

KaMCOP Sector Insight Mentoring 2021-22 Evaluation Report



“My mentor had detailed answers for all of my questions which has helped inform my decisions.”

Mentee 2022

“I was able to identify the needs of my mentees and help them find useful links to learn more about the careers they are interested in.”

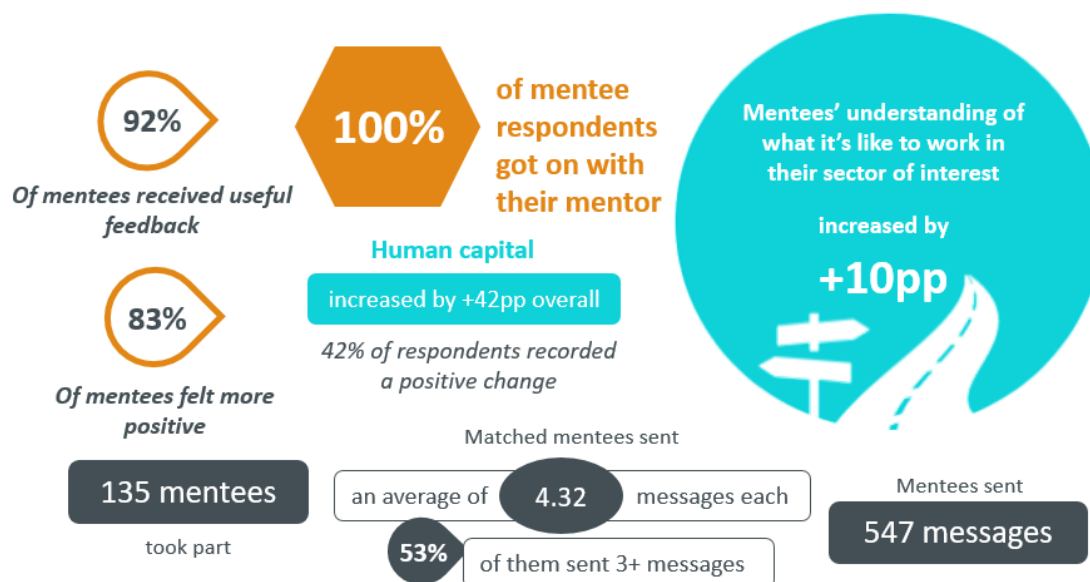
Mentor 2022

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1. Executive summary

1.1 Key data



2. Introduction

This report evaluates the engagement, quality, and impact of the five Sector Insight online mentoring programmes delivered by Brightside in partnership with the Kent and Medway Collaborative Outreach Programme (KaMCOP) Uni Connect team based at the University of Greenwich between October 2021 to June 2022. Working with 11 schools and colleges across South East England, 135 learners from years 10-13 were matched online to a trained working professional mentor. This introduction briefly sets out the background, aims, and structure of the programme before outlining the evaluation methods used to measure its success. The main body of the report first focuses on the recruitment and conversion of mentees then analyses the engagement on the programme, the impact of mentoring on the participants, and the quality of their experience. Recommendations are included throughout and summarised at the end with the main conclusions.

2.1 Partnership background

KaMCOP and Brightside have been working together since 2017. KaMCOP is a partnership between the University of Kent, Canterbury Christ Church University, the University for the Creative Arts, Kent County Council, the University of Greenwich, three colleges, and 50 schools in Kent and Medway that have come together to deliver targeted outreach across the Kent and Medway region. It is part of the Uni Connect programme, which delivers a nationally coordinated approach to working with schools,

universities, and colleges to help young people access higher education. Sector Insight mentoring is one of KaMCOP and Brightside's core activities. In 2021-22, five Sector Insight projects were delivered.

2.2 Aims

Sector Insight's overall aim is to support year 10-13 students from widening participation backgrounds to explore a sector of interest, their post-18, and career options. To achieve this, the programme aims:

- To support mentees to explore the range of career or higher education options related to a specific subject or sector;
- To develop mentees' understanding of routes into a specific subject or sector;
- To help mentees to understand their own strengths and weaknesses in relation to a specific subject or sector;
- To help mentees to build the soft skills required for success in a specific subject or sector.

Brightside's mission is to support young people to make confident and informed decisions about their future, and Sector Insight aligns well with that mission. The programme therefore aims to help mentees feel more confident about their decision around their next steps and address a number of outcomes from Brightside's Theory of Change:

- Human capital: learning specific knowledge and skills;
- Social capital: knowing people to turn to for advice and support;
- Hope: setting specific goals, and having the flexibility and motivation to achieve them;
- Coping: dealing with difficulties in a positive way;
- Self-efficacy: having confidence and knowing your strengths;
- Growth mindset: believing your abilities can be developed through hard work.

2.3 Programme overview

Students from schools and colleges in Kent and Medway were matched with a working professional mentor from Brightside's volunteer network. Over the course of the project, mentees communicated with their mentor via the Brightside mentoring platform, providing an opportunity for them to get tailored 1:1 advice and support on their next steps. The purpose of this is to develop their knowledge of the world of work and different careers to help them make confident and informed decisions about their next steps.

