**The C.E.L.L.S Project**

Choices Education Lifelong Learning Skills

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**2019 Evaluation Report**

**CELLS Mentoring**

In partnership with

Liverpool John Moores University



Research and Evaluation conducted

By Nicole Beddall and Sara Zaib

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**Glossary**

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| **Term / Abbreviation** | **Definition** |
| Beneficiary | A Beneficiary of the CELLS Project |
| C.E.L.L.S. / CELLS | Choices, Education, Lifelong Learning Skills |
| CELLS team | The CELLS team are the presenters and facilitators of the awareness sessions and outreach and mentoring provisions, most of which are volunteers. |
| CYP | Children and Young People |
| CIC | Community Interest Company |
| Kirby | The town in which CELLS is based and conducts its work from within the Borough of Knowsley |
| Knowsley | The Borough in which Kirby is within. CELLS work is based from Knowsley. |
| KS3 | Key Stage 3 |
| KS4 | Key Stage 4 |
| Mentoring | A piloted provision of CELLS which enables children and young people who CELLS believe to be at risk to benefit from further support and mentoring from the CELLS team, giving them the option to talk about any issues they may have. The mentoring provision is also a service for secondary beneficiaries wherein CELLS provide support to them through rehabilitation and reintegration. |
| Merseyside | The county in which the Borough of Knowsley is based in. Most of CELLS work is conducted within Merseyside |
| Primary beneficiary | Attendees, participants and beneficiaries of awareness sessions (mainly children and young people) who CELLS are aiming to prevent from initial offending or others who are active or peripheral offenders. |
| PRU | Pupil Referral Unit |
| Secondary beneficiary | Secondary beneficiaries are mainly reformed offenders and victims of crime who work with CELLS but are also provided with support through the CELLS provisions. |
| Volunteers | People who wish to gain work experience with CELLS and do so on a voluntary, unpaid basis. |

**Research Base**

**Project Evaluation Overview, Aims and Methodology**

This independent report is an assessment of the need for the provisions and services The CELLS Project provide in the current climate and specifically in the borough of Knowsley, Merseyside. To complete this review we have conducted research and evaluated the need for the provisions in various ways. Research on the local and national need demonstrates the current chaos England is in, in terms of funding and availability for provisions similar to those that The CELLS Project provide. This report is funded by Liverpool John Moores University who have employed two Research and Evaluation Interns to research and evaluate the work CELLS do and create this evaluation report.

As part of the research and evaluation process, we conducted primary research to assess the effectiveness of both the workshops and mentoring sessions carried out by The CELLS Project, focusing on the mentoring sessions and the benefits of them as this was the main basis of the evaluation.

**Methodology**

To conduct this research, we produced 4 surveys for completion by participants of the workshops and/or mentoring sessions and the staff who facilitated the intervention, most of which witnessed and joined in on the workshop and/or mentoring session. The predominant aims of the research conducted was to assess not only the need for intervention by The CELLS Project in the current climate but also to assess the effectiveness of the work carried out by The CELLS Project via their workshops and mentoring sessions.

**Evaluation Objectives**

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| **Objective 1** | To evaluate the effectiveness of CELLS services, in particular the mentoring provisions CELLS provide. |
| **Objective 2** | To evaluate the impact CELLS services have on children and young people and the community in general, in particular in Knowsley. |
| **Objective 3** | To assess the need for CELLS services in the current climate, in particular the mentoring provisions CELLS provide. |
| **Objective 4** | To assess whether the services provided by CELLS address aspects of school curriculums. |

**Mentoring**

**What is a mentor?**

A mentor is a specifically trained volunteer or worker who spends time helping an individual with specific issues such as education, bullying, applying for jobs or colleges, crime and anti-social behaviour or family issues.

A mentor is a specially trained volunteer who spends time helping someone. They can help a young person with things like; doing better at school, coping with bullying and applying for jobs or colleges. Sometimes this personal help can be more effective than sending a young person on a group activity. A mentoring programme doesn’t usually have a set time limit – a young person can be mentored for as long as is helpful. Mentors are not connected to the Police or a School

(Source – GOV.UK – Youth Crime Prevention Programmes; Mentoring)

**Mentoring in the UK**

Often mentoring can be more effective when the participant is not related or connected to the mentor, especially when the mentor is independent to the school or organisation the participant. Research by Wood and Mayo-Wilson (2012) confirmed that school-based mentoring programmes are less effective than community-based mentoring programmes due to not only the short duration of the mentoring in schools but also the lack of trust between the young person and the school generally.

A shift towards mentoring as a provision to support young people has occurred over recent years (Hooley 2016) with many organisations offering independent mentoring as a service to aid children and young people, especially those who are considered vulnerable, with problems they may have. The Children’s Commissioner (2018) confirmed that mentoring has remained a popular method of intervention for young people in the UK however the evidence base surrounding mentoring benefits is generally limited and needs to be expanded. The Children’s Commission carried out research relating to mentoring in the UK. Research concluded that 50% mentoring programmes sampled targeted vulnerable children and young people with 72% of those sampled stating their intended outcome is to improve their social and emotional development of the children or young person. Attempts to do this have proven to be successful with findings of a positive effect on disadvantaged young people who have participated in mentoring. There is a clear need for mentoring in the Criminal Justice System as the reoffending rates in not only Knowsley, but also the United Kingdom generally are stubbornly high with evidence showing that mentoring can reduce such rates.

**College of Policing – What Works: Crime Reduction Systematic Review Series – No.2 Mediation, Mentoring and Peer Support to Reduce Youth Violence; A Systematic Review**

The College of Policing conducted randomized research on the effectiveness of mentoring on reducing crime. Overall the evidence suggested that mentoring has reduced crime but there is also some evidence that it has increased crime. The overall evidence comes from review 1 based on 46 studies. Analysis of this demonstrates a statistically significant reduction in reoffending. 3 studies showed a significant increase. 8 studies showed no significant effect on reoffending.

Revie1 noted that mentoring may help to reduce crime by diverting individuals from criminal activities and attitudes, as well as by fostering healthy or positive development. Review 1 identified four processes central to mentoring in order to encourage this healthy development;-

1. The mentee identifies with the mentor which can help with motivation and behaviour
2. Providing information or teaching to help the mentee manage social, educational, legal, family and peer challenges.
3. Advocacy for the mentee in various systems and settings
4. Emotional support and friendship to promote self-efficacy, confidence and sense of self-worth.

**Summary of College of Policing Research**

A significant reduction in reoffending was seen amongst participants of mentoring programmes compared to those who were not on any programmes. Mentoring is based on encouraging healthy development of mentees, providing them with direct and indirect support and potentially reducing the time they can engage in criminal activities. Mentoring programmes where the mentor and mentee meet more often and spend more time together produced the highest reductions in offending behaviour. The evidence suggests that mentoring could be a valuable diversionary tool if it is used as a component of a long-term intervention strategy, particular with people who have been in contact with the Police but do not have a long criminal history.

**The Children Commissioners Report, Forging Futures Through Mentoring: A Risk Worth Pursuing? (2018)**

The Children Commissioners Report (April 2018) articulates findings on the mentoring programmes around the United Kingdom. The findings are conducted from 366 mentoring programs across the county as well as responses from local authority Directors of Children’s’ Services and look exclusively on the practice of mentoring and the impact is has on young children.

**Regional Differences**

In regards to the geographical spread of mentoring programmes the figures insinuated that some regions had relatively few mentoring programmes, though this may be due to survey non-response rather than a genuine absence of mentoring activity.

The most notable geographical spread of mentoring programmes occur in the country’s capital with over a third (36%) of the responses in London. However the North West and Liverpool comes close in second position as 20% of the evidence from this survey indicates that this part of the county heavily relies on mentoring programmes. This shows the need for the development of young people within the community for their academic success, social and economical growth, and career outcomes. Subsequently the establishment of CELLS provides much needed guidance in mentoring and is able to have a real and long lasting impact through the work they do.

