentors seem to have done some voluntary work prior to becoming involved with the project. People's motivation for volunteering as a mentor differs also, however there seem to be two significant themes. The first is a desire to gain experience to enhance their own career prospects. The second is based on an interest in young people and a desire to help and support them.

The training of mentors is essential to the entire mentoring process. Mentors come from varied employment, academic and social backgrounds and hold different perspectives on major issues that affect young people. It has been very important to us that the correct behaviour, attitude and approach to equal opportunities are understood and employed, after all, the mentors are the 'conveyors' of opinions and values that may influence the attitude and behaviour of young people.

Group Activities

As well as offering the 1-1 mentoring work, we also felt that we needed to develop a range of activities to support this, and we felt that this needed to be approached in an innovative way in order to keep the interest of the young people.

The activities that have taken place include:

1. Group activities through The Prince's Trust xl programme in Edge End High School and Walton High School

The xl programme is aimed at young people in Years 10 and 11 in high school. It looks at an alternative curriculum for those individuals who are at risk of not achieving their potential. It looks at the following competencies:

- Communication skills
- Team building
- Leadership
- Presentation skills
- Preparing for the world of work
- Developing self awareness
- Taking responsibility

The mentoring project has worked closely with these two schools to support young people involved in xl. Project staff have attended the sessions and provided mentoring support. The young people have been involved in community activities and a recent group at Walton High School have just developed a go-kart and user manual for other young people to use.

2. Girls On Film Project

This was a joint initiative between The Prince's Trust, Mid Pennine Arts and Walton and Edge End High School. The project brought together 10 young women from Pendle to work on a cultural and identity project. The participants were between 15 and 16 years of age, 5 girls were of Asian origin and 5 girls were of White origin. The project allowed the girls to have a voice and to express themselves creatively. They have learnt new skills in photography and creative writing and have gained greater confidence, motivation and understanding of one another's lives and cultures. The girls were provided with mentoring support and all went on to achieve a college place.

3. Music Project

As a result of our outreach work in Pendle we came across a group of young men who had nothing to do and were hanging around on the streets of Nelson. We began to engage with the group and developed a music activity for them. We began to look at writing lyrics and the young people expressed their emotions and feelings through the music. Mentoring support was built into the project.

4. Lancashire Football Association Coaching Programme

In order to make our project sustainable, it was decided to build on our football activity and take it a step further by providing accreditation for the young people. Those that had an interest in developing their footballing skills were put forward for the Lancashire Football Association Coaching Programme. This would allow them to achieve Level 1 Coaching Certificate. As part of this certificate they would receive training in coaching, refereeing, child protection and first aid. They would also be assessed. Once trained the young people and volunteers were able to help with our football sessions out in the community, and pass on their skills to the younger generation of players, putting their new skills into practice.

5. Edge End Summer Football Programme

The Prince's Trust in partnership with Pendle Borough Council and the local high schools ran a football programme in the Summer of 2002. As a result of its success and demand from the young people, the programme was repeated in 2003. The venue was Edge End High School in Nelson and in total we worked with approximately 100 young people during the programme. A lot of the young people we had been working with in school were referred to us over the summer to take part. The underlying theme was Community Cohesion, getting young people from different cultures

and from different wards to mix. The programme was run over a six week period for three days per week.

6. Football Live

This was a one-week programme that brought young people together to work on their football skills. The young people had the chance to mix with representatives from Blackburn Rovers and Burnley Football Club. All young people were provided with a mentor at the end of the course.

7. Employer Event

In October 2003 we held an Employer Event to raise awareness about our work with the local employers and businesses within Pendle. Some of our outcomes for this project included moving young people on into work or training and we felt that this could often be quite difficult, especially with our client group. We wanted businesses to understand the problems that our young people face, and how difficult it can be for them to secure full time work. From this initial presentation it was hoped that we would be able to set up a local employer focus group to look at some of these issues.

The activities have been about raising awareness about The Prince's Trust and the project as a whole via community participation. They are arranged to encourage access to positive leisure and educational opportunities for young people and they are designed for young people to learn the benefits of teamwork, sportsmanship and respect for each other.

As well as organising group activities for the young people, the project staff have also attended meetings and focus groups to look at work across Pendle that will have an effect on our client group. This has included:

- Involvement in the '2 school network' with Walton and Edge End High
- Helped to develop a funding proposal for a new youth facility to be housed at Edge End High School
- Attendance at the local LSP meetings concerning the Education Key Priority Group
- Became a member of the steering group for Lomeshaye Skills Centre
- Helped to write a joint funding bid with the Police for Community Cohesion monies
- Attended meetings with East Lancashire Community Cohesion Board to look at some of the underlying issues concerning young people.
- Organised visits for potential funders in order to develop an exit strategy for the project beyond December 2003.

Partners

The success of the project has been the ability to link and work with a range of partners at all levels of the community. It is difficult to run a mentoring project in isolation. Getting young people interested in mentoring and maintaining their interest is the crux of a mentoring programme. How this is achieved depends to a large extent on the strategies adopted, particularly

working with external agencies and personnel. The project staff spent a considerable amount of time when they started, carrying out a mapping exercise to ascertain what agencies were already working within Pendle and how we could link into these networks.

