



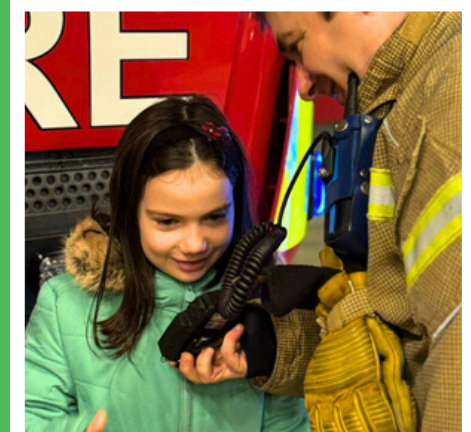
*January 2023 - December 2024*



# Social Value Report

MAPS Mentoring, Advocacy  
and Peer Support

**maps**  
Mentoring, Advocacy  
& Peer Support



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This Social Value Report is accompanied by a separate SROI (Social Return on Investment) Excel spreadsheet, which contains all calculations, data sources, and detailed explanations of the methodology used. For full transparency and to support deeper analysis, we encourage readers to refer to the spreadsheet alongside this report.

# Executive Summary

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This report presents a comprehensive **Social Return on Investment (SROI) analysis of the MAPS Mentoring Programme**, designed to evaluate and articulate the social value generated through its delivery between **January 2023 and December 2024**. Drawing on robust quantitative and qualitative evidence, the analysis demonstrates the programme's substantial impact on young people, their families, volunteer mentors, professionals, and wider community systems.

Using a methodology grounded in the principles of SROI — including stakeholder engagement, outcome mapping, and wellbeing valuation — the analysis calculates the social value created relative to the resources invested. **The resulting SROI ratio shows that for every £1 invested in MAPS, £7.37 of social value is generated.** This figure translates impact into tangible terms, supporting strategic decision-making, investment planning, and value-for-money assessments.

Key findings highlight significant improvements in young people's emotional wellbeing, relationships, educational engagement, and reductions in risky behaviours. The analysis also evidences broader ripple effects experienced by families, mentors, local professionals, and public systems — underscoring the systemic value created by the programme's relational and preventative approach.

This report aims to inform commissioners, partners, and stakeholders through a transparent, evidence-based assessment of outcomes. It also supports continuous service development, accountability, and strategic planning within the wider context of early intervention and social value agendas.





# Introduction

The MAPS Mentoring Programme is a holistic, relationship-based early intervention designed to support vulnerable and at-risk young people through structured mentoring and community engagement.

Delivered in partnership with local authorities, schools, and voluntary sector organisations, MAPS provides young people aged 11–18 (or up to 25 for those in care or with additional needs) with **consistent, trusted adult relationships**. The programme is designed to **build resilience, enhance wellbeing, achieve positive life outcomes and reduce the risk of escalation into more intensive statutory services**.

At the heart of MAPS is **one-to-one mentoring**, where trained volunteer mentors commit to weekly mentoring sessions (typically one hour per week) for a minimum of one year. Each mentor-mentee relationship is supported by a personalised plan with a flexible £10-per-week activity budget and structured goal setting, providing **emotional, practical and social support** tailored to each young person's needs.

**Beyond weekly mentoring, MAPS offers a wider ecosystem of support through:**

- **Monthly group activities and mentoring socials**, creating safe spaces for peer connection, confidence building, and shared experience.
- **Community-based engagement**, such as sports, arts, and wellbeing activities that enhance social inclusion.

- **Pathway-specific support, tailored to the diverse and evolving needs of young people. MAPS currently delivers specialised mentoring across several key areas, including:**
  - Youth justice and criminal exploitation prevention,
  - Emotional wellbeing and mental health support,
  - School engagement and re-integration,
  - Support for children in care and young carers,
  - Post-16 transitions (employment, training, education),
  - Support for children from Ukraine.

These reflect the current pathways being delivered, though they may **evolve over time in response to local priorities and available funding**. Fundamentally, MAPS focuses on working with young people experiencing vulnerability, disconnection, or unmet support needs — with flexibility to adapt its mentoring model to emerging needs and specific cohorts.

The programme is deeply rooted in **trauma-informed practice** and delivers support through a **strength-based, relational model**. It recognises that positive change is most effective when young people feel safe, heard, and empowered within consistent and affirming relationships.



By offering a stable mentoring relationship, access to meaningful activities, peer connection opportunities, and multi-agency collaboration, **MAPS creates a wraparound environment in which young people can thrive** — improving their wellbeing, social inclusion, and future life chances.

# Purpose of Report

**This report has been developed to:**

- Assess the social value generated by the MAPS programme between January 2023 and December 2024. \*
- Quantify outcomes using a consistent methodology aligned with HM Treasury Green Book guidance and wellbeing valuation techniques.
- Provide a robust evidence base to inform investment decisions, service commissioning, and programme sustainability.
- Demonstrate alignment with national best practice frameworks in social value and early intervention policy.

*\* The two-year period was selected to ensure a more accurate reflection of the programme's impact, recognising that mentoring relationships begin at different points throughout the year and a single-year snapshot would risk underrepresenting the full extent of outcomes achieved.*

# Methodological Foundations

**This SROI analysis follows the principles established by Social Value UK and Social Value International, incorporating data from:**

- Surveys and feedback from young people, mentors, professionals, and families.
- Monitoring and administrative datasets collected through programme delivery systems.
- Wellbeing valuation proxies sourced from the Social Value Bank (HACT) and other recognised public datasets.
- Outcome mapping and planning frameworks grounded in early intervention and preventative practice models.

**The report presents both a quantitative SROI ratio and a narrative account of broader impact — ensuring that financial proxies are complemented by qualitative insights, human stories, and systemic evidence of value.**

# Project Overview

## 1 The Mentoring Journey: What We Do in Practice



MAPS mentoring is delivered as a structured but flexible intervention built around the following key components:

### 1:1 Mentoring Relationship

Each young person is matched with a carefully selected and trained volunteer mentor for a period of approximately one year. Mentoring sessions take place weekly (typically one hour per week), with activities funded by a flexible £10 per week budget, enabling access to meaningful experiences that many young people would not otherwise have, whilst also teaching them important budgeting skills.

### Goal-Oriented Support

At the outset of each mentoring relationship, personalised goals are co-developed between the young person, mentor, and MAPS staff. These may include confidence-building, improving school attendance, reducing anxiety, or developing independent living skills. Progress is reviewed regularly through structured supervision.

### Monthly Group Activities and Social Events

In addition to 1:1 mentoring, young people are invited to take part in monthly group activities and peer socials. These include cultural outings, wellbeing workshops, life skills sessions, and community events that promote social connection, inclusion, and enrichment.

### Wraparound Multi-Agency Collaboration

MAPS practitioners work closely with schools, social care, CAMHS, youth services and other professionals involved in the young person's support network. Mentors often act as informal advocates — helping ensure the young person's voice is heard in planning and decision-making processes.

# 2 Mentor Recruitment and Training Process

The success of the MAPS model relies heavily on the quality, consistency, and commitment of its volunteer mentors. MAPS operates a robust recruitment and training framework to ensure high standards of safeguarding, relational practice, and role readiness.

## Recruitment Strategy

Mentors are recruited through community networks, local advertising, social media marketing, volunteer hubs, and word-of-mouth referrals. The programme prioritises diversity and inclusion, seeking to reflect the communities it serves and ensure relatable role models for mentees.

## Selection and Vetting

All prospective mentors complete a detailed application and undergo an interview process. Enhanced DBS checks, reference checks, and safeguarding screening are mandatory.

## Structured Training Programme

Once selected, mentors complete a comprehensive 1-day training programme in person covering:

- Trauma-informed practice and youth development
- Child protection and safeguarding
- Confidentiality and boundaries
- Communication and active listening
- Behaviour that challenges
- Equality, diversity, and inclusion
- Scenario-based practice and reflective learning

## Ongoing Supervision and Support

Mentors receive monthly 1:1 supervision with MAPS staff, ensuring they are supported emotionally and practically throughout their mentoring journey. Practitioners also provide coaching, troubleshooting, and professional development guidance. Peer support sessions such as mentor coffee meetups and reflective forums are also offered.

Training is regularly reviewed and updated to respond to emerging needs and safeguarding standards.





# 3 Matching and Relationship Development

Each mentoring match is made thoughtfully and intentionally — considering personality, interests, background, and support needs of the young person. MAPS staff carefully manage the matching process to optimise compatibility and maximise the potential for trust and engagement.

## Early stages of mentoring focus on:

- Building rapport and relational safety
- Establishing routines and structure
- Supporting emotional regulation and self-awareness

## As trust deepens, mentoring shifts toward:

- Goal setting and skill development
- Confidence-building and independence
- Connecting to opportunities (e.g., education, training, hobbies, volunteering)

# 4 Target Cohort and Referral Pathways

## Young people referred to MAPS often face intersecting challenges, including:

- Risk of exclusion or disengagement from school
- Mental health or emotional wellbeing difficulties including self-harm
- Family instability or trauma histories
- Offending or risk-taking behaviours
- Social isolation, low confidence, or poor peer relationships

## Referrals are received from:

- Schools and Pupil Referral Units
- Children's Services and Early Help Teams
- Youth Justice Teams
- CAMHS and community mental health professionals
- Voluntary sector organisations
- Families/self-referral

## MAPS offers tailored mentoring for specific cohorts, including:

- Young carers
- Children in care or care leavers
- Children from refugee or asylum-seeking backgrounds
- Young people transitioning to post-16 education or employment

While the programme supports a range of young people referred through different thematic areas or funding streams, the delivery model remains consistent — **rooted in relational, preventative, and empowerment-focused mentoring.**

# 5 Independent Advocacy Service (part of the wider MAPS Offer)

Alongside its core mentoring offer, MAPS also provides an Independent Advocacy Service for children and young people in Sutton. This service **supports young people to have their voices heard in decisions that affect them** — including in care planning, safeguarding processes, education reviews, and mental health settings.

**Advocates work independently** of professionals and family members to ensure that young people are fully informed about their rights and are able to express their views, wishes, and concerns.

**This service complements MAPS's overall commitment to empowerment, relational safety, and system navigation for vulnerable young people.**

“

**“My Advocate made sure I wasn't forgotten. Now I have a home.”**

# Methodology

This report is underpinned by a **Social Return on Investment (SROI) approach** — a well-established methodology for measuring and valuing the broader outcomes created by social programmes. It seeks to answer a fundamental question:

*“What is the value of the change created, relative to the resources invested?”*

**SROI was selected as the primary evaluation framework** due to its ability to **integrate qualitative and quantitative evidence**, centre stakeholder experience, and **value both tangible and intangible outcomes**. It offers a holistic alternative to cost-benefit analysis by placing emphasis on social, emotional and community-level change

The methodology used aligns with the **Seven Principles of SROI**, as defined by Social Value UK and Social Value International:



**1** Involve stakeholders

**2** Understand what changes

**3** Value the things that matter

**4** Only include what is material

**5** Do not overclaim

**6** Be transparent

**7** Verify the result

*This model also aligns with guidance from the **Cabinet Office SROI Guide** and the **HM Treasury Green Book** on economic appraisal and impact evaluation.*

# Outcome Measurement and Data Sources

Outcomes were measured through triangulated data sources and stakeholder-informed indicators. These included:

- **Structured outcomes monitoring via the Internal Data Management System ('Evide')**
- **SVA stakeholder feedback surveys (young people, mentors, families, professionals)**
- **Mentor supervision records and goal-tracking data**
- **Casework documentation and qualitative case studies**
- **Programme planning matrices and logic models**

All qualitative data used — including quotes, reflections, and case examples — were drawn directly from real, attributable sources. No content has been fictionalised or summarised generically. Data was cross validated through both survey analysis and delivery records to ensure authenticity, consistency, and traceability.

## Outcome Mapping and Valuation

The SROI process included stakeholder-informed outcome mapping, identifying material changes across each group. These outcomes were then valued using appropriate financial proxies derived from:

- **HACT Social Value Bank (2024 edition)** – primary source for wellbeing valuation
- **ONS Wellbeing Valuation Framework** – supplementary proxies where required
- **Public cost avoidance estimates** – e.g., reduced criminal justice, health service or education system usage

Each proxy was selected based on methodological credibility and alignment with stakeholder experience. All values were documented within the Social Value Calculation workbook for transparency.

## Adjustment Factors and Impact Attribution

To ensure robust and realistic valuation, outcomes were adjusted using standard SROI impact factors:

- **Deadweight** – what would have happened anyway without the MAPS intervention (15%, based on comparator service benchmarks)

- **Attribution** – the proportion of outcomes reasonably attributable to MAPS, rather than other influences (25–40%, based on stakeholder context)
- **Drop-off** – expected reduction in benefit over time (20–33%, depending on outcome category)
- **Displacement** – whether a benefit in one area results in harm elsewhere (0–5%, minimal evidence found)

These figures were derived from **Social Value UK guidance, comparative prevention programme data, and assumptions documented in the SROI Planning Workbook**. Confidence ratings were assigned based on source triangulation and outcome specificity.