**Target Groups**

Moreover the information revealing what mentoring programmes target groups is informing. The Children Commissioners Report revealed that the most common group who benefited from mentoring was “disadvantaged” young people (23%). Children in care or looked after children were less commonly mentioned, as were young people from Black and Minority Ethnic (BAME) backgrounds. This research indicates that there is a substantial need for mentoring, not only in Liverpool but nation wide. There is a need for inclusion of mentoring within children and young people from all backgrounds and circumstances.

**Regional variation in programme target group**

Targets by region information suggest that the North West and Liverpool in particular, deals with the proportion of programmes that affect vulnerable or disabled children and disadvantaged children the most. This seems to be in accordance with the national result as nation wide the use of mentoring within these groups has been extensive. CELLS allow children and young people to understand the consequences of their actions. Consequently the work that CELLS provides for the community significantly impacts the life choices of children and young adults and enables them to gain a different outlook.

**Aims of Mentoring Programmes**

The aims of the mentoring programmes were also monitored in the survey and the results varied in terms of their intended outcome. It is indicated that social and emotional development the most common focus for the aim of mentioning at 72% and second were programmes focusing on workplace outcomes such as young people gaining employment, or developing the skills needed to progress in their future careers at 31%. CELLS have prioritised their agenda for the social and emotional development of children and young people. They have sufficiently structured their workshops so that they can target the social and emotional development of children and young people.

**Type of Mentor**

68% of the mentors surveyed were volunteers, 57% professional mentors and 5% peer mentors. Due to CELLS conducting work with people who have been affected by crime and people who are ex offenders CELLS provides a meaningful insight to the youth of today so that they can make an informed choice on the real consequences of their actions, and give them the support they need to encourage a life outside of criminality. Moreover CELLS has programmes that enable their volunteers to become professional mentors and allow them to gain subsequent qualifications. Therefore CELLS provides ample opportunities not only for children and young people but also for the community as a whole, significantly benefiting the community and showing the imminent need for CELLS as it provides guidance and support for people across the community.

**CELLS Mentoring**

The role of a mentor within CELLS Project CIC is to mentor children and young people who are at potential risk of offending or carrying anti-social behaviour by offering direct support and encouraging participants to express and discuss any concerns or ideas they may have and take responsibility for their own decisions, plans and actions in an attempt to deter them from future reoffending or anti-social behaviour.

Research carried out by CELLS on the effectiveness of their intervention programmes demonstrated that over 140,000 children and young people benefited from intervention with 100% of children and young people gaining positive change for the mentoring, and 98% of participants surveyed reporting feeling inspired and motivated following sessions, highlighting the need for CELLS interventions and showing that the work carried out by CELLS has the potential to change the attitudes of children and young people enough to deter them from crime and anti-social behaviour. Mentoring sessions have proven to be effective in terms of disclosure from the mentees with 38 females disclosing that they have been subject to abuse or grooming at some point. If CELLS has the potential to tackle serious issues such as these, it allows the authors to conclude that intervention is needed in the current climate where these issues are very common.

The ability for CELLS Project CIC to change the pathway of participants has been shown through particular case studies. 3 ex-gang members who have engaged with CELLS intervention left their gangs with 2 undertaking apprenticeships and the other engaging in a youth-work placement. In terms of children and young people, CELLS Project CIC prevented 32 pupils from being excluded, which will have an inherent positive impact their social and person development.

The content of the mentoring is dependent on the particular mentee. The session is tailored to their needs meaning each session is different. CELLS take two approaches to mentoring; often a mix of both is used on each mentee. Firstly CELLS use engagement techniques such as informal chats etc. and secondly they use a structured approach including session plans to ensure all objectives are met.

**Examples of CELLS Mentoring Sessions and Resources**

Coping with Anger Session

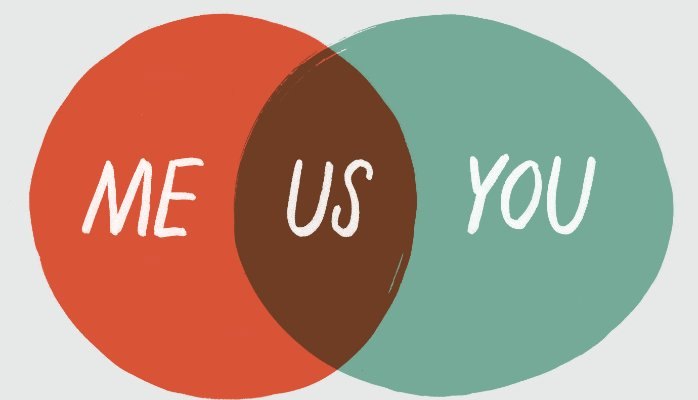
The objectives for the coping with anger lesson plan is to help the mentee to see that conflict can become a positive situation, and to enable the mentee to be able to describe anger and its effects on them and for the mentor to give them tools so they can cope with their anger in a more positive approach. The lesson plan gives the mentor the ability to ask the individual some of the things that make them angry and enables the mentor to talk to them about think of new positive ways they could react to these situations. The mentor interacts with the mentee to make them realise that not learning to deal with their anger could lead to having a negative effect on their life and others around them. The mentor tries and incorporates current real life examples through new articles, which signify that not dealing with their anger can have a very negative effect within the community and can be dangerous to their lives. The mentor discusses during the session that is it okay to feel angry and that it is sometimes better to express your feelings than it is to bottle them up but whilst expressing this must be done in a positive and not destructive manner as this could end up being detrimental to themselves and others around them.

Peer pressure / learning to say “no” lesson plan

This session aims to provide mentees with an understanding of peer pressure and the signs of peer pressure. The session aims to teach the young person how to say no to situations they don’t want to be in, to resist peer pressure, to recognise the signs and to know what to do when they are in situation of peer pressure. CELLS do this through asking the mentee various questions to test their knowledge including “what forms does peer pressure take?” and “what negative outcomes can occur from being peer pressured?” CELLS then conduct a role-play with the mentee to demonstrate signs of peer pressure and the consequences, especially when criminal activity is involved. The mentor will discuss the negative and potentially life-threatening outcomes of being peer pressured into doing something they didn’t want to do. This helps mentees realise that they can say no to certain situations and often it is the best-case scenario. This can and will prevent criminal activity in the future.

Self-esteem boosting lesson plan

This session aims to provide the mentee with a review of themselves and their qualities and aims to boost the self-esteem of the participant. Mentees will be asked to review their life goals, their strengths and weaknesses and their opinions on themselves, which can help with their professional development. Mentors aim to introduce or encourage mindfulness and self-love, often will the encouragement of goal setting. This focus can not only improve a mentees mental health but also prevent crime and anti-social behaviour as it gives participants a diversionary focus.



**How do CELLS services meet school curriculums?**

The PSHE Association, the national body for PSHE education, advocate a programme of study for PSHE (Personal, Social,

Health and Economic) education which has 3 strands;-

1. Health and Wellbeing
2. Relationships
3. Living in the wider world

*“PSHE education gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain”*

The PSHE Association state that it is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

The PSHE Association provide the national curriculum on PSHE education, which most schools use. CELLS work is integrated into PSHE education in schools due to the ability for CELLS services to meet the aims and objectives highlighted in the national curriculum.

CELLS meet the aims set out in the national curriculum through various activities and resources which will be highlighted below in the 3 strands the PSHE Association encourage education on. These are Health and Wellbeing, Relationships and Living in the Wider World. Below are examples of the objectives the national curriculum sets out and how CELLS meet these objectives through their services.