The main partners that we have worked with have included:

- **Walton and Edge End High School**
We have had very strong links with these two high schools. Both run our XI programme and both schools have made a large amount of referrals to us for mentoring support. Where appropriate, the project staff have supported the two youth workers that each of the schools employ. Both schools were also key partners in the Girls On Film Project and we have used Edge End High School for our summer football programme.
- **Mid Pennine Arts**
They were a key partner in the Girls On Film Project. They took responsibility for organising sessions, artists and helped us with funding applications. They also worked with the two high schools as mentioned above.
- **Lancashire Football Association**
The LFA helped us to organise and provide accreditation for the Coaching Certificate. They have provided a constant source of support and guidance on all matters relating to our football activity.
- **The Police**
The Police have been extremely supportive and have become involved in our football activities. During the summer programme they put in a team to play in our final tournament. This helps the Police with their ability to work alongside young people and build up that much needed rapport. They have worked closely with our Support Worker to deal with incidents of anti-social behaviour in Nelson and we consult with them quite regularly regarding community issues.
- **Youth and Community Service**
We have shared knowledge and expertise with the Youth and Community Service and have helped them to deliver the Positive Activities for Young People scheme.
- **Connexions**
We have found it quite difficult to engage with the local Connexions Service in Pendle. We held discussions with them regarding the Positive Activities for Young People.
- **Youth Offending Team(YOT)**
We have attempted to build a rapport with the YOT and have attended several of their staff meetings to look at how we could work together. We have tried to keep them informed of our developments but so far they have

not referred any young people. They are already working with Lancashire Youth Association to obtain their mentoring support.

- Learning Mentors – Excellence In Cities
This scheme provides Learning Mentors in school but they have referred several young people to us, for us to provide support when the young people are not in school.
- Nelson and Colne College
We have tried to work closely with the college on joint initiatives in the local high schools. Some of the young people that we have been working with have also moved on to this college to continue their education.

Most of the above agencies were mentioned in our original proposal and these have been our main partners. We have also tried to develop links with smaller organisations and community groups. In order to build these partnerships the staff have had to literally make time to meet with these organisations. We have visited agencies, carried out presentations, posted information and held open days to increase awareness about our work. We have also compiled regular newsletters which are distributed to relevant groups.

Achievements of the Project.

The project has achieved a great deal in 2003 and in most cases has exceeded its outputs. The project has met all targets set apart from two of the expected outcomes those being, the number of beneficiaries achieving a positive outcome (training, education or voluntary work) and beneficiaries achieving employment. Before considering the reasons for this, I think it is important to compare what has been achieved against the original proposal put forward.

Outputs

Output Definition	Planned Delivery	Achieved
Total number of beneficiaries assisted	88	99
Number of female beneficiaries assisted	24	30
Total number of beneficiaries receiving ESF training	88	98
Number of female beneficiaries receiving ESF training	24	30
Number of beneficiaries working towards a qualification	30	68

As can be seen, the project has overachieved on all of its outputs that were assigned at the beginning of the project. Each month we have had a steady stream of referrals, and have worked with a lot of beneficiaries that have achieved a new qualification or we have supported them to go on and achieve their GCSE's. A lot of the feedback from the schools suggests that without our intervention, some of the young people may have been suspended or permanently excluded from school. Some of the reasons for this have included: poor attendance, bad behaviour, bullying, peer pressure, family problems etc.

It has been quite difficult to engage young people into a long term mentoring relationship when we have worked with them out in the community. We tend to find that once the trust has been built, they will come to find us when they have a problem, but will disappear again until they have another issue to deal with. When this has occurred, short term help is the only solution, as we cannot force people to get involved.

Outcomes

Outcome Definition	Planned Delivery	Achieved
Number of positive outcomes on leaving	30	27
Number of beneficiaries in work on leaving	11	5

These are the only two targets that we failed to achieve. The main reason for not meeting these targets, is that we received a large amount of referrals from the schools. In some cases we were working with young people in Year 10, therefore they would not be moved on into work, training or education as they would still have another year left at school. In most of these cases, as mentioned above, we worked with these beneficiaries to keep them engaged at school and deal with some of their personal problems.

In terms of the positive outcomes, we can break them down further and see which beneficiaries went into training, education or voluntary work:

Positive Outcome	Total
Number of beneficiaries who went into further training	2
Number of beneficiaries that went onto college	14
Number of beneficiaries who went on to do voluntary work	11

For the purposes of this report it is also interesting to compare the ethnicity breakdown of the beneficiaries that the project helped:

Ethnicity	Total
Asian Heritage	56
White Heritage	43

As can be seen the project has worked with a client group of nearly a 50-50 split in terms of ethnicity.

Milestones

Milestone	Achieved
Recruit one Mentor Support Worker	1
Hold four partner meetings	4
Complete one final evaluation report	1

All milestones were met by the project. We have one Mentor Support Worker involved in the Pendle work. We have held four partner meetings which have brought together a range of different partners in order for us to inform them of our progress and to share information that has been relevant to all parties concerned. Also we have now completed the final evaluation report.

