

## **Jigsaw Mentoring Partnership**

### **Project Review and Recommendations, January 2006**

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## Executive Summary

The Jigsaw Mentoring Project was established in 2000 specifically to address the academic and social needs of ethnic minorities, particularly the black component, in and around the area of Burton of East Staffordshire. Currently, the majority of mentees are white, with Asians slightly fewer, and black in the minority, because there are fewer young black and minority people fitting the target group. It would be interesting to find out why there is this shift in demand, and whether the view of the Jigsaw Project Manager that young black people have moved out to other areas, is true.

The purpose of this evaluation exercise is to find out the extent to which the aims and objectives of the project are being met and how far the recommendations in the previous evaluation report have been implemented.

The aim is to increase the skills, confidence and capacity of the mentees, helping them to become more empowered and improve the quality of their lives. It is also to raise the mentors' awareness of social exclusion and disadvantages of individuals.

Objectives include:

- To provide customised one-one support for mentees.
- To build up a pool of suitable mentors.
- To provide necessary training for mentees and mentors.
- To publicise the success and good practice and keep partners informed.

The recommendations are mainly for the project team:

- To collect ethnic monitoring data for mentees and mentors.
- To compile management information on referral agencies, reasons for referral or non-referral and progression by age, gender and ethnicity.
- To distinguish between different aspects of progression of the mentees and the contribution of the project.
- To provide aggregated tabulated management information on given aspects of the mentors such as qualification.
- To compile list of accessible support agencies for the mentees.
- To seek continued feedback from the mentees about their perception of the project.
- To increase resources for monitoring of mentee progression and the production of project information for evidence-based decision-making.

The main findings of the evaluation are:

- Four educational institutions, namely, Paget, Abbot Beyne, De Ferrers and Burton College, accounted for 83% of referrals. A few other schools and the Youth service, parents, Mental Health Service, Connexions and the East Staffordshire Race Equality Council and self-referrals, were responsible for the remaining 17%.
- The mentees were mainly in good physical health and their problems were mainly to do with underachievement at school, and poor self confidence.
- Both mentees and mentors are adequately prepared for the mentoring process, through training and the provision of packs of information.

- The mentees had a programme of activities including workshops, excursions, and sessions with mentors.
- In general, male mentees could have male or female mentors whereas female mentees were assigned female mentors.
- The mentees were matched with mentors who were in occupations of the type to which the mentees aspired, or were good role models because of their industry and success.
- Mentors and mentees sometimes indicated with whom they wanted to be matched, whether because they had knowledge of one another, or because they wanted to gain a better understanding of a particular ethnic group.
- There were more mentees than mentors, but the project team found some mentors were happy to take up to three mentees in the interim.
- The Jigsaw team by and large had implemented most of the recommendations made in the last evaluation report.
- Both mentees and mentors were mostly satisfied with the project and made a few suggestions for improvement, such as to plan training times around when all mentors could participate, and to have more meetings to discuss progress.

The Jigsaw project partners appear to be committed to the project and intend to continue their involvement in it. The mentees have praised the positive impact of the project on their lives and have recommended it to their friends. The impression gained from the Jigsaw team is that it is more than a job to them. They want to make a positive difference to disadvantaged young people and have pledged to redouble their efforts to attract more resources for the advancement of the project.

## **Section One**

### **Introduction**

- 1.0 The Jigsaw Programme was set up to address concerns about the many young people in East Staffordshire, especially students who needed guidance in their lives and help with resolving personal issues. When the Director of the East Staffordshire Race Equality Council realised that a mentoring programme managed by Rotary in the United States of America could be replicated here in the UK, he decided to set up the Jigsaw Mentoring Project. Financial partners were sought and the project got off the ground in 2000.
- 1.1 The previous evaluation reports have given copious information about the meaning and origin of mentoring. This report will not re-invent the wheel and information on the nature of mentoring in general and historical information on the project, can be gleaned from the other reports, for example, the most recent evaluation report, which was prepared by Race Equality West Midlands, amended in May 2004 and finalised in September 2004.
- 1.2 The 2004 evaluation report dealt with:
- different perspectives on mentoring and stated that, ‘in the context of the Jigsaw Mentoring Project, mentors are intended to act as trusted advisers helping mentees to become more personally effective: not to impart specific vocational skills, what Parsloe and Wray term ‘community mentoring’.
  - the aims and objectives of the Jigsaw Mentoring Project.
  - the history of the project and the referral process.
  - approaches to the evaluation of the Jigsaw Mentoring Project – a summary of all the related evaluations undertaken and the extent to which the recommendations had been acted upon.
  - recommendations for the next phase of the project (2004 –2005).

## **Section Two**

### **Aims and Objectives of the Jigsaw programme**

2.1 The aims of the Project were stated as:

- To increase the skills, confidence and capacity of the mentees in order to improve the quality of the life and empower them to participate fully and effect the decision making processes in their locality and to obtain equal access for opportunities, not to suffer through ignorance of their right and become self reliant members of the society.
- To raise the mentors' awareness of social exclusion and the disadvantages of individuals. Further to facilitate them in understanding the diverse needs of these groups and provide opportunity for them to support less experienced members of the society.

2.2 The project objectives were given as:

To provide customised one-one support to individuals who might otherwise be unable to access mainstream provisions in East Staffordshire and to develop life skills, self-esteem and confidence.

To develop a pool of mentors from the local population who have been successful in their respective professions.

To identify and establish a pool of potential mentees who could benefit from sustained one to one advice, guidance and support.

To provide necessary training to mentors and mentees, for effectiveness and efficiency purposes.

To provide coordination, establish contact protocol and feedback opportunities.

To publicise the success, provide information to funders and the REC executive, and disseminate good practice.

## **Section Three**

### **Recommendations of the 2004 Evaluation**

- 3.0 The Recommendations of the September 2004 Evaluation were set out in Chapter 8 as follows:
- 3.1 To gather ethnic monitoring data on mentees and mentors, using the standard CRE-recommended ethnic monitoring categories, and to present this in tabulated form that can be readily accessed by funders, managers, the general public, project evaluators, mentors and mentees.
- 3.2 To compile aggregated management information on reasons for referrals, institutions making referrals, reasons for non-referral, project retention rates, and progression by age, gender and ethnicity.
- 3.3 To put into place systems for gathering information on mentees at induction and completion to measure and demonstrate individual achievement and progression and the value added by the mentoring programme.
- 3.4 When attempting to measure progression, to distinguish between improvements in (i) basic life skills, (ii) basic social skills and (iii) basic academic skills, and to compare the project's contribution to each of these.
- 3.5 To provide aggregated tabulated management information on mentors' qualifications, knowledge, skills, experience and involvement in providing education, training or human resource management.
- 3.6 To provide a more detailed description of the principles and process employed (i) in referral of individuals selected as suitable for mentoring and (ii) when matching mentors to mentees.
- 3.7 To include health and safety guidelines in the Jigsaw mentoring Partnership.
- 3.8 To conduct an audit of both mentors and mentees as to what resources they think might contribute to the mentoring relationship, or the mentee's personal development, to included information technology and electronic communications.
- 3.9 To compile a list of the local agencies and sources of support and resources which mentees might easily access.
- 3.10 To produce aggregated tabulated management information on mentor-mentee contact, attendance and/or time keeping.
- 3.11 To consider relating measures of progression to primary reasons for referral in order to demonstrate improvement in initial performance.

