Youth Mentoring Reform in Western Australia

Report on the Development of a Youth Mentoring Framework

This report was completed by Kathleen Vella, Executive Officer of the Australian Youth Mentoring Network.

About the Author

Kathleen Vella is the Executive Officer of the Australian Youth Mentoring Network and was employed by the National Youth Mentoring Partnership to create Australia's first peak body for youth mentoring. Kathleen has written numerous papers and policy documents on mentoring which have been submitted to all levels of Government. She has worked as a consultant for youth mentoring in Australia and in New Zealand, where she developed an induction course to mentoring for practitioners for the New Zealand Youth Mentoring Network. This course has since been endorsed by the New Zealand Government. Kathleen was also selected to be one of 25 representatives, and the only Australasian representative, at the 2010 Summer Institute on Youth Mentoring at Portland State University in the USA and has since been invited to be a permanent partner of the Institute.

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Executive Summary

This report has two main purposes. The first is to provide a summary of feedback gathered from stakeholders during consultations held at 11 sites across Western Australia during the period March to June 2011. The second is to present a synopsis of potential content for inclusion in a Strategic Framework for Youth Mentoring Reforms. It is envisaged that the report will be used as a basis for considerations by WA's mentoring community for developing the strategic policy framework to guide and enhance youth mentoring over forthcoming years.

Consultation with the Western Australian youth mentoring sector revealed a great amount of exceptional and valuable work being conducted by dedicated individuals and organisations in the field of youth mentoring. The consultations similarly revealed a number of factors significantly limiting the effective growth and development of mentoring across the state.

The content recommended for inclusion in a future Youth Mentoring Strategic Framework subsequently aims to encapsulate issues consistently raised by the sector – particularly those seen as enhancing the potential of mentoring in Western Australia. In summary, these included:

- appropriate and sustainable resourcing levels are required to develop, implement and evaluate high quality mentoring programs
- there is widespread support for the youth mentoring national benchmarks
- there is support for the proposed outline and structure of the strategic framework
- there is a recognised need for a coordinated approach by providers to facilitate the sharing of intellectual property and volunteer mentors
- there is a need to raise the profile and benefits of structured mentoring programs amongst the broader community and business sector.

In the draft recommendations regarding potential content provided here, it is envisaged that a future strategic framework will incorporate at least the following five elements:

- Communication – develop excellent communications systems to coordinate and exchange of information across sectors and agencies
- Capacity Building – enhance the capacity of the sector to operate efficiently and effectively by developing sustainable resourcing models
- Program Operations – raise the quality of program operations by assisting increasing numbers of programs toward the National Benchmarks for youth mentoring
- Research and Evaluation – establish a long term program of research and evaluation for the youth mentoring sector which enhances sector performance
- Policy – support the youth mentoring sector by providing clear policy, planning, management and governance guidelines

The WA mentoring sector is keen for change and ready to be involved. A long term commitment to mentoring is needed to bring about this change. The reward for this commitment will be seeing young people being given every opportunity to reach their educational, social and participatory potential.

Introduction

The Youth Mentoring Reform project is an element of the National Partnership on Youth Attainment and Transitions, which aims to raise student attainment in Western Australia from around 80 percent to 87 percent.

The objectives of the Youth Mentoring Reform initiative in Western Australia are to:

- provide advice and guidance to the overall reform of youth mentoring as endorsed in the WA Implementation Plan for the National Partnership on Youth Attainment and Transitions
- facilitate the widespread engagement of individuals, organisations and agencies in the private, public and not-for-profit sectors in the reform of youth mentoring
- develop the strategic policy framework for reform of youth mentoring
- encourage cross-sectoral commitment to continuous improvement in the quality of youth mentoring
- model a community sector led process for the development of policy
- support the achievement of targets relating to attainment and transitions.

The Australian Youth Mentoring Network was commissioned by the Western Australian Department for Communities to facilitate consultation sessions with the WA youth mentoring sector in order to inform the development of a State Youth Mentoring Policy Framework (hereafter referred to as the Framework).

Consultations, combined with professional development workshops, were conducted at 11 sites across Western Australia:

• Perth CBD	23 March	Goodearth Hotel
• Broome	12 April	District Education Office
• Karratha	13 April	Lotteries House
• Albany	11 May	District Education Office
• Bunbury	12 May	Bunbury Surf Club
• Metro North	13 May	Dorchester Community Hall
• Metro South	16 May	Canning College
• Geraldton	8 June	Geraldton Club
• Kalgoorlie	9 June	District Education Office
• Northam	13 June	Bridgely Centre
• Narrogin	14 June	Narrogin Club

In total 231 stakeholders registered for the sessions with 203 actually attending on the day. Of these, 170 attendees provided organisers with evaluations of the sessions. Aggregated results from these evaluations can be viewed at Appendix 12.

This report summarises the feedback gathered from the consultation sessions, and presents a synopsis of potential content for the forthcoming Strategic Framework in the form of a Table which can be viewed on pages 25-31.

About The Australian Youth Mentoring Network

The Australian Youth Mentoring Network (AYMN), Australia's peak mentoring body, is the national hub for youth mentoring research, tools and resources. Together with the mentoring sector the AYMN has developed the National Youth Mentoring Benchmarks, a set of national standards for mentoring which all mentoring programs in Australia are encouraged to achieve. The Benchmarks are the minimum standards of operation for mentoring programs and were developed by combining good practice with evidence from Australia and overseas.

What is Mentoring?

The AYMN defines mentoring as:

"**A structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee**."

The AYMN's definition of mentoring does not stipulate that the person providing the mentoring needs to be an adult. A peer can provide the mentoring.

Why Mentoring?

Benefits to the Young Person

There has been a great deal of international research carried out on the benefits of mentoring to a young person. Youth mentoring can be used as an effective early intervention method which can be implemented *before* the young person is in crisis.

Young people who are mentored are less likely to become involved in risk taking activities such as alcohol and drug abuse and criminal activity. Mentored youth have shown to have improvements academically even if the mentoring program does not have an academic focus. Mentoring also increases a young person's social capital as the mentor introduces the young person to their own social networks (Rhodes and DuBois 2006; Rhodes 2008; Grossman 2009).

Research conducted by Grossman and Bulle (2006) showed that young people who are connected to a caring non-parental adult have better overall psychological wellbeing and report high levels of self-esteem and life satisfaction. Research conducted by Wener (2001) showed that when this relationship is long term, young people also report high levels of resilience.

Benefits to Mentors

The benefits of mentoring are not only limited to the young people in the program. Mentors too benefit from the relationship. Research conducted by Mclauren et al (1999) showed that mentors who worked with at–risk young people reported that they had increased patience, better friendships and a feeling of effectiveness. Mentoring also provided volunteer mentors with an opportunity to acquire new skills, in particular improvements in communication skills (Grossman and Bulle 2006, Eby, Durley et al. 2006; Gentry, Weber et al. 2007).

These skills were an asset in the workplace. Better communication skills in the workplace saw improved relationships with peers and colleagues. Employers of mentors have seen improvements in the employees' attitudes towards work. Other benefits have included improvements to teamwork

skills, morale, self-worth, and employee retention (Eby, Durley et al. 2006; Gentry, Weber et al. 2007).

Mentors have also reported better relationships with family members. Depending on the age of the mentor some have reported improvements in their relationships with their own children and grandchildren (Grossman and Bulle 2006). Even those with no children of their own reported a better understanding of youth and the issues young people are facing.

Benefits of Mentoring to a Youth Program

A mentoring program can complement the suite of services already provided by a youth service. Mentoring has been shown to work best when created alongside other support services the young person may already be receiving, creating a holistic approach to the support (Rhodes and DuBois 2006).

Mentoring is flexible and can and should be tailored to suit the individual needs of the young people who will be involved in the program. What works for one community may not work for the next and so an assessment of the community's needs must take place to ensure the program is what the young people want and that it can be supported by the community. There is no one size fits all model.

Optimising the Benefits of Mentoring

Structured Programs

Mentoring is no soft option. Mentoring programs require hard work and a commitment to quality practice.

The AYMN's research has found that there must be certain structures in order for a mentoring program to achieve its optimum outcomes (Dubois et al, 2002; Jekielek et al, 2002; Liang and Rhodes, 2007 and Rhodes 2008). In order for mentoring relationships to flourish and have the greatest positive impacts on a young person's life, the relationships need to have frequent and consistent contact and have a minimum duration of 12 months (Keller, 2005 and Rhodes, 2005 cited in Rhodes and Dubois, 2006). Poorly structured programs can contribute to the breakdown of the mentoring relationships and therefore, the emphasis on quality program design needs be as important as the outcomes of the mentoring parties (Tierney et al 1999 and Dubois et al 2002 – meta analysis).

Effective Recruitment, Screening and Training

Researchers including Rhodes, Grossman, Dubois and Tierney introduced the *effective elements* of successful mentoring programs in 1995 and have built on these through research conducted over the past 16 years. The *effective elements* of a well-structured program include a thorough recruitment, screening and training process in place for mentors and ongoing training and support to the match (Dubois et al 2002 – meta analysis).

Using the National Youth Mentoring Benchmarks

AYMN developed the National Youth Mentoring Benchmarks to provide Australian programs with a minimum set of standards on which to operate a strong, successful, sustainable youth mentoring program.

Organisations using these Benchmarks as the backbone to their program have the elements needed to operate a successful program. The six effective elements as outlined in the National Youth Mentoring Benchmarks are:

1. Community Needs Analysis
2. Program Design
3. Evaluation
4. Governance and Management
5. Sustainability
6. Program Operations
   a. Recruitment, screening and selection
   b. Orientation and training
   c. Utilisation and support
   d. Ongoing training and personal development
   e. Exit strategy

The draft Framework proposed in this report is based on the recommendations of the mentoring literature and is in line with the Australian Youth Mentoring Benchmarks.

