



**Mentoring Accelerator Programme**  
**2022/23 Interim Evaluation**

**Supported by**



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I trust that readers representing a range of different stakeholder groups will find this evaluation report insightful and helpful. I believe it shows that Hope in Haringey's **Mentoring Accelerator** is making a very meaningful contribution to the personal and vocational development of young people in Haringey. There is evidence of the work supporting the growth of confidence, the development of goals for the future, and the building of networks of social capital.

Working with its partners the HiH team has shown great determination in striving to meet the ambitions of the project, in terms of target numbers of beneficiaries. This evaluation report describes the approaches taken and the results that have followed.

Towards the end of the report we take time to reflect on the past year of service delivery pointing out some important learning and making a few recommendations to further strengthen the work in the future. I trust that these reflections and recommendations will prove helpful.

I wish the team all the very best and look forward to producing a follow up report at the end of the project in 2024.



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# Mentoring Accelerator Programme 2022/23 External Evaluation

## 1. Introduction

In July 2022 Hope in Tottenham rebranded and became **Hope in Haringey** – *rooted in Tottenham*. The change of name enables more opportunities to work around the whole of the borough of Haringey instead of just the Tottenham area. Throughout the report Hope in Haringey is abbreviated to HiH.

The charity is in receipt of an £80,000 grant from the National Lottery Community Fund to deliver the Mentoring Accelerator Programme over two years, from April 2022 to May 2024.

### 1.1 Partners

Throughout the year key partners of the Accelerator Programme have been:

i. College of North East London (CONEL)

HiH have enjoyed a good working relationship with CONEL over many years, working on a number of projects together since 2013. This has included pastoral support and placing mentors alongside their Princes Trust courses. CONEL's current Executive Principal has referred to HiH one of their best partners.

ii. Haringey Gold

Haringey Gold is a key youth intervention project/scheme run by the London Borough of Haringey. HiH have worked with them since 2018 with a specific focus on Mentoring, including but not confined to, placing mentors alongside each member of their Youth Advisory Board. The terms of the ongoing relationship are set out in an MOU between the two organisations.

iii. Other education sector partners

HiH have also begun working with a number of schools and colleges around Haringey and the surrounding area, offering employability mentoring, workshops and seminars. Locations include:

- Haringey Sixth Form College
- Harris Academy Tottenham
- Waltham Forest College
- London Academy of Excellence Tottenham (LAET)

iv. Business sector focus

The original funding bid included an ambition to enlisting construction industry professionals as mentors for construction students based at CONEL's Tottenham and Enfield campuses. Construction sector partners have provided guest talks at CONEL and Waltham Forest College. However, to date, it has proven challenging to deepen links with the colleges due to faculty shortages they are experiencing. Whilst still hopeful about achieving a breakthrough within the construction sector HiH have pivoted toward other sectors. A key sector seeking to recruit and train its next generation workforce is health and social care. Additional mentoring, workplace visits and work experience opportunities have been opening up as described later in the report.

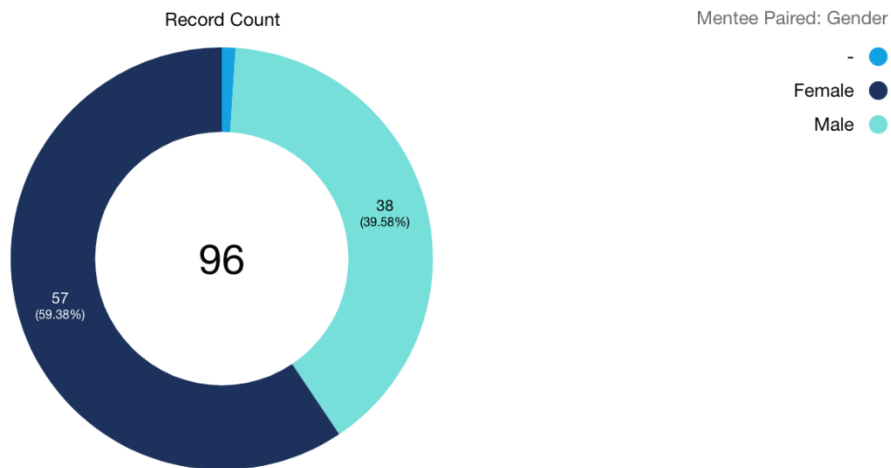
### 1.2 Who is benefitting?