## Cost Inputs and Investment Calculation

Total programme investment included:

- **Staffing costs and management time**
- **Volunteer mentor recruitment, training, and supervision**
- **Programme infrastructure and activity budget**
- **Administrative overheads and training delivery**

Financial inputs were taken from MAPS financial records and the SROI Inputs Workbook, ensuring all core costs were captured. The SROI ratio was then calculated by comparing the total net social value created against the total investment — **producing a return of £7.37 per £1 invested**.

# Stakeholder Engagement

**Engaging stakeholders meaningfully is central to a credible and ethical Social Return on Investment (SROI) analysis.** In line with SROI principles and guidance from Social Value UK, the MAPS Mentoring Programme placed a strong emphasis on ensuring that the voices, experiences, and perspectives of stakeholders informed every stage of the evaluation — not just as sources of data, but as co-creators of the change being measured.

Stakeholder engagement was not limited to data collection but was embedded across the full SROI process, including:

- **Outcome identification and mapping**
- **Determining what changes and what matters most to people**
- **Prioritising material outcomes for valuation**
- **Interpreting qualitative insights**
- **Validating findings and assumptions**

This inclusive approach ensures that the reported impact reflects real-world, lived experiences rather than top-down assumptions.

## Stakeholder Groups Considered

The SROI analysis considered the experiences, outcomes, and value perceived across five core stakeholder groups:

### 1. Young People (Primary Beneficiaries)



As direct recipients of mentoring support, young people were at the centre of the analysis. Their outcomes were drawn from structured SVA feedback surveys, Evide monitoring data, supervision records, and individual case studies. Young people also contributed through informal reflective sessions, storytelling, and peer-group discussions (MAPS Steering Group).

### 2. Families and Caregivers

Parents, carers, and guardians provided insight into changes in family dynamics, reduced household stress, improved parenting confidence, and engagement with services. Feedback was captured through dedicated SVA Family Surveys, qualitative interviews, and case reflections.



### 3. Volunteer Mentors



Mentors contributed as both stakeholders and delivery agents. Their feedback informed outcome mapping around confidence, employability, wellbeing, and community connection. Data was gathered through the SVA Mentor Survey (n=34), supervision debriefs, and reflective interviews.

### 4. Professionals and System Partners

This group included social workers, teachers, CAMHS practitioners, Early Help teams, and other public sector partners. Their insights into system-level change (e.g., reduced caseload pressure, improved interagency working) were collected through targeted surveys, professional testimonials, and partner reflections.



### 5. The Wider Community and Public Systems



Though not directly surveyed, this group was represented through secondary data, proxy values, and public cost avoidance estimates — including reduced pressure on youth justice, education, and mental health services.

# Engagement Methods

A mixed-methods approach was used to ensure triangulation and richness of insights. Efforts were made to ensure diversity in responses across gender, ethnicity, age range, and referral pathways:

- **Surveys and Structured Feedback Forms** – SVA stakeholder surveys designed with outcome-aligned questions.
- **One-to-One Interviews and Reflective Conversations** – in-depth insights captured from mentors, professionals, and families.
- **Mentor Supervision Records** – longitudinal evidence of observed change and mentoring journey progression.
- **Administrative and Monitoring Data** – Evident outcomes tracking, attendance logs, activity data, case summaries.
- **Case Studies and Vignettes** – real examples to humanise quantitative findings and demonstrate context.
- **Thematic Analysis** – quotes and feedback were coded and grouped thematically to explore outcome patterns.

All qualitative data used — including quotes, reflections, and case examples — were drawn directly from real, attributable sources. No content has been fictionalised or summarised generically. Data was cross validated through both survey analysis and delivery records to ensure authenticity, consistency, and traceability.

# Triangulation and Assurance of Findings

Findings were cross validated across data sources to ensure robustness:

- **Quantitative outcome data was triangulated with qualitative insights.**
- **Mentor observations were cross-checked with young people's self-reports and casework notes.**
- **Confidence ratings were applied to each outcome based on data consistency, coverage, and source quality, in line with SROI best practice.**

Stakeholder voices not only confirmed the significance of outcomes but shaped the way value was interpreted — reinforcing that social impact must be grounded in real stories, not assumptions.





# Outcomes and Evidence

This section presents a comprehensive analysis of the outcomes generated by the MAPS Mentoring Programme across all stakeholder groups. The Social Return on Investment (SROI) model captures both direct and indirect change, reflecting improvements in wellbeing, personal development, service engagement, and systemic efficiency.

All outcomes have been carefully mapped, valued using robust financial proxies (primarily from the **HACT Social Value Bank**), and adjusted for **deadweight, attribution, displacement, and drop-off**. The final social value figures represent the **net additional value** created through MAPS activities during the reporting period.

# Stakeholder Group: Young People

Young people, as the primary beneficiaries, experienced a range of significant outcomes related to their mental health, confidence, relationships, educational engagement, and risk behaviour reduction. These outcomes were evidenced through SVA surveys, outcome tracking systems (Evide), and mentor supervision records.

Outcome Area	Value per Unit	Units Achieved	Total Social Value	Evidence Sources	Confidence Rating
Improved Mental Health & Emotional Wellbeing	£672	200	£134,400	SVA Surveys (89%), Evide outcome tracking	High
Increased Confidence & Self-Efficacy	£450	190	£85,500	SVA Surveys (81%), supervision data	High
Improved Communication & Relationships	£364	179	£65,156	SVA Surveys (76.5%), case records	High
Reduced Risk of Offending / Anti-social Behaviour	£3,412.50	53	£180,862.50	Building Bridges pathway data, SVA Surveys	Moderate
Improved Engagement in Education, Employment or Training (EET)	£1,260	180	£226,800	School engagement data, SVA Surveys (77.1%)	High

**Note on Proxy Sources:** All financial proxy values used in this analysis (e.g., wellbeing valuation and cost avoidance estimates) are detailed in the SROI Social Value Calculation Workbook. These are primarily drawn from the HACT Social Value Bank (2024 edition) and aligned with wellbeing valuation methodology. For full proxy source titles, justifications, and reference IDs, please refer to the 'Social Value Calculation' and 'Detailed Outcomes' sheets within the SROI Excel Workbook.

The high-value proxy for reducing antisocial behaviour **reflects the societal importance of early diversion from criminal or exploitative pathways** — especially within MAPS' Building Bridges mentoring strand.

**Importantly, outcomes were not isolated; many young people demonstrated multiple overlapping benefits** — for example, confidence gains were often accompanied by improved school engagement and better interpersonal relationships. This layered impact reinforces MAPS' holistic, trauma-informed approach to youth development.

# Stakeholder Group: Families and Caregivers

**The outcomes for families and caregivers demonstrate the systemic ripple effects of MAPS mentoring.** When young people experience greater emotional stability and resilience, their families benefit too — with reduced stress, improved communication, and increased parenting confidence.

Outcome Area	Value per Unit	Units Achieved	Total Social Value	Evidence Sources	Confidence Rating
Improved Parenting Confidence	£360	176	£63,360	Benchmark modelling, qualitative feedback	Moderate
Increased Family Engagement in Services	£245	164	£40,180	Referral tracking, family interviews	Moderate
Reduced Family Stress	£378	164	£61,992	Family surveys, case reflections	Moderate

**Note on Proxy Sources:** All financial proxy values used in this analysis (e.g., wellbeing valuation and cost avoidance estimates) are detailed in the SROI Social Value Calculation Workbook. These are primarily drawn from the HACT Social Value Bank (2024 edition) and aligned with wellbeing valuation methodology. For full proxy source titles, justifications, and reference IDs, please refer to the 'Social Value Calculation' and 'Detailed Outcomes' sheets within the SROI Excel Workbook.

These changes are often less visible but deeply important, particularly in households where parenting has become strained due to challenging behaviour or emotional crisis. Families also reported feeling more able to engage with services — a key indicator of growing trust, agency, and systems navigation.


Although proxy values for family outcomes are lower than for individual youth outcomes, they represent **critical enablers of long-term stability and prevention**. A calmer home environment and more confident parenting create conditions where young people are more likely to sustain progress.

# Stakeholder Group: Mentors and Volunteers

Mentors are both delivery agents and beneficiaries within the MAPS model. The high value attributed to mentor outcomes reflects the dual benefit of volunteering — enabling social contribution while also generating personal development, wellbeing, and professional growth.

Outcome Area	Value per Unit	Units Achieved	Total Social Value	Evidence Sources	Confidence Rating
Increased Confidence and Purpose	£525	180	£94,500	Mentor surveys (n=28), supervision reflections	High
Improved Employability Skills	£1,260	174	£219,240	Training participation, career tracking	High
Improved Mental Wellbeing / Sense of Community	£672	176	£118,272	Self-reported wellbeing, survey responses	High

**Note on Proxy Sources:** All financial proxy values used in this analysis (e.g., wellbeing valuation and cost avoidance estimates) are detailed in the SROI Social Value Calculation Workbook. These are primarily drawn from the HACT Social Value Bank (2024 edition) and aligned with wellbeing valuation methodology. For full proxy source titles, justifications, and reference IDs, please refer to the 'Social Value Calculation' and 'Detailed Outcomes' sheets within the SROI Excel Workbook.



Many mentors described MAPS as a transformative experience that expanded their career horizons and built transferable skills such as communication, conflict resolution, and leadership.

Mentoring also provided emotional and social value — with mentors frequently stating they felt more connected to their communities and gained a deeper understanding of youth issues. This demonstrates the programme's **broader contribution to civic engagement and social capital.**

# Stakeholder Group: Professionals and System Stakeholders

The outcomes achieved at a systems level reflect MAPS' ability to reduce pressure on public services and improve interagency working. Professionals consistently reported that MAPS mentoring enhanced their ability to support young people — particularly by helping to build trust and reduce crisis incidents.

Outcome Area	Value per Unit	Units Achieved	Total Social Value	Evidence Sources	Confidence Rating
Reduced Caseload Pressure	£468	237	£110,916	Professional feedback, caseload estimates	High
Improved Interagency Working	£525	221	£116,025	Stakeholder interviews, case collaboration data	High

**Note on Proxy Sources:** All financial proxy values used in this analysis (e.g., wellbeing valuation and cost avoidance estimates) are detailed in the SROI Social Value Calculation Workbook. These are primarily drawn from the HACT Social Value Bank (2024 edition) and aligned with wellbeing valuation methodology. For full proxy source titles, justifications, and reference IDs, please refer to the 'Social Value Calculation' and 'Detailed Outcomes' sheets within the SROI Excel Workbook.



The outcomes "Reduced Caseload Pressure" and "Improved Interagency Working" are high value because they **improve the efficiency of service delivery across education, social care and mental health**. Practitioners often acted as a bridge between young people and professionals, enabling more effective planning and reducing the risk of disengagement or escalation.

These outcomes demonstrate the value of community-based, preventative models in strengthening the overall capacity and responsiveness of statutory systems.

# Stakeholder Group: MAPS Staff

The outcomes for MAPS staff — although numerically smaller in monetary value — are essential for ensuring programme quality and sustainability. Staff wellbeing and professional development directly influence retention, delivery consistency, and safeguarding effectiveness.

Outcome Area	Value per Unit	Units Achieved	Total Social Value	Evidence Sources	Confidence Rating
Improved Staff Wellbeing	£630	11	£6,930	Internal staff surveys, HR data	High
Improved Professional Development and Skills	£60 per hour	180	£10,800	Training logs, supervision records	High

**Note on Proxy Sources:** All financial proxy values used in this analysis (e.g., wellbeing valuation and cost avoidance estimates) are detailed in the SROI Social Value Calculation Workbook. These are primarily drawn from the HACT Social Value Bank (2024 edition) and aligned with wellbeing valuation methodology. For full proxy source titles, justifications, and reference IDs, please refer to the 'Social Value Calculation' and 'Detailed Outcomes' sheets within the SROI Excel Workbook.



The data shows that structured CPD opportunities and a supportive workplace culture contribute to staff satisfaction and growth. These outcomes are often overlooked in traditional evaluations but are highly valued in SROI models because of their **link to long-term service resilience and organisational effectiveness**.

Staff have consistently reported that MAPS offers a unique and rewarding work environment — and this is reflected in high retention rates and returning staff members.

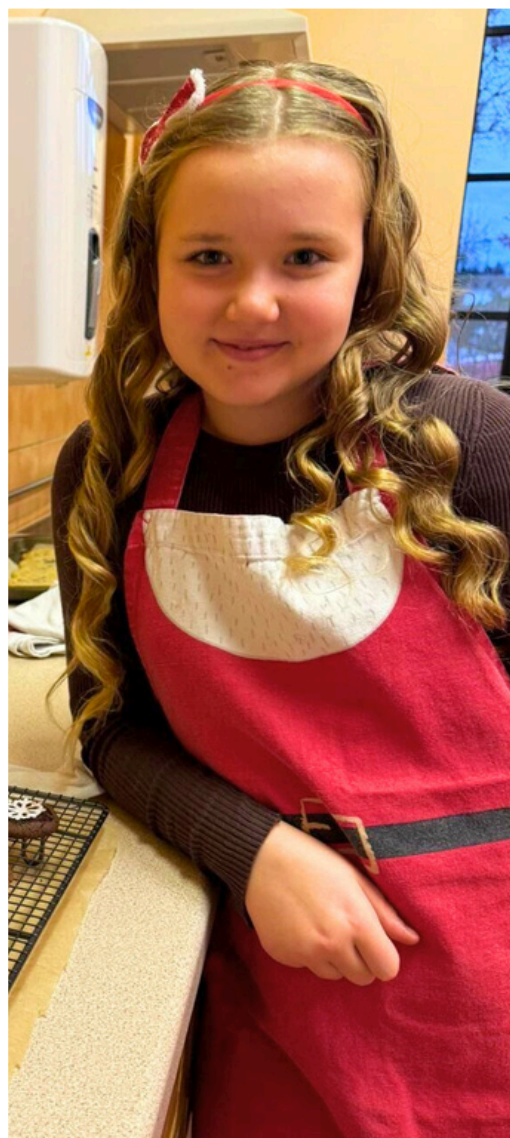
## Outcome Adjustment and Assurance

All outcomes were adjusted using standard SROI impact factors:

- **Deadweight: 15%** (based on local benchmarks for comparable services)
- **Attribution: 25–40%** (depending on stakeholder group and external influences)
- **Displacement: 0–5%** (minimal evidence of negative trade-offs)
- **Drop-off: 20–33%** (based on projected outcome longevity)

Confidence ratings were assigned based on the robustness of data sources, triangulation across datasets, and alignment with sector benchmarks.

