

## North Yorkshire Youth Mentors



adventure | learning | discovery

# Final Independent Evaluation

**1<sup>st</sup> March 2020 to 31<sup>st</sup> July 2023**

# Some key North Yorkshire Youth Mentoring service achievements 2020-2023

## Continuity of early intervention support

Maintained youth mentoring activity in Craven to pre-pandemic levels meeting high demand in Skipton especially.

## Expansion of support

Expanded youth mentoring provision on the North Yorkshire coast where demand for support was consistently outstripping supply of mentoring capacity previously.

## New provision in North Yorkshire

Provided brand new mentoring provision in Hambleton that did not exist before.

## Protecting other parts of the system

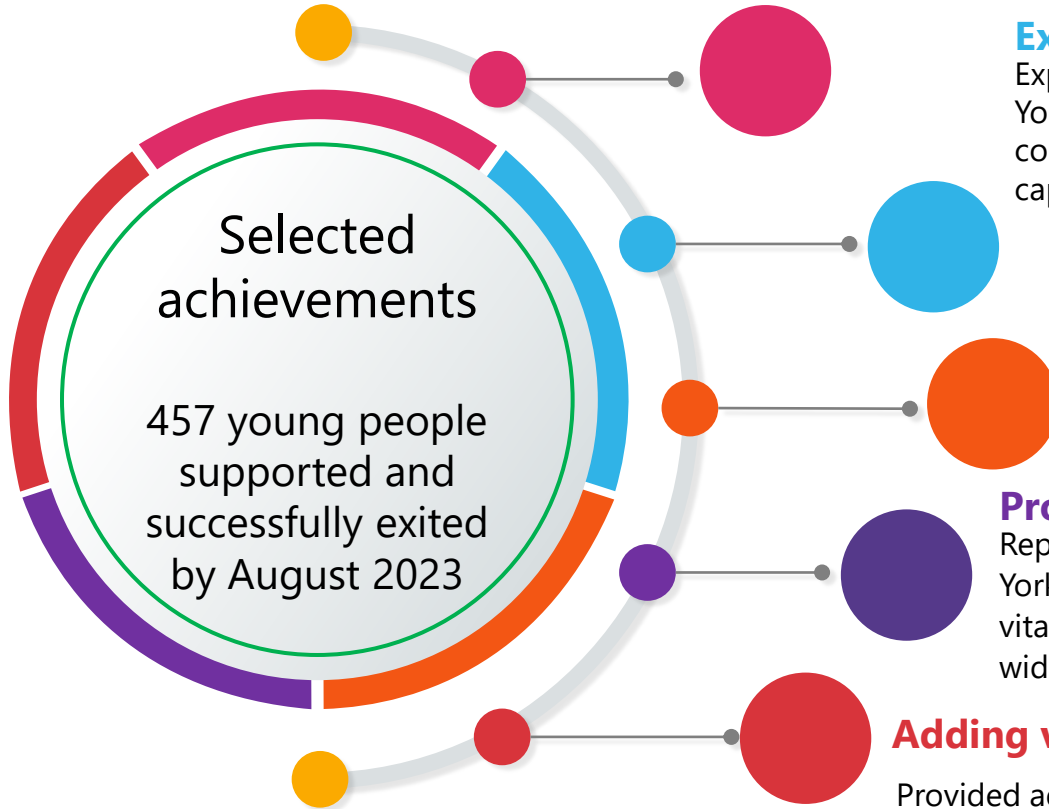
Reportedly helped reduce the referrals into North Yorkshire Council's Early Help service thus releasing vital statutory services to meet other needs in the wider system.