Types of Youth Mentoring Programs

The AYMN classifies mentoring programs into four distinct categories: community based, school based, electronic (virtual) mentoring and workplace (site) mentoring. These four categories are outlined below but while their descriptions may seem to suggest that the location of the program determines the primary focus of the program, this is not actually the case. School based programs can have an arts or sports focus, community based programs can have an academic focus and e-mentoring can be about improving social networks. One of the benefits of mentoring is that the program structure can be tailored to suit the individual needs of the community.

Community Based Mentoring

Community based mentoring is usually one to one mentoring where the mentor shows the mentee different social experiences within their local community. Activities can include going to the movies, visiting parks, playing sport, exploring career options, assisting with homework and teaching life skills.

School Based Mentoring

School based mentoring takes place at the mentee's school either during school hours or immediately after. School based programs usually target students at risk of leaving school early, though some schools open the program to anyone wanting to participate. Activities include tutoring, career exploration, playing games and sports.

E-Mentoring (electronic or virtual mentoring)

Electronic mentoring uses technology to connect the mentor and the mentee. E-mentoring programs are used in situations where the mentees are in isolated areas or where there are time constraints. The mentors and mentees communicate through messages using a system similar to email. All messages are monitored by the program coordinator.

Workplace (Site) Mentoring

Workplace mentoring programs provide a way for companies to give something back to the local community in which they work. The programs usually take place in the workplace and include activities such as tutoring, job shadowing and career exploration.

The advantages and disadvantages of these four mentoring categories are summarised in *Table 1.*

Different Styles of Mentoring Relationships

The way mentoring is conducted is also flexible. The AYNM suggests that mentoring relationships can be one of four styles. They are:

One to One: One mentor working with one mentee

Group: One mentor working with up to four young people

Team: Two mentors working with up to eight young people

Peer: A mentor who is close in age to the young person they are working with.

The variety of mentoring styles allows communities the flexibility to choose a combination which will best meet their community's needs.

Table 1: Advantages and disadvantages of the different mentoring models

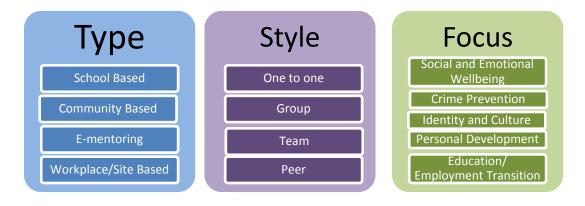| Mentoring Model	Advantages	Disadvantages
School Based	✓ Supervised sessions ✓ Male mentor volunteers feel safe ✓ Still engaged in school ✓ Easy to recruit mentees ✓ Sessions can occur at same time ✓ Group debriefing for volunteer mentors ✓ Access to resources (library) ✓ Peer support amongst mentors	✗ Dependant on support from school ✗ Within school hours means mentees missing classes ✗ Extra workload for teachers ✗ Activities can not occur outside of school easily
Community Based	✓ Activities more flexible ✓ Pairs meet for longer ✓ Not effected by school exams/holidays etc ✓ Flexible operation times ✓ Flexible meeting locations	✗ Sessions unsupervised ✗ Volunteers require additional screening ✗ Coordinator must contact and debrief mentors individually ✗ Less peer support for mentors ✗ More reliant on report paperwork from mentor ✗ More costs/reimbursements for activities
E-mentoring	✓ Mentor and mentee don't need to be in the same location (ideal for rural/remote locations) ✓ No restriction on relationship length ✓ Set operating times ✓ Flexible meeting locations (café, office etc) ✓ Debriefing sessions of mentees can be held as a group	✗ Needs a commitment from the business to release staff ✗ School needs to value program ✗ An investment in infrastructure ✗ All transcripts must be read ✗ Thorough training required on online communication. ✗ Mentoring meetings cancelled as not seen a priority ✗ No or limited face to face contact
Workplace Mentoring	✓ Mentor and mentee are located in the same location ✓ No restriction on relationship length ✓ Flexible operation times ✓ Flexible meeting locations (café, office etc) ✓ Debriefing sessions can be held as a group ✓ Opportunities for peer support among volunteer mentors	✗ Sessions may be unsupervised ✗ Needs a commitment from the business to release staff ✗ Mentoring meetings cancelled as not seen a priority ✗ More reliant on paperwork from mentor

Different Focus of Mentoring Programs

- **Social and Emotional Wellbeing** – Mutual relationships are the basis of all mentoring and the chief focus of these programs is to increase the younger persons' self-efficacy and resilience by supporting their social and emotional wellbeing. These programs tend to be longer in duration.
- **Crime Prevention** – Programs of this kind seek to avoid negative cycles in young lives by encouraging connectedness with positive elements in a young person's world. These mentoring programs bring strong support by developing friendships while young adolescents shape their identity.
- **Identity and Culture** – These programs focus on helping the young person grow in understanding of their own culture and cultural identity. Can include Indigenous, CALD and faith based programs.
- **Personal Development** –These broad-spectrum programs are structured to offer experiences and challenges that develop leadership and self-efficacy, together with individual and collaborative skills among mentees. Most mentoring programs have an element of personal development.
- **Education/ Employment and Transition** –These programs are focused on transition times, when young people become aware of how skill sets need to be developed and matched to their goals within the education system or world of work, and where the committed input of a successful and caring adult can make a real difference.

(Adapted from Youth Mentoring Network New Zealand 2008)

Combinations of Mentoring Models in Australia

Figure 1 below highlights the many different possible combinations of mentoring models in Australia. A program can use any combination of *Type, Style and Focus* and is not limited to only one choice per category.

Figure 1: Possible Combinations of Mentoring Models in Australia

Type	Style	Focus
School Based	One to one	Social and Emotional Wellbeing
Community Based	Group	Crime Prevention
E-mentoring	Team	Identity and Culture
Workplace/Site Based	Peer	Personal Development
		Education/ Employment Transition

Consultation Methodology

The Australian Youth Mentoring Network (AYMN) was commissioned by the Western Australian Department for Communities to facilitate consultation with the WA youth mentoring sector.

Eleven consultation sessions were completed across the state—eight by the AYMN and three by the Department of Communities. The consultation locations included:

- Perth CBD
- Broome
- Karratha
- Albany
- Bunbury
- Metro North
- Metro South
- Geraldton
- Kalgoorlie
- Northam
- Narrogin

Each consultation session was held over a four hour period. The sessions included an overview of the purpose of the Framework, consultation activities and a professional development component on youth mentoring. An example agenda of the consultation session can be found in Appendix 1.

Methodological Assumptions

The consultation process was conducted using an interpretive paradigm and used grounded theory as its methodological approach. Grounded theory, 'is theory grounded in data which have been systematically obtained through 'social' research' (Goudling, 1999). It uses inductive reasoning, which begins with observations and measures, where patterns and regularities begin to be detected (coding), in order to formulate tentative hypotheses that can then be explored to develop the final theory (Trochin, B cited in Onyx, J 2006). In grounded theory, the coding of data begins very early in the research process, usually after the second or third interview or other data gathering process (Strauss, 1991). This allows for themes that appear early to be explored further in future data gathering activities.

This method was selected over a positivist paradigm as the consultation process was not about testing a set hypothesis. The Department for Communities is hoping that the youth mentoring sector will have ownership over the Framework and that it is developed using their input from the beginning. A bottom up approach rather than top-down and the inductive nature of the interpretive paradigm compliments this philosophy.

Measurement procedures

The consultation sessions were based on a similar format to a focus group. A slight modification was made to allow participants to take part in small group discussions based on pre-set activities to ensure the opinions of those who may find focus groups intimidating were captured.

Focus groups were chosen over surveys as they allowed for several perspectives to be obtained at the one time and follow up questions be asked by the facilitator if a particular issue needed further exploration. While the surveys may have allowed for a larger sample size, the data gathered may not have been as rich because of the in ability to follow up on comments in detail.   Focus groups were also selected over individual in-depth interviews to allow for a larger sample size and better representation of the sector. While in-depth interviews may have allowed for the issues to be explored in more detail the need for wider consultation was seen as having greater importance.

Measurement Tools

Each consultation session included four hours of structured activities and discussion.

The first consultation session which took place in Perth CBD was used to test the program content and the framework topic areas to ensure they were relevant to the sector. The comments and feedback received from this session were used to modify the framework topic areas and to identify the two questions that would be used to generate discussion at the consultation sessions. These questions were:

1. What does a successful mentoring sector look like for Western Australia?
2. What do we have to do to get there?

The purpose of the first question was to design a big picture vision for the project, to set common goals and to establish a mechanism to measure the success of the new Framework.

The second question was to engage participants in the process of generating potential solutions to challenges raised in question one. It also allowed participants to raise solutions for specific issues in their communities, thereby ensuring the Framework was diverse and relevant to each region.

These two questions were used at the Broome and Karratha consultation sessions. In line with the grounded theory methodology, coding of data began after the second consultation. Through the coding process it was identified that there was a need to create a baseline of the state of play of youth mentoring at this current moment in time. When participants were asked to comment on what the Framework should address, both groups spent the majority of the time discussing the local challenges they are facing. The challenges raised were also extremely important parts of the data as it highlighted what needs to be overcome in order for the Framework to be successful.

To capture more of this data it was decided that specific time needed to be spent in the consultations to address these challenges. To do this a third question was introduced into the consultation program - *How is that different to what we have now?* The purpose of this question was to gauge where youth mentoring is at currently in order to set a baseline from where we can measure improvement.

The remaining consultation sessions were then adjusted to include three questions.

1. What does a successful mentoring sector look like for Western Australia?
2. How is that different to what we have now?
3. What do we have to do to get there?