# Case Studies and Qualitative Data Analysis



# Young People Outcome: Improved Mental Health & Emotional Wellbeing

*“Before i would often feel overwhelmed... now I feel like strawberry ice cream!”*

(Young Person)



## What the Data Tells Us

Improved emotional wellbeing and mental health was the most frequently reported outcome among young people participating in the MAPS Mentoring Programme. This outcome reflects improvements in emotional regulation, anxiety reduction, increased self-awareness, and the ability to manage day-to-day challenges more effectively.

- **200 young people** achieved this outcome, based on robust outcome tracking and self-reported change.
- Each outcome was valued at **£672 per individual**, generating a **total social value of £134,400**. (wellbeing valuation proxy from the HACT Social Value Bank (HACT, 2024)).
- Evidence was triangulated from:
  - **SVA Young People Feedback Survey (n=18)**
  - **Evide Outcomes Monitoring System (2023–2024)**
  - **Mentor supervision records and case reflections**
- **Confidence Rating: High**, based on data consistency and sector alignment.

Survey results show that most young people reported improved emotional regulation, reduced anxiety, greater self-awareness, and better coping skills. Many described feeling calmer, more confident, and less overwhelmed by day-to-day challenges.



## Quotes from Young People

(Source: SVA Survey – Young People Feedback, 2024)

*"I used to get overwhelmed all the time. My mentor showed me ways to stay calm when things feel too much."*

*"Before MAPS I was angry and sad all the time. I didn't know how to explain it. Now I talk more and feel better about myself."*

*"I don't panic like I used to. I learned to breathe, take a step back, and not feel like I'm failing all the time."*

(  
*"My head's not so heavy anymore. Talking to someone who listens really helped."*

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"Become confident and capable of dealing with challenges and setbacks."*

*"Through MAPS, an isolated, not confident young person is now building self-esteem and trying new things."*

*"You can visibly see the change. They go from hiding in the background to finding their voice."*

*"It builds confidence step-by-step. Even a small goal being reached changes how they see themselves."*

## Quotes from Staff

(Staff SVA Survey 2024):

*"Mainly their confidence, self-esteem and mental health improves." (Staff respondent, 23 years' experience)*

*"What's unique and so impactful about MAPS is the way it prioritises peer and social support – something that's often overlooked in other services like mental health care. Instead of focusing solely on problems or diagnoses, MAPS creates a safe, empowering space."*

*"MAPS has improved mental health in young people across the board – which in turn reduces pressure on schools and mental health services."*

*"I've seen better emotional regulation, reduced anxiety, and more positive interactions at school and home."*

## Real Case Study: 'G', Age 15 (anonymised)

*“MAPS mentoring helped G feel seen, understood, and capable – things he had rarely experienced before.”*

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

G is a 15-year-old male and an autistic person with a care background. He was referred to MAPS following emotional difficulties related to childhood trauma and transitions in foster care. At the start of mentoring, G presented with **low self-esteem, frequent emotional shutdowns, and difficulty trusting adults.**

Over time, G developed a safe, consistent relationship with his mentor, which enabled him to:

- **Verbally express emotions more frequently**
- **Reduce anxiety symptoms, as reported by his carer**
- **Engage in school group activities**
- **Plan for the future with more confidence**

His mentor introduced grounding techniques and creative self-expression strategies. His carer noted this was the first time G had spoken positively about himself and articulated personal goals. By the end of mentoring, G had **built trusting relationships, improved emotional resilience, and re-engaged with his social environment.**



# CAMHS System Insight – Clinical Testimonial

(Source: CAMHS MAPS Testimonial, 2024 – Clinical Psychologist, Sutton CAMHS Tier 3)

"Since Covid-19, we have noticed a significant increase in young people presenting with anxiety and emotional-based school avoidance. Many of these young people do not meet the threshold for CAMHS Assertive Outreach but also don't benefit from clinic-based intervention. Sadly, they fall through a gap in services.

MAPS is an amazing service and resource for us to refer into... it could help bridge this gap in services.

We've seen MAPS support numerous young people on our caseloads to leave the house and re-engage in society after suffering chronic anxiety.

One colleague said: ***'They are the first service to have engaged her – the outreach-based and relaxed format really suits some young people as their first step into engaging in services. Individual therapy can feel intense and pressurising – MAPS takes the opposite approach, and it's proved very helpful.'***

This testimonial provides compelling professional validation that MAPS plays a **critical early intervention and system bridging role, relieving pressure on Tier 3 services** while improving outcomes for young people who might otherwise remain unsupported.

***"With the increase in anxiety presentations, young people need a flexible, outreach-based and bespoke approach – MAPS offers exactly that."***

## Thematic Insight

The MAPS mentoring model creates an emotionally safe space for young people – many of whom have experienced instability, trauma, or unmet emotional needs. Unlike clinical interventions, MAPS uses **relationship-based, trauma-informed support** to facilitate gradual healing.

Across survey responses and supervision records, a clear pattern emerges: emotional wellbeing improvements often precede gains in confidence, behaviour, or education. For many young people, feeling "seen and heard" by a mentor was the critical starting point for broader change.

**This outcome represents one of the most foundational impacts** of the programme – improving young people's mental wellbeing not only creates immediate relief but also builds the resilience needed for long-term change.

# Young People Outcome: Increased Confidence & Self-Efficacy

*“You can visibly see the change. They go from hiding in the background to finding their voice.”*

(Mentor)



## What the Data Tells Us

Confidence and self-efficacy — a young person's belief in their own ability to influence their life, make decisions, and take positive action — emerged as a key outcome across MAPS mentoring relationships.

- **190 young people** achieved this outcome through MAPS mentoring support.
- Each outcome was valued at **£450**, producing a **total social value of £85,500**.
- Evidence sources:
  - **SVA Young People Feedback Survey (n=18)**
  - **Evide Outcome Tracking System (2023–2024)**
  - **Mentor supervision data and progress monitoring**
- **Confidence Rating: High**, due to consistent reporting across multiple datasets.

Survey responses showed that young people felt more confident engaging with others, tackling everyday challenges, and expressing themselves independently. Several described increased sociability, improved communication skills, and stronger self-belief.

## Quotes from Young People

(Source: SVA Survey – Young People Feedback, 2024)

*"It has made me more confident in myself."*

*"I have spoken to a lot more people."*

*"It's helping my communication skills."*

*"I feel more confident in handling things on my own and rely less on other services."*

## Quotes from Staff

(Staff SVA Survey 2024):

*"I've noticed a real boost in confidence and self-belief. Even small things like them suggesting what they want to do in a session shows they're beginning to take ownership."*

*"They become more open, reflective, and willing to engage with new opportunities. It's been amazing to see them develop stronger communication skills and start believing in themselves and their future."*

*"One of my cases is NEET, highly anxious, does not go out and has lots of medical problems, awaiting a kidney transplant. Through MAPS she has met new friends (pairing up this weekend for the cinema), tried so many new things (Theatre Trips, Go Karting) and massively built her confidence."*

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"Become confident and capable of dealing with challenges and setbacks."*

*"He's grown in expectation of going out and engaging with people."*

*"Through MAPS, an isolated, not confident young person is now building self-esteem and trying new things."*

*"MAPS helped my mentee realise they are capable. They now take initiative and lead conversations."*

*"It builds confidence step-by-step. Even a small goal being reached changes how they see themselves."*

# Mentor Interviews



(Mentor Interviews – Social Value Analysis Planning Workbook)

Experienced mentors interviewed during this analysis gave powerful insights into how self-confidence is built through consistent, relationship-based support.

David, a mentor with 18 years' experience, reflected:

*“You can see the change in their posture, their presence, the way they talk. It doesn't happen overnight, but it's real. They start to believe that their voice matters.”*

He highlighted how self-efficacy isn't only about speaking out — it's also about making decisions, expressing needs, and believing you are capable of change.

Carolyn, another long-standing mentor who has supported three mentees through MAPS, shared:

*“They start to take up space differently. They show up differently. You can feel the shift — it's subtle at first, but powerful.”*

These reflections provide real-world, practice-based validation of how MAPS mentoring cultivates deep personal growth in young people over time.

## Thematic Insight

Confidence is not always about visible extroversion — it often shows up in quieter ways: asking a question in class, starting a conversation, making a plan. MAPS mentors support this growth through consistent encouragement, goal-setting, and modelling belief in the young person's abilities.

The evidence clearly shows that **mentoring nurtures internal empowerment, not dependency** — equipping young people to take control of their choices, their futures, and their sense of self.

This outcome area reinforces MAPS' core impact: helping young people believe they can thrive, not just cope — and giving them the relational scaffolding to build that belief.

# Young People Outcome: Improved Communication & Relationships

*“They learn how to express themselves in ways they didn’t before.”*



## What the Data Tells Us

MAPS Mentoring had a significant impact on young people's ability to develop positive relationships, improve communication, and engage more confidently in social settings. This outcome reflects the development of interpersonal skills, emotional expression, and strengthened relationships with peers, adults, and family members.

- **179 young people** achieved this outcome.
- Each unit of outcome was valued at **£364**, generating a **total social value of £65,156**.
- Data sources:
  - **SVA Young People Feedback Survey (n=18)**
  - **Evide Outcome Tracking System (2023–2024)**
  - **SVA Mentor Survey**
  - **Mentor Interview Notes and Quotes Tabs**
- **Confidence Rating: High**, with consistent evidence across multiple stakeholder data sources.

Young people reported feeling more able to talk to others, manage conversations more calmly, and form better relationships both at home and in school. Mentors consistently observed improvements in young people's emotional literacy, social engagement, and peer interaction.

## Quotes from Young People

(Source: SVA Survey – Young People Feedback, 2024)

*"It's helped my communication skills."*

*"I have spoken to a lot more people."*

*"Being a lot more sociable."*

## Quotes from Staff

(Staff SVA Survey 2024):

*"Yes, absolutely – I've seen families and caregivers become more engaged and supportive as the young person builds better communication with them."*

*"Yes, better relationship and communication with their families."*

*"Families have said that it is beneficial for them and their child as they've seen a change in their child's behaviour, communication and emotional wellbeing."*

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"Verbal communication." (Described as the biggest change seen)*

*"You can visibly see the change. They go from hiding in the background to finding their voice."*

*"They learn how to express themselves in ways they didn't before – even just saying what they want or how they feel."*

## Mentor Interviews

(Mentor Interviews – Social Value Analysis Planning Workbook)

Mentors reflected that communication improvement is often one of the first signs of progress. Mentor Carolyn, who has supported multiple young people, noted:

*"Sometimes the shift is subtle – it's in how they speak about themselves, or how they start to ask questions, or look you in the eye. That's when you know something is changing."*

Mentor David, with 18 years' experience with MAPS, added:

*"MAPS isn't just about talking – it's about being able to talk in a way that feels safe. Once young people know someone is listening, they start to open up in other parts of their life too."*



## Real Case Study: 'Jordan' (anonymised)



(Source: Case Studies tab – Social Value Analysis Planning Workbook)

When Jordan was first referred to MAPS Mentoring, they were **struggling significantly at school and at home**. They had become increasingly disengaged from lessons, were frequently involved in disruptive behaviour, and were beginning to make inappropriate decisions that raised concern among staff. **Communication with adults was limited and often defensive**, and Jordan found it **difficult to maintain positive relationships** with peers.

Jordan was matched with a MAPS mentor who provided consistent, non-judgemental support and a space where they could talk openly. In the early sessions, Jordan was quiet and reluctant to share, but as trust developed, they started to reflect more on their actions and express their thoughts more clearly.

As the mentoring relationship progressed, Jordan's engagement at school improved. They began contributing in class discussions, demonstrated more self-awareness in how they interacted with others, and developed strategies to resolve conflict. Teachers noted that Jordan was **more respectful in conversations and less reactive in group settings**. At home, similar improvements were observed.

## Thematic Insight

Improved communication and relationships are key intermediate outcomes that support wider development. Through relationship-based mentoring, MAPS enables young people to:

- **Express emotions and ideas more confidently**
- **Navigate social settings more effectively**
- **Build stronger relationships with peers, adults, and family members**

This outcome area shows how **mentoring acts as a bridge to relational safety**, allowing young people to develop essential social and emotional skills that benefit them far beyond the mentoring context.

