

Impact Report 2017

MCR Pathways: helping Young People realise their full potential through education



Foreword

What an incredible year it has been for our partnership.

Together with our young people, MCR Pathways and Glasgow City Council have taken our pioneering mentoring and talent development project in Glasgow schools to an outstanding level and pupils are now achieving more than ever before.

Because above all else, our project is all about the young people and the potential we can help release in everyone that becomes a part of the MCR Pathway family.

Over the next few pages you will read about the success stories, the facts, the figures, the achievements, case studies, commitments and our great plans for the future as we look to celebrate 10 amazing years of mentoring in Glasgow.

What stands out are the comments from our young people, our mentors, families and school staff.

Our project is making a huge difference to the lives of so many who were in need or just coping – we are now supporting more than 600 young people across the city.

But we are also making a difference in the lives of our mentors – you just need to read their comments to see what becoming a mentor has meant to them and benefitted them in ways that they had not thought possible. When one mentors, two lives are changed. Organisations are also benefitting hugely with staff skills being enriched and developed in profound ways.

This year we have also seen new partnerships flourish with large institutions in Glasgow and continued support and amazing coverage once again from our media partners The Herald. As well as mentoring, our Talent Taster Programme is expanding and already revolutionising work experience for individuals and organisations alike.

In addition, a unique and ambitious commitment by Glasgow City Council's Chief Executive to attract at least 10% of the council's workforce to either become mentors

or offer support to MCR Pathways.

The announcement in January has set a precedent across the country in a bold move that could see potentially more than 1,000 council employees directly improving the life chances of Glasgow's most in need – guiding, supporting and helping them to achieve their ambitions and aspirations.

Working together, with one common aim – to help our young people shine – we are helping to close the attainment gap and giving Glasgow's future the voice and skills to make sure this voice is heard loud and clear. Glasgow is very determined to help all our young people to find, grow and use their talents.

It is a huge thanks to the increasing numbers of passionate and committed mentors, volunteers, staff and their organisations. We've no doubt that the next year will be even better!

Maureen McKenna

Executive Director of Education Services
Glasgow City Council

Dr. Iain MacRitchie

Founder and CEO MCR Pathways

Impact Report April 2017

Background

MCR Pathways is a school based programme supporting those in or on the edges of the care system to realise their full potential through education. The programme now supports over 600 young people aged 12 to 18. Working in 15 Glasgow secondary schools, MCR has a citywide expansion plan to expand to all 30 Glasgow secondary schools. The model is being introduced to schools in Aberdeen, Aberdeenshire and Dundee with support from locally based organisations, third sector partners and Councils. A national plan is also being developed.

In Glasgow, it is a pioneering partnership between Glasgow City Council and the MCR Foundation dedicated to closing the attainment gap and improving post school destinations. Our vision is that young people who experience disadvantage will have the same educational outcomes, career opportunities and life chances as any other young person.

There are three MCR Pathways with relationship-based mentoring, talent tasters and partnerships being the key elements working alongside the school's high expectations and aspirations for each and every young person in their care.

Re-engaged into education and learning
Progression into further education or employment directly from school
Progression into higher education

These pathways are not mutually exclusive and progression is linked and focused on the potential of each young person.

MCR recruits, trains and supports high quality mentors who meet their young people weekly for a minimum of a year. Building relationships, confidence and self-esteem

are the prerequisite to helping the young people find, grow and use their talents. Subsequent pathways and career 'talent tasters' help effective school transitions to higher education, further education, employment and re-engage those who have become or are on the edge of becoming disillusioned.

Working in partnership, the programme has evolved with full-time MCR Pathway Coordinators being placed into secondary schools and becoming embedded within staff teams working with young people from S1 to S6.

Emerging outcomes are exceptional when mentored young people's achievements are compared to the national and Glasgow statistics for care experienced young people. We are tracking performance over a range of indicators. International research shows that the longer young people stay on at school past the statutory leaving age the better their longer term outcomes are. Therefore, increasing the staying on rate past S4 is a critical target for us.

Where only 48.8% of care experienced young people in Glasgow went from school to employment, university or college in 2014, for MCR mentored young people in 10 schools, the results are a transformational 81%. The statistics on school leaver destinations rise further to 91% when additional Scottish Government categories of positive destinations are included.

