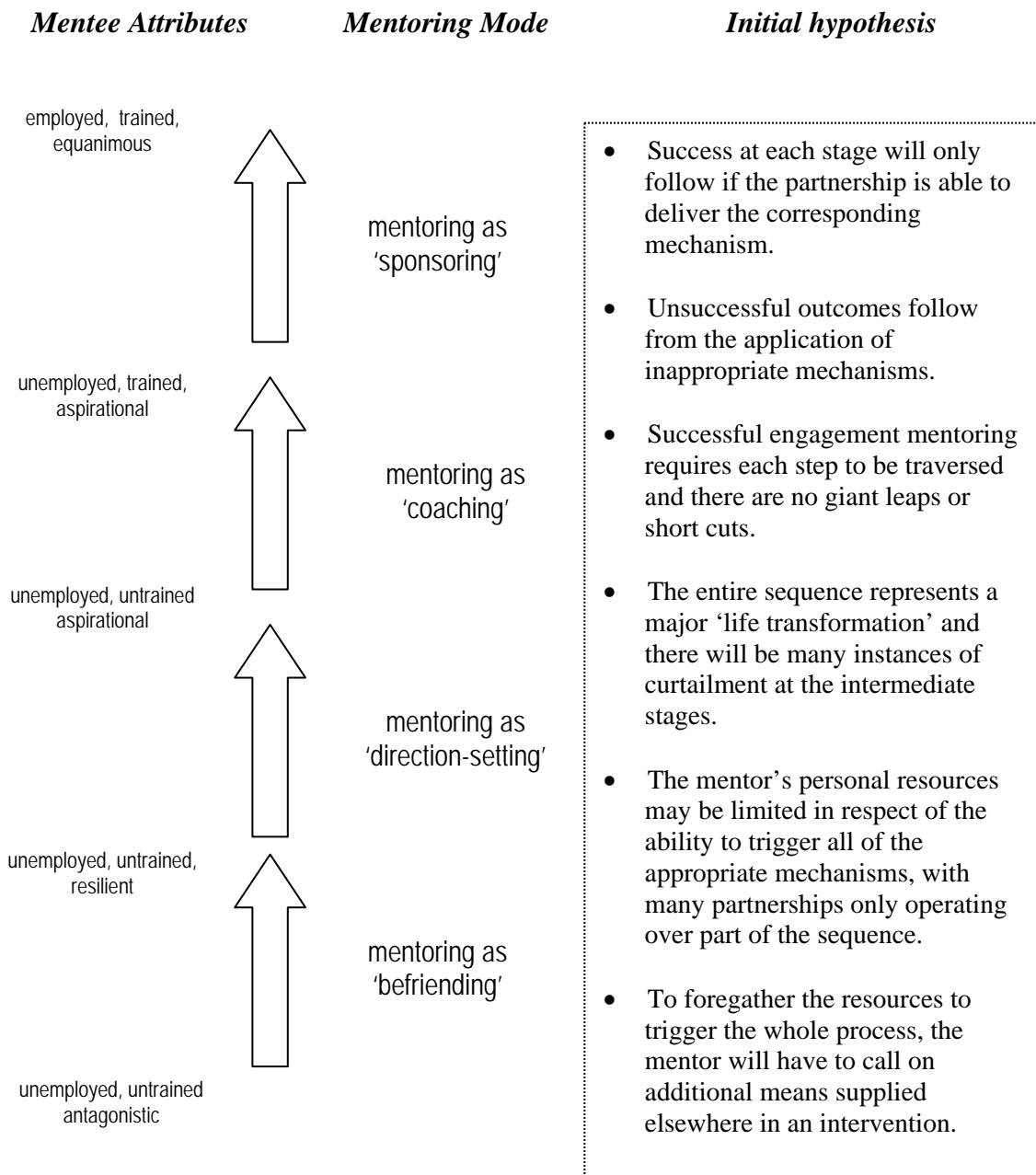


**Figure 6.1: Initial model of ‘engagement mentoring’**



**Table 6.1: Correlations between predictor measures reported outcomes**

<b>Predictor measure</b>	<b>Perceived benefit Youth report</b>	<b>Relationship continuation</b>
Quality of training	-.10	-.06
Mentor efficacy	.31*	.11
Programme staff support	.09	.21
Relationship obstacles	.04	-.19
Mentor/youth contact	.38**/.42**	.24/.18
Relationship closeness	.29*/.60***	.50***/.29*
Discussion – youth behaviour	.24/.19	.04/.15
Discussion – youth relationships	.16/.17	.17/.22
Discussion – casual conversation	.27/.14	.19/.27
Discussion – social issues	.18/.07	-.06/.23
Activities – sports/athletic	.13/.38**	.26/.31*
Activities – recreation/non-athletic	.29*/.32*	.27/.26
Activities – educational/cultural	.30*/.44**	.13/.26

