Take Two: Paul Hamlyn

External Evaluation report

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Executive Summary

This report aims to assess the success of the Take Two project, funded by Paul Hamlyn. It has a focus on issues that have contributed to its success and challenges identified. It is accompanied by, and should be read in conjunction with, an internal report which details the achievement of the planned quantitative outputs and outcomes.

Summary of the project: The Take Two project, delivered in Salford and the London Borough of Hammersmith and Fulham aimed to '*develop and evaluate an innovative project of support for secondary aged pupils that will provide them with effective speaking and listening skills to overcome disadvantage and equip them for the world of work.*'

It developed partnerships with local businesses so as to access the skills of volunteer mentors, delivering a range of activities - including mentoring, assessment and guidance, training and project-based activities - to enhance young people's communication skills. The project included developing and documenting training modules for school staff and for volunteer mentors.

The Take Two Project was successful in achieving planned outputs, recruiting 202 young people (against a target of 200), and training coordinators from nine schools (against a target of six) and 123 mentors from seven businesses.

Benefits of the project: Benefits identified by young people completing questionnaires and the schools' SIMS database[1] included improved speaking and listening skills (90% improvement reported by participants), enhanced employment aspirations (82% improvement reported by participants), improved self-esteem and motivation (71% improvement reported by participants), improved attendance (14% demonstrated by the SIMS database and 26% reported by participants), and improved punctuality (41% demonstrated by the SIMS database and 35% reported by participants). Schools stated that they had benefited by new approaches to supporting young people with communication skills and new contacts with local businesses for the benefit of the pupils.

Management issues: Management of a project running across two very distinct and different areas was complex, but effective. Management included a national steering group for the whole project, plus a local steering group for each area. Communication, sharing information and transparency were identified as having been essential for the smooth running of the project.

Lessons learned: An important element of the project was its ongoing (formative) evaluation, so that lessons learned could be implemented as the project progressed. Key lessons learned were the importance of:

Developing effective relationships between schools and businesses, by identifying and meeting the needs of each. Corporate Social Responsibility (CSR) and the staff development opportunities offered by the project were the focus of direct approaches to business.

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[1] Due to school time constraints, data on all 202 participants was not available, so quantitative data is based on questionnaires completed by 60% of participating students, and triangulated by SIMS data for 38% of young people.

An awareness of local need and differences: For example, the different requirements of schools in Salford and London meant that activities had to be offered in different places and at different times. Schools were found to operate very different systems for identifying, engaging and supporting young people at risk, and it was important to work with existing systems, rather than try to develop new ones.

Training and supporting business volunteer mentors effectively: ensuring that business volunteers understood the context and aims of the project was important in contributing to successful mentoring relationships and project outcomes. Some mentors felt that a refresher session would have helped them to overcome any issues. An online mentor forum has been suggested, and this is currently being explored by the Take Two national steering group. Serious consideration is being given to safeguarding requirements of this type of forum and any development will meet the Take Two model safeguarding policy and practice.

The importance of working with schools' coordinators, so that they are fully able to fulfil their responsibilities and support the programme.
Means to ensure that disengaged participants remain on the project: One school suggested short-term and long-term targets, and this is currently being explored.
Monitoring and evaluation: There was initial agreement that the project would have access to the SIMS database, but this was not always as forthcoming as had been expected. EBP recognises that future monitoring and evaluation systems will need to be more robust and project participation conditional on agreeing to fully comply with monitoring and evaluation requirements.

Long term sustainability
The project promises to have a wider impact on how schools support young people lacking communication skills through the following:
Long term use of resources: The project's resources, including the handbook and training manuals, will be freely available through the project's website www.taketwopartnership.com from July 2013.
Ongoing use by partner schools: The peer mentor handbook will continue to be used by schools running peer mentoring. 12 schools (77% of post 11 providers in LBHF) have retained copies of the coordinator handbook with information on the scheme. Seven schools and colleges currently on the scheme plan to continue to participate in the scheme either through the Take Two Europe programme, or by buying into the model as a traded service to schools, and intend to continue the scheme.
Wider use within the UK: The process of wider take-up within the UK is also underway, with three additional local authorities (Westminster, Kensington and Chelsea and Neath Port Talbot) expressing an interest in buying into the *Take Two* model from September 2013.
Dissemination to Europe: The project has started the process of ensuring its long term sustainability. It is currently funded by Comenius to work with partners in Finland, Bulgaria and the UK to develop and share the learning from the project. This can be expected to see a wide-scale take-up of the model developed.

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1. Introduction and context

1.1 Aim of the evaluation

This is a summative evaluation, undertaken by an independent evaluator commissioned at the outset of the Take Two project funded by the Paul Hamlyn Trust from November 2010 – June 2013. Project delivery took place between March 2011 and March 2013.

This final evaluation report accompanies an internal report, which details the achievement of the planned quantitative outputs and outcomes. This report therefore focuses on qualitative issues, including management, lessons learned and participants' views of how and to what extent the project benefited them.

An interim formative evaluation, designed to inform the ongoing delivery of the project, to suggest improvements for its effectiveness and to inform dissemination activities, was produced in December 2011.

1.2 London Borough of Hammersmith and Fulham – Education Business Partnership (EBP)

Hammersmith and Fulham Education Business Partnership (EBP) led on the application for funding from the Paul Hamlyn Foundation for the *Take Two* project. The EBP is part of Hammersmith and Fulham Local Authority which is one of three local authorities forming the London tri-borough Partnership of LBHF, Westminster and Kensington and Chelsea.

The mission of the EBP is to prepare the workforce of the future and raise the achievement of learners by bringing together parties from education and business for their mutual benefit and for the benefit of the community.

The EBP delivers work experience placements and work related learning activities such as enterprise challenges, mock interview sessions and work place visits to young people aged 11-19 across the three west London boroughs it serves. In addition the EBP has been delivering mentoring activities for more than 10 years. The EBP used its experience of delivering mentoring and work related learning activities to develop the Take Two programme. The activities specifically focussed on developing participating young people's communication skills in order to enhance their engagement with school and future employability.