We have deliberately chosen to focus on the outcomes of employment, university and college as our definition of positive and sustainable destinations. The difference that mentoring can make is what is driving MCR Pathways to recruit more and more volunteers to meet the demand and break the vicious cycle that our most disadvantaged young people experience.



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Relationship Based Mentoring

We know that there is great potential and talent in our young people who experience the most disadvantage. But for many, that potential has yet to be discovered. Life experience has knocked the confidence out of some, firmly locking away those seeds of aspiration and hope. It is our aim to uncover, nurture, develop and help to realise the skills and capabilities in our most disadvantaged young people. We bridge talent with opportunity through relationship focused mentoring.

MCR recruits, trains and supports high quality mentors who meet young people weekly for a minimum of a year. The only requirement to become a mentor is simply a desire to help a young person and put them first. Building relationships, confidence and self-esteem are the prerequisite to helping the young people find, grow and use their talents. Our mentors are relationship builders first and foremost and there for the young people,

guiding, supporting and encouraging. They listen without judgement but with equality and empathy. They empower, build confidence, aspiration and are a gateway to an expanding menu of pathway opportunities and are tasters of university, college and employment.

As the support and school relationships mature the quality of attainment will improve. MCR focuses on a series of steps to firstly encourage staying on rates and ensure young people choose their post school destination in line with their talents and potential. More intense focus is then placed on attainment in S5 and S6 to compensate for the potential knowledge and skills deficit as a result of circumstances and disadvantage.

The table below is taken from Insight and is the three year average for 2014 to 2016 for those young people defined as care experienced on Insight.

	Literacy and Numeracy	5+ Level 4 or better	1+ Level 5 or better	3+ Level 5 or better
St. Andrew's Secondary School	82%	91%	73%	64%
Glasgow (excluding St. Andrew's)	58%	60%	60%	31%
National (excluding St. Andrew's)	54%	54%	55%	30%

MCR Pathways started in St. Andrew's Secondary School and as can be seen above, working in partnership with the school's high expectations, has ensured that care experienced young people perform significantly better than their peers in other Glasgow schools and nationally.

Mentee Recruitment – engaging and motivating the Young People

MCR Mentees are initially identified on their care experienced status. The range and definition used includes both those that are ‘current’ or have been ‘previously’ looked after. Current looked after young people fall into two categories of ‘At Home’ (still in the family home with social work intervention) and ‘Away from Home’ (for example, kinship care, foster care or placed within a children’s unit). A third category, ‘previously’ is not officially reported on. These are looked after young people who have at one time been looked after ‘At Home’ or ‘Away from Home’ but are no longer considered to require this. It is our view that these young people still require support to help them overcome their previous challenges and be supported to make up for lost time or disruption.

Pastoral care staff in the school agree to the involvement of the young person, who will be initially approached to participate in S1 and S2 year group work and offered more individualised mentoring support from S3 onwards. In the early stages of the programme being established in a school, mentoring is offered to young people from S3 to S6. At all stages MCR young people have control of whether they wish to participate in all elements of the programme, individual parts or not at all.

Once the care experienced young people are settled, Pathways Coordinators work with school staff to identify other young people who would benefit focusing, on those that are young carers, those on the cusp of social work involvement, the emotionally vulnerable or those in a family with addiction issues.

As at April 2017, the profile across the fifteen schools was:

Year Group	Available for mentoring	%	YP declining	%	YP unavailable	%	TOTAL
S3	262	84.79%	17	5.50%	30	9.71%	309
S4	196	74.24%	27	10.23%	41	15.53%	264
S5	89	76.07%	18	15.38%	10	8.55%	117
S6	27	64.29%	12	28.57%	3	7.14%	42
TOTAL	574	78.42%	74	10.11%	84	11.48%	732

School Phasing	Mentored	In pipeline	YP not available	Previously mentored	Previously mentored leavers	YP declined	LAC S3-S6	Phase 2 YP	% of GCC CE S3-S6	Pupils on roll
6 school total	162	77	29	19	21	29	208	133	27.55%	4,673
8 school total	206	99	36	23	26	35	263	170	34.83%	6,218
10 school total	252	129	55	25	26	47	344	198	45.56%	7,853
15 school total	344	241	84	28	28	73	491	307	65.03%	12,375

Available/Unavailable: senior managers are asked to identify young people who are care experienced, previously care experienced or vulnerable who would benefit from mentoring.

