

Formalised Peer Mentoring Pilot Evaluation

*Carl Parsons, Pam Maras, Catherine Knowles,
Vicki Bradshaw, Katie Hollingworth
and Helen Monteiro*

Canterbury Christ Church University

**Research Report No
DCSF-RR033**

Formalised Peer Mentoring Pilot Evaluation

***Carl Parsons, Pam Maras, Catherine Knowles,
Vicki Bradshaw, Katie Hollingworth
and Helen Monteiro***

Canterbury Christ Church University

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Children, Schools and Families.

© Canterbury Christ Church University 2008

ISBN 978 1 84775 143 0

CONTENTS

Executive Summary	1
1.0 Introduction	5
1.1 Policy and practice background	5
1.2 The MBF formalised peer mentoring pilot scheme	7
2.0 Evaluation methodology	10
2.1 Evaluation strategy	10
2.2 Analysis of mentoring ‘models’	11
2.3 Management, implementation and process study	11
2.4 Impact assessment of peer mentoring on the pupil and school	15
2.5 Development of documentation and guidance material	17
3.0 Analysis of school pilot application forms	18
2.1 Schools participating in the Peer Mentoring Pilot	18
2.2 Purpose of the individual pilot schemes	19
4.0 Evaluation results	22
4.1 Aims and Expectations	22
4.2 Training and MBF manual	27
4.3 Implementation	28
4.4 Management and monitoring	33
4.5 Support for Implementation	34
4.6 Mentee views	37
4.7 Mentor views	44
4.8 Achievements	50
4.9 Enabling factors	54
4.10 Difficulties and Weaknesses	56
4.11 Impact - pupil ‘About Me’ questionnaires - school attendance, attainment and behaviour audit	58
5.0 Conclusions	64
6.0 Recommendations	68
Bibliography	69
Appendices	70
Appendix 1: Sampling framework	70
Appendix 2: Early Process Questionnaire for Scheme Co-ordinators	72
Appendix 3: Interview schedules for Scheme Coordinators and Support Agents	81
Appendix 4: Mentor and Mentee Questionnaires at T1	93
Appendix 5: Impact Audit	98

Acknowledgements

We would like to thank the many teachers and students who have helped by patiently completing questionnaires from us and subjecting themselves to interviews. DCSF personnel and the steering group have been supportive and the Mentoring and Befriending Foundation have been open and cooperative at every stage.

The project was first based at the Policy Research Bureau (PRB). On its closure in April, the project moved with Carl Parsons to Canterbury Christ Church University; our thanks are due to the staff involved in the earlier period at PRB, who gave the project such a sound start.

Staffing

Canterbury Christ Church University

Carl Parsons

Catherine Knowles

University of Greenwich

Pam Maras

Vicki Bradshaw

Katie Hollingworth - earlier at PRB, now at the Thomas Coram Research Unit

Helen Monteiro - earlier at PRB, now at the Audit Commission

The **Mentoring and Befriending Foundation** can be contacted for further information on peer mentoring at:

1st Floor, Charles House

Albert Street

Eccles

Manchester M30 0PW

Tel: 0161 787 8600

Email: info@mandbf.org.uk

Web: <http://www.mandbf.org.uk>

Executive Summary

The Formalised Peer Mentoring Pilot project, managed by MBF, has performed very well in its first year of operation in 180 secondary school projects. Training, support documentation and the support agents have been well received. Mentors and Mentees have responded overwhelmingly positively to their experience and schools report a number of beneficial outcomes.

The formalisation has clear benefits (where to meet, when, for how long, with what agenda). There is much positive evidence given which is anecdotal and qualitative, which is strongly represented in the ‘voice’ of the mentees and mentors. Schools however, are much less able to provide quantitative evidence of impact on mentors or mentees in terms of attendance, attainment and behaviour.

Mentees were ‘pleased to have a mentor’ (T1 86%; T2 78%), felt the ‘mentor was helpful (89%; 82%) and were ‘confident there was someone to go to’ (82%; 75%). Mentors were ‘pleased to be a mentor’ (T1 94%; T2 93%), thought it would be good for them/was good for them (89%; 93%) and felt it would be helpful to the pupils being mentored (84%; 91%).

The *About Me* questionnaire shows small decreases over all (ie the negative movement expected of adolescents as they get older) in the four subscales concerned with identification with school, but these results are not statistically significant. The *Impact Audit* of attainment, attendance, behaviour and ‘other’ area, does not show consistent improvements. There is the *suggestion* of greatest positive impact on those most in need.

Formalised Peer Mentoring is clearly popular and highly rated by staff and pupils. Impact evaluations at school level need to be systematised to assess changes in key goals of the scheme. The contribution of Formalised Peer Mentoring needs to be seen as one strategy in the support for pupils and other targeted approaches may need to be taken, eg towards attendance.

Background

The Mentoring and Befriending Foundation (MBF) is the national strategic body for practitioners and organisations working in mentoring and befriending. It was contracted by the Department for Education and Skills (DfES) to establish a *high quality, formal and sustainable* peer mentoring scheme in 180 schools in England, generating 3,600 matched pairs that can be evaluated to assess the impact on pupils and schools. MBF was also to publish *good practice resources* for local authorities, provide *clear evaluation materials* and engage participating schools in working towards the completion of the mentoring Approved Provider Standard (APS). A number of approaches were used by the evaluation team to gather data at two time points: Autumn term 2006 (T1); Summer term 2007 (T2).

Evaluation structure

The evaluation was structured into four strands:

	Strand title	Data sources
A	Analysis of mentoring models in the participating schools;	180 application forms
B	Management, implementation and process study	Questionnaires to all school coordinators at Time 1 (T1 ~ 89 returns) and Time 2 (T2 ~ 174 returns); Mentor/mentee questionnaires in 40 schools at T1 & T2 Interviews in 8 case study schools - coordinators (8), pupils (60) and support agents (7) at T1 & T2.
C	Impact assessment of peer mentoring on the pupil and school	‘About Me’ questionnaire in 40 schools (response 20) (331 T1 & T2 pupil responses); interviews in 8 case study schools at T1 & T2 (as above); impact audit instrument in 40 schools (response: 11 schools; 300 pupils)
D	Guidance material on evaluation and impact assessment in separate document.	

Main Findings

Strand A: Analysis of mentoring models in the original participating schools

From applications made, 180 school projects were selected. Five dropped out and were replaced. Compared to the national average, these schools are slightly larger, have fewer pupils eligible for free school meals and fewer pupils from minority ethnic groups. These data suggest that the schools are slightly more 'affluent' than the national average, but a broad cross section of schools in a variety of geographic localities, including some with high levels of deprivation was being reached. [p18]

- The majority of the schools stated that 'improved academic performance/ attainment' (55%) was the intended primary longer term outcome of their schemes, followed by reduction in bullying (29.4%), improved attendance (8.3%) and fewer exclusions (6.1%). [p20]
- Improved pupil ability to cope with school life was selected by the majority (97%) as an individual outcome of their project followed by improved pupil confidence (96%). [p19]
- For 54% of schools it was a new project; for 46% of schools it was an extension to an existing project. [p20]
- Almost all expressed the view that both mentors and mentees were expected to benefit. [p20]

Strand B: Management, implementation and process study

Implementation

- Evidence from the case study schools suggested that matching seemed to be most successful when students were matched according to similar interests/hobbies and /or similar personality characteristics. Matching of boy to girl (mentee-mentor) was deemed to be less successful by the mentees and/or mentors. [p29]
- Successful matching was enhanced when peer mentoring 'systems' were strong, e.g the extent to which meetings were formalised and the support received from the scheme co-ordinator. [p31]
- The degree of control exerted by case study co-ordinators over the peer mentoring schemes varied considerably from school to school. In the case study schools where peer mentoring projects were particularly successful, the supporting systems put in place by the scheme coordinators, were strong. [p32]
- In these schools, the degree of formalisation was high: scheme co-ordinators provided their mentors with suggestions for activities and resources, for example, worksheets and games, but encouraged mentors to take the lead and be responsive to individual needs and preferences of their mentees. [p31]
- Success was further aided by regular mentor-mentee meetings set up on a weekly basis, at a specific time. Meetings usually lasted 30 minutes and took place at break/lunch time. A specific room for meetings also contributed to perceived success. [p31]

Training and support

- MBF training was found very useful (T1 94%; t2 87%). At T2, 41% of scheme coordinators stated that they would have liked more in-depth training for their role as coordinator. [p27]
- The training of mentors and mentees was generally perceived as successful, though some expressed concern that the training of mentees had been less rigorous. [p28]

- The role of the support agents was appreciated in most cases and the ongoing training days and MBF documentation received positive comment. [p34]
- Scheme coordinators cited enthusiasm of mentors/mentees and their willingness to commit to the mentoring scheme as a major factor in making the peer mentoring scheme work (56%). [p55]

Management and monitoring

- Coordinators felt that they had managed the scheme as required in their schools. Workload problems were most frequently cited as the main factor impacting upon the successful management of the peer mentoring project. The scheme was highly valued and one coordinator said, “*who wouldn't want to come to a school where the support is just immense*”. [p36/33/22]
- Although the majority of schools stated that other staff were aware of the peer mentoring project within their school, few schools reported much involvement of other staff. The percentage of co-ordinators reporting that other staff involvement was adequate fell considerably from 87% at T1 to 59% at T2. This picture was confirmed in case study schools. [p37]
- The most frequently cited factor for enabling scheme coordinators to overcome barriers, was that of bringing additional staff on board (35%). [p58]
- Scheme coordinators felt the key enabling factor was the enthusiasm, commitment and reliability of mentors (64%). [p55]
- Evidence from the case study schools suggested that coordinators monitored the progress and outcomes of their peer mentoring project, but this tended to be subjective. The majority of scheme coordinators used a reflections log which the mentors filled in to set targets, keep a record of all the sessions and for recording any problems there might have been and the progress that had been made. [p34]
- Giving strong support to the formalisation of peer mentoring, the following were identified as factors which influence positive outcomes:
 - Mentor-mentee meetings pre-arranged by the scheme coordinator at a set time and set place each week
 - Formal meetings between mentors and mentees. Few/no informal meetings
 - Designated mentoring area within the school
 - Scheme co-ordinator available/ ‘around’ for sessions
 - Mentor-mentee pairs well matched - similar hobbies/interests
 - Same gender mentee-mentor pairs
 - Scheme co-ordinators are approachable people with an ‘open door policy’
 - Support systems in place are strong - mentors and mentees feel well supported and do not need regular meetings with scheme co-ordinators. [p66]

Strand C: Impact assessment of peer mentoring on the pupil and school

88% of mentors and 86% for mentees completed the pilot. Reported achievements were very positive. While the proportion of reported achievements against objectives was lower than anticipated, ‘other’ achievements was more numerous than originally stated suggesting that peer mentoring has an effect on a much broader front. [p50]

Mentee view

- Mentee expectations were high and were largely met; ‘pleased at having a mentor’ (T1 86%; T2 78%), ‘mentor can be helpful to me’ (89%; 82%) and ‘confident there is someone I can go to’ (82%; 75%) were responded to affirmatively by over three quarters of mentees at T2. [p59]

- In case study schools, 80% said their relationship with mentor got better over time and 67% of mentees felt supported by the scheme coordinator, the best form of support being where the scheme coordinator had an ‘open door’ policy. [p37]
- In case study schools, 61% of mentees felt that there were changes in what they discussed with their mentor over time with a movement to more specific issues. 42% felt that not enough time was spent with their mentors. 92% of mentees viewed the experience as very positive. Two comments include: “*I thought someone would be telling me off, but it’s very different*”, “*thought it would be ‘uptight’, but it was more relaxed*” [p38/43].

Mentor view

- Mentors were very positive about the experience: 94% said that they had a good/improved relationship with their mentee. Mentors spoke of the friendlier relationship which developed over time, but still within a formal framework. [p50]
- All mentors felt that they had been well supported by their scheme coordinator-mentors. Mentors were overwhelmingly pleased they had participated (T1 94%; T2 93%), with the majority giving the reason of being glad to help others. Mentors were thought it would be good for them/was good for them (89%; 93%) and felt it would be helpful to the pupils being mentored (84%; 91%). [p59]
- Questionnaire returns showed 89% of mentors thought at the outset that being a mentor would be good for them; at the end of the year 93% reported that they thought it had been. [p59]
- In case study schools, 61% of mentors had the same perceptions at T1 and T2 of how they could/had helped their mentee; where perceptions were different they were generally positive. 80% of mentors felt that they had spent the right amount of time with their mentee. Comments included: “*It’s been a really good experience getting to know others and dealing with life’s problems*” and “*I’ve done it and now know what to expect and it has given me a broader outlook*”. 87% said that being a mentor had changed them in some way [p49-50].

Impact of participating in peer mentoring

- Across case study schools, 90% of mentees felt that being mentored had helped them. [p41]
- For mentees, the ‘About Me’ questionnaire administered at T1 and T2, shows small decreases (ie the negative movement expected of adolescents as they get older) in the four subscales concerned with identification with school but these results (19 schools) are not statistically significant. [p60]
- In the Impact Audit of attainment, attendance, behaviour and ‘other’ area, there were not consistent improvements to be shown. [p63]
- For Mentors, pro-school subscales on the *About Me* questionnaire showed a decline, quite markedly on ‘school identity’. Data from the impact audit indicated that attainment improved on average, attendance got worse and behaviour and ‘other’ were unchanged. [p61]
- There is the *suggestion* of greatest positive impact on those most in need. [62]
- The contribution of Formalised Peer Mentoring needs to be seen as one strategy in the support for pupils, amongst other targeted approaches. [p66]

Strand D: Development of documentation and guidance material

A separate report was produced, providing a summary of best practice, guidance on implementing different models and impact assessment material to contribute to a wider effort on how to monitor such initiatives and decide what baseline measures can be used.

1.0 Introduction

1.1 Policy and practice background

Over the past ten years, mentoring of children and young people has become an increasingly important feature of social policy in the UK (DfES, 2005a, 2005b). This has been mirrored in the rapid growth in the number of mentoring schemes operating. However, it is widely acknowledged that no one single definition or model of mentoring exists; rather there are a number of different models providing support to young people in a range of settings (Hall, 2003).

Much of the existing research on mentoring of young people is from America and has focused upon the ‘classic model’ of mentoring, that of a one to one relationship between an adult and a young person (Phillip and Hendry, 1996). A robust meta-analysis by Dubois et al (2002) of 55 evaluations of mentoring schemes in America found that these programmes had a significant and measurable effect on young people, especially those considered to be at high risk, but that the size of the effect was quite modest.

Further evaluations have similarly identified positive outcomes. Newburn and Shiner (2006) conducted an evaluation of a UK mentoring programme, *Mentoring Plus*, designed to work with disaffected young people. *Mentoring Plus* aimed to reduce youth crime and other at risk behaviour and help young people back into education, training and employment. Positive effects were identified in relation to young people’s engagement in education, training and work; however, there was no clear evidence that the programme had any impact on offending, family relationships, substance use or self-esteem. Newburn and Shiner concluded that *Mentoring Plus* had the most impact in relation to areas where the structured activities related directly to the aims of the programme. Other studies of classic model peer mentoring programmes have concluded that participating young people are less likely to use drugs and alcohol, less likely to be violent, have improved school attendance and performance and improved relationships with their parents and peers (Tierney et al, 1995; Jekielek et al, 2002). Schools operating a peer mentoring programme were found to create a more favourable school climate and showed a decline in pupil drop out rates (Stader and Gagnepain, 2000).

Peer mentoring

The main aim of peer mentoring in an educational context has been that of subject learning. Here the term peer mentoring is often used interchangeably with that of peer tutoring where older pupils impart knowledge and skills and provide support to the mentee often at times of educational transition. The personal development of the mentor in addition to positive outcomes for the mentee is a defining aim of this type of mentoring (Miller, 2002).

The range of research, focusing specifically upon peer mentoring is far more limited than for the classic model. A study by Sheehan et al (1999) of an 18-month community based US peer mentoring programme on violence prevention found that, compared with a matched control group, children who had attended lessons on violence prevention given by their peers avoided an increase in attitudes that supported violence, showed a decrease in their violence-related attitudes and increased self-esteem. Another American study (Pringle et al, 1993) found that peer tutoring and mentoring fostered strong bonds between mentors and mentees, helped new students and those with limited proficiency in English to integrate more successfully into the school environment and encouraged academic achievement. Characteristics of successful peer mentoring programmes identified by Pringle et al include the matching of mentors and mentees based on interpersonal bonds and recruiting and training at-risk pupils to become mentors helping to reduce stigma associated with receiving help.

In England, Nelson (2003) conducted a qualitative study of a secondary school based peer mentoring scheme that aimed to ease the transition of pupils from feeder primary schools to the secondary school and to have a positive impact upon pupils' key skills and learning. Year 10 students were matched with Year 7 pupils using a number of criteria: same gender; had attended the same feeder school; lived in the same vicinity; had common hobbies and interests. Pupils were matched to encourage the formation of friendships and thus positive outcomes for both mentor and mentee. Nelson concluded that the mentoring scheme had improved the literacy and communication skills of mentors and mentees, had made mentees less anxious about the transition

from primary to secondary school and had improved pupils' self-esteem and confidence.

1.2 The MBF formalised peer mentoring pilot scheme

The MBF define mentoring as:

a one-to-one non-judgemental relationship in which an individual, the mentor, voluntarily gives time to support and encourage another. The relationship is typically developed at a time of transition in the mentees's life, and lasts for a significant and sustained period of time.

(MBF, 2007b:16)

The following were the objectives of the pilot:

- *Establish a consortium of regional delivery partners (referred to as support agents) experienced in peer mentoring practice to work with and provide direct support to participating schools;*
- *Identify 180 schools and associated local authorities willing to participate in the pilot (at least 30% schools to have had no significant history of peer mentoring involvement);*
- *Develop an application and selection process which encourages schools to apply under a number of headings to allow for a full assessment of the applicability of provision including:*
 - *looked after young people*
 - *provision of appropriate information advice and guidance including financial awareness*
 - *impact of bullying*
 - *behaviour likely to expose young people to risk (e.g. drugs / teenage pregnancy)*
 - *at risk of exclusion or re-integration following exclusion*
 - *gifted and talented*
 - *mainstreaming specific communities (e.g. BME, travellers, disability)*
 - *transition from the primary sector;*
- *Support the delivery and development of the agreed models with strategic and operational partners;*
- *Publish an interim and final report which includes a strategy for the dissemination of successful practice;*
- *Publish guidance materials for schools and local authorities in order to disseminate self-sustaining peer mentoring practice;*
- *Establish an accessible database of practice which includes evidence of impact - including the development of a project focused website;*

- *Produce quarterly reports comprising management information on local authorities, schools, staff and participating students, a financial analysis and a summary covering progress, issues and next steps.*

(MBF, 2006a)

The MBF 'is the national strategic body offering support to practitioners and organisations working across the mentoring and befriending field' (MBF, 2005b). The organisation developed from the National Mentoring Network and, while supporting a range of initiatives, is promoting the Approved Provider Standard for those managing mentoring schemes and is setting up accreditation opportunities for mentors.

Initially, MBF established a team of support agents to engage schools and providers and to assist in the development and support of 180 formal PM projects. Training for support agents included a particular emphasis on helping schools to capture relevant evidence to evaluate the effectiveness of their selected PM model. In addition they were required to develop networks amongst schools, engage local authorities in the promotion of good practice, assist schools in the production of progress reports, attend events organised by the MBF and report to the MBF.