In the main, mentees are enrolled on courses with the local education providers listed above. However, other young people may be referred to HiH for mentoring if they are currently in education within Haringey.

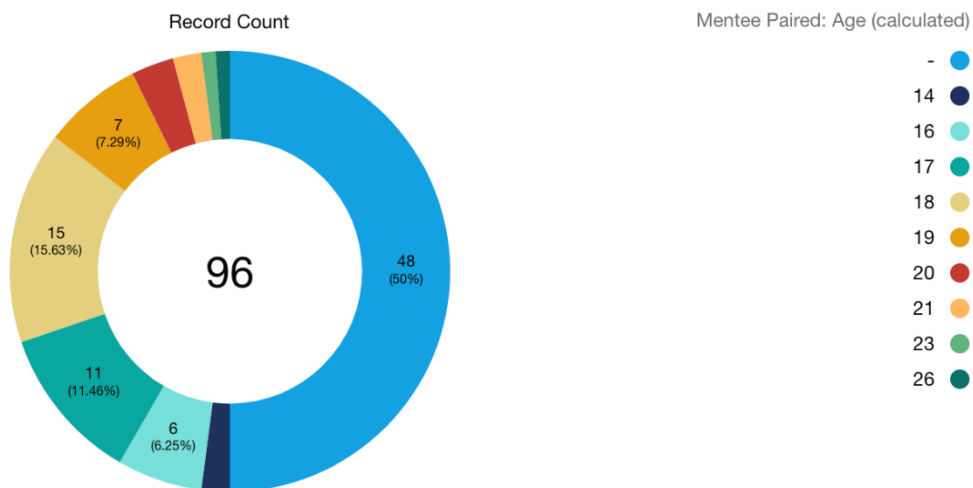
Reports based on the gender and age profile of mentees (see charts below) show that:

- o 96 individual young people have been involved to date
- o 60% of mentees are female and 40% male
- o The age range is from 14 to 26 and the average age is 18\*

## Participation by gender



## Participation by age



### Note:

Date of birth was not initially being collected and therefore is not present for half of the 2022-23 cohort.

## 2. Outcomes Reporting

The project is making good progress towards each of its five core outcomes.

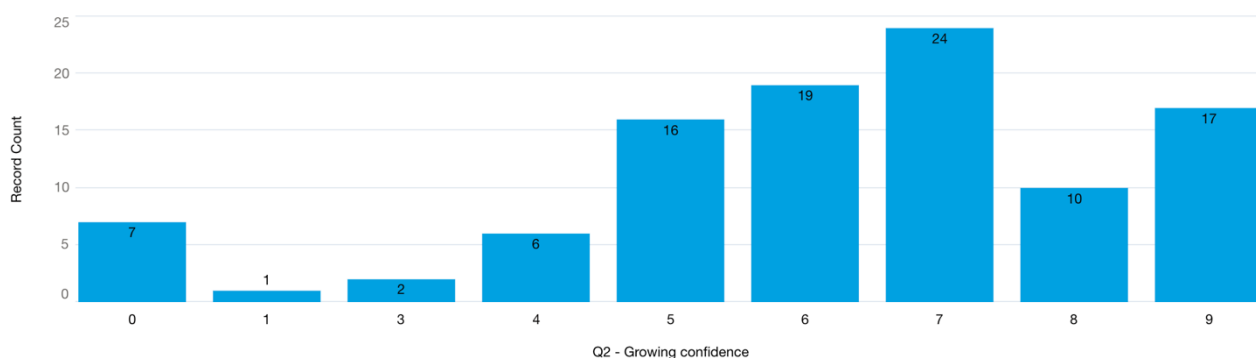
### 2.1 Outcome 1: Personal confidence

Based on insight from previous mentoring work HiH expected mentees to see an improvement in their personal confidence. The project leaders understand that confidence is a subjective measure that may vary considerably by situation and context. Therefore, within this evaluation, a self-reflective question about confidence is asked in relation to progress being made within the frame of the mentee-mentor relationship, which has a careers focus. Additionally, by way of comparison, mentors are also asked to report whether they feel their mentee is growing in confidence over time.