There are some young people who are not available due to their personal circumstances. As the Pathway Coordinators become established in schools and develop a better knowledge of young people, it is anticipated that the number defined 'unavailable' will decline, hence the reason for tracking this number.



Pathways Coordinators

Relationship building, monitoring and support

Each school is assigned a Pathways Coordinator who helps with building, facilitating, monitoring and supporting all relationships with young people, mentors, school staff and partners on the MCR Programme. They coordinate events, activities and talent taster opportunities for the young people, in addition to ensuring they progress on their education pathways.

The Pathways Coordinator will work alongside other members of staff, such as the pastoral care team and those responsible for employability to ensure that activities complement and do not duplicate. Each school has a nominated School Link member of staff at management level who works closely with the MCR Coordinator to ensure a blend and fit of the MCR framework within the school. School Links meet at timetabled meetings throughout the year with MCR central management.

Talent Tasters

MCR Talent Tasters are a menu of bite-sized experiences which include workplace, college and university designed by young people for young people. Talent Tasters provide a unique opportunity to experience the world of work in a way that can be more engaging and inspiring for young people, and sustainable for the organisation and staff supporting and delivering it. They are designed to motivate young people, build aspirations and help them make positive choices about their future careers. Targeted at and chosen by 13 to 16 year olds, Talent Tasters are concentrated two to three hours of high quality opportunities for groups of seven to 10 young people.

As part of a planned programme, recent activities have given 264 S3 and S4 young people the opportunity to experience tasters taken from a menu of 188 jobs from within 48 organisations.

Such is the success of this model, Education Services in Glasgow is reviewing its approach to work experience to include more use of talent tasters for young people who are not care experienced.

Impact and outcomes

We are measuring our progress using a range of hard and soft indicators:

Retention	S4 Young People returning for S5
Attainment	S5 Literacy and Numeracy Levels S5 Breadth and Depth of Subject and Level
Destinations	S4-S6 Young People's progression to Sustainable Destinations

Along with **Attendance and Engagement, Participation, Skills and Aspirations, Health and Wellbeing**

The numbers below are relatively small but are already showing some emerging positive outcomes.

2016/17	Returned to school	Total cohort	% Returned	Glasgow CE %	National CE %
Mentored Care Experienced YP	32	50	64%	56% for GCC in 2015/16	27% in 2014/15
Mentored Non-Care Experienced YP	7	13	54%		
Non-Mentored Care Experienced YP	20	38	53%		
TOTAL Mentored YP	39	63	62%		

We are considering positive destinations as higher and further education and employment only. We are not including Training, Volunteering or Activity Agreement as we wish to be as aspirational as possible for our young people.

The figures below reflect a snapshot at October 3rd 2016.

2015/16	YP in MCR positive destinations	YP in ScotGov positive destinations	Total cohort	% in MCR positive destinations	% in ScotGov positive destinations	Glasgow MCR positive %	National MCR positive %
Mentored Care Experienced YP	33	38	42	79%	90%	62%	57%
Mentored Non-Care Experienced YP	14	15	16	88%	94%		
Non-Mentored Care Experienced YP	44	58	86	51%	67%		
Total Mentored Leavers	47	53	58	81%	91%		
Total Non-Mentored Leavers	44	58	86	51%	67%		
Overall TOTAL Leavers	91	111	144	63%	77%		

MCR positive destinations to higher and further education or employment are up from 73% (2015) to 81% in (2016).

- Our Scottish Government positive destinations of 90% match the 90% destinations for Glasgow non care experienced young people and we are significantly closing the gap on the 94% national figure for non-care experienced.
- 12% of our care experience mentored young people went onto higher education.
- 100% of St. Andrew's Secondary School care experienced mentored young people went onto higher and further education or employment. 29% went to higher education.
- Our 79% MCR positive destinations closes the gap further on the Glasgow 83% figure for non-care experienced young people.