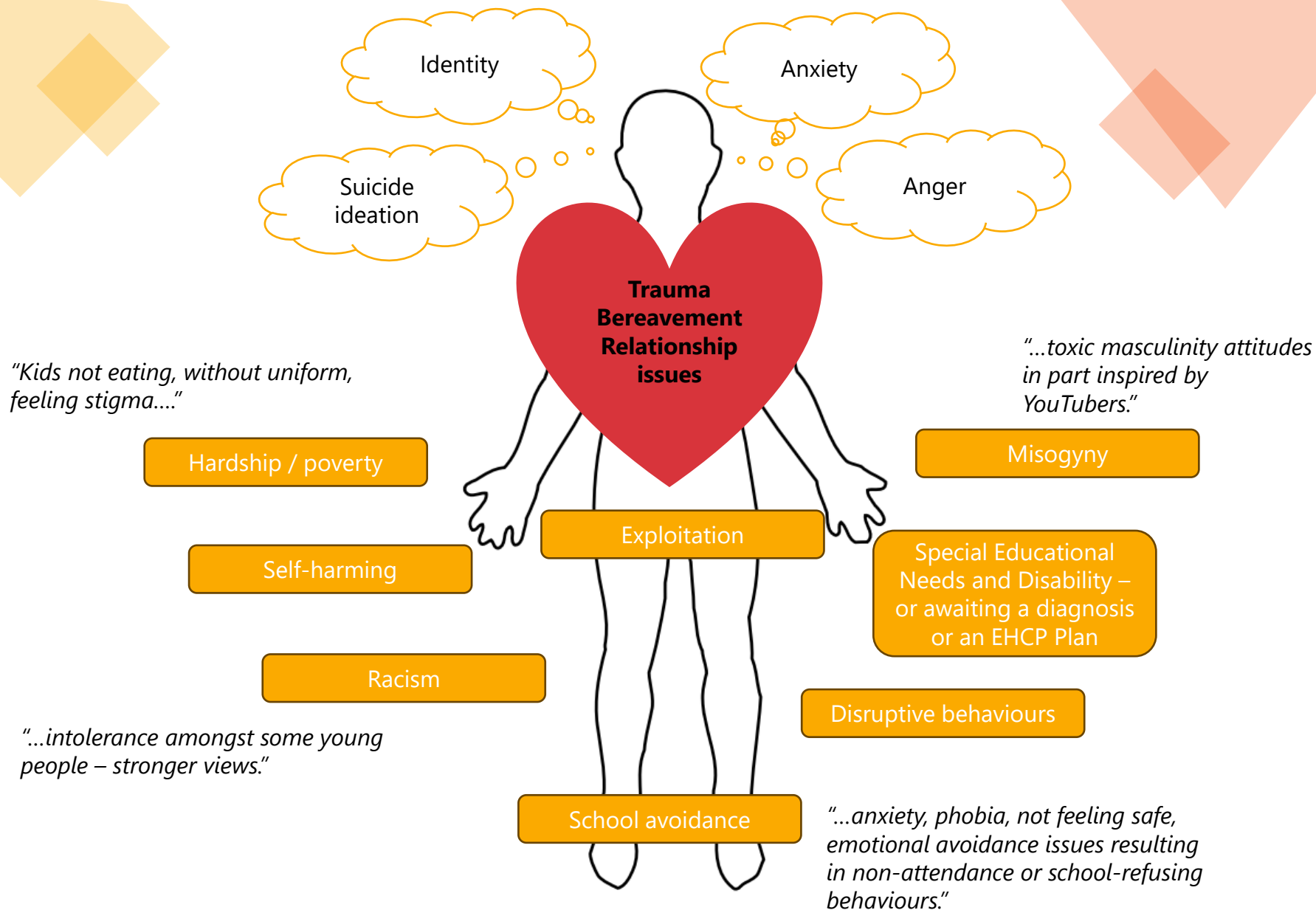
## Adding value in schools

Provided added value scaffolding around young people in schools and colleges in ways they could not afford or resource for themselves.

### Selected achievements

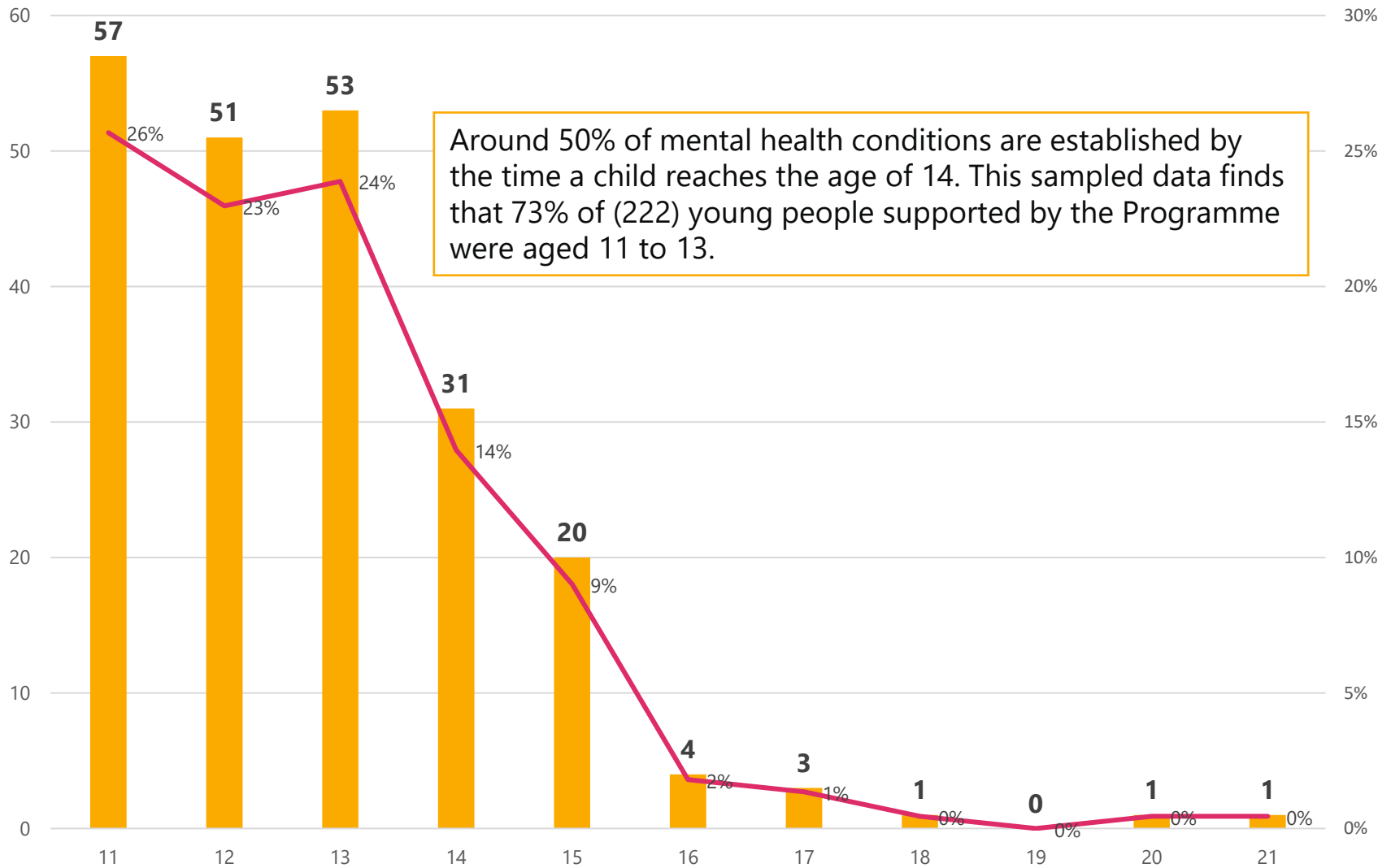
457 young people supported and successfully exited by August 2023