Sample

Participants for the consultation sessions were invited from an email list created by the Department for Communities which consist of community and government representatives that had expressed an interest in youth mentoring policy in Western Australia. The consultation regions were also identified by the Department for Communities and included a mix of metropolitan, regional and remote locations ensuring that travel or distance was not a barrier to participation. The sample for this project consisted of 203 people across 11 consultation sessions.

Analysis of data

The data gathered for this project was qualitative data. The notes taken by the consultant during the consultation sessions become the data set that was used for coding. The notes were coded using an *open coding paradigm* where each line of the data was read with the purpose of producing

categories which fit the data (Strauss, 1991). These categories were the further coded to create core categories with sub-categories of related linking data.

Problems and Limitations

A limitation of this project was that as the consultation sessions were held during school hours, it was difficult to ensure young people were in attendance at the sessions. In the end there were no young people included in the current sample.

The number of mentors represented was not proportional to the number of service providers.

It is hoped that a survey can be developed and distributed to mentors and mentees of mentoring programs that will allow for their comments to be included in the second draft of the report.

Consultation Feedback

In total 231 stakeholders registered for the sessions with 203 actually attending on the day. Of these, 170 attendees provided organisers with evaluations of the sessions. At each session the participants were asked three questions:

1. What does a successful mentoring sector look like for Western Australia?
2. How is that different to what we have now?
3. What do we have to do to get there?

The purpose of the first question was to design a big picture vision for the project, to set common goals and to establish a mechanism to measure the success of the new Framework.

The second question was to gauge where youth mentoring is at currently in order to set a baseline from where we can measure improvement.

The purpose of the third question was to engage participants in the process of generating potential solutions to current challenges raised in question two. It also allowed participants to raise solutions for specific issues in their communities, thereby ensuring the Framework was diverse and relevant to each region.

Summary reports from each of the consultation sessions can be found in Appendices 2–11.

Current Situation of Youth Mentoring in Western Australia

Participants in the consultation sessions were asked to discuss the 'state of play' of mentoring in Western Australia—what was working well and what were the challenges? In communities where structured youth mentoring programs were limited, the participants were asked to consider why this was the case.

A number of themes emerged from the consultations. These themes have been coded further into four key topic areas:

1. Youth Mentoring Policy in Western Australia
2. Youth Mentoring Sector & Programs in Western Australia
3. Mentors and Mentees
4. The Wider Community

Session feedback for questions one and two have been organised into these four topic areas.

The following is a summary of how the participants see the current situation of youth mentoring in Western Australia.

Youth Mentoring Policy in Western Australia

Ambiguity over the definition of youth mentoring

At present there is not a universally accepted definition of youth mentoring within the Western Australian community sector causing some confusion as to what does and does not constitute mentoring.

The Australian Youth Mentoring Network defines mentoring as "*a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement*" (adapted from Mentor/National Mentoring Partnership and Robyn Hartley's 2004 Report : "Young people and mentoring: towards a national strategy"). Some organisations with case managers see a commonality between the services they provide young people and the elements of this definition and so call themselves mentors.

Ambiguity over the definition of mentoring extends to the Federal Government's Youth Attainment and Transitions, Youth Connections Guidelines. An example used in the Western Australian specific requirements states to "provide case management and facilitate mentoring support for students reengaging in education and training" (p.87). The omission of the word 'program' begs the question whether a formal structured program is necessary to achieve an outcome. This may be one of the reasons why case managers are calling themselves mentors.

Questions were raised in the consultation sessions over whether a mentor must be a volunteer or whether they can receive some form of payment. There seems to be a new role emerging within the community sector and that is the role of a 'professional mentor'. Someone employed by a youth organisation that takes a caseload and provides 'mentoring' to young people. There are also people employed by the Department of Corrective Services who are paid mentors (contractors) to young people leaving the Juvenile Justice system.

Another example that was cited centred on the situation that arises when a business releases a member of staff from their duties to perform mentoring. In this situation the mentor still receives their salary from the employer but no money from the mentoring organisation. The question is—are they still a mentor because the transaction taking place is not entirely altruistic?

The issue of paid versus non paid mentoring was debated in a number of sessions with neither side able to come up with a clear argument to rule out the other.

Limited community awareness of mentoring

The lack of clarity about what constitutes mentoring has a flow on effect to the wider community.

Consultation participants reported that there is a 'lack of knowledge in the general community of not only what mentoring is but what the benefits are to the community'. Furthermore, participants reported that the community was not aware of the role of a mentor. This lack of profile within the community has further flow on effects for recruiting people to become mentors and also for securing corporate and philanthropic funding. Both of these issues are discussed in more detail below.

The issue of a limited profile is not restricted to the general community but is a problem within the community welfare sector too. There is a limited understanding of what the benefits of youth mentoring are to other welfare services.

Lack of structured mentoring programs

Participants reported a 'lack of quality youth mentoring programs' across all regions. Prior to the consultation sessions, the AYMN had 13 structured youth mentoring programs registered on its National Youth Mentoring Database. No additional Western Australian programs have registered with the AYMN since then.

A scan of youth mentoring programs in Western Australia was undertaken by the Department for Communities at the same time as the consultation sessions and over 250 programs were identified as having elements of mentoring. How many of these programs are a formal structured youth mentoring program is unknown. Of the eight consultation sessions undertaken by the AYMN, the Metro North session was the only session attended primarily by structured mentoring program providers.

The combination of a limited profile for mentoring programs and lack of clarity around the definition of mentoring may be contributing the fact that there are not many structured youth mentoring programs registered with the AYMN in Western Australia.

Lack of funding for youth mentoring programs

There was consensus amongst the consultation sessions that there is a lack of funding for youth mentoring programs in Western Australia from all levels of Government right through to philanthropic, business and private sectors. When funding is available there are still a number of barriers in place.

Firstly, the amount of available funding in the grants is 'inadequate for [programs] to meet the National Youth Mentoring Benchmarks'.   Secondly, the organisations that tend to secure the funds are the 'bigger agencies ruling out smaller agencies' who find it difficult to compete. Thirdly, the tendering process itself creates 'competition between programs and is a barrier for collaboration'. Finally, the way funding is distributed is 'by using a business model but youth mentoring is not run like a business'.

Narrow program focus

Youth mentoring programs in Western Australia have a narrow program focus and the majority are targeting young people aged 15 years and up. There is a 'huge gap in the 8-12 year old demographic'. Only three of the 13 programs registered on the AYMN National Youth Mentoring Database provide assistance to the 8-12 year old age bracket. (http://www.youthmentoring.org.au/program_listings.php?selstate=7).

As the majority of programs are targeting 15 years and up the focus tends to be on the Youth Attainment and Transitions policy agenda. Participants reported the need for a broader focus for programs and a shift of policy to focus on including 'early intervention models'.

Barriers to collaboration

Participants from more than three regions reported that there is a lack of collaboration between agencies and a feeling of the youth sector being disjointed. This seemed to be a problem for the entire youth services sector and not specifically an issue for youth mentoring providers. This problem was highlighted in some regional and remote communities where the vast distances programs need to cover is an additional barrier to collaboration, but it is not the situation for all regional communities.

Regional communities that had a 'champion' organisation or key individual that was promoting collaboration and inter-agency meetings, did not report this as a problem. In fact, it was clear which of the regions had a solid communication strategy and local champion by the higher number of agencies that attended those particular consultation sessions. Therefore, distance alone cannot be the only reason why agencies are not working collaboratively.

As mentioned earlier the competitive nature of funding tenders meant that organisations did not collaborate for fear that their funding would be taken by their competitor or that they will lose their clients to another agency and therefore not achieve their needed outcomes.

On a positive note, since the consultation sessions a group of participants have established a WA Group on the AYMN Online Community. Their hope is to link with other organisations across the state to create an online support network.

Fear of sharing resources

The participants highlighted that one of the indicators of a successful mentoring framework was the sharing of resources. However the mindset that 'organisations don't like sharing their intellectual property because they are a business model' was seen to increase duplication and hamper collaboration. Some organisations fear that sharing resources will mean they lose their 'competitive edge'.

Lack of information about other services

Participants reported being unaware of what other youth services were available in their community.

In one region the Partnership Brokers suggested circulating their environmental scans to help eliminate this barrier. It was also suggested that these environmental scans could form the basis of a local community directory of services that people can contribute to.

In the Goldfields region, the Esperance Youth Support Network was suggested as model that is working well and could possibly be replicated throughout the region. A number of participants at that session decided to try to establish a new local support network for youth services.

Privacy policies

Participants reported not being able to track what other services one of their clients may also be receiving due to privacy and confidentiality policies. This reduces an organisation's ability to collaborate with another agency unless the young person gives permission. In some instances the young person does not disclose all of the agencies that are working with them. This issue is a problem for the whole youth services sector, not specifically an issue for youth mentoring providers.

Interestingly, the Geraldton Region is establishing new privacy clauses on their client forms which will allow services to share more information about a mutual client. If the new forms are successful they may be replicated in other regions.

Youth Mentoring Programs in Western Australia

Limited Australian mentoring research

One of the indicators for a successful youth mentoring sector highlighted by the participants is good quality Australian research and annual program evaluations.

Participants reported a lack of 'qualitative and quantitative Australian research' for mentoring. Any program evaluations that are undertaken are 'not shared with the wider mentoring sector to learn from the findings' and evaluations that are completed tend to be 'coloured' rather than objective.

In order to create strong successful youth mentoring programs, participants felt that Australia needed its own evidence base to draw upon when developing and designing programs to meet the specific needs of Australia's young people which are quite different to the youth and social issues in the United States where the majority of the research is from.