At the outset of the project a target was set, that 90% of participants who complete four or more one-to-one sessions would report improved confidence.

A 10 point scale from 0 to 9 was used. Only scores of 5 or higher counted toward the result.

- Results = 86 out of 104 evaluations returned = 84%



Notes on method:

Regular Mentee and Mentor assessments are key to tracking progress towards outcomes. They are used after 14 and 60 days of the pairing, and also at completion. The following questions are asked:

Mentee: I am becoming more confident (Scale: 0 = Strongly disagree to 9 = Strongly agree)

- Average score = 6.1
- 49 mentee evaluations returned

Mentor: My mentee is becoming more confident (Scale: 0 = Strongly disagree to 9 = Strongly agree)

- Average score = 6.2
- 53 mentor evaluations returned

#### Testimonial about growing confidence

##### Mentoring a young man aged 19, straight out of College

By a mentor for Hope in Haringey (March 2023)

I have been mentoring a young man since December 2021. When we started talking (online, via zoom) he had just left College of Northeast London with a Diploma in Public Services. We have been having zoom meetings once a fortnight for the last 15 months. During that time he has grown in confidence and developed some life skills such as punctuality and reliability. I have helped him search for jobs, talk through what he did and didn't like doing, encouraged him after job application rejections, and generally worked with him to develop his self-confidence. He has had one job, which was made redundant after a year, and has just started as an apprentice with HMRC, which will, potentially, lead to a wide range of Civil Service jobs. He has his heart set on becoming a Border Control Officer – a job that I believe he would do well.

## Being mentored, the experience of a young man aged 19, straight out of College

My mentoring sessions with S (my mentor) over the last couple years have been very helpful for me and has helped me become more confident in myself. S has helped me perfect my CV gave me advice on how to approach interviews as that used to be something I would be worried about but now I can go through an interview and hold a conversation confidently.

We started off trying to find my way into an apprenticeship with border force as that was something I was interested in and at college I was studying public services so they went hand in hand. It was hard to actually find applications and when we did come across some they were located out of London which is no good for me so I then told S I'm going to start looking for a job for the meanwhile. After many applications I finally started my first job in August 2021 with Radox I told S about this he was very supportive and wished me the best of luck and made sure that we had frequent meetings so I could give him updates about the job.

While I was working I was still keeping an eye out for any apprenticeship to do with border force didn't come across anything for a long time fast forward 1 year I left Radox in September 2022 and applied for an apprenticeship with HMRC my application process took around 6 months. I've just officially started my job and with this job I will be able to work with the Border force which is what I wanted to do from the beginning! I've made S aware and he was yet again supportive and happy for me, so overall I would say my mentoring sessions with S played a very big part in building my confidence and courage up over the years and made me want to be consistent even though I was rejected from a lot of jobs and couldn't find my ideal apprenticeship.