1.3 The Paul Hamlyn Foundation

Paul Hamlyn Foundation is an independent grant-making organisation, with four grant-making programmes, one of which is Education and Learning, under which this project was funded.

The Education and Learning Programme has a strong focus on supporting innovation, and aims to foster the development and sharing of new practice, experiences and learning between and within schools, local authorities and voluntary organisations. It supports innovative proposals along three themes: preventing and reducing the impact of school truancy and exclusion at points of transition, developing speaking and listening skills for 11 – 19 year olds and supplementary education.

The focus of the Take Two project was developing speaking and listening skills for 11 – 19 year olds.

1.4 Take Two project
The Take Two project deliverables ran from March 2011 – March 2013. It aimed to produce the following outcomes:

- 180 young people have reported increased speaking and listening skills.
- 100 young people have increased attendance and punctuality.
- School staff report improved behaviour and achievement for 150 young people.
- 180 young people will report improved self-esteem.
- 150 young people will report enhanced employment aspirations and are therefore less likely to become NEET.

The project aimed to be developed in both West London and Salford simultaneously, with the connections used for the benefit of the young people.

The project planned to develop partnerships with local businesses so as to access the skills of volunteer mentors and to provide a real-world context for mentoring, training and otherwise supporting young people. Activities to meet this aim were delivered under three broad themes - Communications through Broadcasting; Communication through Advertising and Communication through Theatre and included:
- Assessment and guidance from professionals in the field of speech and language
- Mentoring and the opportunity to become a trained/mentor tutor to a younger pupil
- Accreditation and training opportunities embracing activities such as speaking and listening skills, music, sport, debating through BBC Speakers Bank
- Exchange activities between Salford and London, including visits, e-partnering and video conferencing.

The project's aim was to '*develop and evaluate an innovative project of support for secondary aged pupils that will provide them with effective speaking and listening skills to overcome disadvantage and equip them for the world of work*.' A key aspect of the project was to develop it in both West London and Salford simultaneously and to use those connections for the benefit of the young people – this activity was supported by a local working group in each location.

1.5 Evaluation activities
This final evaluation is based on the following activities:
- A review of the interim evaluation and project reports
- Email; telephone and face to face contact and meetings with LBHF EBP
- Observation of five National Steering Group meetings, one launch and one graduation event
- A document review of 14 Local Working Party meeting minutes and other related materials
- Analysis of monitoring data

- Qualitative interviews with six mentors; four members of the National Steering Group; and two school coordinators from participating schools.
- Interviews[2] held with 42 young people from eight schools (18 from Salford and 24 from West London) and two case-study interviews with mentees. Interviews were conducted, using paper based questionnaires with field worker support, at the Salford launch at Media City in October 2011, the London Exchange trip in March 2012, at the London graduation ceremony in February 2013 and at a Salford School in May 2013.

1.6 Structure of the report
The report is structured as follows:
Section 1 describes the Take Two project context and evaluation methodology
Section 2 summarises the project's activities
Section 3 focuses on the achievements of the project against outcomes
Section 4 covers the project management systems and activity
Section 5 identifies lessons learned during the project lifetime
Section 6 details conclusions focussing on achievements and sustainability

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[2] The young people completed a questionnaire to establish their views on the benefits to them of the project. The questionnaire was administered by young researchers, who helped them to complete the questionnaire when required.

2. Activities undertaken

2.1 Partnerships and joint working

The National Steering Group of stakeholders from both Salford and West London made up of the businesses, schools, colleges and health services stakeholders met throughout the life time of the project.

National Steering Group meetings were held in the BBC sites in White City (West London) and Media City (Salford) – meetings were both face to face and conducted through video links. The National Steering group held five meetings. LBHF EBP convened and serviced all meetings.

In addition, local Take Two Working Groups were established based in West London and Salford. Local Working Groups each held seven meetings convened and serviced by LBHF EBP.

See Annexe 1 – National Steering Group and Local Working Group Membership

2.2 Training materials produced

A comprehensive Coordinator Handbook was produced for use in training school coordinators. The handbook includes an introduction to the project; an explanation of what is involved in setting up a programme; hints and tips for planning activity and a description of the roles of the School/College Coordinators. The handbook provides details of the requirements for eligibility to participate in the project and a range of relevant forms and briefings for mentors and mentees. Templates for evaluation of project activity requirements were provided for mentors and mentees as well as dates and times of activities and events and useful addresses and other material and information sources.

The handbook has been provided to the Paul Hamlyn Foundation under separate cover with the Interim Project Report.

2.3 Training school coordinators

The project aimed to have trained four school coordinators to deliver the programme. Training constituted a half day session delivered by the Take Two project Manager and used the handbook as a guide. Training covered:
- Take Two project; project aims and context
- Roles and responsibilities for coordinators
- Where to go for further guidance and support
- Monitoring, evaluation and reporting requirements for participating schools
- Project management.

School coordinators unable to attend the half day session undertook a 1.5 hour briefing session with the Take Two Coordinator.
The project target of four trained school coordinators has been exceeded with a total of six schools having received training for school coordinators by the end of the programme.

2.4 Training mentors

Mentor training and support was delivered by Take Two project staff and constituted:

- One three hour training session covering the aims of the programme, the type of young people enrolled on the programme, role playing exercises, child protection and safeguarding and a question and answer session.
- Termly 'catch up' lunches at which mentors could bring up any queries or issues they were having with mentoring.
- Direct email contact between mentors and scheme coordinators.

The project has trained a total of 161 volunteer mentors, of whom 120 are from West London and 41 are from Salford. Mentors have been drawn from a variety of organisations including the public and private sectors. Trained mentors matched to students across the participating schools resulted in:

- BBC – White City and Media City - a significant provider of mentors (43), with 24 supporting young people in West London and 19 in Salford.
- BBC Worldwide provided an additional 28 mentors in West London
- Leo Burnett[3] provided five mentors in West London matched to mentees
- L'Oreal[4] has had five mentors trained, of which three were matched to mentees
- UK TV – 20 mentors trained and matched with mentees constituting 20% of the total workforce at their London head office.
- Coca Cola has had 1 mentor trained and matched to a mentee.

