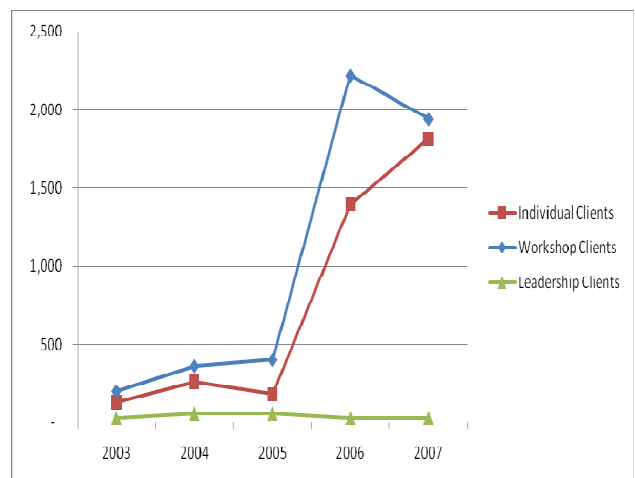
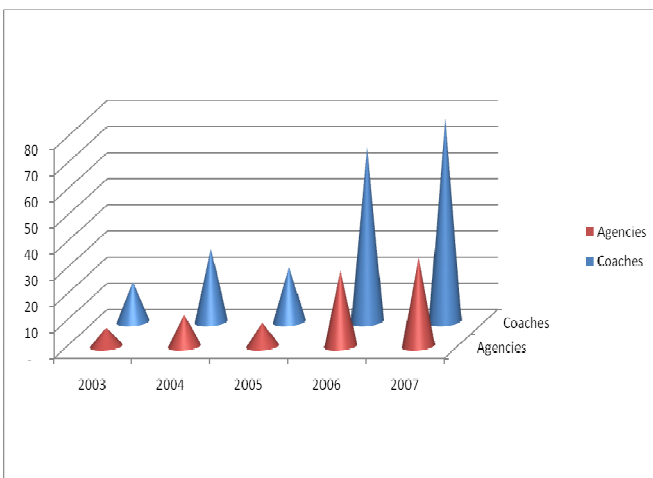
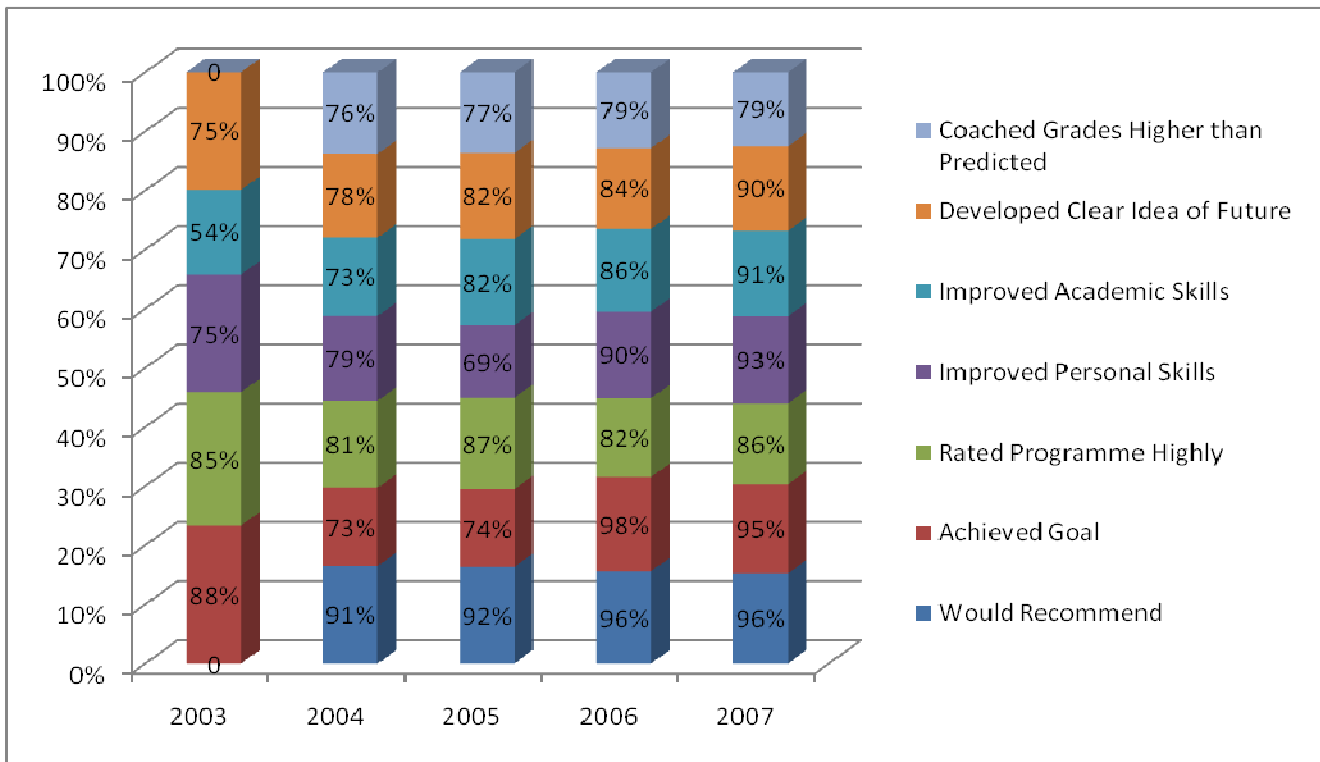


## SUMMARY EVALUATION

### Source for Analysis

Each young person completes a self-assessment questionnaire before and after their coaching programme in which they evaluate their own attitudes and behaviour and the programme itself.