Schools were recruited from MBF's existing network of over 500 schools, through their national partners and through advertisements in relevant internet sites (Teacher Net) and the national press. Schools were selected to include a broad geographical and social area and received a small grant for relevant resources. They had to evidence support of the senior management team and demonstrate the ability to deliver a sustainable project through to March 2008. Appropriate school staff were expected to undertake a day's training provided by the MBF, organise the PM project within the specific framework, attend two networking events annually and work with support agents to provide a progress report which could usefully be employed in process evaluation.

The four 'models' employed by the MBF to categorise schemes in schools were concerned with the dimension of pupil life targeted: attainment; behaviour; bullying; transition. In the first year, it is reported that 3525 mentors and 3641 mentees were involved in PM projects across the participating schools. The pilot has been supported by MBF through training materials, training days, by informing relevant local

authorities of the PM projects and their progress and by ‘support agents’, themselves trained by MBF. There is also a website with sites for teachers and pupils.

In evaluating the Formalised Peer Mentoring Pilot, within the framework of the peer mentoring models delineated by the MBF according to overall purpose (transition, behaviour, bullying and attainment) and individual and longer term outcomes-divided into primary and secondary, findings suggest that ‘formalisation’ may be an attribute of peer mentoring projects that best provides a basis for what constitute ‘models’. In exploring the extent to which a peer mentoring scheme is ‘formalised’, a framework was developed, informed by the following key principles underlying ‘Working Towards’ status for Approved Provider Standard (MBF, 2006c):

- *The programme has clear aims and objectives with a clear organisational /management structure to support it*
- *There is a clearly defined process for the identification, referral and preparation of mentees*
- *There are established policies and procedures for the recruitment, selection and screening of mentors*
- *The programme provides effective preparation and support for mentors*
- *The programme has systems in place for measuring its effectiveness.*

The four strands of the evaluation, though attempting to minimise the burden on schools, inevitably required cooperation and time. Even with advertising and encouragement from MBF through newsletters and the engagement of the support agents, responses in some sections are low.

Schools where the *About Me* pupil questionnaires were filled in have received individual feedback setting the school’s results alongside the aggregate responses.

2.0 Evaluation Methodology

2.1 Evaluation strategy

The overarching aim of the evaluation was to support the development of evidence-based peer mentoring and enhance the capacity of those involved at all levels to engage in evaluating practice. Specific objectives were:

1. to develop a typology of models which clarify structure, target and purpose;
2. to identify the factors associated with good and less good experience of Formalised Peer Mentoring (models, organisation, implementation, maintenance);
3. to use a multi-method approach to gauge the impact on young people and schools. This involved a standardised instrument and other techniques, use of school data during the year, staff and other stakeholder perceptions;
4. to contribute to guidance on ‘what works’ for particular mentoring aims or mentee groups, support action research and add to the repertoire of self-assessment and impact assessment methodologies.

The evaluation was structured into four strands, intended to occur over three time periods:

Autumn term 2006 - during the early commencement of the scheme, though this differed by individual school according to when they began the implementation of their scheme; for some, questionnaires were completed in the October-December period while others began after Christmas. This is ‘Time 1’ or T1;

Summer term 2007 - to enable process data and early outcome data to be collected; This is ‘Time 2’ or T2;

Autumn term 2007 - devoted to acquiring impact data and reporting the evaluation approaches and instruments for future use.

The strands are as follows:

- Strand A - Analysis of mentoring models in the original participating schools
- Strand B - Management, implementation and process study
- Strand C - Impact assessment of peer mentoring on the pupil and school
- Strand D - Development of documentation and guidance material

2.2 Strand A: Analysis of mentoring ‘models’

At the outset, the MBF notion of models was used, which referred to the theme or focus areas: Transition, Bullying, Attainment, Behaviour. As we discuss later, these did not constitute models in the sense of being associated with different ways of working and we have proposed an analysis based on extent of formalisation.

Objectives

The objectives of this strand were to:

- develop a typology to apply to the school proposals taking account of target group and objectives for the mentoring scheme;
- gather other relevant data on schools;
- select case study schools.

Data sources and methods

The objectives were achieved via an examination of the application forms submitted by the successful schools to MBF. Models were delineated by MBF according to overall purpose (transition, behaviour, bullying and attainment) and individual and longer term outcomes—divided into primary and secondary. Findings, however, suggested that ‘formalisation’ may be an attribute of peer mentoring projects that best provides a basis for what constitute ‘models’. In exploring the extent to which a peer mentoring scheme is ‘formalised’, a framework was developed from the key principles underlying ‘Working Towards’ status for Approved Provider Standard’ (MBF, 2006). Further categorisation was achieved via applying distinctions in relation to the following:

- size of scheme
- target group for mentees
- age structure of peer mentoring pairs
- characteristics of participants.

Further data on schools was obtained from national databases supplemented by web searches, limiting direct calls upon schools’ time to a minimum.

2.3 Strand B: Management, implementation and process study

Objectives

- Explore the process of developing peer mentoring models
- Analyse how expected outcomes were defined by different groups (school staff, local delivery partners, young people)
- Analyse the relationships formed between mentor and mentee and between staff and the young people involved in the peer mentoring
- Explore the changes over time in these relationships and in perceptions of the expectations for peer mentoring.

Data sources and methods

I. Self-completed survey by school staff on process issues

Questionnaires were sent, during the start-up period, to a key respondent in each of the schools; this was the lead name given in the school application forms and referred to in this report as ‘school coordinators’. This, however, was often only a small part of their main role which included Deputy Head, Head of Sixth Form and Learning Support Mentor.

The T1 early process questionnaire (Appendix 2) provided data on the ambitions for the scheme and contributed to an understanding of the ‘model’ as well as allowing a description of the management of the scheme and the selection and matching of mentors and mentees. The T2 later process questionnaire (Appendix 2) survey followed in the Summer term 2007 and asked respondents to look back and report on achievements and the factors which aided and hindered peer mentoring.

The questionnaires consisted of mainly closed questions and took approximately 15-20 minutes to complete. Five schools withdrew from the pilot, citing staff shortages etc. (89/174 - 51%). The response rates are given in Table 2.1, and show the rate was better at T2.

Table 2.1: Returns of the school coordinator process questionnaire sent to all participating schools.

Returns T1		Returns T2	
Number	%	Number	%
89/174	51%	112/174	64%

ii. Case studies

Eight case-study schools were selected from the range of 'models' being implemented as discernible from the analysis of the peer mentoring applications (Strand A). A full account of the sampling framework used to select the case study schools is contained in Appendix 1.

The plan was to interview five mentors and five mentees in each school (see appendix 3 for the interview schedules). Members of the research team interviewed 31 mentees and 33 mentors at T1 and 30 mentors and 30 mentees at T2 (mentors: 83% white British/other white background; mentees: 93% white British / other white background). It was not always possible to get the full set of pupils; for example, if pupils were absent on the date of the evaluation visit or there were insufficient numbers participating in the scheme. Co-ordinators were asked to randomly select the pupils who would be interviewed by constructing a list of names and choosing every *n*th pupil from a random point on the list. The pupils' parents were then contacted by the evaluation team, via the school, to ensure they knew that their children had been selected to take part in the evaluation and offering the opportunity to withdraw their child from the interview; two parents withdrew their children from taking part in an interview. Informed consent was also sought from the pupil before the interview commenced; the evaluation and the safeguards were explained and the students were asked to sign a permission slip.

Within the interviews, process issues were addressed including feelings (positive or negative) about being a mentor or mentee, the extent of their preparation for the role and what they hoped to gain from involvement in the scheme, for themselves and more generally. The interviews lasted between 25-45 minutes and were recorded.

To gain further information on the implementation of peer mentoring, interviews were conducted with lead coordinating staff and their allocated support agency in each of the eight case study schools; at T1 and T2. These interviews lasted thirty minutes to one hour and were recorded, with staff interviews transcribed for further analysis.

Table 2.2 gives the full account of data gathered in the eight case study schools at T1 and T2.

Table 2.2: Interviews in Case study schools

Case study school	Primary long term aim of scheme	T1: October 2006 - January 2007				T2: May -July 2007			
		mentees interviewed	mentors interviewed	Interview with school coordinator	Interview with support agency	mentees interviewed	mentors interviewed	Interview with school coordinator	Interview with support agency
School 1	Improved academic performance	5	5	1	1	2	1	1	1
School 2	Improved academic performance	5	5	1	1	4	4	1	1
School 3	Fewer exclusions	4	5	1	1	4	5	1	1
School 4	Fewer exclusions	5	5	1	1	5	5	1	1
School 5	Improved attendance	2	3	1	1	2	1	1	1
School 6	Improved attendance	5	5	1	1	4	5	1	1
School 7	Reduction in bullying	5	5	1	0 (same agency as school 6)	4	4	1	1
School 8	Reduction in bullying	0	0	0	0	5	5	1	1
Total		31	33	7	6	30	30	8	8

2.4 Strand C: Impact assessment of peer mentoring on the pupil and school

Objectives

- To assess the impact on mentors and mentees of participation in PM through the use of a validated instrument which focuses particularly on identification with school *About Me* questionnaire (Maras, 2002).
- To identify the impact of specific models with specific age and target groups.
- To identify the factors associated with better and worse outcomes in terms of pupil attitude as well as attendance, behaviour and attainment data.

Data sources and methods

The methods used in Strand C were of two kinds. The first was an impact survey using a questionnaire, adapted from the *About Me* Questionnaire (Maras, 2002) completed by mentors and mentees (appendix 5). The *About Me* questionnaire has six subscales with four items contributing to each. Four of the subscales are about pro-school attitudes and, in terms of the evaluation, what was sought were measure of their increasing or decreasing identification with school and its work. The second method was an *Impact Audit*, devised by the team, to be completed by the school PM lead in relation to mentee performance in the current year and the previous year (appendix 6). Though the mentoring schemes differ in terms of target group and specific aims, a generic impact data capture approach was nonetheless judged to have considerable merit.

The aim was to match the questionnaire respondents at T1 and T2 and also compare subgroups. We proposed a moderately large sample and called on the assistance of MBF to encourage schools to complete these. We were looking at the extent of ‘commitment to school’.

Sampling for the impact questionnaire survey

Of the 180 PM school schemes and 3,600 matched pairs of mentors/mentees, a sample was drawn to achieve 600 responses at T1 and an anticipated 480 at T2. Forty schools were sampled to represent a cross-section of the different variants of PM schemes and take all matched pairs of mentors / mentees within each. The sample was large enough to give reasonable statistical power for comparison before and after for both boys and girls. It was anticipated that there would be differences in impact on boys compared with girls and from the experience of different models. Table 2.3 shows the actual numbers of completed questionnaires received.

Table 2.3: Numbers of schools and pupils returning impact questionnaires

	Schools	Pupils completing questionnaires*
T1	20	558
T2	20	490
T1 and T2	16	313

* Numbers are slightly larger than totals in tables 2.4 and 2.5 below because some did not give gender

Returns came close to predicted levels but the numbers for whom data were received at T1 and T2, at 313, was lower than hoped for. It is the T1/T2 group upon which comparative analysis is based and there is further loss of data where young people miss out an item, which then means that their score on that subscale registers as 'missing data'.

Table 2.4: Mentor respondents

			School Year					
			8	9	10	11	12+	Total
Time 1	Sex	<i>Male</i>	6	25	52	23	10	116
		<i>Female</i>	24	37	95	18	28	202
		Total	30	62	147	41	38	318
Time 2	Sex	<i>Male</i>	5	8	42	22	11	88
		<i>Female</i>	15	16	81	10	34	156
		Total	20	24	123	32	45	244
Time 1 & 2	Sex	<i>Male</i>	4	5	31	19	4	63
		<i>Female</i>	13	10	66	6	10	105
		Total	17	15	97	25	14	168

Table 2.5: Mentee respondents

			School Year				
			7	8	9 & 10	11+	Total
Time 1	Sex	<i>Male</i>	101	17	9	10	137
		<i>Female</i>	79	2	3	14	98
		Total	180	19	12	24	235
Time 2	Sex	<i>Male</i>	89	19	7	10	125
		<i>Female</i>	83	5	6	16	110
		Total	172	24	13	26	235
Time 1 & 2	Sex	<i>Male</i>	59	14	0	8	81
		<i>Female</i>	53	0	1	8	62
		Total	112	14	1	16	143

Impact survey

Impact measures comprising before and after data on attainment, attendance, behaviour and ‘other’ were gathered partly to determine the feasibility of such measures, for the individual school and for the aggregate of schools. School coordinators from the 40 schools participating in the pupil questionnaire element were asked to complete an Impact Audit Sheet on the full set of mentors and mentees involved in the formalised peer mentoring scheme in their school. Returns were poor, partly because some of the comparative data is not easily compiled. This report discusses data from 11 schools with a total of 136 mentors and 164 mentees.

2.5 Strand D - Development of documentation and guidance material

This strand is reported in a separate booklet and its outputs are:

- a summary of best practice extracted from the final report;
- guidance on implementing different models which we expect to produce in collaboration with partners;
- impact assessment material to contribute to a wider effort on how to monitor such initiatives and what baseline measures can be used.

Summary of data analysed

Table 2.6: Data analysed

Data source	Numbers
Application forms	180
Co-ordinator questionnaires	T1 - 89; T2 – 112
Mentor questionnaires	20 schools; completed T1 & T2 - 168
Mentee questionnaires	20 schools; completed T1 & T2 - 143
School case studies	8
Co-ordinator interviews	8 at T1 and T2
Mentor interviews	T1 33; T2 30
Mentee interviews	T1 31; T2 30
Support agent interviews	T1 7 schools; T2 8 schools
Impact Audit	11 schools; mentors 136; mentees 164

3.0 Analysis of school pilot application forms

3.1 Schools participating in the Peer Mentoring Pilot

The original 180 school projects selected to take part in the peer mentoring pilot appeared to be spread across community, foundation and voluntary governance categories to mirror the national distribution. Ninety six (54%) had sixth forms which extended the age range of mentors and mentees available to take part in peer mentoring.

Characteristics of the school population were examined in relation to the following indicators:

- size of school population;
- total number of pupils with special educational needs (SEN);
- number of pupils eligible for free school meals;
- number of looked after children;
- ethnicity of pupils;
- school location.

As shown in table 3.1, on average, the schools had slightly larger school populations and fewer pupils eligible for free school meals (-1.8%) than the national average for the year 2005. However, the spread was considerable with four schools having over 50% of pupils eligible for free school meals.

The pilot schools had approximately the same proportion of pupils with SEN as the national average. Data was not available at the time of reporting for 13 schools. The two special schools in the sample were not included in the calculations.

Table 3.1: Overview of the characteristics of school population

	No. of schools analysis based on	School sample average	National average¹
School population	172	1023	980
Pupils with SEN	167	17.3%	17.5%
Pupils eligible for free school meals	162	12.2%	14%
Minority ethnic pupils	166	15.9%	17.7%
Number of looked after children	171	0.5%	0.7%

¹ National average for year 2005

The schools taking part in the pilot had fewer pupils from minority ethnic groups than the national average. A large proportion of the selected schools were located in mixed areas (n74, 41.1%), but the spread across urban, mixed and rural was considerable

3.2 Purpose of the individual pilot schemes

Projected individual outcomes

Schools were asked in their application to select one or more individual outcomes to guide their peer mentoring project throughout the process. The majority of schools selected a number of outcomes, the proportion of which is shown in table 3.2.

Table 3.2: Individual outcomes of PM projects

Individual outcome	% of schools selecting outcome
Improved ability to cope with school life	97
Wider friendship group	71
Improved motivation	84
Improved relationships	86
Improved confidence	96
Awareness of sources of help	78
Improved participation in school activities	71
Improved behaviour	74

Projected longer-term outcomes

Schools were asked on their application form to select from the following list, one primary and one secondary longer term outcome which they anticipated for their peer mentoring project:

- improved academic performance / attainment
- fewer exclusions;
- improved attendance;
- reduction in bullying.

Table 3.3 shows the specific primary and secondary longer term outcome selected both by number of schools (in brackets) and percentage of schools. (NB: 2 schools failed to indicate their primary longer-term outcome and 37 schools failed to indicate their secondary longer-term outcome). As the table clearly indicates, the majority of schools selected improved academic performance / attainment (56%) as the primary

outcome, with the highest proportion of schools selecting improved attendance as the secondary longer-term outcome (38%).

Table 3.3: Longer-term outcomes

Longer-term outcome	Number and % of schools selecting longer-term outcome	
	Primary	Secondary
Improved academic performance / attainment	99 (56%)	39 (27%)
Fewer exclusions	11 (6%)	15 (11%)
Improved attendance	15 (8%)	55 (38%)
Reduction in bullying	53 (30%)	34 (24%)

Status, size and beneficiaries of the scheme

The majority of schools proposed a new project (54%), with 46% of schools opting to extend an existing project. In all cases, schools selected from one of the models proposed by the MBF, where the type and strength of processes employed by the scheme coordinators for implementing the selected model and the systems subsequently established for developing the model employed, varied between schools.

As proposed by MBF, the majority of schools proposed a medium sized project, as table 3.4 shows.

Table 3.4 Numbers of pupil pairs planned to be engaged in peer mentoring

Planned size of scheme	Numbers of schools	% of schools
Small: up to 10 pairs	24	19
Medium: 11 to 30 pairs	115	67
Large: more than 30 pairs.	33	14

In almost all cases, scheme co-ordinators saw both mentees and mentors as the main beneficiaries (95%) of the PM project. In seven schools, scheme co-ordinators considered that the main beneficiaries would be mentees.

Analysis of school pilot application forms: Key findings

- 180 school projects successfully applied for the peer mentoring pilot. A small number of schools dropped out (5) and these were replaced by MBF.
- Compared to the national average, these schools have: slightly larger school populations; fewer pupils eligible for free school meals; the same proportion of pupils with SEN; fewer pupils from minority ethnic groups.
- A large proportion (41%) of the schools are located in mixed urban/rural areas with one in three located in urban and one in five located in rural areas.
- The majority of the schools selected 'improved academic performance/attainment' (56%) as the intended longer term primary outcome of their scheme, followed by reduction in bullying (30%), improved attendance (8%) and fewer exclusions (6%).
- Improved pupil ability to cope with school life was selected by the majority (97%) as an individual aim of their project followed by improved pupil confidence (96%)
- Fifty-four percent of schools proposed a new project with the remaining schools proposing to extend an existing project.
- The vast majority of schools (95%) intended both mentors and mentees to benefit from peer mentoring.
- The majority of schools (67%) planned to recruit between 11 to 30 pairs.
- The schools involved in the pilot may be slightly more 'affluent' than the national average. However, the pilot is reaching a broad cross section of schools in a variety of geographic localities.

4.0 Evaluation Results

4.1 Aims and Expectations

Co-ordinator perspective

The peer mentoring 'model', from the four offered by MBF - transition, bullying, attainment and behaviour - expressed aims for the project in their school, but the majority of coordinators within schools selected multiple aims for their project.