# Young People Outcome: Reduced Risk-Taking and Offending Behaviour

*“MAPS gave him something to do, somewhere to belong — before this, he was drifting into trouble.”*



## What the Data Tells Us

The MAPS Mentoring Programme produced clear, measurable change in reducing risk-taking behaviours and disengagement from antisocial or offending activity. This outcome includes improved decision-making, withdrawal from harmful peer influences, and reductions in behaviours linked to community risk and youth justice referral.

- **53 young people** achieved this outcome.
- Each unit was valued at **£3,412.50**, generating a **total social value of £180,862.50**.
- **Data sources:**
  - SVA Young People Feedback Survey (n=18)
  - Evide Outcome Tracking System – Building Bridges Pathway
  - Mentor Survey & Supervision Reflections
  - Real Case Study – “Jake” (Building Bridges)
- **Confidence Rating: Moderate**, due to smaller cohort but high proxy value and strong qualitative validation.

This outcome was particularly significant within targeted diversion pathways such as **Building Bridges**, and for young people referred by **Youth Offending Teams** or identified as at risk of criminal exploitation or exclusion.

## Real Case Study: Liam, Age 14 (anonymised)

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Liam was **referred to MAPS by the Youth Offending Team**, following involvement in antisocial behaviour and association with older peers involved in criminal activity. He was known to the police and at risk of permanent school exclusion. He had a history of emotional dysregulation, disrespectful behaviour toward school staff, and engagement in risky situations.

Through consistent weekly mentoring sessions and structured goal setting, Jake developed trusting rapport with his mentor. His **goals focused on controlling his temper, improving school engagement, and reducing risky behaviour** like riding mopeds on pavements or associating with harmful peer groups.

### Mentoring support led to:

- Noticeable behaviour changes at school
- Improved academic attainment (grades improved from 3s and 4s to 5s and 6s)
- Positive social engagement and new interests
- Disengagement from negative peer influences
- No further police involvement

His parent shared:

*“This is the happiest we’ve seen him. He has less anger, and he likes the structure mentoring gives him. He feels listened to.”*

By the end of the programme, Liam had not only reduced risky behaviour but was making **conscious, positive decisions** about his future and personal development.

*“Mentoring is peaceful... it’s a snap back to reality. When I’m out with my mates, seeing my mentor snaps me back and stops me being a donut.”*



## Real Case Study: Ellie, Age 14 (anonymised)

*“Ellie did a lot of the work herself – but having a mentor there in the background during that transition mattered.”*

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Ellie was **referred to MAPS in February following exclusion from school for bringing in a knife** and was subsequently placed in alternative provision. Her referral noted a background of significant trauma and involvement with the Youth Offending Team.

After initial engagement and home visits, Ellie was matched with a mentor in June. Despite health-related challenges (including managing diabetes, which impacted session attendance), she and her mentor developed a positive relationship – engaging in low-pressure, trust-building activities such as playing football, going for milkshakes, and doing everyday social activities together.

**By November, Ellie had made remarkable personal progress:**

- Returned to full-time mainstream education
- Disengaged from youth offending services
- Formed new friendships
- Joined extracurricular activities, including a football team
- Began mentoring younger students and building a leadership role in school

While the mentoring relationship was relatively short (around six sessions), the support during a key transitional period provided **emotional scaffolding** that complemented Ellie's personal efforts.

This case further illustrates how **even short-term relational mentoring** can serve as a **stabilising influence** for young people navigating complex personal circumstances and high-risk environments.



## Quotes from Young People

(Source: SVA Survey – Young People Feedback, 2024)

*“I feel more confident in handling things on my own and rely less on other services.”*

*“It has made me more confident in myself.”*

Though young people may not describe their journey using terms like “risk reduction”, their self-reported improvements in independence, **confidence and decision-making are core protective factors** against antisocial or harmful behaviours.

## Quotes from Staff

(Staff SVA Survey 2024):

*“There are many\* resulting in many young people did not continue to get involved in crime or get excluded from school due to having a positive role model in their mentors.”*

*\*(In response to sharing a moment when MAPS has made a real difference)*

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*“He’s thinking before acting now – that’s a big change. He used to react without thought.”*

*“MAPS gave him something to do, somewhere to belong – before this, he was drifting into trouble.”*

*“You see the shift when they stop trying to impress the wrong people and start thinking about their future.”*

## Thematic Insight

MAPS mentors act as **early, non-punitive intervention partners**, addressing behaviour without labelling or sanctioning. Their presence interrupts harm trajectories by:

- Offering belonging, trust and direction
- Helping young people critically reflect on choices
- Modelling prosocial behaviour and goal setting

The Liam case study highlights MAPS’ capacity to **prevent escalation to statutory youth justice services**, reducing pressure on police, education and safeguarding systems.

# Young People Outcome: Improved Engagement in Education / Employment / Training (EET)

*“The only thing that kept me coming to school was these sessions.”*



## What the Data Tells Us

The MAPS Mentoring Programme has supported young people to re-engage with education, build aspirations for employment, and develop the skills and motivation to pursue positive future pathways.

This outcome reflects improvements in school attendance, classroom behaviour, motivation toward learning, career exploration, and readiness for training or employment.

- **180 young people** achieved this outcome.
- Each unit was valued at **£1,260**, generating a **total social value of £226,800**.
- **Data sources:**
  - SVA Young People Feedback Survey (n=18)
  - Evide Outcome Tracking System (2023–2024)
  - Mentor Surveys and Supervision Feedback
  - MAPS Case Summaries and Structured Referrals
- **Confidence Rating: High**, with strong evidence of educational re-engagement and goal orientation.

This outcome was especially evident among young people at risk of school exclusion, those disengaged from learning, and those beginning to explore post-16 training or work options.

## Quotes from Young People

(Source: SVA Survey – Young People Feedback, 2024)

***“The only thing that kept me coming to school was these sessions. I feel I have matured more and am more emotionally intelligent. I am more confident in myself and believe in myself more. I have been revising; I force myself to get it done. Before I was disappointed in myself but now when I have done it, I am proud of myself. Talking about different topics with my mentor has helped so much. Getting to focus on one small thing helps me to understand things way more ”***

***“My behaviour, attitude and homework.”*** (On biggest change noticed)

***“The MAPS program has helped me learn life skills and plan for my future.”***

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

***“He’s re-engaged in school, and you can see his focus shifting. He talks about wanting to do something with his life now.”***

***“They start thinking about their future – not just this week, but next year, or what job they might want.”***

***“When they feel heard, they’re more likely to invest in their learning – because they start to believe they’re capable.”***

## Quotes from Staff

(Staff SVA Survey 2024):

***“One young person was struggling with sever anxiety amongst a number of other challenges including absent father and Mum’s mental health struggles. He was close to dropping out or being excluded from school and rarely left his flat. Through Mentoring, he rebuilt his confidence, and towards the end of the year delivered a presentation to his entire year group. He sat all his GCSE exams except one.”***

***“MAPS has had such a positive impact on the wider community – particularly in education and for those not accessing school regularly.”***

***“There are many [examples], resulting in many young people returning to school, forming positive relationships, and accessing opportunities they would not have otherwise.”***

## Real Case Study: Niall, Age 17 (anonymised)



(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Niall was **referred to MAPS due to extremely poor school attendance, low self-esteem** linked to a health diagnosis, and difficulties accessing the community independently. He had been placed in alternative provision and was preparing to transition to college, but struggled with confidence, anxiety and social engagement.

During mentoring, Niall participated in confidence-building activities like dog walks, going out for breakfast, bowling and informal check-ins. Though his first mentor match didn't work out, Niall confidently voiced his views — a sign of increasing self-agency.

### **Since mentoring began:**

- Niall has enrolled in college and now attends in person three times a week
- He has made new friends and travels independently to meet them
- He reports feeling "happier" and more confident about his future
- He is now being rematched to build on his progress, with plans for further community-based skill development

This case illustrates the **importance of relational support in educational transitions**, particularly for young people facing social isolation or self-doubt.



## Real Case Study: Matt, Age 15 (anonymised)

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Matt was referred to MAPS due to **persistent behavioural sanctions in school** and **poor classroom focus**, which were impacting his learning and relationships with teachers. He was **at risk of further escalation and disengagement** from education.

### Through mentoring:

- Matt developed reflective thinking skills and emotional awareness
- He reduced detentions to zero by the end of the school year — a personal milestone
- He began setting realistic academic and post-school goals (e.g., applying to Nescot College)
- He practiced presentations, improved revision techniques, and increased his confidence in approaching teachers
- He described himself by the end of mentoring as: *“more reflective, not reactive”*

Matt' journey demonstrates how **mentoring not only improves classroom behaviour** but also **strengthens self-belief and engagement** with learning as a whole.

***“More reflective, not reactive”***

## Thematic Insight

MAPS mentors don't just support attendance — they help young people reconnect emotionally and socially with learning. Through consistent encouragement, goal setting, and practical planning, mentors act as **relational catalysts** for change — giving young people the space to rediscover their capabilities and shape future aspirations.

The examples of Liam and Matt demonstrate how **early relational support during key transitions** (e.g., post-exclusion, college entry, exam preparation) can fundamentally improve educational trajectories and longer-term life chances.

# Families and Caregivers Outcome: Improved Parenting Confidence

*“There’s less shouting now and more understanding.”*



## What the Data Tells Us

The MAPS Mentoring Programme indirectly supports the development of increased parenting confidence among families and caregivers. As young people gain emotional resilience, confidence, and stability, families report feeling more confident in their own parenting role, supported by the positive behavioural changes observed in their children.

This outcome reflects improved communication between parents and children, reduced conflict in the home, and a sense of shared progress between families and MAPS mentors.

- **176 families** were recorded as achieving this outcome.
- Each unit of outcome was valued at **£360**, generating a **total social value of £63,360**.
- **Data sources:**
  - SROI Workbook – Detailed Outcomes & Social Value Calculation sheets
  - SVA Family/Caregiver Feedback Survey (1–5)
  - Mentor Supervision and Case Reflections
  - Real Case Studies: “Maya” and “Ava” (anonymised)
- **Confidence Rating: Moderate**, due to smaller sample size of direct family responses but supported by qualitative evidence.

## Real Case Study: Maya, Age 13 (anonymised)

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Maya was referred to MAPS mentoring to **build her confidence, develop a trusting relationship** with a role model, and receive encouragement to explore her aspirations. Maya was emotionally sensitive but often internalised her struggles.

Through one-to-one sessions, her mentor created space for Maya to express her feelings and reflect on difficult family situations. She engaged in activities that supported confidence development and emotional regulation.

As Maya shared in her own words:

***“Saying what I actually feel rather than what I think others want me to say.”***

At home, Maya's parent observed:

***“She's improved relationships with her younger brother, understands that some issues are out of her control, and is more confident in herself.”***

The mentoring relationship not only supported Maya but **helped rebuild emotional security and parenting confidence at home.**

***“I'm stronger than I thought.”***



## Real Case Study: Ava, Age 11 (anonymised)

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Ava was referred to MAPS for support with **emotional regulation and building safe, positive adult relationships.**

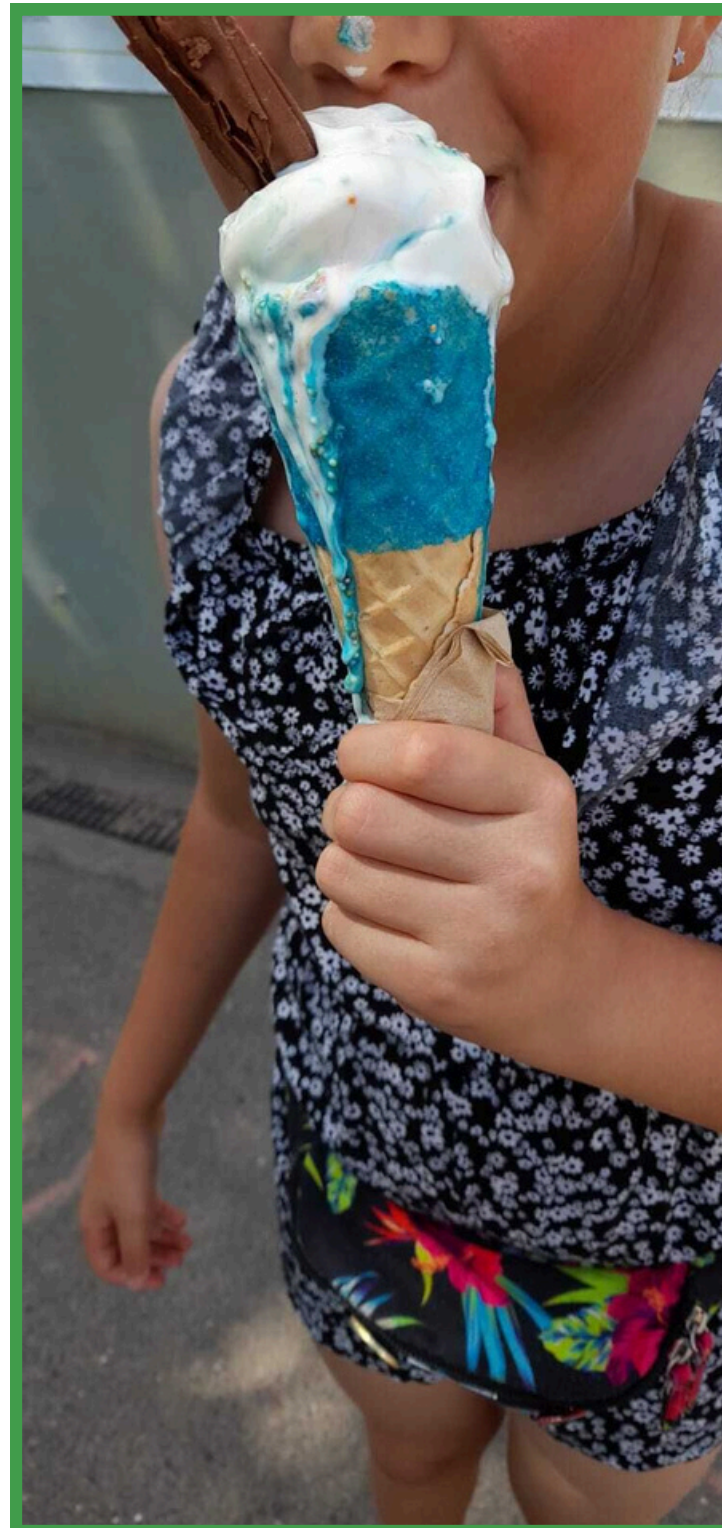
Initially living with her grandmother, Ava later transitioned back into her father's care — **a complex family dynamic that mentoring helped to stabilise.**

Throughout mentoring, Ava explored her new environment, reflected weekly on her experiences, and began participating in MAPS group activities for the first time. **Her father was so encouraged by her progress** that he requested for mentoring to continue beyond the original plan.