S5 Young People with Literacy and Numeracy at Level 4 and above:

	Achieved	Total cohort	% Achieved	Glasgow CE %	National CE %
Mentored Care Experienced YP	17	24	71%	65%	60%
Mentored Non-Care Experienced YP	9	14	64%		
Non-Mentored Care Experienced YP	17	37	46%		
TOTAL Mentored YP	26	38	68%		

S5 Young People with 5 or more subjects at Level 4, or better:

	Achieved	Total cohort	% Achieved	Glasgow CE %	National CE %
Mentored Care Experienced YP	21	24	88%	61%	57%
Mentored Non-Care Experienced YP	11	14	79%		
Non-Mentored Care Experienced YP	19	37	51%		
TOTAL Mentored YP	32	38	84%		

S5 Young People with 1 or more subjects at Level 5, or better:

	Achieved	Total cohort	% Achieved	Glasgow CE %	National CE %
Mentored Care Experienced YP	22	24	92%	63%	57%
Mentored Non-Care Experienced YP	9	14	64%		
Non-Mentored Care Experienced YP	15	37	41%		
TOTAL Mentored YP	31	38	82%		

S3 Young People with 3 or more subjects at Level 5, or better:

	Achieved	Total cohort	% Achieved	Glasgow CE %	National CE %
Mentored Care Experienced YP	12	24	50%	34%	34%
Mentored Non-Care Experienced YP	5	14	36%		
Non-Mentored Care Experienced YP	8	37	22%		
TOTAL Mentored YP	17	38	45%		

Number of Young People in scope – 15 Glasgow schools

Year	At home	Away from home	Previous	Total	GCC total	15 school %	Other Young People
S1	101	25	63	189	269	70.26%	c813
S2	84	22	75	181	290	62.41%	
S3	83	19	70	172	249	69.08%	
S4	79	28	69	176	264	66.67%	
S5	59	20	56	135	210	64.29%	
S6	16	7	16	39	76	51.32%	
Overall TOTAL Leavers	422	121	349	892	1358		

Number of Young People being mentored and excluding those in S1/S2 Groupwork

S3-S6 Young People	In pipeline	Meeting or match identified	Post school transition/PC supported	Total
Care Experienced Young People	44	270	42	356
Phase 2 Young People	110	100	21	231
TOTAL	154	370	63	587

Qualitative comment and feedback

Selection of Education Authority and School Staff

“Our partnership with the MCR Foundation over the last 7 years has had a massive impact on our school. We have ensured that through the support we have provided in partnership with the MCR Foundation, our Looked After young people achieve at the highest levels that they can and action the aspirations our school has for them through their education and beyond.”

Gerry Lyons

Headteacher, St. Andrew’s Secondary School, 2015

“The most compelling evidence of the success of the MCR Pathways programme is directly from the young people themselves. There are many examples of strong mentor/mentee relationships and our young people are clear that this is something which is of a real benefit to them and can express why. Two of our young people articulated this in detail at the recent CELCIS conference in Perth. Most commonly, young people refer to an increase in confidence, enhanced academic/vocational advice and ‘someone to talk to about my life’. Personally, I have been delighted to be involved with MCR Pathways from an early stage in the project. MCR Pathways has an impact on the life chances of the young people involved.”

Tommy Donnelly

Depute Headteacher, St. Roch’s Secondary School

“The high-quality training which the mentors are provided with has allowed them to slowly build up relationships with even the hardest to reach young people. It is a real pleasure to see the young people and mentors working together and sharing their experiences. Just knowing that you have someone who cares about your future can make such a difference.”

Jean Miller

Headteacher, Smithcroft Secondary School





“Jane (not her real name) was referred to the MCR programme by her school pastoral care. Her poor behaviour and attendance at school was highlighted – the result of years spent in a residential unit and recently being taken into foster care.

As an MCR Pathways Coordinator, when I first met Jane, she spoke about wanting to leave school. She felt that her past was going to impact her future, a future which she could not see as positive. Jane was initially apprehensive about having a mentor. She felt people went in and out her life all the time, but decided to give it a go. The first meeting went really well and Jane was very positive about the match.

Things changed significantly. Her mentor and I encouraged her to join the Duke of Edinburgh programme. She was also predicted to obtain Nat 3 Maths in September. She has recently started work on Nat 4 Maths, which is a great achievement. This is, I feel, due to spending time with her looking at her future. She is interested in social work, where most courses require Nat 4 English and Maths. She can now see why so much emphasis is put on her achieving Nat 4. She sees that the only thing stopping her from achieving this is her own self-doubt.