Last year KaMCOP ran Sector Insight programmes without a focus on a particular sector. This year only one such programme was run in October to November 2021, as KaMCOP decided to run sector-specific strands this year such as Insight in to Healthcare and Insight in to Sport. This was changed to facilitate clearer recruitment messaging for schools and students. The following projects were offered:

Sector	Number of mentee spaces available	Cohort
Sector Insight – various mentors available	75	October – November 2021
Healthcare	75	October – November 2021
Sport	75	January – March 2022
Engineering	75	March – May 2022
Sport	50	April – June 2022
Business, Management and Finance	150	May – July 2022
STEM	75	May – July 2022

Following the success of Insight in to Sport in January a second cohort was organised for April. Each strand had capacity for between 50-150 mentees. The two May to July strands did not go ahead as school uptake was low.

The Uni Connect team based at the University of Greenwich led on the recruitment of mentees. Mentee inductions were delivered in person by KaMCOP. During inductions, mentees were informed of the benefits of the programme, created their accounts, completed their baseline survey, chose their mentor using the matching tool quiz, and were supported to send their first messages to their mentor. To prevent a drop off in engagement, mentees and mentors could begin messaging straight away once matched.

Mentors were recruited through Brightside’s network of industry volunteers, and they were trained via webinar. As with previous cohorts, Brightside supported mentors with sector-specific mentoring guides. Guides were produced for each sector, and all guides followed the same structure of covering a mentor’s role, project overview, and aims. Each of the six project weeks covered a specific topic linked to a project outcome, contained discussion topics ideas and sector-specific resources. Further resources were included in each guide, covering sector-specific podcasts, websites, and reading. General further resources were replicated across all guides and included information for writing CVs and cover letters and supporting mentees with building confidence. Mentoring guides for mentees were also utilised. The mentee guides were sector-specific and simplified the content covered in the mentor guide to make them accessible to a year 10-13 audience.

Brightside provided weekly communications to mentors and mentees. Project communications included topics on goal setting, exploring pathways to and job roles in various sectors, skills development, commercial awareness, and the differences between the world of work and school.

The table below shows the number of participating students broken down by school/college:

College/School	No. Mentees	Cohort
Fulston Manor	11	October – November 2021
Kent & Medway NCOP	3	October – November 2021
Mid Kent College	13	October – November 2021
Ebbsfleet	8	January – March 2022
Oasis Academy	10	January – March 2022

Holmesdale	14	January – March 2022
St George’s School	9	January – March 2022 March – May 2022
North Kent College	32	October – November 2021 January – March 2022 March – May 2022 April – June 2022
Greenacre	7	March – May 2022
The Marsh Academy	20	March – May 2022 April – June 2022
PGW Sixth Form	1	March – May 2022

16 mentees in the Healthcare October – November 2021 cohort did not record their school name in the entry survey. The question was made compulsory for the remaining projects.

2.4 Evaluation methods

In order to evaluate the effectiveness of the projects, the following methods and data sets have been used:

- Engagement is measured through quantitative data pulled from the online mentoring platform, which shows number of messages sent and received by participants;
- The impact of the project is measured through baseline and exit surveys completed by mentees; survey questions were designed to address the aims and outcomes listed above, including the project-specific outcomes and Brightside’s Theory of Change outcomes;
- Surveys included response scales as well as open-text responses;
- Open-text responses have been used throughout the evaluation to understand how and why certain outcomes were achieved for mentees;
- The quality of the mentoring experience for both mentors and mentees is also measured through questions on the exit surveys, including qualitative responses.

Of the 135 mentees who were matched to a mentor over the course of the projects, 33 mentee respondents completed the Theory of Change questions in the exit survey at the end of the mentoring component of the project. Between 26 and 33 responded to the outcomes, and 12 respondents responded to the quality questions. This was due to mentees failing to complete the survey entirely, with 20 respondents leaving the quality section blank.

It should be noted that the majority of responses are likely to be from engaged mentees who remained active until the end and so the data relating to quality and impact assesses the journeys of mentees who completed the projects.

Of 54 matched mentors, 23 completed the exit survey, a 42% response rate. This is higher than Insight 2021’s mentor response rate of 33%.

As the projects are repeated each year with new mentees, it can be helpful to compare results with previous years to understand where there are consistencies or inconsistencies and examine the effect of any changes made to project design or delivery. With a small sample size, we cannot draw any conclusions but it may provide insight for improving future projects. This report therefore compares some results with those of the 2020-21 projects using percentages. The table below shows the number of mentees in each dataset.

Project	Number of mentees that took part	Survey respondents (baseline and exit)	Response rate
KaMCOP Sector Insight 2021-22	135	33	24%
KaMCOP Sector Insight 2020-21	151	47	31%

3. Mentee conversion

This year's recruitment target of 450 matched mentees was not met, with 153 mentees creating an account. The final two projects did not go ahead due to lack of school uptake. 135 mentees were matched overall. The October to November 2021 Sector Insight project saw the lowest conversion at 45%, but the remainder of projects stand at a rate of 95-100%, which is hugely positive. These conversion rates are higher than those of last years' programmes, which had conversion rates between 60-74%.