## Qualitative Outcomes

- "I have achieved a lot in this coaching and I think it has worked on every aspect of me, and also helped my studies. It made me feel confident about myself." **Student Client 2007**
- "Several students have shared dilemmas they faced based on their perceived ethical differences. These generally consolidate around higher education for women. They all subsequently expressed relief in being able to share these issues and decide for themselves how to tackle them." **Hanover Coach 2007**
- "At registration, a girl said she would feel like the richest person in the world if she was on time. Through coaching, she has largely managed this problem herself." **Teacher 2007**
- "I am not afraid to try new things. With my goals I went away and worked on them till I achieved them. I have gained confidence. I took a step to go and talk to a new person (something I've previously avoided without relying on my mum and dad as usual)." **Student Client 2007**
- "I went away and found out about becoming an electrician, and what courses are available to me at college. We worked on a revision plan and a timetable that I have put into place. I have also applied to College. It has been very useful." **Student Client 2007**

## Case study 1

"Jane came from a single parent family in a deprived area. At first sight she appeared well presented but she was challenging to work with and found it difficult to concentrate for any length of time.

Jane often talked about her involvement with local gang culture and her participation in acts of violence resulting in police intervention. She seemed to find both pride and humour in these stories. Together we looked at how it would feel from the victim's point of view, and eventually she realised that perhaps it wasn't fun and stopped joining in so readily.

Jane had a dream of working with animals, but thought her academic abilities were not up to becoming a vet. One of her sessional goals was to research opportunities in the field. She was inspired to discover she could become an animal nurse. This led to her organising her own work-experience at a local vet's practice.

Over the year that I coached her, Jane calmed down and began taking responsibility for herself, her actions and her future. I heard recently from the agency that Jane had not only become a lunch monitor but had applied to college to do GCSE Biology as well as a vocational course on animal welfare." **Hanover Consultant 2007**

## Case Study 2

"This student came to my attention as a cause for concern in the first few weeks of college due to poor attendance. The student explained this as being because of intermittent homelessness due to problems at home with her parent. She was referred to students' support and a Connexions mentor but did not attend. Subsequent to this the student started attending the Hanover coaching programme. In the weeks after this, the student was classified as 'at risk' by social services, removed from the family home and placed into care, ultimately being housed in a hostel. During this time she did not attend college regularly but did attend sessions with her coach, which she said were both enjoyable and helpful. The student also continued to achieve, gaining distinction grades in the first term units.

At the beginning of 2008 the student disclosed that she had been diagnosed with a heart condition requiring the installation of a pacemaker, as well as scoliosis of the spine. Again this impacted on her attendance - but achievement continued to be good. By Easter, the student had been moved through 3 hostels and had attended further medical assessments, which led to the conclusion that an operation on the spine would be needed as well as the installation of a pacemaker. We would normally expect a student with such a range of personal problems not to complete their qualification, but this student continued to attend college when possible and continued to achieve well. She also attended all but the last few coaching sessions when she became too ill to do so, I am confident that the student benefited from the coaching programme as an outlet to deal with her problems, I also see it as an excellent result for this student to go on to achieve the full qualification in the face of the challenges against her. **Welfare Officer, FE College 2007**

# DCSF Report Findings 2007/2008

In 2007/2008, Hanover coaching for young people in danger of falling into the NEET category was evaluated by an independent consultancy for the DCSF. Here is a summary of findings:

- 96% of participants stated that one-to-one coaching sessions were helpful
- Many participants reported feeling more motivated and aware that they are responsible for their life.
- The confidentiality aspect of the sessions was identified as a key element of the sessions by the young people.
- Partner agency staff felt that the young people gained from the sessions as they were able to speak to someone disassociated from the agency.

## Case Study from the Report

Interviewee: An 18 year old female attending FE college to re-sit GCSEs, with a history of poor behaviour and punctuality. Prior to the programme she was struggling to achieve Level 1 qualifications and had no aspirations to go to university.

Findings:

- As a result of setting and agreeing goals with her coach her attendance and punctuality has greatly improved.
- She is addressing her anger issues by using coping techniques developed with her coach.
- She has renewed confidence in her ability to achieve at whatever level.
- She has aspirations to attend university to study midwifery and is now studying for her Level 3 qualifications in health and social care.

Feedback from partner organisations and young people:

**“Almost all of them have dropped out – except those having coaching” (FE College)**

**“We're very pleased ... there has been a positive effect on retention and attitude.” (FE College)**

**“Some students are several steps further along the way of seeking access to higher education so we're really pleased.” (Training provider)**

**“my coach has been great... he's really helped me focus on what I want” (Participant)**

**“It's determined me to go to University” (Participant)**