



“What Hanover offers is innovative and completely different to the mentoring model. The key differentiator is the precision, which is used both in eliciting and in long term support of (student clients’ self engendered) positive behavioural change ”

(Funder 2004.)

The Hanover Foundation provides a tried and tested professional service that is in great demand and demonstrably much needed by young people today.

- We supply rigorous training and supervision to our coaches and have an efficient delivery model.
- We use 85% of our income on delivery.
- We never let our clients down.
- We get results.

All this work could not have been achieved without tremendous support from our sponsors. These include private individuals, charitable trusts, corporate enterprise and the DfES London Challenge.

Companies involved have included:

- Deutsche Bank
- GlaxoSmithKline
- HBOS plc
- Lloyds TSB
- Marks and Spencer plc
- Penna plc
- Sainsbury’s Magazine
- Sony

Trusts involved have included:

- City Parochial Foundation
- Garfield Weston Foundation
- John Lyons Charity
- The Company of Actuaries Charitable Trust Fund
- The Drapers’ Charitable Fund
- The Paul Hamlyn Foundation
- The Raine Trust
- SHINE Trust
- Henry Hoare Foundation

With your support we can continue to
Work with Young People, Transforming Aspiration, Raising Achievement

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Trustees

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WORKING WITH YOUNG PEOPLE, TRANSFORMING ASPIRATION, RAISING ACHIEVEMENT



“ I am absolutely sure that you’ve got a role to play. The Hanover Foundation and coaching will be the thing that made the difference. ”

Rt Hon Estelle Morris MP - Patron of Hanover Foundation. June 2003

“We need to unlock everyone’s diverse capabilities. This doesn’t mean one to one tuition, it does mean responding to the individual needs of children who are stuck, bored or demotivated and re-engaging them with the education system.”

Alan Johnson, Secretary of State for Education said on 25th May 2006

“I like coming to see you because I feel you don’t just see me as a student”

(Student Client 2006)

“ He learned to think before reacting. Rather than shouting and getting aggressive, he thought about different ways of handling things. He got into a lot less trouble and was just nicer to be around. I think the turning point was when he started to worry more about work than getting into trouble. He’s doing really well on a catering course now.”

(Parent of student client 2004)

In its 2003 paper “The London Challenge, Transforming Secondary Schools”, the DFES outlines its aspiration “to widen DFES Programmes, to put resources where they are most needed, and to address very individual issues including those of boys and underperforming ethnic minority groups, pressures on behaviour and low aspirations”.

Paul Cooper (Barnados, “We can work it out” 2001) also suggests that between 10% and 20% of school age children suffer from social, emotional and behavioural difficulties, and that the prevalence of problems reaches its peak in adolescent years.

The issue remains key today



"It made me realise that there was more out there than school, college and uni. I did a hairdressing and business course and have set up my own salon. I had very sound advice and guidance by someone who recognised my potential and saw me as an individual."

(Student Client 1999)



The Hanover Foundation believes that all young people should be given the opportunity to achieve their goals and ambitions

"I have found the strategies I discussed with my coach have helped me through school and since. They have really helped me to make some of the right choices and deal with the difficult knock backs in life"

(Student Client 2003)

"Hanover made me realise that I was a confident person and I could do well. I'd just lost sight of that."

(Student client 2002)

"I have found out for certain what I want to do when I leave school. The Hanover programme put me back on track to continue working."

(Student Client 2005)

"My daughter wouldn't go to school and I ended up taking her in for her first two coaching sessions. She only attended school about half the time. I don't know what they talked about but she started to get her confidence back. She talked through ways to cope with the things that were getting her down and how to cope with school. The support from her coach and some of her teachers helped get her back into school. She saw her coach all through year 10 and into year 11 when her attendance was 98%."

(Parent of student client 2003)



Whatever the background or intellectual ability of our student clients, we at the Hanover Foundation believe that all of them possess immense potential. The Foundation aims to create a climate in which this potential can flourish - where student clients can explore anxieties without fear of judgement - resentments without anticipation of reprisal, and aspirations without fear of ridicule. This approach puts our student clients centre stage to enable them to set and reach their own achievable targets.