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| **Key stage and area** | **Objective** | **How CELLS meet this objective** |
| KS3 Health and Wellbeing | Highlight the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke | CELLS services meet this objective by CELLS team members sharing their personal experiences of alcohol/drug use from an early age. An interactive session is provided which examines facts and myths regarding substances seeking to highlight the risk of substance use/misuse. A reflective group discussion is conducted at the end to assess an understanding of what has been delivered. The following CELLS services facilitate this objective; drugs and alcohol workshop and 1 to 1 mentoring sessions. |
| KS3 Relationships | Information regarding the laws relating to carrying offensive weapons (including what might motivate someone to carry an offensive weapon) and the range of consequences and strategies for managing pressure to carry a weapon | The CELLS team provide a PowerPoint presentation highlighting current legislation and legal sanctions and punishments relating to the carrying of offensive weapons. CELLS team members provide real-life experiences of them carrying offensive weapons. A question and answer session is carried out to ensure students understanding. The following CELLS services facilitate this objective; gun, gang and knife crime workshop. |
| KS3 Living in the Wider World | The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender, identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities | CELLS provide an interactive presentation to highlight diversity amongst different people including race, cultural, sex, gender, etc. followed by group discussion and sharing of ideas on how stereotyping can lead to discrimination and can constitute a criminal offence. The following CELLS services facilitate this objective; hate crime and racism workshop and victim impact workshop |
| KS4 Health and Wellbeing | To understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and where and how to access support if they have concerns | CELLS services meet this objective by a PowerPoint slide defining each term, a Q&A session to ensure students understanding and providing Information displayed of where students can access further support and advice if needed. The following CELLS services facilitate this objective by a drugs and alcohol workshop |
| KS4 Relationships | To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape, and strategies to manage this or access support for self or others at risk | CELLS services meet this objective by CELLS team members’ sharing their real life experience of a controlling and exploitative domestic violence relationship and to allow students to recognise that some types of behaviour within relationships are criminal, including violent behaviour and coercive control and to know where and how to seek further support in relation to unhealthy relationships if needed. The following CELLS services facilitate this objective; exploitation workshop and domestic violence workshop. |

**Thoughts and Observations**

**Comments from Service Users - CELLS Mentoring 2018**

“The mentor gave them a talk about how he got into crime and ultimately led him to receiving a custodial sentence”

“The young people got a chance to ask questions and learn about how a prisoner’s liberty is taken away and how they miss their family”

“The talk was age appropriate and appeared to strike a chord with the young people who all have shown anti-social behaviour and are at risk of going down the criminality route”

(Dawn Foxon, Schools Family Support Service for Liverpool City Council – Mentoring Referral 2018)

“J has been working with his mentor for some weeks now and his behaviour is improving. J has developed a very good relationship with his mentor and he is a positive male role model to J”

“I cant recommend CELLS highly enough to improve the outcome for young people who are at risk of criminality”

(Dawn Foxon, Schools Family Support Service for Liverpool City Council – Mentoring Referral 2018)

“Impact of mentoring sessions on these students has been immense”

“Lee’s delivery was so down to earth, with an open account of the difficulties he has experienced, to the changes he has made towards becoming a reformed character”

“We would be grateful if these mentoring sessions could continue in September 2018. Indeed, this has been a request from the students concerned, as they have benefited so much from the discussions so far”

“One student in particular has had some one-to-one sessions to discuss his own difficulties and their impact on his life”

(Sheelagh Trotter, Community Engagement Manager at The De L Salle Academy – Mentoring Referral 2018)

“As a school we have been fortunate to have had the support from Shaun and his staff through Cells project”

“Our school is located in the inner city area of Liverpool. County lines, drug abuse, criminality, gangs and grooming are social issues which are dealt with in the area”

“Shaun and his staff have provided mentoring support to pupils who find it difficult to trust some adults.” –

(Mrs E Brennan, Assistant Head Teacher at Notre Dame Catholic College – Mentoring 2018)

“The mentoring service has been invaluable to us as a school. It has given us the opportunity to offer the young people extra pastoral support which provides them with the opportunity to talk in a safe and judgement free environment, let off steam and off load and reflect on their behaviours”

(Miss Rebecca Milsip, Pastoral Manager at Studio @ Deyes – Mentoring 2018)

**Recent testimonial about CELLS Mentoring**



**RE: CELLS**

My name is Justine Jenkins and I am the Safer and Stronger Communities Team Leader within Liverpool City Council (LCC). I first come across CELLS in 2017 when I was invited to attend one of their full day workshops based in a Liverpool School. I was very impressed with the workshops, key messages for young people and the levels of engagement from the participants on the day. I am currently working with internal colleagues of LCC and Merseyside Police with a group of young men who are currently being criminally exploited by drug dealers within the city and trying to provide them with a positive pathway out of their current situation.

I am aware that CELLS have lottery funding to support their work. Therefore I asked Shaun if he would provide a mentor for one of the young men who LCC Youth Offending Team were finding difficult to engage. He is a very vulnerable young man who is negatively influenced by peers who are criminally active in drug dealing and a referral has been made for him to the National Crime Agency as a victim of exploitation.

The young man was provided with a CELLS mentor who started working with him. Since his involvement with CELLS he has not been seen in Liverpool City Centre selling drugs, his family have been supported and signposted to different agencies and a recent eviction notice has been withdrawn. My understanding from colleagues and his family is that there has been a significant change in his attitude and behaviour which is demonstrated by the lack of police sightings in the City Centre.

Within my role, I have been interested in many projects that work with young people, I am most impressed with the work of CELLS and advocate their programme. I am so taken with the programme I have requested they try to engage one of the most difficult young men myself and colleagues have come across and as usual they have not let me down.

I truly believe that the CELLS programme can make the changes we want to see in young people we work with in Liverpool. So much so, I included them in a funding application that I submitted to the Home Office on behalf of Merseyside, which unfortunately was unsuccessful however, I intend to include the programme in a future lottery bid.

I would not hesitate in recommending CELLS to other statutory organisations trying to engage hard to reach young people.

Yours sincerely

J R Jenkins

**Thoughts and Observations from CELLS Mentors**

We asked CELLS mentors a selection of questions to evaluate the role of a mentor and the need for such provisions in Merseyside. We also aimed to create a better picture of the role of a mentor and the mentors experiences working with CELLS.

Question 1 – Do you feel there is a need for mentoring in the current climate? Please explain your answer.

Darryl – *Yes. By providing people with information and support it can limit what they get into. Prevention is key.*

Liam – *Yes. With the current crime rates young kids need direction and motivation and this is what CELLS provides.*

**Question 2 – Do you think children and young people should be mentored about crime and anti-social behaviour?**

Darryl – *Yes. Negative pasts inspire positive futures.*

Liam – *Yes.*

**Question 3 – Do you feel mentoring is the best way to educate children and young people abut crime and anti-social behaviour and their consequences?**

Darryl – *Both mentoring and workshops work in hand in hand to educate children. Some people don’t take a lot from group situations and this is where mentoring is important.*

Liam – *Mentoring is one to one and I feel that people confide in you in mentoring sessions and don’t say a lot in workshops.*

**Question 4 – Do you feel mentoring can reduce crime and anti-social behaviour in Merseyside?**

Darryl – *Yes. Mentoring can definitely reduce crime.*

Liam - *Yes*

**Question 5 – Do you feel that school budget cuts and cuts in mentors have affected your organisation? How and why?**

Darryl – *No. CELLS go from strength to strength and Shaun goes out of his way to ensure funding is in place so no schools miss out.*

Liam – *Yes. Schools need CELLS and we have to compete for funding. Some may miss out.*

**Question 6 – Do you feel that children and young people can relate to you and your lived experiences on the issues they face? How and why?**

Darryl – *Yes. Because I come from a similar background with similar experiences they will gain something from my lived experiences.*

Liam – *Yes. I have been there and done it all. I have a lot to offer in terms of educating people*

**Question 7 – Do you enjoy your role as a mentor? Why?**

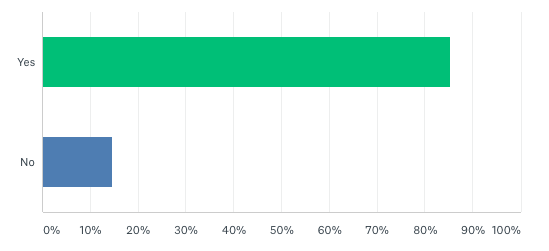
Darryl – Yes *I do.*

Liam – *Yes. Seeing the difference CELLS make to children’s lives is rewarding.*

**Public Survey – Crime and Anti-Social Behaviour in Merseyside**

We asked a random sample of 50 people to answer questions regarding the need for mentoring provisions in Merseyside and their opinions on how best to educate children and young people on crime and anti-social behaviour and its consequences. We asked 6 general yes or no questions and provided an option for participants to add any further comments or information if required.

