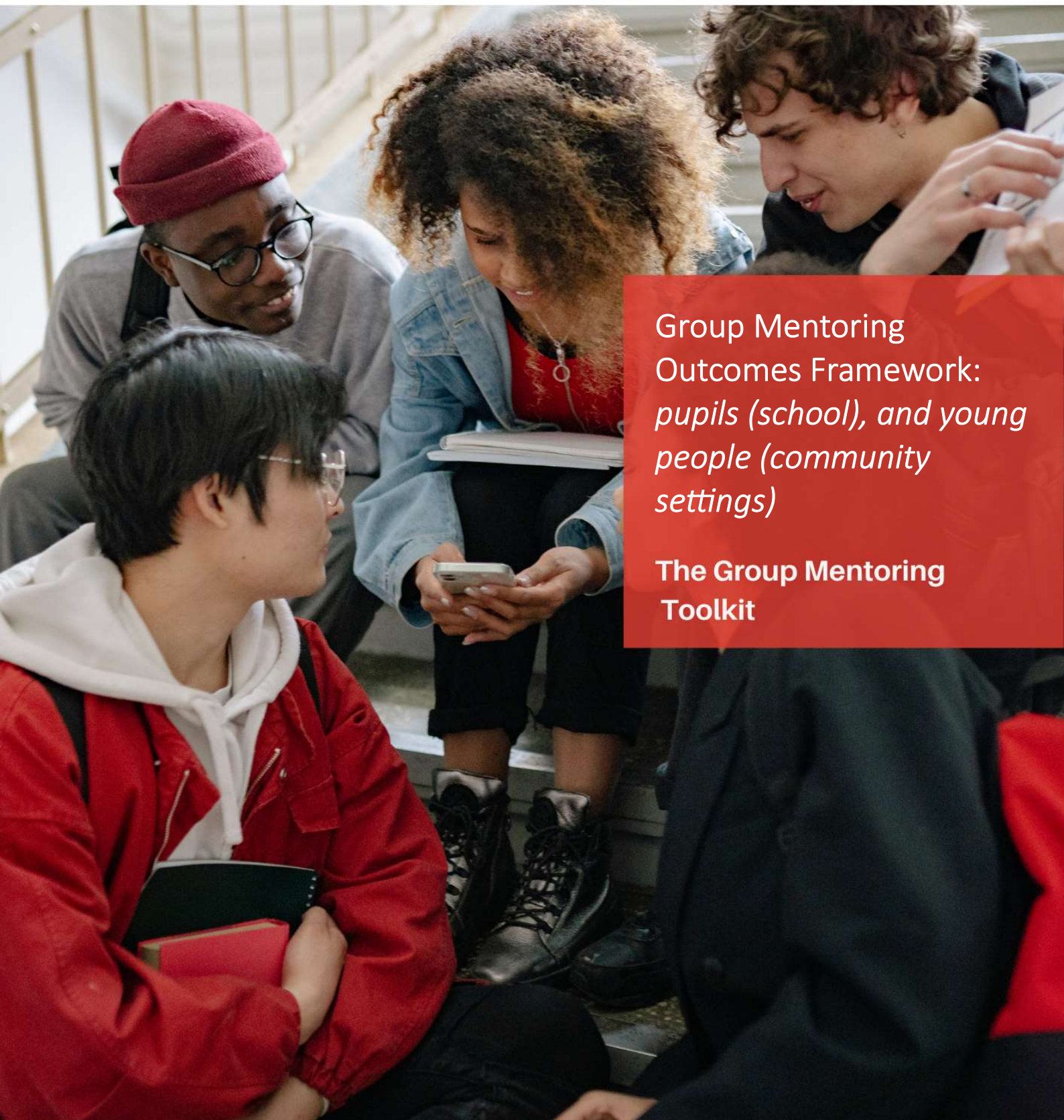




Group Mentoring
Outcomes Framework:
*pupils (school), and young
people (community
settings)*