Limited resources hamper expansion

When mentoring programs are achieving set outcomes and are approached by other communities to expand their services, a lack of financial and staffing resources do not allow for the expansion to occur. Limited resources make it difficult to attract and retain staff. This is not just an issue for remote and regional communities, it was also raised in both metro consultation sessions.

Mentors and Mentees

Shortage of mentors

Participants in all consultation sessions reported a shortage of suitable volunteers to become mentors. In metro areas the shortage of male mentors was more predominate. Once programs have secured a mentor it is difficult to retain them. This is particularly the case in remote communities where the community tends to be more transient.

The shortage of mentors was evident even in programs that paid their mentors. They too reported difficulties attracting and retaining staff.

The Wider Community

It takes a village

As mentioned above a lack of profile within the community not only means a 'lack of knowledge in what the benefits are to the community' but also means there is lack of a sense of 'community responsibility' towards mentoring as well. The quote its takes a village to raise a child is not a mantra that is being used in the WA community at present.

Summary

While many challenges were raised during the consultations a number of examples were given of models which are working well and could be replicated in other regions. At a number of consultations participants volunteered to address problems 'now' rather than waiting until the new Framework was developed. This enthusiasm shows that the mentoring sector is keen for change but also keen to be actively involved.

A Vision for a Successful Youth Mentoring Sector in Western Australia

Participants in the consultation sessions were asked to draw a picture of what a successful youth mentoring sector will look like in Western Australia in 2020. All ideas were presented back to the group and topics were discussed in more detail.

The following is a summary of what participants reported successful youth mentoring will look like in Western Australia.

What success will look like: Youth Mentoring Policy in Western Australia

Flexibility and diversity

Participants reported that a successful youth mentoring policy will be one which 'embraces diversity' and that does not take a 'one size fits all approach' to mentoring. The policy model needs to provide some structures and boundaries but be flexible enough to allow for dynamic and innovative programs to still be considered part of best practice.

A program designed to support 15–19 year olds make the transition from school to work will have different needs to one that works with primary age students transitioning to high school or a mentoring program working with transient homeless youth. Therefore, the Framework must be flexible enough to allow for this diversity of programs.

Agreed definition of youth mentoring programs

The Framework will be successful when there is an agreed definition of youth mentoring programs from the 'peak body right through Government (Federal and State) and down to community'. Participants felt that there needed to be a distinction between case management and paid mentoring.

Adequate funding for programs

Adequate funding for youth mentoring programs will ensure that the programs are 'well resourced'. Programs in regional and remote areas will be provided with additional funds to cover expenses associated with managing a program across vast distances.

Youth mentoring is a long term intervention model and the funding model will reflect this. Youth mentoring programs achieving their set outcomes will be provided with the option for continued funding. High performing initiatives will be approached by funding bodies (Governments and philanthropics) to expand their programs. Expansion would be either in the same region (taking on more clients locally) or by setting up a similar program in other locations.

What success will look like: Youth Mentoring Sector in Western Australia

Support networks

Youth mentoring programs will work together locally to form 'Local Support Networks' in order to discuss issues and share ideas and resources. These Local Support Networks will 'meet both face to face and have a presence on the Australian Youth Mentoring Network's Online Community'.

Holistic approach

The mentoring sector will work collaboratively and be connected to the wider community services sector. They will have a strong connection to State and Federal Government. This will provide a holistic approach in supporting young people and their mentors across the state. There will be 'strong communication lines in place' to ensure information from 'the community is being fed into the Australian Youth Mentoring Network and up to both levels of Government and vice versa.' This will ensure all groups are working from the same page.

Common vision

A common vision for youth mentoring will be shared across the sector and Government. The sector will have an ongoing role in shaping policy with Government.

This common vision for mentoring will be supported by both sides of Government ensuring that the Framework continues regardless of which political party is in power. This will ensure a long term commitment to mentoring programs and the young people of Western Australia.

Valued by business and government sectors

Youth mentoring will be seen to be of 'value to the business, industry and government sectors'. They will show their support of mentoring financially, and by allowing staff to volunteer long term for the role of mentor.

What success will look like: Youth Mentoring Programs in Western Australia

Strong evidence base

To ensure high quality programs are provided to the young people and mentors in Western Australia, youth mentoring programs will complete annual evaluations on their programs. This data will be provided to external evaluators (e.g. academic researchers) who will use it to build a strong evidence base of Australian research. The evidence, with additional data on inputs, will be used to help calculate both the Social and Economic Return on Investment.

The evidence collected will be made available to all, eliminating 'pilot programs from having to reinvent the wheel' each time a new model of mentoring is proposed or developed.

The 'evaluations which are undertaken include both the mentor and mentee' providing them with a much needed voice in the process.

Adherence to National Youth Mentoring Benchmarks

Youth mentoring programs 'will adhere to the National Youth Mentoring Benchmarks' as the minimum standard of operation in Western Australia.

Resources to build quality mentoring programs

To avoid reinventing the wheel programs will have access to quality mentoring tools and resources and share these with each other. Programs will utilise the AYMN to create additional resources to fill any gaps.

Programs will also utilise existing support mechanisms such as the AYMN Online Community to share resources.

Mentors will also have access to quality tools and resources.

Training for mentors

All youth mentors will be provided with pre-match training as it is a key component of a quality youth mentoring program. Programs will provide their own in-house training but mentors will also be offered formal training. This will range from a certificate level course to one delivered by a body such as the AYMN.

In regional and remote locations there will be a local body to help coordinate training for all mentoring programs in that region. It will act as 'a one stop shop', to assist regional programs that may not have the staff and funding resources to complete comprehensive training for mentors.

In addition to 'pre-match training, ongoing training will also be provided to mentors' to ensure a high skill set.

What success will look like: Mentors and Mentees

Pool of mentors

Ideally, there will be a pool of mentors 'ready and waiting' to support each program so that 'every child that needs [a mentor] has one'. As one participant from a regional community said *"there would be an abundance of mentors within the region wanting to sign up and support the young people…"*

In locations where mentors are limited they will be trained by one central body and then 'shared between organisations. There would also be structures put in place to support this system'.

Types of mentors

There will be a 'diverse range of mentors within the pool'. The diversity will include cultural diversity but also gender, age and life experiences.

When 'we see young people who were mentored become the next generation of mentors', we will know the Framework has been successful.

Mentee is the centre

Young people will be in control of the mentoring. They will have a say on how long they will be mentored and what intervention they require. Mentees will have a voice in the ongoing development of policy.

What success will look like: The Wider Community

Community responsibility

When 'a community sees it as their responsibility to care for their young people' the Framework will have achieved success.

The more youth mentoring is highlighted as having a benefit to all in the community, the more the community will 'embrace, support and value their young people'.

Recommendation(s)

Framework Element Summaries

Communication

The aims of a communication strategy around mentoring are to:

- provide clarity around what mentoring is and is not to reduce confusion in the sector.
- make mentoring sustainable it needs to be seen as having value by business, industry and government groups. Therefore it is critical we promote the benefits of mentoring and raise its profile within the general community.
- connect the sector with Government and ensure it continues to have a voice in the development of youth policy in the future.

Capacity Building

The aims of capacity building are to:

- ensure the programs have the financial and staff resources to run successful programs that can expand.
- invest in the program staff and in mentors to increase their personal capacity to deliver high quality programs.
- build relationships and alliances both within the sector but also with key stakeholders that can support the sector remain sustainable and continue to meet the growing demands of society.

Program Operations

The aim of increasing the quality of program operations is to:

- ensure that programs in Western Australia are of the highest standard and therefore producing the best possible outcomes for the young people involved.

Evaluation and Research

The aims of creating an evaluation and research agenda for Western Australia are to:

- assist programs to make judgments about the impact of their programs.
- provide evidence of the effectiveness of mentoring over time.
- provide a national research base for understanding how mentoring works in different contexts.

Policy

The aims of including a policy agenda for mentoring are to:

- provide a common vision for youth mentoring and young people in Western Australia
- allow it to become a suitable model for youth development. This will be a long term commitment and will require the mentoring programs to be supported financially for the same period.

General Recommendations for the Framework Structure

Flexibility and diversity

The Framework must be flexible enough to allow for the diverse range of issues that mentoring programs deal with as well as the different age ranges of the young people. A program that works with 8–12 year olds will have very different needs to a program working with 20 year olds. A program working with homeless young people will have different needs to a career development program. The Framework must allow for this diversity to occur to be sustainable beyond the initial Youth Transitions and Attainment policy.

Adequate funding for mentoring programs

One of the barriers raised in the consultations sessions was programs having insufficient funds to run a program that was in line with the National Youth Mentoring Benchmarks. It is far better to fund a smaller number of mentoring programs with larger amounts of money than try and increase the number of programs which will inevitably fail due to insufficient funding.

Regional and remote programs

The Framework needs to be able to be adapted for use at a regional level. Each region should be able to create a local version of the Framework that is tailored to the specific needs of their young people. What may work in the Kimberly may not necessarily work in the Wheatbelt and this flexibility needs to be allowed to ensure the specific needs of each community are met.

The difficulty in covering vast distances was also raised as a barrier in the consultations in regional and remote communities. Additional funding should be allocated to cover costs that may not occur in a metropolitan program.

It was mentioned in the regional consultations that it takes longer to build relationships within the local community. This should be taken into consideration when establishing timelines for regional and remote communities. Also, an extension of time should be factored in for these communities to reach their targets.

