

2016

ANNUAL REPORT



MENTORING
FROM THE DIANA AWARD



“Everyone needs to be valued. Everyone has the potential to give something back.”

- Diana, Princess of Wales



What a year for Mentoring!

I am delighted to introduce you to our Mentoring Annual Report of 2015 – 2016. The past academic year has seen a dramatic increase in the reach of our programme and the amount of mentors and mentees who have been able to benefit as a result. Princess Diana believed that ‘young people have the power to change the world’ and over the past year we can see, that when supported by their mentors, our mentees have proven themselves to be positive forces within their communities. As well as their personal development, they have taken action on issues from discrimination, racism and LGBT rights. Our mentees have paved the way to make society a more progressive and tolerant place for all young people to flourish.

Our year drew to a phenomenal close when our supporter, HRH Prince Harry, attended one of our Mentoring training days in September 2016 and shared that his mentor ‘gave him the confidence to move forward’. We are pleased that alongside HRH, all of our mentees have also reported that their mentors have helped them increase in confidence and raise their aspirations for the future.

Research shows that young people are 67% less likely to get a job when they leave school if they do not have a positive role model in their lives. As you read through the pages of this report I would urge you to reflect upon the role you have to play in the lives of young people in your communities and the ways in which you can give back through our programme.

With warmest wishes,

Chief Executive Officer
The Diana Award



The need for Mentoring from The Diana Award

The OECD (2015) has reaffirmed that social mobility within the UK has not changed since the 1970s and the UK has been deemed worst in the developed world, with our own earnings more likely to reflect those of our parents than in any other developed country.

In addition, in the first quarter of this year, over 800,000 young people – 12% of the UK population of 16-24 year olds – were designated as NEET (Not in Employment, Education, or Training). Research shows that high quality mentoring initiatives can address this concern, as they play a key role in improving young people’s behaviour, attainment, and progression (Hooley, 2016).

In addition the context of an increasingly marketised, managerial and target driven culture in schooling, child welfare and youth policy, mentoring is able to offer a complementary but different experience of a relationship to young people at critical periods of their transition to adulthood, especially young people who also often lack consistent support by their families.

The Department for Education strategy 2015–2020, outlines 12 delivery priorities for this government. ‘Building character and resilience’ is one of these priorities. Within this the need is highlighted to:

- Support schools to develop pupils into well-rounded, confident, happy and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens;
- Facilitate access to high quality, inspirational careers support and work experience.



Rationale behind the Programme

POWER OF PEER

This programme is underpinned by the ‘power of the peer’ model of delivery. Peers communicate with each other in the ‘vernacular’, absent of the authoritarian tone which teachers may exude (Topping, 1996). Studies show that young people are more likely to confide in their friends rather than parents or educators (Patchin and Hinduja, 2006; Bhat, 2008).

Peers have direct knowledge of complex networks of relationships in the peer group, therefore young people are ‘well placed’ to help one another (Cowie and Wallace, 2000). Through this programme young people are provided with agency to take action, building on their knowledge of peer groups to actively create healthy relationships.

CAREERS-BASED MENTORING

It has been evidenced that providing young people with careers-based mentoring focusing on practical skills and action-planning contributes to building social capital amongst disadvantaged young people. The idea that careers-based mentoring can help to close the gap between students and ‘level the playing field’ has been well documented in research studies (Reach Group, 2007; TeachFirst, Brightside, and Nesta, 2015).

In addition, our careers-based mentoring is aspirational. For example one mentee of the programme has previously commented “My Mentor helped me to prove that I can become a barrister and that you don’t have to have high status or come from a wealthy family in order to achieve that”.





“Deborah and Dorcas have worked tirelessly to make a difference in the lives of other young people. By reaching out to those considering joining a gang, and showing them alternative life choices, they have had a real impact in their local community”.

-Rt Hon David Cameron

CELEBRATION

In addition, our experience has also revealed the importance of celebrating young people's achievements and sharing this to other students.

The Diana Award uses this as a 'hook' for sustaining social action and mentoring programmes within schools. In October 2015, mentees Deborah and Dorcas Kabongo were awarded with The Diana Award for their campaign based on tackling gang culture. The Prime Minister at the time commented, “Deborah and Dorcas have worked tirelessly to make a difference in the lives of other young people. By reaching out to those considering joining a gang, and showing them alternative life choices, they have had a real impact in their local community”.