In terms of the project I feel that we have met our original aims and objectives. We set out to work with disadvantaged young people from Pendle and our aim was to provide access to positive leisure activities and provide them with the necessary skills to move on and find work. Because we have worked with so many young people from within the school system, I think it will take a further 6-12 months to properly measure the impact we have had on some of these individuals. For the purposes of this project we have managed to keep

most of them in school, and have helped to re-focus their attention on their school work, and evidence of this has come via the school we are working with. We have also enabled some beneficiaries to gain extra qualifications that they wouldn't have necessarily obtained.

It is fair to say that not all young people have benefited from the mentoring support we have tried to provide. Out of 99 beneficiaries we have worked with, 9 beneficiaries left the programme before either achieving a positive outcome or continuing to receive mentoring support. Out of these nine people, one individual became pregnant, one left the area altogether and one young person was sent abroad. Therefore 6 beneficiaries have left the programme without us being able to follow up their progress or destination.

As can be seen, the project recruited the right amount of young people to meet our targets. We worked with those that were most disadvantaged ie those that were underachievers, those that had a background of offending, those that were unemployed and those that were causing anti-social behaviour out on the streets.

Before embarking on this project I did feel that we would meet our target of getting beneficiaries into work, training or education, I also thought that we may have been able to target more unemployed people who wanted to volunteer to learn new skills. Most of the individuals that have come forward to volunteer have already been working and have secure jobs already. This dispels the myth that the only reason people volunteer is to help them get a job.

One of the big achievements for this project has been the relationship we have been able to develop with the young people. Identifying need and working to fill the gaps in provision. Some of the comments from the young people so far have included:

“The Prince’s Trust listen to what we have to say.”

“If it wasn’t for the football we would be hanging around on the streets.”

“The activities give us something to do we have a laugh.”

“The project has given me the chance to learn new skills which will help me get a job.”

We have also been able to recruit volunteers who already have access to young people and who genuinely feel that the mentoring project would benefit young people from their areas. Since the project started we have made an effort to recruit volunteers from the local community as they have a better knowledge of the needs in those areas and wards. This enables the communities to take ownership of any projects that are taking place and to get involved in the mentoring process. I think one of the achievements has been the ability to understand how the different communities live. We have taken notice of the findings from Lord Clarke’s report into the disturbances of 2001

in Burnley. The report suggested that many of the communities are leading parallel lives with little or no interaction taking place. Therefore many of our activities have tried to address these issues and wherever possible bring together a mixed group of young people.

Areas of Innovation

I feel that this is an innovative project it is unique and not replicated elsewhere. Wherever possible, we have always tried to involve the young people, the volunteers and the local community in the development of the project, after all, supporting young people through adolescence should be a community responsibility utilising the range of resources available beyond school. The priority of the project in the development phase was to go out and consult the community and relevant organisations, and the purpose of this was to:

- Gather feedback
- Consider the feasibility of the project
- Consider the project fit within existing community work / structures

The consultation confirmed the project was needed and worthwhile and should be developed further. A clear message from young people was that there was insufficient activities taking place in their communities, at an affordable price; many young people were left to hang around on street corners, due to boredom and a lack of safe space to meet their friends.

As a result, whenever we have developed a group activity we have always asked the young people and the volunteers for their ideas, and have never tried to impose our own thoughts upon them without consultation. We have spent a great deal of time getting to know the young people before developing activity for them. We have visited them out in their own communities but have also taken them out of their own environments. This project is innovative because we try and meet young people on their terms. We don't wait for them to come to us, we go out on the streets and talk to them. We recognise that young people need to have a mentor who understands the problems and barriers they face through living in a deprived area. The volunteers we recruit are from the very same areas as the young people, therefore acting as positive role models.

I also feel that we have given the volunteers the confidence and experience to be open and honest about the project's progress, and as a result they will now approach us if they have an idea they want to try and develop themselves.

The need for the project has been demonstrated by the response from partners and young people themselves. The project with its focus on reaching young people through outreach and community mentoring activities adds value to the more traditional mentoring programmes working in a more structured and formal environment. This project presents for many young people a less threatening route, and encourages and supports the young person to go on and achieve. The project has already proved its relevance and value through the number of young people it has supported and moved on positively.

Another reason for the project being innovative is the role of the mentor and the long-term help they can provide for young people. Mentoring is not a quick fix solution, it takes time and energy to build a relationship. The informal relationship developed with the Mentor promotes trust and respect and in

many cases provides improved levels of self-esteem and motivation. The project allows the young person to express their interest and aspirations and the mentor then encourages and supports the young person to go on and achieve.

We also try and work with other Prince's Trust provision across Pendle in order to provide further progression and opportunity. There are no time scales of how long a young person should be with the mentoring project and this helps the young person to feel safe and secure. We work with the young person's needs that could take one month or twelve.