The cells with dual scores refer to predictor variables that are rated separately by mentors/mentees.  
Significance levels indicated by \*/\*\*/\*\*\*

**Table 6.2: Main activity at beginning and end of programme**

	<b>Beginning %</b>	<b>End %</b>	<b>% Change</b>
<i>Participants</i>			
Attending school	38	21	-17
Attending further/higher education	6	25	+19
Training scheme or employment	6	17	+11
Regular truanting	10	5	-5
Excluded from school	11	5	-6
Not in education, employment or training	30	28	-2
<i>Non participants</i>			
Attending school	47	38	-9
Attending further/higher education	15	18	+3
Training scheme or employment	7	12	+5
Regular truanting	7	1	-6
Excluded from school	4	0	-4
Not in education, employment or training	20	32	+12

**Figure 6.2: Path model of direct and indirect effects of mentoring**

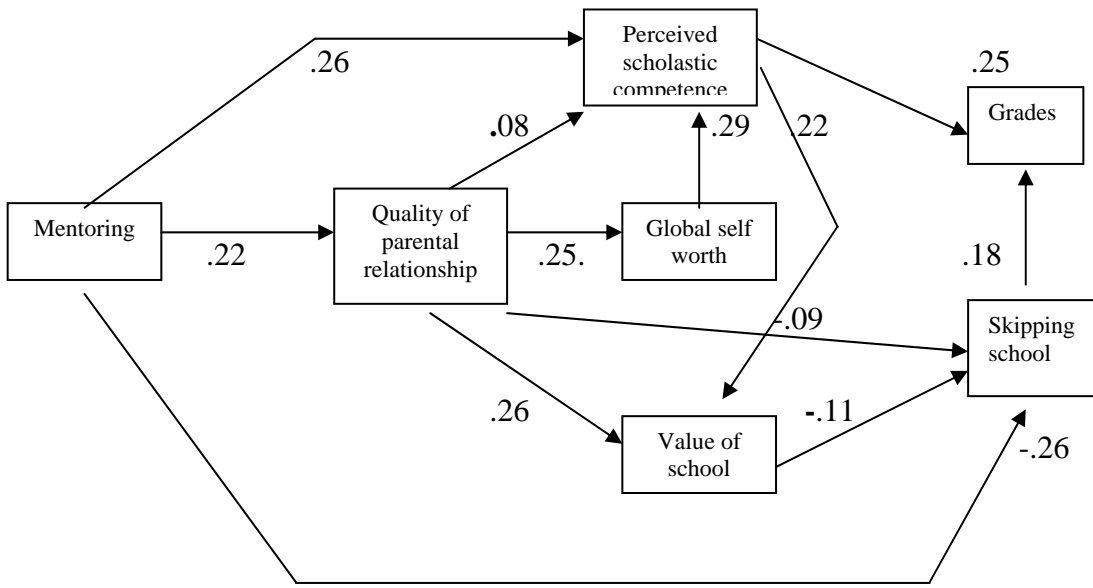


Figure 6.3: Pathways of youth mentoring

