###### Specification

###### of requirements

###### GLA 82512 - Provision of the

**Impact Evaluation of Mayors New Deal for Young People Mission**

**Specification for Impact Evaluation for New Deal for Young People Mission**

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| **Executive summary**  Through the Mayor’s New Deal for Young People (NDYP) mission, we want to help transform the lives of young Londoners through mentoring. Our bold ambition is that 100,000 disadvantaged young people have access to a mentor by the end of 2024 and we believe that high quality, long term trusted relationships are vital to improve life chances.  Through NDYP we are committed to building the **quantity**, **quality** and **sustainability** of the mentoring and youth sector. We have already invested significantly in the sector and developed, in partnership with Action for Race Equality and Bloomberg, a **Mentoring Quality Framework** to give organisations a toolkit for development and to help ensure that practice is as effective as it can be.  Through NDYP we have funded over 100 mentoring organisations, each adopting different delivery modes and approaches, including a range of outcomes being measured and individual approaches to evaluation.  We are now seeking an organisation(s) to support evaluation of the mission, and contribute to the evidence base around mentoring for young people; namely to:   1. Understand and describe the quality of mentoring being delivered from a representative sample of NDYP projects 2. Improve how organisations reflect and learn with young people through a transformative approach to evaluation 3. Increase our understanding of the impact of mentoring on young people and mentors usingcreative and engaging **case studies**, looking at impact and change from both a young person and mentors’ perspective. |
| **Background**  Existing Research  The GLA’s Opinion Research team conducted a rapid evidence review of youth mentoring, to review what works best in delivering youth mentoring programmes. This review focused on process learning from delivering youth mentoring programmes and included research published within the last 10 years, focussing mostly on literature reviews / systemic reviews / meta-analyses. Some primary research was included, when focussing on UK mentoring programmes or newer models of youth mentoring (such as peer mentoring, natural mentoring, or youth-initiated mentoring).  In total, just under 50 studies were identified.  The research identified that:   * Programmes should be aware of the fundamental role that matching plays in successful youth mentoring programmes. * Balance is needed, when giving agency to mentees in decisions around their mentors, and that shared interests and backgrounds and cultural sensitivity produce better outcomes. * Ensuring mentors and mentees are supported to develop and sustain long-term mentoring relationships results in better outcomes. * More focus is needed on measuring progress and outcomes and commissioning robust evaluations to improve the evidence base.   Research also identified many young Londoners are facing challenges or disadvantages that can negatively affect their development and threaten their future life chances, health, and happiness and that this had been worsened by the pandemic.  The focus of the New Deal for Young People (NDYP) Mission is supporting young Londoners who are most disadvantaged. Young people, professionals, and a growing evidence base, all emphasise how important and influential a good quality mentor can be, and the difference they can make to a young person's life. But approaches to mentoring can vary significantly across London and not all delivery is as high quality as it should be.  Within NDYP, **mentoring is defined as any high-quality youth activity that builds a trusted and positive relationship with a young person over time.** A good mentor uses that trust to motivate and equip a young person to change their lives, supporting the development of skills, coping strategies and confidence and the creation of social networks and opportunity. By focusing on mentoring for those most disadvantaged young Londoners, NDYP aims to grow and develop this important area of the youth and community sector and ensure that as many young people as possible can benefit from high quality mentoring support.  NDYP programme  The £34m NDYP mission commits to ensuring that 100,000 disadvantaged young people have access to a mentor and that all young Londoners have access to quality local youth activities. The mission aims to improve the life chances and opportunities by:  • enabling more disadvantaged young people to benefit from quality mentoring and youth activities  • improving the quality of mentoring by building capacity of the youth sector  • increasing strategic investment in London’s youth and mentoring activities  • empowering system change and sustainability within the youth sector.  To ensure consistent high-quality mentoring, we have developed (in partnership with Bloomberg and Action for Race Equality) the [Mentoring Quality Framework](https://www.london.gov.uk/who-we-are/what-mayor-does/priorities-london/londons-recovery-coronavirus-crisis/london-partnership-board/recovery-context/new-deal-young-people/mentoring-quality-framework), a self-assessment toolkit designed to support and improve mentoring practices. The use of this framework is a requirement for all organisations funded by NDYP, there is complemented by a support package delivered by London youth and Lifeline that is aimed at enhancing the confidence and quality of mentoring programmes.  The impact of high-quality mentoring on disadvantaged young people is demonstrated through quarterly impact reporting.  Targeted at young people facing the biggest challenges please see an illustrative, not exhaustive, list of the young people NDYP projects support below:  10-24 year old Londoners who identify as:   * young disabled people * young people with special educational needs (SEN) * young people who are excluded from school or college * young people who are associated with gangs or impacted by exploitation * young people who are not in education, employment, or training * young people at moments of key transition * young people who are experiencing, or have been impacted by, domestic abuse * young refugees and asylum-seekers * young people with a social worker (looked-after children, those under a Child Protection Plan, children in need and care leavers) * young people from low-income families/living in poverty * young parents * carers of pre-school children * young Carers (+ parents) * young people from Gypsy, Romany and Traveller communities   Projects funded via direct and aligned GLA funding report on the impact of and the outcomes from their project for young people using the Violence Reduction Unit’s outcomes framework, for example: (See Appendix 1 for outcomes framework)  **Outcomes Examples**   * Improved social, emotional and mental health * Improved self-esteem * Improved relationships * Improved positive peer relationships * Improved relationships with trusted adults * Reduction in violence * Reduction in offending and victimisation * Less vulnerable to exploitation * Improved attainment, including narrowing of the attainment gap for young Londoners from different backgrounds * Better transitions between schools/college * Fewer exclusions from school * Improved attainment * Increased employment * Increased job readiness * Increased probability of employment   Theory of Change (See appendix 2)  *The original NDYP Theory of Change is attached, we are aware that this was heavily focused on Covid Recovery and intend to use the findings from this evaluation to revise and iterate a new version.* |