**Question1**

Do you feel that crime and anti-social behaviour is a problem in Merseyside? Please discuss why/how you are aware of this problem - 48/50 answered this question.

85.42% of respondents said they feel crime and anti-social behaviour is a problem in Merseyside whilst 14.58% stated they felt crime and anti-social behaviour was not a problem in Merseyside. We asked respondents to discuss why/how they are aware of this problem.

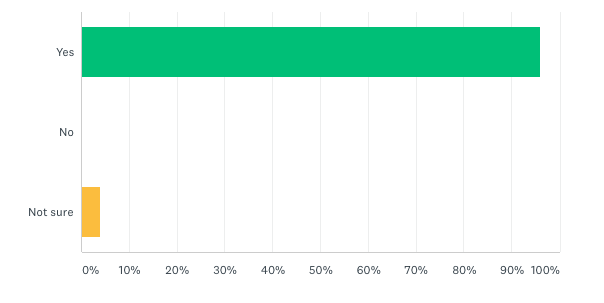
*“News on TV and internet. Social media and twitter. Local news and crime reports”*

*“Unfortunately it is everywhere”*

*“I have been a victim of crime a few years ago. I have witnessed antisocial behaviour near my hoe and read local news/social media sites reporting crime”*

*“Knife crime is a major issue, I think especially going on nights out”*

**Question 2**

Do you feel there is a need to educate children and young people on crime and anti-social behaviour and the consequences? - 50/50 answered this question.

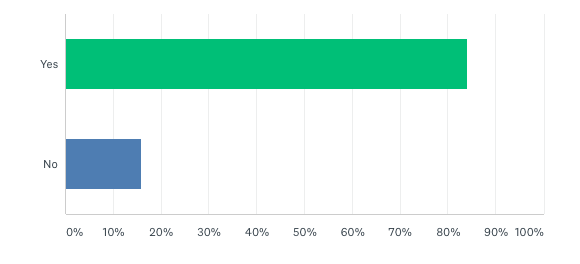
96% of respondents stated they felt there was a need to educate children and young people on crime and anti-social behaviour. 4% stated they were unsure. We asked respondents to discuss their answer.

“*They need to know about the dangers and risks and the consequences of being involved in crimes”*

*“This would be a great idea, not to frighten children but to make them aware of consequences especially when trying to obtain employment or education”*

*“Showing them the possible consequences of crime may change the way they behave, therefore the outcome of their lives can be altered away from crime”*

*“Teaches them the seriousness of committing crime from a young age which may stop them from being influenced and easily drawn into crime when they become adolescents”*

**Question 3**

Do you think awareness and understanding of crime and anti-social behaviour can act as a deterrent to crime? – 50/50 answered this question

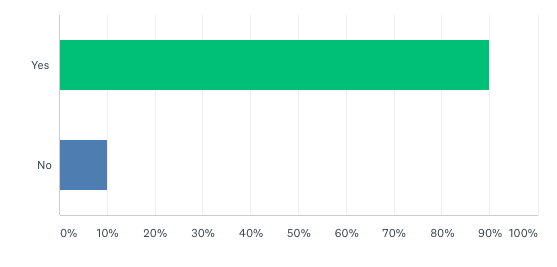
84% stated they thing awareness and understanding can act as a deterrent whilst 16% stated they did not believe it could act as a deterrent to crime. We asked respondents to discuss their answer.

*“Understanding consequences can help educate potential criminals”*

“*Knowing what is acceptable and lawful in society definitely benefits individuals to stay away from a life of crime. Understanding what is right and wrong is a deterrent to crime”*

*“I think some antisocial behaviour comes from a lack of awareness of how their actions impact others”*

*“If children knew more of the implications of such offences it may be a deterrent”*

**Question 4**

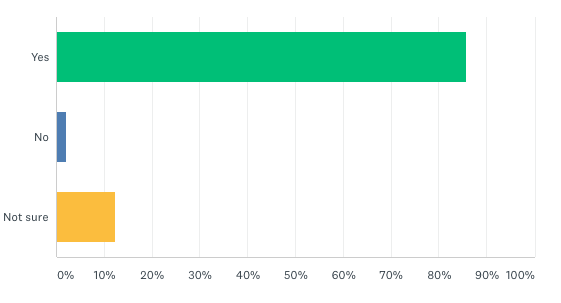
Do you think crime prevention through educating children and young people can reduce crime in the future? - 50/50 answered this question

90% of respondents felt educating children and young people can prevent crime in the future. 10% believed it could not. We asked respondents why they chose their answer.

*“Because it teaches children from a young age that crime is not the correct life choice, and they will see how their future lives could be ruined/extremely different should they lead a life of crime as opposed to not. Also, I believe they should be shown the effects crime has on the victims. This may put into their head from a young age that crime does hurt people in many ways either physically, emotionally etc.”*

*“Education gives children a wider perspective and enables them to make better choices”*

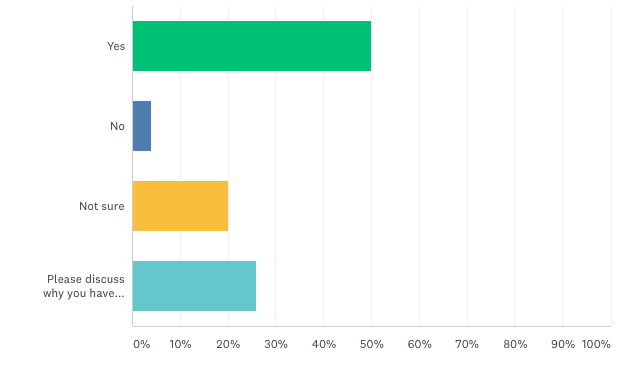
*“Children in families who might become involved in crime will be aware of the consequences if they choose a similar route to their parents. Also, they know that they will be punished”*

****Question 5**

A mentor is a specifically trained volunteer or worker who spends time helping individuals with specific issues (e.g. education, job applications, family issues, crime and anti-social behaviour) Do you feel that mentoring children and young people can help reduce crime and anti-social behaviour? – 49/50 answered this question

85.71% of respondents said they felt mentoring can help reduce crime and anti-social behaviour, 2.04% said they felt it wouldn’t help and 12.24% were unsure. We asked respondents to discuss why they had chosen their answer.

*“I work with people charged with criminal offences. I feel that had some of these people been mentored in younger life it may have assisted”*

*“There can be many issues why people turn to crime, getting to the core of the issues will teach them life lessons and will deter them permanently”*

*“Sets an example” “Role modelling” ‘Less time on the street to cause trouble”*

*“Because it offers them the opportunity to ask for help and get involved in better things. Sometimes people need to be given help, not everyone knows what they want to do with their lives”*

**Question 6**

Do you think ex-offenders and victims of crime can mentor children and young people effectively due to their experiences of crime and anti-social behaviour?

50/50 answered this question

50% said they felt ex-offenders and victims of crime can mentor children effectively, 4% stated they felt they couldn’t, 20% stated they were unsure and 26% wished to discuss their answer in more detail.

*“Yes as they have experience and experience of the court and prisons etc.”*

*“People that have personally been through this can get through to certain people due to empathy”*

*“They are more likely to listen as that person has been through it and isn’t just making information up on what they think happened. Can see first hand the problems ex-offenders have caused and faced”*

*“Criminals and ex-offenders can explain why they offended and how it can be avoided. Example is set, personifying the anecdotes in education legitimates the deterrent*

**Evaluation of survey**

This study highlights the need for mentoring provisions in Merseyside due to the issue of crime and anti-social behaviour in the community. Respondents highlighted that they believe mentoring has the potential to prevent crime and anti-social behaviour and the utilisation of ex-offenders and victims of crime is beneficial to children and young people as they have lived experiences. This is what the CELLS project offer.