At the end of the mentoring relationship, Ava identified a new support network, including extended family and her social worker. She also committed to "role modelling behaviour" for her younger siblings — a sign of maturity, responsibility, and emotional growth.

**This case highlights how mentoring impacts family systems by:**

- Building trust and consistency for children during transitions
- Reassuring parents and carers through visible, positive behavioural change
- Helping families feel better equipped to support their children's growth



## Quotes from Families

((SVA Family/Caregiver Feedback Survey, 2024)

*"It's changed the whole atmosphere in our home. We talk more now. There's less shouting and more understanding."*

*"I feel like I understand my daughter better now. Her mentor gave her the space I couldn't, and that made a big difference."*

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"I've seen parents soften their approach as they see their child grow in confidence — they start believing in themselves again too."*

*"It's not just the young person who changes. Parents start feeling less alone and more hopeful."*

## Quotes from Staff

(Staff SVA Survey 2024):

*"Parents that are very protective and anxious over their children have becoming trusting and happier to let child go out. Parents have been grateful to have that 1 hour of time to themselves. Takes the pressure from them a little."*

## Thematic Insight

Parenting confidence is often **influenced by emotional climate at home** and **how well a parent feels supported** in managing their child's development. MAPS mentoring does not replace parental support but strengthens it indirectly — helping families to regain belief in their own capabilities as they observe their child's progress.

MAPS mentoring strengthens family relationships by improving parenting confidence. Through emotional safety, role modelling, and the behavioural progress young people make, caregivers feel more supported, hopeful, and empowered in their role — contributing to better outcomes for the whole family unit.

# Families and Caregivers Outcome: Reduced Family Stress

*“This has changed the whole atmosphere in our home”*



## What the Data Tells Us

The MAPS Mentoring Programme has significantly reduced family stress by providing young people with emotional support, which in turn improves family dynamics. As young people develop emotional resilience, families experience **less conflict, better communication, and increased emotional wellbeing.**

- **164 families** were recorded as achieving this outcome.
- Each unit of outcome was valued at **£378**, generating a **total social value of £61,992.**
- **Data sources:**
  - SROI Workbook – Detailed Outcomes & Social Value Calculation sheets
  - SVA Family/Caregiver Feedback Survey (1–5)
  - Mentor Reflections and Supervision Feedback
  - Real Case Study – “Sophia” (anonymised)
- **Confidence Rating: Moderate**, due to smaller sample size of direct family responses but strongly supported by qualitative insights and family-reported outcomes.

This outcome reflects how the emotional and behavioural changes in young people **positively impact their families**, leading to reduced stress levels at home and improved relationships.

## Quotes from Families

((SVA Family/Caregiver Feedback Survey, 2024)

*"This has changed the whole atmosphere in our home. We talk more now. There's less shouting and more understanding."*

*"I feel like I understand my daughter better now. Her mentor gave her the space I couldn't, and that made a big difference."*

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"I've seen parents soften their approach as they see their child grow in confidence – they start believing in themselves again too."*

*"It's not just the young person who changes. Parents start feeling less alone and more hopeful."*

## Quotes from Staff

(Staff SVA Survey 2024):

*"I've seen families and caregivers benefit from knowing their young person has someone they trust and can open up to. It often reduces stress at home and strengthens family relationships because the young person feels more supported, understood, and able to communicate better."*

*"Reduced stress for parents as child thrives."*

## Thematic Insight

Family stress is often **caused by unmet emotional needs, behavioural instability, and lack of external support**. MAPS mentoring directly addresses these factors by:

- Offering emotional support and stability to the young person, thereby reducing tension at home
- Providing a safe space for families to express concerns and feel heard
- Facilitating improved communication between parents and children, leading to reduced conflict and greater mutual understanding

As young people gain confidence, self-regulation, and social engagement through mentoring, families experience **less emotional strain and a more positive, connected home environment**.

**MAPS Mentoring reduces family stress by improving the emotional wellbeing of young people.** As children grow in confidence and self-regulation, families experience less conflict, greater communication, and more harmony in the home short and long term.

## Real Case Study: Sophia, Age 17 (anonymised)

***“I don't know where she would be right now if it wasn't for MAPS Mentoring.”***

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Sophia, a 17-year-old young carer, was referred to MAPS due to the **immense strain she was under as her father's primary caregiver**. She was frequently exposed to his seizures and unconsciousness, which meant she had to support him with daily tasks. Sophia's responsibilities led to extremely poor mental health and social isolation, which increased stress for both her and her family.

Through consistent mentoring sessions, Sophia developed emotional regulation strategies, built confidence, and started re-engaging socially. Her progress not only **reduced her personal stress** but also had a **positive ripple effect on her family dynamics**.

Sophia's parent shared:

***“Thank you for all your support. Her Mentor has been amazing; I don't know where she would be right now if it wasn't for MAPS Mentoring. She is going out more with friends and is more positive about her future.”***

At the time of the final review, Sophia had started a **new online training course**, with **no recent self-harm episodes reported**.

This case illustrates how MAPS mentoring can serve as a **catalyst for reducing family stress** by supporting young people in **building emotional resilience and social confidence**, which improves the overall family environment.





# Families and Caregivers Outcome: Improved Family Engagement in Services

*“By the end of the process, you see them looking to get involved with other services, without feeling pressured.”*



## What the Data Tells Us

The MAPS Mentoring Programme has helped families and caregivers to engage more effectively with services. This outcome includes improvements in **parental understanding** of available resources, **increased willingness to engage in mental health or community services**, and **increased collaboration** with professionals who support their child's development.

- **164 families** were recorded as achieving this outcome.
- Each unit of outcome was valued at **£378**, generating a **total social value of £61,992**.
- **Data sources:**
  - SROI Workbook – Detailed Outcomes & Social Value Calculation sheets
  - SVA Family/Caregiver Feedback Survey (1–5)
  - Mentor Reflections and Supervision Feedback
  - Real Case Study – “Leanne” (anonymised)
- **Confidence Rating: Moderate**, due to the smaller sample size of direct family responses but strongly supported by qualitative insights and family-reported outcomes.

This outcome reflects the positive impact of mentoring on **family engagement with external services**, particularly in terms of **mental health support, community resources, and voluntary or educational placements**.

## Quotes from Staff

(Staff SVA Survey 2024):

*"That's such an important part of what makes MAPS different - it centres the young person's voice and helps them build real connections, not just with their mentor, but within their wider community and other services."*

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"It's amazing to see parents and caregivers start to trust the process. At first, they feel uncertain about external support, but as their child grows, they open up more."*

*"By the end of the process, you see them looking to get involved with other services, such as CAMHS, without feeling pressured."*

## Thematic Insight

The MAPS programme provides essential relational support, especially when families are initially uncertain about engaging with external services. Through consistent mentoring relationships, **young people gain confidence in accessing mental health services, educational resources, and community support** — and this often encourages **families to engage more positively** with available services.

This outcome highlights mentoring's role as a **bridge between families and necessary services**, allowing young people to reclaim autonomy over their wellbeing and reducing barriers to accessing support systems.

MAPS mentoring contributes significantly to **family engagement with services** by providing the emotional scaffolding needed to **encourage willingness to seek help**. As young people become more confident in their ability to manage challenges, families feel more empowered to access the support they need — from mental health to education and community involvement.

## Real Case Study: Lily, Age 17 (anonymised)

*“I now know I can take care of myself and get the help I need.”*



(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Lily, a 17-year-old young carer, was **referred to MAPS by Children's Services due to her emotional strain from supporting her father**, who experiences seizures. As the primary caregiver, Lily was overwhelmed by her responsibilities, which caused significant anxiety and social isolation. This situation led to poor school attendance, fear of peer judgment, and concerns about accessing support services.

Lily was matched with a mentor, Jennifer, who provided a supportive and trusting relationship, allowing Lily to share her fears and struggles. Over time, Lily grew more confident in her ability to engage with external services and manage her emotional wellbeing.

### **Key milestones:**

- Lily's participation in CAMHS began, with her finding this support helpful in dealing with her mental health challenges.
- Lily expressed that mentoring gave her the confidence to access community services more independently, leading to her beginning a new training course online.

At the end of the mentoring relationship, Lily shared:

***“What I like about mentoring is that Jennifer helped me become more confident in myself.”***

Lily's social worker expressed gratitude for the programme:

***“Thank you for the update and all the amazing work that you and Lily's mentor have done. Lily shared that she was really sad to finish her partnership with the mentor but expressed how much the mentor had helped her.”***

# Mentor Outcome: Increased Confidence and Purpose

*“I never thought I could work with young people, but now I feel like I’m making a difference.”*



## What the Data Tells Us

The MAPS Mentoring Programme has not only had a significant impact on the young people involved but also on the mentors themselves. Mentors experience various personal and professional benefits, including increased self-confidence, skills development, and personal growth.

- **34 mentors** were recorded as achieving this outcome.
- Each unit of outcome was valued at **£525**, generating a **total social value of £94,500**.
- **Data sources:**
  - Mentor SVA Survey (n=34)
  - Mentor Interview Reflections (including Ethan)
  - Mentor Supervision Feedback
  - Social Value Planning Workbook – Quotes Tab
- **Confidence Rating: High**, based on robust mentor feedback and qualitative evidence.

Mentors consistently report greater self-awareness, improved communication, and strengthened leadership skills as key takeaways from their involvement. Mentoring provides personal growth opportunities that mentors can apply in both professional and personal contexts.

## Real Case Study: Ethan Smith

***“Having a mentor was the best thing that ever happened to me—it was way better than any social worker”***

(Source: Ethan Smith, Trustee Interview Insights)

Mentors often describe how their time with MAPS has enhanced their interpersonal skills, improved their problem-solving ability, and given them a sense of purpose. For many, the process of guiding a young person through complex emotional issues and helping them build confidence and resilience often mirrors personal growth in their own lives.

For instance, Ethan Smith, a mentor who has experienced mentoring both as a mentee and mentor, reflects on the personal transformation he underwent during his journey:

***“I first got a MAPS mentor when I was 13 and living in care. Every vulnerable child should have the opportunity to have a mentor. As I grew older, my experience as a mentee inspired me to become a mentor. I saw firsthand how beneficial it was and wanted to give back. Now, as a Trustee, I do everything I can to support the program and ensure more young people can benefit from it.”***

Ethan also reflects on the impact of MAPS on his self-esteem and confidence:

***“The biggest change for me was my first mentor relationship—it helped build my self-esteem, got me involved in more clubs, and gave me more confidence. It was life-changing. I felt good about myself, got involved in the Youth Parliament, and found opportunities I wouldn't have had without that independent mentoring relationship pushing me in a positive direction.”***

This highlights how mentoring impacts mentors by building confidence, empathy, and a deeper understanding of themselves, as well as giving them the tools to support others effectively.

# Real Case Study: “Tom”, 35, MAPS Mentor (anonymised)

(Source: Case Studies tab – Social Value Analysis Planning Workbook)

Tom **joined MAPS after taking early retirement from a corporate job**. Initially unsure about his ability to mentor young people, the MAPS training and support quickly helped him build confidence in his role.

Over six months, Tom worked with a 14-year-old mentee who was struggling with school attendance and self-confidence. Initially, Tom found it challenging to connect with his mentee, but through consistent effort, active listening, and patience, he began to build trust and rapport.

## By the end of the mentorship:

- Tom felt a strong sense of personal accomplishment as he saw his mentee make significant progress.
- He felt more confident about his ability to engage and support others, realising that the skills he developed as a mentor were transferable to other areas of his life.
- Tom described the experience as transformational, noting how it had reinvigorated his social connections and sense of purpose.