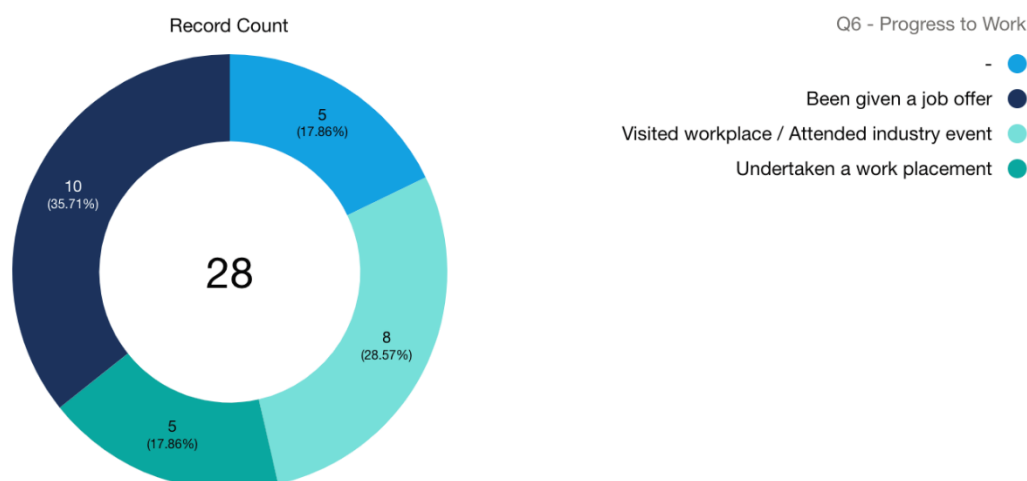
## 2.2 Outcome 2: Workplace visits

Workplace visits play an important part in supporting mentees to develop a vision for their future that is both aspirational yet also realistic. Workplace visits can be arranged independently between the mentor and mentee. Alternatively, HiH can also arrange visits for students on the programme centrally.

- A target was set to increase visits to workplaces by 50%.

From an evaluation point of view, we noted that there was no meaningful historic baseline in place from which to measure an increase of 50%. This was mainly due to the disruption caused by the coronavirus pandemic in 2020 and 2021. We are therefore reporting raw figures and intend to compare 2023 results with 2024 results in our final evaluation.

- The regular Mentor and Mentee assessment asks a question about progress to work
- 28 completed assessments recognised progress in this area with the most significant finding being that **10 young people had been given job offers**. (More on this in 2.5)
- 8 workplace visits were also reported
  - See chart below
- In addition, HiH arranged 3 workplace visits directly (see testimonials on next page)



## Workplace visits

Local employers have welcomed students from the mentoring programme to visit their workplaces in order to develop a better sense of the realities of working life in various sectors.



Students from Haringey Sixth Form College visiting Wood Green Community Diagnostic Centre. Students were pleasantly surprised to discover a wide range of interesting job roles that they could aspire to in the future. One student expressed an ambition to become an Ophthalmologist as a result of the trip.

Comments from students included “I loved how informative it was”, “It was a very interesting and educating experience” and “It was really interesting and insightful to see all the different roles”.

## 2.3 Outcome 3: Personal Goals

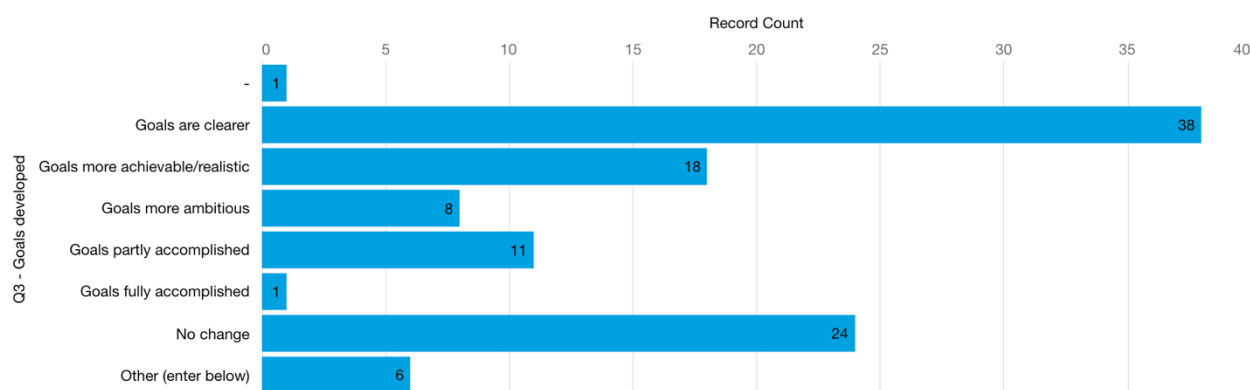
At the heart of the mentoring methodology is the importance of supporting mentees to develop short, medium and long term goals for their future. Doing so is vital because it gives structure to the mentoring meetings and provides a focus and direction. There is a sense of satisfaction when goals are achieved, even partially.