Her attendance has improved. In August 2016 it was at 84% and since joining MCR she has had 100% attendance each month. She is also working hard on her anger issues. Instead of lashing out, she walks away. Significantly at a recent LAC review she spoke at length about how her mentor, coupled with the opportunities MCR has provided her, has made her start to believe that she can have a positive future. The panel were impressed with the improvements Jane has achieved in a short space of time.”

Sharon Young

MCR Pathways Coordinator at Jane’s school

“Quite simply – working with MCR Pathways has had an impact on the positive destinations of the young people who have been mentored as part of the initiative. The process is now very much embedded within our practice framework and together our ambitious aim is to now extend the work to all Glasgow secondary schools over the next three years.”

Maureen McKenna

Executive Director of Education Services,
Glasgow City Council

“All our young people deserve the very best we can offer, regardless of their personal circumstances or background. Mentoring is making an incredible difference to the lives of some of our most disadvantaged young people and helping to close the attainment gap in the city and tackling some of our well documented social challenges. I have set an ambitious target to engage up to 10% of our employees as MCR mentors. I know this vision will be realised as we have some amazing staff who will be keen to embrace this important role.

Our workforce is very diverse. Staff have a wide range of skills and experiences that could be used to support and encourage a young person who is disadvantaged through circumstances that are not their fault. The rewards are plenty but it’s also about staff development as well as the obvious benefits to the young person.”

Annemarie O’Donnell

Chief Executive, Glasgow City Council



What some of the Young People say

“I always wanted to go to university, but I didn’t know what I wanted to study until I met my mentor, Douglas. I liked my time with MCR Pathways - it was a nice relaxed atmosphere and it helped me understand what my goals were and what I had to do. The biggest difference for me in working with a mentor was that I became more decisive with what exactly I want to do and what I was going to do to achieve it.”

Female, 2016 MCR Leaver now at university

“I was mentored through MCR Pathways for two years. It was a very good experience for me and I had the chance to talk about school, my career path and what’s going on in my life. During fifth and sixth year at school I was struggling with my English and I thought I would never make it very far. Craig showed me the way, opened doors for me and gave me a lot of encouragement and a vision for my future. I passed my National Certificate in electrical engineering and am doing a HNC in mechanical engineering. Craig helped me get a scholarship and now I just hope I can get through it and build my future with the company. My mentor has changed my life and my point of view, and he’s given me a future by just spending one hour a week with me.”

Male, 2016 MCR Leaver now at college

“My mentor helped me to think about lots of options. I liked having a mentor and he encouraged me to put myself forward for opportunities in school and to say yes when things were offered to me. What I liked best about working with my mentor was that he kept me motivated. I think I was a bit down sometimes if I hadn’t done well in a test or was getting fed up with school and he was really supportive. He helped to build my confidence a lot. He was really interesting as well and I liked hearing about his life.”

Female, MCR Leaver now in a Modern Apprenticeship



“From being in kinship care I didn’t get enough support and guidance. I want to be the person that can help other vulnerable young people and children. After college, I’d like to go on to university and study child law and social work combined, hopefully at Strathclyde. Then, hopefully become a child advocate soon afterwards. My mentor supported me each step of the way. I definitely enjoyed my time with MCR, I wouldn’t change it. It built my confidence, gave me someone I could talk to who is outside school and my family. It made me motivated to do things. I met new people at all the events I got to go to. The biggest difference for me in working with a mentor was confidence. To be able to tell myself I can do things. If it wasn’t for MCR I could never have went to my college interview. I don’t want to ever not be involved with MCR.”

Female, 2016 MCR Leaver now at college

“Throughout 2nd and 3rd year I became very disengaged from school. My guidance teacher recommended I start the MCR pathways programme. I obtained my mentor through the programme and they got me back involved with school and my subjects, my mentor was there to reassure me and help with any problems I felt were bothering me. Since starting the programme I have improved tremendously and my behaviour, attendance and attitude is now excellent at the worst of times in school. Seeing the drastic progress I made with the programme, the coordinators for MCR Pathways recommended me to be the ambassador for my school. Doing this I have met the founder of the programme and I am now implementing ideas and activities for other young people starting the programme.”

Female, MCR young person in S6

“Having that person there who supported and believed in me but wasn’t a family member, helped massively through not only all the challenges education brought but those of life on a day by day basis. My current and future success in my opinion wouldn’t be possible without someone like my MCR Mentor looking over me throughout all my struggles and accomplishments. I’m now on my third year at university and would love for her to be at my graduation to see how much of a real impact she has had on my life and that I am forever grateful. Having an adult who has no vested interest, but is consistent and takes an interest in you can have a profound effect.”

