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TEAM



# A Process Evaluation of the One Million Mentors Programme

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## Research aims

- Describe mentor and mentees experiences of mentoring with 1MM.
- Identify the key ingredients of the 1MM mentoring model; and barriers and facilitators in relation to these.
- Provide recommendations on how 1MM can increase and maintain quality and fidelity over these factors as it scales.

# What?

A one year Process Evaluation of the 1MM programme focusing on mentor and mentee experiences.

# How?

A qualitative study using semi-structured interviews and focus groups to explore the views and experiences of mentors and mentees.

# Who?

22 mentors and 21 mentees across 14 different YPs (4 schools, 2 academies, 4 colleges, 2 universities) programme in Manchester and West Midlands.

# Sample

## Mentee data

**52%**  
Asian/Asian  
British  
**19%** White  
**14%** Other

**57%**  
male  
**43%**  
female

**52%** Greater  
Manchester  
**48%** West  
Midlands

## Mentor data

**64%** White  
**13%**  
Asian/Asian  
British  
**13%** Other

**55%**  
female  
**45%**  
male

**55%** Greater  
Manchester  
**45%** West  
Midlands

## Limitations

- Challenges identifying the intended sample; cannot conclude that the full range of diversity of experiences of all mentors and mentees involved in the 1MM programme have been captured.
- For safeguarding reasons set by different YPs, staff from 1MM or YPs were present in some interviews, limiting the extent to which mentors and mentees may have felt able to express themselves openly.

# Mentor and mentee experiences of the 1MM programme

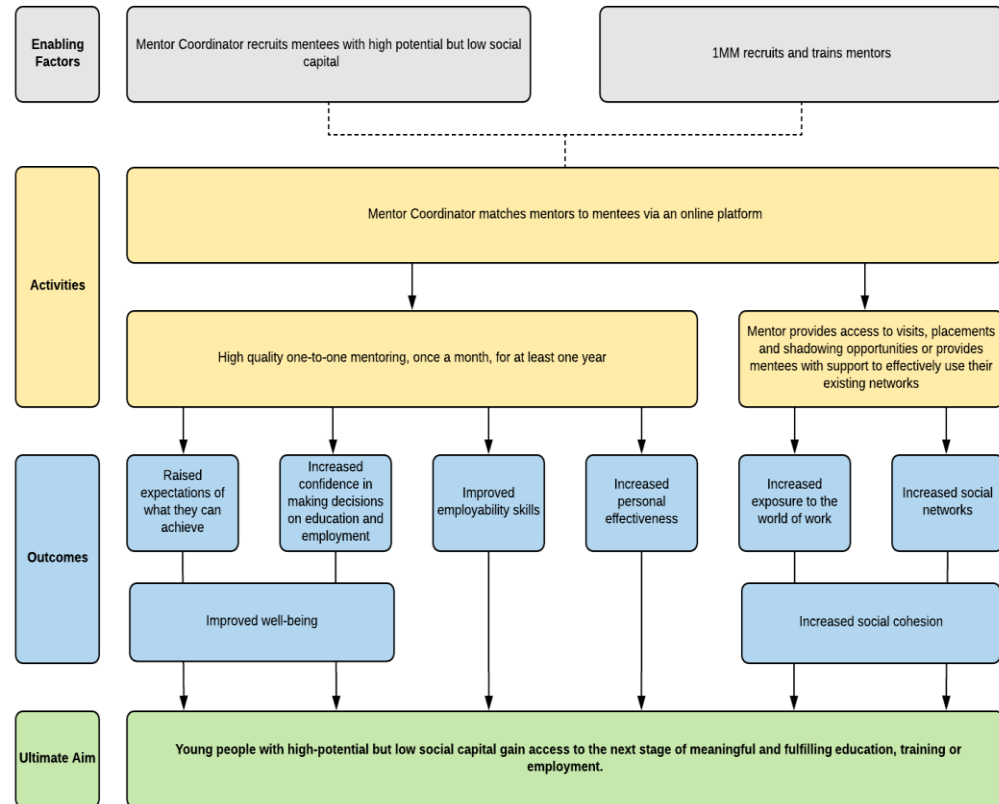
## Headline findings

- We find positive impact on both mentors and mentees across a range of outcomes.
- Participants valued taking part and would recommend the programme to others.
- The quality and impact of the programme was moderated by factors along three key themes:
  - Mentor and mentee knowledge and engagement.
  - The mentoring relationship.
  - Session delivery.

# 1MM Theory of Change:

our key indicators for success

- Raise expectations and aspirations;
- Improve employability skills;
- Increase personal effectiveness;
- Increase confidence;
- Increase exposure to the world of work;
- Increase social networks.





## Impact on mentees

- Confidence.
- Awareness of education and work opportunities.
- Skills related to employability and personal effectiveness.
- Wellbeing.
- Exposure to the world of work and social networks.