**School Funding Cuts – A Hindrance to Mentoring in the United Kingdom**

Over the past few years, many schools in England have suffered budget cuts by the Department for Education as a cost saving mechanism. Most areas in England have been affected by these cuts however Liverpool and Knowsley have felt extreme pressure despite the need for extra provisions due to the high anti-social behaviour and crime rates in children. The budget cuts have meant that schools have been forced to save money where possible, this has lead to classes being overcrowded, schools having fewer teaching and support staff and children having less facilities and opportunities. School funding cuts have received widespread media attention, which will be detailed below to demonstrate a

**ATL and NUT “School Cuts – Harming Education”**

ATL and NUT conducted joint research, published March 2017, on the impact of School cuts on Local Authority Schools and Academies detailing the current and likely future impact of funding cuts. They stated the impact of funding cuts was;

1. Half or respondents reported that class size had risen since last year.
2. Half reported that teaching posts had already been cut and almost two thirds reported that classroom support staff posts had been cut with further staffing cuts expected in 2018.
3. Almost half reported cuts in special needs provisions.
4. Cuts in other support staff posts were reported by 36% of primary schools and 61% of secondary schools.

**National Education Union – “Education Funding”**

https://www.teachers.org.uk/edufacts/education-funding

Cuts implemented by the Conservative Government have put education at risk despite the general election showing education funding is important to voters. Funding problems will continue with the Government’s plans to introduce a National Funding Formula (NFF) for Schools which will redistribute funding across the country however due to the Government’s real-term cuts every part of England has los out. The National Education Union argue that the Government is failing in its duty to provide proper support for pupils with high needs and the National Education Union will continue to argue for adequate funding levels as this is key to child development.

**National Audit Office – “Financial sustainability of Schools”**

Report by the Comptroller and Auditor General – 12th December 2016

Key facts;

* 8.0% real-terms reduction in per-pupil funding for mainstream schools between 2014-15 and 2019-20 due to cost pressures
* 30bn savings mainstream schools need to make by 2019-20 to counteract cost pressures
* 60.6% percentage of secondary academies spent more than their income in 2014/15
* 20,179 state funded primary and secondary schools in England as at January 2016
* 39.6 billion total schools budget in 2015 – 2016 – comprising the dedicated schools grant and pupil premium
* 95.7% of maintained schools income came from government grants in 2014 – 2015
* 1.3 billion savings in procurement spending that the department for education estimates mainstream schools can make by 2019 – 20 to address cost pressures
* 1.7 billion savings in workforce spending that the department for education assumes mainstream schools will need to make by 2019 – 2020 to address cost pressures
* 11.6% of maintained schools had surpluses worth 15% or more of their annual income in 2014 – 15

**School Cuts “What the budget means for schools”**

[www.schoolcuts.org.uk](about:blank)

The impact on schools has been highlighted by the organisation school cuts. These are as follows;-

1. No money whatsoever to plug the gaps in core school budgets – 17,942 schools faced cuts before the budget, 17,942 schools still face cuts after.
2. No money for children with special educational needs and disabilities – Children with special educational needs and disabilities need urgent education funding – more than 2,000 children with SEND (Special Education Needs and Disability) are still awaiting provision. Budget 2018 made no attempt to address this crisis.
3. ‘”Little extras” for school buildings and equipment – The Chancellor announced one-off capital funding for little extras. The school capital budget was down from 7.6billion in 2010 to 5.2 billion before the budget. With the “little extras” it will be back up to 5.6billion but back down to 4.5billion by 2020.

**Institute for Fiscal Studies – “2018 Annual Report on Education Spending in England”**

Funded by the Nuffield Foundation - September 2018

The total spending on schools in England represented just under 42 billion pounds in 2017 – 2018 (in 2018 – 2019 prices). This represents £4,700 per pupil at Primary School and £6,200 per pupil at Secondary School. Primary and Secondary school spending per pupil rose by over 50% in real terms between 2000 and 2001 and 2010 and 2011 however in the years of 2009 and 2010 and 2017 and 2019 total school spending fell by 8% in real terms. Schools costs increased more slowly than inflation between 2010 and 2011 and 2015 and 2016 however grew faster than inflation afterwards meaning the cuts have been detrimental to schools in England.



**Evaluation of CELLS Mentoring**

It is important for CELLS to collect feedback and data from participants in order that they are able to improve their services and ensure provisions are as beneficial as possible for future participants. They do this in many ways. At the conclusion of workshops and awareness sessions, CELLS ask each participant to complete an evaluation form, which highlights their thoughts and opinions about the session. The evaluation gives CELLS an overall view of the impact and effect of the delivery and allows CELLS to be notified of anything participants didn’t enjoy or should change in the future. A report is then created on the effect of the session by one of the CELLS team members, highlighting patterns of interest and disinterest and the general views of participants. CELLS also use visual and verbal feedback, as well as formal evaluations, to assess the impact of mentoring sessions.

Below are examples of case studies of the mentoring sessions CELLS have conducted with children and young people which highlight the issue the young person is facing and how CELLS worked with them to provide better outcomes, all of which show a positive change in the young person following mentoring sessions. This demonstrates the importance of one to one sessions, as often these are more beneficial for children and young people in changing their behaviour.

**Mentoring Case Studies**

**SW**

Prior to CELLS referral, SW was unknowingly exploited by a drugs gang in Toxteth, Merseyside. SW is now subject to a National Referral Mechanism and Safer Strong Communities and YOT asked CELLS to engage with SW. SW has displayed signs of reluctance to engage at first due to fearing for his own safety which was inevitably an issue as he was later stabbed by the gang members and admitted to hospital.

CELLS clearly identified the issues and SW’s background and helped SW recognise that he was being manipulated and exploited by the gang members by pairing SW with a mentor (Darryl) who had previously carried out the same role as a gang member and exploited young people when he was an active gang member. This link meant helped the relationship form trust and encouragement was shown from SW.

CELLS have helped SW with moving away from Toxteth and applying for a college course, both of which will be beneficial to his future. CELLS aim to ensure that SW is safe and have a determined focus on ensuring SW avoids gang activity. Without Darryl SW would struggle to achieve this, highlighting the need for CELLS in this particular scenario.

**AT**

AT is vulnerable 17-year-old male from Toxteth who has been exploited by peers to engage in gang activity. CELLS was introduced to AT through his social worker who expressed deep concerns about the level of exploitation AT was subject especially due to him being subject to a Child Protection Plan, being diagnosed with Asperger Syndrome and subsequent mental health issues and suicidal thoughts. AT was facing a Conspiracy to Supply Drugs charge due to this exploitation.

Initial engagement by AT demonstrated reluctance however the sessions uncovered his ‘sense of humour’. Sessions aimed to help him recognise that he had been exploited by his peers and had made wrong choices due to this. AT has been encouraged to participate in activities such as Martial Arts, Football and training and employment with a local construction company, which will help with his professional and social development.

CELLS have not only supported AT but also supported his Mother regarding her housing and rent arrears. She appears to be appreciative of this. His Mother states AT is ‘like a different person in attitude and behaviour’ since CELLS intervention, demonstrating the true effect of CELLS work. AT has realised where he has gone wrong and is attempting to reform following working with CELLS.

**MJ**

Liverpool City Family Intervention Programme introduced CELLS to MJ as MJ was suffering from ASD, ADHD, Tourette’s and epilepsy and was also under a Criminal Behaviour Order from South Liverpool YOT. MJ was highly vulnerable, as his home life was comprised due to his Mothers mental health issues.