Identification of Areas of Good Practice and Areas for Improvement

Over the course of the last twelve months I think that the project has achieved a great deal and has examples of good practice to share:

Areas of Good Practice

- I believe the partnerships that have been developed have been vital to the success of the project and demonstrate good practice especially when delivering a project like Girls On Film. This was a community cohesion project for young women that considered issues of identity, culture etc. The project felt that we would not be able to deliver this on our own, and we felt that it would be more advantageous to draw on the expertise of others. We worked closely with Mid Pennine Arts, an organisation that develops arts-based projects, and we brought together two high schools, Walton and Edge End, who would have easy access to the young people. We spent a considerable amount of time planning the project, and our role was to facilitate discussions with these agencies, organise venues, plan sessions dates and help to supervise the group. Mid Pennine Arts costed the project, organised the tutor and helped to produce the finished products of a calendar and magazine. The two youth workers from the schools had a responsibility to engage with the young people and ensure that they got to each session on time. This partnership was vital. We each had our own roles and responsibilities, but met on a weekly basis to discuss progress, difficulties etc. No one agency took over the project, or appeared to control the others. We all wanted the young people to benefit and gain experience and skills. We were all flexible in our approach and worked to each others strengths. This good practice allowed us to work together well and to make the project a success.
- Over the last twelve months we have had a great deal of referrals from the high schools as mentioned above. They have both been open to allowing The Prince's Trust to work with their pupils. We have developed a good relationship with them, and have taken time to build a rapport with their staff. We have regular meetings with the schools to assess progress and evaluate our partnership. WE have developed a referral procedure in order for them to refer young people to us for mentoring, and this has helped to monitor reasons for referral and the level of need. For each referral, the school has provided a supporting letter which outlines the need for mentoring intervention. We have also issued the schools with review sheets and personal profiles to use and record discussions with the young people when we are not there. This ensures that information is not lost and that we are able to build up a clear picture of that young person and the problems they are facing. Without the two-way communication and the acceptance from the schools, we would not have been able to support as many young people.
- Another area of good practice has been the ability to involve young people and volunteers at all stages within the project, whether that be mentoring or group activities. When we started our work in Pendle we were aware that young people had been consulted a great deal but nothing had materialised from those discussions, we didn't want to repeat the same

mistakes or we would not gain their trust. We have therefore held several discussion groups to gather feedback and we have given the young people some ownership of the activities. For example, whenever we have developed the football we have asked the young people to get their own teams together and nominate a captain. This allows them to use teamwork, communication skills and respect for one another. After our activities we evaluate what has taken place both with the young people and the staff and volunteers involved, this takes the form of verbal feedback as well as completing questionnaires.

- The project has also tried to assess all young people in order to ascertain need and level of problems and issues. It can often take time to get the mentoring match right, so every bit of information helps. If agencies are referring young people to us then their interpretation of that young person's needs could be different from how the young people view themselves.
- On the project we always adhere to policy and procedures relating to Health and Safety and Risk Assessment. All activities are assessed for safety to ensure that the young people, staff and volunteers are working to Prince's Trust guidelines.
- One area of good practice is the project's ability to work and organise our volunteers. We, at the Trust, see them as a valuable resource. We spend a lot of time getting to know them and training them in order to equip them with the necessary skills to work with young people. We always consult the volunteers regarding activity, and they often contribute ideas about how they feel the project should be developing, after all, they are the ones living out in the community. We provide a comprehensive training package for our volunteers and use these sessions to screen our volunteers to ensure that they are suitable. We don't take everyone on board who wants to help. Some people are just not suitable. We have one person in the office who is dedicated to recruiting volunteers and she is responsible for organising reference and police checks and induction training. The Prince's Trust has just amended its training for volunteers on a national basis, and we are now all working towards minimum standards. The Mentoring Project in 2003 also achieved the Approved Provider Standard from the National Mentoring Network for its policies and procedures and its work with volunteers and young people.
- The Trust Mentoring Project also likes to recognise the achievements of volunteers and young people. In 2003 we nominated one of our volunteers for the Asian Women of Achievement Awards, and although she was not successful in winning an award, she received a lot of publicity about the work she was doing on our behalf, she was also extremely honoured to have been nominated. The advisors of the XI club in Walton High School also won a Prince's Trust award for being the best club in the North West. Also two other volunteers went to meet the Queen for their efforts in community work.

- The project has developed close working links with Lancashire Constabulary in particular the Pennine Division. This is an organisation that traditionally do not get on with the client group that the Prince's Trust works with. Through our activities we invite the police to be present, and this helps to break down barriers and perceptions from the police and young people's perspective.