## Confidence

*"With my teachers I never really liked asking for help...I just tried to figure it out on my own, but (mentoring) has helped...because I ask more now."*

(Mentee F2, Focus Group 1)

## Awareness of education and work

*"I always thought that I need to walk in a straight path. That was always my mentality, but then when I listen to the stories and background, there are different paths I can take and it's not always going to be a straight line. So that has changed my mind and I feel more positive."*

(Mentee 23, Post-mentoring interview)

## Skills related to employability

*"The interview skills helped for the communication skills and having someone who was experienced in helping with my CV was good."*

(Mentee 15, Post-mentoring interview)

## Exposure to the world of work

*"[These events] were really interesting...they were so relatable to what I was doing in my course and helped me understand a lot more...it was also helpful with networking as well because there were solicitors and business people there."*

(Mentee 3, Post-mentoring, Case study)

# Wellbeing

*"I was able to relieve the stress. When I was stressed, I was able to talk to my mentor about it."*

(Mentee 21, Post-mentoring interview)

*"I was a little bit worried about my mentee actually because they seemed really, really nervous about GCSEs up to the point where you could see the physical effect. I provided some advice in terms of coping mechanisms and things that they could do outside of school to help them to relax. When I saw them last, they were a lot more relaxed."*

(Mentor M3, Focus Group 1)

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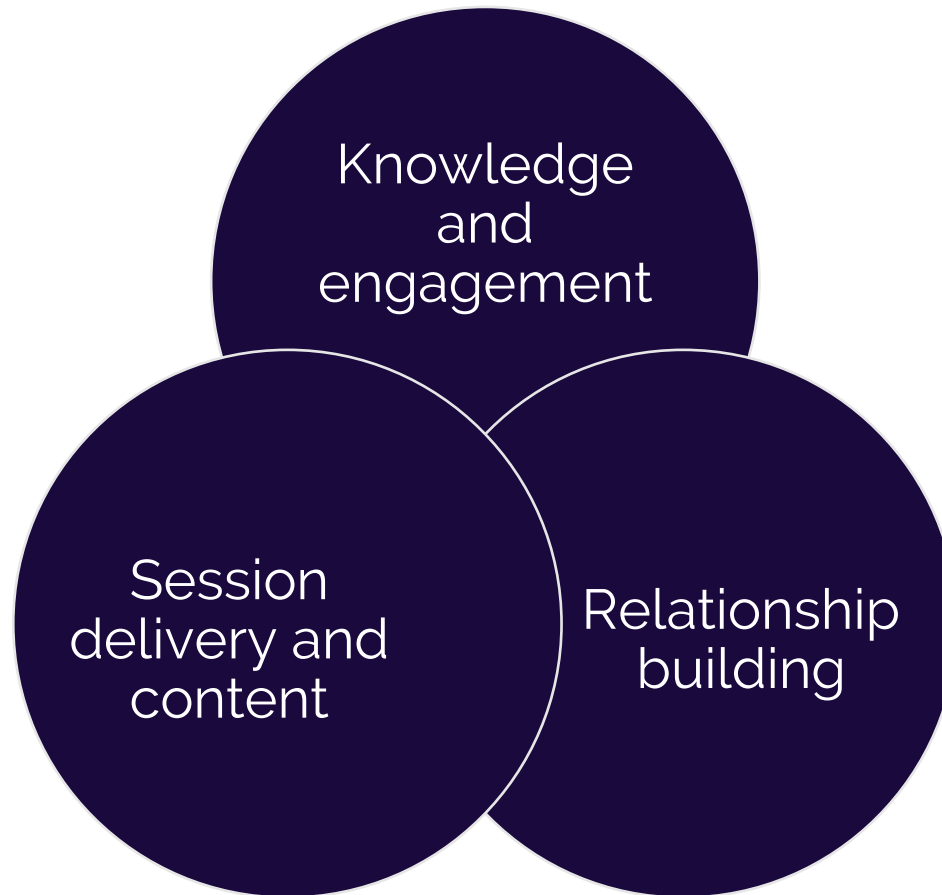
## Impact on mentors

- Personal fulfilment
  - Observing progress.
  - Being pushed outside of comfort zone.
  - Giving back to community.
- Skill development
  - Communication, active listening, leadership.
- Social networks
  - Better understanding pf the needs and experiences of young people.
  - Connecting with mentors.



What factors make an  
effective mentoring  
relationship?

# Moderating factors



## Relationship building

*"Having similar interest in sports, music and architecture, and me working in engineering gave us points to talk... You've got to have some point of shared interest or a way to communicate and some common ground. You don't have to necessarily be interested in doing the same things...the same sexual orientation, gender, race, religion or anything like that. You have just got to have a way to be able to communicate when you start that conversation with someone."*

(Mentor 20, Post-mentoring interview)



## Knowledge & Engagement

*"It wasn't a lack of enthusiasm, but rather, 'this will be good for me but I don't really know for what' and it's probably up to the mentor to lead things a bit more."*