- 3.12 To undertake a regular on-going audit of how mentees perceive the mentoring programme, what they seek to gain from it, and what they feel their needs to be.
- 3.13 To clarify and restate the Jigsaw project's policy on gender and ethnic matching of mentee to mentor.
- 3.14. To produce a comprehensive account of the different techniques and skills that are utilised at the four stages of the mentoring process: pre-mentoring referral, mentee-mentor matching, the ongoing mentoring process, and preparation for autonomy and independence.
- 3.15 To produce comprehensive data on the post-mentoring destinations of the mentees.
- 3.16 To increase the resources available for, and to devote more staff time to, the monitoring of mentee progression and the production of project information for evidence-based decision-making.

## Section Four

### The project in 2004 –5 and the implementation of the recommendations

- 4.1 This section of the evaluation focuses on the progress of the programme and the extent to which the recommendations of the 2004 evaluation have been implemented. To assist in the evaluation, the project manager, Joyce Grundy, provided a CD and hard copies of records as evidence of activities during the period since the last evaluation conducted by REWM in September 2004 and up to November 2005. An in-depth interview was conducted with her to clarify and fill any gaps in the data. A good starting point was to find out about the mentoring needs and how they were determined.

#### *Mentoring needs*

- 4.2 Joyce Grundy, manager of the Jigsaw programme, was asked, 'What are the main mentoring needs you have come across?'

She said that among the white mentees, self esteem and lack of confidence were the main needs. African Caribbean and mixed heritage young people had specific needs and that they were usually related to the absence of a male father figure in their lives. Consequently, role models are sought so that there can be an exchange of life skills. The mentors had to be flexible, adaptable and willing to make the effort to customise an intervention programme to suit the needs of mentees. She said there was a strong tendency for black females to lack the knowledge they needed about what was possible for them to achieve and also about the possibility of role models to guide them.

- 4.3 *A section of one of the recommendations was that information on reasons for referral should be collected.* The information in section 4.2 is therefore of particular relevance, as is information below in 4.6 and 4.7.

- 4.4 Once the need for mentoring has been established and a scheme put in place, the next step is to publicise the service. Joyce was asked, 'How do people hear about your mentoring scheme?'

She said the main ways were by 'word of mouth', posters and other publicity materials', 'displays and presentations', 'local radio and the Burton Mail' and through the four ESREC projects: Connecting Communities, Community Development, Ease into work and Partnership Against Crimes of Hate (PACH). Her response indicates that the programme management team is working hard to spread the message.

#### *Jigsaw partners*

- 4.5 Organisations are encouraged to work in partnership and the Jigsaw programme is no exception. The Jigsaw programme was made possible through the support of financial partners, namely the Big Lottery, Esmée Fairbairn Foundation, Children's Fund, Connexions Staffordshire, Advantage

West Midlands, E.S.R.E.C. Investor in People and National Mentoring Network (NMN), approved provider, have made awards of recognition to the Jigsaw Mentoring Programme.

- 4.6 Joyce was asked whether the partners were involved in the selection of mentees. She said their only involvement was in providing funding, and also that the targets for the project were governed by the Big Lottery. The partners had to be given regular reports as evidence that funds are used appropriately. The Jigsaw had been required by some partners to make the project more inclusive. It was therefore, important to find out about the selection criteria.

*Criteria for selecting mentees*

- 4.7 Joyce was asked to ‘List your selection criteria (for mentees).’

She said that the fundamental criterion was identification of a real need, particularly regarding underachievement of young people aged 13 and above. Referrals were mainly from schools and other agencies, parents and self.

- 4.8 Joyce was asked, ‘What factors do you consider when preparing the selection criteria drawn up?’

She began by contextualising the programme. She said that the programme first started on 10 September 2000. She said that ethnic minority young people were the initial target group. It was aimed at those who were underachieving at school, had been excluded, likely to become offenders, those needing role models and guidance and a need for contact with positive males. Social factors affecting the achievement of BME communities especially in education were a strong factor. Single black mothers in particular, needed assistance with their education and that of their children.

- 4.9 She was also asked, ‘In what ways do you involve young people in the design of the selection process?’

She said that they were not directly involved, but ideas were gleaned from their evaluation of personal development workshops which asked them what they wanted out of Jigsaw, and also the suggestions they made when planning trips. She gave the example of the Inter-mix project which was a direct result of the mentees saying that the needs of mixed race young people needed to be specifically highlighted.

*Preparing mentees for participation in the mentoring scheme*

- 4.10 The mentee pack contains information on what mentoring is, aims and objectives of the Jigsaw programme, confidentiality, who are the mentees, benefits for mentees, mentee guidelines, application form and the mentee contract with Jigsaw.

- 4.11 The third recommendation of the 2004 Jigsaw evaluation report was that a system should be put in place to gather information on the mentees at different stages of the programme in order to demonstrate individual achievement and added value. To comply with this recommendation, those applying to become mentees were requested to complete a twenty-nine-question form, which built up a picture of their lives. This information could prove useful in helping the manager and coordinators in conjunction with the mentors to tailor-make individual programmes for each mentee. The form contained a list of descriptions that many young people gave about their life situations and feelings about them. The mentees were asked to indicate how they compared, by ticking boxes and columns labelled, ‘Not like me’, ‘A bit like me’, ‘A lot like me’ and ‘Just like me’.
- 4.12 Mentees were expected to take the programme seriously and so they were given workbooks in which they were required to record their goals for the month and also to summarise the outcomes of the month. The workbook contained a calendar for recording meeting dates etc. They also had to record comments on the meetings. This exercise could provide useful information on the operational aspects of the programme.

*The mentees, parents and guardians*

- 4.13 The first data input on the CD, provided information on the parents of the mentees and the mentees themselves: parents’/guardians’ names and contacts, the year or period of the mentees involvement in the programme, the names of the mentees, their addresses and whether a letter from each parent was required. There was also a column with the initials of the coordinators. The coordinators were the staff and manager of the programme.
- 4.14 Not all the mentees had the same surnames as their parents. Table 1 shows this:

**Table 1**

**The surnames of mentees**

<b>Total number of mentees</b>	<b>Mentees with Asian names</b>	<b>Mentees with different names from parents/guardians</b>	<b>Mentees with same names as parents/guardians</b>	<b>Insufficient or no information</b>
132	50	31	35	16

- 4.15 The thirty-one with names different from their biological parents were probably not living with their parents but with their guardians, or their fathers were different from the husbands of their mothers or they were in de facto relationships.  
The thirty-five with the same names as parents or guardians were likely to be with their biological or adopted parents.

A few only gave their Christian names, so no conclusion about status of parentage could be drawn.

4.16 One hundred of the mentees were in year one and thirty-two were continuing for the period 2004/2005. Not all of the mentees had been matched with mentors. This was due to a shortage of mentors. The manager and her team were aggressively seeking mentors to rectify the shortfall. To deal with the shortfall in the short-term, some of the more experienced mentors had up to three mentees, a sign of their commitment and support for the programme.

4.17 *The first recommendation of the 2004 evaluation report*, was that there should be ethnic monitoring data presented in usable form. The project manager acted on this and so the CD recorded the date and year of birth, telephone contact and ethnicity of the mentees.

4.18 The information recorded showed that:

The oldest was born in 1947, the next in 1952, another in 1966, another in 1976 and another in 1978. Eight were born between 1980 and 1985. All the rest were born after 1985 with 70 between 1985 and 1990 and 49 in the 1990s. This showed that the mentees span quite a wide age range. Of special relevance to the first recommendation is the following data on ethnicity:

**Table 2**

**Ethnicity of the 2004-2005 intake of mentees**

<b>Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
Asian Pakistani	48	36
British whites	46	35
Multi-heritage (mixed race)	18	13
Black or British Caribbean	7	5
Black or Black British African	3	2
Black or black British	2	1
White American	1	0.75
Asian Bangladeshi	1	0.75
Asian or British Asian Indian	1	0.75
White and Asian	1	0.75
Cuban	1	0.75
Not stated	3	2
Total	132	100

4.19 The information shows that Asian Pakistani (36%) are in the majority followed closely by British whites (35%), then mixed-heritage, mainly White and black Caribbean (14%) and then a relatively small number of black mentees, predominantly black students (9%). The other 4% comprised the Cuban, Bangladeshi Asian, British Asian Indian and one white. There was also one Asian mixed heritage, probably singled out because of the rarity of this ethnic mix. The ethnic distribution is not surprising, because Pakistanis

comprise the majority of the BME population of East Staffordshire. According to the 2001 census, whites (97,440 or 94%) are the vast majority of a total population of 103,770 in East Staffordshire. Black and Minority Ethnic population comprise 6.1%. Of these, there are 3,862 Pakistanis, or 3.7% of the population. This also constitutes more than half of the BME component.