MJ was given mentoring by Darryl as his background and interests coincided with Darryls own experiences. During the first few sessions he had with Darryl, MJ seemed to be very low in mood and lacked motivation, however he opened up his family life and how his father had never been around and his constant fighting with his mum, and also his worry about the threats his brother was making to him even though he was out the country. When the one to one mentoring sessions began MJ engaged fully and was honest, open and willing to take on board advice during each session. Darryl helped him in removing the negative influence he was getting from grim music and heavily encouraged him to produce his own rap.

Throughout the progression of the sessions, MJ understood how his negative behaviour impacted him and others around him and now he tries to work with his Mother and talk to her about his frustrations and also works with Darryl on controlling his anger in a more positive manner, setting short-term targets and long-term goals, and discussing about staying safe and risk-taking behaviour. MJ took Darryl’s advice and started rapping about mental health, which was something he was passionate about, and Darryl also convinced him not to carry weapons. MJ states that he feels safer and happier and believes that the support CELLS is providing is having a beneficial impact on his life.

**PS**

CELLS engagement with PS occurred following a crime awareness workshop, highlighting the positive outcomes workshops can have. Prior to CELLS intervention, PS was attending ‘parties’ and taking various substances regularly. This was having various effects on her mental health including having trouble concentrating, low mood, unwanted negative thoughts and waves of sadness and “unpredictable mood swings”.

PS opened up to CELLS about the murder of her Father and she felt a ‘wave of relief’ from doing so. Her relationship with her Mother was poor due to the unpredictable mood swings. Her engagement with CELLS was full and honest and she acknowledged that the mental health issues she was experiencing could be linked to her substance use. CELLS explored various topics with her regarding substance use, anger management and risky behaviour and the effects of these.

CELLS mentoring can be shown to be effective as PS is now not attending ‘parties’ or taking substances. Her relationship with her Mother has improved and she has acknowledged that the decline in the relationship may have been due to her substance use. PS is described to be ‘a lot happier within herself’ and she is able to control her anger and work on her long-term career goals. This is a clear demonstration of the benefit CELLS mentoring can have.

**AW**

CELLS engagement with AW occurred following a crime awareness workshop where CELLS recognised that AW needed further support and mentoring. This again highlights the need for CELLS workshops.

AW was experiencing issues with substance misuse with varying consequences such as anger problems, lack of motivation, low mood and anxiety. AW engaged with CELLS from the start and expressed his concerns that his substance misuse was holding him back especially in terms of his education as he wished to progress to college. AW was smoking Cannabis daily on the street putting him in real danger of being arrested or becoming involved in crime and/or violence. AW was often in debt with drug dealers. Evolve Pupil Referral Unit asked CELLS to work with AW due to his lack of cooperation and unwillingness to engage with staff. This shows the importance of an outside agency, such as CELLS, working with young people especially in schools, as the relationship is often more trustful than a pupil – teacher relationship.

AW showed a desire to change and aimed to cut down his Cannabis use, which he has since done. AW demonstrated signs of increased happiness and displayed more confidence. He has also been accepted into college to study his desired choice. Teachers have stated that they could see a ‘dramatic shift’ in AW’s motivation and willingness to engage at school, which is highly beneficial for both the staff and AW for his progression.

**LI**

LI was first introduced to CELLS at North Liverpool Academy where he was referred to CELLS by her teachers for mentoring sessions as they felt it would be beneficial for her she was at risk of being permanently excluded from her school because of her lack of engagement and respect for her teachers.

During the initial engagement meeting with LI, it was apparent that she lacked motivation and suffered with low self-esteem, she did express her concerns on how she struggled to control her anger. As LI continued to receive mentoring it was evident that she showed a great deal of compassion to change her behaviour and was always open, honest and engaged well in every mentoring session as well as always taking on board advice given from the CELLS mentoring staff member. She was mentored on self-esteem and self-confidence, peer pressure, controlling anger in a more positive way, the realities of crime, setting short-term targets and long-term goals as well as allowing LI to express any on-going issues or concerns she had in an safe environment and giving advice and on-going support throughout.

The mentoring lead to LI to no longer being at risk of being permanent exclusion and is now doing extremely well within lessons and with her teachers. Teachers have commented on LI’s positive change in behaviour and attitude and that this has been constant. Subsequently, LI was awarded with a reward trip from the School as well as receiving a head-teachers award for great behaviour and attitude towards learning. LI’s self-esteem and self-confidence is much higher compared to the first initial engagement and she is now able to control her anger more positively and uses the techniques learnt during the CELLS mentoring sessions in her day-to-day life.

**Evaluation of the impact of CELLS Mentoring**

CELLS have been mentoring children and young people for a number of years and they have been able to compile an extensive amount of information regarding young person from the first initial mentoring session to the final session. It is evident from the evaluations forms from the mentee that mentoring sessions have being beneficial and have changed their lives for the better. CELLS provided mentees with questions to answer when at their sessions to assess the progression of the individual. There is a clear indication that the individuals benefited from the mentoring sessions. The questions asked by CELLS allow the individual to reveal how they feel about their life and ask statements such as if the individuals ‘has been dealing with their problems well’ or if they have been ‘thinking clearly’. These statements are not only designed to enable the mentor to have an indication on the behaviour of the mentee, but also to allow the mentee to understand their feelings and to suggest that it is perfectly acceptable to feel that way so that they are able to realise that they may indeed need additional support.

**CR Case Study**

CR was first referred to mentor services, as she has been involved in numerous serious incidents of anti-social behaviour in the community. CR placed herself at risk of injury or criminalisation with such behaviour and needed vital support to address his risk taking behaviour. The mentor addressed theses issues with her and continued to work with her for several weeks so that she could be fully aware of the consequences of her behaviour. In her first session CR was hesitant to communicate about her issues and was uncomfortable discussing any problems and concerns. This was evident in her first evaluation form (taken 11/10/18)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements CR (11/10/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I have been feeling optimistic about the future |  |  | ✓ |  |  |
| I have been feeling useful |  |  | ✓ |  |  |
| I have been feeling relaxed |  | ✓ |  |  |  |
| I have been dealing with my problems well | ✓ |  |  |  |  |
| I have been thinking clearly |  | ✓ |  |  |  |
| I have been fairly close to other people |  | ✓ |  |  |  |
| I have been able to make up my own mind |  |  | ✓ |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements CR (11/10/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I feel like I belong |  | ✓ |  |  |  |
| I regularly engage in lessons | ✓ |  |  |  |  |
| Do you express your issues and concerns with the CELLS team | ✓ |  |  |  |  |
| Do you feel comfortable talking to people about your issues and concerns | ✓ |  |  |  |  |
| I am trying not to get involved in ASB and crime | ✓ |  |  |  |  |
| I feel part of my community | ✓ |  |  |  |  |
| I feel valued and important |  |  | ✓ |  |  |
| I have hopes and plans for the future |  |  | ✓ |  |  |
| I feel good about myself most of the time |  | ✓ |  |  |  |
| I don’t get involved in things that can harm me | ✓ |  |  |  |  |

From CR’s final evaluation (taken 17/01/19) it is significantly clear that her outlook on her life has inevitably changed. She has a much more positive approach to life and is able to see herself progressing for the better. This is a clear demonstration of all the positive impact CELLS has on today’s society as they are helping shape the future of young’s people’s lives and giving them the best opportunity to succeed. The fact that her outlook completely changes highlights how important the mentoring sessions were to her and how much the individual benefited from them. There is a substantial local need for CELLS as they hare proving to have a positive effect on children’s and young peoples lives. Her progress can be evaluated in the below graphs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements CR (17/01/19) | None of the time | Rarely | Sometimes | Often | All of the time |
| I have been feeling optimistic about the future |  |  |  |  | ✓ |
| I have been feeling useful |  |  |  | ✓ |  |
| I have been feeling relaxed |  |  |  | ✓ |  |
| I have been dealing with my problems well |  |  |  |  | ✓ |
| I have been thinking clearly |  |  |  |  | ✓ |
| I have been fairly close to other people |  |  |  |  | ✓ |
| I have been able to make up my own mind |  |  |  |  | ✓ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements CR (17/01/19) | None of the time | Rarely | Sometimes | Often | All of the time |
| I feel like I belong |  |  |  |  | ✓ |
| I regularly engage in lessons |  |  |  |  | ✓ |
| Do you express your issues and concerns with the CELLS team |  |  |  |  | ✓ |
| Do you feel comfortable talking to people about your issues and concerns |  |  |  | ✓ |  |
| I am trying not to get involved in ASB and crime |  |  |  |  | ✓ |
| I feel part of my community |  |  |  |  | ✓ |
| I feel valued and important |  |  |  |  | ✓ |
| I have hopes and plans for the future |  |  |  |  | ✓ |
| I feel good about myself most of the time |  |  |  | ✓ |  |
| I don’t get involved in things that can harm me |  |  |  |  | ✓ |