This view is rooted in an aspect of behavioural psychology which is used widely in educational research: the idea that behaviour can be controlled through positive reinforcement (Skinner, 1938). Tangible recognition of achievement can help young people to realise the value they are adding to their communities and their personal development, as well as aiding their employability as an award can be listed on their CVs, and discussed during applications and interviews.

The Value of Social Action

The rationale behind our social action model of mentoring provision is the belief that social action has a double benefit – to individuals and society.

It has been documented that there are strong associations between social action and 'problem solving, cooperation, grit and resilience, and a sense of community' (Behavioural Insights Team, 2015).

It's through the 'process of social action... that character development happens' (Jubilee Centre, 2014). For example, an aspect of The Diana Award Mentoring Programme involves identifying solutions and managing challenges. Employer mentors lead students through an extensive action planning process focussed on constructing a social action project, choosing a social issue to focus on, considering how to maximise the skillset of their peers, and the steps to success. Having the ability to manage these situations and discuss challenging issues with their own work builds on the mentees capability.

The OECD (2015:33) emphasise that young people need to be 'deft in 'soft skills' like empathy, positive attitudes and peer-to-peer learning (Youth Action Network and Centre for Social Action, 2009). This also chimes with the most recent DfE strategy which highlights a key priority as 'building character and resilience' with a view to this being the enabler for greater employability prospects for all young people in the UK. Alongside the development of these 'soft skills' research shows that social action can help improve motivation in school and improve attainment (Ofsted, 2011; Booth et al, 2015).



MENTORING



The Diana Award

The Diana Award was founded in 1999 as a legacy to Diana, Princess of Wales and her belief that young people have the power to change the world and inspire those around them.

Since our formation, 45,000 young people have been celebrated with a Diana Award for the positive contribution they have made to their communities. By shining a spotlight on these young people we have established them as role models to other young people. But receiving a Diana Award is only the beginning. Through the Diana Network, Anti-Bullying and Mentoring Programmes, the Diana Award engages, encourages and empowers young people to take positive actions in their school, local and even global communities.

Mentoring

Mentoring from The Diana Award builds upon these core values and ensures that the positive young role models within the Diana Award network are utilising their vital skills and knowledge, whilst building upon them, by giving back and supporting vulnerable young people to discover their passions and map their career or further education routes.

What makes this programme unique is that not only does it foster peer to peer learning but combines this support with mentoring from professionals from across the UK from company's such as PwC, KPMG and Workday, to ensure young people are gaining the career skills and advice which they really need in order to excel.

Programmes on offer

'HIGH TOUCH' MENTORING

Our 'High Touch' 6-month mentoring programme combines the skills of business mentors and Diana Award youth facilitators. Together they guide a group of young people through bi-weekly sessions designed to provide mentees with access to opportunities, vital skills training and embarking upon a journey of social action.

'MY MENTOR' SCHOOLS

Our 'Low Touch' programme aims to develop and strengthen peer-mentoring schemes within schools across the UK. The programme provides day long training to a team of Diana Peer Mentors, providing them with the skills to effectively mentor a group of students and the tools to support them to sustain a peer led mentoring scheme.

THE 'MY MENTOR' BUSINESS SCHEME

The 'My Mentor' Business Scheme has successfully trained mentors within organisations such as KPMG, PwC, Workday, Vistex and The Metropolitan Police. Not only does this training allow employees to mentor young people, but also works to strengthen mentoring schemes internally within organisations.

MENTORING FROM THE DIANA AWARD HAS 3 MAIN AIMS:

1

To instil active citizenship through youth led social action and community volunteering.

2

To improve post-secondary work-place readiness, by life and career skills training.

3

To build character, resilience and determination.



The Diana Award 'High Touch' Mentoring uses a mixture of pre-and-post intervention techniques to evaluate the effectiveness of the programme. Our research shows that:

94% of mentors from the world of work rated the programme 'very good' and 'good' overall, with 89% reporting they would recommend becoming a mentor to other colleagues.

89% of mentors from the world of work reported that their mentees have benefitted from the process of being mentored.

60% of mentors reported that classwork had improved due to the process of being mentored as well as problem solving skills (78%), and confidence (83%).

80% of mentees who participated in our programme rated the programme 'very good' and 'good'. A higher proportion (93%) of the mentees rated their mentors 'very good and good'. In addition, 63% consider their mentors as 'role models' and 77% reported their mentors helped them with career aspirations.