It is worth noting that the October to November 2021 Sector Insight project was the only one without a specific subject focus, which may have affected both conversion and engagement compared to the other projects. KaMCOP delivered inductions in person and encouraged mentees to join the platform, match, and send a message during the session. In the October to November projects, some mentees struggled to access the Brightside platform due to their school's wi-fi network which prevented them from choosing and messaging their mentor. Schools also did not allow enough time for the induction sessions which meant that some information was missed. This ultimately had an effect on the conversion rate of the earlier projects. For later projects, KaMCOP were able to focus on encouraging students to use the Brightside app to avoid wi-fi issues.

The tables below show the conversion rate of mentees:

Healthcare October – November 2021

College/School	Number of students who created account	Number of students matched	Conversion rate
MidKent College	12	12	100%
North Kent College	6	6	100%
Unknown	15	15	100%
Total	33	33	100%

Sector Insight October – November 2021

College/School	Number of students who created account	Number of students matched	Conversion rate
Fulston Manor	28	11	39%
Unknown	3	3	100%
Total	31	14	45%

January – March 2022

College/School	Number of students who created account	Number of students matched	Conversion rate
St George's School	6	6	100%
Ebbsfleet	6	6	100%
Holmesdale	14	14	100%
North Kent College	6	6	100%
Oasis Academy	10	10	100%
Total	42	42	100%

March – May 2022

College/School	Number of students who created account	Number of students matched	Conversion rate
Greenacre Academy	7	7	100%
PGW Sixth Form	1	1	100%
The Marsh Academy	6	6	100%
North Kent College	6	6	100%
St George's School	3	3	100%
Total	23	23	100%

April – June 2022

College/School	Number of students who created account	Number of students matched	Conversion rate
The Marsh Academy	15	14	93%
North Kent College	9	9	100%
Total	24	23	95%

4. Engagement with online mentoring

Engagement across each Insight project was varied. Around 50% of mentees sent 3+ messages for the majority of the projects. This is below Brightside's benchmark of 75% of mentees sending 3+ messages during a project, which is used to measure good engagement. Overall, engagement is lower than last year, which stood at 80% of mentees sending 3 or more messages. The standout project for engagement is the Insight into Engineering with a high of 78% of mentees sending 3+ messages.

The table below summarises mentee engagement in each project:

Project	Dates	Number of mentees	Total messages sent by mentees	Proportion of active mentees (1+ messages)	Active mentees sending 3+	Active mentees sending 6+	Active mentees sending 12+	Average number of messages sent by active mentees
Insight into Healthcare	October – November 2021	33	143	29 (87%)	17 (51%)	11 (33%)	3 (9%)	4.8
Sector Insight	October – November 2021	14	46	11 (78%)	6 (42%)	4 (28%)	0	4.1
Insight into Sport	January – March 2022	42	158	41 (97%)	23 (54%)	8 (19%)	1 (2%)	3.5
Insight into Engineering	March – May 2022	23	122	23 (100%)	18 (78%)	8 (34%)	3 (13%)	5.3
Insight into Sport	April – June 2022	23	78	20 (86%)	9 (39%)	5 (21%)	1 (4%)	3.9

Multiple factors may have contributed to this decrease in engagement including the timing of the projects and access to internet connection. As last year’s programmes took place during the pandemic, the focus from September 2021 for schools and colleges has been on catch-up lessons and prioritising the curriculum. Because of this, teachers may have had less time to promote external opportunities and follow up on engagement with students, and mentees may have struggled to prioritise mentoring alongside catching up on lost learning. Additionally, the most successful projects took place between January and May, compared to later projects when mentees may have been preoccupied with mock exams and the end of the school year. Access to a stable internet connection affected mentees’ ability to log into the platform during their induction session in earlier programmes. This meant that they could not make accounts or message their mentor while the KaMCOP team was present, making conversion more difficult. For the Engineering project, the induction session was critical to facilitating mentees sending their first message, which resulted in 78% of mentees sending a three or more messages to their mentor, which is similar to last year’s engagement rates.

For future projects, it would be highly recommended to continue to encourage mentees to send their first message during the induction session. The matching tool should also remain as a feature, as this enabled mentees to find a mentor match close to their own interests. Recent updates to the matching tool have included mentor’s top skills and what they can help their mentees with, which provide even more context to the mentee on how their mentor can support them.

For the Engineering and Sports projects, Brightside shared the mentor job roles with KaMCOP ahead of the induction session which allowed KaMCOP to demonstrate the calibre of mentors to the mentees and spark excitement for the mentoring during their induction session, which should also be continued