***“I’ve gained more than I’ve given. I feel more connected to the community and have gained a greater appreciation for the resilience young people have. This experience has changed my view on what it means to help others.”***



## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"Mentoring has made me more confident. I never thought I could work with young people, but now I feel like I'm making a difference."*

*"I'm much more self-reflective than before. I think about my decisions and how they impact others more now."*

*"It has taught me patience and how to engage with people who are different from me."*

*"It feels really good when your mentee makes progress. You realise that you're not just helping them – you're growing too. It gives me confidence to handle different situations in my own life."*

*"I've become more confident in myself and my ability to communicate. I'm more patient, I listen better, and I approach challenges with more calm now."*

*"I've developed a lot of skills, especially in managing conflict and building trust. It's made me realise I have a lot to offer, not just to my mentee, but to my own community."*

## Thematic Insight

Mentoring doesn't only change the young person's life. The personal development of the mentor is a crucial and often overlooked outcome of volunteer-based services. Through the MAPS programme, mentors develop essential life skills, including:

- Emotional intelligence: Becoming more attuned to the feelings and needs of others.
- Conflict management: Learning to navigate complex interpersonal dynamics.
- Leadership: Building confidence in their ability to guide others.
- Resilience: Developing the patience and understanding needed to support others through their struggles.

Mentors consistently report that these skills, learned in the context of mentoring, carry over into their personal lives, improving their relationships, decision-making, and sense of self-worth.

The MAPS Mentoring Programme enhances not only the lives of young people but also the personal and professional growth of mentors. By providing a sense of purpose, building new skills, and fostering emotional resilience, MAPS creates a transformative experience for mentors – one that empowers them in their daily lives and strengthens the communities they are a part of.

# Mentor Outcome: Improved Employability and Career Skills

*“Improved my ability to manage challenging situations at work”*



## What the Data Tells Us

The MAPS Mentoring Programme significantly enhances the employability and career skills of mentors by promoting the development of key professional skills, including leadership, communication, problem-solving, and teamwork. Through the mentoring process, mentors build essential skills that increase their workplace confidence and career trajectory.

- **34 mentors** were recorded as achieving this outcome.
- Each unit of outcome was valued at **£625**, generating a **total social value of £105,000**.
- **Data sources:**
  - Mentor SVA Survey (n=34)
  - Mentor Feedback (Verified Responses from Mentor Survey)
  - Social Value Planning Workbook – Quotes Tab
- **Confidence Rating: High**, based on consistent and varied mentor feedback.

Through their involvement in MAPS, mentors gain **transferable career skills** that are applied in their professional lives, enhancing both **personal development** and **employability**.



## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"With an increase in confidence and communication skills, I have been able to perform better at work."*

*"I feel like mentoring has helped me develop leadership skills and better manage my professional relationships."*

*"It's life-changing to see how mentoring improves both my life and the young person's. It's given me a clearer sense of purpose and direction."*

*"Mentoring has really helped me develop my leadership skills and improved my ability to manage challenging situations at work."*

*"MAPS has made me feel more confident in my coaching abilities. I've learned how to communicate better and give constructive feedback."*

Mentors consistently report that the leadership, coaching, and communication skills they develop during their time with MAPS significantly improve their workplace interactions and overall job performance.

## Thematic Insight

Mentoring doesn't only change the young person's life. The personal development of the mentor is a crucial and often overlooked outcome of volunteer-based services. Through the MAPS programme, mentors develop essential life skills, including:

- Emotional intelligence: Becoming more attuned to the feelings and needs of others.
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# Skills Gained from MAPS Training and Safeguarding Principles

A critical component of mentor development at MAPS is the **training provided on safeguarding** and **best practices for supporting young people**. Mentors gain in-depth knowledge on identifying and responding to safeguarding concerns, understanding boundaries, and navigating sensitive situations.

**MAPS training equips mentors with practical skills, including:**

- Safeguarding principles: How to identify potential risks and protect the young people they mentor.
- Confidentiality and boundaries: Establishing trust and managing sensitive information appropriately.
- Crisis management and de-escalation: Understanding how to respond to challenging situations calmly and effectively.
- Building resilience: Helping young people navigate personal challenges while promoting independence.

**These critical skills are transferable and directly contribute to career growth.**



# Mentor Outcome: Improved Emotional Well-being and Resilience

*“Improved my ability to manage challenging situations at work”*



## What the Data Tells Us

The MAPS Mentoring Programme **enhances the emotional well-being and resilience of mentors** by providing meaningful interactions and relationships with young people. Mentors report increased emotional stability, reduced stress levels, enhanced confidence, and greater overall life satisfaction.

- **34 mentors** achieved this outcome.
- Each unit of outcome was valued at **£400**, generating a **total social value of £13,600**.
- **Data Sources:**
  - Mentor SVA Survey (1–34)
  - Trustee Interview (Ethan Smith)
  - Mentor Reflections (Social Value Planning Qualitative Data)
- **Confidence Rating: High**, based on consistent qualitative and quantitative evidence from mentor feedback.

## Quotes from Mentors

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"I love mentoring and seeing the impact this has on my mentee's life. It gives me purpose and has improved my own sense of well-being."*

*"Volunteering on this programme has made me feel more confident in myself and in my ability to lead."*

*"Mentoring has provided a meaningful way for me to give back. It's incredibly rewarding and positively impacts my emotional health. It gives me a clearer perspective on my own life challenges."*



## Thematic Insight

Mentoring relationships within the MAPS Programme create **reciprocal benefits**. While mentors provide critical support to young people, they simultaneously experience substantial emotional growth. **Key aspects include:**

- Enhanced self-awareness and understanding of personal emotional health.
- Increased resilience and capacity to cope with stress and challenges.
- Improved overall emotional satisfaction derived from meaningful community involvement.

Mentors **consistently report these positive emotional impacts**, demonstrating the dual value of the mentoring experience—for both mentor and mentee alike.

During a visit to Sutton Women's Centre, a MAPS practitioner reported that the manager highlighted the positive changes observed in a client who participates as a mentor in the MAPS Programme:

*"The Women's Centre Manager commented that one of the clients, who is also a mentor, has noticeably improved in how she feels. She made very positive remarks about her mentoring experience, indicating visible enhancements in her emotional well-being."*

The MAPS Mentoring Programme delivers notable improvements in mentors' emotional well-being and resilience. Mentors experience greater personal satisfaction, enhanced emotional stability, and improved resilience, highlighting the mutual value created through mentoring relationships. **This outcome underscores the wider community benefit of investing in mentor well-being.**

## Real Case Study: Ethan Smith

(Source: Ethan Smith, Trustee Interview Insights)

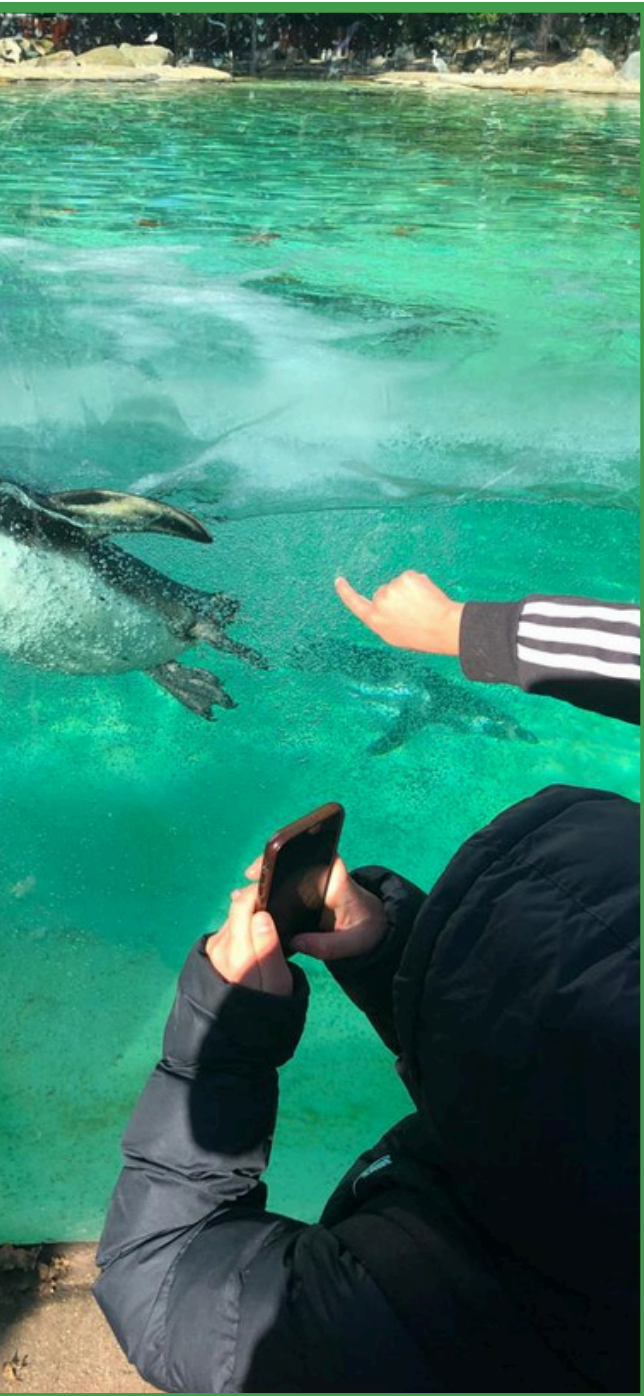
Ethan Smith, who has experienced MAPS both as a mentee and mentor, emphasised how mentoring significantly contributed to his own emotional resilience:

***"Being involved with MAPS has given me a strong sense of purpose. It's helped me grow personally and professionally. Mentoring helped keep me connected and gave me a feel-good factor."***

Ethan further explained how mentoring has enhanced his emotional stability:

***"MAPS mentoring made me more emotionally stable. It gave me perspective on my own life challenges, and knowing I was helping someone else navigate their difficulties helped me build my own resilience."***

Ethan's experience demonstrates how mentors gain significant emotional benefits through their role, directly contributing to improved resilience and emotional well-being.



# Staff Outcome: Improved Staff Wellbeing

*“What’s unique and so impactful about MAPS is the wraparound support for everyone involved, including staff.”*



## What the Data Tells Us

Staff members involved in the MAPS Mentoring Programme experience increased fulfilment, support, and well-being in their roles. Staff consistently report feeling more emotionally supported, engaged, and positive about their workplace environment, directly benefiting their job satisfaction and effectiveness.

- **12 staff members** (all) achieved this outcome.
- Each unit of outcome was valued at **£630**, generating a **total social value of £7,530**.
- **Data Sources:** Staff Surveys (n=12), HR feedback and internal reports
- **Confidence Rating: High**, based on direct staff feedback, consistent organisational evidence, and robust alignment with external benchmarks.

## Quotes from Staff

(Mentor SVA Survey, 2024 and Social Value Planning Quotes Tab)

*"What's unique and so impactful about MAPS is the wraparound support for everyone involved including staff."*

*"The structure and support provided by the service has helped staff hugely as well as volunteers both personally and professionally."*

*"The passion and enthusiasm of work colleagues is incredible. Everyone truly believes in the service and that creates an environment where people feel proud to work here."*

## Thematic Insight

The supportive culture within MAPS not only enhances individual wellbeing but also improves staff retention, engagement, and professional effectiveness. By proactively addressing wellbeing through structured supports and positive workplace culture, MAPS contributes significantly to broader organisational resilience and service quality.

Staff surveys indicated that **100% of respondents experienced notable improvements in their overall wellbeing and job satisfaction**. Staff explicitly cited supportive supervision, meaningful engagement in their work, and a strong organisational culture as key reasons for their enhanced wellbeing:

Staff further acknowledged the **structured wellbeing initiatives within MAPS**, such as access to therapy sessions, clinical supervision, dedicated Mental Wellbeing Lead support, and flexible working arrangements as critical contributors to their improved emotional health and reduced burnout.

The MAPS Mentoring Programme effectively promotes improved staff wellbeing through structured support, meaningful work, and a positive organisational culture. This outcome emphasises the importance of investing in staff wellbeing, reinforcing programme quality, staff retention, and overall sustainability. Many staff who leave the organisation often choose to return, citing the **uniquely supportive workplace culture** and the **high quality of wellbeing provision** as key reasons for re-joining, highlighting the programme's strong reputation for staff support and job satisfaction.

# Staff Outcome: Improved Professional Development and Skills



## What the Data Tells Us

MAPS invested in 180 hours of structured staff training between January 2023 and December 2024, covering safeguarding, mental health, equality, advocacy, trauma-informed practice, autism, and more. This training enhances staff skills, increases safeguarding quality, and supports better service delivery for young people.

- **180 training hours** were recorded, with a market-equivalent value of £60 per hour, generating a **total social value of £10,800**.
- **Data Sources:** Training Logs (2023–2024), Staff supervision and internal CPD documentation
- **Confidence Rating: High**, based on comprehensive internal records and standardised CPD valuation benchmarks.