Draft Framework for Youth Mentoring in Western Australia

Framework Element	Priority Areas	Aims	Potential Activities
Communication	Youth mentoring definition	Define what is mentoring and what it is not. Make the distinction between paid mentors and non-paid mentors. Make the distinction between case management and mentoring.	Establish who the mentoring definition is aimed at and how will it be used. The definition of mentoring needs to: o address the different mentoring models/types/population groups o include how the program connects with the rest of the community o encourage diversity.
	Profile Raising	Raise the profile of youth mentoring within the general population.	Promote the benefits of youth mentoring to the wider community.
			Develop a community awareness campaign on how to become a mentor? (Print media, television, Facebook, YouTube etc.) This is addressed in more detail under Program Operations - Recruitment.
		Raise the profile of youth mentoring within business and industry groups.	Promote the benefits of youth mentoring to business and industry groups.
		Raise the profile of youth mentoring amongst young people.	Market the mentoring program to young people by using mediums that young people use. Introduce young people to the concept of mentoring as part of the school curriculum.
	Information coordination	Provide access to a central online referral base for mentoring programs.	Develop an online database of mentoring programs.

			Take opportunity to tap into the existing National Database of Youth Mentoring programs on the AYMN website. Make funding conditional on all programs being registered with the Peak Body thereby ensuring a minimum standard of operation is occurring.
		Establish a state register for potential mentors to register their interest.	Establish a local body in regional and remote locations to help coordinate the recruitment process for all mentoring programs in that region.
		Create a communication loop between State Government and the mentoring providers.	This is addressed in more detail below under Capacity Building - Relationships and Alliances.
	National Youth Mentoring Standards	Promote the National Youth Mentoring Benchmarks as the minimum standard of operation for all programs.	Make Government and philanthropic funding conditional on the mentoring programs meeting the Benchmarks as a minimum standard.
Capacity Building	**Relationships and Alliances**	Create a Local Support Network in each region.	Take the opportunity to tap into the AYMN's online community.
			Ensure collaboration is a requirement of funding applications.
		Create a State Youth Mentoring Support Group.	Nominate a member from each of the Local Support Networks to attend a bi-annual meeting which includes representatives from State and Federal Government ensuring programs continue to have a role in youth policy development.
		Engage business and industry groups in the development of the youth mentoring policy to ensure they understand the value of mentoring to their member.	Develop an understanding of youth mentoring so it is seen of 'value to the business, industry and government sectors'. Develop business and industry support of mentoring both financially and by allowing staff to volunteer long term for the role of mentor.
	Resourcing	Provide youth mentoring programs with adequate funding to cover all operational costs for running a program in line with the National Youth Mentoring	Ensure funding for mentoring programs includes operational costs.

			Benchmarks.	
Capacity Building		**Resourcing Cont.**		Youth mentoring is a long term intervention model and funding for youth mentoring programs must take this into consideration. Allocate additional funds to youth mentoring programs that operate in regional or remote locations to cover the costs associated with providing a service over vast distances e.g. chartering planes to access remote communities.
			Provide funding for youth mentoring programs which includes a competitive wage for program staff.	Address the difficulties in attracting and retaining quality program staff on minimum wages who must wear multiple hats.
			Offer professional development opportunities to youth mentoring practitioners on an annual basis.	Secure a percentage of funding for youth mentoring programs for professional development opportunities for staff. Take the opportunity to tap in to the AYMN forum series, NRGize workshops (induction course to mentoring) and biennial Australian Youth Mentoring Conference.
			Offer professional development opportunities to youth mentors on an annual basis.	Secure a percentage of funding for youth mentoring programs for professional development opportunities for mentors as part of their ongoing support and development. This is addressed in more detail below under Program Operations – Training.
			Create a Western Australian tools and resources bank for youth mentoring programs made available through the AYMN Online Community WA Group.	Request that each mentoring program provide one tool or resource to share amongst the WA programs as part of their collaboration model. Collate these resources into a sample tool kit/tool box and make it available on the AYMN Online Community WA Group only accessible by WA

			members.
		Establish a handbook for youth mentors to better prepare them for the role.	Distribute the handbook as part of the program induction process providing mentors with access to information on apprenticeships, adolescent issues, cyber bullying, mandatory reporting etc.
Program Operations	**Recruitment**	Develop a state wide community awareness campaign on how to become a mentor (Print media, television, Facebook, YouTube etc.)	Tailor the campaign material to each region to include local contact information. When designing the campaign material take into consideration that there is a shortage of male mentors across the sector. Establish a local body in regional and remote locations to help coordinate the recruitment process for all mentoring programs in that region. Run the campaign as part of National Youth Mentoring Week or as New Year's Resolution Campaign.
	Screening	Develop good practice guidelines for programs to complete screening processes which are in line with state and federal legislation and the National Youth Mentoring Benchmarks.	To supplement the guidelines, practitioners to attend a course to learn how to screen mentors for both child protection and suitability of the role.
	Training	Develop a basic pre-match training package for youth mentors that programs can send their mentors to as part of their compulsory pre-match training.	Provide all youth mentors with pre-match training. All programs to offer their own in-house training. Offer a formal training program to all mentors –either a certificate level course or one delivered by a body such as the AYMN.

Program Operations	Ongoing support for mentors	Provide ongoing professional development opportunities for youth mentors on an annual basis.	Take opportunity to tap into the AYMN Mentor Summit Series which provides ongoing professional development opportunities for mentors.
	Evaluation of program operations	Provide youth mentoring programs with the necessary tools and training to conduct an annual evaluation of their mentoring programs.	Create a set of common tools to ensure that the data collected are of consistent form. These data can be provided to external evaluators (e.g. Academic Researchers) who can use the data to build a strong evidence base of the operations in Australian mentoring programs.
			Take the opportunity to encourage the use of the AYMN's OSAT- Online Self Assessment Tool to see how well each program is meeting the National Youth Mentoring Benchmarks.
Evaluation and Research	Performance Monitoring (Targets)	Develop a set of common performance management tools covering a range of potential outcomes for young people involved in mentoring programs. This will assist programs to make judgements about the impact of their programs.	Create a set of common tools from which programs can select relevant items to ensure the data collected are of a consistent form. These data can be provided to external evaluators (e.g. academic researchers) who are able to use the data to build a strong evidence base of the outcomes of Australian mentoring programs. The evidence, with additional data on inputs, can be used to help calculate both the Social and Economic Return on Investment.
	Program evaluation (what works)	Assess the long term outcomes of different mentoring programs. Commission a longitudinal study	Commission researchers to carry out a longitudinal study to provide evidence of effectiveness of mentoring over time but also provide a research

			to assess which mentoring programs are performing effectively for which cohorts of young people in Western Australia.	base for understanding how mentoring works in different contexts.
		Analysis, Research and Development	Establish a Youth Mentoring Research Council to develop and implement a mentoring research agenda.	Instigate a collaboration of academics with appropriate expertise from WA Universities.
Policy		Governance and Management	Develop a good practice guide to support programs to create a management infrastructure that is underpinned by well-developed and targeted organisational policies and practices.	Base the guide on the National Youth Mentoring Benchmarks but highlight successful case studies of WA youth mentoring programs.
		Sustainable Resourcing	Support sustainable mentoring practices by funding youth mentoring programs for a minimum of 3 years with an option to extend for a further 2 years pending achievement of targets.	Provide funding for expansion and achievement of goals.
			Provide funding for high quality mentoring programs to expand their capacity to support more young people in their programs.	Note: This eliminates programs starting up pilot models each time there is a funding grant.
		Planning and Policy Review	Establish a common vision for youth mentoring in Western Australia that is shared across the Community Services Sector and Government.	Sector to play an on ongoing role in helping to shape the policy with Government after the initial consultations are completed (potentially through the State Youth Mentoring Support Group). Gain support for the common vision for mentoring by both sides of Government ensuring that the Framework continues regardless of which political party was in power. This will allow for the long term

| | | | commitment and continuity of the project which is required in order to have a substantial impact on the young people in Western Australia and the sector as a whole. |
| | | Endorse the National Youth Mentoring Benchmarks as a minimum standard of operation for mentoring programs in WA. | Make government and philanthropic funding conditional on mentoring programs meeting the benchmarks. |

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Appendix 1 – Sample Consultation Program

WA Youth Mentoring Reform Consultation Process

BUNBURY, Tuesday 12 May 2011

Timing	Item
8.30 -9:00	Meet and Greet
9:00 – 9:10	Welcome and Introductions
9:10 –9:20	Purpose of the Consultation Forum and PD Session
9:20 – 10:30	AYMN Consultation – Your vision for a successful sector
10:30 – 10:45	Morning Tea
10:45 -11:30	Introduce the framework outline
11:30 -11:45	Break
11:30 – 12:50	AYMN Professional Development
12:50 -1:00	Wrap up

Appendix 2 – Perth Consultation Notes

Consultation Session Perth 23 MARCH 2011

Changes to Framework outline

Communication
- WA Database of programs
    o What are programs doing?
    o Who has the capacity to expand?
- Definitions of mentoring to include characteristic
    o Characteristics include how the programs connects with the rest of the community
    o Model/type/population group
    o But definition still needs to encourage diversity

Capacity Building
- That we look at it from three points of view
    o Capacity of the program
    o Professional development (staff and mentors)
    o Mentee training
- Knowledge management systems
- Replace the sub heading *Capacity Building* with *Resourcing*

Local support Network fits between / with communication and capacity building

Evaluation and Research (no changes were suggested)

Policy
- Governance and management
    o *Risk management* should be included as a sub heading to this
- Sustainability resourcing
    o Include a resource mobilisation plan

Overall
The framework is to address the operation, program and individual levels
There needs to be a glossary of terms / or common language. E.g. Capacity building means different things to different people.