| **Evaluation objectives**  Aim  *The purpose of this evaluation is* to:   1. Understand and describe the quality of mentoring being delivered from a representative sample of NDYP projects 2. Improve how organisations reflect and learn with young people through a transformative approach to evaluation. 3. Increase our understanding of the impact of mentoring on young people and mentors usingcreative and engaging **case studies**, looking at impact and change from both a young person and mentors’ perspective.   **Key Information**   * A budget of *up to* **£90,000 is available for delivery of this evaluation** * Contract is expected to be awarded by **March/April 2024** * **Contract duration until January 26**   Methodology  Given the scale and complexity of the NDYP mission a singular programme level evaluation is not the proposed approach, and the requirement is for the delivery of an impact evaluation that looks at the quality of mentoring provision from a **representative sample** of young people and mentors within the program.  At its core, the objective of this evaluation is to use participatory and transformative approaches to reach the aims stated above.  **Transformative Evaluation** includes aspects of appreciative inquiry, participatory evaluation and transformative learning to create a methodology that engages the whole organisation in evaluating impact. Transformative Evaluation offers a methodology which promotes interaction and communication between stakeholders that enables learning. Establishing a dialogue between the ‘evaluators’ (in this case, the youth workers and funders) and community members (the young people and stakeholders) is a critical element of a transformative paradigm. Additionally, the ‘doing’ of evaluation itself brings about the development of practice and practice outcomes. Put simply, by transforming the way we think about evaluation we can transform the way we do evaluation. The impact of that transformation is seen ‘in real time’; in improving practice in the moment, by developing organisational learning and knowledge, and in the longer term, creating a culture of evaluation built on collaboration and trust between all stakeholders, which supports organisational learning and sustainable practice.[[1]](#footnote-1)  This form of evaluation involves the generation of significant **change stories** over a given period and the systematic collective analysis of those stories (see Davies and Dart 2005 for detailed information about the technique). (See Appendix 3)  The evaluation should measure the programme’s impact and change from both a young person and mentors perspective rather than evaluating its processes. It should summarise outputs and outcomes and include case studies.  The evaluation should also summarise output data provided by projects quarterly, which will assist in establishing if the project is delivering as expected and reaching the young people most in need.  Objectives  Monitoring and reporting data available   1. Understand and describe the quality of mentoring being delivered from a representative sample of NDYP projects   Data is available from projects about the implementation and use of the Mentoring Quality Framework, and organisations will be collecting data about quality of relationships developed between mentors and mentees from the start of their programme delivery in November 2023. The measurement tool they will be using is the Mentor Youth Alliance Scale (See Appendix 4)  All organisations that have received New Deal funding are required to complete the Mentoring Quality Framework. Qualitative research around the experience of using the mentoring quality framework to answer the research questions can be facilitated by the GLA.  Through their quarterly returns projects also provide data on the number of young people taking part in their project. Data on the demographic background of participants and the type of outcomes they are achieving. **The appointed evaluator will have access to this data (subject to appropriate data sharing agreement)**  Guide to research questions relating to the aims of the evaluation   1. Understand and describe the quality of mentoring being delivered from a sample of NDYP projects  * What can we understand about the journey travelled of a young person and the quality of the relationship they had with their mentor? * How do differing approaches to mentoring impact on quality of relationships and young people's experience of taking part? * What were the features of the Mentoring Quality Framework and associated capacity building programmes that made a difference?   2. Improve how organisations reflect and learn with young people through a transformative approach to evaluation   * Looking back, what do you think has been the most significant change that occurred for you as a result of coming here?   3. Increase our understanding of the impact of mentoring on young people and mentors using **creative and engaging case studies**, looking at impact from both a young person and mentors’ perspective   * To what extent are young people achieving their own goals and ambitions? * What stories can be captured about the journey travelled from a sample of young people taking part? * What are the headline outputs and outcomes across the New Deal for Young People   *This evaluation will also be supported by young people through peer research and video/film content that captures their journey which will be commissioned by the GLA. Working alongside other specialist partners will be required as part of the contract.* |
| **Outputs**  The anticipated outputs for this evaluation are:   * Shareable case studies and impact snippets (as ready over life of project) * Interim report * Final report (up to 20 pages) capturing outcomes and evidence on quality of mentoring and a short visual summary * Toolkit of best practice around mentoring that can be included within the MQF * Improved understanding of key areas within NDYP – for example demographics of young people or mentors, types of mentoring intervention and impact on quality of relationships * Sharable presentation of topline findings * Sharable evidence to influence wider focus on mentoring * Transformational case studies co-produced with young people and mentors * High level stats on economic and social value of fund   Timescales for outputs   * Shareable case studies and impact highlights/findings (as ready over life of project) July 2024, December 2024, May 2025 * Final report – January 26 * All remaining outputs by December 25 |

Appendix A

VRU outcomes framework (provided as part of tender pack)

Appendix B

Theory of Change (provided as part of tender pack)

Appendix C

Research Transformative evaluation principles (provided as part of tender pack)

Appendix D

Mentor Youth Alliance scale (provided as part of tender pack)

1. Transformative evaluation a guide to practice, (Dr Susan Cooper, 2014, University of St Mark and St John) [↑](#footnote-ref-1)