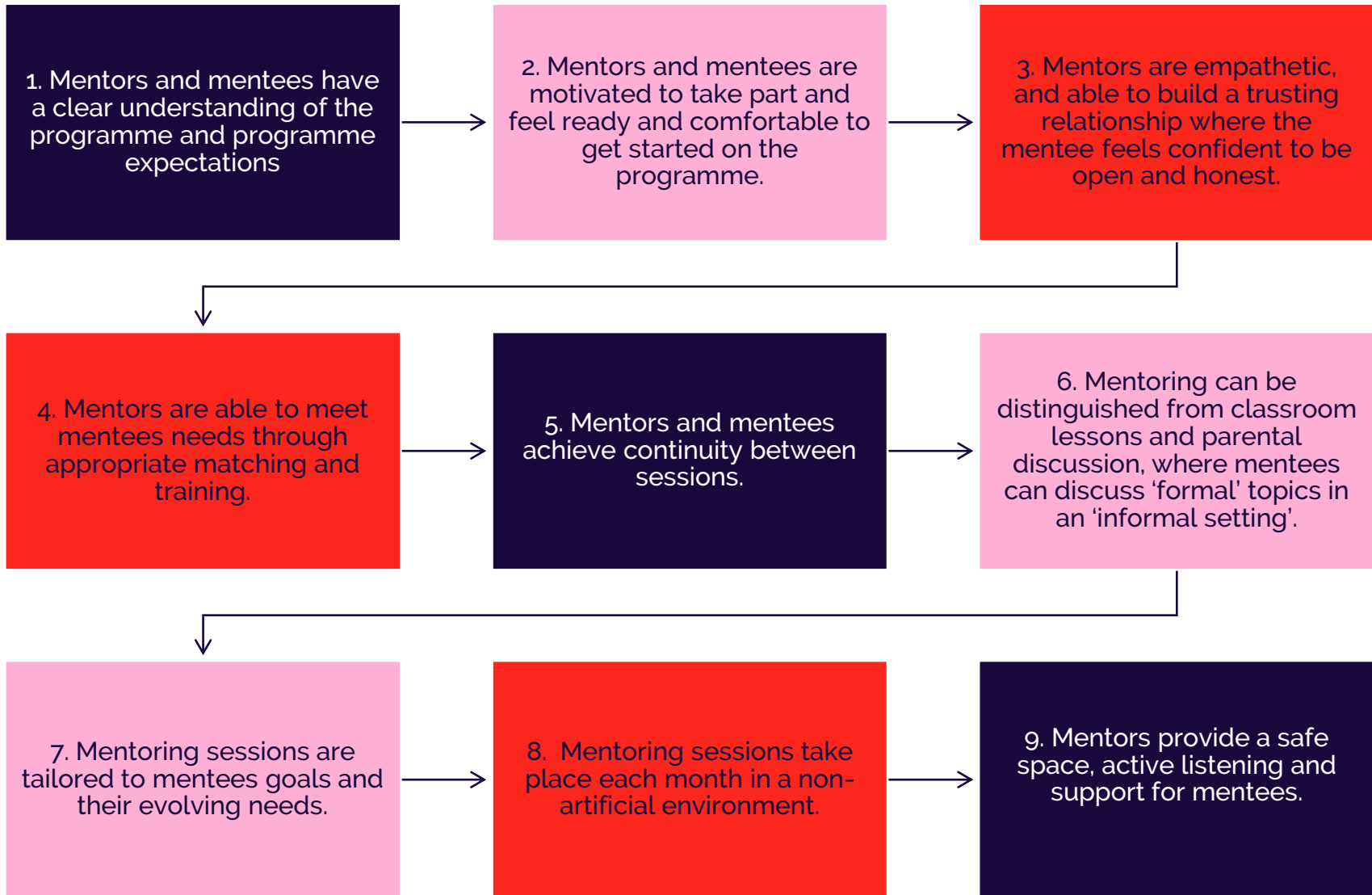
(Mentor 2, Focus group 2)

## Session Content

*"It's kind of strict in talking to your teacher because they are just like, 'you need to do this and get this'. But with your mentor it's like, 'you can try these new things' and things like that."*

(Mentee F2, Focus Group 2)

Key ingredients



# Recommendations

## Supporting knowledge and engagement

- Revise the mentee target pool and/or provide YPs and mentors with greater clarity on the selection process.
- Create a mentee onboarding journey to better manage expectations and support goal-setting.
- Revise mentor training materials to better manage expectations and include more practice based learning.
- Standardise the support offer to ensure that key content is accessible.

## Supporting relationship building

- Match mentors and mentees based on their needs.
- Match mentors and mentees based on shared interests.
- Provide mentors with the training and tools to foster empathy and form relationships, particularly in the absence of shared interests.
- Provide YPs with best practice scheduling techniques and recommended environments for mentoring sessions.

## Supporting session delivery

- Tailor training to focus on the 5 key ingredients of effective mentoring sessions.
- Enable mentors to draw on easy-to-use materials for frequently asked mentee questions or relevant topics.
- Where such training already exists, efforts should focus on continuing to improve the quality and accessibility of resources based on the findings in this report.



# Thank you.

For more information,  
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