**EC Case Study**

EC demonstrated challenging behaviour and this was impacting his learning and progression. His behaviour was also affecting his safety and others around him. EC’s emotional and behavioural issues were assessed by CELLS as being consistent with a child experiencing attachment difficulties and he also displayed low levels of self-control, poor self-esteem, difficulties resolving conflict, higher levels of aggressive behaviours towards others and difficulties in relationship with others. There is a common theme amongst mentoring sessions that when children and young people first try mentoring they feel unsure about their life more so than uneasy to the situation of getting mentored. Children and young people tend to hold back or withdraw certain information at the beginning stage of their mentoring programmes, This was the case with EC, as he did feel unsure about his life and this is evident in his first initial evaluation form below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements EC (05/11/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I have been feeling optimistic about the future |  |  | ✓ |  |  |
| I have been feeling useful |  |  | ✓ |  |  |
| I have been feeling relaxed |  |  |  | ✓ |  |
| I have been dealing with my problems well |  |  | ✓ |  |  |
| I have been thinking clearly |  |  |  |  | ✓ |
| I have been fairly close to other people |  |  |  | ✓ |  |
| I have been able to make up my own mind |  |  |  | ✓ |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements EC (05/11/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I feel like I belong |  |  | ✓ |  |  |
| I regularly engage in lessons |  | ✓ |  |  |  |
| Do you express your issues and concerns with the CELLS team |  |  | ✓ |  |  |
| Do you feel comfortable talking to people about your issues and concerns |  |  | ✓ |  |  |
| I am trying not to get involved in ASB and crime |  |  |  | ✓ |  |
| I feel part of my community |  |  |  | ✓ |  |
| I feel valued and important |  |  |  |  | ✓ |
| I have hopes and plans for the future |  |  |  |  | ✓ |
| I feel good about myself most of the time |  |  |  | ✓ |  |
| I don’t get involved in things that can harm me |  |  | ✓ |  |  |

It is clear that EC benefited from his mentoring sessions as his final evaluation form reveals that he is much more stable and clear in his thinking and understands that there is potential for anything in his future. Subsequently, indicating that CELLS provided extremely valuable services to young people and adults and they have a unique perspective of dealing with it. By allowing ex-offenders and victims of crime to talk to the young people of today’s society, it allows them to see the real life dangers of what a life in crime or anti-social behaviour can lead to. The children and young people can relate to what the past experiences of the mentors. CELLS use of ex-offenders and victims of crime as mentors not only benefits the children and young people as it acts as a deterrent, but also benefits the mentors as it enables them to give back to society and be part of a greater change. EC’s progression is evident in the graphs below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements EC (10/12/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I have been feeling optimistic about the future |  |  |  | ✓ |  |
| I have been feeling useful |  |  |  | ✓ |  |
| I have been feeling relaxed |  |  |  | ✓ |  |
| I have been dealing with my problems well |  |  |  | ✓ |  |
| I have been thinking clearly |  |  |  | ✓ |  |
| I have been fairly close to other people |  |  |  |  | ✓ |
| I have been able to make up my own mind |  |  |  |  | ✓ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements (EC 10/12/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I feel like I belong |  |  |  | ✓ |  |
| I regularly engage in lessons |  |  |  | ✓ |  |
| Do you express your issues and concerns with the CELLS team |  |  |  | ✓ |  |
| Do you feel comfortable talking to people about your issues and concerns |  |  | ✓ |  |  |
| I am trying not to get involved in ASB and crime |  |  |  |  | ✓ |
| I feel part of my community |  |  |  |  | ✓ |
| I feel valued and important |  |  |  |  | ✓ |
| I have hopes and plans for the future |  |  |  |  | ✓ |
| I feel good about myself most of the time |  |  |  |  | ✓ |
| I don’t get involved in things that can harm me |  |  |  |  | ✓ |

**KD Case Study**

KD was referred to CELLS by a teacher from his school due to behavioural concerns within his community. Concerns were expressed that this anti-social behaviour could rapidly transgress into criminal actions, which could place both him and other community members in danger.

His first mentoring session occurred on 11/10/18 and it was evident that that KD was dealing with a lot of issues and he was unable to see the positives in life. He was pessimistic about his future and could not effectively deal with his problems. At the beginning of the sessions, it is important to note that he did not feel comfortable with expressing his issues and concerns with the CELLS team and did not have many future ambitions; this is stated in his first initial evaluation form.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements KD (11/10/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I have been feeling optimistic about the future |  | ✓ |  |  |  |
| I have been feeling useful |  | ✓ |  |  |  |
| I have been feeling relaxed |  | ✓ |  |  |  |
| I have been dealing with my problems well |  | ✓ |  |  |  |
| I have been thinking clearly |  | ✓ |  |  |  |
| I have been fairly close to other people | ✓ |  |  |  |  |
| I have been able to make up my own mind |  | ✓ |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements KD (11/10/18) | None of the time | Rarely | Sometimes | Often | All of the time |
| I feel like I belong | ✓ |  |  |  |  |
| I regularly engage in lessons | ✓ |  |  |  |  |
| Do you express your issues and concerns with the CELLS team | ✓ |  |  |  |  |
| Do you feel comfortable talking to people about your issues and concerns | ✓ |  |  |  |  |
| I am trying not to get involved in ASB and crime |  | ✓ |  |  |  |
| I feel part of my community |  | ✓ |  |  |  |
| I feel valued and important |  | ✓ |  |  |  |
| I have hopes and plans for the future |  | ✓ |  |  |  |
| I feel good about myself most of the time |  | ✓ |  |  |  |
| I don’t get involved in things that can harm me | ✓ |  |  |  |  |

The final evaluation report, was taken on 17/01/19 KD felt considerably different to his first initial session. His viewpoint and attitude completely changed and he was able to recognise all the positives in life. He felt extremely optimistic about the direction his life was heading and was able to see the immensely positive effect of the mentoring sessions. The mentoring provided by CELLS allowed KD to overcome so many obstacles that would have otherwise been neglected by him.

This shows the need for mentoring in today’s climate as it has proven to be an essential way of guiding children and young people so that they can have the best possible outcomes. The impact CELLS has on children and young people is vital as they are constantly guiding them and raising awareness to all the issues and concerns they could potential face.