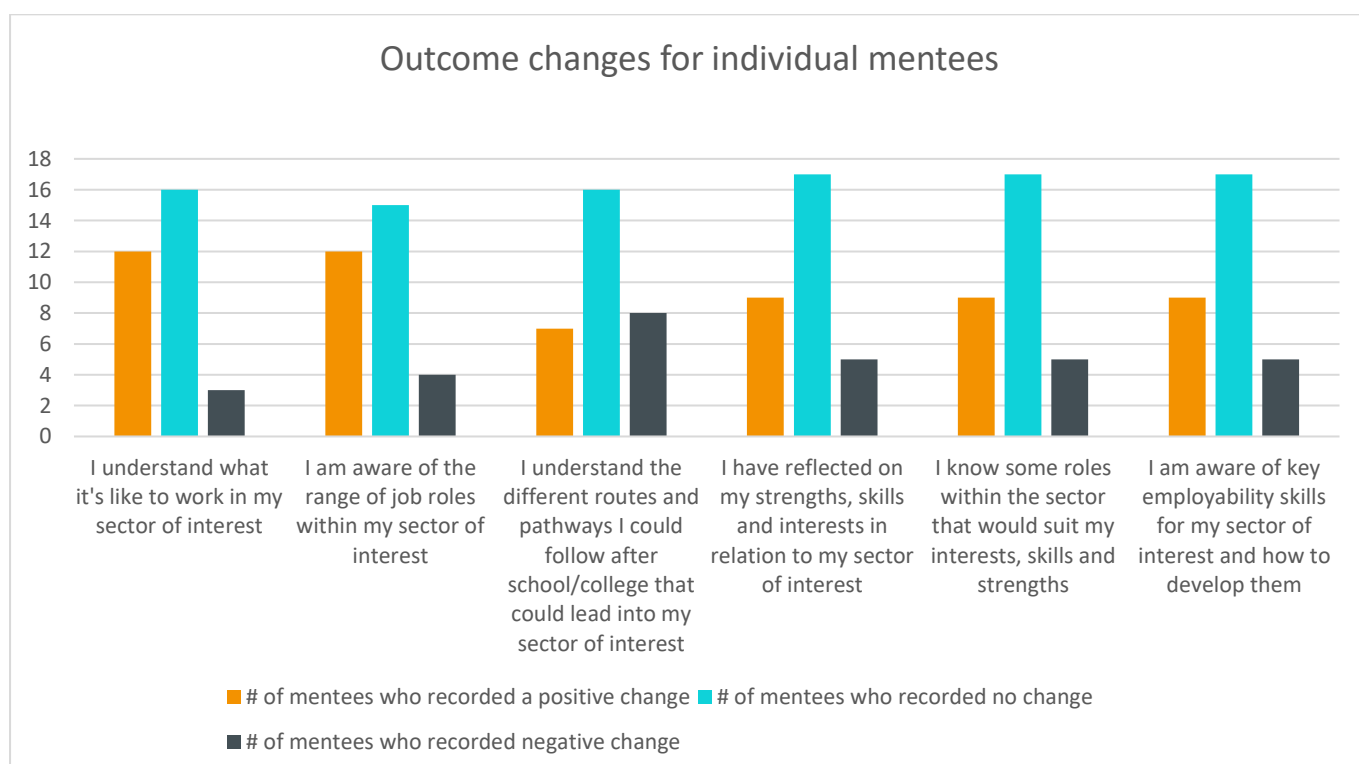
in any further projects. It may also be useful to show mentees the mentoring guide in the induction session so that they are comfortable with the upcoming topics and know where to find the guide. This in turn can help with their anticipation and understanding of the weekly communications sent by Brightside. For the Engineering project, Brightside included a weekly task in the communications for mentoring pairs to complete. This was a short activity relevant to the weekly topic and is also recommended in future projects to serve as an extra talking point for users.

5. Impact of online mentoring

5.1 Project-specific outcomes

Baseline and exit surveys contained questions to assess distance travelled against the project-specific aims of supporting mentees to explore their chosen sector. These questions are different to the questions used last year (as Brightside now has a standard set of questions for use in all Sector Insight programmes) and thus are not directly comparable.

The graph below shows the individual data and the number of mentee respondents who recorded positive, negative, and no change for the same statements:



Results around mentees’ awareness of what it is like to work in their sector of interest was the most positive with a 10 percentage point increase at the overall level and for 12 respondents (39%) at the individual level. Mentees’ awareness of the range of job roles within the sector rose by 9 percentage points overall and for 12 respondents (39%) at the individual level. Qualitative mentee feedback

around their increased understanding of what it is like to work in their sector of interest can be found below:

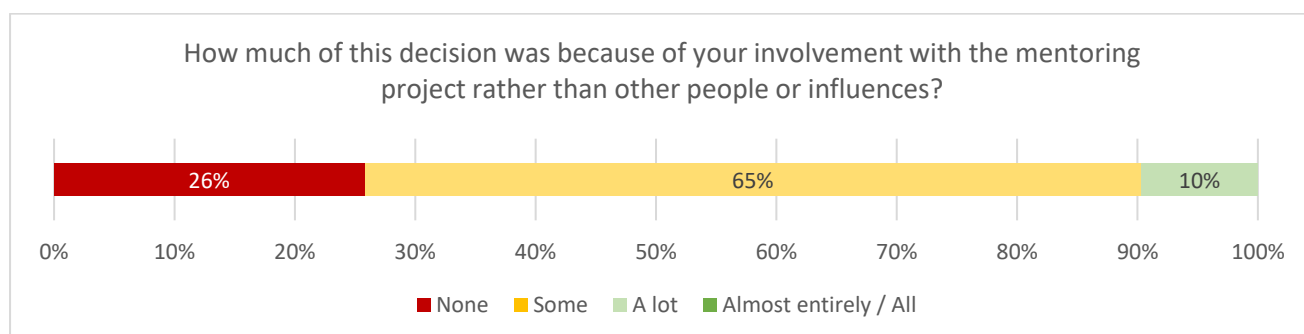
“Gives you the insides of what you want to be and how to become it” (Mentee, Sector Insight)

Interestingly, we saw that there was a decrease by 2pp at the overall level for mentees understanding of the different routes and pathways to follow after school/college that could lead into sectors of interest. At the individual level, five respondents (26%) saw a decrease in this outcome. The results for this outcome in 2020 were more positive, with a 16pp increase at the overall level and six respondents (13%) recording a negative change. To improve this outcome on future programmes mentees could be encouraged to complete an activity such as an online worksheet alongside their mentors to map the different routes and pathways they could follow after school or college to reach their desired career. This would encourage mentoring pairs to conduct research and to explore their available options.