**The Group Mentoring
Toolkit**

1. About this framework

This framework sets out the outcomes and indicators that organisations delivering group mentoring in school and community settings can use to measure how young people change as a result of the work you do. The outcomes in this group mentoring framework have been developed using evidence from mentoring practice as well as the research literature. Group mentoring sessions aim to change young people's behaviours, attitudes, and personal skills through facilitated discussion in non-formal education settings (rather than formal lessons). The mechanism through which group mentoring works is *peer-to-peer interaction*, where young people reflect on shared experiences, encounter alternative perspectives, and reconsider interpretations of their behaviour, their relationships, and the choices they make. For this reason, the frameworks presented here measure both the *developmental* outcomes associated with group mentoring and the *interactive mechanisms* through which those outcomes are expected to emerge. In practice, this means that organisations may wish to measure not only what changes for young people over time, but also how change develops through participation, peer interaction, facilitated discussion, reflection, engagement across sessions, relational safety, and openness within group environments. The outcomes presented below measure change in ten developmental areas that can be adapted across school and community mentoring contexts:

Emotional awareness and regulation; Behavioural self-regulation in group settings; Peer relationships and interaction; Sense of belonging within structured environments; Participation in structured activity and engagement; Decision-making and problem-solving; Communication and reflective capacity; Identity, confidence and agency; Future orientation and motivation; and Reduced involvement in harmful or escalatory behaviour. They are not intended as fixed technical categories, but as organising constructs that can be adapted across different mentoring contexts and evaluation approaches.

1.1. Delivery setting matters: A note on evaluating school-based mentoring programmes

Where group mentoring interventions are delivered in schools, organisations should also measure the impact that mentoring has on teachers and on the whole school itself. Schools function as complex ecologies with overlapping areas of impact: pupils' impact on teachers and their peers, and through these, the classroom as a teaching environment; in combination, these affect the whole school environment. Research exploring school wellbeing and participation within wider school ecologies has shown that pupils' sense of belonging, emotional safety, and participation within school environments are associated with improvements in the wider school environment and relationships within it (Langford et al., 2014; Viner et al., 2025). It is therefore important for group mentoring to be assessed not only as an effective means of addressing the direct needs of dysregulated pupils, but also, through them, the impact on the wider teaching and school environments they return to post-mentoring. Research examining participatory school environments has also shown that schools operate through overlapping relational systems involving pupils, teachers, families, and wider institutional processes rather than isolated classroom interactions alone (Salamon, 2020). Likewise, studies examining whole-school wellbeing approaches suggest that pupil behaviour, peer relationships, teacher practice, and school culture interact within wider educational ecologies rather than functioning as separate domains of change (Langford et al., 2014).

The frameworks presented here, while intentionally focused on pupil-level developmental change (and the mechanisms through which change is expected to emerge) these need to be read against the teachers and whole school frameworks in this toolkit.

1.2. How this framework was developed

This pupil/young persons framework was developed by combining findings from a research review of academic literature relating to the evaluation of group mentoring programmes, alongside and analysis of mentoring funder frameworks, and a review of outcomes in use by grassroots mentoring organisations. Interviews with mentoring practitioners and young people participating in mentoring programmes were used to corroborate individual outcome areas, and to strengthen the indicator descriptions. From these sources, a set of developmental outcomes was constructed – each describing an asset, strength, or personal characteristic that group mentoring interventions should aim to build through young people’s engagement. Once constructed, each outcome was then analysed (in more technical terms, a process termed ‘*conceptualisation*’) to understand what it would mean for an organisation delivering group mentoring to young people still in touch with statutory services such as school and therefore, while at risk of disengagement, were still sufficiently supported to place them at a low-medium risk of this happening. This reflects wider approaches within social research and evaluation in which broad concepts are first defined conceptually before being translated into observable forms suitable for measurement (Adcock & Collier, 2001). Based on this analysis, each outcome was unpacked into a set of measurement indicators. Measurement indicators are essentially statements of what someone would ‘expect to see’ if an outcome was being achieved in practice. This process, termed ‘*operationalisation*’, effectively translates each outcome into a measurable form that can be used to inform data collection and reflects established approaches to measurement development within evaluation and social inquiry research (Adcock & Collier, 2001).

1.3. What this framework measures

Ten outcomes were identified through the research stage. Table 1, below, shows each outcome, how it was conceptualised for school-based and community-based group mentoring programmes, and the academic studies that informed this through the

review. See Appendix 1 for the school-based group mentoring framework and Appendix 2 for the community-based group mentoring framework.