4.20 A significant finding was the large proportion of white mentees. The 2004 evaluation report pointed out that objectives of the programme were clarified following a successful resubmission of applications for funding and that ‘potential mentees are no longer limited to members of the ethnic Asian or Black Caribbean population and include white young people’ (page 5, para 2.3). Funding for the first intake of mentees in 2001 was given on the basis of an application specifying only ethnic African Caribbean and Asian beneficiaries. Of note is that African Caribbean then comprised the majority (55%) whereas in the 2005 period they are in the minority (9%). Since the project opened up to white young people, a large number have been admitted. They (46 or 35%) are just behind the Asians (48 or 36%), which are the majority of the current group. We were curious as to find out why the number of Black had declined. Joyce shed some light on the matter. The black population of East Staffordshire, and Burton in particular, from where most of the mentees come, is very small. In 2000, there was a relatively substantial number of young black people in the right age group needing the intervention, but by the end of 2004, the number had drastically diminished, according to Joyce, because black families relocated or got into mixed-race relationships. Anecdotally, there seems to be fewer births among black families. Mixed-heritage mentees are on the increase and the Intermix project is evidence of this.

4.21 In order that the manager, coordinators and mentors know whether they need to make any special health provision, the mentees were asked to indicate any disabilities and physical/mental or social health concerns and whether they needed help. This is how they responded:

4.22 The majority said they had no disabilities. The disabilities were as follows:

**Table 3**

**Nature of mentees’ disability issues**

<b>Nature of health issue</b>	<b>Number of mentees</b>	<b>Percentage</b>
Allergies (to drugs, asthma, eczema)	15	
Physical (wheelchir bound, arthritis, perthesdiesus)	4	
Learning (ADHD, learning difficulties)	3	
Deaf	1	
Prone to self-harm	1	
Total with issues	24	18
No health issue indicated/did not respond	108	82

In general, disability was not a matter of concern for the mentees. Only 24 of the mentees, or 18% indicated any form of disability. This would have been important as provision would have had to be made to include people with any form of disability.

- 4.23 The mentees were asked whether they needed help with any health problem. Again, only a small number (20 or 15%) stated that they had problems. Problems stated were:

**Table 4**

**Health Problems**

<b>Need help with</b>	<b>Number of mentees</b>
My spots	1
Disability/mobility	2
Fitness and health	7
Quit smoking	3
'Killing me but I like it' (not elaborated)	1
Lose weight	3
Weak chest and infections	1
Build confidence	1
Information on health (Huntington's)	1
No problem indicated	112 (85%)

The project is not geared to deal with health issues, so it is an advantage not to have too many health problems to deal with.

- 4.24 They were asked if they were worried about any thoughts/feelings they had. They responded thus:

**Table 5**

**Worrying thoughts and feelings**

<b>Worrying thoughts and feelings</b>	<b>Number of mentees having them</b>	<b>Percentage</b>
None, N/A, no response	117	89
Yes, but no details given	4	
Need of freedom	3	
Inability to trust	1	
Need for love	2	
Segregation	1	
The future	3	
Not being in work	1	
Total with worries	15	11

As mentioned above, this information on health would help the mentors and project coordinator to develop strategies to deal with individual needs of the mentees, but there was not a great need in this area.

4.25 *The second recommendation* was that a system be instituted to record referral details.

4.26 Joyce was asked, ‘What factors do you consider when choosing referral agencies?’

She replied that on the contrary, the agencies chose them. The Jigsaw team sent information to schools and other relevant organisations as well as visited schools to introduce the project and show their willingness to assist with difficult situations involving young people.

4.27 The database on CD showed that schools/educational institutions were the main referral agencies for mentees. Paget High, Abbot Beyne and De Ferris were the main referral agencies. They sent 103 (78%) of the 132 mentees. Below is information on the referral agencies and numbers of mentees referred.

**Table 6**

**Referral agencies**

<b>Referral agencies</b>	<b>Number of mentees</b>	<b>Percentages</b>
De Ferris	10	7
Paget High	65	49
Abbot Beyne	28	21
Robert Sutton Catholic School	1	0.75
Ashby School	1	0.75
John Taylor High School	2	1.5
Derby University/Burton College	9	6.8
Derby College	2	1.5
Saton Hill School	1	0.75
Stretton Brook	2	1.5
Puil Referral Unit	1	0.75
Paulet High School	2	1.5
Others: Youth service, parents, Mental Health Service, Connexions and the East Staffordshire Race Equality Council	8	6

This information was corroborated by Joyce's response to the question,

'Who are your main referral agencies?'

She gave much the same information as was recorded on the CD.

- 4.28 Information was also required about date of joining, contract end date, from where referred, reason for referral, whether matched and date matched. The data collected showed:

**Table 7**

**Joining information**

<b>Joining date</b>	<b>Number</b>	<b>Percentage</b>
2005	70	53
2004	34	25.75
2003	14	10.6
2002	7	5.3
2001	1	0.75
1989	1	0.75
Not accounted for	5	3.78

- 4.29 There did not appear to have been any set month for joining. One would have expected September to be a popular month to coincide with the start of the school year, but July, February and November seemed to be slightly more popular.
- 4.30 Fifty-six were referred by schools for reasons including identity crisis and confidence issues, career guidance, behavioural problems and underachievement. Forty-eight were self-referred and the main reasons were emotional and confidence issues, career development and family problems. The main schools indicated were De Ferrers High School, Paget High School and Abbot Beyne High School.

**Interview with referral agencies.**

In addition to the information provided by the Jigsaw team, it was felt that firsthand information from the referral agencies would strengthen the report. The three agencies interviewed were De Ferrers High School, Abbot Beyne High School and Burton College. Unfortunately we were not able to contact Paget High School, which is the largest referral agency. They were asked eight questions about their experience with the project.

- Q1. Roughly how many young people has your agency referred to the scheme in 2004 – 2005?

Only Abbot Beyne which referred 30, stated a number.

Q2. Will your agency refer young people again for the 2005-2006 Intake?

The three agencies, namely De Ferris, Abbot Beyne (where a new person will be taking over the responsibility for referrals soon), and Burton College (with the current person in charge leaving in 2 weeks) said they would. Continuity of personnel could be a problem.

Q3. What are the main reasons your agency refers young people to the Jigsaw project?

The answers were:

- According to one school, they encouraged self-referral so that mentoring would not seem like punishment. In this way, the students would be able to determine their needs and seek the intervention they needed.
- In the hope that mentoring would encourage students to improve their attendance, behaviour, confidence and personal development.
- Because of the close working relationship with ESREC and because they knew Joyce personally. This was an interesting reason because it showed confidence in the project and the people involved.

Q4. Have the young people benefited from participating on the scheme?

Two agencies said 'yes' and the other was unsure.

Q5. How do you know they have benefited?