As well as areas of good practice there are also areas where the project could have made improvements:

Areas for Improvement

- I feel that the project could improve its publicity and how it promotes the good work that has taken place. We have tried to involve local press when we have been holding an event, but in several cases they have not turned up to capture the activity. I think that we could have perhaps included more case studies in local press in order for the wider community to see the benefits of our work. More time could have been taken to 'sell' the project to some of the smaller community groups.
- We have had a problem with recruiting Asian women and White males to be volunteers on the project. In order to overcome this we have tried to market our opportunities in places such as local gyms, women's groups' etc. but we are still awaiting the outcome of this.
- I think the organisation of the training could be improved. In 2003 we attempted to devise a training schedule that would set out dates for future sessions. Due to unforeseen circumstances, dates had to be changed, venues re-arranged and this often led to confusion for the volunteers. It is sometimes difficult to find out how many people will be attending a session for training, even though we ask volunteers to let us know. There have been instances where we have paid for a tutor to take a session and then only two or three people have turned up, which obviously is not very cost effective. In order to combat this we have tried holding sessions at different times and venues and we have also provided food and refreshments. We have even sent out stamped addressed envelopes to make sure we get a reply back from the volunteers.
- Another area for improvement is getting the beneficiaries to complete the appropriate forms in a more timely manner. Some of these young people have been very suspicious of us collecting certain information, and in most cases I have had to complete the ILR forms and then get the young people to sign them. Some don't like writing and it has been difficult in some situations to gather feedback.
- When we started the work in Pendle there was a tendency to try and attend every meeting and work with all organisations that asked for our help. I think over time, the project has dealt with this a lot better, and we have come to realise which agencies are good to work with and the ones that will complement our work and our aims and objectives.

Lessons Learnt

Some of the lessons learnt include:

- The amount of administration time that it has taken to complete paperwork, input data onto the computer and feedback information to the LSC – on starting this project I don't think we realised how much time this would actually take. The Trust Mentoring Project also manages other streams of funding for different areas, and finding time to allocate to all claims has been quite difficult. Project Management training was offered, but this might have been useful at the beginning of the project rather than three or four months in. It has also been difficult to get the ILR forms completed by our beneficiaries, as they are not very user friendly for our client group. Also inputting the data onto the LSC database has brought up a number of problems, one of which being the time taken to input the information. It may have been wise to build in some administration costs into the budget.
- We have met our targets in terms of number of beneficiaries seen, and for this we received a large number of referrals from the schools. At times we may have been a little too reliant on this source of referral, and I think in hindsight we should have encouraged other agencies to refer young people to us.
- We have a good supply of volunteers that help us to deliver some of our activities, and we rely heavily upon them. We have had difficulties in arranging some of our training sessions and I feel we made a mistake by planning dates too far in advance. Volunteers forget about them and then don't turn up, which wastes time and resources. I think in future, it may be wise to plan on a quarterly basis rather than 6-12 months in front.
- I think it is important to think about targets from the beginning of the project. We were asked to complete an Implementation Plan but again, this was done after several months rather than at the beginning. Some of the targets are harder to meet than others, for example, in our case, moving beneficiaries on into work, training and education. We had thought that these would be more difficult and in order to address this issue we arranged an event for local employers and businesses that would hopefully encourage them to get involved in our activities and help to form a local Employer Group. This had been planned to take place early in the year, but due to other commitments and unforeseen circumstances, it did not take place until October 2003. As a result, the impact that this group could have had was lost due to the length of time taken to establish the event. More thought and planning would be needed in future to plan such events.

Dissemination of Good Practice

One of our biggest problems has been the need to find young people work and employment opportunities. Because of the nature of our target group, we often struggle to move them on into something positive. Employers are not always sympathetic to certain problems that young people face and often they aren't even given a chance because they have no qualifications behind them. In order to try and overcome this problem, the Trust Mentoring Project attempted to set up an employer focus group to look at ways of helping young people into work and maybe providing a route for them to gain experience and skills. In order to establish the group, we invited local employers and businesses to come along and hear about our projects and the work we are trying to achieve. This allowed us to showcase some of the good practice that we had developed, we also included other Prince's Trust provision. The turnout for the event was about 40 individuals. They heard from numerous young people that we had helped, and we also had an input from the police.

Another example of the way in which the project has disseminated good practice is via the local schools network. In Pendle, Walton and Edge End High School have brought together a range of different agencies to look at the problems that young people are facing. Some of the agencies have included the Armed Forces, Nelson and Colne College, the NHS, Youthworks, Youth and Community Service and Building Bridges to name but a few. This forum is a chance for all appropriate agencies to sit round the table and deal with issues that are affecting local young people and to try and come up with a solution. Each agency has the chance to inform others about the work they are doing, and then together, we have looked at activities that we can share, that will make a difference. For example, in the past they have organised a Youth Conference that has given the young people a chance to express their views and opinions and to influence senior levels of authority in the Borough.

Details of Publicity Undertaken

In order to promote our project we enlisted the help of our Communications Officer in the North West, she has been vital in providing that link with the local newspapers, and helping us to compile press releases. She has also provided training for all staff on issues relating to PR. We currently have a national Prince's Trust web site that has links to the North West for people in the area. I have also been looking at ways of developing this site and creating a link that will take you to information on the Mentoring Project in the hope of raising more awareness.