The most frequently selected aims by all schools were reduced bullying (61%), increased academic attainment (62%) and supporting student transitions (67%). In addition, the scheme co-ordinators within the case study schools placed strong emphasis on improving the confidence and self-esteem of students involved with the project. In one case study school, where the overall aim was raised academic attainment, individual aims included improved student behaviour and reduced incidents of bullying through improved pupil relationships and responsibilities. The school hoped to achieve this by giving mentees a sense of belonging within the school. However, at T1, the scheme co-ordinator saw raised academic attainment as an additional benefit. Longer-term outcomes for the mentees included increased attendance, better behaviour and engendering a feeling of ownership which were all seen by the scheme co-ordinator as a means of improving all aspects of school life for the mentees. In addition, the scheme co-ordinator felt this could possibly lead to increased recruitment in Year 7 as the following comment suggests:

“who wouldn't want to come to a school where the support is just immense”

Improved school reputation, as an additional benefit of the peer mentoring project, tended to be a common theme amongst scheme- co-ordinators. In another case study school, with the overarching aim of reduced bullying, the project also aimed to forge bonds between older and younger pupils, not only to address bullying but to help the transition of Year 7 pupils into the school. The scheme co-ordinator stated:

“... peer mentors will provide that individual relationship for each student. I really want every student in {...} to have somebody they can relate to basically... A lot of pupils come from very small primary schools to this very big urban secondary and they can feel lost.”

The scheme co-ordinator felt that younger students would be more likely to attend school if they had an older mentor, from whom they could seek help for issues such as bullying. If this became the case, the co-ordinator believed that bullying could be dealt with more quickly, thereby improving the reputation of the school.

Mentor perspective

In 6/8 case study schools, mentors had a good understanding of their school's aims within the broad framework of the specific project. However, fewer mentors considered individual outcomes or longer term outcomes in their entirety. Most mentors, when asked the aims of their school's peer mentoring project, tended to focus on generic strategies to achieve the expected outcomes, rather than focussing specifically on the objectives stated by the school. For example in one school, employing a peer mentoring model aimed at the successful transition of students from Year 6 to Year 7, typical aims stated by Year 9 mentors at T1 included:

“reduce loneliness of younger pupils”

“introduce Year 7 to a nicer way of education , so they enjoy school, stop bullying.....make it easier for them, make them happier in school.”

In another school, where the project focussed on raising self-esteem, confidence and motivation in disaffected Year 8 boys, typical responses from Year 11 mentors included the following:

“to improve academic and social skills”

“to help boost Year 8 boys to do well; to get good grades”

“to raise children up more confident in work; to help them succeed at school.”

In one school, 4/5 mentors interviewed at T1 had a very clear understanding of both the individual and longer term outcomes of their school's project , which employed a peer mentoring model to improve the academic performance of *identified, underachieving* Year 11. Year 13 mentors perceived the aims to be:

“to help mentees with the subjects with which they are experiencing difficulty by target setting.”

“to help those not meeting academic targets, due to many reasons.”

“to improve academic performance and secondly to improve social skills/ friendships.”

In only one school were mentors less clear about the aims of their peer mentoring project. The school had employed a model to improve school attendance by targeting disaffected Year 9 students. The three Year 12 mentors who responded, presented their perceptions of the aims of the project within the following framework:

“to help anyone who needs it, to know someone is here, especially Year 9, who are new to the school.”

“to help students in lower years, as they talk to teachers (about personal matters); to improve their school life.”

“to make Year 9s feel more comfortable and better behaved.”

Despite these vague accounts of the aims, in total, 63% of mentors had a clear understanding of the aims of their school’s peer mentoring project and were able partially or wholly to define the expected outcomes of the project .

In relation to personal expectations, mentors often had altruistic aims for being part of the scheme, including the wish to see their mentee develop and achieve:

“I hope to be able to see this person become better at understanding what they are trying to achieve.”

Personal aims for the mentor also included to help them gain entrance to university or job of their choice, to develop their own communication and understanding skills and to provide them with a more rounded school experience.

“In most jobs you need good communication and if you show you have become a peer mentor it shows you actually have good communication skills”

“It will give me a purpose at school rather than just learning.”

Mentee perspective

The extent to which mentees understood the main aims of their school’s peer mentoring project, as defined by the scheme co-ordinators, varied across the case study schools. The majority at T1 were unable to name the ‘model’ or state the precise aim of the project. However, they had a good understanding in terms of either one or more of the individual or longer term outcomes. What was thought to be the school’s aim often related to what the mentee personally hoped to gain from the experience; for example, an improvement in their grades and ability to learn and to become more confident. In one school, where the focus was transition: *to help KS3 students to feel*

secure and confident within their studies and environment, 4/5 mentees had a clear understanding that it was related to mentee support and development. Typical responses included:

“To help children along with learning and make new friends”
“To help you change your ways”

In the majority of case study schools, the mentees’ understanding of the aims of the project tended to reflect a generic rather than precise grasp.

“To care for other people, make sure they are happy”
“Help with learning and make new friends”.

In total, 35% of mentees at the case study schools clearly knew the aims of the PM project, with a further 48% having some idea of the aims within the context of their school’s cited individual outcomes.

In relation to personal aims, the majority of mentees at all case study schools had clear aims at T1, which were largely borne out at T2. In one of the case study schools which employed the attainment model, the following personal aims were typical at T1:

“want to be much more extrovert and confident”
“stop bullying, help with work and work through problems”
“...helping with homework, talking through issues.”

At T2 when asked to consider how peer mentoring had helped them, the same mentees respectively made the following comments:

“...at the start I was shy, not anymore...”
“(It) helped me to get to class on time, with my behaviour and to apply myself to my work.”
“I like coming to school now..... talking with my mentor made me feel better about myself.”

One case study school, focussed on behaviour model as a means of increasing self-esteem, motivation and confidence. 4/5 mentees at T1 cited *better grades* as their main personal aim. At T2 however, when asked to consider how peer mentoring had helped them, 5/5 commented on their improved behaviour, with only 2/5 citing academic improvement. In another case study school, focussing on transition, the Year 7 mentees cited the following as personal aims at T1:

“It will help me be good in class and get a lot of work done”
“Better attitude and less problems,”

“To start being better behaved.”

At T2, the same mentees respectively made the following comments in relation to how peer mentoring had helped them:

“With my behaviour and my work.”

“My attitude towards school, work and help with class work and skills

“Better behaviour and attitude,”

At T1 only two mentees across the case study schools, did not cite a personal aim for the project and at T2, three mentees said they had got nothing out of the project.

Scheme co-ordinators tended to select multiple aims for the peer mentoring projects. The individual aims often related to factors identified by the scheme coordinators as factors influencing the achievement of the overarching aim. The extent to which mentors understood the main aims of their school’s peer mentoring project, as defined by the scheme co-ordinators, was generally high. In the case of mentees however, the majority knew the school’s aims only in the context of the individual outcomes. In the majority of case study schools, both the mentees and mentors understanding of the aims of the project tended to reflect a generic rather than precise understanding. The majority, across the case study schools, had a good understanding in terms of either one or more of the individual or longer term outcomes. At T1, 63% of mentors were aware of specific outcomes to be worked towards in relation to their mentees needs. For mentees at T1, this was higher, with 77% of mentees having clear aims of how they thought their mentors would help them. Notably in a number of the case study schools, the aims between mentors and mentees did not correspond.

Case study school

Focus was improved academic performance. Specific aims included:

- Improved attainment of Year 11 students
- Increased recruitment into the sixth form
- Improved confidence, self-esteem and life skills of the mentors.

The implementation of the project involved recruiting mentees who were not achieving their full potential in two subjects. They were subsequently matched with mentors of good ability in the specific area. The rationale being that the linking of Year 11 pupils with sixth form mentors would give them a more positive view of the provision and make them more likely to make the transition to the sixth form. In addition, there had been a history of underachievement in Year 11 within the school, compared to predictions made using CAT tests and Key Stage 3 SATs. It was thought that by linking Year 11 pupils with sixth formers, the situation could be improved. An additional aim for the mentors, the coordinator thought, was that the experience would help prepare them for the ‘outside world’.

4.2 Training and MBF manual

Training of co-ordinators

At both T1 and T2, the majority of co-ordinators found the training given by MBF to be useful to them in their role as peer mentoring co-ordinator (T1:94%; T2:87%).

Within the case study schools, scheme coordinators agreed that the MBF training had been useful for enabling them to meet others, network and share experiences.

“The preparation in terms of the Mentoring and Befriending Foundation Training, their resource, their sort of ongoing support has been excellent and that should really be applauded”.

However, although the majority of scheme co-ordinators found the MBF training manual useful, one felt that it would have been even more useful if it had contained further information on issues such as confidentiality, ways to maintain mentee-mentor relationships and planning an exit strategy.

In addition to the training provided by MBF, 37% of co-ordinators at T1 and 39% of co-ordinators at T2 had attended another form of training course. The majority of additional training that co-ordinators had accessed was ‘mentoring specific’ (63%). However, there was a shift of emphasis from co-ordinators accessing additional pastoral training, for example ‘Counselling’ and ‘Communication skills’ at T1, to co-ordinators seeking more strategic training on ‘Networking’ and ‘Monitoring and evaluation’ by T2. (see Table 4.1).

Table 4.1: Additional training accessed by scheme co-ordinators

	T1 % of co-ordinators	T2 % of co-ordinators
Mentoring specific	63	62
Counselling	20	7
Communication skills	17	2
Child protection	7	
Monitoring and Evaluation		20
Networking		18
Other	13	20

n = 89

n = 112

At T2, 28% of co-ordinators felt that they required some further training in order to successfully carry out their role as Peer Mentoring co-ordinator.

“Well we were trained, we just weren’t trained for the co-ordination of it...or the kind of paperwork that may be necessary to carry out the peer mentoring within the school.”

“It was useful in giving me the philosophy behind peer mentoring but the day to day practicalities were less emphasised.”

Co-ordinators were asked at both T1 and T2 to specify what further training or support they thought they required. A significant proportion stated that they felt they would benefit from more opportunities to network and share good practice with other schools (T1: 30%, T2: 23%). Other respondents said that they would have liked more specific, in depth training for being a peer mentoring co-ordinator (T1: 20%, T2: 41%) and the opportunity to visit an established peer mentoring scheme (T1: 17%, T2: 23%).

“Most useful would be practical advice from established schemes”
“Possibly viewing schools where the peer mentoring or similar project is up and running”

The need for further support and training in developing information and resources for pupils was also cited by a significant percentage of co-ordinators as an area for further training (T1: 8%, T2: 18%).

Training of mentors and mentees

The training and induction of mentors was rated as ‘mostly’ or ‘highly’ successful by 93% of co-ordinators. This was supported by the mentors across the case study schools, who generally felt that their training had been good. Some co-ordinators felt that the training and induction of mentees had been less successful with 71% regarding it as ‘mostly’ or ‘highly’ successful, 25% saying there had been ‘some successes’.

4.3 Implementation

Recruitment

In almost all cases, for whatever the focus of the PM programme was, mentees were referred by form tutors, year heads or Learning Mentors. Pupils were consulted as to their views and could withdraw and parents were also informed and their agreement requested. Mentors were almost always simply volunteers though there was evidence of encouragement and ‘selling’ the idea in a number of the case study schools.

Matching

Matching of mentor-mentee pairs varied between schools. At T1, the most frequently employed criteria for matching, cited by scheme co-ordinators, were:

- the personality characteristics of the pupils involved (86%)
- the sex of pupils (78%)
- hobbies of pupils (71%)
- other criteria included tutor requests and the academic subjects studied by the pupils.

In one case study school, where the project was concerned with raising attainment, younger students were paired with older students based on subject areas they may be experiencing difficulties with - gender was not thought to be important in the pairings. In another case study school, students were paired using 'matching forms'. A questionnaire, listing various characteristics, was administered to the students to complete. The scheme co-ordinator subsequently matched students with similar personalities and hobbies. This approach was common in a number of other schools, with the rationale being that mentor-mentee pairs with similar personalities and interests would enable students to feel at ease. In one of the case study schools, where this method of matching was employed, mentor satisfaction was good, with an average of 4.2 (employing a scale of 1-5, where 5 = very well and 1 = very poorly). In one school, the matching was on 'gut instinct', for example pairing a Year 7 pupil who is frequently in trouble with a Year 11 who had experienced similar issues. In one school, following the matching process, the students were consulted by their form tutors to see if they were happy with the results. In another case study school, a team building session was held for mentors and mentees, which allowed the co-ordinator to observe how well the pupils were interacting and identify any pairings which might need to be reassigned.

Matching - Mentor perceptions

Eighty per cent of mentors, across the case study schools believed that the criteria used to match them with their mentees were right. There was general satisfaction across this group. However, in one case study school, the mentors who were satisfied

with the matching were in the minority (40%). In this school, on a scale of 1-5 (where 5 = very well and 1 = very poorly), mentor satisfaction was lower than the average of 4.1 (3.8). Matching, based on character, had been at the discretion of the scheme coordinator and related staff and mentors were encouraged to persevere with unsuccessful meetings (scheme coordinators employed the criteria of opposite characteristics). In addition, mentees had the option of meeting with different mentors. Generally, across the case study schools, mentor satisfaction was also influenced by other related school processes - e.g the extent to which meetings were formalised and the degree of scheme coordinator intervention at the outset and ongoing support.

Matching - Mentee perceptions

Ninety three per cent of mentees, at the case study schools, were of the opinion that the school had employed the right criteria to match them with their mentor. 80% of the mentee-mentor matched pairs were male to male or female to female. The remaining 20% were male-female. The extent to which mentees knew the criteria employed by the school for matching varied. In addition, the majority of mentees considered good matching to be a contributory factor to the formation of a successful relationship with their mentor. Typical comments across mentees at the case study schools included the following:

“Yes- we had more to talk about.”

“Yes- having things in common. It wouldn’t have been as good or as easy if we didn’t share these interests.”

On a scale of 1-5, with 5 being very well and 1 being very poorly, 53% of mentees rated the matching with their mentor as very well, with a further 27% considering they had been well matched. Amongst the 20% who were less satisfied with the matching, the following reasons were cited:

“(male mentee) I would have preferred a boy - it’s easier to talk to him”.

“We haven’t seen much of each other. We are supposed to meet once a week and we haven’t.”

Control of mentoring sessions: frequency, duration, time, location and incentives

Evidence from the case study schools suggested that the degree of control exerted by co-ordinators over the peer mentoring schemes varied considerably from school to

school. Some scheme coordinators thought that it was important for them to have a high level of control over their schemes, particularly in organising pupil involvement.

“We are always in the room for every session...because we’re there they (mentors) can speak to us whenever they need to.”

Others however, believed that mentors should take responsibility for arranging mentoring sessions and sustaining the momentum of the scheme.

“I’ve told them their first task is, ‘You’ve got to arrange your meeting times. You’ve got to set your mentee a target’. So they’re having to take some control of the situation. So that’s the kind of thing I’m looking for in them.”

In relation to the content of mentoring sessions, most of the case study school co-ordinators said that they had assumed only a limited degree of control. However, in the case study schools where peer mentoring projects were particularly successful, the supporting systems were relatively strong. The majority of scheme co-ordinators had provided their mentors with suggestions for activities and resources that they could use, for example worksheets and games, but had encouraged mentors to take the lead and to be responsive to the individual needs and preferences of their mentees.

For the majority of schools at T2, the frequency of meetings between mentors and mentees was fairly high and seemed to be relatively structured. 79% of co-ordinators reported that mentoring sessions within their schools were held four or more times a term. A minority, at T2 (13%), reported that meetings between mentors and mentees were not formalised, and occurred ad hoc.

In the majority of case study schools, mentoring sessions occurred once a week. This was on a formal basis, on a specific day in the week. Two case study school co-ordinators reported that whilst they had anticipated having frequent, formalised sessions, in practice, this was often not appropriate or possible and they preferred to let pupils determine when sessions occurred. Mentoring sessions generally lasted up to 30 minutes.

Across schools, the most common meeting times were ‘during break times’ and ‘other times’ rather than before or after school. The most frequently cited ‘other times’ mentioned by co-ordinators were ‘during form / tutor time’ (60%) and ‘during lessons’ (35%) with ‘outside school’, ‘during assembly’ and ‘ad-hoc’ also being

mentioned (1% for each). In the case study schools, mentoring sessions were held during registration/tutor time or during break/lunch times.

Across all schools at T2, mentoring sessions were most frequently held in a school classroom (36%) followed by the school library (28%). Only 28% of co-ordinators said that their school had a designated room or area specifically for the peer mentoring scheme. Disconcertingly, 22% of co-ordinators reported that there was no particular place in their schools for mentoring to take place. In these schools, the venue for sessions was dependent on room/place availability pointing to a level of formalisation. Half of the case study schools reported having an allocated area for mentoring to take place. A lack of designated private space was seen as a negative factor in relation to the success and effectiveness of the mentoring project. This was acknowledged by a scheme co-ordinator:

“As far as the room is concerned we can see that people are holding back because of the confidentiality. But you know they just haven’t got the room or the space.”

In relation to incentives, 94% of schools offered some kind of incentive or reward to their mentors and mentees. Table 4.2 shows the types of incentives provided by schools:

Table 4.2: Incentives/rewards given to pupils

	% of co-ordinators
Certificates	70
Refreshments	56
Badges	54
Trips/residential	30
Accreditation	22
Other	27

n = 112

Matching seemed to be most successful when students were matched according to similar interests/hobbies with consideration being given to similar personality characteristics. Matching of boy to girl (mentee-mentor) was deemed to be less successful by the mentees and mentors.

The degree of control exercised by case study co-ordinators over the peer mentoring schemes varied considerably from school to school. However, in the case study schools, where peer mentoring projects were particularly successful, the formalisation was strong.

4.4 Management and Monitoring

Analysis shows that although co-ordinators were on the whole quite positive about their management of the schemes, there was still scope for improvement.

Table 4.3: Co-ordinator ratings of scheme management

	% of co-ordinators
Very well	18
Well	46
Quite well	30
Not well	6

n = 112

Issues relating to management were most frequently cited in response to questions about any problems or difficulties co-ordinators had experienced in running the peer mentoring schemes. At T2, 24% of co-ordinators had experienced a ‘major problem’ in managing their time with 34% having ‘significant problems’ and 36% ‘small problems’. Only 6% of co-ordinators said that they had had ‘no problems’ in managing their time. Workload pressures were cited by a relatively high proportion of co-ordinators (35%) as being the biggest barrier to the peer mentoring project. The following comment highlights the problem:

“If this was to be really embedded in the school, there would have to be someone whose job was to be head of peer mentoring and not added onto something else. That won’t happen without funding or if we are really, really successful next year then maybe.”

Schools used several different measures to monitor outcomes for pupils, these included mock exam and SATs results, attendance and punctuality registers and behaviour monitoring systems.

“We do an analysis for example, of those students who are sent out of class for disruption...we can see if any of them have featured in that list before, if there’s a drop in the number of times that’s happened so I’ll be looking for that kind of thing.”

However, the co-ordinators in two of the case study schools did not see quantitative monitoring as a priority.

“Oh I’m looking for qualitative data more than quantitative...So long as they say they’re benefiting from it. I’ll try and elaborate through questionnaires, through a little sit down interview meeting, say ‘how do you feel it’s gone?’ but as long as they say they’re enjoying it then yes I’ll carry it on.”

Case study schools reported using a variety of different methods to monitor and measure ‘softer’ outcomes for pupils involved in peer mentoring. The following comments reflect the co-ordinator’s approach to monitoring:

“Confidence and self esteem, it is very difficult to measure these things, we can however use information on our behavioural team incidents forms etc and compare them with previous year groups. That’s one of the main ways we are going to try to do it because otherwise it’s sort of general observations rather than measurable statistics... We do keep feedback every time we see our mentors and mentees, in a very general way and talk about how the scheme is going.”