The reasons the agencies knew, were because the mentees:

1. maintained contact with them.
2. had gone on to further education and found employment.
3. had kept in contact, had become more motivated and seemed pleased to have someone showing interest in their lives. They had also benefited from having positive role models.

One was unsure as not much feedback had been received from the mentees.

Q6. On a scale of 1 to 5, (1 very dissatisfied, 2 dissatisfied, 3 neither satisfied or dissatisfied, 4 satisfied), how would you note your agency's experience of the Jigsaw project?

Two said they were very satisfied with their experience with the Jigsaw project, while one was neither satisfied nor dissatisfied.

Q.7. Have you any positive comments or points to make about your involvement with the Jigsaw Project?

All three said they had positive comments to make. The comments were that:

- the Jigsaw programme was very helpful to individuals.
- the work which the Jigsaw team did with the prison service was excellent. Joyce and the staff at the Jigsaw project were doing a wonderful job and they were encouraged to 'keep up good work'.
- the project was very well organised and managed, and the mentor training was excellent.

Q8. Have you any criticism or recommendation for improvement?

They all had, and the main ones were that:

- more contact needed to be made by the Jigsaw team.
- there was too much focus on minority ethnic groups and the target group needed to expand.
- more input from the people who run the referral organisations was needed.
- there was too much delay in allocating a suitable mentor for the pupils at school, and that there should be more meetings during term time.
- economic disadvantage and social deprivation were the main issues and there was a possibility that a white young working class person could derive more benefit from mentoring than a black middle class one.

### *Recommendation*

That the Jigsaw team emphasises their inclusive approach to the programme, making it more visible/apparent to the referral agencies so that they gain a clearer understanding of the modus operandi.

As noted above, the majority of the current mentees are white, a reversal of the situation when the project began in 2000.

4.31 Joyce, the manager was asked,  
'What are the main reasons why some mentees refer themselves?'

She explained that some of them wanted support in their educational and career pursuits but a major reason was a need for emotional support. She said that some children, especially black boys felt isolated and craved a meeting with their estranged fathers. The mothers tended not to entertain this need because they feared it would result in them having to revisit a painful experience. Mixed heritage children had to cope with mothers who did not want them to have contact with their fathers because of fear that the fathers' culture might be favoured by the children. In other words, parental insecurities sometimes resulted in trauma for the young people. She also found that the young people became badly shaken up by disasters and some referred themselves after 9/11 Twin Towers disaster in the USA and after the 7/7 London bombings, in a search for emotional support.

- 4.32 The fact that some young people had to refer themselves could be construed as the result of their needs not being identified by agencies. Joyce was asked, 'Why should some people believe needs are not being picked up by the system/agencies?'

She said it could be that the young people's needs did not fit the criteria of the referral agencies or that they failed to recognise the cultural needs of the young people, especially the black ones, and consequently the underlying reasons for their disaffection and offending. As mentioned above, one referral agency supported self-referral and felt it would have a more positive outcome.

- 4.33 Joyce was asked, 'Is there an upper limit on the number you can accommodate on the programme?'

She said that ninety mentees per year was the target but they tried to accommodate all by assigning up to three mentees to a mentor, though the normal procedure is to have one mentor to one mentee. She also said that they were mostly able to meet the needs of all the applicants. They were constantly recruiting mentors and running development workshops and holding social evenings to thank mentors in an effort to retain their services. Nevertheless, there was a shortfall.

#### *Matching mentor to mentee*

*The sixth recommendation* required detailed information on the process of selecting mentees referred, and the matching process. Adequate information has been provided. However, there appeared to have been a total acceptance of the reasons given by the referral agencies rather than judging them against the Jigsaw criteria. A system of checks and balances would make the process more systematic.

#### *Recommendation*

It is therefore recommended that in the future the project team have some measure in place to make objective assessments of the mentees' suitability for mentoring. There seemed to be a tendency for the project team to play it safe and accept all referrals and self-referrals.

- 4.34 Maximising the benefits especially to the mentee, is a major consideration when matching a mentor with a mentee.
- 4.35 Seventy-two of the 132 mentees were matched. The matching generally happened within six months. There were a few interesting ones such as the mentee who joined in 2001 and was matched in 2005, and one who joined on the 10/04/2003 and was matched on 26/03/2003. One of the Jigsaw staff members explained that not all mentees had been matched because there were more mentees than mentors. As mentioned above, long-term and experienced mentors took on up to three mentees as a short-term solution.

### *Recommendation*

That every effort be made to speed up the matching process and find new strategies/techniques to boost the number of mentors recruited.

- 4.36 Information on the matching process was also recorded. Forty-eight mentees had gender matching for reasons including:
- The mentee's cultural and ethnic background and vulnerability issues, and a need for good role models
  - Mentee requested a mentor that would benefit him/her.
  - A trusting relationship had been established previously.
  - The mentor is from the mentee's chosen field of interest.
  - Request for a particular ethnicity or gender especially among the black mentees.

The Jigsaw team have found creative ways of meeting the needs of the mentees amidst the shortage of mentors. This is commendable and until they have adequate resources, this flexibility is to be encouraged so that no young person (or older) with a need is left out in the cold. However, the policy is that while male mentees can be attached to either female or male mentors, female mentees can only be attached to female mentors.

- 4.37 There were a few unusual matches because of the particular experience of the mentor and the need of the mentee. In one case, after very thorough discussions which included the mentee, a female mentee was matched with a male mentor who was able to provide the type of support she needed.
- 4.38 The tendency was for mentees to be matched with mentors in the profession/career to which the mentees aspired, or with mentors who could guide and motivate the mentees in their pursuits of educational goals.
- 4.39 Another interesting consideration in the matching process was whether cross-cultural matching could benefit the mentee socially. A mentee who had problems with a particular race might be matched with someone from that race to help the mentee to learn and gain understanding of the race in question. Common interests, experience in special areas, commitment, geographical location and request from mentees also influence the matching procedure.
- 4.40 Joyce was asked,  
'How have mentees who have been ethnically matched with mentors felt about the benefits of the scheme?'

She said they have been very positive. She mentioned a particular case where a black female life coach mentored a multi-heritage boy. Presumably her black attributes resonated well with him.

- 4.41 She was also asked,

‘How do mentees who had a mentor of a different ethnicity feel about the benefits of the scheme?’

She felt they were happy because they got what they wanted from being matched with mentors who could meet their needs.

- 4.42 Another question was,  
‘Is there any great value in ethnic matching?’

Joyce explained that a major benefit was that the mentor was able to help the mentee to plot a clear life/career route because of a common cultural background. She said that was particularly so for black young men.

The information showed that in the matching process the needs of the mentees were taken into consideration and there were no rigid rules, so that where advantageous, inter-racial and inter-gender matching occurred.

### *Recommendation*

Meeting the needs of the mentees is the main purpose of the programme. Therefore it is recommended that the project team continue to keep this point in mind.

### *The Jigsaw Staff*

- 4.43 The mentors and mentees need the support of a skilled and well-equipped staff to coordinate the programme and assist them in their mentoring role. Joyce was asked to indicate how equipped her staff was to deal with youngsters referred by schools and youngsters with learning difficulties. She felt that they were reasonably well-equipped.

- 4.44 She was asked to  
‘List some of the things you do to ensure that your staff is sufficiently skilled.’

She said training was provided and that high calibre staff was recruited. All the current staff were graduates and they were constantly accessing relevant courses.

- 4.45 She was also asked whether her staff visited schools/other referral agencies and what they saw as the main reasons for such visits. She said they visited schools and other agencies when there was a need, such as to resolve issues and for recruitment of mentees. However, the main reasons for visiting schools were to make connections with teachers or persons making referral and/or to see the young person. They also needed to be visible and arrange inductions. Sometimes the young people wanted the staff to act as advocate and attend exclusion meetings.