The original proposal used the language of a certain percentage of mentee “meeting their goals”. In practice we found that mentors needed to work carefully with mentees to reflect on the nature of their goals e.g. Do they have any? How did they originate? Do they really ‘own’ their goals or are they simply an expression of other people’s expectations upon them. We therefore adapted our evaluation questions to include the following:

- Goals are clearer
- Goals more achievable/realistic
- Goals more ambitious
- Goals partly accomplished
- Goals fully accomplished
- No change
- Other (enter below)

It is clear from feedback received (see chart on next page) that **gaining greater clarity on goals** has been the most important development in this aspect of the work.





### Testimonial – goal setting with a mentee – female mentor paired with male mentee

Goal setting for K has been an important part of the mentoring process but also the need to adjust goals as my understanding of K's interests and ambitions developed during our sessions. To provide some background K is studying for his A levels and when I started to mentor him I had understood that his goal was to work in government or in the computer gaming industry. However, from our first conversation he didn't have a clear picture at all of what he wanted to do so the short term goal was to help him decide if he wanted to go onto further study or join an apprenticeship programme. He was very determined that he did not want to do any further study, even if we could find funding for him, and was more interested in the apprenticeship route which would provide a structured training programme while paying him a salary and guaranteeing a job at the end of the training programme. We also researched the different levels of apprenticeships that would be appropriate for his level of education as his initial career ideas were far below his level of education so I wanted to help him develop more confidence in his abilities and help set more ambitious goals for himself but also ones that he felt were achievable.

Our medium term goal was to find an area that he would be interested to work in which would match his skills and interests. And to start drafting a CV that could be tailored to his applications. We attended an apprenticeship fair in London to help K gain a better understanding of his options, the types of employers who provide apprenticeships and the careers on offer. K also signed up to a number of apprenticeship websites who send regular emails about the many apprenticeships on offer together with advice on how to apply.

At the end of each of our mentoring sessions we agreed on a number of action points for K to complete by our next session. Where possible I encouraged K to suggest what his action points should be so he felt a sense of ownership of them rather than being told what to do. These action points were important so that K was clear about the steps that he needed to take towards achieving his goals. When K followed up on his action points it was clear he felt a sense of achievement and pride.

### Testimonial – goal setting with a mentee – male pairing

My mentee has been very clear about his goals from the outset. It did not take very long to identify the area in which he needed help and encouragement. He is unbelievably conscientious, well organised and punctual. He knows what he wants to study, has a pretty good idea of where he wants to study and the career he intends to pursue after gaining his qualifications. The one weak area is chemistry. I am trying to convince him of the relevance of chemistry to his main objective. If he were more successful in chemistry he would like it more and then he would be more successful.

He says our sessions are helpful. He is likely to become the first in his family to go into further education. He has already submitted his UCAS form and had some conditional offers. He is keen to go to the London Interdisciplinary School in Whitechapel where he could do a combined arts and sciences degree. He is already tackling topics I didn't do before university!

## 2.4 Outcome 4: Career events

Careers events have taken various forms, including various types of workshops and seminars relating to employment and the workplace. They are themed by topic and young people are invited to participate according to their interests. Careful thought is given to the professionals invited to speak at these events.

In terms of delivery of the events organising speakers, dates and venues began in the 2022-23 Academic Year following the summer break. Delivery began to take place toward the end of the autumn term and continued into the spring term of 2023.

- So far there have been **11** talks attended by **343 students**. See table below.
- Additionally there have been **16** talks and seminars in regards to HiH Police Engagement attended by **329 students**. See table on next page.
- In total **672 students** have attended talks or seminars thus far.