The Lowry Theatre, Aramex UK International Courier Ltd., Drivers Jonas, Manchester Metropolitan University, Salford City College, Salford University, Izziwotnot, RBUK Legal, Ryder Levitt Bucknall, Bottom Line Corporate Services, Rapport Financial Strategists and Oldham College provided a total of 17 mentors.

Nine businesses actively support the project at strategic and executives levels - seven in West London and two in Salford.

2.5 Communication activities for young people

In addition to mentoring activities, young people participated in a range of communication activities based on three themes of Communication – Broadcasting, Advertising and Theatre - activity included young people working with professionals in the industry on projects which included:

- Radio production
- Advertising and marketing exercises
- DVD film production
- Drama production
- Army team building exercises

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[3] A global marketing and advertising company with a UK HQ in Fulham with around 100 employees.
[4] A science and cosmetic company

- Using IT to produce music for activity
- News Report production

These have been detailed in the interim report, and included in this report as an annexe.

See Annexe 2 – Summary of Communication activities

2.6 Exchange trips
Two exchange trips took place, one in Salford in which 20 West London and 20 Salford students participated and one in London in which 17 Salford and 12 West London students participated. The trips included travelling to the location; overnight stays in hotels; visiting each other's schools; and visiting local attractions in each of the locations e.g. Manchester Football Ground and the London Eye.

2.7 Dissemination
Dissemination aimed to support long-term exploitation of the project results. Activities included:
- Making materials available through the project website
- Providing the peer handbook to schools on the project
- Business partners promoting Take Two in their literature and in Corporate Responsibility Reports and conferences – this included presenting the Take Two project at a European Conference in October 2012 attended by educators and policy makers from Finland, Denmark, UK, Sweden and Bulgaria.
- A graduation ceremony and events with representation from businesses, key local and national government representatives, Headteachers, charities and foundations, arts organisations, senior health service staff and local authorities.   Mentees friends and families attended graduation ceremonies and mentees spoke publicly about their experiences.
- Press releases in a number of local papers and directories in both geographical locations
- Two Take Two launches – 3rd March 2011 BBC White City West London and 28th September 2011 BBC Media city, Salford Quays, Salford.   The launches were attended by project stakeholders including young people; mentors; teachers; National Steering Group members and Local Working Group members.
- Dissemination through LBHF EBP's membership and participation in an EU funded project - Actvise[5] – partnership meetings and project activity in Finland and Denmark has enabled the project managers to promote the work of the Take Two.
- BBC Ariel magazine[6] has covered Take Two activities as part of its focus on employee volunteering
- Featuring in the BBC Outreach Blog
- Inclusion of the Take Two model for a successful application to the EU with partners in Bulgaria, Finland and the UK.

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[5] http://www.actvise.eu

[6] The BBC in house staff magazine available on line

- Programme activities have been promoted through public events e.g. Tuesday 17th July 2012 Take Two film projects were screened to approximately 70 members of the general public on the big screen in Lyric Square, Hammersmith, London.
- Featured in partners promotional material e.g. Salford Foundation DVD.
- Dissemination through membership of the 14-19 Partnership Board

3. Benefits achieved

The Take Two project was successful in achieving most of the planned outputs and outcomes. This section demonstrates the extent to which outputs have led to the expected impact. Schools based data was not available for all 202 participants - reflecting the problem of time constraints experienced by schools coordinators. Instead, the information is based on a sample of 38% of students on the programme. In addition, up to 120 (60% of participating students) completed questionnaires. Based on this sample this section identifies the key benefits for young people, schools and other project stakeholders.

3.1 Young people participating

The project exceeded numerical targets of young people participating in the project as follows:

- 202 young people enrolled on the programme and received support for developing speaking and listening skills against a target of 200.
- 126 young people were matched with mentors against a target of 120; 100 in West London and 26 in Salford.
- 144 young people participated in communications workshops, exercises and challenges - 95 in West London and 49 in Salford.

See Annexe 3 - Profile of Students participating in Take Two project mentoring and activities

3.1.1 Identifying project participants

Project participants were identified by their school in a variety of ways with a focus on those with speech and communications needs, at risk of being NEET (Not in education, employment or training), and/or most likely to benefit from the activities.

One school focussed on the support for language and communication mentoring and project activity might bring and subsequently identified a cohort of students with these needs:

> *'..it was a communication project and the children that we were dealing with were disaffected…how to reach children who got frustrated because of their lack of communication skills…'*
> *Education staff*

In a second school the coordinator aimed to match students with mentors' profiles:

> *'I selected the school students and then I matched them and the profiles with the …mentors because I'd been sent some information about who they were.'*
> *School coordinator*

A third school approached participation by identifying pupils most likely to want to take part:

> *'I picked the people …. perhaps their academic work wasn't particularly strong but they had a strong interest in the project.'*
> School coordinator

3.1.2 Improved speaking and listening skills
The project's expectation was that 180 young people (90% of participants) would report improved speaking and listening skills.

Speaking and listening assessments: 59% of the cohort (119 young people) completed speaking and listening assessments. Analysis of the data shows that:
- 90% of those assessed reported an improvement in speaking and listening skills.
- There was some variation between the two locations, with improvement rates of 96% in Salford and 86% in London.

Interviews with mentors: Interviews with mentors included asking for an assessment of improvements in their mentee's speaking and listening skills on a scale of 1 – 5 where 1 was low and 5 very high. All mentors assessed progress in this aspect at a rate of at least 3.

3.1.3 Improved self-esteem and motivation
The project's expectation was that 180 young people (90% of participants) would report improved self-esteem.

Self esteem assessments: 58% of the cohort (117 young people) completed self-esteem assessments. Analysis of the data shows that:
- 71% of those assessed reported an improvement in self esteem and motivation.
- There was some variation between the two locations, with improvement rates of 78% in Salford and 65% in London.

Interviews with mentors: Interviews with mentors included asking for an assessment of improvements in their mentee's self esteem and motivation on a scale of 1 – 5 where 1 was low and 5 very high. Mentors assessed improved self-esteem slightly higher than improved motivation (between 3 and 4 for self-esteem and between 2 and 4 for improved motivation).