From discussions with the project manager, it became clear that not all the referral agencies were totally committed to the project. In some cases young

people from these agencies referred themselves when their needs for mentoring were not picked up by the agencies.

#### *Recommendation*

Develop a strategy to win and hold the confidence of the agencies and reassuring them that the project serves a useful purpose in addressing the problems of young people, which in turn benefits the school, in that the young people's achievement is likely to improve as a result.

#### *Referral to Connexions and other agencies*

- 4.46 Joyce said that clients were referred to Connexions mainly because they had no Personal Advisors or had not heard of the role Connexions could play in helping them plot a direction in life. Connexions would be called and the referral made over the phone. As a partner, Connexions would have a list of the mentees and so would have some knowledge about those referred to them.
- 4.47 Referrals were made to other agencies when special assistance was needed. Relevant agencies would be approached in such situations as drug abuse, sexual issues, housing problems. Social Services would be contacted in cases where young people under 16 had left home or were having problems at home. This suggests that Jigsaw works in partnership with other agencies to meet the needs of the mentees.

#### *Recommendation*

The Jigsaw team did not brush issues they could not themselves deal with, under the carpet but involved experts when necessary. It is recommended that this practice be continued with even more vigour.

#### *Value added*

*The third recommendation from the 2004 evaluation* was that some measure be put in place to measure value added. This has been attended to as can be inferred from the information below.

- 4.48 The value added by the mentoring programme is a key measure of its success, and so Joyce was asked some related questions, which would shed some light on the situation. She was asked,

‘In your view what are the major success factors of the programme?’

- 4.49 She gave a list namely:

- The many young people who had progressed to a university education. She described this as ‘amazing’.
- The exposure of young people to information not readily available.
- The opportunity for young people to engage with one another.

- The opportunity for white professionals in decision-making positions to gain understanding of other cultures.
  - The delivery of a professional programme and the retention of mentors and mentees.
  - The opportunity to engage with schools.
  - The way the community of Burton embraced the project and the strong relationships that have been built.
  - Continuity in the programme: Jigsaw is not a one-hit wonder.
- 4.50 *Part of the second recommendation* was that information on retention rate be recorded. To further explore the retention of mentee question, Joyce was asked,  
‘What is the dropout rate of mentees on the programme?’
- She said it was about 5 –10%. The main reason they gave for leaving the programme was either that they did not feel they needed a mentor as such, but wanted to access the fun bits of the programme such as the trips, or that they found they were not really ready to take up mentoring.
- 4.51 Although the dropout rate was small, Joyce was asked,  
‘What sort of support would you need to encourage them to complete the programme?’
- She felt that other programmes, which were more appropriate for the needs of some mentees, to complement the Jigsaw programme would help. She gave the example of four or so mixed race participants who had an identity crisis but saw where the Jigsaw programme could be more of a threat than helpful. This was often exacerbated by the behaviour of white mothers who were afraid that their children would take on a black identity and forget the white part of their culture, if they were assigned a black mentor.
- 4.52 Joyce was also asked to list the five major ‘best practice’ features of the project. She replied thus:
- Having good clear and concise information in a pack.
  - Having all the policies and procedures done.
  - Having a thorough training programme for the mentors, valuing the mentors and the reciprocal accessibility between mentors and the project team.
  - Treating the mentees as adults.
  - Provide mentors with personal information which would give some indication of the types of issues in the mentees’ lives as well as the attitudes that mentoring could help.
  - Giving additional incentives to attract black mentors such as tickets to big events and special events to thank mentors. Giving awards to those sticking to the programme for a minimum of three years.

#### *Recommendation*

That the team provide similar incentives to win the support of all partners including difficult referral agencies and parents.

- 4.53 To reinforce the information on value added, Joyce was also asked, 'How would you describe the value of the scheme to mentees, mentors and referral agencies?'

Four choices were given: excellent, good, satisfactory and of no benefit. She said the value to all three was good, adding that it was also an eye opener to the mentors. She felt that to a large extent, the scheme had provided added value to the lives of the mentees and others concerned. As proof of this she gave the retention rate of the mentees on the programme and their return to visit the project and seek continued support or just simply to keep in touch. The mentees might, however, have stayed on the programme and maintained contact because of the fun element, rather than the fundamental changes to their lives e.g. change in lifestyle (e.g. cessation of crimes), better academic performance.

- 4.54 Joyce was asked a further question, 'How do you get feedback about the effect of the mentoring on the mentees *from the mentees themselves?*

She said through the evaluation process as the mentees were required to evaluate activities.

*from the mentors?*

- She said she was in constant contact with the mentors who gave feedback.
- The independent evaluations conducted also captured this.

*from the referral agencies?*

Feedback about the extent to which the mentees had improved/were improving was sought from the agencies, but the responses could have been more substantial. Schools were the least helpful. Feedback from the agencies would have indicated the extent to which the project had achieved its objectives, and therefore one measure of its success.

*Base-line information from the mentees*

- 4.55 In order to determine the value of mentoring to the mentees, it was important to have some information against which an assessment could be made at the end of the contract. Personal information that could give some indication of issues and attitudes in the mentees' lives, was therefore sought. This information could be used in planning the programme for the individual mentees.
- 4.56 They were asked about the best and worst things about their lives at present. They also had to record some information in five columns numbered 1-5 to indicate how the scenarios given were similar to their own experiences.

**Table 8**

**The Best things about life were**

<b>Best thing</b>	<b>No of mentees</b>	<b>Percentage</b>
Family/home	43	33
School	11	8
Other	1	0.75

Only some of the mentees provided information. The rest were either unwilling to give an answer, previous coordinator had information, or there was an age issue.

Family and home were rated highly 43 (33%). Next in importance was school, chosen by 11 (8%).

**Table 9**

**Worst things about life at present were**

<b>Worst things</b>	<b>Number of mentees</b>	<b>Percentage</b>
School	20	15
Family/home	26	19
Other	1	0.75

The reasons for some mentees not giving information were the same as those for 'best things' above. Family and school were placed in both Best and Worst columns by some of the same mentees. Is that a true reflection of how they viewed their lives? Were they confused/unclear about what they were asked to do? Were they just careless in their responses? Possibility aspects fall into both categories.

*Most important things in their lives at present:*

4.57 Family was ranked very highly (with 22 indicating that), school and education was next (given by 13) and friends was third (given by 7). God, recreation and fun, work and freedom were others stated. N/A accounted for 48 and 20 for no responses.

**Table 10****Enjoyed most about school/work**

<b>Enjoyed most about school</b>	<b>Number of mentees</b>	<b>Percentage</b>
learning	19	14
friends	27	20
Nothing, including one who said school was 'shit'	4	3
getting paid	2	1.5
smoking drugs and chasing girls	1	0.75
lunch and free time	2	1.5
not having to go to school	1	0.75
N/A /nor response	76	57.5

Friends scored higher than learning which came second. School therefore, served more of a social function than an educational one for many of the mentees.

**Table 11****What they liked to spend money on**

<b>Liked to spend money on</b>	<b>Number of mentees</b>	<b>Percentage</b>
clothes (and included a few items such as music and books in thisgroup)	34	25.75
renting games	10	7.5
fags and food	4	3
everything/anything they need	4	3
self and family	3	2
phone/phone credits	3	2
savings	2	1.5
nothing	2	1.5
none of your business.	1	0.75
N/A or no response	69	52

Clothes and games were the main ones, with fags and food, self/family and phone next. Savings also featured and one did not consider it any body's business.

### *What they would like to be different about their lives*

This was an important question because their responses could be factored into the design of their individual mentoring programme. Below is a table showing what they would like to be different about their lives.