Whenever we organise an event we always invite the local press to attend, but we have had some difficulties in getting some of our stories published or covered. So far the publicity we have undertaken has included:

- Press releases regarding certain events, achievements etc.
- Advertisements for recruiting volunteers
- Awareness events for partners and volunteers
- Production of a quarterly newsletter
- Contributed articles regarding the project to The Prince's Trust internal publications such as newsletters and the North West Digest
- Open days and focus groups for young people
- Held an employer event to encourage more involvement from local businesses
- Published case studies in paper
- When recruiting staff have mentioned ESF support in advertisement
- All information produced contains correct ESF logos
- Nominated one of our volunteers for the Asian Women of Achievement Awards and received press coverage
- Two of our xl club advisors from Walton High School won a Prince's Trust North West Award
- The Girls on Film project received a great deal of local and national press coverage
- One young person who was involved in the Football Live programme has appeared in a video organised by one of our funders, The Royal Bank of Scotland.

Case Study

The following case study outlines the progress of one of our beneficiaries who came into contact with the project in October 2003. Obviously she has only been with the project for just over three months, but in that time I feel she has developed enormously and I think it is important to document her progress so far, and to show what effect a little intervention and support can have on an individual.

Sammy Jo is 17 years of age and left school with no qualifications. At 15 she was put into care. She has also been a drugs' user. Before contact with the Trust Mentoring Project she was also unemployed and very disillusioned. Her hometown of Nelson suffers from high unemployment and a divided White/Asian community. We recently enrolled her on one of our group activities, Football Live, which was designed to get young people to integrate, learn new social skills and address the difficulties of a lack of things to do.

Sammy Jo states:

I was always getting into trouble at school. I got kicked out of every lesson. But I had to be bad. It was the only way to fit in. All the kids from my area got into trouble. Outside of school we'd smash windows and set light to things. Then I was put into care for eight months when I was fifteen. That calmed me down a bit, but I ended up leaving school with no GCSE's. I went into the world with nothing. I was now living at home. Unemployed. No money. I just sat at home and did nowt. So I started taking drugs. It is the only thing that 17 year olds do round here is take drugs. We all do. There is nothing else for us. We either take drugs or smash things up. I took the drugs' route. That's what people do. It's the only thing to do.

Then about six months ago I got clean and my Connexions advisor suggested that I try a Prince's Trust programme called Football Live. I enjoyed it. We mix and have a laugh as a group. We're not in it to fight. It also helped us to understand the Asian community. I realised that they were just like us. The programme also gave me the responsibility to coach school kids how to play football. I have started to believe in myself and am going to take my coaching badges. I was always like "everyone thinks I can't do this so why bother trying" but now I know I can do things. People should listen to people like us. We know what we want in our town. Not what 'they' think. If they did, we'd go a lot further.

But for most kids my age there's nothing to do round here. The only place to go is a local community centre. But that is only open for a few hours twice a week. It's less trouble for the police. There should be centres for 16-19 year olds. We're kicked off the grass when we want to play football. And they stop people setting up bike ramps. That's how a riot starts!

Sammy Jo spent one week with us on Football Live. Here she developed her football, coaching and refereeing skills, she also had input on Basic Skills and Healthy Living. She attended for the full six days. She made an effort to interact with her fellow students and was excellent when coaching the younger children from the local primary school. She came across as

confident, and the children responded well to her. The biggest change was her ability to interact with other Asian young people and staff. She admitted before coming on the course, that she did not tolerate other Asian young people very well. She saw them as 'different' and remote from her immediate peer group. By the end of the week she had mixed well with all participants and seemed to have a clearer understanding of the different cultures of some of the young people. She began to realise that "they were just like us".

As a result of her experience on this programme, we have managed to arrange for her to put her skills into practice and she will be coaching an under 13's girls group through Brierfield Celtic Football Club. In order to provide financial assistance we have assessed her for a Prince's Trust Development Award and she has applied for funding to purchase some new trainers, football boots etc. (Development Awards are cash awards given to young people in order for them to access education, training or work.) Also we have managed to secure a place for Sammy Jo on the local E2E programme organised by Pendle Training, where she is developing her employability skills.

The biggest support we can provide is via the 1-1 mentoring. At the moment she is on a high as a result of the course. We need to maintain that motivation and channel her energies into something positive. Mentoring intervention is vital to develop her self-esteem, self-concept, confidence and social abilities and skills. She has made an attachment to one member of staff in particular, and at the moment they are providing the mentoring support. She has opened up to this staff member and trusts them and confides in them. At present we don't want to upset that relationship. She has not formed this sort of attachment with anyone else.

We hope that with continued effort and support, Sammy Jo will be able to acquire some new experiences, she has a lot to offer, but has never been encouraged in the past!