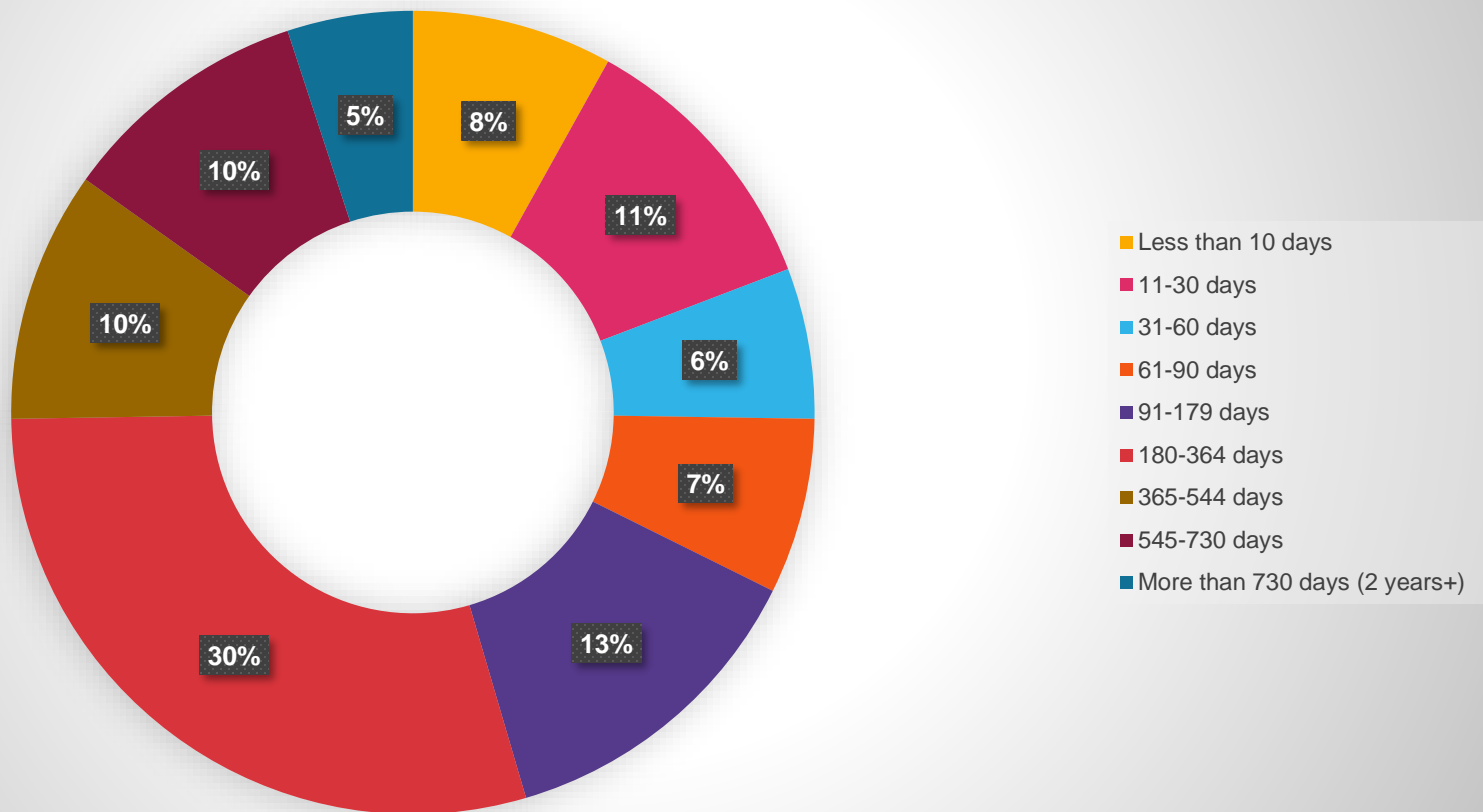
**Some of the characteristics or issues that have been affecting young people that have been mentored**

## Age of young people being mentored at start of their relationship (n=222)



## Relationship Length between a young person and their Youth Mentor

(sampled data for 371 young people)



**Over half (54%) of young people were mentored for more than 6 months – typically a 'cut-off' point for other services in the wider system.**

## What are the benefits of having time with a Youth Mentor?

"Helped me to make **better choices** and be good in school and it helped me work out what was making me so angry and talk to school for me to make it better."

"I can tell her stuff that I don't want to tell anyone else like my teachers or my family and stuff."

"It has helped me be happy with who I am and be able to **understand my feelings** about my gender."

"She has helped me through all my lows, helped me with my **self-esteem** and working on having **healthy relationships**."

"Helped me through the week and to **cope with tough moments**, to talk to someone when there really isn't anyone else to talk to."

"She lets me de-stress myself and I can cry if I need to. Helps me with my worries and problems and **helps me solve them**."

"Helped me at college **changing course**, getting support I need, coming with me to meetings. Helped me with my cv and job applications. Helped me with life, getting a bank account and driving licence. Helped me with my **relationship** and when I needed help got me the right **advice** and told what would happen."

"It has allowed me to talk about the things that were happening for **me that I have not told anyone else**. I felt I could tell her anything. I shared how scared I was of myself and my tapping that I had to do or something bad would happen. She helped me understand what it was and why I did it."

## What are the benefits of having time with a Youth Mentor?

"She listens to me and talks to school for me. She helps me make better choices and she helps me be good."

"I've been happier than I was before now she's showed me some coping methods."

"Improved self-confidence  
less self-harm and safety plan."

"It helped me a lot to control my anger and helped me concentrate more."

"Helped me a lot with the voices in my head, as they've got a lot better, and focussing in lessons."

"Helped me to have someone to talk to. To not be as sad, and to be able to talk to Mum and Dad about what I want."

"It's been good. My Mentor has helped me tell school how I feel and helped me say what I want in school."

"Having someone to talk to just for me and being available to message if I need to talk to someone."

"It's helped me quite a lot - it's helped me get into Maths and English when I wasn't really going in."

# What is the best thing about having a Youth Mentor?

"Having the mentor in school that I can go and find if I need help and need to talk. Having someone always there throughout my whole school life."

"Helping starting high school because I saw her in primary."

"Being able to talk to them privately and know that they won't tell school or my parents what I say."

"Having weekly sessions time just for me."

"Having someone to tell what is going on and help me tell school what I need."

"Just that time just to let everything out instead of like blowing up in lessons. Being able to talk about school and teachers and not being told not to say it about teachers."

"Knowing that there is someone to listen and to talk to about your feelings and have lots of different activities to help identify your feelings."

"Someone to talk to who listens."