5.2 Impact on decision-making

Brightside’s mission is to support young people to make confident and informed decisions about their future. The impact framework measures how confident mentees feel about their pathways after finishing compulsory education. First, mentees are asked to identify their most likely post-18 pathways. Mentees are then asked how confident they feel that this decision is right for them. The overall change in confidence at group level was an increase of one percentage point and at the individual level, seven respondents (27%) felt more confident in their decision at the end than at the beginning. This is similar to the individual score in the previous year (28%).

Although the majority of mentees did not change their most likely post-18 option 23 respondents representing 74% still stated that their decision was influenced by the mentoring project.

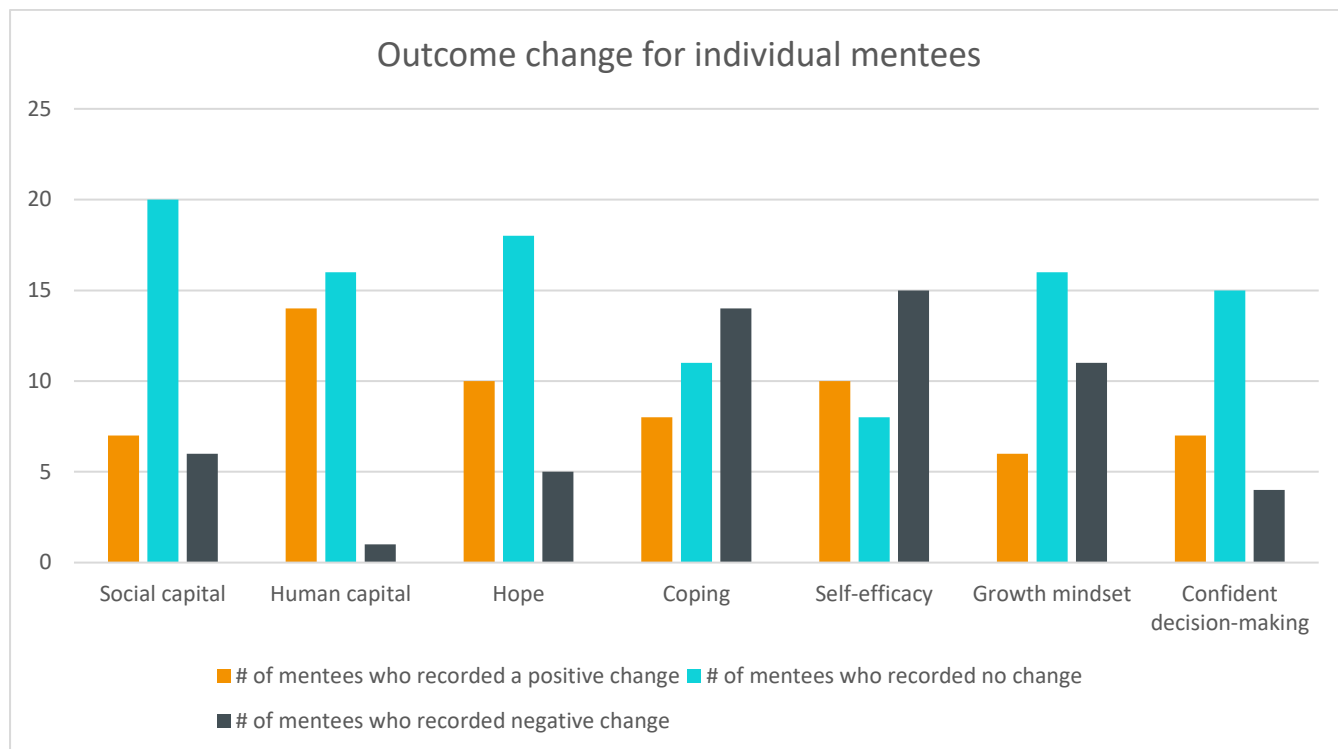


The below quotes highlight how mentee’s confidence in their decision-making increased during the project:

- *“Encouraged me to make the right choice and think before I act. Enlightened me on what happens at uni and how to go about getting there” (Mentee, April to June 2022)*
- *“It means a lot it has made me want to go university even more” (Mentee, January – March 2022)*

5.3 Capital and behavioural outcomes

The graph below shows the change for individual mentees for capital and behavioural outcomes from Brightside’s quality and impact framework:



When looking across the overall change and number of individual mentees who progressed, human capital shows the most positive results, including overall increases (42pp), individual change (14 respondents), and the lowest number of negative change (one respondent). Positive change for human capital was higher than the previous year which saw a 34pp increase on an overall level. Looking at keywords in conversations across the five projects, 16 mentoring pairs discussed qualifications, 53 mentoring pairs considered university degrees together and 48 mentoring pairs talked about roles in their sector of interest. The following mentee quotes allude to the development of human capital (knowledge and skills) for some mentees:

- *“He has helped me get a lot of answers about jobs how to do it where to go to find more information”* (Mentee, March to May 2022)
- *“She was very helpful with the idea I gave her and gave valuable information I needed”* (Mentee, October to November 2021)

There was no change in social capital this year compared to a 6pp increase in the previous year. But on an individual level seven respondents (21%) increased in this outcome, however this is lower compared to the previous year (34%). Nevertheless, we did see mentees discussing how their social capital increased as shown by the following example:

- *“Something that can help me get into contact with people in sport to help me gain contacts within the industry” (Mentee, April to June 2022)*

As with previous iterations of this project, and consistent with Brightside’s findings across our wider portfolio, the picture is more mixed for behavioural outcomes, with higher numbers of mentees recording negative change than the capital outcomes. On the graph above, coping and self-efficacy appear to have the biggest negative change. However, at an overall level the change was only small, -3 percentage points and -4 percentage points respectively. Positively, the scores for hope were higher this year. There was 4pp increase at the overall level compared to -1pp at the overall level last year and 30% increase on an individual level compared to 21% increase last year. The quote below relates to the development of hope for mentees:

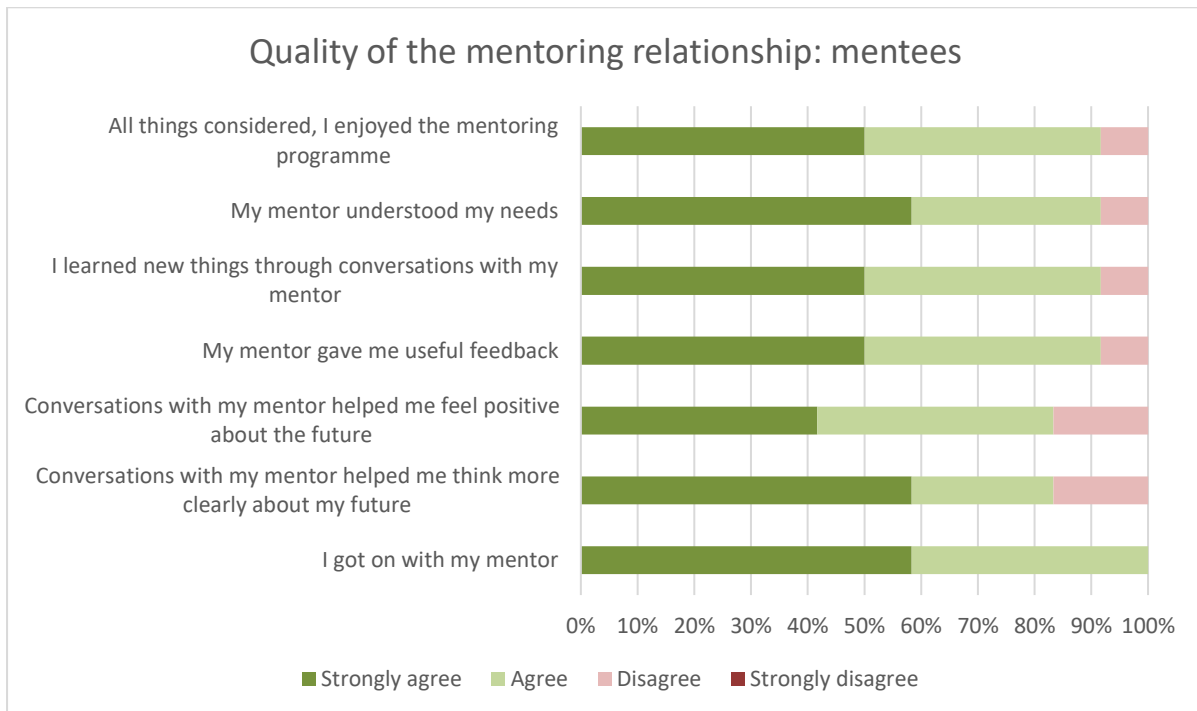
- *“Getting back on my feet and working hard towards my goals” (Mentee, April to June 2022)*

While the other data (quality-related feedback, discussed below, and qualitative responses) does not indicate any particular ways in which mentoring may have contributed to a decline in behavioural outcomes, Brightside is working to develop our understanding of if and how these outcomes relate to and can be addressed through our mentoring. Findings and programme developments will be fed into future projects in due course.

5.4 Quality

Mentees

The exit survey contains a number of questions to assess the quality of the mentees experience. These statements, and to what extent mentees agreed with them, are shown in the graph below. Only 12 mentees in total provided answers in the exit survey, so the sample size is smaller than the number of mentees that participated overall. As in previous projects, the feedback highlights very strong mentoring relationships, with 100% of respondents to the exit survey agreeing or strongly agreeing that they got on with their mentor.



All statements recorded an agreement from an average of 90% of the 12 respondents. This is a positive response and demonstrates the impact of the mentoring and perhaps the functionality of the matching tool, which allows them to make their own choice of mentor. Across the statements, 17% of mentees answered with ‘disagree’ on those related to feeling positive and thinking more clearly about the future. This accounts for two out of the 12 mentees that answered the quality questions, so only represents a small sample. One mentee stated in the exit survey that they were joining the navy, in their conversation with their mentor they often discussed their research into the navy with the support of their family. As they had an existing support system and a family member already in the navy, that may be why they answered with ‘disagree.’ The second mentee also did not engage with their mentor’s questions about their interests, and so a lack of full conversation could have contributed to their disagreement with those particular statements.