MCR young male who has now graduated with Honours.
His mentor was at his graduation

Feedback from the families (all names have been changed)

“My children’s mentor has been a fantastic support to my kids and me. I suffered from a heart attack and two strokes and being a single parent to five, without the mentor’s guidance and help it would have been impossible to cope and see my children achieve and become the respectful, caring young people that they are today. I would 100% recommend the MCR mentoring scheme to any pupils, parents or carers. Regardless of whether your kid’s future pathway is college, university or employment an MCR mentor will work with them to support their ambition. My family are living proof!”

Single parent raising five children,
St. Andrew’s Secondary School

“Eleanor definitely enjoyed being mentored. She introduced me to her mentor and she really liked him. She enjoyed working with the mentor and the mentor helped her to secure a placement with Glasgow City Council which Eleanor loved.

When she was about 13/14, she was a bit of a tearaway and I did not think she would have stuck in at school. I think having a mentor and being involved with lots of different things in school has really helped her to focus on her career plans and to stick with it. Her mentor helped her with her choices for after school. I think she enjoyed having someone to go to for advice and it really helped her confidence. Her behaviour really improved and the staff at the school have consistently said they can’t believe how much she has changed. I would definitely recommend it to others because I have seen the difference it has made for Eleanor.”

Mum of MCR female now undertaking a Modern Apprenticeship



“I’m so happy that Graham attended the MCR programme. It has changed his life. I can see it in him. Usually he wouldn’t go anywhere, now he is travelling to the other side of the city to go to College. Graham’s anxiety had been getting worse because the social work was going to take him away from home. Now the supervision order has been taken away he is now relaxed. I can see he is happier.”

Mum of Young Person on the S3 Re-engagement programme

“Louise loved being mentored. She told us all about her mentor and she really liked having the one-to-one support in the school. Louise struggles in classes sometimes and the teachers get frustrated with her easily, so it was good for her to have someone that was able to sit her down and have a good chat with her. Louise used to hang around with girls that smoked/drank but now she spends more time with friends that don’t do that. If she sees her old friends she is able to be her own person and can say she doesn’t want to do things. I think the whole programme has been absolutely excellent. She was threatened with exclusion several times and she almost left at the end of 4th year. She’s the first person in our family to ever graduate from high school so we are really proud of her. She has been saying lots of things recently like ‘who would have thought I’d be at this stage?’ and ‘who would’ve thought I’d be taking in presents for my teachers?’.

I definitely would recommend the Young Glasgow Talent programme to other parents and carers. The school and the mentoring have been brilliant for Louise. It was good for her to have someone to listen to her, to take her aside and encourage her. She’s tried harder because she didn’t want to let her mentor down.”

Dad of MCR female Young Person who left to go to college

Feedback from the Mentors

“I heard about MCR mentoring through a colleague at Wheatley Group and attended a briefing in our Academy to get some more information. It’s fair to say that I was totally bowled over by the passionate work of MCR and just knew I had to get involved. I met my young person at a time when her school had already discussed options with her for moving onto higher education at college, but even in the few months I have mentored my young person, I have seen her grow in confidence and believing in herself and her talents. My young person was successful in applying for a college placement after the summer which is just fantastic! This is something I truly believe she will excel at for her chosen career pathway. This experience has been truly rewarding, I have learned from my young person who never fails to amaze me! It’s a two way deal for us.”

Liz Robertson, The Wheatley Housing Group

“When I was first approached by MCR about mentoring, it stirred a lot of memories for me personally and professionally. I still remember what it was like to come from an area with a ‘bad reputation’ and, by the time I began teaching in a similar area, I was aware that I wasn’t at all unique. Nevertheless, I was still slightly apprehensive when I was matched with Eleanor (not her real name). How could a 60-something grandfather relate to a 15-year-old girl? Earlier on in our relationship, whenever she seemed down or struggling with any of her subjects, I concentrated more on helping her to narrow down what the problem was and to recognise it was solvable and not the end of the world. I began to realise

that Eleanor had discovered that she was capable of achieving more and was enjoying representing the school at outside events. I think that kind of involvement more than anything else helped to build her self-confidence. It’s not about replacing a parent or teachers but maybe adding something to the mix. When you see young people doing something worthwhile with their lives, it’s a good feeling to know you played a part in that.”