"Definitely the support. It was the boost I needed."

"Literally always there! I've had my Mentor since I was in Year 8 and now I'm at college. I can message her and she will always be there to help. There has been so much good stuff - residential at Carlton Lodge, at play away, going to Malham, youth club, girls group. So much!"



# What is the best thing about having a Youth Mentor?

**"Someone to talk to that actually listens."**

**"Don't judge you."**

**"Get to talk to someone who knows how to help properly."**

**"Having someone in school that I can go to when I am struggling."**

**"Being able to speak about my problems ."**

**"Having someone to talk to when there's no one else to talk to."**

**"Getting out of lessons I don't like. Having a voice and being listened to by school because of my Mentor."**

**"She knows me, and gets my family."**

**"Having her there no matter what I have done."**

**"Not having to go over everything again with someone new."**

**"Talking about how I am going to improve ."**

**"The fact its someone who is not a part of my family that i can talk to and that understands me."**

# What difference has the youth mentoring made for the young people

The Project intended to, and has contributed, towards these and other outcomes for the young people that have been mentored.

Personal assets

Attitudes

Emotional and social capabilities

Behaviours

Skills	Self-control	Self-esteem
Strengths	Resilience	Social relationships <sup>6</sup>
Potential	Self-awareness	Responsible decision making <sup>7</sup>
Aspirations	Tolerance	Doing some social action

The evaluation included the collection of 37 case studies that have all been coded to the outcomes above and are available from North Yorkshire Youth by request.

# Small changes, big victories!

## **Just some of the changes you notice in the 37 case studies**

Clean weeks (from self-harming) \* Taking medication \* Being able to laugh \*  
Setting goals \* Eating well \* Less need for fidget breaks \* Agreeing a self-care  
plan \* Asking for help \* Rapping to express feelings \* Less regular panic attacks \*  
Adapting to an autism diagnosis \* Making a new friend \* Attending school \*  
Completing school work \* Coping with exams \* Strong revision routines \*  
Keeping out of trouble (less time in isolation) \* Starting a new hobby \* Fitness /  
exercise \* Walking or running independently \* Creativity, music, drumming, choir  
\* Socialising out of school \* Making meals for family members \* Joining the  
youth club \* Doing Duke of Edinburgh award \* Deciding to go to College \*  
Travelling on a bus independently to college \* Starting some volunteering \*  
Becoming a youth leader in a youth club \* Applying for an apprenticeship \*  
Preparing a CV \* Getting a weekend / part- time job \* Training to be a keyholder  
\* Becoming a Police cadet.

# Behaviour change

## Positive changes

83% of young people surveyed provided examples of positive choices

- Listening to advice
- Learning new skills
- Volunteering
- Employment-related actions
- Emotional regulation, self-care and healthy activities
- Better behaviours in schools
- Trying new things
- Practising social skills.

## Less risky behaviours

The case studies illustrate a prevalence of protective factors enabled by the mentoring. Young people are exhibiting less risky and harmful behaviours including:

- Skills to manage anger and disruptive behaviour
- Choosing not to take drugs or engage in crime or anti-social behaviour
- Stopping / reducing self-harm (e.g., cutting)
- Coping with historic or present trauma

## What difference has the youth mentoring made for the young people – survey evidence

Benefits reported by young people with analysis by year	RANK	All surveys	Year 1	Year 2	Year 3
It has helped me cope with different things going on in my life better than I might have done	1	87%	92%	85%	88%
It has helped me feel more confident, strong and positive about myself	2	70%	75%	74%	63%
It has helped me understand that I have potential and to believe in myself	3	60%	58%	59%	63%
It has helped me make some good decisions in my life	4=	54%	25%	67%	54%
It has helped me feel a bit of control in what has been a pretty strange time	4=	54%	42%	59%	54%
It has helped me keep or have new friendships and relationships	6	43%	42%	56%	29%
It has helped me develop some new skills or talents	7	41%	33%	56%	29%
Sample size		63	12	27	24

52 (83%) of a possible 63 that completed a survey were able to provide at least one example of a positive choice they had made for themselves too including less risky or harmful behaviours.

**Has having a Youth Mentor helped you with your wellbeing in any of these ways in the past year?**

**Yes**

**%**

**It has helped me understand and express my feelings better**

16

73%

**It has helped me take better care of myself (self-care)**

15

68%

**It has helped me have a support network**

12

55%

**It has helped me manage feelings of anger**

10

45%

**It has helped me to feel safer**

9

41%

**It has helped me make plans for the future**

7

32%

**Sample: 22 complete surveys comprising 6 from Filey/Scarborough, 6 from Skipton and 10 from Northallerton/Thirsk**

## 20 important things young people have learned with their Youth Mentor that they have been able to use in their life

- |    |   |    |   |    |                                   |
|----|---|----|---|----|-----------------------------------|
| 01 | How to calm myself down without hurting myself or others                      | 09 | I've been able to put how I feel into words   | 17 | To stop doing really bad stuff    |
| 02 | Control my anger and talk better to teachers                                  | 10 | To be kind to my brothers and to be organised   | 18 | Grounding exercises and self-care |
| 03 | How to communicate without arguing and shouting                               | 11 | To use coping strategies to help with my anxiety  | 19 | Self-confidence and to be myself  |
| 04 | Don't retaliate when someone winds me up because it would get me into trouble | 12 | Going to youth club and being with friends - not isolating myself alone   | 20 | That I <u>actually</u> do matter. |
| 05 | Write things in a notebook that with help you get rid of bad thoughts         | 13 | To always plan things and not take in whatever anyone says to me in a hurtful way   |    |                                   |
| 06 | How to control my thoughts  | 14 | Given me more confidence to try new things and come to school   |    |                                   |
| 07 | To ignore the voices in my head and to know I'm in control                    | 15 | Sometimes, pushing yourself out of your comfort zone isn't always a bad thing and that in the end everything will be okay |    |                                   |
| 08 | Control over my emotions  | 16 | Sleeping better   |    |                                   |

21 young people gave these powerful tips that could be shared with other young people in the future as positive evidence of the kind of learning and self-realisation that can be achieved through youth mentoring.