Table 1 – Outcome development across school-based and community-based group mentoring frameworks

Outcome	Schools: conceptualisation ('what this means to us')	Community: conceptualisation ('what this means to us')	Source
Emotional regulation	Improved recognition and management of emotions in group and classroom situations	Improved recognition and management of emotions within group and community environments	Bouchard & Wong (2025); Raposa et al. (2019); DuBois et al. (2011); Rhodes (2008)
Managing behaviour	Improved ability to remain settled, follow expectations, and respond appropriately to boundaries within shared learning environments	Improved ability to remain settled, follow expectations, and respond appropriately to boundaries within shared group and community environments	Raposa et al. (2019); DuBois et al. (2011); Rhodes (2008)
Peer relationships	Improved capacity to interact constructively with peers, listen to others' perspectives, and participate safely in group discussion	Improved capacity to interact constructively with peers, listen to others' perspectives, and participate safely in group discussion	Kuperminc et al. (2019); Bouchard & Wong (2025); Raposa et al. (2019); DuBois et al. (2011); Mercer & Howe (2012)
School belonging / Community belonging and connection	Improved sense of acceptance, safety, and connection within the school environment	Improved sense of acceptance, safety, and connection within wider peer and community environments	Kuperminc et al. (2019); Huizing (2012); Langford et al. (2014); Troy et al. (2022); Viner et al. (2025); Farruggia et al. (2011)
Learning engagement / Engagement in structured activity	Improved ability to take part in structured classroom activity and remain engaged in learning tasks	Improved ability to participate in structured activities and remain engaged across sessions and community environments	Kuperminc et al. (2019); Huizing (2012); DuBois et al. (2011); Langford et al. (2014)
Decision-making	Improved ability to make considered choices and respond constructively to challenges and conflict situations	Improved ability to make considered choices and respond constructively to challenges and conflict situations	Kuperminc et al. (2019); Raposa et al. (2019); Mercer & Howe (2012)
Communication and reflection	Improved ability to express views appropriately, reflect on experiences, and	Improved ability to express views appropriately, reflect on experiences, and	Kuperminc et al. (2019); Huizing (2012); Mercer & Howe (2012); Jones & Brady (2022)

	consider alternative perspectives	consider alternative perspectives	
Identity and agency	Improved confidence in personal identity, strengths, and capacity to influence behaviour and choices	Improved confidence in personal identity, strengths, and capacity to influence behaviour and choices	Huizing (2012); Rhodes (2008); Goldner & Ben-Eliyahu (2021); Boering et al. (2024)
Future motivation / Positive pathways	Improved awareness of future consequences and motivation to remain engaged in positive school pathways	Improved awareness of future consequences and motivation to remain engaged in positive pathways and community participation	Huizing (2012); Raposa et al. (2019); DuBois et al. (2011)
Reduced harmful behaviour	Reduced frequency or intensity of behaviours that disrupt lessons or lead to sanctions or exclusion	Reduced frequency or intensity of behaviours that disrupt participation, relationships, or engagement within community environments	Raposa et al. (2019); DuBois et al. (2011)

Through the process of identifying outcomes, understanding them through the process of conceptualisation, and then translating these into measurable indicators, the framework is able to capture changes in peer interaction, behaviour in group settings, and engagement with structured learning environments. It identifies development in emotional regulation, decision-making, reflective capacity, and confidence in school roles. It distinguishes mentoring-related change from longer-term attainment, attendance, and behaviour-system indicators. It also supports interpretation of mentoring progress alongside safeguarding, behaviour, and participation data collected elsewhere, because these are the areas of change most directly influenced through facilitated peer interaction during structured group mentoring programmes and are therefore the forms of change that can reasonably be expected to emerge over the course of delivery.

Research examining school-based mentoring interventions similarly suggests that mentoring programmes may support emotional, behavioural, relational, and educational development through relationship quality, participation, and structured

interaction over time (Rhodes, 2008). Studies examining mentoring relationships and non-formal learning further suggest that identity development, reflective participation, and social learning are often shaped through dialogue, peer interaction, and wider social context (Goldner & Ben-Eliyahu, 2021; Jones & Brady, 2022). Research examining school wellbeing and mentoring within wider ecological contexts also highlights the importance of belonging, participation, emotional safety, and youth agency within school and community environments (Viner et al., 2025; Farruggia et al., 2011; Boering et al., 2024).