Guest career talks at schools and colleges			
Date	School	Topic	No. Students attended
10/03/2023	CONEL	Michael Duberry to Public Service Students	14
06/03/2023	CONEL	Michael Duberry leadership talk	21
22/02/2023	Haringey 6th	Wood Green CDC visit	5
21/02/2023	WFC	Joe Tabert Law talk to public service students	6
09/02/2023	WFC	Life Skills Panel	40
02/02/2023	WFC	Special People talk to Health and Social Care Students	65
02/02/2023	CONEL	Bluebird Care talk to Health and Social Care Students	50
30/01/2023	CONEL	Game Design talk by Adonis	34
06/12/2022	WFC	Students visit Little Social/Pollen Street Social	3
07/12/2022	WFC	Gabriel Ross from Mace spoke to construction students	90
06/12/2022	CONEL	Richard talking to photography students	15
	<b>Total number of Students</b>		<b>343</b>

After the event the young people who attended were asked to complete a digital feedback form on their mobile device.

Related to this outcome a target was set of 70% of participants expressing that they have been 'inspired' or 'energized' in relation to their career.

- The digital feedback form offered a cluster of words with the option to tick any as relevant (more than one box could be ticked):
  - The words offered were:
  - Boring, Inspiring, Energising, Irrelevant, Helpful, Challenging, Thought-provoking, Confusing
  - 47% ticked 'Inspired' and 17% ticked energised
  - The top responses were 'Informative' and 'Helpful', both scoring 54%
  - Only 14% considered the events 'Boring'.
  - The lowest value was 'Irrelevant' (7%).
- 214 young people (62% of total attendees) completed feedback forms
- Efforts are ongoing to drive response rates even higher

## 2.4 (additional) Police Engagement

Police Engagement talks at schools and colleges			
Date	School	Topic	No. Students attended
31/03/2023	CONEL	Sam Jones speaking to students	10
24/03/2023	CONEL	Chief Inspector Dom Nye	17
20/03/2023	CONEL	Simon O'Brien legal session	13
17/03/2023	CONEL	PC Leo Horn discussing what it is like being a new recruit	14
10/03/2023	Haringey 6th	Superintendent Marco Bardetti	20
21/02/2023	WFC	Visit by PC Sam Balch	13
07/02/2023	WFC	Borough Commander speaking to Public Service Students	22
29/11/2022	CONEL	TSG carrier van show and tell to CONEL in Tottenham for Public Service level 1 and 2 students	20
23/11/2022	CONEL	Collaboration between emergency services by Sam Balch and Matt Chapman to CONEL Public Service Students	20
22/11/2022	WFC	"Being a Detective" speaking event by Simon O'Brien to WFC Public Service Students	35
15/11/2022	WFC	Territorial Support Group visit to Public Service Students with carrier van and equipment show and tell presentation with Q&A session afterwards	35
14/11/2022	CONEL	Firearms officer Earl Gorman presentation on being a firearms officer in the Met	22
14/10/2022	CONEL	Inspector Chris Excell talk	25
12/10/2022	Haringey 6 <sup>th</sup>	TSG show and tell	12
11/10/2022	CONEL	TSG fitness instructors	17
10/10/2022	Haringey 6 <sup>th</sup>	Inspector Chris Excell talk	22
	Various dates through the term – ridealongs for students at Waltham Forest College		12
	<b>Total number of Students</b>		<b>329</b>

The seminar numbers above relate to a parallel HiH Police Engagement programme on a similar timeline to the Accelerator project. Attendees can be invited to request HiH mentors who are present or past police officers. Impact and assessment data is collected in a different way to the Accelerator project and is out of the scope of this report.

## 2.5 Outcome 5: Placements and jobs

Ultimately the mentoring accelerator project aims to support a smoother transition for local young people from education into fulfilling work. A key signal of progress toward this end is the number of who gain either a work experience placement or a job offers through the process.

- A target was set of 40% of those who complete more than 5 mentoring sessions.
- As already mentioned in 2.2, 10 young people have been given job offers so far.
  - This represents around 10% of those who have been mentored over the last year.
  - The target of 40% is very ambitious and it will be interesting to see whether the number of young people receiving job offers increases as the Mentoring Accelerator develops.