Challenges and Solutions activity – Text from Whiteboard

Challenges	Solutions	Fmwk	Sector	AYMN
Lack of AYMN programs in rural and remote areas	More programs that are registered being flexible	✓	✓	✓
Recruiting - males mentors - Indigenous overused - Retirees taking holidays	- Recruitment for males / men's shed - Building breaks in the programs will allow mentors to travel		✓ ←	✓
Managing mentors	Better screening process for more committed mentors	✓	✓ sharing tactics	
Funding - Hard to get funding for generic programs - Difficulty getting it - Short term funding	- Recurrent funding - Achieve the targets get refunded - 3 -5 year blocks - Complementary partnerships	✓✓	✓	✓
Competitive tendering	- Complementary partnerships - Geography or services	✓✓	✓	✓
Staff recruitment/retention - Low pay - High turnover means loss of knowledge / networks	Better wages	✓	✓	
Reaching/ accessing clients - Getting the word out and then retaining the clients	Celebrating success (publicly)	✓	✓	✓
Very specific target groups need very specific assistance	- Building the support needs into funding - Evaluating why it didn't work	✓	✓	✓
Burnout	- Recruitment/Screening/Training and supporting mentors - State pool of mentors	✓	✓	✓
Training • What should it involve	Research into what works best and getting it out there (12 hours or 8 hours)	✓	✓	✓
Unrealistic expectations of program / mentor not a panacea	Refresher courses an ongoing support and professional development		✓	
Commitment from mentors/ mentees	Regular communication and support		✓	✓

Appendix 3 – Broome Consultation Notes– 12 APRIL 2011

Approx. 20 attendees contributed to the discussion

A Successful Youth Mentoring Sector

What does a successful youth mentoring sector look like?	What's needed to achieve this?
Flexibility	
Central coordinator for mentor training	Quick, generic and need Trainers to deliver
Collaborative model Using existing resources	Mapping process DFC
Holistic Approach	Using and building on the work of the Broome Youth Network – Connecting the Network to the AYMN
Using staff as mentors	
Central focus – all departments working together	• Mapping government involvement for both indigenous programs and non-indigenous • Leverage off the work of the Broome Youth Mentoring Network • Connecting to Youth Connections/Partnership Brokers
Peer mentoring – giving back	
Paid mentors	
Building on successful existing programs	
No fly in fly out of permanent programs	Still use expertise who fly in fly out to increase the community's capacity
Trade support to young people	
Tap into mentors who have existing pool of resources	

What should the framework cover?

Version of the framework topic areas that was presented to the group

COMMUNICATION	Information Coordination
	Definition of Mentoring
	National Standards
CAPACITY BUILDING	Relationships & Alliances
	Capacity Building
PROGRAM OPERATIONS	Recruitment
	Screening
	Training
	Evaluation of Program Operations
EVALUATION AND RESEARCH	Performance Monitoring (Targets)
	Program Evaluation (What works)
	Analysis, Research and Development
POLICY	Governance and Management
	Sustainable Resourcing
	Planning and Policy Review

The Framework in general:
- o needs to cover all ages
- o different performance targets for each age group
- o parents/guardians/carer givers need to be involved
- o flexible to cover the different needs for different cohorts
- o Needs a strong vision and mission
- o Holistic approach – not piece meal

Framework headings:
- Evaluation
    - o What is it? Clarity around what we mean by evaluation
    - o Need to evaluate what is already happening and how see can we change it if not working and build on it
    - o Needs to include the performance of the relationship
    - o Policing of agencies – are they doing what they said they were?
- Policy
    - o Needs to be written to include the specific needs of each community
- Capacity Building
    - o Needs to written based on community development principles
- Recruitment
    - o Understanding the motivating factors to better recruit

General comments:
- Can we link to the mining companies

Approx. 14 attendees contributed to the discussion

A Successful Youth Mentoring Sector

What does a successful Youth Mentoring Sector look like?	How do we get there?
Collaborative approach and cooperation	Possibly keeping the School, Community Business Partnership Brokers so mentoring programs are not duplicating connections
Mentee is the centre	Vision for the youth of WA – no matter the political agenda
Many goals →Achieved from the individual approach and community goals	Local branches of the state government to be involved in implementing local community goals
Strong successful relationships →Both parties knowing where it is heading. Know the boundaries of the program	• Training organisations /staff on what is required to run are successful mentoring program • Recruiting/screening/training/supporting/closing the match. • When recruiting the mentors have the young people have a say in who they are.
Relationships and Alliances between - Agency – community - Agency - family - Mentor - mentee - Agencies working together - Working purposely in the community	

Measurable
   - Baseline →outcomes
   - Program operations
   - Cost effective – SROI
	- Proforma tools
	- Cost benefit analysis
	   • Crime outcomes
	   • Labour force outcomes
	   • Education
	- Measuring goals the young person wants to achieve not what the program wants to achieve.
	- Measuring the goals of the program needs to achieve

Mentoring highlighting a successful community	
Mentoring highlighting opportunities for young people	
Empowering the mentee	
Engaging to all parties (mentor and mentee)	

What should the frame work cover?

Version of the framework topic areas that was presented to the group

COMMUNICATION	Information Coordination
	Definition of Mentoring
	National Standards
CAPACITY BUILDING	Relationships & Alliances
	Capacity Building
PROGRAM OPERATIONS	Recruitment
	Screening
	Training
	Evaluation of Program Operations
EVALUATION AND RESEARCH	Performance Monitoring (Targets)
	Program Evaluation (What works)
	Analysis, Research and Development
POLICY	Governance and Management
	Sustainable Resourcing
	Planning and Policy Review

Framework headings:

- Communication
  - National Standards
- Capacity Building
  - Relationships and alliances → Collaboration
  - Build on what's already there and working
  - Staff professional capacity →Need relevant qualifications
  - Ensuring the young people and mentors are included in the process
  - Resourcing word accepted
- Program operations
  - Different models for different regions / communities
  - Risk management / not risk adverse
- Evaluation
  - Duration of programs → Still flexible →Length of consultations with community
  - Program evaluation what works
    - breaks down into operations and best practice models
    - Evaluations need to be independent funding allocated for independent research.

Appendix 5 – Bunbury Consultation Notes – 12 May 2011

Approx. 34 attendees contributed to the discussion

A Successful Youth Mentoring Sector
Quality resources
- Programs
- Mentors
- Sharing resources
- Support mechanisms

Collaborating with the youth sector
- Branching out holistic approach
- Being connected

Common Goal
- Collaborative approach to decision making

Flexible/adaptable
- No one size fits all mentoring model
- Model developed based on the needs of the local young people
- Multiculturalism is included
- Being able to support a changing relationship

Funded

Growing sector
  - o Sector is on a journey and is able to be supported

Pool of mentors
- A mentor for every child that needs one

Local mentoring support network

Raising the profile of mentoring and the sector

Holistic approach
- Mentors, mentees and regulators all working together

What is the Current Situation?
- Working in silos
- Ad hoc
- Only meeting the needs of a specific group of young people
  - o Needs to be broader
- Not enough awareness of what mentoring is and what mentoring is not
- Being clear about who the mentoring definition is for (e.g is it just for the AYMN or Govt and how do you control language)
- More structure of what mentoring is from a federal level
- Local policy needs to inform state policy
- Clear pathways for volunteers (who to go to to make appropriate referrals)
- More structure for mentoring volunteers
- Mentoring roles are blurred
  - o Need to have training to know the difference
- Funding prevents and can be a barrier to collaboration
- Organisations don't like sharing IP because they are a business model
- Not enough Australian research
- Funding is a business model but mentoring is not run like a business
- Mentoring is run like a short term initiative but is a long term initiative.

- Evaluations not shared and are 'coloured' (rose tinted glasses)
- Too much red tape to get resources from government at all levels
- Not sure who mentoring works best with
- No a high enough profile for the sector

Solutions and Responsibility

Issue	Solution	Responsibility
Working in silos	Coordination - regional coordinator	Regional OFY
	Cross agency pollination/ more networking by 30 august 2011 – sharing resources is a condition of entry to group)	Local Support Network (LSN)
	One organisation coordinates the mentors/mentees and organisations running mentoring	All levels of govt.
	Sharing of resources is stipulate din funding resources	
Raising the profile of mentoring sector and mentoring in general	Education for the community on what is mentoring	Partnership Brokers will distribute the mapping of region and discussed at meeting
	- Media coverage	
	- Volunteers	
	- Organizations	
	- Young people	
	Referral base for mentoring	
	Credible organising body	LSN To address
	Fine balance between credibility and less red tape	
Funding and policy	Policy to develop a mentoring culture in Australia (starting with young person on what mentoring is)	
	Young people to become the mentors themselves	
	Benefits of mentoring promoted to the whole community	AYMN
	Continuous funding → more than 2 -3 years and funding needs to be collaborative (encouraged to work collaboratively) -	Fed/state depending on where funding comes from
	Policy need to cover structured and informal mentors	
	Grassroots organisations to have secured (sectioned off) funding	Fed/state depending on where funding comes from
Volunteers	Influence policy to adequately increase funding to adequately support programs effectively	
	Working with volunteer southwest (adequate Training) –	Volunteer south west
		Training needs to be provided a bare minimum – AYMN
	Strong program management –	AYMN
	Recruitment policy	AYMN
Research/e valuation	Research evaluation needs to have longitudinal approach. Continues into the future.	
	Size and scale may fluctuate	
	Grounded theory evaluation – tangible feedback provided	
	Cost benefit analysis (evaluating interactions between govt. bodies to be more effective on the ground)	
Definition of mentoring	Declaring outlines the difference of what mentoring is and what mentoring is not?	AYMN
	Needs to include paid and non-paid	AYMN

What should the frame work cover?

Version of the framework topic areas that was presented to the group

COMMUNICATION	Information Coordination
	Definition of Mentoring
	National Standards
CAPACITY BUILDING	Relationships & Alliances
	Resourcing
PROGRAM OPERATIONS	Recruitment
	Screening
	Training
	Evaluation of Program Operations
EVALUATION AND RESEARCH	Performance Monitoring (Targets)
	Program Evaluation (What works)
	Analysis, Research and Development
POLICY	Governance and Management
	Sustainable Resourcing
	Planning and Policy Review

"The implementation of the framework needs to encompass the consistent feedback of the groups/consultation. Continuity and consistency from delegation to implementation. Fed to state, From state to end user" - Rodney woodhouse the Apprenticeship centre.