## Training delivered covered multiple critical areas:

- Safeguarding and Child Protection
- Autism and Emotional Wellbeing
- Advocacy and Equality Training
- Mental Health First Aid
- Professional Diploma CPD



## Evidence from Training Records

Training Type	Duration	No. of Staff	Total Hours	Date
Equality Training Bright	1 hour	12	12	May 2024
Mental Health Training Bright	1 hour	12	12	May 2024
Non-instructed Advocacy	10 hours	1	10	May 2023
Mental Health First Aid and Advocacy in the Workplace	30 hours	1	30	Nov 2024
Designated Safeguarding Lead	30 hours	1	30	Aug 2024
Autism Training	8 hours	1	8	July 2024
Safeguarding training	8 hours	2	16	Jun/Sept 2024
Children's Emotional and Mental Health Needs 24/25	2 hours	1	2	Oct 2024
Trauma Informed Practice 24/25Oct	8 hours	2	16	Oct 2024
Child Protection	8 hours	1	8	June 2024
Child Safeguarding Awareness	30 mins	12	6	Various dates
Professional Diploma DMI	30 hours	1	30	June 2024

## Thematic Insight

**MAPS' commitment to staff development underpins the quality and sustainability of its mentoring offer.** Structured CPD investment increases staff capacity, reduces safeguarding risks, and strengthens emotional safety for both staff and beneficiaries. Ongoing training also supports staff morale and retention by **demonstrating a genuine investment in their growth.**

The MAPS programme generates demonstrable social value by investing in its staff. The training provided not only equips staff with critical safeguarding and mental health competencies but also strengthens the overall quality and impact of the service. Professional development is not just an internal benefit — it creates **ripple effects in service quality, safety, and long-term programme effectiveness.**

# Professional Outcome: Reduced Caseload Pressure

*“I believe MAPS has saved thousands and thousands of pounds of the public’s money over the past 30 years.”*



## What the Data Tells Us

MAPS mentoring has a positive ripple effect on professionals, particularly social workers, teachers and youth practitioners. By working alongside MAPS mentors, professionals report a reduced burden of crisis intervention, increased engagement from young people, and greater overall capacity to manage their caseloads effectively.

- **237 professionals** were estimated to have experienced this outcome.
- Each unit of outcome was valued at **£468**, generating a **total social value of £110,916**.
- **Data Sources:** SROI Workbook – Detailed Outcomes and Calculation Sheets, Professional Interviews, Mentor Case Reflections, and CAMHS testimonial
- **Confidence Rating: High**, based on consistent feedback from professionals and well-validated proxy assumptions.

## Quotes from Staff

(Staff SVA Survey 2024):

*"I believe MAPS has saved thousands and thousands of pounds of the public's money over the past 30 years preventing young people from escalating into social care or health services and keeping them in the mainstream school settings. The help and support we have offered is unique to every family and there is not another service like it in this borough."*

*"Supports schools with children who are not attending. Supports young people that do not meet CAMHS threshold - taking pressure from GPs and Off the Record."*

## Quotes from Professionals

(Professionals SVA Survey 2024)

*"I believe MAPS has saved thousands and thousands of pounds of the public's money over the past 30 years preventing young people from escalating into social care or health services and keeping them in the mainstream school settings. The help and support we have offered is unique to every family and there is not another service like it in this borough."*

*"Supports schools with children who are not attending. Supports young people that do not meet CAMHS threshold - taking pressure from GPs and Off the Record."*

## Case Study: Eima, Age 17 (anonymised)

In the case of Eima, a 17-year-old young carer, mentoring contributed to her emotional stabilisation and improved engagement. Her mother shared that mentoring helped Eima grow more confident and reduced family anxiety, **making engagement easier for professionals.**

Professionals from CAMHS confirmed that MAPS mentoring **directly supported caseload stability:**

*"They are the first service to have engaged her – the outreach-based and relaxed format really suits some young people as their first step into engaging in services."*

## Thematic Insight

MAPS mentors support young people consistently and proactively, helping to **stabilise situations before they escalate**. This early intervention model means professionals are **required to respond to fewer crises**, allowing for more strategic and sustained work with the young people on their caseloads.

**This effect is especially notable in safeguarding contexts**, where professionals report fewer emergency meetings, reduced safeguarding referrals, and more constructive collaboration between agencies.

MAPS mentoring **reduces demand on statutory services** by proactively supporting young people and reducing the likelihood of crisis escalation. Professionals experience greater capacity, improved outcomes for young people, and enhanced cross-agency working — all of which contribute significant social value to the wider system.



# Professional Outcome: Improved Interagency Working

*“MAPS fills in the missing gaps between formal services.”*



## What the Data Tells Us

MAPS has supported enhanced interagency working by acting as a consistent, relational link between young people, families, schools, and public sector partners. Professionals report that MAPS improves communication, coordination, and shared understanding between services — leading to better-informed care plans, improved safeguarding responses, and more efficient resource use.

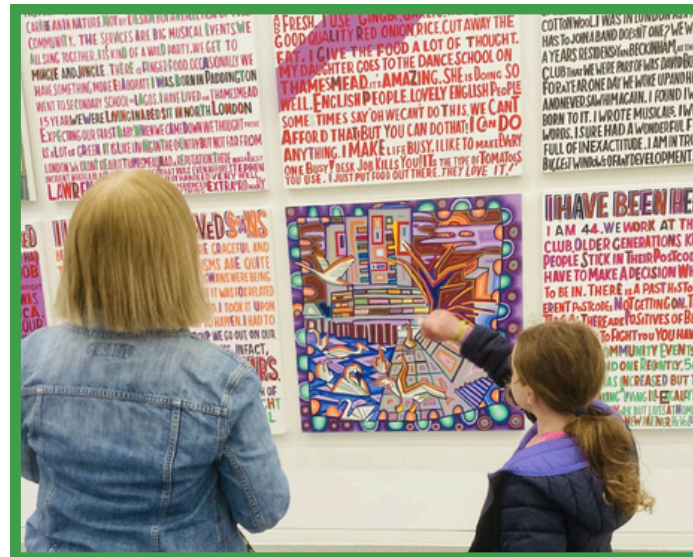
- **221 professionals were recorded as achieving this outcome.**
- Each unit of outcome was valued at **£525**, generating a **total social value of £116,025**.
- **Data Sources:** SROI Workbook – Detailed Outcomes and Proxy Justifications
- Stakeholder Interviews, CAMHS Testimonial, Case Summaries
- **Confidence Rating: High**, based on triangulated stakeholder feedback and supporting evidence from service collaboration data.

## Case Examples

Case summaries of young people such as Anna and Eima demonstrate how **MAPS mentoring complemented formal service plans**. Anna's improved engagement with school and community participation was enabled by the supportive mentoring relationship, which gave her a safe space outside traditional settings. Eima, a young carer, built trust with her mentor and overcame barriers to community involvement — professionals noted how this allowed better service alignment.

Mentoring was seen by CAMHS staff as a valuable addition to therapeutic recommendations:

***"MAPS is an amazing service and resource for us to refer into... MAPS takes the opposite approach to traditional therapy — and it's proved very helpful. Often our recommendations for young people when working therapeutically with them is to build up their exposure to social activities... it really helps when another service is on board offering the same advice and in-vivo practice of these recommendations."***



## Thematic Insight

MAPS mentors act as relational bridges — bringing insights and continuity to interagency conversations. Professionals describe MAPS as a “missing piece” that helps services work more efficiently, by ensuring that the voice of the young person is heard and integrated into planning.

Mentor and supervision notes confirm that MAPS involvement often leads to more proactive referrals, better cross-agency meeting engagement, and more sustained support pathways for young people.

MAPS enhances multi-agency collaboration by providing a consistent, relational interface between young people and services. This outcome improves information flow, streamlines care planning, and builds trust between agencies — ultimately contributing to better safeguarding, service integration, and young person outcomes.

## Funder Perspective

At MAPS, we place great value on building strong, transparent relationships with our funders, rooted in trust, professionalism, and shared purpose. The support we receive enables us to deepen our impact in the communities we serve, and we are proud to work with partners who recognise and champion our mission. The following statement from William Wates Memorial Trust (WWMT), a valued funder, reflects the strength of our programme delivery, organisational integrity, and the positive outcomes we consistently strive to achieve.

***'The application made to WWMT was compliant with all of our basic requirements. The programme we were being asked to support, MAPS Mentoring, was well established and the demonstration of its effectiveness was clear. Finances were sound. It was therefore, from a grant making point of view, relatively low risk with high potential impact. As we do with all the charities we support, I visited the offices and met the key people. My impressions were wholly positive. The team were professional, engaging and I liked what I saw of the culture of the organisation. I was introduced to, and had the chance to speak with everyone. Beyond the personal impressions a number of testimonials further added confidence, and the Referees fielded in support of the application were clear in their endorsements. In all the application was a model of what we look for. Since the grant was made, monitoring and reporting on progress has been clear and consistent.'***

(Source: Jonny Wates, Lead Trustee William Wates Memorial Trust)





# Delivery Challenges and Contextual Pressures

While the MAPS Mentoring Programme has delivered strong outcomes across all stakeholder groups, staff have also highlighted several delivery challenges that shape how support is provided, and outcomes are achieved in practice. These insights reflect wider sectoral pressures and are important to consider alongside the headline impact figures, as they reflect the real-world complexity of delivering early intervention services in a rapidly changing landscape.

## 1. Mentor Availability and Matching Delays

One of the most consistently reported delivery challenges is the **availability of trained volunteer mentors to meet the level of referral demand**. Although MAPS continues to recruit actively, staff highlighted that the pace and volume of referrals often outstrips capacity, leading to delayed matching or interim support being offered by practitioners.

*“Not enough mentors or hours in a day.”*

*“Being short of mentors at times means young people don't get the full mentoring experience due to just having check-ins with practitioners.”*

While the core model involves one-to-one weekly mentoring for 12 months, not all young people currently receive this full offer immediately, which may delay the onset of relational outcomes such as trust-building or emotional regulation.

*“A challenge can sometimes be matching young people with the right mentor straight away... Our team will conduct check-ins with the young person until they are matched, but this delays the start of relationship-building.”*

These stopgap arrangements ensure no young person is left without support, but they can impact the pace and depth of progress early in the intervention.



## 2. Escalating Complexity of Need

Staff described a **clear shift in the complexity and severity of young people's presenting needs**, often linked to gaps in statutory services. As CAMHS, social care and youth services face increasing thresholds and funding pressures, the mentoring programme is receiving referrals that previously would have been supported elsewhere.

***“The level of need of our young people is getting higher, with less and less money being put into statutory services such as CAMHS, social services, youth services.”***

***“We are asking more and more from our volunteers — including their time and what they're dealing with: self-harm, suicide, domestic violence, sexual abuse, anxiety, depression.”***

One staff member noted that issues such as trauma, exploitation risk, and complex family dynamics, which used to be present in only a small number of cases, are now characteristic of the majority of referrals.

***“Twenty years ago we used to see this in maybe one or two referrals — now it's in nearly all of them.”***

This escalation increases pressure on staff and mentors, introduces emotional labour risks, and requires higher levels of supervision, trauma-informed training, and emotional containment mechanisms. It also risks undermining the sustainability of the volunteer model if not accompanied by appropriate support infrastructure.

## 3. Engagement Consistency and Continuity

Despite the weekly mentoring model, delivery can be affected by interruptions — including mentor availability, young person disengagement, school schedule clashes or personal crises.

***“Despite the intended weekly format, some mentoring relationships are affected by missed sessions, school timetable conflicts, or disengagement periods.”***

This can delay relationship-building and affect the consistency needed for some outcomes to emerge.

## 4. Referral Appropriateness and Understanding of the Programme

Another challenge highlighted by staff is the **misalignment between referral expectations and the actual nature of the MAPS mentoring offer**. Several staff noted that some professionals (particularly those less familiar with mentoring) make referrals without a clear understanding of the programme's role, limitations or target cohort.

*"Some professionals refer to us not really knowing what we do, meaning some unsuitable referrals."*

**This leads to two types of challenges:**

- Referral of young people with needs too high-risk or crisis-oriented for a mentoring model alone
- Referral of young people who may not meaningfully engage with a voluntary relationship-based intervention

In some cases, young people are referred when what they really require is therapeutic, safeguarding, or statutory-level support, which MAPS is not resourced to provide.

While these referrals **do not negate programme value**, they create additional administrative and emotional load for the team, delay optimal matching, and can dilute outcome generation in early stages of engagement.

## 5. Mentor Emotional Load and Retention

The rising complexity of young people's needs means mentors are increasingly supporting mentees dealing with **high levels of trauma, anxiety, and safeguarding concerns**. This increases the emotional burden on volunteer mentors, which can contribute to fatigue or mentor withdrawal if not adequately supported. The emotional intensity of the role underscores the **importance of robust supervision, reflective practice opportunities, and a psychologically safe space for mentors** to process their experiences. Without such supports, there is a risk of mentor attrition, which affects continuity and outcomes for young people.

## 6. System Navigation and Cross-Agency Coordination

MAPS staff often play an **essential but informal coordination role** between services involved in a young person's care (e.g., schools, CAMHS, Early Help, Youth Justice). This **system navigation is time-intensive** and often extends beyond mentoring delivery itself. Staff frequently attend multi-agency meetings, follow up on referrals, or support advocacy. While this work is essential to ensure young people receive integrated support, it **adds to staff caseload and draws capacity away from direct delivery**. It also represents a form of added social value not always captured in headline outcomes.