Catering students from Waltham Forest College have been involved in work placements with Little Social. All were subsequently offered work experience at the restaurant. The young man on the left of the photo above is currently halfway through a 45-day work experience programme at the restaurant. Once completed, he is expected to begin working at the restaurant part time.

#### **Testimonial - Waltham Forest College Catering Student**

My experience at Little Social was amazing, the chefs were open to teaching me new things and patient with me as I was new to the whole industry. I learnt loads of different recipes and terms whilst doing my work experience there and was thankful that they allowed me to participate. The restaurant itself was beautiful and the way they cooked and baked was amazing it was so precise and detailed.



### 3. Outputs

The original NLCF proposal for the Mentoring Accelerator contained both Outcomes and Outputs. Within the evaluation we found that in a number of cases there was an overlap between the two. Whilst this is not especially unusual where this occurs notes are added below.

#### 3.1 Output 1: Mentor numbers

**Goal: Double the number of Mentors from 95 – 200.**

There have been a number of factors requiring consideration in assessing progress toward this goal:

- Upon commencement of the project a task was undertaken to engage with mentors previously recruited whose details were retained on the HiH database. This task revealed that over half were no longer active.
- The baseline number of mentors at the beginning of the project ought to therefore be more accurately represented as **45**, not 95.
- The team have worked incredibly hard to recruit and train a new cohort of mentors.
- The number of mentors at the end of the first year stands at **100**.

It is a very positive development that all new mentors now complete mandatory 'solutions-focused' training. In addition, from a safeguarding perspective two character reference checks and a DBS must be completed with us. The additional administration burden has meant that the process of onboarding mentors has been somewhat slower than anticipated.

In terms of recruiting mentors we note that important promotional opportunities are found through: local churches, the Youth Summit event, articles in Haringey People magazine, support from the Met Police, articles in the Haringey Community Press and Muswell Hill Flyer, advertising on the Whittington NHS Trust staff portal, and HiH social media channels.

#### 3.2 Output 2: Mentor/Mentee pairings

**Goal: Triple the number of Mentor/Mentee pairings from 38 to 114 per annum.**

Firstly, we note that a mathematical error appears to have been made in the original proposal, as tripling 38 equals 114.

- In the first year of the project this target was almost hit, with **96** pairings made.
- Data relating to this goal is shown in section 1.2 'Who is benefitting'.

An important data point linked to mentor/mentee pairings relates to disengagement rates. In the first year approximately 7% of pairings didn't work out. Comparisons with other mentoring initiatives ought to show that this is a relatively low figure. Factors included disengagement by either the mentee or the mentor. Encouragingly, there are examples of mentees being re-paired if their initial mentor pairing doesn't work out, for whatever reason.

#### 3.2 (additional) Targeted employability support

A trained HiH counsellor has begun delivering counselling at CONEL. So far he has seen 8 students. Most are from BAME backgrounds. 3 were categorised as 'low ability learners' and were not meeting academic expectations. 1 student has been through the care system and is supported by a social worker. A common theme with these young people is difficulty in emotional regulation, especially around anger.

The counsellor, an Art Therapist, enables the young people to express their feelings. Often, the students begin as highly defended and find trust difficult. The therapeutic relationship provided offers these young people an opportunity to experience themselves as able to trust and to be vulnerable. An important technique is exploring the primary feelings that precede anger, which has been useful in developing their reflective capacities. This has frequently led the students to discover a sense of pride in something that they have made, as well as giving them an experience of emotional regulation and calm.

### 3.3 Output 3: Career events

**Goal: 750 students accessing face-to-face delivered employability workshops and lectures by Easter 2024.**

HiH is well on track to exceed this goal in year 2 of the project.

- As stated in section 2.4 there have been 11 events so far, attended by with **343** students.
- There has also been considerable support for employability support within our police engagement team, by supporting young people who are looking to get in to roles in public services in the future.
- Additionally there have been **16** talks and seminars in regards to HiH Police Engagement attended by **329 students**. As seen in 2.4.1.
- In total **672 students** have attended talks or seminars thus far.