- Mentors cycle recognising the young people
- focus on the age group

Appendix 6 – Metro North Consultation Notes– 13 May 2011

Approx. 15 attendees contributed to the discussion

A Successful Youth Mentoring Sector

- Multicultural approach
- Young people who are mentored become the next generation of mentors
- Young people are in control of their mode of intervention and each cycle creates more opportunities.
- Overreaching /holistic sector
- Financial Resources
- People Resources
- PD, Education and communication
- Federal and State Govt. collaborating
- Quality Sector
- Evolutionary approach
  - o Ideas coming in
  - o Informing the wider community
- Definition of mentoring
  - o Clarity between Federal/State and Community
  - o Case Management/Mentoring
  - o AYMN definition
- Collaborating
  - o Discussing
  - o Training
  - o Idea Sharing
  - o Sharing Resources
    - Physically getting together
    - Using AYMN online
- Sector helping to continually shape policy
- Supporting mentors as a group
- Consistency & Sustainability

Current Situation

- Lack of funding
  - o Federal
  - o State
  - o Local
  - o Private Donors
  - o Corporate/Philanthropic
- Male mentor shortage
- Lack of knowledge in the general community of what mentoring is and its benefits
- Lack of Collaboration – Disjointed
- Lack of quality mentoring programs (Northern) – all regions really
- Lack of capacity for mentoring programs to expand
- Lack of funding

- Need to fix the terminology not just on the definition of mentoring but also prevention and intervention – definition.
- Something that is working: mentoring whole families
- Migrant programs
  - Need to support the whole family
- Holistic approach – homework support programs – mentoring – referrals

How do we get there?

Issue	Solutions	Responsibility
Funding and Policy	• Collaborative model of funding – • One organization/Body to advocate for $ and help Orgs. Secure $ • Raise the effectiveness of mentoring in Policy being involved in Research • Vision/Mission/Value statement for mentoring – a whole - created from the grassroots.	State
Definition of mentoring	• New definition needs to be culturally, gender and spiritually inclusive. • Common Vision, Common guidelines/standards	

Collaboration	• Really work in collaboration.
	• Creating local support network
	
	• Training of Mentors needs to be continuous
	• Code of Conduct for Mentors –
	• No hidden agendas by the Agency
	• Putting mentoring on other organizations agendas, e.g. Youth Connections
	• Raising the profile of mentoring
	• Wider knowledge of mentoring at a grass roots level
		• AYMN – online community communication channel – Feeding into the local community and building on existing networks
		  • AYMN
		  • LSN
		  • AYMN / LSN
		  • AYMN / LSN

What should the frame work cover?

Version of the framework topic areas that was presented to the group

COMMUNICATION	Information Coordination
	Definition of Mentoring
	National Standards
CAPACITY BUILDING	Relationships & Alliances
	Resourcing
PROGRAM OPERATIONS	Recruitment
	Screening
	Training
	Evaluation of Program Operations
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	Program Evaluation (What works)
	Analysis, Research and Development
POLICY	Governance and Management
	Sustainable Resourcing
	Planning and Policy Review

Changes suggested by the group

Communication:
- o This should address what is mentoring and the promotion of mentoring

- o Communication could also be where relationships and alliances under. Communicating and promoting the benefits of.

We need to have some mechanism to ensure Board of directors understand mentoring

The issue of volunteer retention needs to be addressed under program operations.

Appendix 7 – Metro South Consultation Notes – 16 May 2011

Approx. 17 attendees contributed to the discussion

A Successful Youth Mentoring Sector

What does a successful Youth Mentoring Sector look like?

Connected
- Agency
- Mentor/ee
- Different Community

Strength
Mentor Training
- Risk Management

Ongoing Funding
- Sustainability
  - Continuous/not short term

Evolution/Growth
Beneficial to entire community
Continual learning of mentor/ee
Different Connections benefits mentor/ee and organization
Everyone on the same page
- Everyone know where we are heading

Policy
- Same page/ Good Map – GPS

Communication
- AYMN being fed into sectors/ Organisations feeding into Community

Evaluation – Annual
- Young people included

Adhering to the benchmarks
- Best Practice.
- More conferences

Celebrate diversity and success of each program
Ambassadors for successful relationships

What is the current situation?

Hard to attract and retain staff
Funding for staff not there
The multiple hats staff have to wear is hard to recruit people for
Funding cycles
- Bigger agencies scooping the pool
- Inadequate funding to meet the benchmarks

Raising the Profile of mentoring
- Using language/profile/understand.
- What is mentoring needs to be promoted

Programs current focus on 15 years and up
- No focus on the under 15 yr (8-12 huge gap)
  - Early onset of adolescents (Policy)

Cultural awareness/ Diversity
- Extended family role in mentoring

Halo
- Working really well – cultural awareness programs.

Family mentoring unofficially
- cultural diversity

Peer mentoring model

Not a lot of qualitative/quantitative Research in Australia

Guidelines don't currently look at how to include the mentees experiences – Research.

How do we get there?

Issue	Solutions	Who is responsible
Funding and Policy	5 years minimum - Mines how can we tap into them? - Operational costs must be included - Not always going to have a financial outcome to still have success.	Federal/State/COAG – social welfare peaks Business riles Corporate/Industry Bodies
Raising the Profile:	- Tangible definition of what mentoring is. - Learning from other mentors (forums for mentors) - Social and life skills are emphasized. - Corporate involvement - Peer testimonials/Relatable - Marketing the programs to the young people developed by young people - Making sure we use mediums that Y.P. access	Western Australian Community Sector - Code of ethics for mentors - Mission statements AYMN supporting the Western Australian Community Sector. Having mentoring has part of the schools/TAFE/University curriculum
Research	- Identify gaps in the research - Identify priorities - Y.P's view on research and their needs. - Across the age spectrum - Mentor training – benefits of - Raising the profile of the benefits – Longitudinal	Federal and State government program funding including money for evaluation is grants Partnerships with universities Formal process for programs to access universities for evaluations
Cultural Diversity	- Flexibility in delivery - Use of local heroes - Strength based approach (whole family approach) - Responsive to different community needs - Not time limited – can be long term - Culturally safe - Build communities capacity to deliver programs	Western Australian Community Sector working with the community. The AYMN supporting the Western Australian Community Sector. AYMN lobbying Federal and State government on the Western Australian Community Sector's behalf.

What should the framework cover?

Version of the framework topic areas that was presented to the group

COMMUNICATION	Information Coordination
	Definition of Mentoring
	National Standards
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	Resourcing
PROGRAM OPERATIONS	Recruitment
	Screening
	Training
	Evaluation of Program Operations
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	Sustainable Resourcing
	Planning and Policy Review

Framework

Advocacy and Lobbying:
- Advising government Policy
- This could appear under **Policy** or **Relationships and alliances**

Sustainable
- 5% of funding being secured for training

Resourcing
- The resourcing component should address funding

Community awareness
- This should be addressed communication

Definition of mentoring:
- needs to include the different form
  - Could be under **National Standards Best Practice**
- Outcomes for mentoring also needs to be clearly communicated

Appendix 8 – Geraldton Consultation Notes– 8 June 2011

Approx. 30 attendees contributed to the discussion

A Successful Youth Mentoring Sector

What does a successful Youth Mentoring Sector look like?

Pool of quality mentors.
- Complimentary program to each other. ✓
- Mentees Involves in Selection
- Being Supported
- Knowing the services available for accessing support

Screening Process

Networking with other youth support services (utilising technology)✓ / ✓Industry (across regions) / AYMN
- — Formal/informal link

Government to fund programs on an ongoing basis
- Funded bases the needs of the young person –(Return to the pure form of mentoring)

Young people are achieving outcomes and family/guardians are happy

No one size fits all models

Connectedness of everyone involved with the individual young person
- Community supporting the young person
- Global connectedness

Attainment levels achieved/ Turning a curve

Caring community
- Taking responsibility

What is the Current Situation?

Casual paid positions
- Difficult to attract the right people
- Consistency in the relationship varies (mentee dictates the hours)

The young person is seeing many support services (unclear who they are involved with and what the purpose is.)

No communication between agencies because of <u>privacy issues</u>
- Potentially in the pipeline

No full time dedicated mentoring programs but there are
- The football academy
- Netball academy
- Arts council mentoring program
- CGG work place mentoring
- CCI mentoring country arts WA

Mentors for apprentices and trainees is needed

Difficulty in attraction volunteers and staff for the programs and retraining staff

Short term nature of funding is prohibitive

Competitive nature
- Setting programs against each other
- Outcomes based funding

Family can be a barrier to mentoring
- Managing family/youth

How do we get there?

Accountability of all organisations involved
- Government right through to community

Raise the number of volunteers
- CentaCare Volunteer Services
- Business and community need to value the outcomes we are trying to achieve
    - Benefits include skilled staff

Chamber of commerce future leaders program – Taking a lead role
Building the step up program
- Support program that connects the coaches

Youth Coordinating Network (Paul Berkinshow)
- Developing strategies that is proactive

Community assessment to see if an overarching mentoring program would meet the needs of the region- links with existing organisations the best capacity
Remote communities need to have specific considerations

What should the framework cover?

Version of the framework topic areas that was presented to the group

COMMUNICATION	Information Coordination
	Definition of Mentoring
	National Standards
CAPACITY BUILDING	Relationships & Alliances
	Resourcing
PROGRAM OPERATIONS	Recruitment
	Screening
	Training
	Evaluation of Program Operations
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Framework
Juvenile Justice sector
- Non-Paid mentors too difficult so need to allow for paid mentors to be included for the fir the multi issue presenting Young person.