There are some common themes around emotional regulation, self-control, preventing or managing anger, self-esteem, self-value, confidence, self-care, positive healthy routines, trying new things and connecting with others.

**What difference has the youth mentoring made for the young people – survey evidence**  
**Behaviour change: young people's key learning from the mentoring experience**

# What difference has the youth mentoring made for the young people

## Goal Based Outcomes management information

Number of young people for whom data about the distance travelled for their goals was possible since the Project started in March 2020	141
The number of individual goals that were analysed amongst this sample of young people	319
The mean number of goals set by a young person with their Youth Mentor i.e., most young people set between 1 and 3 goals for themselves	2.3
Number of goals where positive, incremental and maintained progress is observed (no lapse) – this could be described as uninterrupted linear positive change as the mentoring relationship developed over time	195 (61%)
Number of goals where ultimately the end assessment score was more positive than the baseline assessment score however the score may have fluctuated – indeed been higher – at a different interval in the mentoring relationships underlining the non-linear journey for these young people	80 (25%)
Number of goals where no change (positive or negative) was observed – again masking the reality that for some young people their scores may have fluctuated from their baseline score to higher or lower scores to end up with a final score that reflects their starting situation with their Youth Mentor. This is typified by young people who faced specific or unexpected adversity during their relationship and scores would fluctuate accordingly.	31 (10%)
Number of goals where the final score was lower than the baseline score that the young person gave themselves suggesting that progress against that particular goal was not possible during the relationship time with their Youth Mentor	13 (4%)
The average distance travelled for each goal by a young person (scores are 1-10 for where the young person feels they are at vs their goal)	<b>+4.54<sup>8</sup></b>

86% of goals evidencing positive distance travelled



# What difference has the youth mentoring made for the young people

## Client Based Outcomes management information tracked by the Youth Mentors

Top 5 = 38% of all outcomes	The top 10 outcomes for 457 young people supported by the Project – accounting for 61% of all outcomes 2020-2023	The number of times this outcome was recorded for a young person by the Youth Mentor	% of (41,240) total outcome incidences recorded	RANK	Top 10 = 61% of all outcomes
	Improved support networks	3,940	9.6%	1	
	Improved communication skills	3,338	8.1%	2	
	Improved emotional and mental health	3,097	7.5%	3	
	Increased openness and communication regarding wellbeing	2,951	7.2%	4	
	Reduced feelings of isolation and loneliness	2,483	6.0%	5	
	Improved ability to self-manage challenges and health conditions	2,179	5.3%	6	
	Increased self-confidence and self-esteem	2,006	4.9%	7	
	Increased dependency and self-dependency	1,965	4.8%	8	
	Improved understanding and acceptance of self and identity	1,740	4.2%	9	
	Increased participation in decision making	1,577	3.8%	10	

These are the top 10 outcomes observed for young people that have been mentored. This is only part of the picture though as a total of 48 different outcomes were recorded in total.

# What difference has the youth mentoring made for the young people

## DIALOG scores: management information tracked by the Youth Mentors

DIALOG Scale						
1	2	3	4	5	6	7
totally dissatisfied	very dissatisfied	fairly dissatisfied	in the middle	fairly satisfied	very satisfied	totally satisfied
1. How satisfied are you with your mental health?						
2. How satisfied are you with your physical health?						
3. How satisfied are you with your job situation?						
4. How satisfied are you with your accommodation?						
5. How satisfied are you with your leisure activities?						
6. How satisfied are you with your relationship with your partner/family?						
7. How satisfied are you with your friendships?						
8. How satisfied are you with your personal safety?						
9. How satisfied are you with your medication?						
10. How satisfied are you with the practical help you receive?						
11. How satisfied are you with your meetings with mental health professionals?						

111 (78%) of 142 young people had improved their scores over time meaning increased subjective wellbeing or an increase in life satisfaction.

Baseline DIALOG score  
total for 142 young  
people: 8,242 Average  
score: 58



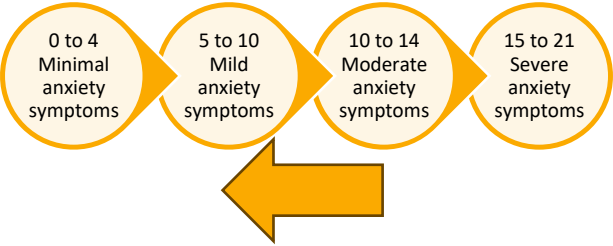
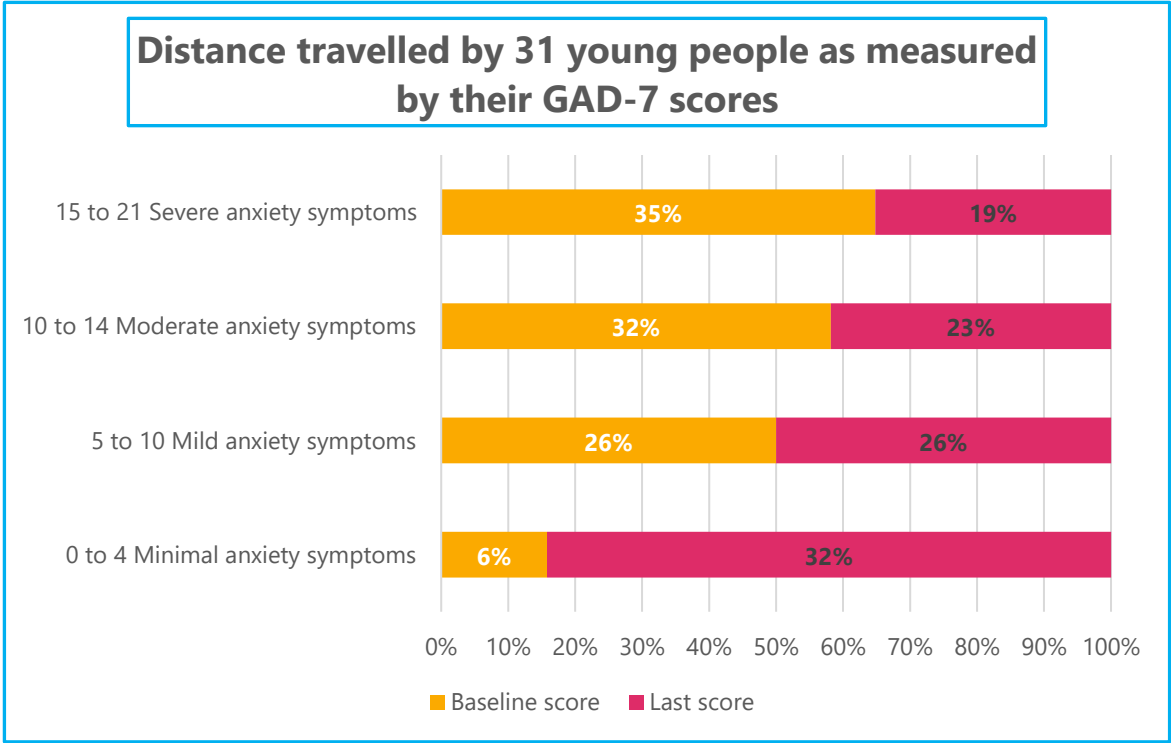
Last assessment Dialog  
score total for 142  
young people: 9,223  
Average score: 65