John Dornan, Retiree

“Reflecting on our meetings, I don’t think there are words to describe the rewarding feeling and satisfaction I gain weekly from meeting with my mentee. The experience is really fantastic and I don’t think there is any greater feeling knowing you are there for someone, for anything they need on a weekly basis, whether it’s homework help or a lending ear. My mentee isn’t just an individual I meet with weekly, we have built a good trusting relationship, and every session gives us the opportunity to build on it, and I enjoy her sense of humour and learning about the hobbies she enjoys. Becoming a mentor is possibly the most satisfying and exciting opportunity you may ever experience. Prior to your initial meeting there are great educational and training sessions, which are really enjoyable and this gives you the chance to meet with other trainee mentors. I also have a pathways coordinator who works in my mentee’s school who I can contact for any information I need. There’s always support for you if you need it.”

Claire Miller, Nurse



What our Partners tell us

“In the first instance, our collaboration with MCR Pathways was around what support we could offer to mentors in terms of giving them information about what colleges do and also information about what Glasgow Kelvin College was doing with the young people they’re mentoring. We realised very quickly that we had a shared ethos. An ethos that was about effective partnership working, an ethos that was about supporting young people to maximise their talents and abilities, but also a realistic recognition that for lots of young people, predominantly in our communities, that there wasn’t a comprehensive support network to help them reach their goals. Our staff know what’s required in working with young people. We’re glad that staff want to volunteer to be mentors. They get a lot from it too. Working with young people, not as a teacher or a support member of staff in the college, but as an individual. They can create a different type of relationship, but rely on the skills and talents that they have as members of staff at the college. For us, that’s important.”

Alan Sherry, Principal, Glasgow Kelvin College

“MCR Pathways is one of the most inspiring organisations we have ever worked with, and we are proud to be a partner with them in their invaluable work.”

Dr. Bridget McConnell CBE, Chief Executive, Glasgow Life

“MCR Pathways have a rare combination of vision, empathy and rigor, which means that not only are we confident they are effective in improving the lives of young people, but that we learn a great deal from working with them.”

Jill Miller, Director of Cultural Services, Glasgow Life

“When it comes to ‘Young Glasgow Talent by MCR Pathways’ and The Loft – it really is any opportunity to help. In our 4+ years as a company, we have supported

many third-sector organisations and we always take great pride in doing so, but we feel a special connection with ‘Young Glasgow Talent.’ As creatives, ‘inspiration’ is quite possibly the most important resource we have to work with. Just a couple of months ago, we held the first YGT ‘Talent Taster’ in our Glasgow studio for four students and the experience was absolutely brilliant. We probably got more out of it than the students. Seeing young people’s eyes light up to their own potential and possibilities in the space of a morning is an incredibly fulfilling experience. One that was shared by the whole team, it has helped us to grow as a group and also as individuals. We can’t wait for the next one.”

Benedetto Bordone, Founder, The Loft

“I sit on Glasgow’s Children Panel. Recently, we were able to take a young man off Compulsory Supervision measures. The young person had truanted for the last four years but has now re-engaged with life solely because of the MCR Re-engagement programme. It was lovely to hear how this young man’s views on life and education, had completely changed since his involvement in the programme. He is more positive, gets up in the morning, knows what job he would ultimately like to do, and is actively looking to do some volunteering work in the summer. His life has been completely transformed and, as an MCR mentor, I felt immensely proud to be associated with an organisation that has had such a positive and dramatic impact on a young person’s life. It was heart-warming to hear how happy and confident this young man now was.

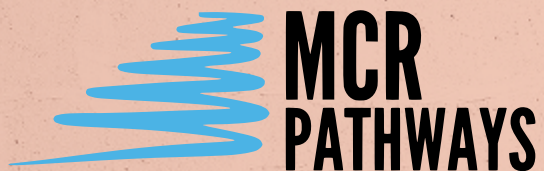
His Mum was thrilled that her son now had a purpose in life, and that social work’s involvement in their family life was going to be significantly reduced. It was very much a success story.

The MCR team are clearly doing a tremendous job!”
Sarah, Glasgow Children’s Panel



dis

advantaged



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