Regional and Remote
- Can remote program pilots be trialled
- 80% of community are small business

Appendix 9 – Kalgoorlie Consultation Notes– 8 June 2011

Approx. 12 attendees contributed to the discussion

A Successful Youth Mentoring Sector

What does a successful Youth Mentoring Sector look like?

Pool of volunteer mentors ready and waiting ✓✓✓
- Culturally Diverse pool

Mentors can be Shared/Roaming between organisations but these structures to support it.
Resources available for mentors
- Having culturally diverse resources

Diversity in the model (not on size fits all model)
Building resiliency within our young people to make the right choices for themselves
Mentors need to be supported so we don't burn them out
Communication around the country and around the world
Strong mentoring programs that can be passed down through generations
Mentors need to be trained

What is the Current Situation?

Communication
- Prompting services not happening

Esperance has a youth network
Not working as a team with a client with multiple services
Not a structure or process in place for a joint management process
Transient nature of community adds to the problems
Confidentiality policy can block communication between organisations
YMCA
- Youth for youth✓
- 6 young people disability mentoring program with a paid worker
    - Element of mentoring

School based mentoring (teachers as mentors)
Values project high school working with primary students
Lack of resources mentors and staff

How do we get there?

Issues	Solutions

Pool of mentors	• Advertising campaign
	  - Large scale community meeting
	  - Explain mentoring
	  - Donate a day
	  - Government
	  - Raising the profile and benefits
	    → Examining commitment times
	    → National youth mentoring Benchmarks
	• Training and support
	  - Local level – organisations collaborating
	• Increase Resources
	  - Increase funding opportunities
	• Community data base of mentors
	• Bus local campaign
	  - Intensive for mentors to volunteers
	• School/community experience like work experience

Communication	• Re-establishing the local youth network • Flow chart on the services available – Visual Referral System (Replicating the Esperance model) • Keeping an updated directory • Helen will "champion" the first youth network meeting
Working for the individual	• Consent forms to share information between organisations • Inter-agency meetings • Individual action plans

Resources	• Quality assurance
	• Money given to community services sector to deliver the program
	• Better accountability for organisations
	  - Are they doing what they said they would…
	• Using the young people to report on the quality of service program
	• More adequate money for remote services
	• Not start-up funding but supporting existing services to continue
	• Long term funding
	  - Organisations were of a high quality before being funded
	• Partnerships between organisations
	• Resources sharing between agency and government (Building is empty)

What should the framework cover?

Version of the framework topic areas that was presented to the group

COMMUNICATION	Information Coordination
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Capacity Building
- **Resourcing** needs to take into consideration that work in remote areas are resourced effectively. The vast distance programs are expected to cover needs to be considered
- **Capacity Building** needs to be about building the community's capacity as well

Appendix 10 – Northam Consultation Notes– 14 June 2011

15 attendees contributed to the discussion

What Does A Successful Mentoring Sector Look Like?

- The community and community organisations would come together and have a shared vision. Organisations and individuals wanted to be part of a Mentoring movement within the Wheat belt
- The young people in the Wheat belt region dream, hope and aspire to rich rewarding futures. The communities embraces, support, value and are proud of the young people that live with the Wheat Belt region.
- The Mentors and the Mentees are provided training. Before the commencing a mentor is fully trained and provided ongoing support. Mentees are also inducted into the program and provided a full brief in regards to their commitment as a mentee and what they could expect. The mentees and mentors understand their boundaries and obligations.
- Mentors are provided ongoing training and support during their time as a mentor, from beginning to the end.
- There is a coordinating not for profit organisation for all mentoring programs with the Wheat Belt region.   The coordinating body is a hub and support for organisations, schools, business and community members. The coordinating body will connect programs, share IP amongst programs, establish support networks and register, screen and train all mentors within the region. They would be the key player to connect mentors to the right mentoring program within the region. The coordinating body would provide a formal structure for a Youth mentoring network.
- The coordinating mentoring not for profit organisation would be adequately resourced to provide the support structures for the region
- New programs and existing programs where given adequate time to establish themselves as affective programs. That mentoring programs could vary in length from 6 months to 12 months, this would all depend on the young persons needs.
- Government departments and business sector highly valued mentoring programs therefore provide adequate long term resources.
- There would be an abundance of mentors within the region wanting to sign up and support the Young people of the Wheat belt.
- The Wheat belt would have a diversity mentoring programs which would meet the Young People's needs.
- Structural issues within the town are addressed such as providing public transport and high speed broad band network that is functioning and is accessible threw out the Wheat Belt

How is that different to what we have now?

- The only mentoring programs that could be identified were school based. E-mentoring called True Blue Dreaming at Bruce Rock and Wyalkathchem. York and Toodyay run school based mentoring programs with community volunteers.
- There are no community based mentoring programs
- There is no agency taking on a lead role to support a coordinated approach. Therefore there is no organisation or individual championing mentoring within the community. This is due to a lack of resources
- Lack of community connection between the people in the community who want to help and be mentors and organisations. Due to the lack of structured mentoring programs within the region. Currently Community Services within the region do not have the resources or the capacity to deliver a mentoring program
- The programs in the community are fragmented, due to the geographical spread of towns within the Wheat Belt. Currently there is no community youth network committees or groups. However Youth Connections is investigating taking on this lead role.

What do we have to do to get there?

- Streamlined access to mentoring funding and resources
- Youth mentoring peak both within the Wheat belt with clout and is able to influence Government agencies, communities and funding bodies. The peak body has funding to support local mentoring projects.
- Support and resources for regional initiatives that recognises the number of young people supported will be smaller than the metro region. The cost of delivery in regional areas is so much higher, the distance travelled, cost of wages and the Wheat Belt region works with much smaller numbers.
- New programs are given the opportunity to examine what does work and what does not work. All too often agencies try and cover up operations that are not successful due to fear funding will be cut. Therefore real and honest elevations do not always occur. Programs operate in a space where honest and transparent evaluations are the culture.
- The ability to partner with agencies that are successfully delivering mentoring programs outside the region, however the IP and program could be delivered within the Wheat belt region
- Good evaluation process of what dose and does not work
- Government bodies need to listen and recognise the need for regional initiatives, and resource appropriately
- Mentoring programs are locally driven, designed resourced realistic to cover the geographical location, recognition of the small market numbers (number of Youth within the region and realistic KPI's for the region.
- Well established and operating board band network.

Appendix 11- Albany and Narrogin Consultation Notes

Albany and Narrogin Professional Development and Consultation Feedback

Approx. 15 attendees contributed to the discussion

Overall, the standout points and/or key differences between views from Albany and Narrogin and those from other regions are:
- Training
  - Require a combination of training/professional development courses and modules depending on the kinds of mentoring programs involved and the roles of mentors/mentees in delivering these. For example:
    - Cert I-IV
    - AYMN Training
    - Two day courses
    - One day courses
    - Half day courses
  - Critically, it was considered (after lengthy discussion at both sites) that there should also be follow up training after the initial training – i.e. after six months or a year, or perhaps every year (etc) and that a further 'advanced' training session should occur
  - This additional training may simply take the form of 'ongoing support'
  - There was quite an extended discussion at Narrogin concerning the usefulness of training the mentees as well as the mentors
  - Training should also include networking and advocacy training as part of the mentoring training
- Cultural Issues
  - Policy development should allow for the many different types of culture – not merely ethnic. For example different kinds of youth culture (gothic etc)
- Accountability
  - A feeling that there should be accountability for mentees as well as mentors.
- Confidentiality clauses
  - Should these be included somewhere in the protocols for program development?
- Performance monitoring and evaluation
  - Feedback from both mentors and mentees should be sought when seeking to produce evaluations concerning the performance of mentoring programs
- Program sizes
  - Templates should be developed to accommodate the creation of different sized mentoring programs
- Screening of mentors and mentees
  - Psychological testing of both mentors and mentees excited significant comment in Albany

Appendix 12- Evaluations for Stakeholder Consultation and Professional Development Workshops

Total number of attendees, 203 – Total number of session evaluation respondents – 170

Q.1.	Overall how satisfied were you with this Consultation Forum and Professional Development session?				
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Number	55	100	13	2	
Percent	32.35	58.8	7.65	1.2	
Q.2.	The length of the Consultation Forum was appropriate				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number	36	107	17	9	1
Percent	21.2	62.9	10	5.3	.60
Q.3.	The content of the Professional development session was appropriate *9 people did not respond*				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number	47	100	13		1
Percent	27.65	58.8	7.65		.60
Q.4.	How satisfied were you with the location of the seminar?				
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Number	64	82	21	1	2
Percent	37.65	48.2	12.35	.60	1.2
Q.5.	What impact do you think the Consultation Forum will have on shaping the forthcoming Youth Mentoring Strategic Framework for Western Australia? *1 person did not respond*				
	Very Positive	Positive	Neutral	Negative	Very Negative
Number	62	95	12		
Percent	36.45	55.9	7.05		
Q.6.	What impact do you think the Professional Development session will have on shaping your approach to the operation of mentoring programs in the future? *9 people did not respond*				
	Very significant	Significant	Neutral	Insignificant	Very insignificant
Number	47	81	27	6	9
Percent	27.65	47.65	15.9	3.5	5.3

Albany – 11 respondents
Bunbury – 33 respondents
Geraldton – 26 respondents
Kalgoorlie – 14 respondents
Kimberley (Broome) – 15 respondents
Metro North – 16 respondents
Metro South – 16 respondents
Narrogin – 14 respondents
Northam – 11 respondents
Pilbara (Karratha) – 14 respondents
Total: 170