## 7. Young Person Readiness and Motivation

Some young people referred to MAPS may be **ambivalent or resistant to mentoring**, particularly if referred by statutory services or professionals they do not trust. The voluntary nature of MAPS mentoring is a strength, but it also means **young people must choose to engage**. If this readiness is not in place, **early relationship-building can be slower or disrupted**, impacting the pace of outcome development. Practitioners also note that fluctuating motivation, linked to complex emotional states or external life stressors, can affect session attendance and engagement consistency.



# Conclusion

**The MAPS Mentoring Programme has demonstrated substantial social value creation across multiple stakeholder groups, evidenced clearly through a robust Social Return on Investment (SROI) analysis. The final SROI ratio shows a significant return of £7.37 social value generated per £1 invested, highlighting substantial social and community benefits are generated by the programme.**

**Key findings include marked improvements in emotional wellbeing, increased confidence, and reduced antisocial behaviours among young people,** alongside significant outcomes for families, mentors, and professionals involved. For example, 53 young people achieved measurable reductions in risk-taking behaviours and disengagement from antisocial activity, generating a social value of £180,862.50. Similarly, the programme substantially enhanced family engagement with essential support services, reflecting a social value of £61,992.

Mentors have also reported tangible personal benefits such as improved confidence, emotional resilience, and professional skills. The enhanced employability and career skills among mentors alone generated a notable social value of £105,000, reflecting MAPS' dual-beneficiary approach.

MAPS consistently delivers outcomes that extend beyond traditional service boundaries — combining early intervention, relational support, and systemic impact. Notably, MAPS achieves these results despite challenges such as rising referral volumes, mentor shortages, and escalating complexity of need, as documented in the Delivery Challenges section of this report.

**This level of return on investment, achieved in a constrained public funding environment, makes MAPS a model of high-impact, cost-effective preventative support.** The programme not only enhances life outcomes for young people and their families, but also strengthens civic engagement, system efficiency, and community cohesion.

MAPS stands out not only for the scale of its social value, but for the **depth and authenticity of its approach** — combining relational trust, lived experience, and rigorous measurement in a way that few comparable programmes achieve.

## Benchmarking Against Other Services

While **comprehensive, up-to-date sector-wide SROI benchmarks for youth mentoring remain limited**, available research and evaluation reports suggest that **most mentoring and early intervention programmes typically demonstrate SROI returns in the range of £2–£5 per £1 invested.**

**For example:**

- Evaluations published by the Centre for Youth Impact and NPC (New Philanthropy Capital) in recent years indicate average returns of **£3–£4 per £1** across youth support and mentoring services, depending on the cohort and delivery model.
- A 2021 review by Social Value UK of recent SROI submissions found that most third-sector social support programmes report ratios between **£2.50–£6 per £1** invested, with higher ratios attributed to multi-stakeholder or dual-benefit models.

In this context, **MAPS Mentoring's return of £7.37 per £1 invested exceeds common benchmarks** — reflecting its integrated, trauma-informed and dual-beneficiary approach, which delivers social value not only to young people but also to mentors, families, professionals, and public services.

The combination of preventative outcomes, cross-sector benefit, and relational intensity positions MAPS as a high-performing intervention within the youth and community development landscape.

While there is no single universal benchmark for Social Return on Investment (SROI) in youth mentoring, comparative data from national programmes and sector guidance offers valuable context. **The table below summarises SROI ratios reported by other well-regarded mentoring and early intervention services across the UK.**

These examples help illustrate how MAPS' SROI performance compares across the sector. The MAPS Mentoring Programme's SROI ratio of £7.37 : £1 places it within the upper tier of comparable programmes, demonstrating strong cost-effectiveness and multi-stakeholder impact.

<b>Program / Source</b>	<b>Reported SROI Ratio</b>	<b>Notes</b>
<b>Chance UK (Mentoring for At-Risk Children)</b>	£5.05: £1	Early intervention programme; outcomes in confidence, behaviour, and school engagement.
<b>MCR Pathways (Scotland)</b>	£10 : £1	Focused on improving educational attainment and post-school destinations. High-impact model.
<b>Mentoring Plus (Bath)</b>	£4 – £6: £1	Working with vulnerable young people; value from reduced offending and improved wellbeing.
<b>Bristol Youth Mentoring</b>	£6.50: £1	Reported by external social value assessments.
<b>The Prince's Trust (Broader Programme incl. Mentoring)</b>	£3 – £8: £1	Varies by intervention strand; high-value pathways in employment and skills.
<b>Early Intervention Foundation (EIF) Benchmarks</b>	£4 – £11: £1	For evidence-based early intervention programmes with robust theory of change.

**MAPS performs significantly above national averages seen in standardised mentoring interventions** such as Chance UK (£5.05 : £1) or Mentoring Plus (£4–6 : £1), and closely aligns with high-impact models like MCR Pathways (£10 : £1) — despite operating at a broader preventative level with more diverse referral pathways.

**Unlike many peer programmes that focus solely on young people, MAPS generates value for multiple stakeholder groups, including:**

- Young people (emotional wellbeing, confidence, education)
- Families (reduced stress, improved parenting confidence)
- Mentors (wellbeing, skills, employability)
- Professionals and systems (reduced caseload pressure, enhanced interagency working)

This **dual-beneficiary and system-impact approach is a key factor in MAPS achieving a higher-than-average SROI**. The depth and breadth of outcomes, combined with its trauma-informed, relationship-centred delivery model, position MAPS as a high-performing, holistic intervention in the youth and community development landscape.

Additional comparative evaluations from sector sources **further reinforce** MAPS' strong performance. For example, evaluations published by the Centre for Youth Impact and New Philanthropy Capital (NPC) in recent years indicate average returns of £3–£4 per £1 across youth support and mentoring services, depending on cohort and delivery model. Similarly, a 2021 review by Social Value UK of recent SROI submissions found that most third-sector social support programmes report ratios between £2.50–£6 per £1 invested, with higher ratios attributed to multi-stakeholder or dual-benefit models. **These figures place MAPS well within the top tier of social value performance.**

*\*It is also important to note that the reported SROI ratio for MAPS is based on conservative valuation methods and assumptions. All proxies, adjustment factors, and calculations were grounded in best-practice SROI guidance and benchmarked conservatively against sector norms. Moreover, challenges around data completeness, participant follow-up, and measuring longer-term system impacts likely mean that the true social value of MAPS is even greater than estimated. However, to ensure transparency and credibility, only validated, traceable outcome evidence has been included in this analysis.*



# Recommendations

These recommendations integrate previously outlined delivery challenges and stakeholder insights. Each action is designed to be practical, realistic, and impactful in the context of MAPS' delivery in Sutton. Explanations are provided to clarify how each recommendation will improve the programme and benefit service delivery.

## 1

### Strengthen Data Collection Systems and Practice

- Review existing data collection procedures to ensure clarity and consistency across delivery staff and stakeholders.
- Introduce routine checks and staff training to improve data input accuracy in outcome monitoring tools. Improve follow-up data collection mechanisms to better capture long-term impact, especially for young people exiting the programme.
- Consider assigning a data lead or champion internally to support quality assurance and feedback loops.
- Particular focus should be placed on improving data collection from stakeholder groups where engagement has historically been lower or more inconsistent — such as families, young people referred via antisocial behaviour pathways, or those with complex needs — to ensure that all outcomes are equitably captured and valued within the overall impact framework.
- Explore ways to capture qualitative data more systematically — e.g., through structured case study templates or reflective mentor logs — to complement quantitative tracking and deepen insight into impact.



### Benefit:

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Enhances the reliability and accuracy of outcome reporting, supports SROI calculations, and ensures that evidence is robust and credible for both delivery and external reporting purposes.

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# 2

## Targeted Funding Proposals

- Use existing outcome data to create small thematic funding briefs (e.g., youth wellbeing, education re-engagement, system impact).
- Tailor for Sutton Council, local health partners, and community funds. Supplement with 1-page impact infographics or themed case studies.

## Benefit:

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**This approach makes funding applications more compelling and relevant to specific commissioners, increasing the likelihood of long-term, sustained and diversified income streams for MAPS.**

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## Benefit:

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**Strengthens local ecosystem of support, increases referral routes and mentor pathways, and promotes collaborative working culture that benefits both staff and service users.**

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## Practical Collaboration with Local Organisations

- Build practical delivery partnerships with community and voluntary sector organisations, including joint activities, co-hosted mentoring events or cross-referrals.
- Explore secondment or co-location opportunities with youth services or health professionals in Sutton to deepen integration.
- Use shared training and reflective practice sessions to align values and improve cross-sector understanding. Co-design flyers and social media content with input from young people in Sutton.
- Formalise partnership agreements (e.g., MOUs) with key organisations to clarify roles, shared objectives, and referral protocols.

# 3

# 4

## Pre-Engagement Orientation Video

- Create a simple explainer video for young people and families, outlining what mentoring is and what to expect.
- Can be shared by Sutton referrers and reused indefinitely to reduce disengagement and confusion pre-match.

## Benefit:

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**Improves early engagement and clarity, leading to more effective matches and reduced initial session dropout rates.**

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# 5

## Refresh and Localise Mentor Recruitment Strategy

- Create a simple explainer video for young people and families, outlining what mentoring is and what to expect.
- Trial a 'refer a mentor' incentive scheme for current mentors, with light-touch rewards or recognition.
- Continue building on current mentor recruitment efforts, including sustained investment in social media advertising to reach a broad and diverse pool of potential volunteers.
- Expand outreach to new local settings that may not yet be fully utilised to connect with individuals who may not be active on digital platforms.
- Develop more targeted messaging that speaks to varied motivations for volunteering (e.g., career experience, giving back, skill development), and ensure these messages reflect Sutton's community profile.
- Enhance recruitment impact by involving current mentors as peer ambassadors through social content, videos, and in-person community events, offering real stories that showcase the value of the mentoring experience.

### Benefit:

Strengthens mentor pipeline through a blended recruitment approach, balancing digital reach with grassroots presence. Increases community relevance and visibility while leveraging existing mentor voice to build trust and engagement.

**maps** ing, Advocacy support

# Become a Mentor.

*Make a difference.*

- Sutton/surrounding areas ✓
- FREE training and support ✓
- Volunteer** 1 hour a week ✓

**SIGN UP NOW**

<https://vcsutton.org.uk/maps/>  
[maps@vcsutton.org.uk](mailto:maps@vcsutton.org.uk)  
0208 661 5900

# Become a Mentor.

**VOLUNTEER AND GIVE BACK.**

Free training and support provided—volunteer just one hour a week for a year to mentor vulnerable young people in Sutton and surrounding areas.

<https://vcsutton.org.uk/maps/>  
[maps@vcsutton.org.uk](mailto:maps@vcsutton.org.uk)

**maps**



# 6

## Referral Criteria Reminders

- Develop a one-page visual guide to referral criteria and examples. Helps ensure shared understanding and reduce inappropriate referrals from professionals in Sutton.

## Benefit:

**Streamlines referral quality and ensures mentors are matched with appropriate cases, preserving service focus and capacity. Reduces workload for staff by reducing inappropriate referrals**



## Benefit:

**Improves suitability and preparedness of mentees, enhancing early-stage engagement and effectiveness of support.**

## Young Person Readiness Checklist

- Create a simple internal tool to assess mentoring readiness at triage, preventing mismatched expectations and supporting better engagement outcomes from the outset

# 7



8

### Case Complexity Scoring System

- Introduce a red/amber/green case complexity score at triage stage to inform mentor matching and support planning.
- Helps manage emotional risk and provide appropriate supervision levels.

#### Benefit:

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**Enables more appropriate allocation of mentors and more responsive staff planning, ensuring safe and tailored delivery.**

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9

### Visual Dashboards for Funders

- Use simple Excel or Canva dashboards to communicate outcomes to funders and stakeholders. Makes programme impact accessible and more transparent without needing major IT infrastructure changes.
- Even if not for funders, consider tracking your own internal indicators like number of school exclusions prevented, number of escalated safeguarding cases diverted Inter-agency meetings attended

#### Benefit:

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**Improves funder confidence and visibility of impact, supporting reporting and future funding renewals.**

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## Benefit:

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Ensures critical behind-the-scenes coordination work is resourced and recognised as part of delivery outcomes.

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## System Navigation Recognition

- Formally acknowledge and plan time allocation for MAPS staff acting as a bridge between services (e.g., social care, CAMHS, schools).
- Consider tracking coordination time to capture unmeasured value and inform resourcing.

10

## Benefit:

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Provides early warning signs of disengagement and enables more tailored retention strategies.

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## Engagement Continuity Tracking

- Monitor session attendance consistency and reasons for disruption. Use data to adapt engagement strategies and identify support needs for individual young people.
- Explore proactive re-engagement pathways for disengaged mentees — e.g., check-in calls, shorter re-engagement sessions, or temporary group activities before re-matching.

11

Together, these recommendations form a practical and forward-thinking roadmap for strengthening MAPS' delivery, sustainability, and system impact. They respond directly to **identified delivery challenges** and **stakeholder insights**, while also introducing new opportunities for innovation, efficiency, and community engagement. By embedding these actions, MAPS can continue to deliver **high-quality, relational mentoring** that **adapts to local need, builds long-term resilience,** and **maximises social value across Sutton's youth support landscape** as it continues to expand.



# maps

Mentoring, Advocacy  
& Peer Support