Workload problems were cited as the main factor impacting upon the successful management of the peer mentoring project. In relation to monitoring, evidence from the case study schools suggested that outcomes were being monitored by schools, but this tended to be subjective. The majority of case study schools used a reflections log which the mentors filled in to set targets, keep a record of all the sessions and for recording any problems there might have been and the progress that had been made. Other methods used by case study coordinators to qualitatively monitor outcomes included observation of mentoring sessions, holding short after session evaluations with mentors, progress meetings with pupils, asking mentors and mentees to fill out questionnaires or self evaluation forms and requesting verbal or written feedback from parents of pupils involved in the mentoring scheme.

4.5 Support for Implementation

At T1, 69% of co-ordinators were receiving support from an external agency; this figure had increased slightly to 73% by T2. In 6/8 case study schools, scheme co-ordinators considered that the support they received from the external agents was about right. There was a general consensus amongst this group that support agents were available if their services were required. In one of the case study schools, the

scheme co-ordinator considered the involvement of the external agency to be a major contributory factor to the successful implementation and development of their peer mentoring project. In contrast, in another case study school, the scheme co-ordinator was not aware of any external agency involvement.

Across schools, the most common form of support received from external agencies at both T1 and T2 was for training (T1: 60% of co-ordinators, T2: 43% of co-ordinators) and in providing general support and information (T1: 28%, T2: 56%). Other types of support received from external agencies, in both waves of the survey, were that of organising network meetings (T1: 8%, T2: 14%), supporting students (T1: 8%, T2: 9%) and helping with monitoring (T1: 3%, T2: 11%). Support agents visited the schools approximately six times a year, with an average of fifteen further contacts by email or telephone.

Co-ordinators' experiences and satisfaction with the support they received from external agencies varied enormously. Positive experiences were characterised by a higher frequency and intensity of support/contact between co-ordinators and support agents and by co-ordinators being able to quickly get in contact with their agent whenever they needed to.

“[name of support agent] from [name of support agency] has been employed by MBF to support and supervise our programme. Her support has been invaluable. Helpful, friendly and extremely positive. She has made many suggestions on extending the programme and rewarding/celebrating with the students. She has made herself available by email and phone and visited us on a monthly basis to oversee our programme. She is worth her weight in gold”.

“The peer mentoring pilot with the support of having an advisor makes a big difference. It would be easy to push it to one side when busy teaching etc. However, frequent meetings with advisor setting targets and giving support makes a big difference”.

In contrast, co-ordinators that had had a negative experience of their support agents often commented on how rarely they had been able to speak to or meet with them, how their agency had been unreliable and that they had been let down by their support agency on a number of occasions.

“[name of support agency] have not helped at all. Quite unreliable at making meetings, often failed to show up, even when a meeting had been scheduled. Apologies not tendered”.

External agents involved with the case study schools, however, generally reported positive experiences. In 3/8 of the case study schools, external agents commented on the relatively small amount of support required by the schools which were proficiently developing their own programmes.

In relation to helping schools evaluate their own programmes, 7/8 external agents working with the case study schools, experienced no difficulty in this area. In 2/8 schools external agents stipulated what this entailed:

“...at first they didn’t know how. They used the MBF (guidelines). I pointed out other things. For example they also had to evaluate mentors, not just mentees.”

“...more outcomes if more targets achieved. I guided her (scheme co-ordinator) in evaluating the programme. We have ways of measuring, which we pass on to the schools.”

For 7/8 of these schools, the external agents also organised networking events. In one case study school, the external agent produced a mid-year newsletter which was circulated within the school cluster. The extent to which external agents engaged stakeholders from the Local Authority to both inform them of progress and disseminate good practice varied, with only half of those in the case study schools having done this.

External agents generally perceived that the peer mentoring programmes in the case study schools had been very successful/successful (7/8). In addition they considered that their agency had performed well / very well (7/8) in supporting the schools in both developing and maintaining the programmes.

The extent to which other school staff were aware of the peer mentoring schemes remained largely consistent between T1 and T2. In general, most co-ordinators reported that all or the majority of staff were aware of the scheme operating in their school. Across schools, the majority of co-ordinators stated that between one and three other staff were involved in their scheme (T1: 59%, T2: 51%). In addition, there was a perceptible increase between T1 (12%) and T2 (23%) in the percentage of co-ordinators reporting the involvement of seven or more other members of staff.

The types of involvement that other staff members had in the peer mentoring schemes varied and generally changed between T1 and T2. At T1, other staff were involved in identifying and referring mentors and mentees (60%). As might be expected, this figure had decreased significantly by T2 (6%). Involvement of other staff in supporting mentors and mentees also decreased between T1 (38%) and T2 (23%) whereas involvement with supervision of mentoring sessions increased from 9% at T1 to 24% at T2. Across schools, scheme coordinators commented on the decreasing involvement of other members of staff during the course of the PM project. At T1, 87% of scheme coordinators reported that the involvement of other staff was adequate. This decreased to 59% at T2.

4.6 Mentee views

Relationship with mentor

In the case study schools, the majority of mentees generally had no problems with their mentor or being mentored. However, 23% cited building a relationship (boy-girl) hard at the beginning. Other problems encountered included not knowing the mentor (boy-girl), getting to know mentor and keeping to appointments (mentee and mentor). The majority of mentees thought that their relationship with their mentor got better over time (80%). This was attributed to getting to know them better. A number considered that the ice breaker sessions at the beginning had helped to develop the relationship (13%). 43% of mentees, however, considered just spending time talking to their mentor had contributed to the building of a good relationship. A further 13% considered meeting them outside formal sessions had contributed to their good relationship and 8% attributed their good relationship to the team building exercises with which they had been involved at the start or during the course of mentoring.

Relationship with scheme co-ordinator and others

90% of mentees at the case study schools, received support from people other than their mentor. This included the peer mentoring co-ordinator (67%), other teachers including their form tutor (23%), parents (13%) and other mentors/mentees (10%). The extent to which they received support varied. In 3/8 case study schools, scheme co-ordinators were available / 'around' during the organised meetings between mentors and mentees. In these schools, they tended to operate an 'open door' policy in

relation to meetings with mentees. Mentees could make contact with them at any time and they were always available to discuss issues with the mentees at the weekly meeting sessions. In one of these schools, the scheme co-ordinator met with the group of mentees after the sessions. In another school, the scheme co-ordinator met the mentees approximately once every two weeks. In another one of these schools, the scheme co-ordinators did not arrange formal meetings. Mentees found this very helpful as the following comments reflect:

“It helped if I needed to talk to someone.”

“Yes , because I liked him.”

“Very helpful l- it can make the sessions better. Before we had a classroom (for mentee-mentor meetings), we suggested a room with cabins, so we got the learning village.”

In other schools where meetings with scheme co-ordinators were more sporadic and there was not an awareness amongst mentees of formal sources of help or scheme co-ordinators did not ‘make’ themselves readily available/approachable, there was some dissatisfaction amongst mentees.

Changes in relationship with mentor

61% of mentees at the case study schools believed that there had been changes in what they discussed with their mentors during the course of the peer mentoring project. This was perceived as being good and was attributed to getting to know them better or talking to them more. This is reflected in the following comments:

“At the start we discussed behaviour and attendance, now it’s how I’m getting on at football.”

“It’s easier to tell him things, now that I know him better.”

“We used to talk about general things (like school work) now it’s more about specific problems I have.”

Evidence from case study schools showed that 54% of mentees felt that they had spent the right amount of time with their mentor. 4% felt it was too much and 42% felt it was not enough, either in length of session or frequency of meeting.

Changes in perceptions and expectations over time

Across the case study schools at T1, 50% of mentees were happy or very happy to be mentored, 25% did not mind being mentored, 14% saw it as a positive thing , 7% were interested in being mentored and 4% did not want to be mentored. Reasons

given by mentees at T1 for wanting to be mentored, varied within and across schools. 46% of all mentees within the case study schools saw it in terms of receiving help from another person. This was seen in a positive light and as a means of improving self. Other reasons given included:

“It might be fun.”

“Someone to talk to.”

“Good way to get back into school.”

“Wondered what it would be like.”

At T2, evidence from case study schools indicated that mentees expectations were largely borne out. 50% felt the benefits of the experience were what they expected or hoped for. 11% thought the benefits were better than they had hoped for. 15% were of the opinion that the outcomes were unexpected, but viewed this in a positive light. 8% saw the experience as negative, which was largely a consequence of infrequent meetings with their mentor or dissatisfaction with the content of the discussions during the mentor-mentee meetings. 16% of mentees had no expectations at T1. In terms of the mentoring experience, 37% of mentees thought that the experience of mentoring had been what they had hoped for or expected. 13% thought it was better than expected, 23% had no expectations at T1 and 27% thought it was different to what they had expected, but did not necessarily view this in a negative way. Of this group, across the case study schools, who found the experience different to what they had hoped for expected, their generally positive views are reflected in the following comments:

“I thought someone would be telling me off, but it’s very different”

“At the start I thought it would be ‘uptight’, but it was more relaxed”.

“..not what I thought, but it was good.”

“ (Mentee-mentor: boy-girl) I thought the relationship with my mentor would be better.”

In terms of those who felt that being mentored was what they had expected or better than what they had expected, their views are reflected in the following quite typical comments:

“I thought it would be about getting better in lessons, which I have done.”

“Better - I made really good friends and my mentor used to come to find me at break time and play football.”

“Better - the discussions were good and I find it easier to talk to friends”.

Although the reasons given by mentees for wanting to be mentored did not always relate directly to the school's aims for the project, their reasons tended to address one or more of the individual or longer term outcomes selected by the school. For example, in one case study school with the attainment focus, the following reasons given by mentees reflect the very focussed overall aim of the project:

"I knew I needed help with science and that someone could help me and take the strain off."

"(improve) grades - help me to get into VIth form college."

However, in another school, with the same attainment focus, reasons given by mentees for wanting to be part of the peer mentoring project tended to relate to the problems which might hinder their academic achievement. This is reflected in the following comments:

"I have problems with detentions and getting bullied a bit, I wanted help."

"If I've got difficulties I can go to them."

".....getting bullied - I wanted someone older who would stop the bullying."

In another case study school, which employed the behaviour model, mentee reasons for wanting to be part of the project tended to be rooted in improved academic performance. This is reflected in the following reasons they gave:

"..not achieving in some lessons, I thought it would lead to better grades and higher confidence."

"my grades are low - I can get distracted. "

"..needed help in lessons with concentration."

"I was chosen because I'm a good lad who needs help with work (Maths and English)."

In three case study schools, focussing on the transition, mentee reasons for wanting to be part of the project tended to reflect the school's differing interpretations of the project. For example one saw the primary focus as being that of raising academic achievement, whilst another saw it in terms of helping develop social skills and another in terms of developing social and organisation skills. Mentee reasons tended to reflect the generic outcomes of their school's project.

Impact of participating in peer mentoring: mentees

87% of mentees across the case study schools enjoyed the peer mentoring experience. The reasons they gave varied and tended to be related to the processes implemented by the school for developing or related to the development of the project. For example,

in one case study school, sessions tended to start with specific games, selected by the scheme co-ordinator as appropriate for the project. In this school, focussing on transition, mentee enjoyment of the peer mentoring experience was founded in playing games. However, 4/4 mentees agreed that being mentored had helped them - academically (2/4), in building confidence (2/4) and with their behaviour (1/4). In another case study school, which used the behaviour model, the scheme co-ordinator had employed team building exercises and other activities (planning, shopping and cooking a meal together) for the peer mentoring project. In addition, he had used the school's internal negative scoring points system (related to behaviour) as an incentive for mentees. Rewards included a go-karting trip and Tesco vouchers. In this school the mentees found the mentoring experience to be positive and provided reasons for this rooted in one or more of the activities/incentives implemented by the scheme co-ordinator. They gave the following comments when asked to consider how peer mentoring had helped them:

“encourages you to behave. It worked. It makes you listen.”
“..by reducing my negative point and getting on well with my teachers.”
“Academically, behaviour and confidence.”
“Getting good grades, my attendance and behaviour.”

In the other case study schools, reasons given by mentees for why they had enjoyed the programme tended to be more focussed on the self. This is reflected in the following comments which were typical across these schools irrespective of the model:

“Yes-talking to someone.”
“Meeting every week.”
“Getting targets- improve behaviour.”
“ Yes - having someone to talk to.”
“Just seeing her and help with homework.”

Across all case study schools, 90% of mentees were of the opinion that being mentored had helped them. 64% of the mentees had been helped by the process in ways that corresponded to what they had hoped for at T1. The following mentee comments at T1 and T2 reflect this positive aspect of the peer mentoring process:

T1: better attitude, less problems.
T2: attitude towards school, school work and in general I am better. It has given me help with class work and skills.
T1: to start being better behaved.
T2: better behaviour and better attitude in class.

T1: better reading and writing.
T2: academically and more confident.
T1: more confident.
T2: more confident.

For those mentees, whose comments at T2 relating to how the process had helped them, did not correspond to what they had highlighted as their personal hopes for the peer mentoring process at T1, their experiences tended to be equally positive at T2. The following comments at T1 and T2 indicate this:

T1: don't know.
T2: helped me with homework.
T1: good grades at GCSE.
T2: encourages you to behave. It has worked. It makes you listen.
T1: Better grades, better jobs.
T2: yes-by reducing the negative points (referring to schools negative behaviour points system) and getting on well with my teachers.

Table 4.4 shows the factors, deemed to reflect the impact of peer mentoring on mentees at the case study schools. As the table indicates, there was generally a high level of satisfaction with the matching process.

Table 4.4: Impact of peer mentoring on mentees at case study schools

School	Model	Year group	Target group	Matching: Mentee satisfaction (5=very well; 1=very poorly) Average	Enjoyment (% of mentees)	Outcomes Achieved (as stated at T1 & T2 - % of mentees)	Other outcomes achieved (% of mentees)
1	Attainment	Y13-Y11	Underachieving Y11	2.0	50	50	No
2	Transition	Y10-Y7	Y6/Y7 at risk of bullying	4.0	100	100	n/a
3	Transition	Y9-Y7	Y6 who would benefit from a mentor, esp. SEN	4.8	100	67	33
4	Behaviour	Y11-Y8	at risk Y8 boys	4.6	100	40	60
5	Behaviour	Y12-Y9	Disaffected Y8 /poor attendees	4.0	50	50	No
6	Attainment	Y10-Y7	Y6 who would benefit from a mentor to raise attainment	4.8	100	75	No
7	Transition	Y11-Y7	Y7 needing support for bullying/social issues/academic	4.6	75	75	25
8	Transition	Y10-Y7	Y7 facing problems with organisational skills/relationships with peers.	3.6	80	n/a	n/a

At school 1, although mentees provided no reason for their lack of satisfaction, scheme coordinator intervention was generally weaker throughout the PM process than in other case study schools. However, mentee enjoyment of the process, although not directly linked to satisfaction with ‘matching’, may have been a contributory factor. For example at school 5, although mentee satisfaction with matching was relatively high (4.0) a comparatively small proportion of mentees enjoyed the process (50%). Again, at this school, coordinator intervention was weaker and supporting systems were only loosely in place. In addition, as table 4.4 indicates, at both schools 1 and 5 a smaller proportion of mentees achieved the outcomes they had hoped for or other, unexpected, but equally positive outcomes.

Summary

- **Relationship with mentor** - 80% of mentees, across the case study schools, said it got better over time which they attributed to knowing their mentor better
- **Relationship with scheme coordinator** - 67% of mentees across the case study schools, felt supported by the scheme coordinator. The best form of support operated in schools where the scheme coordinator had an ‘open door’ policy, enabling mentees to make contact at any time, which included before/after weekly meetings with their mentor.
- **Changes in relationship with mentor** - 61% of mentees across the case study schools, felt that there were changes in what they discussed with their mentor over time. This tended to shift from discussing the more general to discussing more specific issues. 42% of mentees felt that the amount time they spent with their mentors was not enough (in time and frequency of meetings - in these schools, meetings were weekly with 30 minute sessions).
- **Changes in perception over time** - 92% of mentees, across the case study schools, viewed the experience as very positive, where the perceived benefits were what they had hoped for or better; 90% of mentees felt that being mentored had helped them.
- **Impact of peer mentoring** - evidence from the case study schools suggests that where mentees were satisfied with their ‘matched’ pair and enjoyed the PM process, they tended to achieve their personal outcomes or other, unexpected, but equally positive outcomes.

4.7 Mentor views

Relationship with Mentee

Ninety per cent of mentors at the case study schools, believed that their mentees had fully entered into the mentoring relationship. Amongst the other mentors, who did not perceive this as the case, the following typical reasons were given:

“reluctantly - didn’t want to do it - was put forward by his primary school.”

“I think she would have preferred to be with her friends.”

“Yes and no- he had other things on his mind.”

The majority of mentors however, all agreed that the relationship with their mentee was good or had improved (94%). They believed this was due to spending time with them and building trust. Although a number commented on the more friendly relationship which developed over time, they clearly did not perceive the mentee-mentor relationship as a friendship in the normal sense. Although, the following comment summarises a view held by mentors; this was influenced by the degree of formalisation within the school:

“Right from the start there was a line I did not cross, I was not there to be his friend in the same way that his year group friends are. I was there to advise and help him and I need to have an element of authority and control that a regular friend would not have. When the scheme co-ordinators are not around the mentors have to assume responsibility so there needs to be an element of control in the mentor/mentee relationship. We still have a laugh together but there is that element of respect which is important.”

In terms of what could have been improved to help the development of the mentor-mentee relationship, views amongst mentors varied across case study schools and again tended to be influenced by the degree of formalisation of the programme within the individual schools. In one case study school, where mentors were given responsibility for organising the date and time of sessions with their mentee, there was a certain degree of dissatisfaction amongst mentors; 80% of mentors in this school felt these sessions should have been organised by the scheme co-ordinators and 20% felt that they had not been well matched with their mentee. In addition, all mentors, at some point, had referred the mentee / themselves to the scheme co-ordinator with a problem with which they could not deal. These issues highlight a lack of degree of formalisation in the processes employed by the school in the development and implementation of the programme. In another school, where the degree of

formalisation was greater, mentors signed contracts, which confined meetings with the mentees to formal, weekly organised sessions. There was strong satisfaction, in terms of mentee-mentor relationships at this school, amongst both mentors and mentees.

In another school, where mentors did meet their mentees outside formal sessions, there were relatively strong systems in place, e.g regular meetings with the scheme co-ordinator - formal and informal, the scheme co-ordinator knew the participants well and a number of team building group activities were organised. Mentor satisfaction was generally strong.

Relationship with scheme co-ordinator, teachers, other mentors

Evidence from the case study schools suggested that the perception amongst mentors was that they had been supported by their scheme co-ordinators. However, the degree of support or involvement varied across schools. In one case study school, the mentors and scheme co-ordinators were all a strong team. They met once a month formally, but scheme co-ordinators were available at every session. Mentors felt they could talk to them at any time. At the other end of the scale, mentors met with the scheme co-ordinators once a month, but felt this was enough. However, at this school, mentor satisfaction with the matching process was generally poor. The extent to which other staff- form tutors or teachers were involved varied. In two case study schools mentors had regular and helpful contact with their form tutor. In two other schools, mentors felt that other teachers were also supportive. In these schools, scheme co-ordinators had worked relatively hard to give the peer mentoring project a high profile within the school. In all cases however, mentors felt that mentor support groups had been invaluable. They enjoyed the comradeship with each other and found the support system very effective.