Meaning: A net gain of  
981 / 142 young  
people = an average  
increase in score of 7  
out of 77  
(This = a 10% increase  
in satisfaction)

# What difference has the youth mentoring made for the young people

## GAD-7 scores: management information tracked by the Youth Mentors



The average baseline score of 13 (moderate anxiety) had reduced to an average score of 8 (mild anxiety) across this cohort of young people suggesting the mentoring has had the effect of de-escalation as hoped.

## The wellbeing effects of youth mentoring

- 48 different client-based outcomes were achieved by young people with the top 5 outcomes being **improved support networks, improved communication skills, improved emotional and mental health, increased openness and communication regarding wellbeing and reduced feelings of isolation and loneliness**
- Triangulated sources of evidence indicate that around 80% of young people reported a positive net change in their well-being from their youth mentoring between the time they presented to their point of exiting the service.
- 8 in 10 young people scored 10% higher for their life satisfaction over the course of their youth mentoring relationship – on average taking c217 days to achieve this level of net change though the changes could happen at more quickly or slowly in each case
- Overall, the cohort of young people mentored have on average moved from being defined as having 'moderate' to 'mild' anxiety though this masks the fact that 35% of young people presented with severe anxiety when first engaging with their Youth Mentor.
- ■ Youth mentoring has particularly supported young people's **self -confidence, self-esteem, coping, resilience as well as feeling better able to make better decisions in their lives** and **increased self-dependency** (including the ability to self-manage challenges and health conditions).

## The empowering effects of youth mentoring

- 141 young people elected to set (319) goal-based outcomes and pursue them with the support of their Youth Mentor. Final analysis finds positive distance travelled for 86% of these goals with the average distance travelled being equivalent to 5 additional points on a 10-point scale e.g., scoring from a 2 to a 7 or 3 to an 8 out of 10 - a significant shift.
- It would be wrong, however, to suggest that young people have the same rate of pace or journey towards their goals.
  - Three fifths (61%) of goals were achieved in a linear, incremental and uninterrupted progression (i.e., the scores consistently got better at each assessment point).
  - However, whilst ultimately higher than their baseline scores, for 1 in 4 of the goals (25%), the final scores were not necessarily the highest or lowest recorded during the relationship
- 85 young people selected and then used 66 separate MYMUP resources and activities on 265 separate occasions to guide the topics of conversation with their Youth Mentor.

## The preventative and de-escalation effects of youth mentoring

"The youth mentoring has prevented children and young people coming in to Early Help. There's also been its de-escalation effect as well through that consistent support from the Mentor for the children." (North Yorkshire Council, Early Help July 2023)

- 7 in 10 young people say that in the absence of the mentoring their situation would have been the same as when they first presented to the service or worse owing to the lack of someone else they could trust and share their concerns and worries with.
- There is a prevalence of protective factors and behavioural changes that connote a reduction in risky and / or harmful behaviours including skills to manage anger and disruptive behaviour; choosing not to take drugs or engage in crime or antisocial behaviour; stopping / reducing self-harm (e.g., cutting) and coping with historic or present trauma.

## **Behavioural change: avoidance of risk**

Young people were asked: 'Can you name one thing that you are trying not to do as much or ever again as a result of talking things through with your Youth Mentor?'. Here are just some of the examples coded into categories of behavioural change.

- **Anger and disruptive behaviour:** Not lash out anymore / argue with people / getting so angry I start to affect my surroundings / less arguments at home / arguing with teachers and panic attacks have stopped / fighting / I don't get put in isolation.
- **Substance misuse:** Drugs.
- **Self-harm:** Breaking bones / Self-harm because I do regret it / Self-harm and avoid school / Self-Harm / not really having harmful thoughts about hurting myself.
- **Trauma:** Run away from things / talking and thinking about the house fire less / not tell people how I feel.
- **Crime or anti-social behaviour:** Get myself mixed in with the wrong groups / not being with other young people that are committing crimes / getting in trouble with the Police.

- 67% of young people are closed successfully without recourse to a further need to be referred anywhere else denoted as either 'treatment completed', 'no further treatment required' or had a planned ending having met outcomes at the agreed assessment point. Youth mentors say that this is evidence of young people growing because they realise they have got to a point where they're not going to need their Youth Mentor as much or again.
- In effect this means that around two thirds of young people have felt confident enough to say their needs have been met or issues addressed in order that they can, through mutual agreement, end their Youth Mentor relationship. This is then formally agreed through a formal case review by the Youth Mentor with Head of Youth Services.
- 14% meantime are referred to, or admitted to, another speciality/service at either the same or other health care provider from which the referral might have originally come) and referral elsewhere. For some of these young people, the Youth mentor has used their activity as a stepping-stone towards something else; to gather evidence to secure them the right onward referrals, whether a comprehensive mental health assessment and / or Early Help involvement.
- The balance (18%) of exits include instances where the young person disengages or do not attend (9%), has a planned ending having met outcomes at the agreed assessment point (5%), move out of the area (3%) or something else unique to that individual.
- Youth mentors described how sometimes, despite the case being closed, some young people choose to disengage or end without a thank you or a goodbye – and the Youth mentors find that a bit difficult without that kind of emotional closure for themselves.