Brightside aims for 92% of mentees to give a quality score of at least 6 out of 7. 83% respondents gave a quality score of six or more for this programme. Overall this is great to see and points to the effect the programme has had on mentees.

Mentees were receptive to the feedback they received from their mentor, were open to learning new things, and enjoyed the project. The data suggests that mentors successfully built rapport with their mentees and provided encouragement, motivation, and enjoyment in addition to information and advice. This is reinforced by the qualitative feedback from mentees on the exit survey:

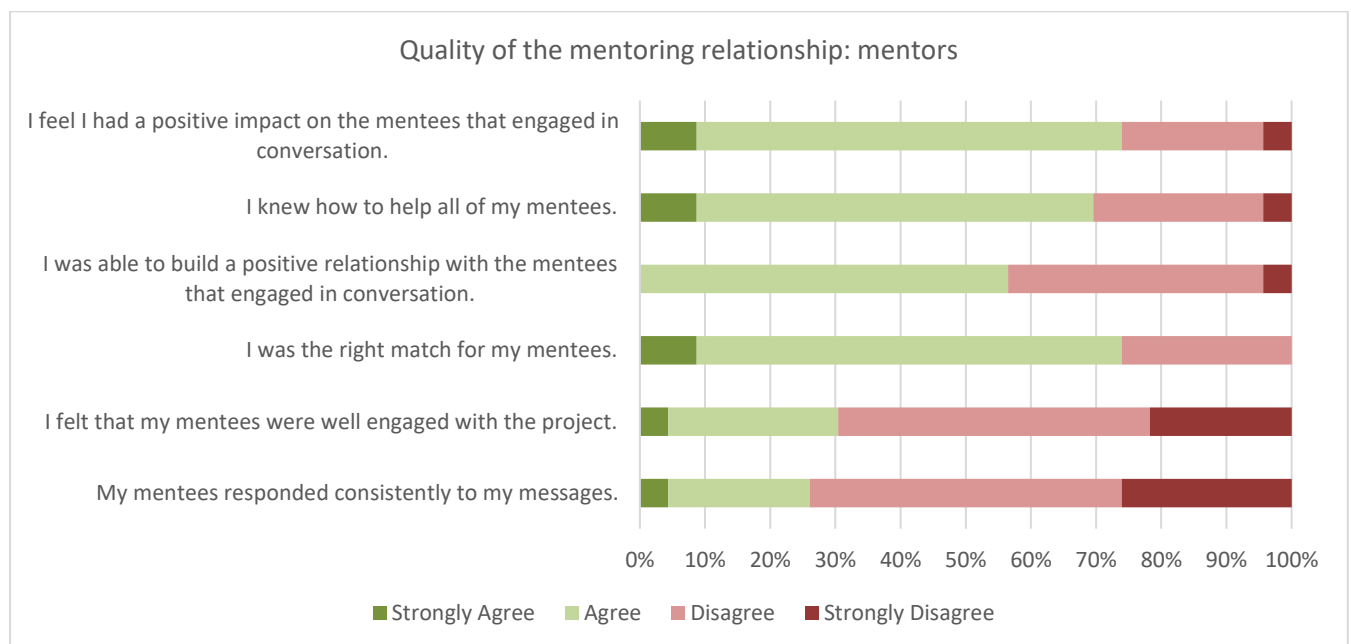
- “[It] is helpful, comforting and useful.” (Mentee, October to November 2021)
- “My mentor had detailed answers for all of my questions which has helped inform my decisions.” (Mentee, October to November 2021)

- “He explained the different courses I would need in order to get this job. Because of this, I was able to research places near me that offered these courses.” (Mentee, January to March 2022)
- “Helped with certain things that might help my chances of getting into a good university, without these I wouldn't know so much.” (Mentee, March to May 2022)

A number of these quality statements saw improvement on last year. The proportion of mentees strongly agreeing that they enjoyed the mentoring programme and that their mentor understood their needs and helped them think more clearly about their future rose by 2, 9 and 11 percentage points respectively. This is very positive, especially in terms of thinking about their future as this links well to the outcomes of this programme. Even though mentees were not able to engage as highly as last year, they still received good advice from a mentor and enjoyed the process. The guidance was also tangible, with one mentee above describing how they were able to complete their own research following advice from their mentor.

Mentors

The graph below shows the mentor responses to the quality statements.



Nine more mentors completed the survey this year than last year, 23 and 14 respectively. This year, 74% of mentor respondents strongly agreed or agreed that they had a positive impact on their mentees, compared to 43% last year. 74% of this year’s mentor cohort also strongly agreed or agreed that they were the right match for their mentee, as opposed to 50% last year. However, this year 30% of mentors felt that their mentees were well engaged with the project and only 26% agreed that their mentees responded consistently. Last year stood at 43% for both statements.