Changes over time

Sixty one per cent of mentors, across case study schools, had the same perceptions at T2 of how they had helped their mentees as they had anticipated at the outset. Amongst those who had anticipated different outcomes at the start, their perceptions at T2 of how they had helped their mentees were positive. The following comments,

at T1 and T2 respectively, were typical across mentors who had anticipated different outcomes:

T1: Help them to see their way through issues by talking with people who are experienced and reduce the feeling of being alone. Also, meet new people

T2: Academic, behaviour and confidence

T1: Help them to feel more confident-giving them someone their own age to talk to, settle in better school

T2: My mentee is happier now-knows more people. Not getting into trouble anymore and he's working harder.

Eighty six per cent of mentors across case study schools felt that they had spent about the right amount of time with their mentees, whilst 14% felt that it was not enough. In the schools, where there was a relatively strong degree of formalisation, the day and time of mentor –mentee meetings had not changed over the course of the project. However, in schools where there was less formalisation, mentor-mentee meetings had often reduced in frequency and time over the course of the project. Across schools and mentors, general comments for improvement related to the degree of formalisation. Mentors seemed to prefer scheme co-ordinators to arrange set days and times for the mentee – mentor meetings. In addition, all mentors preferred the idea of a specialised room for the sole use of those involved in the project. There was a certain consensus amongst mentors that a degree of privacy was required, for example, screens dividing a room.

In terms of the training they received, 97% of the mentors across the case study schools were of the opinion that it was good and had prepared them for the mentoring process. They agreed that it had helped them in relationship formation with their mentee. Of those who expressed some dissatisfaction with the mentee relationship (in relation to training), this tended to be related to one of the following:

“It didn't show you how to act/what to say in real life situations”

“We should have had a day at the start to meet up with the mentees and play games and do ice-breakers to get to know them.”

Impact of participating in peer mentoring: mentors

All mentors across the case study schools were glad they became mentors. The majority (55%) equated this with being able to help others. 10% were glad they had been mentors as it enabled them to make new friends. Other reasons included-helped them to talk to others more easily (6%), made them more confident (6%), made them

feel good about themselves (6%), liked being given responsibility (6%), they had a positive impact on the school (6%) and 12% viewed it within the framework of helping them with their own career/CV/university application. 97% said they would be mentors again. The majority believed that it had been an enjoyable experience. Other reasons given for why they would be mentors again included:

“It’s been a really good experience getting to know others and dealing with life’s problems.”

“I’ve done it and now know what to expect and it has given me a broader outlook.”

“Yes-I like to share/hear people’s problems and help them out.”

“Yes- if you’ve first experienced it you know what to do better next time”

“Yes-it’s fun.”

“(girl: boy; mentor:mentee) Yes I think it’s so nice to know you can help someone, but it can also be stressful .A big issue would come up and that would make it stressful.”

Eighty seven per cent of mentors across the case study schools were of the opinion that being a peer mentor had changed them in some way. The reasons they gave however, were varied; 19% felt it had made them more confident; 16% believed that it had helped them to talk to people more easily. Other reasons included:

- Gained new skills / a lot of experience
- Learnt how to deal with problems
- Made mentor a ‘nicer’ / more approachable person
- Helped mentor to understand how younger people feel
- More caring
- More responsible
- More tolerant of others
- Encouraged mentor to work harder
- More patient
- Gave mentor a more positive outlook on life.

In terms of what mentors hoped to ‘get out’ of participating in the peer mentoring project, 70% of mentors, at the case study schools, agreed that they had gained what they had hoped by the experience. The following comments (at T1 and T2), made by these mentors, were typical across the case study schools:

T1: Knowing how to deal with people and knowing I have helped my mentee
T2: Personal satisfaction - knowing I have helped someone
T1: Knowing I have helped someone - will give me more confidence. It might help just in dealing with the public and understanding what they need and want
T2: I have learnt skills, confidence, communication and helping and knowing people wanted me to help
T1: To help mentee. To affect one's own approach to exams and school life- 'take on advice I'm giving' - and it shows commitment and new skills, which will be useful when I am applying to university
T2: It encouraged better time management and it was rewarding to help others.

In the case of the other 30% of mentors whose responses at T2 were different to what they had anticipated at the outset, their experiences were still positive. The following comments (at T1 and T2), made by these mentors, were typical across the case study schools:

T1: Helping people (understanding and experience), good for my CV and I hope it will be accredited
T2: Sense of responsibility
T1: I hope my mentee will change a lot and I feel proud that I will have made a difference
T2: I've got a lot more confident with people. It's given me confidence to help my friends as well
T1: To feel better about myself and build (my) confidence.
T2: Responsibility.

Table 4.5 shows the factors, deemed to reflect the impact of peer mentoring on mentors at the case study schools. As the table indicates, there was generally a high level of satisfaction both with the matching process and with being a mentor. By T2, the majority of mentors had achieved what they had hoped for at T1 or had achieved unexpected, but positive outcomes. At school 3, both mentor satisfaction with the 'matching' process and personal achievement of expected outcomes was lower than at other case study schools. Although, they were glad to have been mentors, the results suggest that this experience was less positive for them than mentors at other schools. This may have been influenced by the lack of scheme coordinator intervention at the outset and a lower degree of formalisation.

Table 4.5: Impact of peer mentoring on mentors-case study schools

School	Model	Year group	Target group	Matching: Mentor satisfaction (5=very well; 1=very poorly) Average	Glad to have been mentor (% of mentors)	Outcomes Achieved (as stated at T1 & T2- % of mentors)	Other outcomes achieved (% of mentors)
1	Attainment	Y13-Y11	Underachieving Y11	4.0	n/a	n/a	n/a
2	Transition	Y10-Y7	Y6/Y7 at risk of bullying	4.3	100	67	33
3	Transition	Y9-Y7	Y6 who would benefit from a mentor, esp. SEN	3.8	100	40	n/a 60% could not recall having any hopes at T1
4	Behaviour	Y11-Y8	at risk Y8 boys	4.4	100	25	75
5	Behaviour	Y12-Y9	Disaffected Y8 /poor attendees	4.0		100	100
6	Attainment	Y10-Y7	Y6 who would benefit from a mentor to raise attainment	4.2	100	60	40
7	Transition	Y11-Y7	Y7 in need of support for bullying/social issues/academic	4.3	100	75	25
8	Transition	Y10-Y7	Y7 facing problems with organisational skills/ relationships with peers.	4.0	100	n/a	n/a

Summary

- **Relationship with mentee** - 94% of mentors across the case study schools said that they had a good/improved relationship with their mentee. Mentors spoke of the friendlier relationship which developed over time, but generally aided by a formal framework.
- **Relationship with scheme coordinator and others** - Across the case study schools, mentors generally felt that the organisation of meetings was the responsibility of the scheme coordinator. All mentors felt that they had been well supported by their scheme coordinator and most especially enjoyed the collegial approach (scheme coordinator and mentors).
- **Changes over time** - 61% of mentors across the case study schools had the same perceptions at T1 and T2 of how they could/had helped their mentee;

where perceptions were different they were generally positive. 80% of mentors felt that they had spent the right amount of time with their mentee.

- **Impact of participating** - All mentors, across the case study schools, were glad they had participated, with the majority giving the reason as being glad to help others. 87% of mentors said that being a mentor had changed them in some way.

4.8 Achievements

At T2, the mean percentage of mentors completing the project was 88%, as recorded by the scheme coordinators, and 86% for mentees. This is a relatively high level to be sustained through the course of a year.

Comparison of anticipated and reported achievements

Table 4.5 shows scheme coordinators anticipated hopes at T1 and reported achievements at T2 for the peer mentoring project within their schools. At T1 co-ordinators were asked to specify what they anticipated the peer mentoring project in their school would achieve. At T2 they were asked to state what they thought their mentoring scheme had actually achieved. The table below shows the percentage responses given at T1 and T2.

Table: 4.6: Anticipated and reported achievements of peer mentoring schemes

	% of co-ordinators T1	% of co-ordinators T2
Reduce suspensions/exclusions	22	18
Reduce incidents of bullying	60	41
Increase student attainment	62	51
Improve transitions	67	64
Other achievement	27	42

n = 89

n = 112

It is clear from Table 4.6 that the percentage of co-ordinators reporting a 'reduction in incidents of bullying' and 'increase in student attainment' at T2 is much lower than had been anticipated by co-ordinators at T1. The anticipated and reported percentages

for ‘reducing suspensions and exclusions’ and for ‘improving transitions’ are broadly consistent between T1 and T2.

There was a significant increase in the percentage of co-ordinators reporting ‘other’ achievements at T2 than had been anticipated at T1 (see Table 4.7) suggesting that peer mentoring has an effect on a much broader range of achievements than had been expected at T1. Table 4.7 shows the ‘other’ achievements specified by co-ordinators at both T1 and T2 and gives further support to this finding.

Table 4.7: ‘Other’ achievements anticipated and reported by co-ordinators

	% of co-ordinators T1	% of co-ordinators T2
Raising confidence / self esteem	50	63
Improving attendance / punctuality	25	20
Increasing engagement with school	0	18
Improving social skills	0	16
Improving behaviour	0	11
Creating inspirational role models	0	7
Making friendships	0	5
Improving relationship with parents	0	2

n = 89

n = 112

Achievements reported at T2

It is evident from Table 4.8 that ‘improving transitions’ was by far the most commonly cited achievement, reported by 64% of respondents. ‘Increasing student attainment’ was also frequently cited with 51% of co-ordinators reporting that this had been an achievement of their project. Mentoring projects had the least success in ‘reducing suspensions and exclusions’ with 18% of respondents recording this as an achievement of their project. In relation to ‘other’ specified achievements, ‘raising confidence and self esteem’ seemed to be a significant outcome of peer mentoring having been cited by 63% of co-ordinators. Further significant ‘other’ outcomes were ‘improved attendance and punctuality’ (20%), ‘increased engagement with school’ (18%) and ‘improved social skills’ (16%).

Analysis of achievements by mentoring model (thematic focus)

The initial area of analysis related to the primary aim of each model type. The model which most successfully met its primary achievement was Transition with 96% of co-ordinators citing ‘improvement in transitions’ as an outcome of their project. The Attainment model projects had a similar level of success with 90% of the co-ordinators citing ‘increased attainment’ as an outcome at T2. Projects employing the Bullying model had a more modest level of success in achieving their primary aim, with 61% of co-ordinators reporting ‘reductions in bullying’ as an outcome of their project. The results do show that the Behaviour model projects had considerable success in reducing suspensions and exclusions. 40% of co-ordinators employing this model cited this as an outcome.

Further analysis was carried out to compare the average percentage scores for each model type with overall T2 scores for each type of achievement. Table 4.8 shows the results for the ‘other’ achievements specified by co-ordinators who selected the pre-set response options in the T2 survey.

Table 4.8: Reported achievements by peer mentoring ‘model’

Time 22	% of co-ordinators	Transition	Bullying	Attainment	Behaviour
Reduce suspensions/exclusions	18	15	0	17	40
Reduce incidents of bullying	41	50	61	23	35
Increase student attainment	51	31	23	90	55
Improve transitions	64	96	54	33	45
Other achievement	42	31	38	48	60

n = 112

The most striking finding is that the different models scored quite highly on achievements which were not primary aims and for certain outcomes scored above the overall T2 average. For example, mentoring projects employing the Transition model were also successful in reducing incidents of bullying (51%) and scored higher than the overall average for this outcome. Conversely, projects employing the Bullying model scored highly on improving transitions (54%).

Co-ordinators running Attainment projects reported a higher than average success rate in relation to ‘other’ outcomes (48%) as did co-ordinators employing the Behaviour model. Schools employing the Behaviour model also scored highly and above the overall average on the outcomes of ‘reducing suspensions and exclusions’ (40%) and increasing student attainment (55%). The following table (4.9) shows the results by model for the outcomes specified under ‘other’ achievements.

Table 4.9: Reported ‘other’ achievements by peer mentoring ‘model’

	% of co-ordinators T2	Transition	Bullying	Attainment	Behaviour
Raising confidence/self esteem	63	73	60	50	61
Improving attendance/punctuality	20	32	0	25	8
Increasing engagement with school	17	9	20	31	15
Improving social skills	16	9	40	25	8
Improving behaviour	10	4	0	19	15
Creating inspirational role models	7	4	20	6	8
Making friendships	5	4	0	0	15
Improving relationship with parents	2	0	0	0	8

n = 112

Raising confidence and self esteem was a common outcome across the four model types, with 73% of schools employing the Transition model reporting the greatest success. Surprisingly the highest percentage score for the outcome of ‘improving behaviour’ was achieved by schools employing the Attainment model (19%) with the Behaviour model scoring the second highest result at 15%, still above the T2 average. The Bullying model scored the highest percentage for creating ‘inspirational role models’ (20%) and the Behaviour model for ‘making friendships’ (15%).

Other ‘achievements’ cited by scheme coordinators in the case study schools included a culture of support for pupils and amongst pupils which had relieved some of the pressure from teachers.

“flags us up as a caring, inclusive school and parents do make choices under those sort of title.”

“helped to create a safe zone; pupils now feel they have more people to turn to.”

“growing confidence [in mentors] and I’ve seen quite forthright discussions between mentor and mentee.”

Summary of key achievements

- The percentage scores for the reported outcomes of ‘reductions in bullying’ and ‘increases in attainment’ were lower than had been anticipated at T1 but were relatively consistent for the outcomes of ‘reducing suspensions and exclusions’ and ‘improving transitions’.
- ‘Other’ achievements were more frequently cited as outcomes at T2 than had been anticipated at T1.
- Results from the T2 survey showed that ‘improved transitions’ scored the highest percentage for a reported outcome with ‘reductions in suspensions and exclusions’ scoring the lowest percentage.
- ‘Raising confidence and self esteem’ was the most significant ‘other’ reported outcome both overall at T2 and by type of peer mentoring model.
- The different model types were largely successful in achieving their primary aim with the exception of the Behaviour focus; Transition and Attainment models had the highest percentage score of co-ordinators reporting that their scheme’s primary aim had been achieved.
- The different model types had successes in achieving additional outcomes that were not the primary aim of their schemes with incidences of above average percentage scores.
- The different model types recorded a number of above average percentages in relation to ‘other’ outcomes.

4.9 Enabling factors

At T2, a number of factors were cited by scheme coordinators as factors which had contributed to the successful implementation and development of the peer mentoring project. The key factor however was perceived by scheme coordinators to have been

the enthusiasm, commitment and reliability of mentors (64%). Other key factors included staff support (31%), coordinator having a strong lead/involvement (18%) and mentee engagement (17%). Table 4.10 shows the results of responses to this question in more detail.

Table 4.10: Enabling factors for the success of peer mentoring schemes

	% of co-ordinators
Mentor enthusiasm / commitment / reliability	64
Staff support	31
Strong lead / involvement of co-ordinator	18
Mentee engagement	16
High profile of scheme and mentors in the school	15
Good training	10
Robust procedures for selecting mentors/mentees	8
Trusting and valuing mentors	8
Having a designated room / time for mentoring sessions	7
Rewards / incentives	4
Support agency	4
Funding	4
Pupils seeing benefits	2
Demand for mentoring in the school	1
Having a vertical tutor group system	1

n = 112

The results by mentoring model show that mentor enthusiasm, commitment and reliability were key factors contributing to the success of all types of mentoring model. This was especially the case for both the Attainment model (71% of co-ordinators identified this factor) and the Bullying model (69%). Table 4.11 shows co-ordinator perception of factors contributing to the successful implementation and development of the peer mentoring (by model).

Table 4.11: Factors for success by type of peer mentoring model

	Transition	Bullying	Attainment	Behaviour
Mentor enthusiasm / commitment / reliability	59	69	71	61
Staff support	15	8	6	17
Strong lead / involvement of co-ordinator	17	15	26	
Mentee engagement		8		
High profile of scheme and mentors in the school	13	8	16	22
Good training	3	31	23	44
Robust procedures for selecting mentors/mentees	26	15	10	17
Trusting and valuing mentors	13		6	5
Having a designated room/time for mentoring sessions			3	
Rewards / incentives	6	15	3	11
Support agency	9	15	6	6
Funding	6		3	
students seeing benefits	6			5
Having a demand for mentoring in the school	2			11
Having a vertical tutor group system	2			

The key enabling factor was perceived by scheme coordinators to have been the enthusiasm, commitment and reliability of mentors (64%).

4.10 Difficulties and Weaknesses

In the T1 survey, co-ordinators were asked to rate (from ‘major problem’ to ‘significant’, ‘small’ and ‘no problem’) how problematic they anticipated the following factors to be over the course of their peer mentoring scheme

- Managing time
- Staff support
- Engaging pupils in the scheme
- Sustaining mentor involvement
- Sustaining mentee involvement
- Identifying benefits for mentors/mentees

At T2, co-ordinators were then asked to rate, using the same scale, how much of a problem these factors had been for them during the interim period since T1.

Time management was the greatest difficulty causing factor for scheme coordinators. The percentage of co-ordinators reporting at T2 that they had experienced ‘major problems’ with time management was greater than had been anticipated by co-ordinators at T1 (T1: 18%, T2: 24%).

At T2, scheme coordinators cited a number of factors which they considered to be barriers to the successful development of the peer mentoring project in their school.

- Lack of space for sessions
- Poor communication between staff, mentors and mentees
- Mismatched pairings
- Mentors/mentees not fully committed
- Finding time for meetings
- Lack of staff support
- Low status/profile of scheme in the school
- Students forgetting to meet
- Lack of parental support
- Collating evidence/documentation
- Identifying resources for students to use
- Lack of support by support agency

Analysis by peer mentoring model shows that co-ordinators’ experiences of barriers were generally consistent across the four model types.

Factors influencing pupils’ completion of peer mentoring schemes

At T2, scheme coordinators cited a number of factors which had influenced the students’ completion of the peer mentoring project. The most frequently cited was the enthusiasm of mentors and mentees and their willingness to commit to the mentoring scheme (56%). Another important factor, considered relevant by scheme coordinators, was students’ other commitments and time pressures (30%). This is reflected in the following typical comment made by a scheme coordinator:

“...time for the mentors because they’re under such pressure from subject teachers and senior management to achieve...they tend to be the brighter students and there tends to be more demands on their time...so that’s the main pressure I think”.

Other factors cited by co-ordinators were mentees feeling that they no longer needed mentoring (15%) and continuity of/strong leadership by the co-ordinator (13%).

Mentors and mentee willingness and ability to commit to the scheme were considered by co-ordinators to be far more influential on their continuation than practical factors such as availability of space, staff support or how well mentors and mentees were matched.

Overcoming barriers

At T2, scheme coordinators cited a number of measures they had employed to overcome what they perceived to be barriers to the successful development of the peer mentoring project. The most frequently cited factor was bringing additional staff on board (35%). Considering that issues relating to lack of time were the most frequently cited barriers faced by co-ordinators across model types, it is significant that the second and third most common responses given for how co-ordinators attempted to overcome barriers were close supervision and intervention by co-ordinator and holding extra meetings with mentors and mentees. The following comments, relating to this, were made by scheme coordinators at two of the case study schools:

“Just sustaining it. That’s our biggest problem at the moment, how we’re going to sustain it.”

“The ongoing issue now is the revitalisation of them [mentors] and what strategies there are out there and what initiatives there might be to sustain the project?”