**Table 12**

#### **Like to different about life**

<b>Like to be different about their lives</b>	<b>Number of mentees</b>	<b>Percentage</b>
confidence	11	8
school attainment	7	5
future life	7	5
friends and relationship	6	4.5
being employed	6	4.5
financial situation	4	3
nothing	3	2
to lose temper less easily	1	0.75
trust others	1	0.75
family health and happiness.	1	0.75
N/A, no response	85	64

Most of them wanted a change in their confidence level. School attainment, the future, friends/ relationships and employment followed with one wanting to control his/her temper, trust others and experience family health and happiness.

#### *Qualifications and employment status of mentees at the end of the contract*

- 4.58 Data was also collected about qualifications of mentees at the end of the contract, post-mentoring destination, employment status, interest and preferred careers. This data provide some information about the mentees path on completion of programme
- 4.59 The data showed that apart from eleven in full or part-time employment, all others were in education at school or college and a few unemployed. This showed that for many the mentoring programme was not a terminal activity but more like a boost for their future career.
- 4.60 To enrich the information on the database, Joyce was asked, 'Roughly what proportion of your 2004 intake:  
*found employment?* Joyce said this was a difficult one to answer as the majority was still in full time education. From this information, it can be inferred that where basic academic skills were concerned, progression was mainly along the education continuum and most were still in education.

*returned to education?* Joyce reckoned that about 20% of older elements returned to education.

*improved performance at school?* Joyce said about 40%. The fact that some returned to education and there was improvement in school achievement is further positive evidence for positive academic progression.

*improved their self image?* She said about 70%

*improved relationship with others?* She said about 75%

*got back on the good side of the law?* She said there were about 4 young people who were on the wrong track and remained on the wrong track. Over the life of the programme Joyce reckoned that many got back on track through the effort of many years.

Joyce's responses were impressionistic, rather than scientific. She surmised that the majority of the mentees had improved academically, socially and personally. Though anecdotal, it lends supports to the objective '... to develop life skills, self-esteem and confidence'.

### *Recommendation*

The project team is encouraged to continue the hard work so that more young people can receive guidance and support.

4.61 *The fourth recommendation in the 2004 report* was to do with progression. One of the final sections of the database asked for comments about progression. The comments recorded, can be loosely placed in the following categories:

#### *Personal*

- That the mentees had been given sound advice and the Jigsaw staff had supported the mentors.
- Some mentees were slow in changing their views on certain cultural issues, some of which had led to threat of prosecution in the past.
- Some mentoring relationships were fine but difficult areas remained and were stumbling blocks in their lives.

#### *Academic*

- Some had benefited, had charted a career path and were even proceeding to university.

#### *Social skills*

- Confidence level was greatly improving for most mentees and they were less shy and were mixing more freely. In the rare instances where help was necessary, professionals assisted mentees with more serious self-image issues.
- Mentees had made great progress and were forming strong relationships.

- Many mentees participated in most of the activities of the mentoring scheme, bonded well with mentors and had maintained contact with mentors after leaving the programme.
  - Some mentees had been so satisfied with the benefits received, that they had referred friends to the course.
- 4.62 There was no information to suggest any improvement in basic life skills (taken to mean literacy, numeracy and English).
- 4.63 There was no comment to suggest the scheme had not been beneficial in some way.

#### *Recommendation*

An effort should be made to collect information on improvement in life skills so that a fuller picture can be given of the achievement of the project.

#### *Continued intervention*

- 4.64 Some final comments on the database pointed to the need for continued intervention for a few who were still experiencing identity confusion. Some comments were particularly encouraging because they showed the willingness of some mentees to continue their personal development drive and their commitment to the programme. Placement arrangements were made to give them further assistance, and some mentees were being introduced to other social networks. Some even wanted to continue their relationship with mentors in 2006. However, there were a few parents who did not want any outside interference in their lives and made the mentoring process difficult.

#### *Attendance and behaviour*

*The ninth recommendation required that information be kept on attendance and information in this section addresses this.*

Another section of the database compiled information on attendance, behaviour, social skills, learning skills, school comments, and school monitoring (during) of the mentees. Monitoring of the mentees was key to this section. However, data were sparse. A few schools made comments which mainly indicated that:

- mentees had trouble integrating and forming relationships,
- managed time badly and were behind in course work,
- had supportive family but lacked confidence,
- had truancy issues,
- some used popularity to influence others,
- the resentment to a particular Year 11 student from a particular ethnic group because of her associations with older men.

It can be inferred that attendance was not excellent as truancy and poor time management was noted.

- 4.65 In the next section the same information was sought but for Attendance 2 and school monitoring (end).  
There appeared to have been no school monitoring at this stage as the responses were 'no'. No comments were made either, so this section provided no useful information.
- 4.66 The next section, which required similar information for Attendance 3, gave no useful information either.

#### *Recommendation*

That more stringent attention be paid to completion of records and that improved attendance be a requirement for participating in the expressive parts of the programme such as trips.

#### *Mentees' interests*

- 4.67 Their interests included music/dancing/singing, sports and fitness, shopping, outings, art and drawing, chilling with friends, spirituality, cooking and pets.

#### *Mentees preferred careers*

- 4.68 Their preferred careers included such fields as, motor mechanic, gardening, building trade, military, firefighting, youth and social work, medical and psychological, finance, education, ICT, police, higher education, health and beauty.

### **Interview with mentees**

Mentees are the most important participants in the project. It is aimed at meeting their needs. Their feedback is a vital measure of the value added aspect of the project. They were asked the questions which follow.

1. How long have you been with the Jigsaw mentoring project?

Fifteen mentees were interviewed. Five (33.33%) of them said they had been on the programme for a year or more, five (33.33%) said for six to twelve months and five (33.33%) under six months.

2. Would you recommend others to join the project?

All except one, responded in the affirmative.

3. What are the main reasons for joining the Jigsaw project?

Their responses were:

- It was something to do.
- It empowers young people.
- I was a rebellious child.
- It provides a mentor and help.
- It provides someone to talk to and the opportunity to meet new people.
- I needed help.
- It gives a chance to learn what other people are doing to help themselves.
- Someone was badly needed to give guidance and help.
- It's a chance to meet new people and gain new experience.
- Good things had been heard about the project.
- It was an opportunity to boost confidence, make new friends and gain new experience.
- It helped in finding job placements.
- There was a lack of confidence to take a job, but Jigsaw provided the opportunity to gain confidence, find work and move on to further education.
- There were personal problems and support was needed.

4. Have you benefited from participating in the scheme?

All except two mentees who did not know or were unsure, found the programme of great benefit.

5. How do you know you have benefited?

The reasons they gave were that:

- They had found the experience fun and had educational learning.
- They had gained confidence and were encouraging others to join the programme.
- The project helped them to meet other people.
- It is helping mentees to socialise more and become more confident.
- Many were becoming stronger persons, more confident, and were now in a position to direct people in the right direction from their own experience.
- They had learnt to set and meet targets, and make general everyday changes.
- The project resulted in personal change and made them more open to people.
- It had helped them to change their ways of doing things.
- Mentors are there to help and give support in confidence building and working hard towards goals.
- Helped mentees to make career choices, sometimes revising previous decisions, and behave in a more confident manner.
- Allowed changes to happen within.

6. On a scale of 1 to 5, (1 very dissatisfied, 2 dissatisfied, 3 neither satisfied or dissatisfied, 4 satisfied), how would you note your agency's experience of the Jigsaw project?