### 3.4 Output 4: Sustainable growth

**Goal: A sustainable and continually expanding project by Easter 2024**

- Growth is being achieved in further education contexts, with evidence growing demand. Chloe is now based in CONEL one day per week to pursue opportunities in that location. Hannah continues to make the most of her one day per week at WFC.
- There is a clear appetite amongst employers to partner with HiH in its ambition to create opportunities for local young people. Recent examples include: The Wood Green Community Diagnostic Centre (NHS), Special People (Health & Social Care), Arc Construction, Strive Development (Construction) and others.

### 3.5 Output 5: Evaluation

**Goal: Completion of 2 Evaluation reports**

Interim evaluation Easter 2023. Final evaluation Easter 2024.

Intended to guide strategy and growth out of the grant period.

- Fulfilled by this report.

## 4. Reflections and Recommendations

Finally, we take time to reflect on the past year of service delivery pointing out some important learning and making a few recommendations to further strengthen the work in the future.

### 4.1 What does good look like?

In the original project proposal NLCF asked HiH “What would good look like at the end of the grant term?” To which HiH responded:

- i. Being regarded as an increasingly valued, high quality and preferred employability asset by local employers and educationalists alongside statutory and voluntary services.

Evidence that this is now happening includes:

- HiH staff are now based on site at CONEL and WFC (one day per week at each site)
- Employers are offering staff to become mentors, for example RPC, a commercial law firm in central London is actively promoting HiH mentoring to its staff (solicitors, paralegals, HR etc.) and are organising a work experience day.
- Employers offering workplace visits and work experience placements to young people from the programme. (see earlier examples)
- The relationship with Haringey Gold remains strong. During the year 8 young people involved in their Youth Advisory Board have been matched with mentors.

- ii. Attaining sustainability with funding and human resources for the medium term with a longer-term strategy also in place to continue growth in numbers of mentors and quality of their offer.

Evidence that this is now happening includes:

- Additional grant funding has been secured from new sources.
- The quality of communication with funding stakeholders has improved in quality and consistency.
- Key members of the staff team working on part time hours have been able to increase their hours working on the project thus increasing capacity.

- iii. Having maintained historic partners and mentors and attracted new ones.

Evidence that this is now happening includes:

- The relationship HiH has with the key educational institutions in Haringey remains very strong. Relationships with other important public sector institutions such as Haringey Council and the Metropolitan Police remain strong too. Local churches continue to be an important point of contact into the local community.
- As mentioned in Output 1, 35 mentors have been recruited since June, and many mentors who were previously inactive have now been trained and paired.

## 4.2 Learning points

The HiH team has shown great determination in striving to meet the ambitions of the project. When challenges have arisen or adaptation has been required an ability to learn and to innovate has been demonstrated.

In some areas the project has already begun to exceed expectations. Examples include:

- The way that the team are pro-actively networking within the business community in order to open up opportunities for work experience placements.
- Developing links into sectors not previously considered as attractive career options for many young people, such as the health and care sector. The team are learning that there is a real openness to partner from businesses operating in this sector.
- A successful format is being developed for sector-specific guest talks. The number of young people attending them is significant and already well on the way to hitting quite an ambitious target.

What has been more challenging than expected?

- There have been challenges recruiting and training mentors with experience in a specific sectors, for example construction. It is recognised that young people benefit from meeting with someone who has sector-specific experience and wherever possible HiH are striving to achieve this. Operationally there is a trade-off as finding and training a mentor with sector-specific experience may lead to a delay in establishing the pairing. Sometimes it may be necessary to provide a mentor from a related or different sector, if they can evidence transferable skills.
- This challenge has been most acute in the construction sector. HiH have found that businesses in this sector can be somewhat overwhelmed with their own internal challenges. Also, other factors such as long hours, working away etc. make it difficult for mentors to commit to a regular pattern of mentoring.