4.11 Impact

The findings from mentor and mentee T1 and T2 questionnaires largely supported other data. The responses to all eight items were very positive. The figures highlight a similarity in mentee/ mentor expectations at T1 and outcomes at T2 and show slight decreases in some responses at T2, but it is the slightness of the fall which is to be noted and the generally high levels of satisfaction reported by both mentors and mentees.

Table 4.12: Impact - Mentee Views at T1 and T2

Mentee Views T1 <i>The T2 items on the questionnaire were the same as T1 but expressed in the past tense</i>	% agreement T1	% agreement T2
I am pleased that I am going to have a mentor	86	78
I felt well prepared by my school to be mentored	75	70
I think my mentor can be helpful to me	89	82
I think I have a lot to gain by being mentored	69	66
I think having a mentor will be good for me	85	76
I feel confident that there is someone I can go to if I have a problem with being mentored	82	75
I think the mentoring scheme will be very helpful to the pupils being mentored	86	78
I think the mentoring scheme in this school is very well organized	78	74

n = 143

n = 143

Table 4.12 indicates that mentee expectations for mentoring were high at T1 and were largely borne out by the outcomes at T2. There was a slight drop in mentee agreement with certain issues by T2 but with important indicators showing over 75% approval, there is considerable support for and valuing of the scheme. Mentees were pleased at the outset to have a mentor and over three quarters at T2 still registered that they were pleased. They continued to feel the mentor was helpful to them and that the scheme could be helpful to others. Both mentors and mentees thought the scheme had been well organized.

Table 4.13: Impact - Mentor Views at T1 and T2

Mentor Views <i>The T2 items on the questionnaire were the same as T1 but expressed in the past tense</i>	% agreement T1	% agreement T2
I am pleased to be a mentor	94	93
I feel well prepared by my school to be a mentor	90	88
I think I can be helpful to the person I am mentoring	77	93
I think I have a lot to offer in mentoring	79	84
I think being a mentor will be good for me	89	93
I feel confident that there is someone I can go to if I have a problem with my mentoring role	89	92
I think the mentoring scheme will be very helpful to the pupils being mentored	84	91
I think the mentoring scheme in this school is very well organised	82	81

n = 168

n = 168

Table 14.13 shows mentor expectations were also high and were matched by the outcomes at T2. For five of the eight items, mentor views at T2 were higher than their expectations at T1 and, for all at T2, the responses were well over 80% positive.

The *About Me* section of the questionnaire examined, not the pupils' perceptions of and attitudes towards mentoring but, their attitudes towards peers, family, self, and elements of school (four items). For mentees, the mean scores show a decrease, although slight, in the strength of positive responses at T2 in comparison to T1; with the exception of *peer identity*, the mean scores were lower at T2 than T1 (table 4.14). This is to be expected over a relatively short period of time and with younger adolescents (Canals et al, 2005; Eisenberg et al, 2005). Maras's work shows the average declining identification with things academic up to Year 10 with an improvement in Year 11. That the mean score for peer identity rose slightly from 3.81 at T1 to 3.87 at T2, suggests that there is some improvement in the way mentees perceive themselves in relation to and in their interactions with their peers. With no comparison group, with combined age groups and with no national norms that could be applied here, it is not possible to do more than speculate that the decline is not as great as it might have been. There was no significant difference for girls compared with boys.

Table 4.14: Mentee mean scores on subscales at T1 and T2

About me - mentees	Mean T1	Mean T2	Difference
Peer identity	3.81	3.87	+0.06
Family identity	3.55	3.37	-0.18
School identity	2.80	2.76	-0.04
Academic effort	3.59	3.47	-0.12
Academic competence	3.63	3.51	-0.12
Academic importance	3.69	3.60	-0.09
General self worth	3.99	3.94	-0.05

n = 143

n = 143

Table 4.15 shows a different pattern for mentors. For mentors, the negative changes were smaller and fewer, with the exception of *school identity*, where the fall was statistically significant and as great for boys as for girls.

For school identity, academic effort and academic importance, the mean scores were lower at T2 than at T1. For peer identity, family identity and general self-worth, mean scores were higher, indicating that improvement / self gain amongst mentors was perceptible over the course of the project; the differences are not statistically significant.

For boys and girls, one can say that these results conform to other findings and are ‘age appropriate’ (Eisenberg et al, 2005). One can only speculate again that the identification with school and academic effort, competence and importance is holding up well and that involvement in the PM programme has contributed in some way to this.

Table 4. 15: Mentor mean scores on subscales at T1 and T2

About me - mentors	Mean T1	Mean T2	Difference
Peer identity	3.63	3.71	+0.08
Family identity	3.24	3.29	+0.05
School identity	3.24	2.89	-0.35
Academic effort	3.77	3.75	-0.02
Academic competence	3.86	3.86	0
Academic importance	3.64	3.53	-0.11
General self worth	3.97	3.99	+0.02

n = 168

n = 168

Two groups, *high and low academic importance groups*, were created on the basis of the importance they attached to schooling. The ‘high’ group included those who scored over 3 on academic importance at T 1, whilst the ‘low’ group were those who scored 3 and below. The results for Mentors and Mentees are presented in figures 4.1.and 4.2 below.

T-tests were carried out on the data but they yielded little of importance. However, the graphs below show how scores on the school-related areas of the ‘About Me’ changed between time 1 and time 2 for the separately defined groups. NB. The ‘high’ groups were substantially larger than the ‘low’ groups for both mentors and mentees.

The low academic importance group of mentees had improved its scores on average on three of the subscales whilst the high academic group had decreased. For mentors, this was the case for two of the subscales.

Figure 4.1: Mentors - Mean difference scores between Time 1 and Time 2 for those high and low in self-reported academic importance

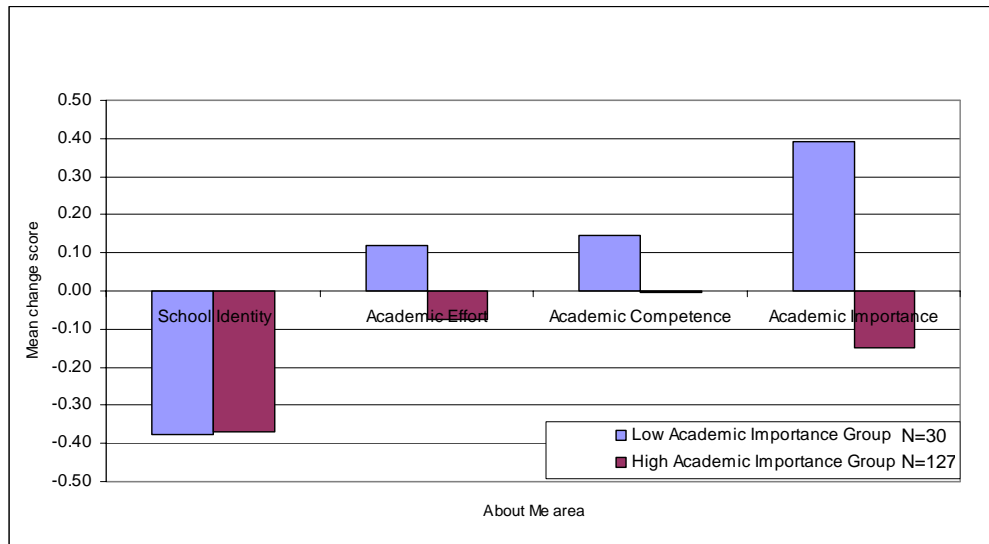
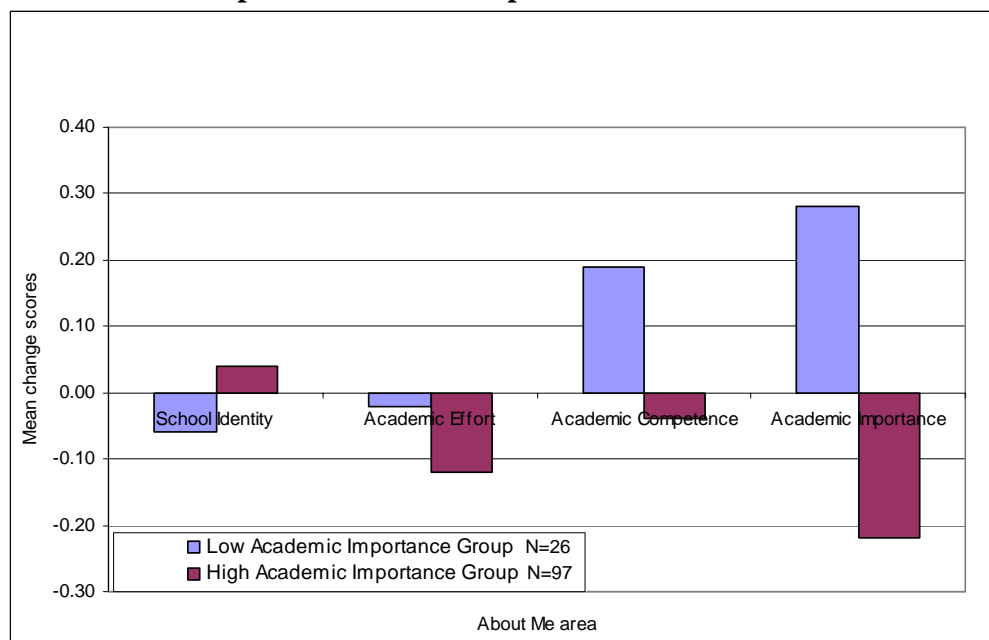


Figure 4.2: Mentees: Mean difference scores between T1 and T2 for those high and low in self-reported academic importance



Interesting though this may be, little can be attributed to the peer mentoring programme and the differences are not statistically significant. There is the *suggestion* that peer mentoring has the greatest positive impact on those most in need.

School attendance, attainment and behaviour

Impact measure comprising before and after data on attainment, attendance, behaviour and ‘other’ were gathered partly to determine the feasibility of such measures, for the individual school and for the aggregate of schools (see audit sheet Appendix 6).

Table 4.16: Mentor and mentee impact audit - attainment, attendance behaviour and other

MENTEES (164)	Attainment	Attendance	Behaviour	Other
Improved	76 (55%)	71 (44%)	26 (22%)	20 (27%)
Same	34 (25%)	22 (14%)	59 (50%)	32 (43%)
Worse	28 (20 %)	68 (42%)	33 (28%)	23 (31%)
MENTORS (136)				
Improved	84 (62%)	39 (29%)	12 (12%)	19 (30%)
Same	36 (27%)	28 (21%)	75 (76%)	24 (38%)
Worse	15 (11%)	67 (50%)	12 (12%)	20 (32%)

There are problematic aspects to these data, even the attendance data. For the mentees, data indicate on average an improvement in attainment, no change in attendance a slight worsening in behaviour and the ‘other’ category - commendations or detentions. For mentors, attainment improved on average, attendance got worse and behaviour and ‘other’ were unchanged. It is evident that for some young people showing problematic behaviours, while mentoring may play a part, other inputs need to be targeted, eg attendance.

These data have various problems associated with them: for attainment, depending on the two time points compared, there is an *expected* increase, as indicated in the audit guidance (appendix 6). Therefore an improvement is only properly registered if they have exceeded the expected rise. For attendance, different times of the year have different expected attendance rates and as pupils in the early adolescent years go through school their attendance, on average, deteriorates; some calibration could be made here. Behaviour ratings are done in different ways in different schools but there is again an expectation of a decline with the passage of time. The solution is that schools use their own data to calibrate and set the targeted figures at the outset.

Summary of data on impact measures

The impact data have intrinsic limitations in that comparisons of variables at two time periods need to take account of the *expected* changes over these periods: for *About Me* subscales, it is well known that as adolescents move up the secondary school they score lower on the pro-school subscales (Maras, 2007), and for behaviour and attendance, national normative data bear this out.

5.0 Conclusions

In addressing the objectives, within the framework of the peer mentoring models delineated by the MBF according to overall purpose (transition, behaviour, bullying and attainment) and individual and longer term outcomes - primary and secondary, findings from the evaluation of the Formalised Peer Mentoring Pilot suggest that the scheme has been a generally positive experience for the vast majority of mentors, mentees and schools.

Results indicate that factors associated with better/ worse outcomes were not related to the model employed by the school or the age /target group. Factors influencing outcomes were related to the type and strength of processes employed by the scheme coordinators for implementing the selected model and the systems subsequently established for developing the model employed. This suggested that ‘formalisation’ may be an attribute of peer mentoring projects that best provides a basis for what constitute ‘models’.

In exploring the extent to which a peer mentoring scheme is ‘formalised’, a framework was loosely developed from the following key principles underlying ‘Working Towards’ status for Approved Provider Standard (MBF,2006):

- *The programme has clear aims and objectives with a clear organisational /management structure to support it*
- *There is a clearly defined process for the identification, referral and preparation of mentees*
- *There are established policies and procedures for the recruitment, selection and screening of mentors*
- *The programme provides effective preparation and support for mentors*
- *The programme has systems in place for measuring its effectiveness.*

Aims and objectives: Scheme co-ordinators had clear aims and objectives and communicated these to mentors, mentees and other relevant school staff. In the schools where this was done the schemes had a higher profile and mentors and mentees had a greater focus and understanding of what was expected. Findings suggested that greater focus was required on the part of scheme co-ordinators in the communication of specific individual and longer term outcomes to the relevant parties. This was particularly acute in relation to mentees, where greater clarity was required.

Organisation and management structure: PM schemes were more effective in schools where the organisation and management structure was strong. A number of

coordinators cited workload and poor time management as factors impeding the development of the project. In schools where organisation and management systems were strong, mentors and mentees felt well supported and did not need regular meetings with scheme co-ordinators. In these schools, the length, frequency, time and place of mentor-mentee meetings were established by the scheme coordinators. The most effective were those arranged at a set time (lunch/break time) for a set period, once a week. Designated mentoring areas within the schools also enhanced formalisation and were more effective. (If more than one mentee-mentor pair meeting at same time-separate 'cabins' are effective in allowing privacy). Matching was given careful consideration, where the most effective seemed to be that of matching according to similar hobbies/interests.

Identification, referral and preparation of mentees: Scheme coordinators generally depended on other staff- form tutors, heads of year or reports (verbal and written) from primary schools in the case of some 'Transition' models to identify and refer potential mentees. Preparation and training of mentees was less rigorous than that given to mentors, which may have had a negative impact on mentee experience of the PM project.

Recruitment, selection and screening of mentors: This was formalised to the extent that mentors were invited to volunteer, encouraged to participate, applied for the post, interviewed for the post and selected. This gave PM schemes a higher profile and ensured that appropriate applicants could be selected.

Training: Mentors received formal training- many following MBF/ training provided by the support agency. More interactive training e.g team building exercises seemed to be the most effective. Building mentor enthusiasm and commitment was an important factor to the success of the project. Mentee training was generally shallower than that received by the mentors/ absent, which may have contributed to inflated expectations at the outset. The more 'formal' peer mentoring projects were characterised by mentor-coordinator evaluation meetings after the mentor-mentee sessions. Mentors kept log books. In addition, co-ordinators were available/'around' for sessions in more formalised PM schemes, were approachable and employed an 'open door policy'. Support systems in place were strong and mentors and mentees felt well supported and did not need regular meetings with scheme co-ordinators.

Impact: The mentor and mentee ‘before / after’ questionnaires revealed how positively both groups had responded to the experience of mentoring. The *About Me* questionnaire data revealed largely declining attitudes and the impact audit also showed improvement in attainment but poorer attendance and no change or a small movement in a negative direction on behaviour and ‘other’ for both mentors and mentees. Comparing those scoring high with those scoring low on ‘academic importance’, there is the *suggestion* that peer mentoring has the greatest positive impact on those most in need.

It is clear that a more robust and planned approach to impact measures needs to be taken with a locally devised calibration of measures, taking account of the mean school or national decline over time in such measures. It is also plain that peer mentoring, however good, needs to link with other strategies and targeted approaches to pupils with particular needs or with declining attendance.

Monitoring and Evaluation: Evidence is still predominantly anecdotal. There is further guidance needed for impact to be assessed at school level.

Offering strong support to the notion of ‘formalisation’ in peer mentoring, the following have been identified as factors which influence more positive outcomes:

- Pre-arranged mentor-mentee meetings-set time, set place each week
- Formal meetings between mentors and mentees.
- Designated mentoring area within the school.
- Scheme co-ordinator available ‘around’ for sessions
- Mentor-mentee pairs well matched- similar hobbies / interests
- Same gender mentee-mentor pairs
- Scheme co-ordinators are approachable people with an ‘open door policy’
- Support systems in place are strong-mentors and mentees feel well supported and do not need regular meetings with scheme co-ordinators.

Formalised Peer Mentoring is clearly popular and highly rated by staff and pupils. Questionnaire responses and interviews attest to this. Other objective measures do not show clear-cut gains in key aspects of school life - attainment, attendance, behaviour. Impact evaluations at school level need to be systematised to assess changes in key goals of the scheme. The contribution of Formalised Peer Mentoring needs to be seen

as one strategy in the support for pupils and other targeted approaches may need to be taken, eg towards attendance.

6.0 Recommendations

In evaluating the Formalised Peer Mentoring Pilot project, findings suggest that schools are engaging positively and productively with the project. The strong anecdotal and qualitative evidence provided by the mentee and mentor 'voice' and the quantitative evidence gathered from pupils and scheme coordinators highlight the benefits experienced by those involved. The very positive findings provide an enhanced basis for the engagement of further schools and the opportunity for existing projects to become more embedded within internal school structures. Looking to the future, the following have been highlighted as relevant issues, worthy of consideration:

1. Develop 'formalised' peer mentoring schemes as discussed in the conclusion.
2. Develop training for mentees similar to that provided for mentors (e.g list of outcomes of what they want from it). Mentees need greater clarity on what to expect from the process.
3. Attention needs to be given to attracting more boys into the role of mentor.
4. Mentees would benefit from more regular meetings with scheme coordinators to support the work of the mentor.
5. The peer mentoring scheme should not detract from mentor academic work – a consideration in the recruitment of mentors.
6. Scheme coordinators, who may have demanding workloads in addition to mentoring duties, would benefit from more training in developing processes and establishing systems. Well established peer mentoring systems enable schemes to be more self supporting.
7. After a generally positive first year, scheme coordinators need to focus/be assisted in focussing on the development of instruments to measure the effectiveness/impact of their peer mentoring scheme. This would normally include data from two points in time on attainment, attendance and behaviour. It could involve structured instruments or organised qualitative studies.
8. Formalised Peer Mentoring needs to be seen as one strategy amongst several in the support for pupils and should link with other targeted approaches, eg on attendance.

Bibliography

- Canals, J., Virgil-Colet, A., Chico, E. and Marti-Cenneberg, C. (2005) Personality changes during adolescence: the role of gender and pubertal development, *Personality and Individual Differences*, 39 (1), 179-188.
- DfES (2005a) *Youth Matters*, London: Department for Education and Skills.
- DfES (2005b) *Every Child Matters: Change for Children*, London: Department for Education and Skills.
- Dubois, D. L., Holloway, B. E., Valentine, J. C. & Cooper, H. (2002) Effectiveness of mentoring programs for youth: A meta-analytical review, *American Journal of Community Psychology*, 30 (2), 157-197.
- Eisenberg, N., Cumberland, A., Guthrie, I. K., Murphy, B. C. Ands Shepard, S. A. (2005) Age changes in prosocial responding and moral reasoning in adolescence and early adulthood, *Journal of Research on Adolescence*, 15 (3), 23 –260.
- Hall, J. C. (2003) *Mentoring and Young People: A literature review*. University of Glasgow: SCRE.
- Jekielek, S. M., Moore, K. A., Hair, E. C. and Scarupa, H. J. (2002) *Mentoring: A promising strategy for youth development*. Washington DC: Child Trends Research Brief.
- Maras, P. (2002) *About Me Questionnaire*, London: University of Greenwich
- Maras, P., Brosnan, M., Faulkner, N., Montgomery, T., and Vital, P. (2006). 'They are out of control': self-perceptions, risk-taking and attributional style of adolescents with SEBDs, *Emotional and Behavioural Difficulties*, 11 (4), 281-298.
- Maras, P., Carmichael, K., Patel, S and Wills, J. (2007) 'The trouble with Year 10'. 13 – 16 year old school students' attitudes to higher education, *Social Psychology of Education*, 10 (3), 375-397.
- MBF (2006a) *Formalised Peer Mentoring Pilot- Application to Tender from the Mentoring and Befriending Foundation*, Manchester: Mentoring and Befriending Foundation.
- MBF (2006b) *Peer Mentoring: a Resource Pack for Pre-16 Practitioners*, Manchester: Mentoring and Befriending Foundation.
- MBF (2006c) 'Working Towards' *Status Application Form: Approved Provider Standard- A National Standard for Mentoring and Befriending*, Manchester: Mentoring and Befriending Foundation.
- Miller, A. (2002) *Mentoring Students and Young People: A handbook of effective practice*. London: Kogan Page.
- Nelson, A. (2003) *Peer Mentoring: A citizenship entitlement at Tanfield school*. Oxford: Blackwell Publishing.
- Newburn, T. and Shiner, M. (2006) Young people, mentoring and social inclusion, *Youth Justice*, 6 (1), 23-41.
- Phillip, K. and Hendry, L. B. (1996) Young people and mentoring: Towards a typology? *Journal of Adolescence*, 19 (3), 189-201.
- Pringle, B., Anderson, L. M., Rubenstein, M. C. and Russo, A. W. (1993) *Peer Tutoring and Mentoring Services for Disadvantaged Secondary School Students: An evaluation of the secondary schools basic skills demonstration assistance program*. Washington DC: Policy Studies Associates Inc for the US Dept of Education Office of Policy and Planning.
- Sheehan, K., Di Cara, A., LeBailly, S. and Kauffer Christoffel, K. (1999) Adapting the gang model: Peer mentoring for violence prevention, *Pediatrics* 104, 50-54.
- Stader, D. and Gagnepain, F. G. (2000) Mentoring: The power of peers, *American Secondary Education*, 28 (3), 28-32.
- Tierney, J. P., Grossman, J. B. and Resch, N. L. (1995) *Making a Difference: An Impact Study of Big Brothers and Big Sisters*. Philadelphia: Public/Private Ventures.

APPENDICES

Appendix 1: Sampling Framework

The following relates to the sampling framework used to select the 40 schools to be approached to take part in the impact assessment. From these schools a sub-selection was made to provide the eight case study schools for Strand B.

A stratified random sample of 40 schools was constructed using the results of the preliminary analyses of the school application forms. In order of priority the stratification was as follows:

1. primary longer-term outcome
 - improved academic performance
 - fewer exclusions
 - improved attendance
 - reduction in bullying
2. size of peer mentoring programme e.g. number of matched peers, split into small (0-10) medium (11-30), large (31+)
3. percentage free school meals (e.g. percentage of pupils receiving free school meals split into low (0-9%), medium (10-19%) high (20% +).

The schools were ordered within strata and 40 schools randomly selected by choosing every fourth then every fifth school from the list of 179 schools starting at a randomly selected point (the second record).

To ensure the representativeness of this sample against the total number of successful applications (179), the following variables were then considered:

- School location - urban / rural / mixed
- School type e.g. community, foundation, grammar, specialist etc
- School population size
- Number of Looked After Children
- Whether the pilot programme represented a new or existing scheme
- Percentage of pupils with SEN
- Percentage of pupils from minority ethnic groups
- LEA

The first sample drawn was discussed and adjustments suggested giving greater participation of under-represented areas. The adjustments were made by taking the same stratification as before but moving the selection from one school to the nearest in another area with the same characteristics. The resulting sample of 40 is broadly representative of the 179 participating schools. This can be seen in the table of selected variables below.

Category	Sampled schools as compared to total 179
Primary longer-term outcome	
- improved academic performance	22/99
- fewer exclusions	3/11
- improved attendance	3/15
- reduction in bullying	12/53
Size peer mentoring scheme	
- small	6/24
- medium	25/115
- large	8/33
Percentage of pupils in school receiving free school meals	
- 0-10%	19/89
- 11-30%	10/40
- 31%+	5/26
School location	
- Urban	13/60
- Rural	7/35
- Mixed	20/74
New or existing scheme	
- New	24/97
- Existing	16/81

On the completion of the main sample selection, eight schools were selected as case studies for the in-depth exploration of how the primary longer-term purpose was being pursued in context. Two schools were chosen for each of the four longer-term aims. Within this sub-sample, a sufficient spread of schools was needed so that the above variable information was considered alongside additional information within the application form, such as form of project management, clear focus and commitment to primary longer-term goal, age group of mentors / mentees. One school was unable to host the evaluation team within the time restrictions of Time 1, before the beginning of March 2007, but was included at Time 2.

Appendix 2: Early Process Questionnaire for Scheme Co-ordinators

EARLY PROCESS QUESTIONNAIRE FOR SCHEME CO-ORDINATORS

What is this evaluation about?

Thank you very much for helping with this evaluation of the peer mentoring pilot scheme. We are asking the key staff member within every school taking part in this pilot to complete a questionnaire providing us with information about their scheme, its aims, structure and management. Your responses are very important to help us develop an understanding of the process of establishing a peer mentoring scheme.

We will be contacting you again in the summer term (2007) and asking you to complete a further questionnaire to help us ascertain the impact of peer mentoring.

The questionnaire should take approximately 20 minutes to complete. **All information will be treated as confidential.** If you have any queries about this research or about the questionnaire please do not hesitate to contact Helen Monteiro or Carl Parsons at the Policy Research Bureau on 020 7256 6300, or alternatively email: hmonteiro@prb.org.uk or cparsons@prb.org.uk.

This questionnaire can be completed either electronically or manually. Please return the questionnaire by **24th November** either by email to dclay@prb.org.uk or by post to the Policy Research Bureau, 2a Tabernacle Street, London EC2A 4LU.

NAME OF SCHOOL

LEA

YOUR NAME

POSITION

DATE

How to answer the questions

There are four parts to the questionnaire; please complete each of these.

There are two types of question. You can answer most questions by writing in your answers. Please ensure if you are completing this electronically to click in the top-left hand corner of the text boxes in order to enter text.

Other questions require putting a cross against the answer you choose (if completing electronically you can click on the box), like this:

MANAGEMENT

A1. To whom do you report developments/progress with the peer mentoring scheme in your school and how frequently does this occur?

A2. Who line manages the scheme co-ordinator?

Position:

A3. Estimated number of other staff involved in the scheme (please):

None 1-3 4-6 7 staff or more

A4. How aware are other staff within the school of the peer mentoring scheme?

Not aware
Few are aware
Some are aware
Majority are aware
All are aware

A5. What is the involvement of other staff within the school?

A6. Is this level of involvement adequate?

YES NO

A7. Are there any external agencies involved in the scheme? If so, who are these and what is their role?

TRAINING

B1. Have you run a peer mentoring programme before?

YES NO

B2. Have you attended a training course offered by the Mentoring and Befriending Foundation (MBF)?

YES NO

B2a. If YES, did this make you feel more able to facilitate the peer mentoring scheme?

YES NO

B3. Have you attended any other form of training that will aid you in facilitating the peer mentoring scheme?

YES NO

B3ai. If YES please provide details of the name and content of this training below (*continue on a new page if necessary*):

Name:
Content:

B3aii. How useful was this other training? (*please ☒*):

Highly useful Fairly useful Not useful

B4. How confident are you in (a) training peer mentors and (b) inducting mentees?
 (please ; 1 = not confident, 2 = have slight concerns, 3 = confident, 4 = highly confident)

	1	2	3	4
a. Training mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Inducting mentees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B5. What further support or information would be of use in helping you to run the peer mentoring scheme?

THE PEER MENTORING SCHEME

C1. When is this year's (2006/07) scheme due to start and finish?

Start

date
End date

C2. What year groups are participating in the scheme (please all that apply):

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13
a. Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mentees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C3. What is the anticipated number of male and female mentors/mentees:

a. Male mentors	
b. Female mentors	
c. Male mentees	
d. Female mentees	

C4. Please indicate the ethnicity of mentors and mentees

(please all that apply):

		Mentors	Mentees
a.	White British	<input type="checkbox"/>	<input type="checkbox"/>
b.	White Irish	<input type="checkbox"/>	<input type="checkbox"/>
c.	Other White background	<input type="checkbox"/>	<input type="checkbox"/>
d.	Mixed White and Black Caribbean	<input type="checkbox"/>	<input type="checkbox"/>
e.	Mixed White and Black African	<input type="checkbox"/>	<input type="checkbox"/>
f.	Mixed White and Asian	<input type="checkbox"/>	<input type="checkbox"/>
g.	Other Mixed background	<input type="checkbox"/>	<input type="checkbox"/>
h.	Asian Indian	<input type="checkbox"/>	<input type="checkbox"/>
i.	Asian Pakistani	<input type="checkbox"/>	<input type="checkbox"/>
j.	Other Asian background	<input type="checkbox"/>	<input type="checkbox"/>
k.	Black Caribbean	<input type="checkbox"/>	<input type="checkbox"/>
l.	Black African	<input type="checkbox"/>	<input type="checkbox"/>
m.	Other Black background	<input type="checkbox"/>	<input type="checkbox"/>
n.	Other background	<input type="checkbox"/>	<input type="checkbox"/>

C5. Are the ethnicities of pupils involved in the scheme representative of your school population?

YES NO

C5a. IF NO please provide further details below:

C6. Please estimate what proportion (%) of mentors:

- a. volunteered to be mentors
- b. were encouraged (or selected) to be mentors

C7. Please estimate what proportion (%) of mentees:

- a. volunteered to be mentees
- b. were encouraged (or selected) to be mentees

C8a. Do any of the mentors taking part in the scheme have a learning difficulty and / or disability? (IF YES please indicate how many)

YES NO

C8b. Do any of the mentees taking part in the scheme have a learning difficulty and / or disability? (IF YES please indicate how many)

YES NO

C9a. Are any of the mentors taking part in the scheme looked after by (in the care of) the local authority? (IF YES please indicate how many)

YES NO

C9b. Are any of the mentees taking part in the scheme looked after by (in the care of) the local authority? (IF YES please indicate how many)

YES NO

C10. On what basis are mentors and mentees matched? (please all that apply)

- a. Ethnicity
- b. Sex
- c. Age
- d. Previous experience of mentors with issues facing mentee
- e. Perceived strengths of mentors in comparison to mentee
- f. Personality of mentor/mentee
- g. Hobbies/interests of mentor/mentee
- h. Other (please describe below)

C11. What is the preferred frequency of meetings between mentors and mentees? (please one box only)

- More than once a week
- Once a week
- Once every two weeks
- Once every three weeks
- Once every four weeks
- Ad-hoc

C10. What is the preferred duration of meetings between mentors and mentees?

(please one box only)

Up to 15 minutes 15-30 minutes

30-60 minutes Over an hour

C12. Please describe what training/preparation has been provided to mentors (e.g. what was covered, length/intensity of training)

C13. Please describe what briefing/preparation has been provided to mentees (e.g. what information given)

C14. Please describe what ongoing support is provided to mentors (please indicate form and frequency of this support)

C15. What do you hope the peer mentoring scheme will achieve in the course of one academic year? (please all that apply)

a. Reducing fixed term/permanent exclusions

b. Reducing incidents of bullying

c. Increasing student attainment

d. Improving student transitions

e. Other (please detail below)

C16. How do you plan to measure whether the scheme has been successful in achieving the above?

C17. What difficulties do you anticipate in implementing the scheme?

(in the following question, please ; 1 = anticipate major problem, 2 = anticipate a problem, 3 = anticipate small problem, 4 = anticipate no problem)

		1	2	3	4
a. Managing time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Lack of staff support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Engaging young people in the scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Sustaining peer mentor involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Sustaining peer mentee involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Identifying benefits for mentors/mentees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Other <i>(please describe below)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OTHER

D1. Are there any other comments you would like to make about the peer mentoring scheme within your school?

THANK YOU FOR YOUR HELP

Please return by post to: **or by email to:** dclay@prb.org.uk
Daniel Clay,
Policy Research Bureau,
2a Tabernacle Street,
London EC2A 4LU

Information about the evaluation

The evaluation of the formalised peer mentoring scheme operated by the Mentoring and Befriending Foundation is funded by the Department for Education and Skills. The evaluation will run for 15 months and involves:

- questionnaires to peer mentoring scheme co-ordinators in all 180 schools at the start and finish of the scheme
- questionnaires for mentors and mentees in a sample of 40 schools at the start and finish of the scheme
- case studies of eight schools

All data gathered are held in confidence and no school or individual will be named. Reports on the empirical work will be available for schools in the early Autumn of 2007.

Appendix 3: Interview schedules for Scheme Coordinators and Support Agents

Time 1 Interview with Scheme Co-ordinators

Aims of the interview

To gain an understanding of (i) how the scheme is being managed, (ii) how the scheme is being implemented, and (iii) what outcomes are expected to result from the scheme. We want to explore scheme co-ordinators previous experiences with peer mentoring, any training undertaken, perceived benefits of the scheme, and any difficulties anticipated.

Before starting we need to explain:

- Who we are
- The research study & funder
- How long the interview should last
- What the results will be used for and why the research is worthwhile
- That we would like to interview them again in the summer to find out how they think the mentoring scheme is going

Confidentiality Policy

Explain that what they say is treated as confidential (*this will be completely private and only those who are working on our research team will see anything that you have said. We are interested in hearing about anything that you think is important. You do not have to tell us anything that you do not want to and if at any time you do not want to answer a question, you only have to say so and we'll go on to the next question*).

When the research is written up, no one is identified and all data remains confidential. (*Even when we write up the research, you will not be named. Everything will stay private and no one will ever know that it was you*).

Seek permission to tape the interview (*We would like to use quotes within our report so if you say it is okay I would like to tape our talk*.)

General information

NAME OF SCHOOL:

NAME OF TEACHER:

POSITION:

DATE:

INTERVIEWER:

Aims and Objectives of PM Scheme

- 1) What would you say is the aim of your PM scheme?
[probe understanding of issues around the intended aim - i.e. around improving transitions, behaviour, attendance, attainment, or reducing bullying]
- 2) Who designed the peer mentoring scheme operating in the school?
[probe whether respondent was involved in design, whether respondent is happy with the design - explore why/why not, anything respondent would like to change]
- 3) What expectations do you have of the scheme?
[positive / negative expectations, how well do they think will run, short term/long term expectations]
- 4) How do you feel the scheme 'fits' within the school?
[i.e. is peer mentoring something that fits with the school ethos, its practices and activities or is it something quite new]
- 5) What benefits do you anticipate mentors will receive over the course of this scheme?
[probe for tangible benefits, short term/long term, how realistic these are and how this will be measured (i.e. PASS/SIMS)]
- 6) What benefits do you anticipate mentees will receive over the course of this scheme
[probe for tangible benefits, short term/long term, how realistic these are and how this will be measured (i.e. PASS/SIMS)]
- 7) Do you see any wider benefits for the school in running a peer mentoring scheme?
[(i.e. greater support/more involvement from parents; positive outcomes for other pupils; government support)]
- 8) At this stage in the scheme, are there any plans to continue the scheme past two years?

Peer Mentors / Mentees

- 1) Can you describe how mentees were selected for the PM scheme
[probe as to how mentees were approached, what told, their responses / take-up]
- 2) Can you describe how mentors were selected for the PM scheme
[probe whether selected / volunteered; what characteristics looking for / what attributes were important; how approached; responses / take-up]
- 3) Describe how mentors and mentees were matched with one another
 - a. *probe whether based on:*
 - i. *demographics (ethnicity/religion/age/sex)*
 - ii. *personalities*
 - iii. *hobbies*
 - iv. *mentor strengths/mentee weaknesses*
 - v. *previous experience of mentors with issues facing mentees*
 - b. *if more than one of the above factors was considered then were any more important than others?*
 - c. *probe whether children of different ages and sexes were matched - if so why - strengths and difficulties.*
 - d. *who was involved in this process (students themselves)?*
- 4) Is an induction for mentees part of the plan? (y/n)
IF NO then explore reasons why no induction. IF YES then proceed to Q5.
- 5) Have mentees received an induction yet?
 - a. *IF NO then:*
 - i. *when will this take place?*
 - ii. *who will be involved in delivering the induction?*
 - b. *IF YES then:*
 - i. *were you involved in delivering the induction? Explore how involved (what guidance/support received)*
 - ii. *probe where / when / how this took place. What did the induction involve?*
 - iii. *explore whether anyone else was involved (i.e. supporting agencies/other teachers)*
 - iv. *how do you feel the induction process went?*

- 6) Have peer mentors received any training yet?
- a. *IF NO then*
 - i. *when will this take place?*
 - ii. *how long will it be?*
 - iii. *who will be involved in delivering the training?*
 - b. *IF YES then:*
 - i. *were you involved in delivering the training? Explore how involved (what guidance / support received)*
 - ii. *probe where / when / how this took place. What did this involve? (what covered, length and intensity of training)*
 - iii. *have they covered child protection issues? (what covered / how well does co-ordinator perceive students understood issues)*
 - iv. *explore whether anyone else was involved (i.e. supporting agencies/other teachers)*
 - v. *Did they utilise the MBF resource pack for training and if so how useful was it? Probe what was good/bad. Anything missing?*
 - vi. *How do you feel the training went?*
- 7) What ongoing support will be provided to the mentors/mentees? [*explore when and how this will take place. Do they use logs to document support needs/support provided or other means of recording information?*]
- 8) What happens if the relationship between peer mentors and mentees breaks down? [*explore whether any set protocols for dealing with this situation, whether they would consider re-matching or whether they would replace individuals*]
- 9) Can you describe how you envisage the peer mentor and mentee meetings progressing
- a. *Probe where these will take place,*
 - b. *when (i.e. breaktimes / after school / during lessons),*
 - c. *how often (termly, twice a term etc.),*
 - d. *for how long (in time),*
 - e. *how much supervision will be provided (what this involves),*
 - f. *anticipated problems and how these will be overcome (e.g. if mentee and mentor relationship breaks down).*

- 10) Are you offering any incentives to peer mentors or mentees to participate in the scheme (i.e. accreditation, badges, certificates, trips, refreshments)?
- a. *IF YES explore what, and how these incentives were decided upon and what impact they perceive offering incentives will have. If accrediting involvement then with whom?*
 - b. *IF NO then explore why, and how decision not to offer incentives was reached*

Management

- 1) Are you the only member of staff involved in delivering the PM scheme?
 - a. IF NO
 - i. *probe who, what their roles are and how they became involved in the scheme;*
 - ii. *probe how and when they liaise with one another*
 - iii. *ensure you know who co-ordinator reports back to*
 - iv. *how helpful has the involvement of other staff been and why (e.g. on establishment, management and potential impact of PM scheme)*
 - b. IF YES
 - i. *Confirm that no support is received from other staff (e.g. who are developments reported to)*
 - ii. *probe what impact they perceive this has upon the establishment, management and potential impact of the PM scheme*
- 2) How aware are other members of staff, (those not involved in delivery) of the PM scheme?
[probe how made aware i.e. presentations, INSET days etc.; if awareness varies then why; what impact increased awareness has upon management and delivery of scheme]
- 3) How aware are other stakeholders (e.g. parents/governors) of the PM scheme?
[probe how made aware, what impact awareness has upon management and delivery of scheme; anticipated benefits of parental awareness]
- 4) Are there any external agencies (e.g. their support agency) that are involved in the scheme?
[Probe who, what their involvement is, perceived usefulness etc.]
- 5) What difficulties do you imagine you may face in co-ordinating and overseeing the development of a peer mentoring scheme?