CELLS are able to raise essential awareness to children and young people and give them important information that will undoubtedly stay with them for the rest of their lives.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements KD (17/01/19) | None of the time | Rarely | Sometimes | Often | All of the time |
| I have been feeling optimistic about the future |  |  |  |  | ✓ |
| I have been feeling useful |  |  |  |  | ✓ |
| I have been feeling relaxed |  |  |  | ✓ |  |
| I have been dealing with my problems well |  |  |  |  | ✓ |
| I have been thinking clearly |  |  |  | ✓ |  |
| I have been fairly close to other people |  |  |  |  | ✓ |
| I have been able to make up my own mind |  |  |  |  | ✓ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements KD (17/01/19) | None of the time | Rarely | Sometimes | Often | All of the time |
| I feel like I belong |  |  |  |  | ✓ |
| I regularly engage in lessons |  |  |  |  | ✓ |
| Do you express your issues and concerns with the CELLS team |  |  |  |  | ✓ |
| Do you feel comfortable talking to people about your issues and concerns |  |  |  |  | ✓ |
| I am trying not to get involved in ASB and crime |  |  |  |  | ✓ |
| I feel part of my community |  |  |  |  | ✓ |
| I feel valued and important |  |  |  |  | ✓ |
| I have hopes and plans for the future |  |  |  |  | ✓ |
| I feel good about myself most of the time |  |  |  |  | ✓ |
| I don’t get involved in things that can harm me |  |  |  |  | ✓ |

**CELLS Outcomes**

**71% reported they would no longer engage**

**In anti-social**

**Behaviour**

**100% reported**

**improvement**

**after CELLS**

**mentoring**

**86% said they**

**felt they could address their**

**concerns with**

**CELLS**

**98% felt inspired and motivated after CELLS mentoring**

**86% now had hopes and plans for the future**

**General Outcomes**

**Optimism**

CELLS has accumulated a sufficient amount of data from their mentoring program and not many children and young people have fully completed the program and their mentoring sessions are still on going. Subsequently a couple of children and young people have fully completed all the mentoring session and from the informational available it its more than evident that the mentoring sessions have been a success ss. This is obvious from the evaluation forms received from the children and young people from their first session and after their last session. The children and young people were asked if they felt optimistic about the future and in regards to the first session over half the mentees only felt optimistic about their future only sometimes at 57%, 29% rarely felt optimistic about their future and 14% never felt optimistic about their future. However this significantly changed by the time the mentees had their last mentoring session as by then 43% often felt optimistic about their future and 29% felt optimistic about their future all the time. This is a clear indication of the positive effect the mentoring sessions had on the children and young people at the it significantly changed their outlook on their life and by able to receive that support they were able to realize their true potential.

**Usefulness**

Moreover 43% of the mentees rarely felt useful, another 43% only felt useful sometimes and 14% never felt useful at the beginning of their mentoring sessions. Nonetheless this dramatically changed by the end of the mentoring sessions as 57% often felt useful, 29% felt useful all the time and 14% felt useful some of the times. Furthermore when the mentees first started the mentoring sessions 42% said that they could only think clearly sometimes and a further 30% said that they very rarely think clearly. This changed by the end of their mentoring session where it was stated that over half 57% often think clearly with a further 30% are now able to think clearly all the time.

**Closeness to others**

Additionally at the beginning of the mentoring session not even half the mentees felt that they were close to other people with only 43% said that often felt close to other people and 28% felt that they never felt close to anyone or very rarely, and a further 29% stated that they sometimes felt close to other people. However by the end of the mentoring session, over half felt that they felt close to other people all the time at 57%. This is a shows the significant benefits of the mentoring the children and young people are receive as they now able to communicate their feelings and are able to relay and trust other people, which is vital as it is heavily necessary for better mental health.

**Engagement**

Moreover when the mentees were first asked if they engaged in lesson 43% said that they rarely did and a further 29% said that they never engaged in lesson. However by the time the mentoring session had ended over half of them at 57% stated that they often engaged in lesson and a further 30% said that they engaged in lesson all the time. This clearly shows the impact that the mentoring had as it allowed the mentees to be able to see their true potential and see the benefits of education so that they can see what is truly best for them. When they were first asked if they express their issues and concerns with the CELLS team only 57% said they do sometimes, however by the end of the mentoring session 43% said that they do all the time and another 43% said that they do often. This furthers shows how the mentoring session have significantly impacted the children and young peoples lives as they are now able to acknowledge their issues and concerns and are able to gain the correct help to resolve theses matters.

**Comfort in talking about issues and concerns**

In addition to this, when the mentees where first asked if they felt comfortable talking to other people about their issues and concerns, 29% said none of the time and 43% sometimes. Nonetheless by the end of their mentoring session 42% stated that they often feel comfortable talking about their issues and concerns, and a further 29% said that they feel comfortable all time talking about their issues and concerns. Furthermore by the end of the mentoring session 71% said that they would at no means try and get involved in anti social behaviour 86% sated that they had high hopes and plans for the future. This significantly highlights how essential the mentoring work CELLS does for children and young people as it dramatically changes their life and they are able to see the bigger picture. Moreover by CELLS offering a unique perspective of having these children and young people mentored by ex offenders and ex criminals is also a main reason for why their mentoring provision is so effective as it enables the mentees to gain a true perspective of what the negative outcomes of their behaviour could lead too.

**Defined Outcomes**

CELLS have successfully **engaged over 140**,**000 children** and young people with **98%** of those **self-reporting positive attitude improvements**.

The CELLS 2018 Mentoring pilot was overwhelmed with referrals (from the Police, Youth Offending Teams, Social Workers and Local Integration Teams). 72 children and young people participated in the mentoring service and all **72 children and young people showed successful attitude changes**, improve self-confidence and self-belief and improvements in mental health. These changes were measured using the Warwick Edinburgh well-being scale as demonstrated above.

CELLS worked with a young person exploited to sell drugs through threats of violence and helped him to understand the consequences, offering him routes to disengage from exploiters and diversionary activities. CELLS supported him to **achieve his CSCS card**, gaining employment and supported him to join a football team, which has helped him **develop new friendships**.

CELLS worked with four youths subject to exploitation by a drugs gang, which had escalated to involvement with the Criminal Justice System. CELLS **helped these youths stop offending** and they are now engaging with services.

CELLS support a young person through gender re-assignment. They helped the young person to **overcome self-harm** and they now have **increased confidence** and **improved mental health**. They are also embracing further education

Two young people who have benefited from the mentoring services have gained training and Level 2 qualifications and now mentor others within CELLS.

CELLS worked with a young person referred by the Local integration Team for Police involvement to address issues around knife crime. Following involvement he stated he would **never carry a knife again**. CELLS assisted the young person with **career development**.

CELLS worked with three European gentlemen struggling with cultural integration who refused to engage at school. CELLS work has helped them to **overcome issues surround integration** and they are now **happier in school** an in the community.

CELLS mentoring has **prevented 42 pupils from being excluded** and has assisted 6 young people in going back to mainstream schools.

Out of all of the children and young people involved in CELLS mentoring **100% reported improvement** and **98% felt inspired and motivated**.

**Conclusion**

This document compiles the mentoring work conducted by the CELLS team throughout the years and is an indication on the success of their mentoring program. Not only is the mentoring provided by CELLS, immensely valuable to the community in today’s climate, but it is extremely beneficial for all parties involved. It is also clear from the survey conducted, that there is a need crime prevention techniques in today’s climate.

CELLS have many resources, which allow sufficient awareness of crime and anti-social behaviour to children and young people on the consequences and effects of certain actions. This is primarily carried out through workshop presentations. These workshops are in accordance with the personal, social, health and economic curriculum and subsequently in line with the national school curriculum. It is evident from the comments and observations of CELLS Service Users, that they adequately provided children and young people with essential information that is fundamental for their wellbeing and progression. This is shown through the excellent feedback CELLS had received due to their mentoring programs and it is clearly evident in the testimonials they have received. CELLS provide a concise and consistent approach in mentoring children and young people.

The evaluation forms clearly indicate the progression the young people have made from their first initial mentoring session, to their final, and this severely shows the positive impact of CELLS and the extreme need for it in today’s climate. Therefore CELLS provides invaluable provisions for the greater good of the community and the services CELLS provide are essential for guiding children and young people to making informed decisions in their future.

The positive influence CELLS has on the community is a true indication of how valued CELLS work is. By going into local schools and raising awareness and mentoring children and young people, it has such a constructive effect on the lives of children and young people that it influences them to work along side CELLS so that they can be part of something greater. The children and young people who see the work CELLS is conducting became extremely inspired and also want to the exact same and join the CELLS team. This shows the benefit of the work CELLS does and the greater impact it has on the community as CELLS is essentially gives children and young people a chance to secure their future and have the best possible outcome in life.





**Footnote**

Whilst document at print, CELLS Mentoring has been recognised with a High Sheriff for Merseyside award.