In our evaluation of the 2015-16 cohort of mentees, we also use a psychometric tool based on 'mental toughness' called MTQ48. We found that on average overall mental toughness scores improved by 9% and average overall confidencescores improved by 13%.

'High Touch' Mentoring Projects

This academic year five schools and four corporate organisations, KPMG, Workday, PwC and Vistex engaged with the High Touch Programme. In addition to employability skills and personal development, mentors also supported each group with the exploration and creation of a social action project aimed to tackle a social issues mentees feel passionate about.

Social Action Projects 2015-2016:

- Sexism and Inequality
- Racism
- Human Trafficking
- Veterans Support
- Perception of young people
- Homelessness
- LGBT rights



MENTORS FROM THE WORLD OF WORK ALSO REPORTED THAT

"I feel that mentoring has a valuable impact on mentees. At the beginning the mentees were reluctant to stay behind after school but as the sessions went on, I could see that the mentees looked forward to the mentoring sessions and made an effort to attend"

"From the feedback we have received from the mentees and watching their growth and development over the course of the programme, it seems they have grown in confidence and critical thinking skills, along with planning, communication and time management"

"The mentees have said the mentoring has helped them to communicate better in class. They are more confident to speak out and have enjoyed being a part of the programme"

My Mentor Schools Programme

The 'Low Touch' My Mentor Schools Programme uses a mixture of pre-and-post intervention techniques to evaluate the effectiveness of the programme.

Across England, Scotland, Geneva and Abu Dhabi we have 384 trained Diana Peer Mentors. Our research shows that as a result of the programme:

97% feel confident in identifying when a peer is feeling upset, with 97% now feeling confident in supporting their peers with help and advice.

96% of students would recommend becoming a mentor to other people in their school

The programme aims to prepare students for their new role as mentors, providing them with key skills to identify and offer support to peers who need extra support across a range of areas.

As a result of the training day 89% of participants felt well prepared for their mentor role, with 94% stating they felt being a mentor is good for them.

95% think the mentoring scheme will help peers in their school



THE MY MENTOR SCHOOLS PROGRAMME PROVIDES

- Young people with leadership skills and confidence to empower a group of mentees
- Mentees with support and access to young role models and guidance within their own school
- Teachers and young people with access to resources and lesson plans to continuing strengthening their mentoring schemes
- Aftercare support from The Diana Award team and further networking opportunities

"Everyone of us needs to show how much we care for each other and, in the process, care for ourselves."

- Diana, Princess of Wales



"BY HAVING THE ADULT MENTORS HERE IT HAS HELPED ME TO FEEL COMFORTABLE TALKING TO ADULTS AND KNOWING THAT THEY DO WANT TO HELP AND LISTEN TO MY IDEAS. I FEEL LIKE I HAVE BUILT A GREAT RELATIONSHIP WITH THEM THROUGH THIS PROGRAMME."

"Becoming a mentor has increased my confidence with communicating with young people. This opportunity has allowed me to listen more carefully to views also becoming more patient and open minded on particular issues. I've had the opportunity to share ideas and knowledge with the hope that it may have an impact."

Background

Rokeby School, an all-boys school situated in the borough of Newham took part in Mentoring from The Diana Award from February to July 2016.

25 students across years 9 and 10 volunteered their time after school on a bi-weekly basis, to get involved in the programme. Rokeby School was partnered with Diana Award partner KPMG to embark upon a social action project in their local community and go through a series of skills training such as CV, Interview and Presentation Skills.

As a result of a variety of activities and discussions with mentors, students at Rokeby decided to tackle inequality within their school and community with a focus on Sexism. Students highlighted the disparities between men and women by creating a presentation on Equality, showing ways in which each person within their school can contribute to ensuring their peers feel equal.

100% of mentees now think they can make a difference to their community as a result of the mentoring programme

100% of mentees reported their mentors encouraged them to think about their future career plans

71% of mentees reported their engagement in class discussions improved as a result of their mentors

100% of mentors reported they would recommend becoming a mentor to other colleagues

100% of mentors reported that the process of mentoring improved their ability to empathise with young people



Courtney, Eastlea Community School

Courtney started the programme in year 9 aged 14. Since taking part in the programme Courtney's behaviour and attitude to learning has improved. She has put huge effort into her learning and her attitude and relationships with staff and peers and wants to give back to her community.