1.4. Outputs, outputs, and indicators

Programmes typically generate a range of different types of information during delivery. This includes attendance records, participation data, session notes, safeguarding information, behaviour records, and other forms of monitoring collected as part of routine practice. Not all of this information provides evidence of impact. Some data describe whether delivery took place as intended and whether young people remained engaged across sessions. These forms of evidence are important for understanding the quality and consistency of delivery, but they do not in themselves demonstrate change. For this reason, outcomes frameworks distinguish between evidence describing delivery and evidence describing development:

- **Outputs describe delivery activity.** They record what was provided through the programme, such as the number of sessions delivered, levels of attendance, duration of engagement, and participation in group work. Outputs describe the scale and structure of delivery rather than change.
- **Outcomes describe the areas of psychosocial development that group mentoring is expected to support.** They set out the forms of change that may reasonably occur through participation in structured peer discussion and guided reflection over time.

- **Indicators describe how this change becomes visible in practice.** They are expressed as statements about what a young person can do, does do, or reports over time, and provide a structured basis for monitoring progress through practitioner observation, session records, and pupil reflection.

Overall, outputs, outcomes, and indicators allow organisations to distinguish between the quality of delivery and the quality of impact, and to interpret whether participation in group mentoring is associated with observable change in the areas the programme is intended to influence.

2. What group mentoring involves

Group mentoring is delivered through structured small-group sessions in school and community settings in which mentors facilitate discussion, reflection, and shared exploration of experiences. Sessions are typically organised around themes, scenarios, activities, games, or presentation materials designed to encourage discussion rather than formal teaching or curriculum delivery. Materials are generally used as prompts for conversation rather than as content to be completed.

Groups are commonly organised around similar age groups, year groups, or shared needs, with mentors adapting delivery in response to the maturity, behaviour, and dynamics of participants. Sessions frequently explore issues directly relevant to young people's lives, such as peer conflict, social media, relationships, emotional reactions, identity, behaviour, and decision-making. In practice, mentors often balance structured activities with open discussion, allowing young people to relate topics to their own experiences and respond to one another within the group.

In school settings, group mentoring is commonly linked to classroom participation, behaviour, emotional regulation, peer relationships, and engagement with learning. Sessions are therefore often aligned to wider school participation goals and may

focus on helping pupils reflect on conflict, emotional triggers, classroom behaviour, communication, or relationships with peers and staff.

In community settings, group mentoring is more commonly linked to participation in structured activities, community belonging, peer dynamics, decision-making, and engagement in positive pathways beyond school. Community-based group mentoring is also often used as an early intervention or diversionary response for young people displaying anti-social behaviour, low-level offending, conflict, or emerging risk behaviours who may not yet require more intensive one-to-one mentoring or statutory intervention. While the underlying mentoring processes remain similar, community-based provision therefore often places greater emphasis on engagement in positive activities, relationships within wider peer and community environments, and reducing harmful or escalatory behaviour outside formal education settings. Across both settings, mentors are responsible for facilitating discussion, encouraging participation, maintaining boundaries, and creating a relationally safe environment in which young people feel comfortable contributing. As familiarity develops across sessions, young people often become increasingly comfortable participating in discussion, relating topics to their own experiences, and seeking reassurance, advice, or support from mentors and peers.

3. How group mentoring works

Group mentoring operates primarily through facilitated peer interaction rather than through curriculum delivery or formal instruction. Evidence from research literature suggests that change within group mentoring programmes emerges through participation in discussion, exposure to alternative perspectives, shared reflection, and the development of relationally safe group environments over time (Kuperminc et al., 2019; Raposa et al., 2019). Within this process, young people are encouraged to describe experiences, reflect on behaviour, reconsider interpretations of situations, and respond to peers within a structured but discussion-led environment.

Research examining group mentoring delivery similarly identifies peer interaction, group participation, mentor facilitation, and shared discussion as central mechanisms shaping how young people engage within mentoring groups (Herrera et al., 2002). Rather than learning primarily through direct instruction from mentors, young people learn through observing, responding to, and interacting with peers within the group setting. Interaction between participants therefore provides the primary context for reflection and social learning, allowing young people to compare perspectives, test interpretations, and reconsider responses to situations encountered within school and community environments.