Views of Partners

As already discussed, the partners we have worked with over the life of this project have been vital to our success. One such partnership has been with Mid Pennine Arts, an organisation that engages the local community in artistic work. Marie Davies was the contact and she was heavily involved with us on the Girls On Film project. I asked her to comment on our partnership and what difference it had made to her own work. She came up with the following synopsis:

WORKING IN PARTNERSHIP

Key Points:

- Introduced by the Empower Project
- Prince's Trust a key partner in working with young people in the Nelson area
- Had very similar output needs so were working towards a shared agenda
- Julie and I had very similar project Management roles so we were able to share the development and implementation of projects. Areas of expertise, however meant that these were not just a duplication. I had the arts knowledge, so recruiting and managing the artistic process was led by me. Julie had the wider context, so she was able to implement the workings of the group, access further funding and deal with issues relating to volunteers.
- Planning process was very thorough and I found Julie delivered The Prince's Trust contribution efficiently and with a high level of commitment.
- The project enabled all partners involved to achieve their organisations goals whilst making key partnerships.
- Julie and I consistently evaluated the project throughout and were conscious and responsive to changes or adjustments that needed to be made.
- Working with the Prince's Trust gave the project a wider context than if it had just been a MPA project.
- In Pendle this project became a model of good practice. Although there were some difficulties and things we would have changed (particularly the length of the project), it was clear that by the five organisations working together had really made it happen by each bringing their expertise and resources to the project. So, two Project manager from organisations that were well supported, two youth workers who had access to young people and good relationships both with them and their schools. All the workers on this project had an excellent understanding of the importance and benefits of this kind of work and were able to promote this both within the group, with the artist and in the wider community.

Without our partnerships we could not achieve all of our outcomes. It takes a lot of time and effort to build and then maintain that relationship. The project staff have made the right links and luckily have continued to deliver positive activity as a result.

Comparison of how the project dealt with Information Communication Technologies, Equal Opportunities and Sustainability

Over the last twelve months the project has considered the following areas of ICT, Equal Opportunities and Sustainability and this is how it has been achieved:

Information Communication Technologies

In our original proposal we stated that we would effectively use the web site for publishing news and recruiting volunteers with on-line application capacity. Also we would promote the programme throughout the target areas by use of newsletter and targeted emails advertising activity. The project through the Route 14-25 strategy would also use a computer tracking system to monitor support offered to our young people. ICT would also enable staff to communicate more effectively with young people, organisations and volunteers as well as addressing basic skills' needs and assisting young people in their career choices.

In reality we have used the web site to publish news stories where applicable, there is information on the web site regarding recruitment of volunteers but so far we have had no enquiries as a result of this. Our Communication Officer has helped to improve communication between staff and volunteers and we have regular updates and newsletters that are sent out. In line with the 14-25 strategy, The Prince's Trust had developed a database, in order for the project staff to monitor the number of beneficiaries we were working with. This has not been entirely successful and we have had problems with the database. This is now being looked at on a national basis. We have also provided training for our volunteers in Basic Skills Awareness. This enables them to use computer packages on a one to one basis, to help improve young people's literacy and numeracy. We have also used the Learning and Skills Council database to input beneficiary information.

In addition to this we have worked closely with the xl groups in school and have used ICT in the classroom to type up information, search the web and produce information for others to look at. For example the xl group in Walton High School have just produced a manual to go with a go-kart that they have built, the manual was produced on the computer. When working with the young people involved in the music sessions, we took them to a music studio where they had the chance to look at the specialised ICT equipment and have a go with it. In order to promote the benefits of ICT to our beneficiaries we have purchased a laptop that we can take out to activities in the community. This has hopefully demonstrated to young people that ICT is not just something to be used in an office environment, and that it can be utilised in different ways.

Equal Opportunities

In our original proposal we stated that the project would target those at most disadvantage and the increased resource provided would allow us to support them more effectively. Also we laid out our Diversity policy and suggested that there were five key areas to consider:

- 1) Leadership – our senior staff and volunteers to set an example
- 2) Environment – to provide a working environment that welcomes diversity, ensures equality of opportunity and is free from discrimination

- 3) Equality and Diversity Awareness – to ensure that all staff and other who work with us, gain an awareness of relevant issues and reflect this in our work
- 4) Compliance with the law – we will comply with statutory codes of practice in relation to equal opportunities legislation
- 5) Monitoring – we will monitor and evaluate our activities against policies and agreed targets

In reality the project has done much more to address equal opportunity. We have recruited an Asian Support Worker which has helped the project to understand the barriers faced by young people from minority ethnic groups. This post has also provided vital access to the local ethnic community. The mentoring project has always placed a great emphasis on community cohesion activities and has understood the importance of having a balance and identifying actual difference amongst young people. In our experience, we feel that minority ethnic groups can be doubly disadvantaged, they face the result of discrimination and suffer from the effects it has on them. They often face low expectations, a shortage of networks, negative stereotyping and few positive role models. The mentoring project has tried to widen young people's horizons, affirming cultural identity. What we have found is that cross-cultural partnerships can help mentors and mentees to recognise and value diversity, which helps to break down community barriers.

The Prince's Trust has a clearly defined Equality and Diversity Policy, Diversity and Equality are at the core of our operation and ambition; the policy highlights that as a leading national charity with a high profile, we have a responsibility to set an example of best practice.

In terms of recruiting volunteers, the project has always managed to attract large numbers from the Asian community, and we are aiming for our volunteers to be representative of the community we ask them to serve. We ensure that we also provide literature that is printed in different community languages. All volunteers receive training in equal opportunities and diversity to increase awareness of different cultures and differing needs and requirements. At the training they are also made aware of our policy. When working with young people we always try to challenge negative words and behaviour.