All except one was either satisfied or very satisfied

7. Have you any positive comments or points to make about your Involvement with the Jigsaw Project?

All except two had positive comments. They felt their involvement had been:

- a good experience, they really enjoyed the programme.
- rewarding and hoped it continues.
- good and the programme helpful.
- good in facilitating meetings, although there had been no meeting recently.
- good and their experience very reassuring, gave food for thought, and was a great confidence booster.
- very nice and that there were always warm people there to help.
- beneficial because good activities/workshops/weekends away were planned.
- really good and that the programme helped lots of people and provided an environment for mentees to get to know other cultures.
- been great because they were kept informed, given the opportunity to help organise events and get involved in community development activities.
- they became more confident because the organisation is run by people you feel you can talk to and feel confident to be around.
- beneficial because all staff were helpful with all 'my problems', including form filling.

8. Have you any criticism or recommendation for improvement?

Ten said they had none while five said they had. Those who had, made the following points:

- There had been one boring workshop. More consultations were needed on contents and there should have been more trips.
- There should be more advertisement to let more people know about the Jigsaw programme.
- Too much of the same, they need to spread to a wider network, and allow more 'out-time'.
- They need to close one day in the week, and open one day on a weekend for the benefit of those who find access easier at weekends.
- There should be more gatherings

- Sometimes the vibes dry out resulting in high periods and low periods, and things need to be found to fill the gap when nothing is going on in the workshop.
- Need to attend group meetings and not only meetings with mentor.

### *Recommendation*

Try to make workshops consistently engaging and build more workshop activities into trips, which the mentees seem to enjoy.

Increase consultation with mentees about the programme and add more variety to activities and widen the network within which they operate.

Try to make the timetable more flexible so as to accommodate those who cannot make contact on weekdays.

Try to avoid the low moments so that every moment is gainfully employed and activities do not just become gap-fillers.

### *The mentors*

- 4.69 Mentoring cannot be approached in a haphazard manner and must be conducted with seriousness if the mentees are to benefit. The project manager and coordinators have taken care to ensure that the most suitable mentors are chosen. Joyce was asked, 'How do you go about recruiting mentors to ensure that they come from a wide spectrum of the society?'

She said that she normally asked existing mentors to recommend others because in that way she felt more reassured that the mentors were reputable. She also used publicity material and the media.

- 4.70 The Jigsaw team seek mentors with special personal skills. In order to get a sense of how thoughtful the team were about personality traits deemed desirable in the mentors, Joyce was asked, 'What is the most important quality you look for in a mentor?'

Joyce said 'being non-judgemental', 'willingness to give', 'patience and understanding', 'seeing young people on equal level to themselves', 'being good listeners' and having the time and commitment to give.

- 4.71 The mentors were well prepared for their role and were given a handbook/reference book to assist them in carrying out their assignment. The handbook reassures mentors of the support of the coordinators, gives a definition and origin of mentoring and stresses that the term mentor has come to mean, 'trusted counsellor or guide', as well as coach, guardian, facilitator, tutor and friend. The handbook states that mentoring in the Jigsaw context is, 'a caring adult (who has achieved success in his/her working) who will act as a friend, a role model, and a career and academic guide to mentees'.

- 4.72 The handbook also has a collection of frequently asked questions and provides answers. These include aspects of the mentoring system such as networking, mentoring, mentee responsibility, and continuation of relationships after the scheme ends. It also provides a list suggesting things to do/not to do, pointers to a successful experience for both mentors and mentees.
- 4.73 The handbook also reminds mentors that they are role models and have a responsibility to assist their mentees in setting life goals and related plan of activities. It also gives hints for handling difficult situations such as conflicts with parents and advice to seek professional help where necessary.
- 4.74 *It was recommended in the 2004 evaluation report, that an audit of the mentors should be done to reveal their qualifications, knowledge, skills, experience and involvement in providing education, training and human resource management. The information, which follows below has satisfied this recommendation.*  
The mentors span a wide age range, from 21 to 66, with the majority somewhere in the middle. The ethnic breakdown of the mentors is as follows:

**Table 13**

**Ethnic breakdown of mentors**

<b>Ethnic breakdown of mentors</b>	<b>Number</b>	<b>Percentage</b>
white	44	43.5
black	28	27.7
Asians	26	25.7
American	1	0.99
multi-heritage mentors.	2	1.9
Total	101	

- 4.75 Interestingly, there were more black mentors than black mentees and fewer Asian mentors than Asian mentees. Total ethnic matching would not have been possible in this case. The data on the CD showed that there were fewer mentors than mentees. As verified by Joyce, the project manager, some mentors had to take on more than one mentee.

*Qualifications and occupations and hobbies of mentors*

- 4.76 Mentors were variously qualified in such fields as: sports and the creative arts (drama, dance etc), social and life skills, GCSE level, degrees up to masters level, empowerment trainers, social work. Professions such as teaching, engineering, police, fire service, medical and business were represented among the mentors.
- 4.77 The mentors were currently working in education (teaching etc), technical, managerial, criminal justice fields. Some were support staff and others were CEOs and consultants. They appeared sufficiently qualified, skilled and experienced to carry out their assignment.

- 4.78 The mentors had an interesting array of interests and hobbies. Interests include sports, exercise and fitness; socialising and entertaining; cooking and dining out; travelling; reading and self development; creative activities such as writing, interior decorating; politics; community service; ICT and watching TV.
- 4.79 The mentors were generally flexible about the type of mentees they had. Some had no age preference and some no preference at all. Some, however, suggested an age band, some indicated gender preference and a few asked for specific mentees. Effort was made to match mentees with mentors who had interests and careers corresponding to the aspirations of the mentees.
- 4.80 In general, mentors have to be committed and upstanding citizens and community members but as added reassurance, mentors have to undergo police check by the Criminal Records Bureau. This police clearance improves the confidence that mentees are in safe hands. Mentors must also be willing to undergo training for which they gain accreditation on successful completion. The training and reference manual has five sections which give a comprehensive account of the aims and objectives of the programme, a definition and explanation of the term mentor and the mentoring role, mentor student relationship, mentors' rights and finally an introduction to education and youth justice.
- 4.81 Mentors must also agree to work closely with the coordinators so that the mentees' programme can be successfully implemented. They must also be prepared to submit the required quarterly and exit reports. It is crucial that the mentors work in cooperation with the Jigsaw team because the maintenance of communication is necessary. The mentor must discuss and take advice from coordinators when matters of confidentiality and sensitive issues are involved. The success of the scheme is largely dependent on their cooperation and commitment.

### **Interview with mentors**

Twenty Mentors were asked to participate in an eight –question interview, to capture their feelings and views about the project.

#### **Q1. How many young people have you mentored on the jigsaw project?**

Most of the mentors had mentored at least four mentees and some as many as eight.

**Q2. Would you like to continue mentoring a young person in the 2005 – 2006 intakes?**

Fifteen of the nineteen mentors interviewed said they would like to continue mentoring, two were unsure and only two said 'no'.

That so many want to continue mentoring, is an indication that they are committed to the programme and helping young people.

**Q3. What are the main reasons for mentoring young people on the Jigsaw project?**

The main reasons given were:

- I have been very successful in life and realise that there are those who are not so successful and have chosen a negative route in life. I feel I am in a position to give back something to the community.
- I retired as a youth worker 10 years ago, and feel something is missing from life.
- A desire to give support.
- The mentor was previously involved in working with Pakistani settlers.
- The mentor is able to empathise because as a child back then it was hard not having someone with whom you could relate and in whom you could confide.
- I used to be a mentee and have first hand experience of its value.
- It can be of some use to the youth of today.
- Provides an opportunity to contribute to consultation and leadership.
- It will have a good effect on the community in Burton, as it offers support to the young people for a better life.
- It is a way of providing young people with more knowledge and helping them to improve their understanding of life.
- My interest lies with the Asian cultural matters (women) because of my ability to relate to them and understand the culture.
- As a police officer, I wanted to continue my work with the youth in a more positive role rather than a negative role.
- Provides the option to relate to others from various backgrounds and with particular needs.

