



work  
the  
change

## Online Mentorship

### Who we are

Peace Child is a registered UK charity that has been transforming the lives of young people in the UK and globally for over 35 years.

The charity is youth-led and shaped by young people.

In collaboration with Peace Child's highly experienced trainers and mentors, young people develop the projects for those who need it most.

### Overview

The Coronavirus pandemic is bringing with it the worst economic downturn in history. Marginalised young people, particularly those from disadvantaged backgrounds, already face significant challenges in securing work when they leave full time education. These young people risk entering a dangerous cycle of low-self esteem, long-term unemployment and poverty. Peace Child acts before young people become trapped in this cycle.

Peace Child's bespoke 6-week mentoring course is tailored to empower young people to fulfil their potential. Participants are put into groups of 5-6 young people and receive tailored online support from a mentor for one hour a week, either within the school day or as an extra-curricular activity during the evening or weekends.

The mentors are highly trained and all of them are DBS checked and vetted by Peace Child. Peace Child has excellent and robust child safeguarding processes in place to ensure the safety of everyone who takes part in the online mentoring scheme.



Peace Child International  
empowering young people

# The aims of the project are

To provide young people with:

- an understanding of the school to work transition
- the tools to improve their self-esteem and self-awareness
- an understanding of their own strengths and weaknesses
- a rigorous understanding of how to fill gaps in their own skills and experience
- an understanding of what employers look for
- an understanding of where to get resources to support lifelong learning and self-improvement

Students who take part in the mentorship programme are supported to develop a road map for their future. They also receive a certificate of completion which can be used to demonstrate their commitment.



# Educational Framework

The project has been developed in close collaboration with educational experts. As such, it has been specifically designed to enhance the national curriculum and meets national targets and it is embedded in the Ofsted framework:

- **The KS3/4 National Curriculum:** “Every state-funded school must offer a curriculum which is balanced and broadly based and which prepares pupils at the school for the opportunities, responsibilities and experiences of later life”.
- **Government’s Requirements for Career Guidance in Schools:** Providing access to a range of activities that inspire young people to develop the character and confidence needed to build a successful career. “A clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work. Schools should help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.”
- **OFSTED Framework:** “Inspectors will make a judgement on the personal development, behaviour and welfare of students by evaluating the extent to which the provision is successfully promoting and supporting children’s and other learners:
  - Pride in achievement and commitment to learning, supported by a positive culture across the whole provider.
  - Self-confidence, self-awareness and understanding of how to be a successful learner.
  - Employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training.
  - Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain”.
- **EEF Meta-cognition and Self-regulation:**  
Sometimes known as ‘learning to learn’ approaches, helping learners to think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.



# Results

Peace Child has developed this project working closely with young people across the UK and so far have reached over 2,000 young people with a project similar to this. The impact for the young people has been dramatic:



**83.3%** said the project helped them understand what they are capable of.



**90%** of students said the project helped them learn how to set goals for themselves.



**100%** of students said it helped them understand how to come across in interviews.



**95%** of students said the project helped them to be more confident when presenting.

Peace Child has also received excellent feedback from students, teachers and parents. Here is a selection of some of the feedback regarding the impact of the training:

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## Teacher

“The resources are written in a really accessible and warm way that the students respond to. Many students said that the resources sounded ‘true’ and like they were written by people who understood their anxieties with practical solutions to their problems.”

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## Student

“This has really helped me gain confidence in speaking in front of people and has helped me develop my skills in teamwork and communicating with other people. I really enjoyed today’s sessions and yesterday because I’ve learnt a lot”

Visit our website

<https://peacechild.org/work-the-change/>



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