Wherever possible the project would provide special aids which would increase the possibility of disabled beneficiaries being recruited, for example, the provision of special equipment which could enable a person with a disability to carry out certain activities. So far that has not been necessary.

The project has also targeted those at most disadvantage – offenders/ex-offenders, homeless, care leavers, drugs/alcohol related problems etc. The funding from the LSC has enabled us to recruit and retain these young people more effectively and to provide ongoing support with the aim of moving young people on positively.

Over the last year we have organised football activity across Pendle which has brought together young people from the White and Asian communities. The project has also worked closely with the Police, and we have been involved in meetings with the East Lancashire Community Cohesion Board to look at issues regarding race relations.

The project has also provided Diversity training for our volunteers and we have encouraged a mixed group of volunteers to attend our activities with young people. In order for different sectors of the community to access our training we hold our sessions at various times and locations in order to try and accommodate and meet people's needs.

Sustainability

Our original proposal stated that the project would work with other Prince's Trust programmes to refer young people and provide a further progression route. A reduction in unemployment and an increase in learning opportunities among beneficiaries would also take place, that would support an inclusive society for all. The project would work with disadvantaged young people and provide them with the necessary personal, social and employability skills in the hope of moving them on into something positive.

In reality we have worked closely with other Prince's Trust programmes, such as the twelve-week development course and the xl programme to provide a progression route for young people. We have referred four young people to the Team programme and over twenty young people have been involved in xl. We have managed to secure a positive outcome for twenty-seven beneficiaries and five individuals have found work. The Girls on Film project has enabled the young women involved to gain a whole host of skills including arts and photography, design and technology, public speaking and presentation skills, teamwork, communication skills etc. All girls involved secured a college place. All the young people involved in xl are working towards an ASDAN qualification, and many of the young people we have mentored in school, have overcome their problems and have managed to re-focus on their GCSE's. Without our intervention many young people may have been excluded. Also in order to sustain some of our football work, we provided some beneficiaries with the opportunity to obtain the Coaching Certificate Level 1 via the Lancashire Football Association. These individuals are now providing coaching support for other young people in the community.

We feel that the benefits of our activity for both the young people and the volunteers are also sustainable. These have included:

- Raised motivation and self-esteem
- A more positive outlook for the young people
- A commitment to control or change their lives
- Improved communication and social skills
- An awareness of other cultures and beliefs
- An improvement in self-confidence
- Broadening of horizons and experiences
- Raising achievement and aspirations

With some young people they are just realising these benefits, for others it has helped them to move on in life and secure further training or employment. We have begun to 'plant the seed' for some of our young people, and this can take time to grow and develop. We have tried to equip these young people with skills that they can take with them. The mentoring work has allowed these young people to work towards specific goals, it has allowed them to take a certain amount of ownership so that they do not always rely on other people. The project has allowed the young people to make choices and have opened their minds to other opportunities.

For the volunteers we have tried to equip them with training in order for them to develop. If the project ceased to exist, then these volunteers would still have the skills to work with young people or find alternative employment elsewhere. They have grown in confidence and ability, and these, we feel, are all transferable skills. The project has enabled them to see the potential of community involvement and the effects it can have. Mentoring supports both social and economic aims, enabling individuals to make the most of their initial education and by fostering the development of people's self-belief and skills throughout their lives. If we can provide some help, guidance and support that will assist young people to fully achieve their potential, this is the very best we can give and the most constructive contribution we can make to their future.

Sustainability of the Activity

The Trust Mentoring Project in Pendle has been lucky enough to secure funding for the next three years to pay for one Mentor Support Worker. This funding has been obtained through the Paul Hamlyn Foundation. In the summer of 2003 representatives from the Paul Hamlyn Foundation were invited to Pendle to look at the work we were developing with young people, and in October 2003 we received confirmation of the guaranteed funding.

As a result we will be able to provide ongoing provision for the young people of Pendle in terms of mentoring support. We will also have the capacity to provide some of the group activities that we have already started, and we will continue to link with other Prince's Trust provision such as the XI clubs, Development Awards and the Team programme.

Tools Used to Evaluate Impact of Project

This report has been based upon transcriptions of interviews carried out with key persons responsible for working on the project, together with findings from data collected from volunteers, mentors and the young people themselves.

This report has looked at different ways of evaluating project activity and in order to do this has:

- Produced case studies recording the realities of the project
- Tried to document the complexities – intentions, context, process and outcomes
- Used different methods that have helped to identify key issues and events – questionnaires, field-notes, observations and interviews
- Produced an account of the project that describes and analyses what is happening using professional judgement

It is hoped that the evaluation will help to support practice and assist in the project's development.

The project has tried a range of different options to evaluate, the best ones for us have been via verbal feedback rather than written questionnaires. More information has been captured as a result of discussions after the event. Information, good or bad, is fresh in people's minds. It is more difficult to encapsulate all the information just by questionnaires. Also a lot of our beneficiaries will not write things down, and the only way to obtain information is through discussion or via interviews.