**Q4. Have you and the young people benefited from the mentoring experience?**

All, except three who were unsure, felt that the both they and the young people had benefited.

**Q5. How do you know they have benefited?**

Evidence given included:

- Some have gone on to full-time education.
- Some have acquired jobs.
- Through direct feedback and gratitude shown for my time.
- Parents have mentioned a change.
- Overall personal make-over.
- Personal comments which make you realise you have made a change or a difference in your mentee's life.
- Mentee's comment on how nice it is to talk to an adult other than own parents (non-judgemental).
- They have shown improvement and modified dangerous behaviour.
- When we look at the profile given to us at the start of the project, noticeable improvement all-round is seen in the mentees.
- They tell you that they want to continue working with the project.

**Q6. On a scale of 1 to 5, how would you rate your experience of the Jigsaw project?**

The vast majority were very satisfied or satisfied. Only three of the nineteen were neither satisfied nor dissatisfied and one who was dissatisfied. The other fifteen were very satisfied or satisfied.

**Q7. Have you any positive comments or points to make about your involvement with the Jigsaw Project?**

All, except one who had no comments, had the following positive comments:

- It helped to boost the confidence of the mentors, and made them feel better about themselves and about helping and supporting others in difficult situations.
- It is such a worthwhile cause, like a retreat, ideal for confidential issues.
- Jigsaw at one stage suffered from a change of personnel and it showed in their matching of mentors to mentees.
- Mentors have grown with the project and have seen how the company networks with various organisations. It has an all-inclusive policy and is a very good project to be a part of.
- It is a very good idea/concept and should continue.
- The staff are very supportive in all areas.
- It is an excellent project, glad to be a part of the programme, and it is unfortunate when one has to discontinue mentoring.

- Jigsaw has a good training package and is a good way for mentors to gain personal skills and an opportunity to communicate with parents and other groups.
- Tremendous! It serves as a really good role model for the community to help and support the youth of today.
- It provides a good support framework.
- It gives personal satisfaction to see the rewards of your time and efforts with the young mentees.
- It is a very good project, particularly because Joyce will go out of her way to be actively involved in building a good relationship with mentees and staff at Jigsaw.
- Most young people find it difficult talking to their parents or choose not to at such a young age. As a mentor its reassuring knowing that you are there for them to off load a lot of their personal problems or to be referred to you for advice.
- It gives under-privileged children hope for the future. Jigsaw also supports you as a mentor with a wonderful training package and you are not thrown in at the deep end.
- Joyce has the ability to approach people in an enticing way for funding, making them aware of the project and the necessity of sponsorship.
- Everyone works hard to get people of various ages, cultures and genders involved in the project.

**Q8. Have you any criticism or recommendation for improvement?**

Eleven had no recommendations for improvement, two had no comments but eight had suggestions for improvement. The suggestions were:

- Take steps to ensure that the project will continue.
- Include courses aimed at the youth e.g. personal development, managing conflict, dealing with aggression.
- Ensure more contact between mentors and Jigsaw Project team so that progress and reports can be discussed.
- Have more informal meetings between Jigsaw team and mentors. Also more funding must be sought to develop the projects 'good' ideas.
- Step up effort to raise public awareness of the project.
- Offer more support to mentors to meet expenses incurred when they take mentees out to the cinema or lunch etc. It can be a financial burden especially if the mentor wants to get colleague involved in the work that is being done.
- Coordinate training dates to accommodate all the mentors, as at present not everyone is always readily available.

These observations are useful and should be taken on board.

### *Recommendations*

- Make personal development, managing conflict and dealing with aggression a major part of the mentee training package.
- Provide an expense account so that mentors can have access to funds when they have to take mentees out for any reason.
- Put more coordination into the planning of mentors' training programmes so that all mentors can attend.
- Increase meetings with mentors and step up publicity programme.

Having matched the evidence against the recommendation of the 2004 evaluation report and the objects of the project, the person conducting the evaluation is satisfied that the Jigsaw Programme has taken on board the recommendations and most have been satisfactorily implemented.

### *Looking ahead*

4.82 Joyce was asked,

‘What things would you do differently next year to make the scheme even more effective?’

On reflection, she thinks she would find different ways of approaching referral agencies that are not fully committed to the programme, are sceptical and regard those involved in the programme as do-gooders, something into which they refuse to buy.

4.83 The programme comes up against barriers sometimes, and she would work hard to find ways of overcoming them. Some of the young people who have self-referred do so because of barriers which in some cases, left them traumatised.

She would also try to find new techniques for dealing with difficult agencies. In addition she would search more widely for sponsors to fund activities that would enable people who do not learn well through the formal system, to gain greater access to learning through the informal/non-formal systems.

4.84 The 2004 evaluation had as its *seventh recommendation*, that health and safety regulations be included in the pack. The Child Protection Policy booklet contains a substantial amount of information on this, so it can be safely said, that this recommendation has been satisfactorily met.

4.85 The eighth recommendation was that a list of supporting agencies and resources be compiled. I have been informed (and had a list of resources read out to me) that the resources exist.

4.86 The Jigsaw project is clearly of benefit to the community in general, and particularly to the mentees whose needs it aims to meet and the mentors who are

provided with an opportunity to make a positive contribution to the lives of young people, while widening their learning about a variety of situations.

## Section 5

### Recommendations of the 2005 Evaluation report

- 5.1 The Jigsaw team should emphasise their inclusive approach to the programme, making it more visible/apparent to the referral agencies, so that they gain a better understanding of the modus operandi.
- 5.2 The project team put into place measures to make objective assessments of the mentees suitability for mentoring. There seemed to be a tendency for the project team to be cautious and accept all referrals and self-referrals.
- 5.3 Every effort be made to speed up the matching process and find new strategies/techniques to boost the number of mentors recruited.
- 5.4 As meeting the needs of the mentees is the main purpose of the programme, the project team continues to seek new ways of meeting their needs.
- 5.5 A strategy be developed to win and hold the confidence of the agencies and reassure them that the project serves a useful purpose in addressing the problems of young people, which in turn benefits the school, in that the young people's achievement is likely to improve as a result.
- 5.6 The Jigsaw team makes even more effort to involve experts in dealing with issues with which they could not deal themselves.
- 5.7 The team provides incentives to win the support of all partners including difficult referral agencies and parents.
- 5.8 Make workshops consistently engaging and build more workshop activities into trips, which the mentees seem to enjoy.
- 5.9 Increase consultation with mentees about the contents of the programme, increase the types of activity offered and widen the network within which they operate.
- 5.10 Make the timetable more flexible so as to accommodate those who cannot make contact on weekdays.
- 5.11 Make personal development, managing conflict and dealing with aggression a major part of the mentee training package.
- 5.12 Provide an expense account so that mentors can have access to funds when they have to take mentees out for any reason.
- 5.13 Put more coordination into the planning of mentors' training programmes so that all mentors can attend.

- 5.14 Increase meetings with mentors and step up publicity programme.
- 5.15 Techniques for effective communication be developed both for dealing with partners, and for wider dissemination of information about the project.

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## **Acknowledgement**

This report was written for East Staffordshire Racial Equality Council by Adele Allbrook, Race Equality West Midlands. Thanks to Freda Edwards, clerical assistant and Theodora Spanou, administrator, who assisted with the research. Gratitude also goes to Frank Reeves, Director of Race Equality West Midlands provided editorial and other support.

Race Equality West Midlands wishes to acknowledge Joyce Grundy, Director of Jigsaw Mentoring Project, and her staff for readily providing information and other assistance requested. Thanks also to the mentees, mentors and referral agencies who willingly participated in the research.