As trust develops across sessions, discussion typically becomes more open, enabling young people to engage more directly with the emotional, social, and behavioural drivers shaping their behaviour and participation within wider environments (Kuperminc et al., 2019). Mentors play a central role in establishing a predictable and relationally safe group space and in guiding discussion in response to emerging group dynamics. Change is therefore expected to arise through the interaction between peer dialogue, facilitated reflection, and mentor judgement rather than through the delivery of fixed content.

Research examining mentoring relationships further suggests that developmental change is often shaped through participation, relational consistency, and opportunities for reflection within supportive environments (Rhodes, 2008; Goldner & Ben-Eliyahu, 2021). Studies of non-formal learning and school wellbeing similarly suggest that participation, emotional safety, peer interaction, and social learning play an important role in supporting engagement and development within wider school and community ecologies (Jones & Brady, 2022; Viner et al., 2025).

4. What outcomes are relevant to group mentoring

The outcomes presented in this framework represent the areas of change most commonly associated with group mentoring interventions for young people. They have been identified through a combined review of the group mentoring evidence base, commissioner outcomes frameworks, practice frameworks used by grassroots mentoring organisations, and interviews with young people and mentoring practitioners, which together indicate a consistent set of psychosocial domains within which group mentoring is expected to contribute to change over time (Kuperminc et al., 2019; Raposa et al., 2019; Goldner & Ben-Eliyahu, 2021).

The table in this section summarises these outcome areas using a set of working headings. These headings provide a practical structure for organising mentoring evidence, but they should not be understood as fixed terminology.

The same areas of change are often described differently across evaluation studies, commissioning frameworks, schools, youth services, safeguarding systems, and community delivery settings (Albright, Hurd & Hussain, 2017; Farruggia et al., 2011; Huizing, 2012). For example:

- **Emotional regulation:** emotional literacy; emotional self-management; coping skills; affect regulation; managing emotional responses in groups (Rhodes, 2008; Raposa et al., 2019; Bouchard & Wong, 2025)
- **Managing behaviour:** behavioural self-regulation; impulse control; behaviour in shared environments; managing conduct in group settings (Raposa et al., 2019; DuBois et al., 2011; Rhodes, 2008)
- **Peer relationships:** peer interaction; social skills; prosocial interaction; collaborative participation; relational connectedness (Kuperminc et al., 2019; Mercer & Howe, 2012; Bouchard & Wong, 2025)
- **School belonging / Community belonging and connection:** connectedness; inclusion; participation; feeling safe within structured environments; social

belonging (Huizing, 2012; Langford et al., 2014; Viner et al., 2025; Farruggia et al., 2011)

- **Learning engagement / Engagement in structured activity:** participation; classroom engagement; engagement in positive activities; sustained participation (Kuperminc et al., 2019; Huizing, 2012; Langford et al., 2014)
- **Decision-making:** judgement; consequence awareness; problem-solving; behavioural reasoning; reflective decision-making (Kuperminc et al., 2019; Raposa et al., 2019; Mercer & Howe, 2012)
- **Communication and reflection:** reflective capacity; discussion skills; perspective-taking; reflective dialogue; social learning (Mercer & Howe, 2012; Jones & Brady, 2022; Kuperminc et al., 2019)
- **Identity and agency:** confidence; self-efficacy; positive identity; youth agency; empowerment (Goldner & Ben-Eliyahu, 2021; Rhodes, 2008; Boering et al., 2024)
- **Future motivation / Positive pathways:** future orientation; aspiration; pathway engagement; positive participation; progression (Huizing, 2012; Raposa et al., 2019; DuBois et al., 2011)
- **Reduced harmful behaviour:** conflict reduction; behavioural de-escalation; reduced disruptive behaviour; reduced risk behaviour (Raposa et al., 2019; DuBois et al., 2011)

For this reason, the headings used in the framework should be interpreted as organising categories rather than prescriptive labels. They are intended to support consistent measurement of mentoring-related progress while remaining compatible with locally defined outcome frameworks and the different terminology used across school, community, safeguarding, and commissioning environments (Goldner & Ben-Eliyahu, 2021; Raposa et al., 2019).