It is interesting to note that although this year’s mentors felt that their mentees were not engaging consistently, they also felt strongly that they had made an impact and were the correct choice for their mentees. Although this may seem incongruent, it can actually point to the quality of the programme

and of mentor recruitment, as mentors had a diverse range of job roles. 57% of mentors agreed that they were able to build a positive relationship with their mentees, so despite lower engagement this year it is great to see that the mentor experience was still fulfilling.

There was some positive qualitative feedback from mentors regarding their experience:

- *“Support from Brightside was great as always so despite not having a promising mentoring experience this time round, Ruby was very helpful in the chat in offering suggestions to improve engagement and responses from mentees.”* (Mentor, October to November 2021)
- *“I really love this project and the support from Brightside, I’d love to continue helping Brightside.”* (Mentor, January to March 2022)

Some mentors mentioned low mentee engagement, time constraints and the safeguarding filter as hindrances to their experience:

- *“The validation of links is understandable but sometimes delays our conversations.”* (Mentor, October to November 2021)
- *“Despite my negative responses it seems like a good project and a good thing to be doing. I assume I have just had a one off negative experience only having one mentee while expecting more, and that one mentee not being engaged or having any sense of how to make use of the project.”* (Mentor, March to May 2022)
- *“I would like to use this platform with mentees that engage over a longer period of time (e.g. 6 months).”* (Mentor, October to November 2021)

One mentor mentioned that they would have liked some contact points with other mentors to share best practice. Brightside have recently started to offer drop-in sessions to provide a supportive space for mentors. Had these been available throughout the programme, mentors may have been able to share their experiences and speak directly to a member of staff. This may have eased any frustrations at low engagement or provided a chance to find out about further opportunities that can see them mentor for longer. For any future projects, these sessions should be advertised clearly.

6. Conclusions and recommendations

Conversion and engagement

Although the match target of 450 mentees was not met, the conversion rate for this year’s programme was significantly high than last year, with nearly every project seeing an 100% mentee conversion. This should be seen as a great success despite the challenges in reaching the mentee target this year.

Engagement with the programme was lower compared to 2020/21. This may have been influenced by the return to in person teaching following the pandemic and the higher pressures facing schools and colleges to focus on catching up on lost learning. In future, it is recommended that:

- KaMCOP should continue efforts to ensure that students can access the platform to make their accounts, choose their mentor and send their first message. This had a great impact on projects this year and was very appreciated.

- If possible, mentoring guides should also be shown to mentees from the outset to help with their understanding of the purpose and timeline of the mentoring. These should be readily available as project resources and on the landing pages of the platform.
- Communications should continue to be sent weekly, but perhaps following a different structure. Mentors can have more detail whilst mentee communications should be more concise. Both could contain a weekly activity that mentors can lead on encouraging the mentee to complete.
- Future programmes should focus on running projects between January to May.
- Continue to encourage mentees to send their first message during the induction session.
- Brightside should share the mentor job roles with KaMCOP ahead of the induction session to allow KaMCOP to demonstrate the calibre of mentors to the mentees and spark excitement for the mentoring during their induction session.

Impact

The overall change scores for project-specific outcomes (knowledge and understanding of mentees sector of interest and employability skills) showed an increase among the mentee group for all but one outcome measured. Results around mentees' awareness of what it is like to work in their sector of interest were particularly positive with 12 respondents (39%) recording a positive change. Qualitative data from open-text survey responses supports the conclusion that mentoring contributed to these changes, showing that mentoring conversations followed the themes encouraged in training and through mentoring guides, thus contributing to an increased understanding and confidence around mentee's sector of interest.

The data indicates that this increased knowledge and confidence gained through mentoring supported confident and informed decision-making, with an overall increase in mentees' confidence that their likely next step was right for them (+1pp) and 74% of respondents (23 mentees) stating that mentoring had influenced their decision.

When looking at Brightside's Theory of Change outcomes, human capital shows the most positive results, with overall increases between the start and end of the programme and only one mentee on negative change. As with previous iterations of this project, and consistent with Brightside's findings across our wider portfolio, the picture is more mixed for behavioural outcomes with higher numbers of mentees recording negative change than the capital outcomes.

As well as updating programme design and delivery in accordance with any findings from Brightside's own research into and review of behavioural outcomes and mentoring, future Insight programmes should:

- Introduce an online worksheet for mentees to complete alongside their mentors to map the different routes and pathways they could follow after school or college to reach their desired career. This would encourage mentoring pairs to conduct research and to explore their available options.

Quality of the mentoring experience

Mentees had a high-quality mentoring experience on this year's Sector Insight programmes, with 100% of 33 mentees agreeing or strongly agreeing that they got on with their mentor and 92% overall enjoying the mentoring programme. There were improvements in mentee feedback compared to 2020/21. The level of strong agreement that their mentor had helped them think more clearly about their future rose by 11 percentage points, from 47% to 58%. Mentor feedback on their mentees' engagement was slightly lower than last year; 30% of 23 mentors felt their mentees were well engaged with the project, down from 43%. However, it was really positive to see that a much higher percentage of mentors felt that they had a positive impact on their mentees (74%, up from 43% last year). 74% of 23 mentors also felt that they were the right match for their mentee, compared to 50% last year. Mentee engagement has a large impact on mentor satisfaction and so in future it is recommended to continue focusing on raising this. Brightside are also pioneering further mentor support initiatives that can help improve their overall experiences.