Crucially, student clients learn to think for themselves. Coaching encourages them to take full responsibility for whatever actions they plan to take, helping them to develop increasing confidence in their ability to conduct their own lives.

Over a series of meetings a coach can reinforce the methods by which change can be accomplished. In this way the student can establish a virtuous circle; Wider awareness leads to a sense of purpose; Motivation improves and with it academic performance; Better performance leads to greater self-respect and better relationships; Better relationships result in a happier student; standards of behaviour rise...

The Foundation has been working with its innovative business coaching principles in London secondary schools since 1997 - some in the most deprived areas of London - and has worked with over 4,000 students from 'At Risk' groups through to 'High Flyers'.

We are currently experiencing such a rapid expansion in demand for Hanover Coaching that during 2006 we expect to coach up to 4,000 more students - thus equalling in one year the total number of clients coached over the past eight years.

Our Coaches are paid professionals who are trained by the Foundation in the exclusive Hanover coaching model. They are not volunteers. They are committed to attending all scheduled client sessions and are required to attend monthly group supervision sessions, quarterly individual supervisions and bi-annual appraisals.

Hanover offers 3 basic programmes - all of which are run over the period of a year and can be tailored to fit the specific needs of the contracting organisation.

- **Individual goal-oriented coaching** - involves 8 sessions per student over six months, promoting and consolidating behavioural change according to individual needs. Each coach sees an average of 32 students per year.
- **Workshops** - each run over a period of 6-8 weeks with an average of 120 students seen over the year by one coach. Work tends to be centred round single shared issues and is particularly effective in building long-term support groups. Participants are offered limited one to one coaching and groups formed are monitored and encouraged regularly over the year.
- **Co-Coaching** - run over an academic year this is a pyramid programme involving individual coaching of Year 12/13 students, who then go on to deliver a coaching programme to year 10 clients. The process is overseen by a Hanover coach and gives the added opportunity for early development of people management skills. An average of

15 Year 12/13 form students and 15 Year 10 students are allotted to each coach working on the programme.

The Foundation's professional approach to its work includes regular monitoring and evaluation of the programmes. Our statistics provides evidence of our positive results. Specific statistical analysis is available on request. The comments on the next page come from teachers at a school where Hanover has worked over the last 5 years:

"Students were put forward for Hanover for a number of reasons. This included those in need of additional support emotionally, for work focus, for organisation, for behaviour, to improve attendance, to improve relationships."

"100% of those recommended for coaching because of poor attendance raised their attendance levels through Year 10 and into Year 11 eg: one student went from 69% attendance in Year 10 to 98% in Year 11."

"Of those referred for behavioural concerns in Year 10, 76% were not raised as behavioural concerns through Year 11."

Of those referred to Hanover, 92% said that it had made a real difference to them. They highlighted the following as areas where they had found coaching had made a difference: relationships, direction, work focus, general happiness, confidence, attendance, dealing with situations, being able to talk to their parents, belief in themselves"

"The school routine is hectic and Hanover Foundation coaches have proved both patient and understanding in their acceptance of a very tight schedule, which at times does not permit teachers to ensure that they are always accommodated. In the long run the contribution of trained coaches to the education of young people of all abilities cannot be overestimated."

(Head of Year at London Secondary School 2003)

"Hanover is an excellent programme for enabling students to develop their learning skills and improve their confidence and self esteem. It is done in a very low key manner that allows students to feel that they are making decisions about participation for themselves and, therefore, a greater commitment to the project than they otherwise might do if attendance were compulsory or coercive. I fully support the programme"

(Deputy Head London Secondary School 2006)

"It has been amazing the way the project has evolved over the months attracting a vast range of students. All seem to have benefited, even if they have only been involved for a short time. This has been one of the greatest things about the project; the way it can be adapted and changed to suit the needs of the young people and has been there as a constant base of support. The coaches themselves have been excellent."

(Head of Year of London Secondary School 2004)