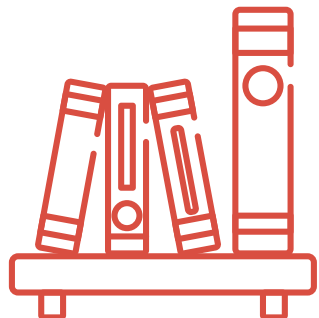


Routes2Success Role model & Mentoring Programme

Executive Summary
2019-2022

**ACTION FOR RACE
EQUALITY**



About Routes2Success

Routes2Success is Action for Race Equality's flagship role model and mentoring programme for children and young people aged between 10–18 from ethnic minority backgrounds in London.

The programme, established in 2013, provides children and young people with role models and mentors from similar backgrounds to support them with careers advice, entrepreneurial skills, making positive choices and guidance to overcome obstacles.



@ARE_R2S

Routes2Success is currently funded by the National Lottery Community Fund, with previous funding from the Mayor's Young Londoners Fund.

Find out more

www.actionforraceequality.org.uk/Routes2Success

The need for Routes2Success

Our research found that many of the young people we were interacting with lacked positive role models in their lives.

Through interviews, we found out that many young people were not aware of career paths that could potentially interest them due to an absence of friends or family members who could best advise them about different sectors and how to enter them.

Further rationale for specialist support

Exclusions:

The rate for Black pupils (often boys but increasingly girls) is nearly three times as high as it is for white pupils and in some parts of London even higher. There is a strong association between school exclusions and offending. (*Gov UK, Pupil Exclusions 2020*)

Custody:

The proportion of Black and Minority Ethnic children and young people in custody accounted for 45% of the custodial population, whilst only making up 18% of 10-17 years old in the general population (*Ministry of Justice, Jan 2018*).

Knife Crime:

Nearly 20% of victims of knife crime resided in the boroughs Routes2Success was targeting: Enfield, Haringey, Lewisham, Lambeth, Croydon, Hackney, Tower Hamlets, Greenwich, Waltham Forest. Research has shown the impacts of knife crime have a multi-dimensional affect on mental health, well-being and young people's behaviour and attitude at school.

The aim of the Young Londoners Fund

Routes2Success was awarded £150,000 by the Mayor's Young Londoners Fund. With it, the programme aimed to reach 600 young people aged 10-18 years from ethnic minority backgrounds who were at risk of exclusion or involvement in the criminal justice system.

Working with Schools, Pupil Referral Units and Young Offender Institutions, Routes2Success led workshops delivered by volunteer role models to inspire young people to think practically about the best way to realise their full potential in education and employment, and equip them with tools to manage their social, emotional and behavioural difficulties.

The role models were expected to support the young people with careers advice, entrepreneurial skills, making positive choices and guidance to overcome obstacles.



The programme and its activities | Part 1

We trained **60** male and female role models to lead workshops of up to **90** minute long across schools and Prison Reduction Units.

Workshops lasted **3** sessions (often over a course of 3 weeks), and were led by a minimum of 2 role models. An average of **10** young people attended each workshop.

We also offered additional mentoring support following the three workshops for 10 weeks over the next 6 months.

The breakdown...

572 children and young people were engaged and completed the programme.

57 workshop sessions took place with 19 schools and alternative education provisions.

75% of total sessions ran in secondary schools

25% of sessions ran in primary schools. (For each child, this represents 0.79% of total available sessions in an academic year.)

Workshops took place in schools and institutions across five London boroughs, with **70%** of participants schooled and educated in the London borough of Enfield and **15%** in Waltham Forest.

The programme and its activities | Part 2

Monitoring and Evaluation

Participant details:

The workshops were captured by the schools and shared ensuring compliance with GDPR protocols. The data was captured on an excel database and analysed on a monthly basis to ensure progression against targets and outputs.

Session feedback:

Reports from participants at the end of each session provided qualitative feedback which was later analysed for themes and then clustered to provide a summary overview of the key outturn.

Workshops:

Applications requests from schools provided information on the main outcomes expectations plus additional information as to whether the child was 'Looked After' or statemented as having special educational needs.



Impact on children and young people

Overwhelming, most young people described the sessions as being motivational, inspirational and fun.

“

I have learnt about the careers that are available to me and how to achieve my goals to get there."

- 67% said they were more likely to stay in education/return to education
- 61% more likely to consider self employment or entrepreneurship
- 71% felt more confident about their future
- 84% felt that they knew about what employers were looking for in an employee

”

"I enjoyed it because it made me feel good. And my role model made me laugh"

"My role model needs to come back to [my school] as I feel like I have learnt a lot during the three sessions. I was really inspired by all of their stories, as they went from going to prison to meeting the Queen. Thanks a lot, I really enjoyed it."

The impact of the programme on schools



Schools indicated that a prime purpose for engaging with the R2S programme was to “work with those students falling behind,” and to ‘narrow the gap’ between different students.

Following the sessions, majority of schools commented on the positive impact the workshops had on their students. Teachers felt that the programme helped raise aspirations and motivated individuals in their own self esteem. They commented on a broadening of students' outlooks.

“

I just wanted to send a quick message to say thank you for the workshops that you have put on for us over the last few weeks. The students have continued to talk about it and their positivity and language has really changed which is fantastic."

Impact on role models and mentors

The role models wanted to share their lived experiences with children and young people to enable them to improve their life-chances, and *“to give back.”*

They had a desire to help the children and young people understand the social and economic landscape, and, as one role model told us, to enable them to better *“manoeuvre around them; [and] enable them to ‘walk in [our] shoes’ as some are likely to be close to exclusion”*

Many role models had also gained skills over the years and through a range of employment settings which enabled them to offer the young people alternatives to the general school curriculum offer.



“If I knew what I know now, I would have made some different choices, and as such, wanted to see how I could support a [child’s] journey by sharing what I have learnt over the years”

Routes2Success
role model



ACTION FOR RACE EQUALITY

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Action For Race Equality



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