5. Hard and soft outcomes

This framework focuses on so called ‘soft’ outcomes. These are the areas of development that group mentoring is most directly expected to influence through participation in facilitated peer discussion, structured group interaction, and shared reflection over time. They include changes in emotional regulation, behaviour in group settings, peer relationships, belonging within structured environments, participation in structured activity, decision-making, communication and reflection, identity and agency, future motivation, and reduced harmful behaviour.

Hard outcomes describe wider changes in a young person’s circumstances that group mentoring may contribute to but does not produce on its own. These can include reductions in offending, improved school attendance, reduced exclusions, improved participation in learning, reduced safeguarding concerns, sustained engagement in positive activities, movement into education, training or employment, or reduced involvement with statutory services. Information on these areas is usually drawn from external monitoring systems rather than collected through this framework itself.

At the reporting stage, evidence from this framework is considered alongside wider contextual information collected within the environments in which mentoring is delivered. Because this framework contains both a school-based and a community-based outcomes framework, the types of wider ‘hard’ data used to interpret developmental change will differ depending on the delivery setting. School-based mentoring programmes, for instance, will typically examine developmental change alongside attendance, exclusions, behaviour incidents, safeguarding concerns, and participation in learning. Community-based mentoring programmes, while operating through similar mentoring processes, will more commonly examine developmental change alongside sustained engagement in activities, police contact, safeguarding involvement, participation in positive pathways, or wider community engagement.

Table 2 – Hard and soft outcomes

Setting	Examples of wider ‘hard’ data	Typical data source
School-based group mentoring	Attendance; exclusions; behaviour incidents; safeguarding concerns; participation in learning	School MIS systems; behaviour systems; safeguarding records; attendance records; teacher reports
Community-based group mentoring	Sustained engagement in activities; police contact; safeguarding involvement; participation in positive pathways; community engagement	Youth service monitoring systems; safeguarding records; youth justice/police information sharing; programme participation records

This allows programmes to examine whether progress within mentoring is associated with wider changes over time, without treating those wider changes as direct outputs of group mentoring alone.

Hard outcomes are also sometimes used by commissioners as targets or key performance indicators. These measures are important for accountability and contract monitoring, but they do not form part of the outcomes framework itself. The purpose of this framework is to describe and measure the areas of change that group mentoring can reasonably be expected to influence directly, so that this evidence can be interpreted alongside wider indicators of longer-term impact.

6. The Outcomes Framework

The tables below set out the core outcome areas associated with group mentoring for young people across both school-based and community-based settings. These outcome areas were identified through a review of group mentoring research literature, commissioner outcomes frameworks, practice frameworks used by grassroots mentoring organisations, and interviews with young people and mentoring practitioners. Together, these sources indicate a consistent set of psychosocial

domains within which group mentoring is expected to contribute to change over time.

Because group mentoring is delivered across different environments, the framework is presented in two forms: a school-based group mentoring framework and a community-based group mentoring framework. While both are underpinned by the same mechanisms of facilitated peer interaction, shared reflection, participation in discussion, and relational safety, the specific forms of developmental change expected within each setting differ according to the wider environment in which mentoring takes place.

The headings used in the tables provide a practical structure for organising evidence about mentoring-related progress while remaining compatible with alternative terminology used across local delivery settings, schools, community organisations, safeguarding systems, and commissioning frameworks. The framework is therefore intended to support consistent measurement of developmental change while allowing organisations to adapt terminology and reporting structures to fit local contexts and existing outcome systems.