What happens when a young people exits the youth mentoring service?





# What endures for young people beyond their Youth Mentoring?



# Family perspectives

"I think it would have been a really bad situation without the Youth Mentor support. He will now go on to manage his worries and anxieties and be able to talk about them."

"I think my daughter would have gone down a spiral increasing her mental health. As a parent you sometimes feel helpless – the Youth mentor gave me peace of mind and was there in our hour of needs."

"Consistent support from her Youth Mentor has been amazing. Without her I feel my daughter could have escalated into a crisis. The day she's spoken to [Youth Mentor] she comes home happy."

"Do you know what, my family could not have continued without [Youth Mentor]. We could not have carried on the way we were going. I can't recommend the service enough."

"Hoping my daughter continues to flourish and grow in confidence. She is enjoying college and has dreams of the future. So, this will hopefully continue."

# Stakeholder perspectives

"The youth mentoring service has influenced the amount of referrals we receive into Early Help. We would probably have been receiving more referrals had the Youth Mentors not been in the schools."

"NYY have done all this in a pandemic and knowing how lonely, isolated and disruptive that has been for young people, to have that connection with someone they trust has been so valuable."

"The youth mentoring has prevented children and young people coming in to early Help. There's also been its de-escalation effect as well through that consistent support from the Mentor for the children."

"The Project has demonstrated how a school can hold this issue low level wellbeing prevention – alongside the voluntary sector. Schools would have been telling us if this wasn't working."

"It's phenomenal what NYY has achieved since our first conversation about their vision for mentoring in North Yorkshire – all I did was listen and help them remove some of the barriers."

"There's been closer relationships between NYY and Early Help Teams since this Project, and a helpful shift in working with whole families where it has felt right for the child."

# School perspective

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*“The demand is so great for support with young people’s mental health. For example, I have 184 kids in Year 7 and there are 50 that I could immediately identify as requiring the kind of support that the Youth Mentor is providing. But owing to the finite availability of her resource we had to really carefully select 10 young people for her to work with and think carefully about the scaffolding around each child – alongside our links already with Compass Phoenix, CAMHS, social care, GPs and Early Help. G*

*Given the demand, and our lack of tools and resources when I heard about the offer of a Youth Mentor I jumped at the opportunity for our school, and she’s been with us since November 2021.*

*Having a Youth Mentor in our school is absolutely vital to staff and our students. It complements other things. If we didn’t have our Youth Mentor we would simply have to rely on the skills of our own staff around mental health and wellbeing, **but we lack the tools, resources, and time.***

*The youth mentoring forms a useful bridging strategy between teachers and students and adds the ‘eyes we have on our students’ given what they are dealing with – especially the Years 7s who have been in and out of education in the recent past and have a lot of emotional need behind them. Youth mentoring helps settle them down and into secondary schools.”*

*School in Hambleton, 2022 Learning Review*

# Learning lessons: what worked well

## **NYY reputation**

*"We seem to be everyone's go-to agency."*

This Project has helped increase NYN's profile especially its youth mentoring service. It has led to increase partnership working, bids and leverage effects.

01

## **More Programmes**

The Lottery-funded Project, following initial investment by the Stronger Communities Programme, has been the catalyst for what has gone from 1 to 23.5 FTE Youth Mentors, 1 to 5 Programmes supporting 1,142 young people 2020 to 2025.

02

## **Outcomes for young people**

NYN views its principal success as having been able to support and then safely exit young people from the service who might otherwise have struggled, or their issues likely have escalated.

03

## **Empowered young people**

NYN's approach has consistently ensured each young person shapes the youth mentoring experience receive. The customisation of each safe, non-judgmental often creative relationship has been essential for gaining trust to then support behaviour change.

04

## **The NYN Team**

As well as growing the Youth Mentor capacity, NYN says it has better joined up their strengths with the local Youth Developments Workers it employs meaning more opportunities to meet CYP needs, access youth clubs and other diversionary opportunities.

05

## **Supporting schools**

The Youth Mentors report, variably, of the value placed on them as a resource in the individual schools and colleges where they are often located to meet with young people on their caseload. Once embedded, some feel they have been able to support wider agendas such as whole school approaches to SEND support and or trauma-informed working with young people.

06

## **Early Help**

The relationship between NYN and Early Help has significantly cemented since 2020. Co-operation is routine and there has been a productive sharing of approaches, practical training, belief systems about what works best for a young person and whole family working where appropriate.

07

## **Closing cases**

The Head of Youth Services at NYN reports that the service has improved its ability to close with young people in 2023 compared to 2020. Cases were always closed skillfully but more has been learned through the experience by having the larger Team of peers whilst retaining central caseload oversight.

08

# Learning lessons: the challenges

## Recruitment

As the demand for, and belief in the value of, youth mentoring, has increased in North Yorkshire so too has the need to recruit qualified youth workers. This has become more difficult since 2020 presenting challenges when staff members need cover or leave for other reasons.

01

## Financial hardship

Over time more young people presented not only with anxiety and additional needs, but also difficulties linked to the cost-of-living crisis. Getting young people to engage emotionally was possible, but only if their basic (food) needs were being met. Mentors found solutions using their initiative.

02

## Meeting demand

Whilst NYY feels that it is meeting many more young people's needs in 2023 than in 2020 owing to the increased number of youth mentoring programmes they manage, throughout this Project, most schools reported demand for the service outstripping its capacity by 3 or 4 to 1. That demand is still in NY.