3.1.4 Enhanced employment aspirations
The project's expectation was that 150 young people (75% of participants) would report improved employability aspirations and would therefore be less likely to be NEET.

Employability assessments: 61% of the cohort (124 young people) completed employability assessments. Analysis of the data shows that:
- 82% of those assessed reported enhanced employment aspirations.
- There was some variation between the two locations, with improvement rates of 71% in Salford and 89% in London.

Interviews with mentors: Interviews with mentors included asking for an assessment of improvements in their mentee's employability on a scale of 1 – 5 where 1 was low and 5 very high. Mentors assessed their mentees' enhanced employment aspirations as between 2 and 4.

3.1.5 Improved attendance and punctuality

The project's expectation was that 100 young people (50% of participants) would improve attendance and punctuality. This was assessed both through the student assessments and the SIMS database. Whilst the punctuality target was nearly met, it was found that most young people had reasonable attendance already.

SIMS database: This showed that punctuality had improved considerably:
- 41% of the cohort had improved punctuality. (48% in Salford and 37% in London).
- 14% of the cohort had improved attendance (7% in Salford and 19% in London).

Attendance and punctuality assessments: 47% of the cohort (43 young people) completed punctuality assessments. Analysis of the data showed that:
- 35% of those assessed reported improved punctuality (39% in Salford and 33% in London)
- 26% of those assessed reported improved attendance.

3.1.6 Case studies

The following case studies illustrate the impact on two students who took part in Take Two mentoring and project activities.

Case study 1
Partner name
LBHF Education Business Partnership
Background
R is a 14 year old student from one of the most deprived estates in the country. R had been challenging in school and often got into trouble with her teachers as a result of her attitude towards them. R's attendance at school was also poor.   As part of the *Take Two* programme R participated in Forum Theatre value exercises when she met her BBC mentor.
Outcomes
As a result of her participation in FT value exercises R was confident but non-confrontational in meeting her mentor. This meant that their relationship got off to a good start. R's mentor had this to say about R: *The more I get to know her, the more I see her potential to really achieve something in life – whether as an accountant, make-up artist or god-forbid – working for the BBC! We have met pretty much every week, despite only having to "officially" catch up every fortnight; she's never late and always turns up with a smile and a story. I look forward to seeing her achieve her goals.*   R had this to say about her relationship with her mentor: *Having a mentor in my future job that I hope to get is such an amazing thing. I have grown in my knowledge into furthering my career choice whether it's to go to University or even start my own business. She has guided me through the ups and downs I have had throughout the year. She has also been helping me become bilingual and improve in my French. She helped me with education, and she has helped me deal with personal experiences, like helping get a job, etc, we have grown to have a very strong friendship and I hope we still stay in contact, and maybe meet up in the future.*

Why it works?
Forum Theatre activities complement our existing programmes as they help break the ice between students and their business mentors. They also allow students and mentors to express divergent opinions in a non-confrontational way that allows for an honest relationship from the start of the programme.
Contact Details
Marcia Clack - marcia_clack@phoenix.lbhf.sch.uk

Case study 2
Partner name
William Morris Sixth Form
Background
M is the focus of the case study. A film studies student, he has always been keen to engage in any external activity or extension project. It's his intention to study Games Technology and Animation at university and so he has a keen interest in any broadcast company and how it might work. M has five GCSE's and is taking three A levels and one AS. He went to Thomas More School in Purley, an inner London comprehensive which had some problems but recently got a 'good' Ofsted recommendation. This is his third year at William Morris as he arrived with only 4 GCSE's and so needed to take English in order to proceed with this A level courses. M lives at home with his family (seven children, three of whom are currently living at home). English, Arabic and Farsi are spoken at home (Mum's first language is Arabic, Dad's first language is Arabic but he also likes to speak Farsi as he teaches it).   M really enjoyed the mentoring process, he was mentored by S and they met reasonably regularly (once a month) at a variety of locations including S's workplace and a coffee shop.
Outcomes
S was able to help M choose a university course and help him with his personal statement. The impact was most positively felt in the conversations around HE progression and the benefits of different career pathways. M felt that S helped him in his understanding of the media industry and how it worked. S had taken M into meetings and into the office. The positive impact had a real effect on how M viewed the industry and his opportunities within it.
Why it works?
It works as M would not have had any access to experience a media workplace if he had not met S and had him as a mentor. Students of M's ethnic origin are not as represented in the media industry and this is a really good opportunity to give them greater access.
Contact Details
Julian MacDonnell 0208 748 6969 ext 162

3.2 Benefits for participating schools

3.2.1 New approaches for supporting young people
For school staff, benefits included making new contacts and approaches for supporting young people:

'.it …gave me as a teacher strategies I could use in the classroom because the information that the psychologist was able to give me about their linguistic skills and the fact that their retention was…again if you take one of the girls in the first cohort if I gave her more than three things to do in one sentence by the time it got to the third she'd forgotten what the first one was'
Educator

'..it's given me an opportunity through the linking of the two boroughs to meet staff and leaders from other schools and to…network if you like with leaders from other schools'
Educator

3.2.2 Links with businesses
Schools experienced the benefits of working with businesses, both as support partners, and to enable students to experience the world of work.

Businesses appreciated the opportunity the partnerships provided to learn and understand more about the issues young people faced in gaining the confidence and skills required to become work ready. Schools benefitted from developing new relationships with businesses which otherwise might have been difficult to achieve.

'…the fundamental point was to try and give that person support and an opportunity to learn about the work place and how professionals work in their day to day lives and try to help ….and think about how they are going to progress their career.'
Mentor

4. Management

4.1 Take Two Project management

The EBP role and responsibilities for management of the Take Two project is described in the EBP internal report. Adherence to local authority policies and practices for line management; financial administration and progress reporting was in place for the duration of the project. Paul Hamlyn conditions of grant informed project management and practice. Management overviews regularly occurred to ensure that the project management fully complied with relevant management standards; interim and final reporting requirements and good practice.

4.2 Take Two decision making

Decision making within the project was of a consensual nature with transparent reporting and accountability. The project National Steering group was chaired by a Senior Executive from one of the key business stakeholders and all meeting action points; decisions and agreements recorded and distributed in hard and electronic versions to LBHF staff responsible for the project and members of local working groups.