Appendix 1 - The Pupil Group Mentoring Framework

Emotional regulation	Managing behaviour	Peer relationships	School belonging	Learning engagement	Decision-making	Communication and reflection	Identity and agency	Future motivation	Reduced harmful behaviour
<i>The young person can describe how they are feeling in challenging situations</i>	<i>The young person can follow agreed group expectations</i>	<i>The young person can listen to others' perspectives during discussion</i>	<i>The young person reports feeling accepted within the school environment</i>	<i>The young person takes part in structured classroom activity</i>	<i>The young person can make considered choices in challenging situations</i>	<i>The young person can express views appropriately</i>	<i>The young person shows confidence in strengths and abilities</i>	<i>The young person recognises consequences of decisions</i>	<i>The young person shows reduced lesson disruption</i>
<i>The young person recognises emotional triggers before reacting</i>	<i>The young person remains settled during structured sessions</i>	<i>The young person contributes appropriately in group activities</i>	<i>The young person shows increased trust in peers within group activity</i>	<i>The young person remains engaged in learning tasks</i>	<i>The young person applies problem-solving strategies</i>	<i>The young person reflects on experiences during discussion</i>	<i>The young person articulates a clearer sense of identity in school roles</i>	<i>The young person expresses motivation to remain engaged in school pathways</i>	<i>The young person shows reduced escalation in peer conflict</i>
<i>The young person shows reduced reactive responses in group settings</i>	<i>The young person responds appropriately to boundaries set by adults</i>	<i>The young person interacts respectfully with peers</i>	<i>The young person reports feeling comfortable participating in class or group discussion</i>	<i>The young person sustains participation across sessions</i>	<i>The young person responds constructively to conflict</i>	<i>The young person considers alternative perspectives before responding</i>	<i>The young person recognises personal strengths in managing behaviour or relationships</i>	<i>The young person describes links between present choices and future outcomes</i>	<i>The young person shows reduced behaviours leading to sanctions or exclusion</i>
<i>The young person can use strategies to manage emotional responses in group situations</i>		<i>The young person can work constructively with peers during shared tasks</i>	<i>The young person identifies at least one trusted adult in school</i>	<i>The young person completes structured tasks within sessions</i>		<i>The young person uses reflective language to describe situations differently over time</i>	<i>The young person shows increased confidence contributing to group discussion</i>	<i>The young person expresses interest in continuing engagement with positive activities</i>	<i>The young person shows reduced involvement in conflict situations during sessions</i>

Appendix 2 – Community-Based Group Mentoring Framework

Emotional regulation	Managing behaviour	Peer relationships	Community belonging and connection	Engagement in structured activity	Decision-making	Communication and reflection	Identity and agency	Future motivation	Reduced harmful behaviour
<i>The young person can describe how they are feeling in challenging situations</i>	<i>The young person can regulate behaviour during group activities</i>	<i>The young person can listen to others' perspectives during discussion</i>	<i>The young person reports feeling accepted within group or community environments</i>	<i>The young person takes part in structured group activities</i>	<i>The young person can make considered choices in challenging situations</i>	<i>The young person can express views appropriately within group discussion</i>	<i>The young person shows confidence in strengths and abilities</i>	<i>The young person recognises consequences of decisions</i>	<i>The young person shows reduced involvement in conflict situations</i>
<i>The young person recognises emotional triggers before reacting</i>	<i>The young person responds appropriately to boundaries within group settings</i>	<i>The young person contributes appropriately in group activities</i>	<i>The young person shows increased trust in peers within group activity</i>	<i>The young person sustains engagement across sessions</i>	<i>The young person applies problem-solving strategies in difficult situations</i>	<i>The young person reflects on experiences during discussion</i>	<i>The young person articulates a clearer sense of identity and role within positive environments</i>	<i>The young person expresses motivation to remain engaged in positive activities or pathways</i>	<i>The young person shows reduced escalation during peer conflict</i>
<i>The young person shows reduced reactive responses in group settings</i>	<i>The young person remains settled during structured activities</i>	<i>The young person interacts respectfully with peers</i>	<i>The young person reports feeling comfortable participating in group discussion</i>	<i>The young person participates consistently in shared tasks or activities</i>	<i>The young person responds constructively to disagreement or challenge</i>	<i>The young person considers alternative perspectives before responding</i>	<i>The young person recognises personal strengths in managing relationships or situations</i>	<i>The young person describes links between present choices and future outcomes</i>	<i>The young person shows reduced involvement in behaviours placing themselves or others at risk</i>
<i>The young person can use strategies to manage emotional responses in group situations</i>		<i>The young person can work constructively with peers during shared tasks</i>	<i>The young person identifies at least one trusted adult or mentor</i>	<i>The young person completes structured activities within sessions</i>		<i>The young person uses reflective language to describe situations differently over time</i>	<i>The young person shows increased confidence contributing within group environments</i>	<i>The young person expresses interest in continued participation in positive community activity</i>	<i>The young person shows reduced involvement in harmful peer dynamics</i>

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