03

## COVID-19

This Project started 1<sup>st</sup> March 2020, 3 weeks before the first national lockdown. It had to pivot from 121 in-person mentoring to virtual support. Whilst this brought challenges it also encouraged new ways of working. Increased choice of how to engage appealed to some young people.

04

## Buddies

There has been a shortage of Buddies (adult volunteers) in Whitby, Filey and Eastfield (Scarborough) which limits the exit / transition strategies for some mentees in those localities.

05

## School closures

School has been the main context where the Youth Mentors have tended to meet young people. When schools were closed this impacted the ability to meet young people who were at the same time finding old traumas resurfacing. Increases in electively home educated CYP has also been a challenge as whole family working is not always appropriate.

06

## Higher Needs

Not all young people can be completely supported by the youth mentoring approach. Some cases turn out to have higher needs and thus an appropriate referral to a specialist service is made. Some referrals into the service are too high and this can be improved in future with those partners.

07

## Social action

The intention to empower young people with skills to choose and then undertake local social action has been limited by the pandemic; in turn limiting the effects we can ascribe to them having on or across their communities.

08

# How the Project has improved since 2020

**1: Learning together:** the NYY Team has improved its knowledge in topics such as trauma and bereavement, its problem-solving skills and young person centred practice through investment in CPD - especially during the pandemic period when more time was available.

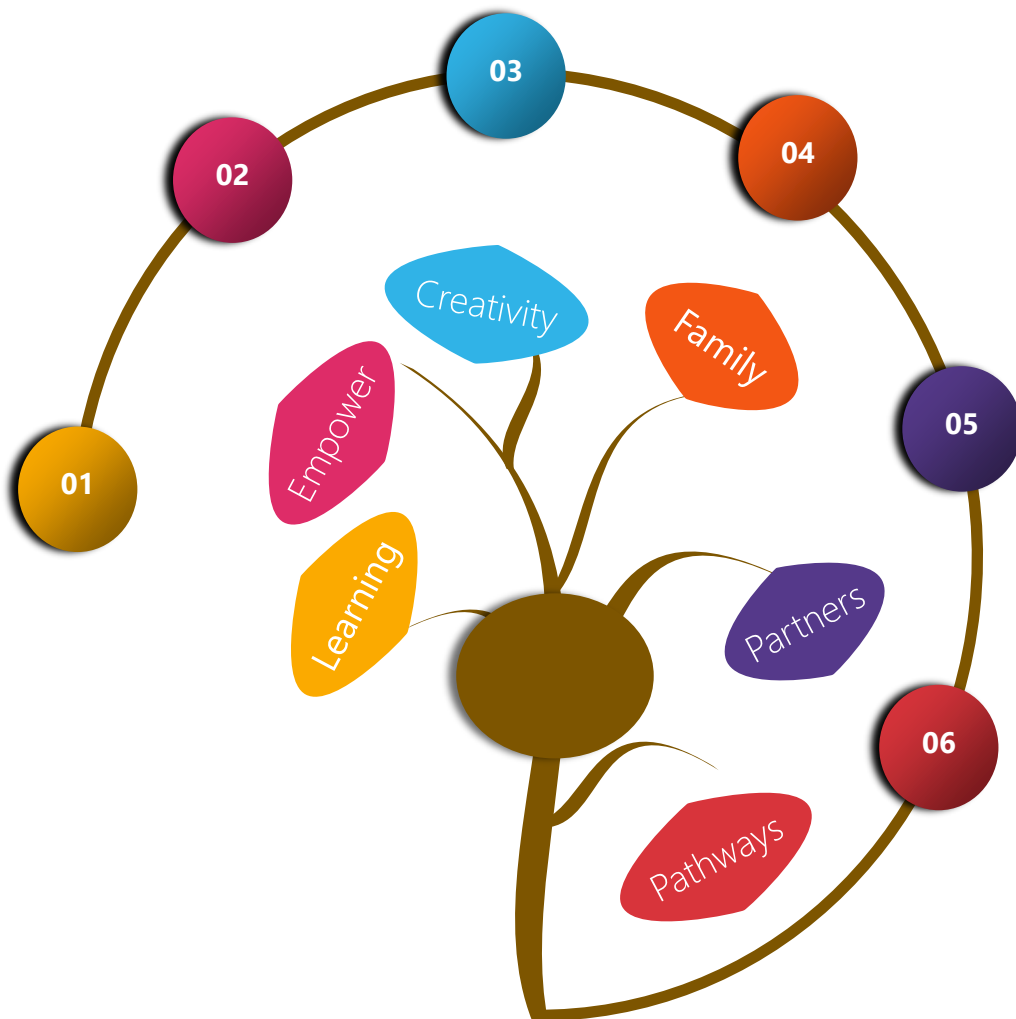
**2: Youth empowerment:** has improved by dint of an increased portfolio of online resources, online / face to face blended support & MYMUP interactive materials available for them to choose from.

**3: Creativity:** Youth Mentors have encouraged creative ways for young people to express themselves through art, photography, journalling, making bird boxes, crafting, making soothe boxes, physical and wellbeing as well as connecting with nature such as walk 'n talks on the beach.

**4: Family involvement:** this has increased where appropriate for the child and with their consent since March 2020.

**5: Partnership working:** Compared to 2020 NYY is connecting with more partners to develop successful funding cases

**6: Finding the right pathway for young people:** by virtue of having more programmes, more entry routes, more partners involved and more Youth Mentors, the service is available in many parts of North Yorkshire



## Conclusion

In the wake of increased interest in youth well-being, the study highlights NYY's youth mentoring service as a successful intervention achieving desired short- and medium-term outcomes for young people where most (67%) have been exited without the need for further treatment or support from specialty/services or health care provider in the wider system.

This service empowers young individuals to navigate challenges and foster well-being. Through personalised support, outcomes measurement, and responsiveness to changing needs, the service aligns with broader efforts to promote positive growth and resilience among young people. It serves its purpose well as an early intervention, preventative and de-escalation approach for young people who might otherwise experience more negative or long-lasting wellbeing.

The study's findings and recommendations serve as a testament to the service's value and its potential to shape the trajectory of young lives and communities.

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