[e.g. managing time, engaging/sustaining engagement of mentees and mentors, determining outcomes - probe how anticipate responding to such difficulties]

- 6) How do you plan to measure the impact of the peer mentoring scheme upon the pupils participating?

[explore what outcomes being considered, what methods/instruments are being used, and when, to measure impact]

Training

- 1) Have you had any prior experience around peer mentoring?

[probe when/where - whether experience within school/s or external (i.e. community / youth justice / business)]

- 2) Did you attend one of the MBF training days for school scheme co-ordinators? If so, how useful did you find this?

[probe what was covered/not covered, what was found useful / not useful]

- 3) Any other experiences, or training undertaken which you feel will help you in your role co-ordinating and supporting peer mentors?

[e.g. has co-ordinator undertaken training in supporting children in extra-curricular activities, communication skills etc.]

- 4) Do you feel adequately trained to undertake the co-ordination of the PM scheme?

Probe whether comfortable training peer mentors, overseeing them, dealing with child protection issues, supporting them, identifying outcomes, troubleshooting. Any other training, support or experiences that they feel would help.

Selected Mentor/Mentee Validation

- 1) How did you go about selecting the matched pairs of mentors/ mentees for us to speak with?

[i.e. were the pairs randomly selected?]

- 2) Are the matched pairs we are speaking with representative of the mentoring cohort within the school?

[explore whether any differences between cohort and sample]

- 3) Do any of the mentors or mentees have particular characteristics which may have some bearing on the outcomes experienced from participating in the scheme?

[i.e. are any pupils looked after, or have physical/mental disabilities, SEN etc.]

Other

Is there anything that we haven't covered about the pilot peer mentoring scheme that you would like to mention before we finish?

1) Time 1 Interview with Support Agencies

Aims of the interview

To gain an understanding of how the peer mentoring scheme is being aided by the selected support agencies. We want to explore (i) what their direct involvement with the school is (i.e. in support and training), (ii) how they are to engage the local authority and other schools, and (iii) their previous experience which helps to equip them in their role as a supporting agency.

Before starting we need to explain:

- Who we are
- The research study and funder
- How long the interview should last (approx. one hour)
- What the results will be used for and why the research is worthwhile
- That we would like to interview them again in the summer to find out how they think the mentoring scheme is going

Confidentiality Policy

Explain that what they say is treated as confidential (*this will be completely private, anything you say will only be used for this research and all personal details will remain anonymous. You do not have to answer a question if you do not want to though we are interested in hearing about anything that you think is important*).

When the research is written up, no one is identified and all data remains confidential. (*Even when we write up the research, you will not be named. Everything will stay private and no one will know who has been involved*).

Seek permission to tape the interview (*We would like to use quotes within our report so if you say it is okay I would like to tape our talk.*)

General information

NAME OF AGENCY:

RESPONDENT NAME:

POSITION/RESPONSIBILITIES:

DATE:

INTERVIEWER:

Support Agency

- 1) Agencies commissioned to support schools were required to demonstrate expertise either as a service deliver or as an existing provider of support to peer mentoring projects in schools. Could you outline what made your agency particularly suited to support this type of work?

[probe previous work undertaken by the agency/employee and its relevance to peer mentoring (e.g. running a peer mentoring or mentoring programme, supporting others to develop a programme, training others to run programmes, evaluating programmes)]

- 2) How many regional clusters (and schools) has your agency been commissioned to support?

- 3) How many staff are currently/or will be involved in supporting the peer mentoring scheme and in what roles?

[i.e. establish number of staff involved and roles - will each school have one key contact?]

- a. *Which staff undertaking monthly visits?*
- b. *Which staff involved in training?*
- c. *Which staff involved in aiding implementation of monitoring/evaluation measures?*
- d. *Which staff involved in making local authority contacts?*
- e. *Which staff involved in developing school support network?*

- 4) Did you attend the initial briefing/development day run by MBF in September 2006?

a. *IF YES:*

- i. *How useful was this day?*
- ii. *Did it give you a full understanding of your roles / responsibilities?*
- iii. *Was there anything that was particularly useful?*
- iv. *Was there anything missing or not covered in sufficient detail?*

b. *IF NO:*

- v. *Why?*
- vi. *Will you be attending another briefing? If not then how will this be done?*

Support to schools

- 1) Were support agency staff present at the training / development events for schools run by MBF?
 - a. *IF YES:*
 - i. *Who was it attending? (i.e. same staff as those working with the school)*
 - ii. *What was their involvement? (observers/participants)*
 - iii. *How useful was it for staff to attend these events? Why?*
 - b. *IF NO:*
 - i. *Why were support staff not in attendance?*
 - ii. *Would it have been useful to attend?*

- 2) What direct support have you provided so far to the **NAMED** school involved in the peer mentoring pilot scheme?
 - a. *Explore support around implementation/development of programmes*
How many visits have been made (agencies required to visit monthly)?
Who involved and how?
 - b. *Explore whether involved in training staff/supporting the training of staff. Who involved and how? What covered in training? Child protection issues sufficiently covered?*
 - c. *Explore whether involved in discussions/training around monitoring and evaluation*
 - d. *Explore whether involved in training students. Who involved and how?*
 - e. *How does this compare to the forms of support currently provided by the agency to other schools involved in the programme?*

- 3) What direct support do you anticipate providing to the **NAMED** school involved in the peer mentoring scheme over the course of the next year?
 - a. *Explore support around development of programme*
 - i. *How, and how often is progress reviewed?*

- ii. *What ongoing support is provided to school? (in what form - i.e. telephone advice, face-to-face visits)*
 - iii. *If programme was not proceeding as had been anticipated what input would support agency have?*
 - b. *Explore support to staff*
 - i. *What training will be provided to staff? When/how?*
 - ii. *If additional training needs identified how will these be met?*
 - c. *Explore involvement in monitoring and evaluation (link with below)*
 - d. *Explore support/training to students*
 - i. *What direct training undertaken with students if any?*
 - e. *How does this anticipated support for **NAMED** school compare to that which will be provided to other schools involved in the programme?*
- 4) How do you propose to capture case study evidence to support the impact of peer mentoring in both the short and long term for **NAMED** school?
[probe who will be collating evidence/when/how. Explore whether this will be the same across schools].
- 5) What difficulties do you anticipate experiencing in supporting **NAMED** school:
- a. *in implementing and developing schemes within schools (e.g. limited resources, teachers attitudes, mentee / mentor relations, parents) - how to overcome?*
 - b. *in training and supporting school staff (e.g. limited resources, inexperienced staff) - how to overcome?*
 - c. *in training and supporting students (if appropriate) e.g. difficult students, timing, training content - how to overcome?*
 - d. *in supporting staff to evaluate outcomes (e.g. limited understanding/experience of evaluation) - how to overcome?*

- 6) Do you anticipate different difficulties in other schools to those mentioned for the **NAMED** school?

[explore perceived difficulties around implementation, training, supporting staff, students and schools]

Networking

- 1) How do you intend to develop a support network between schools to share experiences and what will this involve?
- [probe whether physical network, or using emails/telephone contact; whether network events have been planned (when / where); whether they perceive any problems in establishing and maintaining this network]*
- 2) The support agency is also meant to identify and engage stakeholders from the local authority to inform them of progress and disseminate good practice

- a. Have individuals / agencies from the **NAMED** schools local authority been identified?

i. IF YES then who are these, how and why were they identified?

ii. IF NO then when will this happen, who will these be, and why those individuals/agencies?

- b. Have individuals/agencies from the **NAMED** schools local authority been engaged in the work being undertaken?

i. IF YES then who are these, how have they been engaged and what are they currently aware of?

ii. IF NO then when will this happen, who will these be and how will this happen?

- c. How will individuals / agencies from the **NAMED** schools local authority be engaged in the work over the course of the next year?

[probe what this will involve on part of support agency and local authority stakeholders. Does respondent anticipate any problems in engaging local authority stakeholders?]

Aims and Objectives of PM Scheme

- 9) What would you say are the aims of the national PM pilot scheme?
[probe understanding of general aim around PM; explore issues around the various school-specific intended aims - i.e. around improving transitions, behaviour, attendance, attainment, or reducing bullying]

- 10) What expectations do you have of the national PM pilot scheme?
[positive/negative expectations, how well do they think will run, short term/long term expectations]

- 11) What expectations do you have of **NAMED** school you are supporting in terms of their peer mentoring schemes?
[probe whether agencies focus is on delivery, outcomes for children, sustainability - developing school / LEA cultures and skills, developing networks etc.]

- 12) Do you see any wider benefits for schools in running a peer mentoring scheme?
[(i.e. greater support/more involvement from parents; positive outcomes for other pupils; government support)]

Other

- 2) Is there anything that we haven't covered about the pilot peer mentoring scheme that you would like to mention before we finish?

Appendix 4: Mentor and Mentee Questionnaires at Time 1

PEER MENTORING EVALUATION 2006-2008

Dear Pupil

A special team led by the Policy Research Bureau (PRB) needs your help with a research project looking at the way peer mentoring works in schools.

You can help us by filling out this questionnaire now and another one later on near the end of your involvement with the mentoring programme. We would like you to put your name on the questionnaire so that we can match up information you provide at the beginning and end of your time being mentored or being a mentor. This will help us see if and how peer mentoring is helpful to people taking part in it. Your replies will be confidential to the research team at PRB - this means we will not let anyone else know what you individually have said - and when we write our report we will not use any of the names of schools and pupils who have taken part.

There are three parts to the questionnaire. Please read all of the instructions and questions carefully. After you have finished, please put the questionnaire in the envelope provided and close it before handing it back to the teacher.

Thank you for your help with this. Your answers are very important to us but you don't have to answer any questions you don't want to.

We hope you enjoy being mentored or being a peer mentor. Thank you very much for letting us know what you think. If you have any questions you can contact us at the address, email and telephone number below.

Professor Carl Parsons
Director of the Formalised Peer Mentor Evaluation

Tel: 0207 256 6300
Email: cparsons@prb.org.uk
Address: Policy Research Bureau
2A Tabernacle Street
LONDON EC2A 4LU

Thank you for completing this questionnaire

What you say is important

Feedback on the evaluation will be available in your school at the end of this year

Peer mentoring pilot evaluation

Questionnaire for Mentors (1)

A team at the Policy Research Bureau and the University of Greenwich has been asked by the Department for Education and Skills to evaluate the Peer Mentoring scheme in which your school is involved. We hope you can help us by filling in this questionnaire. We will be approaching you once more *after* your period as a mentor to get your views again.

Part One: Questions about you

Please answer these questions about yourself

1. What is the name of your school? -----

2. What is your name? Surname ----- First Name -----

3. Are you male or female? Male Female

4. What school year are you in? Yr 7 Yr 8 Yr 9 Yr 10 Yr11 Yr 12 Yr 13
(please tick)

5. Are you currently a mentor? Yes No

6. Have you met with the person you are mentoring? Yes No

7. Have you been a mentor before? Yes No

8. Have you ever been mentored by someone yourself? Yes No

Part Two: Your views

Beside each of the 8 sentences below are boxes headed <i>agree</i> , <i>neither agree nor disagree</i> and <i>disagree</i> above them. Please tick the box after each sentence to tell us what you think or feel about each statement	Agree	Neither agree nor disagree	Disagree
1. I am pleased to be a mentor			
2. I feel well-prepared by my school to be a mentor			
3. I think I can be helpful to the person I am mentoring			
4. I think I have a lot to offer in mentoring			
5. I think being a mentor will be good for me			
6. I feel confident that there is someone I can go to if I have a problem with my mentoring role			
7. I think the mentoring scheme will be very helpful to the pupils being mentored			
8. I think the mentoring scheme in this school is well organised			

Part Three: About Me

The statements below are about you and how you feel about yourself, your school and those around you. Please read each question carefully and put a tick in the box that most closely represents what you think and feel.

Please place a tick in the column which most closely represents your view	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I like being with my friends more than doing anything else					
2. I like doing the same things as my friends					
3. I like hanging around with my friends					
4. My friends are very similar to me					
5. I like doing things on my own at home more than doing anything else					
6. I like doing the same things as my family					
7. I like being with my family					
8. My family are very similar to me					
9. I like being at school more than doing anything else					
10. I like doing the same things as other students in my school					
11. I like being at school					
12. Students in my school are very similar to me					
13. I work very hard at school					
14. I put in a lot of effort and try very hard at school					
15. I finish all of the work that I start at school					
16. I like doing most schoolwork					
17. My schoolwork is of a very good standard					
18. My friends think that my schoolwork is good					
19. My family think that my schoolwork is good					
20. Most of my teachers think that my schoolwork is of a very good standard					
21. I love going to this school					
22. My friends think that it is great that I go to this school					
23. My family think that it is great that I go to this school					
24. Most of my teachers think that it is great that I go to this school					
25. I am very happy being the person I am					
26. I like the way that I look					
27. Most of my teachers like me a lot					
28. My friends like me a lot					
29. My family like me a lot					

Thank you for completing the questionnaire

Part Three: About Me

The statements below are about you and how you feel about yourself, your school and those around you. Please read each question carefully and put a tick in the box that most closely represents what you think and feel.

Please place a tick in the column which most closely represents your view	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I like being with my friends more than doing anything else					
2. I like doing the same things as my friends					
3. I like hanging around with my friends					
4. My friends are very similar to me					
5. I like doing things on my own at home more than doing anything else					
6. I like doing the same things as my family					
7. I like being with my family					
8. My family are very similar to me					
9. I like being at school more than doing anything else					
10. I like doing the same things as other students in my school					
11. I like being at school					
12. Students in my school are very similar to me					
13. I work very hard at school					
14. I put in a lot of effort and try very hard at school					
15. I finish all of the work that I start at school					
16. I like doing most schoolwork					
17. My schoolwork is of a very good standard					
18. My friends think that my schoolwork is good					
19. My family think that my schoolwork is good					
20. Most of my teachers think that my schoolwork is of a very good standard					
21. I love going to this school					
22. My friends think that it is great that I go to this school					
23. My family think that it is great that I go to this school					
24. Most of my teachers think that it is great that I go to this school					
25. I am very happy being the person I am					
26. I like the way that I look					
27. Most of my teachers like me a lot					
28. My friends like me a lot					
29. My family like me a lot					

Thank you for completing the questionnaire

Impact measure letter and guidance

Department of Educational Research
Formalised Peer Mentoring Evaluation Project
Canterbury Christ Church University
CANTERBURY CT1 1YD
Tel: 01227 782351

27.09.2007

Dear Peer Mentor Coordinator,

Formalised Peer Mentoring Evaluation - Impact Assessment

Thank you for the time you have given already to completing questionnaires etc relating to the evaluation. This is the final stage in data gathering. It is a aid to measuring *impact* and will both contribute to judgements on the effectiveness of mentoring schemes run last year and to a handbook on evaluating peer mentoring that the evaluation team is constructing with the Mentoring and Befriending Foundation (MBF). We have developed and piloted an instrument to obtain information relating to attainment, attendance, behaviour and any other significant area where you would have hoped the scheme would have an impact for the mentors and mentees who participated. We have set out the pro-forma to make this as easy and flexible as possible and are coordinating with MBF and the support agents to help with data gathering.

This is something of a challenge and our intention is that this can be filled in in one and a half hours and will draw mostly on data that is to hand. In the future, the idea would be that the 'pre' data would be recorded at the outset, that the 'post' data would be input at the end of the period and a school or organisation could compute the impact in a straightforward way.

Yours Sincerely,

Carl Parsons,
Professor of Education

Please return the sheets by post or email to:

Dr Catherine Knowles
Senior Research Fellow
Formalised Peer Mentoring Evaluation Project
Canterbury Christ Church University
CANTERBURY CT1 1YD
E mail: catherine.knowles@canterbury.ac.uk

Formalised Peer Mentoring Evaluation - Guidance on completing the Impact Assessment Form

There is an interest in discovering whether the peer mentoring experience - which is not without its costs to arrange - has *measurable* impact on key areas of the pupil development.

We want to use data schools already hold.

The purpose of this exercise is to define fair testing / comparisons of the pupils involved as mentors or mentees, before and after the mentoring experience. We propose that this be done for *Attainment, Attendance, Behaviour* and one *Other* area on which the school might have easily accessible data

There is a mentor and mentee sheet in Excel and they have identical formats.

Note that there is a third column for each of the four areas where a judgment can be recorded as to whether the figures indicate improvement, staying the same or deterioration. A confounding factor is that, during the early adolescent years, it is well known that on some measures it is 'developmentally normal' in our culture for a measured deterioration to be found (eg attendance and behaviour). Having a comparison group or norm levels can help to judge whether the deterioration is as great as expected.

When constructing the list and for your own records, you should type in names, but details of the young people on the sheets should not include their names when sent to us. When all is ready, simply save another version under a modified name with the names removed.

Attainment measures

Please enter the basis for the judgement of attainment used in box 1, eg for Y7 KS2 results; Y10 GCSE grade attainment (rather than prediction for end of Y11)

Take the *mean of levels or grades in the 3 core subjects* and give a single figure score: eg at the end of KS2, a pupil might have English 5, Maths 6 and Science 6 - mean = 5.66. It is noted that secondary schools often feel that primary schools' grading of pupils is inflated but it may be the best easily attainable attainment measure.

Attainment measures held by the school may take different forms from KS2 results for Year 7 to predicted, and then actual, grades for Years 10 and 11.

There is the expectation of half a national curriculum level progress per year and the table below offers a conversion from NC levels to GCSE

NC level	GCSE achievement level
Level 4	
Level 5	
Level 6	
Level 7	C
Level 8	B
Level 9	A
Level 10	A*

Attendance measures

Please enter the basis for the judgement of attendance used in box 2. It is suggested that the overall attendance rate over a period is used. Attendance should be more straightforward and we have specified the first part of the summer term in 2006 compared with 2007. For pupils in Year 7, the easiest measure is the first part of the autumn term compared with the first part of the summer term - though we know that attendance habitually falls off.

Behaviour measures

These may rely on teachers' recall but the school may have BromCom or another behaviour monitoring system which would allow comparison between two time periods. SIMS also provides this kind of data or there may be separately held contact logs.

Other measure

Mindful of the intention that peer mentoring relates to other elements of school and personal life and *Every Child Matters*, we have the Other columns in which change over time can also be registered. This might be an 'event log' where achievements are registered. There could be effort grades. It very much depends on what data the school has readily available for two time periods.

Ref: DCSF-RR033

ISBN: 978 1 84775 143 0

© Canterbury Christ Church University 2008

www.dcsf.gov.uk/research

Published by the Department for
Children, Schools and Families