4.3 Quality Assurance

Throughout the life time of the project stakeholders regularly reviewed and discussed quality assurance standards for the project management including: reporting progress; implementation of polices and practices including safeguarding and monitoring and evaluation. Updated reports showing progress against targets and time frames were provided to all parties and discussed at each meeting; where required remedial action was taken and changes implemented to contribute to ensure meeting of preferred quality standards. Discussions included noting minimum standards for project participation including numbers of students; mentors and communications activity. Good practice with regard for example to safeguarding was discussed and management regularly reviewed practices to ensure that the safety and well being of mentees and mentors remained paramount. Management meetings sought to ensure that interim findings informed the ongoing delivery of the project outputs to meet the intended outcomes. Financial reporting ensured that the project management complied with LBHF and Paul Hamlyn practices and terms of grant.

4.4 Inclusive management

Project stakeholders were generally positive about the management of the project, including the involvement of the various partners and stakeholders. Stakeholders expressed confidence in the EBP leads and valued the consistency and continuity they provided. There were a considerable number of personnel changes during the project lifetime including an overall reduction in human resources which whilst significant did not seem to have a detrimental impact on the overall delivery and impact of the project.

Partners expressed appreciation of the knowledge and experience of mentoring projects and innovation that the leads brought to the project:

'I like it it's a very good project I'm very happy with it and we were very lucky to be one of the schools participating in it I think'.
Education Partner

Experienced partners recognised that as the project developed there was a requirement for flexibility and transparency which had been achieved:

'I think .. the national steering group and the local steering group … helped an awful lot to get involved very quickly.'
National Steering group Member

On the partnership itself;

'I think that's been very, very strong because it's enabled us to see different kinds of practice in different contexts - in terms of what's similar, what's different, how it works, how can you change things into different kinds of contexts'
National Steering Group Member

Following the interim evaluation project management ensured that minutes of all meetings – National and Local – were distributed to all partners – this improved knowledge and communications and contributed to transparency.

5. Lessons Learned

This section of the evaluation focuses on the Take Two Model partners and project stakeholders' views about the project activity and the learning associated with it. This includes specific learning regarding the Take Two model design and general learning supporting listening and speaking skills of young people.

Success often depended on a number of interlinked factors including the cohort of students; themed activities offered; parental support; quality of the mentoring relationship; capacity of school coordinators; the year group and personal circumstances of mentees and mentors.

5.1 Developing an effective project partnership
The Take Two project partnership embodies a wide range of stakeholders from across all sectors– public, private and voluntary and community. Developing an effective partnership to deliver project outcomes required considerable tenacity on behalf of the EBP staff to ensure that all partners were effectively engaged in design, delivery and implementation of the project plan.

Throughout the life time of the project partners met at five National Steering group meetings and 14 Local Working party meetings.

Local Working Groups:
Establishing local working parties in each of the two geographical locations enabled partners working on the operational aspects of the project e.g. setting up mentoring activity and designing communication activities to use their knowledge and expertise to fully explore and discuss the work required.

Minutes of these meetings were shared across the two Local Working groups and with the National Steering group contributing to informed planning and effective decision making.

National Steering Group:
Holding national steering group meetings using video links facilitated partner participation and hugely reduced demands on time by not being required to travel. Having Local Working Group representation on the National Steering Group and sharing minutes contributed to full ownership by all of the project and increased understanding of a range of local issues which arose as a result of different working practices e.g. length of the school day and exam periods in schools and the practical challenges of travel and transport for young people and mentors in the two locations.

Relationship Development
For school staff, benefits of the partnership included making new contacts with business and exploring new approaches for supporting young people:

'.it …gave me as a teacher strategies I could use in the classroom because the information that the speech therapist was able to give me about their linguistic skills ..'
Educator

'..it's given me an opportunity through the linking of the two boroughs to meet staff and leaders from other schools and to…network if you like with leaders from other schools'
Educator

For businesses involvement in the project provided opportunities to effectively implement corporate responsibility policies and for employees to offer support to local young people.

'One of the things I am doing at the moment is looking at our Corporate Responsibility Programme and it's the sort of thing that you think would be really good for people to do at all levels of the organisation and encourage it you know and really reward people who do these things.'
Business partner

5.2 Understanding differences

The majority of mentees and national coordinating group members interviewed remarked on the importance of acknowledging the differences in the two geographically distinct communities of Salford and West London. These differences affected all stakeholders and were identified during the project life time. Management meetings explored the issues from a solution based perspective and were largely able to address each of them to the satisfaction of the participants and to the benefit of the project and its outcomes.

Differences between young people: Whilst the demographics and deprivation levels were similar, young people's experience and needs were found to be very different. Feedback from researchers interviewing young people indicated that young people in London seemed more confident and used to being interviewed and completing questionnaires. The prospect of travelling to the exchange visits was very daunting for some mentees in both locations, many of whom did not venture beyond familiar community boundaries. This presented a challenge to Coordinators and school staff in securing agreement and attendance for the trips.

As a result of evaluating the first trip the project management planning for the second trip was revised and the itinerary changed.

Differences in timing and travel: There were differences in how the school day was timed. For example students at one Salford school pupils did short days finishing at 2.45pm and students were reluctant to stay later or attend activities after this time. For one of the London schools which finished late in the afternoon students were loathe to stay on site after the end of the school day to meet mentors and coordinators were required to regularly remind and prompt students of appointments, times and venues.

Throughout the project life time there was ongoing debate about how best to plan activities and how to do this in such a way as to ensure that young people attended sessions; mentor expectations were achievable and that the school day was not unduly interrupted. Mentors also indicated that some of the mentees especially those in exam year groups often struggled to make time for mentoring sessions:
'We try to do it every other month… or every month to begin with and it's become every other month. Due to various commitments… more him than me actually.'
Mentor

West London was considered to have easy public transport access with some of the participating schools within walking distance of the mentor business buildings. In Salford mentors were required to travel, primarily using public transport during the working day which was sometimes neither feasible nor convenient.

> *'A difference between Salford and London where they (the mentors..) literally are on your doorstep and can travel to schools and schools can travel to them quickly and easily but we lack some of that infrastructure so the fact that some our schools are a little distance from the business base, the fact that some people are actively discouraged from driving you know trying to use public transport …'*
> *National Steering Group member*

National Steering Group Meetings were timed to take place during the working day- this created some difficulties for: staff with teaching commitments; pastoral staff who often find lunch time the best time to contact students; business representatives unable to reschedule meetings and work commitments.

> *'I think the reality and pressure on school staff in the school day mean it's very hard to get any school staff released for anything… you know so there are some issues there. The fact that they have come out and had staff exchanges etc is testament to the fact they have prioritised it.'*
> *National Steering Group Member*

Launches and dissemination activities generally took place during the working day – graduation events tended to be planned for early evenings to enable young people's friends and families to attend. By targeting the activity the project was able to attract appropriate audiences for each type of activity and benefitted from the input of business and support of families appropriately.

The project management sought to reduce travel and meeting time including by holding Steering Group meetings using video link and planning Local Working party meetings for early evenings accommodating school and business representatives request for meetings outside of work day schedules.

In order to ensure that young people accessed project activity Salford school transport was regularly used to collect and drop off young people for example to launches and BBC Media City.

School coordinators and business mentors recognised that the needs of students in different schools required a variety of approaches thus mentoring activity locations were agreed that best suited both the mentor and the mentee and accommodated different needs of both regarding time; frequency and travel arrangements whilst ensuring that safeguarding of mentees was paramount.

These approaches enabled the project to increase its participation base and proved to be effective for retaining mentee participation levels and stakeholder interest.

Identifying potential project beneficiaries: There were differences between schools, which dictated to some extent how easily they would be able to identify beneficiaries. One school had 'nurture groups', which enabled the school to easily identify students who might potentially most benefit from the project. For other school's coordinators needed to work across whole year groups and larger numbers of staff to agree which students should be offered the project's activities. In another school the coordinator matched mentees and mentors based on information provided to him about both groups.

Project management realised that it was important to acknowledge that schools operate in a range of ways and was able to accommodate this thus creating a flexible and effective system which was appreciated by schools and attracted new schools into the project during its life time.

5.3 Communication

Ensuring that all project stakeholders are confident in communication systems available to them contributes to the smooth running of project delivery and enhances learning.

At the outset of the project partners recognised that it was very important to fully share views and expectations and that communicating thinking and perceptions was essential. E.g. with regard to the tools and skills required to effectively assess the baseline of participating pupils' language and communication skills and understanding the relevance of mentoring in the project plan.

During the lifetime of the project communication between partners became less of an issue and was not raised at all during the final evaluation research. It is evident from the feedback that stakeholders generally fully understood the project; felt able to discuss all aspects and were willing to enter constructive debate and dialogue to address issues as they arose.

The project management established a range of communication tools which benefitted the project and contributed to informed decision making and planning of activity. This included:
- convening and servicing National Steering group and Local Working Party meetings; sharing of minutes;
- use of evaluation reports to communicate progress against targets;
- use of regular project activity reports to keep stakeholders up to date with activity and future plans;
- ensuring that stakeholders were included in activities and events;
- providing opportunities for e-communication and feedback;
- an open door policy was adopted whereby stakeholders could email for responses to issues and concerns between meetings;
- termly lunch meeting were provided for mentors with the opportunity to exchange information etc.

5.4 Training and supporting mentors

5.4.1 Take Two Project information and context

Some mentors felt they did not fully grasp the context of the Take Two project within which they were mentoring and their role within it; this was compounded for long standing mentors who readily engaged with mentoring activity within the business and as an ongoing aspect of their commitment to mentoring as a valuable role which they could undertake. Mentors were not often concerned about making a particular distinction between their mentoring for Take Two and other mentoring activity and experiences. This was not always evident to the project coordinators and nor was it of particular concern to businesses. This could be overcome by more targeted information about the specific projects the business was involved with and from partners coordinating mentoring activity. However it should also be noted that the Take Two brand is increasingly recognisable and evident in publicity and promotional materials as well as the specific handbook provided to all mentors and on any invitations; flyers and emails the project uses and designs.

Project managers are seeking to address this issue by introducing a requirement for students to complete an action plan to share with mentors at initial mentoring meetings.

5.4.2 Training and support

Whilst all mentors acknowledged that they made use of the training Take Two provided and had the handbook some mentors felt that it would be useful to hold a refresher course or session during the life time of the project. The expectation was that this would to support them in their mentoring role and enable them to discuss issues relevant to the role.

One of the mentors interviewed stated that she was hoping to meet other mentors in Salford each term in a facilitated meeting, but was not sure if that support would be available.

> *'…And I wasn't quite sure who we were supposed to go to for that info. I wasn't quite sure who… was it somebody at their school, was it the mentor programme, was it… there were lots of different people on occasions who were involved and there could have been a little more clarity around who we should be contacting. '*
> *Mentor*

For groups of mentors working within the same business this was not an issue and attendance at graduations, launches and lunches ensured that they met colleagues within their business and often those from other business taking part in the project. The lunches in business locations provided refreshments and an opportunity for mentors to discuss progress; raise issues and support each other

The majority of mentors interviewed considered that they had adequate support and knew who to approach should they need additional advice or guidance.

During the project lifetime a number of options were considered to address this issue. A termly lunch meeting was convened by Take Two project staff in West London to which all mentors were invited – up to 15 attended these on different occasions. In Salford staff offered times and

dates when they were available for mentors to 'drop-in'. Email advice and support was also made available via school coordinators and Take Two project staff.

5.4.3 A Mentor Forum
One mentor suggested that an on-line forum could be developed which would provided an opportunity for issues to be aired and discussed. This could be moderated and provide a valuable tool for updating on project activity and information; new ideas; suggestions and approaches and also be an opportunity for mentors to foster relationships across business and with each other.

The Take Two management committee have begun exploring this option including costings and providers. Serious consideration is being given to safeguarding requirements of this type of forum and any development will meet the Take Two model safeguarding policy and practice.

5.5 Working with Schools

5.5.1 School coordinators
The work of school coordinators was vital to the success of the project. The role requires the ability to create and foster positive relationships between people with widely differing agendas – students, teaching staff and business mentors.

Schools coordinators were mostly successful in ensuring that mentees participated in the project though for one cohort this was not the case.

For some coordinators the time required to facilitate the project mentoring activity was on occasion onerous and competing demands of the role and how it could best work within the school structure and framework was challenging.

Schools coordinators provided a vital input to the Local Working Groups and National Steering group and at times attending management meetings and dissemination events was challenging.

One school felt that the importance of having 'buy in', from school pastoral support staff was essential for the smooth passage of the project.

5.5.2 Retention of students on the project
Ensuring that mentees remained engaged in mentoring activity was challenging. Several students made clear at graduation events that having a mentor had had a profound impact on their views and behaviour including enabling them to understand the importance of regularly attending school; gaining qualifications and attaining to the highest of their ability and recognising that the world of work was not an entitlement whilst others struggled to fully engage with the project activities.

Providing students with specific targets was suggested by one school as an important consideration for future projects and could for example include a target of producing a CV – this

could be a joint target for the mentor and mentee and provide a clear focus for the duration of the mentoring relationship.

5.6 Businesses

5.6.1 Corporate Social Responsibility (CSR)

Participating businesses tended to have mentoring as an activity which contributed to their CSR policy and practice and acknowledged the valuable role the Take Two project played in enabling them to evidence active delivery of their CSR policy. One company had 20% (circa 20 employees) of its workforce actively mentoring and intended to continue to increase this. The company lead had a longstanding commitment to mentoring and this ensured that employees were encouraged to take part and develop mentoring roles.

'We have been pleased to have been able to develop our employee volunteering programme through our involvement in the EBP's Take Two project and we look forward to developing this relationship further'.
Business partner

Having commitment from employees at executive and senior levels was clearly a major contributing factor to the involvement of four of the participating businesses and the project hugely benefitted from having longstanding relationships with these particular individuals.

EBP has invested considerable time and energy into this aspect of its work and recognised that fostering and nurturing relationships with business ensures an informed and realistic strategy for engagement which has proven to be critical to the success of the project.

5.6.2 Development of links and partnership with schools

Working in partnership with businesses was identified by education and voluntary and community partners as a very valuable aspect of the Take Two project – the benefits to business are covered in the section above on CSR; for schools the benefits to mentees was twofold:
  i)   enabled students to experience the world of work
  ii)   enabled schools to forge new links with business

'…the fundamental point was to try and give that person support and an opportunity to learn about the work place and how professionals work in their day to day lives and try to help ….and think about how they are going to progress their career.'
Mentor

Businesses appreciated the opportunity the partnerships provided to learn and understand more about the issues young people faced in gaining the confidence and skills required to become work ready. Schools benefitted from developing new relationships with businesses which otherwise might have been difficult to broker.

5.7 Monitoring and evaluation of Take Two

A comprehensive range of monitoring and evaluation templates were designed at the programme outset to enable the project to capture views of mentees. Schools were required to complete a range of data sets to track students' progress against key project outcomes. This included access to schools comprehensive SIMS (School Information Management System) database to obtain information on mentees attendance and punctuality at school. Data were subsequently analysed to inform the interim and final report. In addition independent external evaluation activity and reports enabled the project to obtain qualitative information from a range of project participants which may not have been possible with an internal evaluation. These evaluations were part of the ongoing reflective work the project undertook and in project management and design.

For some schools providing all the required information proved challenging and at the project conclusion a considerable amount of time was required to encourage submission of data gathered. Once provided it was evident that some of the required information was not available.

EBP recognises that future monitoring and evaluation systems will need to be more robust and project participation conditional on agreeing to fully comply with monitoring and evaluation requirements.

6. Conclusions

6.1 Achievement of outputs:

The Take Two Project was successful in achieving planned outputs as follows:

- 202 young people enrolled on the scheme against a target of 200
- nine school coordinators have engaged in the scheme and five school coordinators received training against a target of four;
- nine schools engaged with the project in the two locations against a target of six
- 126 mentors were trained
- 7 businesses were engaged

6.2 Achievement of outcomes

Planned outcomes were largely achieved, although the data provided by schools was only sufficient to base the assessment on a sample of participants. With that proviso, the following out comes were achieved.

- 90% of participants reported an improvement in speaking and listening skills, against a target of 90%
- 71% of participants reported an improvement in self esteem and motivation, against a target of 90%
- 82% of participants reported enhanced employment aspirations, against a target of 75%
- 14% of participants had enhanced attendance, against a target of 50%. Self-reported improved attendance rates were 26%.
- 41% of participants had improved punctuality, against a target of 55%. Self-reported improved punctuality rates were 35%.

6.3 Sustainability

6.3.1 Take Two EU

EBP has successfully secured funding for a Take Two Europe project with partners from Finland, Bulgaria and the UK. This ongoing commitment by the Take Two Paul Hamlyn project partners including businesses and schools demonstrates that the model is one to which there is a high level of commitment.

6.3.2 Take Two in the UK

During the life time of the project additional schools sought to participate in the project which evidences the belief that the model is transferable and replicable. Through dissemination of the project and its findings three additional local authorities (Westminster, Kensington and Chelsea and Neath Port Talbot) have expressed an interest in buying into the *Take Two* model from September 2013. In addition seven schools and colleges currently on the scheme have expressed an interest in continuing to participate in the scheme either through the Take Two Europe programme, or by buying into the model as a traded service to schools.

6.3.3 Online sustainability

Project resources will be made available through the project's website www.taketwopartnership.com from July 2013. This will provide interested parties with an easy point of reference to find out more about the Take Two offer and hence encourage the replication of the scheme. The website will host information on the findings of the Paul Hamlyn Take Two pilot along with information on current Take Two activity and information on how partners (whether businesses, schools or other local authorities) can get involved.. The peer mentor handbook will continue to be used by schools running peer mentoring. 12 schools (10 in LBHF and two in Salford) have copies of the coordinator handbook with information on the scheme. In LBHF this represents 77% of post-11 providers.

Annexe 1 - National Steering Group and Local Working Party membership

National Steering Group

Role	Organisation
Take Two Programme Manager	LBHF EBP
Take Two Coordinator & Administrator (London)	LBHF EBP
Family & Community Learning Manager	Phoenix Canberra Schools Federation
Head of Outreach	BBC
Take Two Coordinator (Salford)	Salford Foundation
Project Manager	BBC (Outreach)
Project Manager	BBC (North)
Senior Speech & Language Therapist	Salford PCT
Director of Corporate Affairs	BBC Worldwide
Head of Year 10	All Hallows RC Business, Enterprise & Sports College
Assistant Headteacher	Albion High School
Deputy Chief Executive (Youth Intervention)	Salford Foundation
Director, Corporate Community Affairs	The Walt Disney Company Ltd.
Vice Principal - Head of School	Henry Compton School
Client Services Director	Leo Burnett
External Evaluator	Nors Jackson Consultancy Ltd.

Local Working Group (London)

Role	Organisation
Take Two Project Coordinator (West London)	LBHF EBP
Take Two Programme Manager	LBHF EBP
Deputy Head Teacher	Cambridge School
Family & Community Learning Manager	Phoenix Canberra Schools Federation
Assistant Head Teacher	Burlington Danes Academy
Learning Mentor	Henry Compton School
Learning Mentor	Wormholt Park Primary School
Assistant Head Teacher	Fulham Cross Girls School
Project Manager	BBC (Outreach)
Licensing Assistant (Mentor Rep)	BBC Worldwide

Local Working Group (Salford)

Role	Organisation
Take Two Programme Manager	LBHF EBP
Take Two Project Coordinator (Salford)	Salford Foundation
Project Manager	BBC (North)
Community Affairs Coordinator	BBC (North)
Assistant Head Teacher	Albion High School
Learning Mentor	Albion High School
Deputy Chief Executive (Youth Intervention)	Salford Foundation
Outreach Manager	BBC Sport
Community Affairs Coordinator	BBC Philharmonic Orchestra

Annexe 2 - Summary of Take Two Communication activities

- The creation of a radio programme on the subject of *Where We Are From,* working with a member of BBC Radio 5 Live to create the programme. A key part of the work was being provided with the opportunity to interview Les Ferdinand, Linford Christie and the Manager of Westfield West London.

- Participation in the *Marketing Your Area* challenge developed by one of the participating schools. The challenge gave students a day to prepare an advertising campaign to market their local area. A 20 minute DVD film was created, acting as a reusable resource to add sustainability to the enterprise element of the programme.

- The BBC ran a Radio Drama project with young people from Salford which resulted in a short radio play.   Both schools took part over 6 weeks with final recordings at Oxford Road. Lowry Youth Theatre actors were also involved and the dramas were played at the launch and the exchange.

- West London participants took part in a sports history project aimed at creating a documentary interviewing members of Queens Park Rangers' *Extra Time Club* for the over 60's about their sporting memories. The students learned about interview skills and how to use cameras and editing equipment with the BBC's 21st Century Classroom.

- Salford pupils took part in an Army Command activity which included students working as a team to tackle challenging scenarios that soldiers may face. One challenge was to cross a field without touching the grass using only the limited materials provided at the start of the project. Students had to communicate effectively their team to resolve each challenge they were set.

- BBC 21CC- Students were set the challenge of creating a piece of music suitable for the Take Two Launch. They used different computer programmes and some students made rhymes or recorded statements about Salford which they added to their songs.

- Lowry Theatre Arts Research Project/ Iflourish: Students were given the challenge to research what is available for young people in terms of arts/culture. Students visited the Lowry and then picked themselves to visit Ordsall Hall. Students filmed interviews with people working at both of these places and were encouraged to respond constructively to any arts/culture they encountered. Students are writing up reports of their visits and then are working with Iflourish to create some way to tell their peers about what is available in Salford for them. This project is still ongoing.

- BBC Project at The Cliff –This was a BBC project that we fed into and 1 new group went on this as an introduction to Take Two. They were there for 1 hour 30 minutes and took part in workshops all to do with sport such as writing a BBC Sport news report.

Annexe 3 - Profile of students participating in the Take Two Project

Gender
- 102 Young women
- 100 Young men

Year Groups of mentees

School Year Group	Number
Year 9	34
Year 10	102
Year 11	20
Year 12	46
Year 13	0

Ethnicity of mentees

Asian Indian	1
Asian Other	6
Black Other	8
British African	25
British Bangladesh	6
British Pakistani	12
British White	73
Caribbean	32
Mixed White/Asian	4
Mixed White/Carribean	9
Mixed Other	3
Other	12
White Irish	1
White Other	10

Schools attended

School	Number
Phoenix – London	47
Fulham Cross – London	19
Hammersmith College- London	21
William Morris – London	11
Burlington Danes – London	5
Cambridge –London	14
Henry Compton – London	24
Albion- Salford	30
All Hallows - Salford	31

Profile of mentees interviewed for the final evaluation report

Interviews were undertaken with 42 students who benefitted from the Take Two project. Interviews were conducted face to face at graduation events and in schools.   18 participants were interviewed in Salford and 24 in West London. Interviews were conducted using paper based questionnaires with field worker support and were conducted at the Salford launch at Media City in October 2011; London Exchange trip in March 2012; London graduation ceremony in February 2013 and eight at a Salford School in May 2013.

The profile of young people interviewed was:

Gender
- 21 Young women
- 21 Young men

Ages of mentees

Age	Number
13	1
14	17
15	15
16	3
17	1
18	1
19	4

Year Groups of mentees

School Year Group	Number
Year 9	5
Year 10	26
Year 11	5
Year 12	2
Year 13	3

Ethnicity of mentees

Arab	2
Black	3
British African	2
British Bangladesh	2
British Kurdish	1
British White	25
Caribbean	3
White Asian	1
Nigerian	1

Schools attended

School	Number
Phoenix	14
Fulham Cross	2
College West London	2
William Morris	4
Burlington Danes	1
AC	1
Albion	8
All Hallows	10