"I thought that I wouldn't get anywhere in life and be a huge disappointment but when The Mentoring Programme came along I thought I will give life a shot because you only have one life and you can only live it once. My grades were appalling, I was behind on near enough all my school work and The Mentoring Programme helped me to get back on track with that."

Courtney's teacher and the Mentoring Lead at Eastlea Community School said:

"I taught Courtney in year 8 and remember her from year 7 being outside the classroom rather than inside because of her behaviour. I had a lot of run ins and clashes with her because of her behaviour and her opening her mouth without **thinking of what will come out**. She has calmed down a lot, she said to me she thinks a lot more about what she has to say and what she can and cannot say in the classroom to teachers and it is nice to see how initially there was a lot of reluctance from her, all of a sudden she is opening up to me and there seems to be a sort of confidence in her that's growing, about herself but also a confidence that other people are actually there to help her and not against her."

"Before the mentoring programme my behaviour in lessons I was getting up and walking out and using language that wasn't appropriate. Now I've gone round to all my teachers and apologised and said there will be a huge difference and there has."



Gary and Mark

Gary is a mentor from the world of work who received mentor training from The Diana Award, equipping him with the tools to mentor students from Eastlea Community School, Newham. Gary supported a selection of students throughout the programme, one in particular being Mark, year 9.

MARK

"In year 8 I would sit at the back of the classroom, be quiet and just get on with my work and when it came to answers I wouldn't always share. But now because of the programme in year 9, it's helping me to do more in class and making me more confident to speak with teachers and answer questions."

"I'd say he [Gary] is a really generous man because he's given up his time to help me come out of my shell and to be who I want to become in the future."



GARY

"Thank you Mark for helping me learn how to communicate with a much broader selection of people, as a 24 year old I'm not used to communicating with people your age so that's something I've been able to go on and use in my work as I work for a youth charity as well. It's given me a lot more skills in terms on interacting with young people."

MENTORING TEACHER

"The young man who I taught in year 8 and is now in year 9 he wouldn't say a word in my class, he was very shy, wouldn't participate, had possibly difficulties with literacy however he blew me away on the 3rd session when he delivered a 5 minute passionate speech about his social action project and I started literally crying, because I've never heard him speak for 5 minutes"

As a result of the MTQ48 test, Mark's ability to deal with challenge rose from a 6 to 10, an increase of 4, resulting in him being more likely to take risks and push himself as a result. His Interpersonal Confidence increased from a 4 to 5, resulting in him being more likely to stand his ground and influence others.

HRH Prince Harry joins The Diana Award Mentoring Campaign

On the 20th September 2016, HRH Prince Harry visited a range of Mentoring training sessions at Mackie Academy in Stonehaven, Aberdeenshire, sponsored by Barclays.

At his first solo meeting with The Diana Award, Prince Harry revealed the impact his mentor had on him. Prince Harry spoke to a group of young people who were being trained by The Diana Award to become youth mentors in their schools. When each person was asked to fill the blank on a piece of paper with #MyMentor, Prince Harry wrote "My Colour Sergeant at Sandhurst". He talked of how his mentor guided him and 'gave him the confidence to look forward'.



The Prince oversaw a 'speed mentoring' session where young people take turns in role playing being Mentors or Mentees, hearing from mentors about their experiences. He also took part in an informal session hearing first-hand from mentees about the difference having a mentor had in their lives. He spoke with Jamie McIntosh, 17yrs, from Edinburgh. Jamie tragically had to cope with the loss of

his mother to breast cancer but channelled his feelings and experience into a book for others going through the same loss. His published book "My Mum Monica" is available for young people as a support resource at cancer centres throughout Scotland.

Tessy Ojo, Chief Executive, The Diana Award says:

"We are absolutely thrilled to have the support of Prince Harry. It's so important for young people to have positive role models - and even better if they're from their age group or a little older. We want to reach out to everyone to become mentors. With Prince Harry just in his 30's, he's a great role model to inspire his generation."

"My mentor gave me the confidence to go forward [...] and try to help others." *HRH Prince Harry*





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Mentoring from The Diana Award offers a range of training and support opportunities to young people, adults and professionals. To get involved in any of our programmes and to find out further information on how you can offer your support please get in touch with our team by emailing: emma.scott@diana-award.org.uk



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With special thanks to:

