



Impact Report 2018

Helping young people realise their full potential through education



1. Executive Summary

WELCOME to the **MCR 2018 Impact Report**. 2017/18 has seen the MCR model embedded in every secondary school in the city with many more profound examples of Glasgow's most disadvantaged young people finding, growing and using their talents. At its heart is 1:1 relationship-based mentoring which provides the bridge for the city's young people to realise their full potential.

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. It began in one east end secondary school in 2007 and is now embedded in all 30 Glasgow secondary schools. The shared vision is that young people who experience disadvantage will have the same educational outcomes, career opportunities and life chances as any other young person.

The model is being introduced to schools in other local authorities as part of a national expansion programme with support from national and local based organisations, third sector partners and local and national Government. The education outcomes are exceptional when mentored young people's achievements are compared to the national and Glasgow statistics for care-experienced

young people. Impact is assessed over a range of indicators in attainment, post school destinations and well-being. The first key indicator is the staying on rate past 4th year. International research shows that the longer young people stay on at school past the statutory leaving age the better their longer-term outcomes. The number of mentored care-experienced young people returning has increased from last Impact Report at 66% to 79%. This is in sharp contrast to the national baseline of 22%.

MCR is currently supporting 1,316 S1 to S6 young people each week, with group work, mentoring and a menu of bite size employment, college and university Talent Tasters. The Young Glasgow Talent programme and participants are growing in number and confidence. The increase in educational engagement and attainment is driving further increases in positive destinations, job choices and ultimately life chances.

The report contains a comprehensive suite of qualitative and quantitative information and some fantastic transformational stories. Three of the most senior MCR stakeholders wanted to share their personal standouts for the year, the key impacts and the excitement of what can be achieved in the coming year.



Annemarie O'Donnell and Iain MacRitchie at Glasgow Family Thank You Event

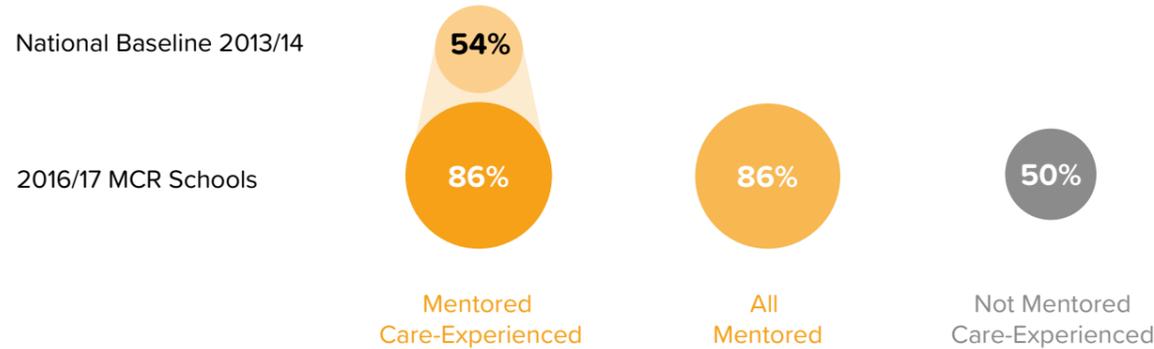
Annemarie O'Donnell, Chief Executive, Glasgow City Council and an MCR Mentor

- The MCR partnership is a fantastic example of Glasgow leading the way in our Corporate Parenting responsibilities. Given the overwhelming evidence and impact demonstrated we have now embedded the programme to be business as usual in all our schools, two years ahead of schedule.
- Our shared determination and commitment to ensure every young person realises their full potential will become a major contributor to our city's regeneration and future success. We can see a sustainable and long term social and economic impact across the country.
- Glasgow City Council has pledged 10% of our employees to mentor a young person in need. Since the last report, we have doubled the number of council staff mentoring each week. I have made a personal commitment and am now an MCR mentor. Staff are encouraging colleagues, friends, family and external organisations to get involved too.

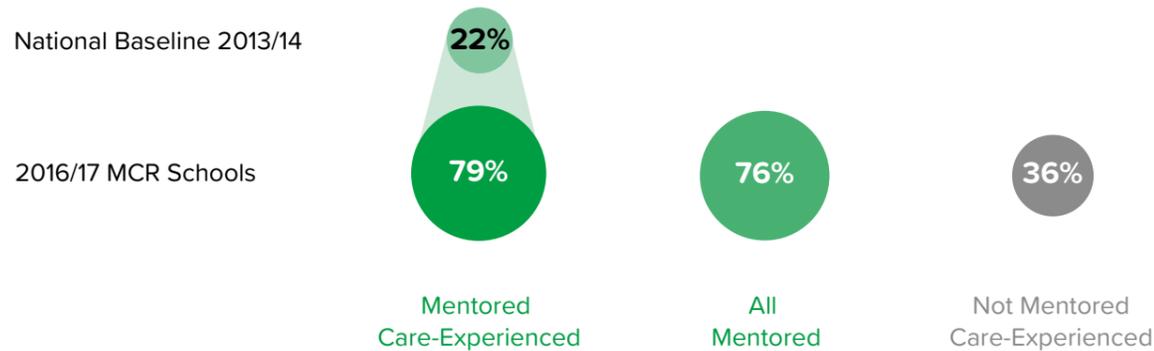
Maureen McKenna, Executive Director of Education, Glasgow City Council and an MCR Mentor

- The results have been absolutely outstanding in each of the Key Performance Indicators enhancing the great work going on in our schools. Continued high level of impact has been evident in staying on rates, attainment and post school destinations specifically into college, university or employment.
- With the support of their mentor's weekly listening ear and the opportunities created for them, the number of mentored care-experienced young people going on to college, university or a job has increased from 52% in 2014 to 86% in 2017.
- The Talent Taster programme has expanded further with 425 young people participating, rising from 330 last year. Talent Tasters create a spark for so many disadvantaged young people who lack opportunities and networks. S3 and S4 young people attend interactive tasters in small groups over half a day. Their views and aspirations are now informed through multiple, hands-on experiences. It has been so successful we are expanding it across other areas. This runs alongside a taster programme building participation in Arts, Culture and Sport.

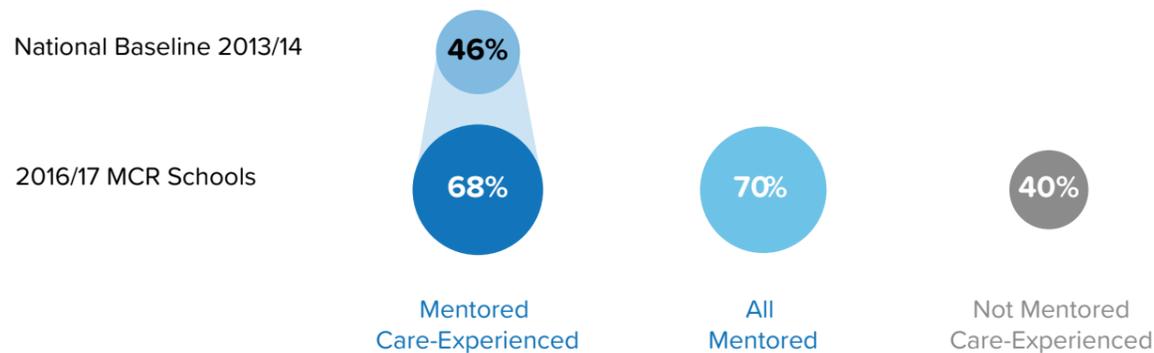
Positive Destinations - College, University or Employment



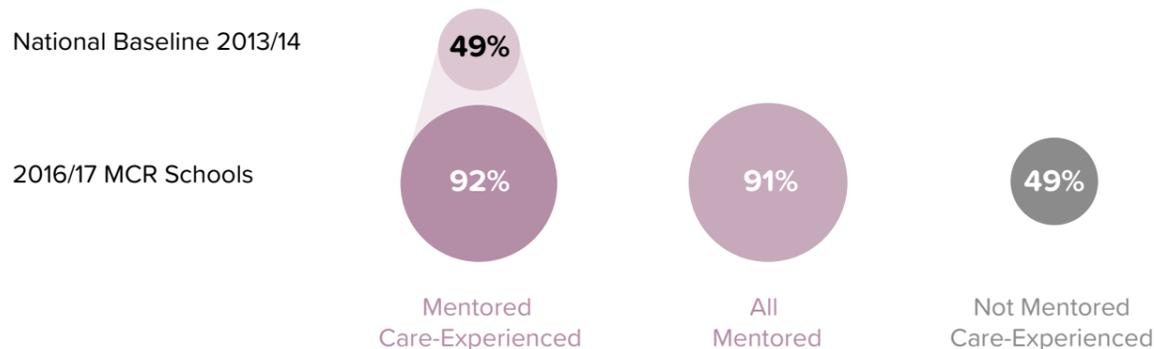
Staying on Rates



S5 Literacy and Numeracy at SCQF Level 4 or Better



S5 Five or More Subjects at SCQF Level 4 or Better



Dr. Iain MacRitchie, Founder and CEO, MCR Pathways and an MCR Mentor

- MCR young people's voices and achievements are hugely inspiring. We are very committed to helping them develop their confidence and to find, grow and use their talents. We have 68 Ambassadors from our first 15 schools who shape all that we do. Personal development as well as academic achievement is important to MCR. This year we celebrated with 42 immensely proud Duke of Edinburgh awardees and their families and carers. This contrasted with 13 awards in 2015/16.
- The success of the MCR model is based on committed volunteer mentors – now almost 700. We are immensely grateful for the motivation, commitment and resilience of our mentors. They support their young person and attend schools weekly come rain, hail or sun. The impact is profound but takes time as relationships and trust is built. Each of our young people is at a different starting point on their journey to success. The MCR model is based on a 1:1 approach and for each young person to find their own way, in their own time.
- Being recognised with the People Make Glasgow Award was another milestone and one we were very proud of. It captures the spirit of our city and Scottish DNA. I am delighted that our reach is extending with more young people engaging positively with their mentors. The statistics speak for themselves.



Critical First Milestone with Return to School Rates after age 16: The MCR Programme shows consistent and exceptional outcomes on S5 Return to School Rates for mentored care-experienced young people. The outcome achieved in the first 15 benchmark schools was 79%, against a national baseline for care-experienced young people of 22% 3 years prior.

Breadth & Depth of Attainment/Qualifications: The impact on the attainment gap is significant across a range of KPIs. Over 3 years, these include a 40% increase in care-experienced, mentored young people attaining literacy and numeracy at level 4 or above. There is now no attainment gap in care-experienced young people achieving 5 or more subjects at level 4 or above, or 1 or more subjects at Level 5 and above. The improvement has been dramatic from 59% to 92% and from 52% to 92% respectively over the 3 years. On these measures mentored care-experienced young people are now at parity with the national average for all young people in Scotland.

MCR's Three Positive Destinations for School Leavers: Material impacts on progression to the more sustainable destinations of college, university or employment are evidenced throughout. Results show the profound impact of the MCR Programme with 86% mentored care-experienced young people achieving the aspirational MCR definition of positive destinations.

This dramatic increase to 86% has been achieved against a national average baseline of 54% for care-experienced young people. It is closing the gap on the national average baseline for all young people of 90%.

Attainment and Destination outcomes are gathered and analysed from externally produced data provided by the Scottish Qualifications Authority and Skills Development Scotland.

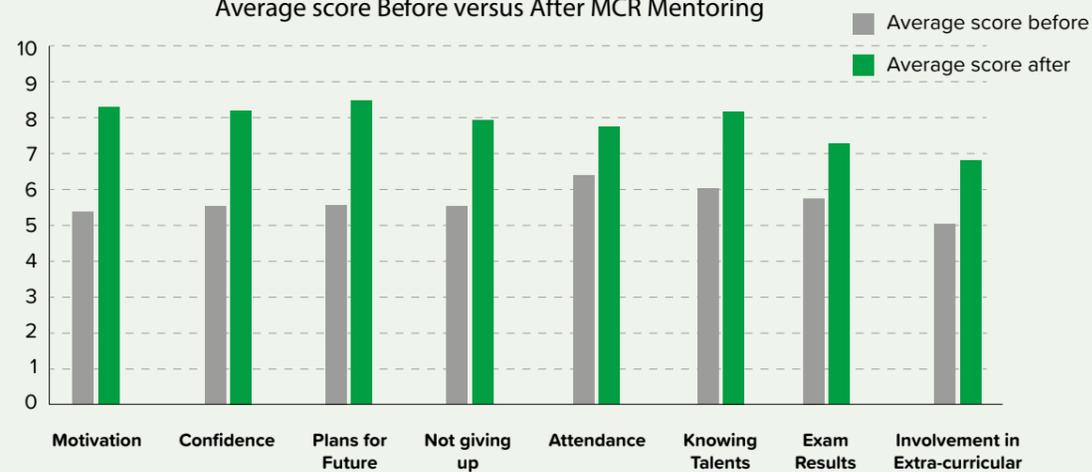
The Return to School Rates are gathered and analysed in February of S5 to allow for Winter Leavers. It is based on individual school's SEEMIS data.

To measure the well-being and personal effect of mentoring, mentees rate a range of issues at the beginning and end of the programme and on leaving school. Mentors and school staff also rated the young person's qualities and gave their views on key areas at the end of the year.

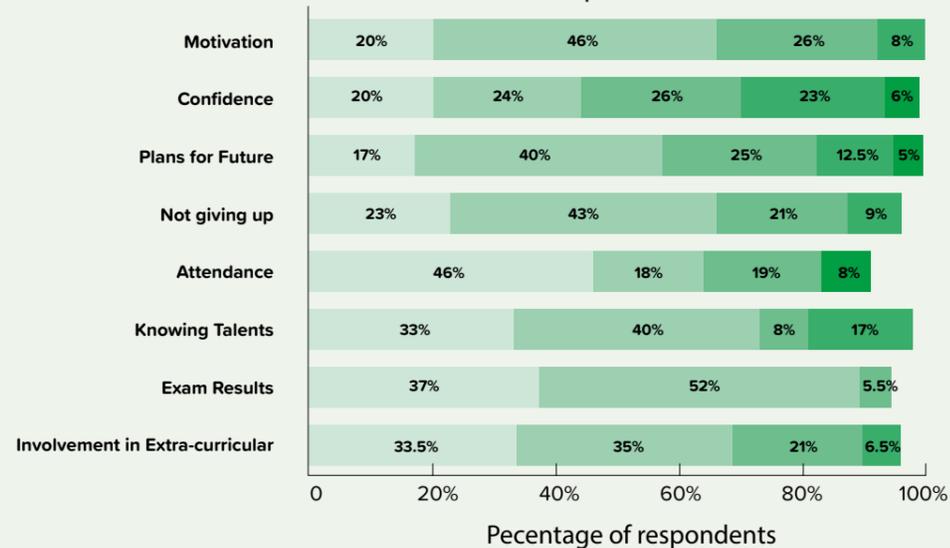
- All three groups of mentees, mentors and school staff reported an average percentage increase of at least 31% across all the key areas.
- School staff recorded the greatest positive change in the young people due to the impact of mentoring on their attitudes to the future and school activities.
- The biggest improvements for mentees were motivation, confidence and plans for the future.
- Mentors and School Staff mirrored these responses with strong reports of improvement across similar areas.



Mentees' Assessment of the MCR Impact
Average score Before versus After MCR Mentoring



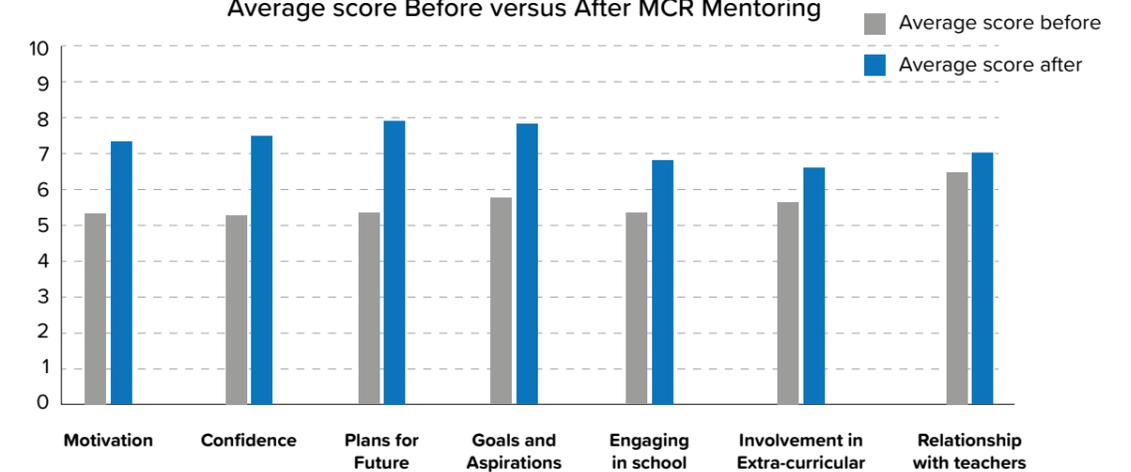
Improvement



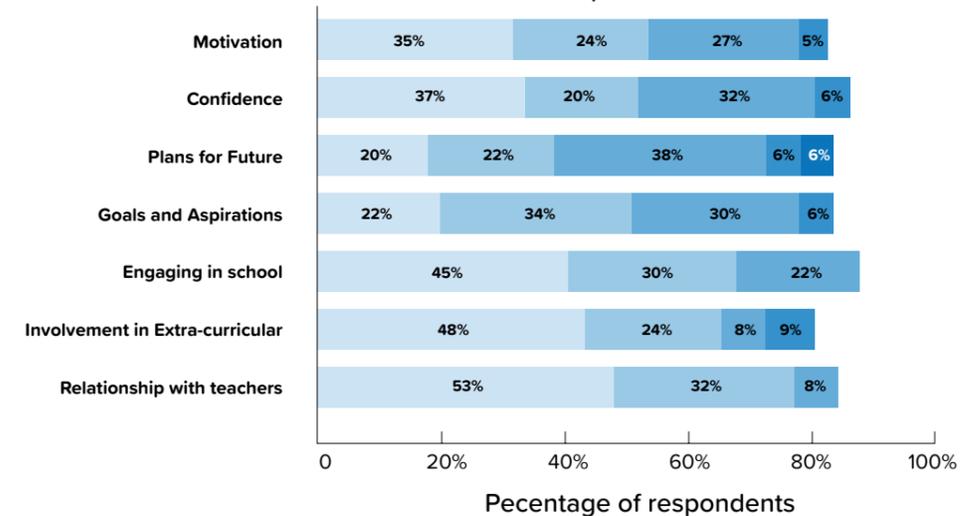
0-20% Improvement 21-40% Improvement 41-60% Improvement 61-80% Improvement 81-100% Improvement

The graphs above represent the responses from the mentees. On average, there was a 40% increase over all of the qualities and views, with the highest increase in their motivation where there was a 55% increase since becoming mentored. The other areas which saw a huge increase were the young person's confidence and their having plans for the future.

Mentors' Assessment of the MCR Impact
Average score Before versus After MCR Mentoring



Improvement



0-20% Improvement 21-40% Improvement 41-60% Improvement 61-80% Improvement 81-100% Improvement

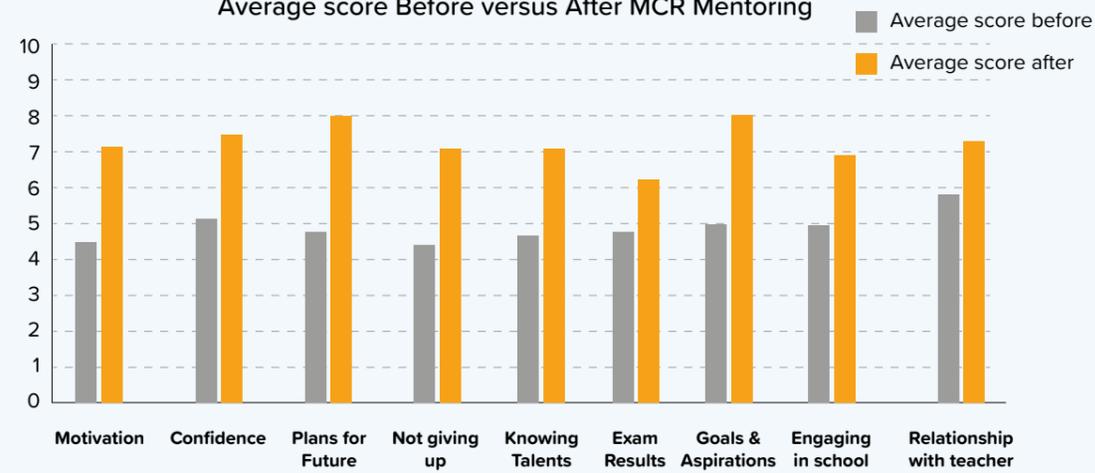
The above graphs represent the responses from the mentors about their young person's views and qualities. On average there was a 31% increase over all areas with the largest increase in 'having plans for the future' with an average percentage increase of 46%. Other areas that the mentors rated highly were the young person's motivation and confidence.

2. The MCR Pathways Impact Model

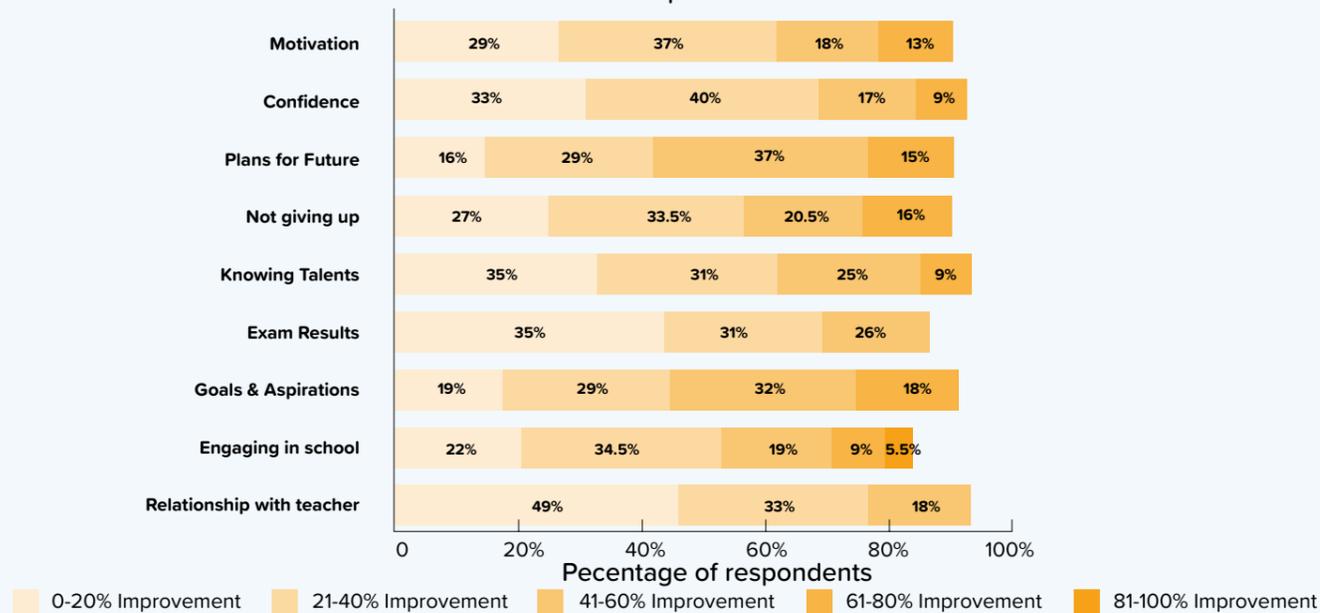
MCR targets two groups of young people: those that are care-experienced, whether current or previously, and a second group that are experiencing disadvantage in some other way. The care-experienced young people are identified by the school SEEMIS system and all are in scope to be offered the support of the programme. The young people that meet the second criteria are referred to the programme by their school. Those young people can include young carers, emotionally vulnerable, on the cusp of social care, informal kinship and young people from families with addiction.

All young people are approved for involvement by their school pupil support teacher or pastoral care staff. They are initially approached to participate in S1 and S2 year group work and offered more individualised mentoring support from S3 onwards. At all stages young people have control of whether they wish to participate in all elements of the programme, individual parts or not at all.

School Staff Assessment of the MCR Impact
Average score Before versus After MCR Mentoring



Improvement



The above graphs represent the responses from school staff about the young person's views and qualities. On average, there was a 49% increase over all areas, meaning the staff have witnessed a significant positive change in the young people since they have been matched with a mentor. The largest increase was in 'having plans for the future' with an average percentage increase of 67%. Other areas that the school staff rated highly were the young person's motivation, goals and aspirations and them 'not giving up'.



Mentoring

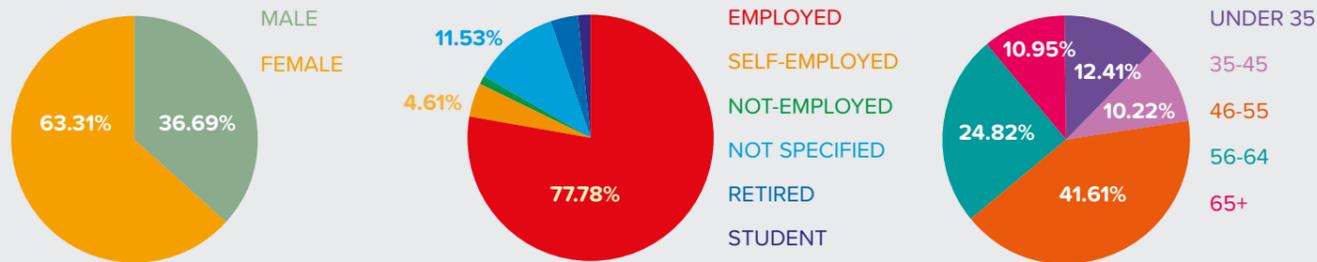
MCR recruits, trains, and supports high quality mentors who meet with their young person for an hour a week for a minimum of a year, ideally two. Building relationships, confidence and self-esteem are a prerequisite to helping the young people find, grow and use their talents.

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 placed into secondary schools and becoming embedded within staff teams working with young people from S1 to S6.

Mentors come from a wide range of professions, jobs, age groups, employment status and experience. There are now over 2,000 volunteers registered with MCR in Glasgow and just under 700 active mentors.



MCR Mentor Demographics

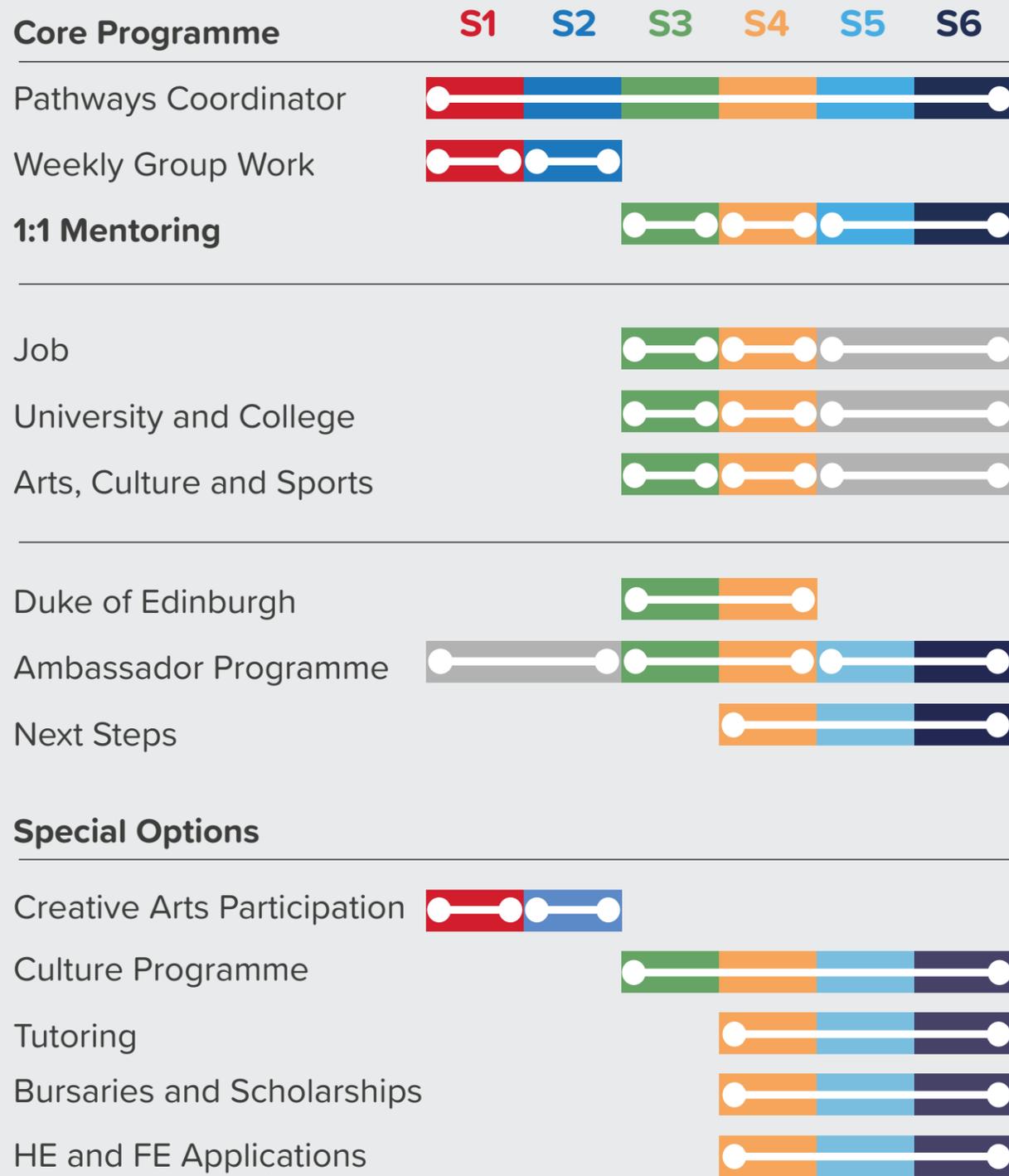


MCR Mentor Support

The MCR model is designed to ensure there is a comprehensive support system, community and network for each mentor to utilise and become part of. This blend ensures mentor time is focused on the young person and is supported and optimised by a dedicated team of MCR staff working in partnership with school staff. Continuous training and support from committed staff, combined with action-based learning are all key parts of the MCR model.



MCR In-School Support



TALENT TASTERS

 Coming soon

Weekly Group Work Sessions

S1 and S2 group work sessions are currently delivered to 675 young people by their MCR Pathways Coordinators with numbers growing as each school matures. These sessions create the opportunity to settle young people into the Young Glasgow Talent programme whilst developing and building relationships and a support network. Sessions are delivered one period per week, with a 28-week programme complementing all eight Curriculum for Excellence areas.

Focus is on health & well-being: confidence and self-esteem; teamwork; social awareness; literacy & numeracy, life skills; employment and post-school education.

Talent Tasters Sessions

Tasters are bite-sized (half day) experience opportunities of jobs, colleges and universities. Young people are offered the chance to choose at least two tasters each year as part of our support programme. Importantly all MCR Talent Tasters are designed for and with the young people.

They select employment tasters from 16 career pathway genres (closely aligned to the SDS My World of Work categories) tailored to their interest and potential.



Arts and Culture Programme

MCR Pathways in partnership with Glasgow Life, National Performing Companies, Creative Scotland and local organisations have developed a creative programme. Young people are able to experience cultural enrichment activities to both improve attainment and promote pro-social outcomes. The YGT Talent Taster Arts and Culture Programme has three distinct streams; creative participation, active attendance and skills and employment, working from S1 through to S6.

The Arts and Culture Programme helps our young people develop interpersonal and communication skills with peers, creative thinking and self-expression skills and encourages a strong sense of belonging. We develop further their group and team working skills, encourage enjoyment and participation and support the improvement of their physical and mental health. 327 young people have participated in the Arts and Culture Programme during the academic year 2017/18.

Ambassador Programme

The Ambassador programme places our young people at the centre of programme development, ensuring that the voice of our young people is integral to our programme's continuous improvement. There are 68 Ambassadors drawn from the first 15 schools and representing each education pathway and personal circumstances. The Ambassadors plan and deliver events across the year, giving them an opportunity to develop their leadership and presentation skills.

Next Steps Programme

Next Steps provides follow-on support for young people who have been involved in the programme once they have left school. Leaving school can be daunting and uncertain and we support our leavers by providing an online community and drop-in sessions. This part of the programme allows young people to keep in touch, learn about opportunities and support them as they progress through their courses and career choices.

There are currently 53 young people actively engaging with the Next Steps programme and offering peer support.

3. Impact: Quantitative and Qualitative Results



We measure progress using a range of quantitative and qualitative indicators.

Quantitative Results

KEY PERFORMANCE INDICATOR	DESCRIPTION
Retention	S4s returning to S5 and staying beyond January
MCR Positive Destinations	S4-S6 young people progression to College, University or Employment destinations
Attainment	By the end of S5: Literacy and Numeracy at SCQF level 4 or better 5 or more subjects at SCQF level 4 or better 1 or more subjects at SCQF level 5 or better 3 or more subjects at SCQF level 5 or better

The following tables provide an overview of key outcomes and show the progression from a baseline year in 2013/14 prior to mentoring being extended beyond one school, to 2015/16 and our further success and improvements in fifteen schools in 2016/17.

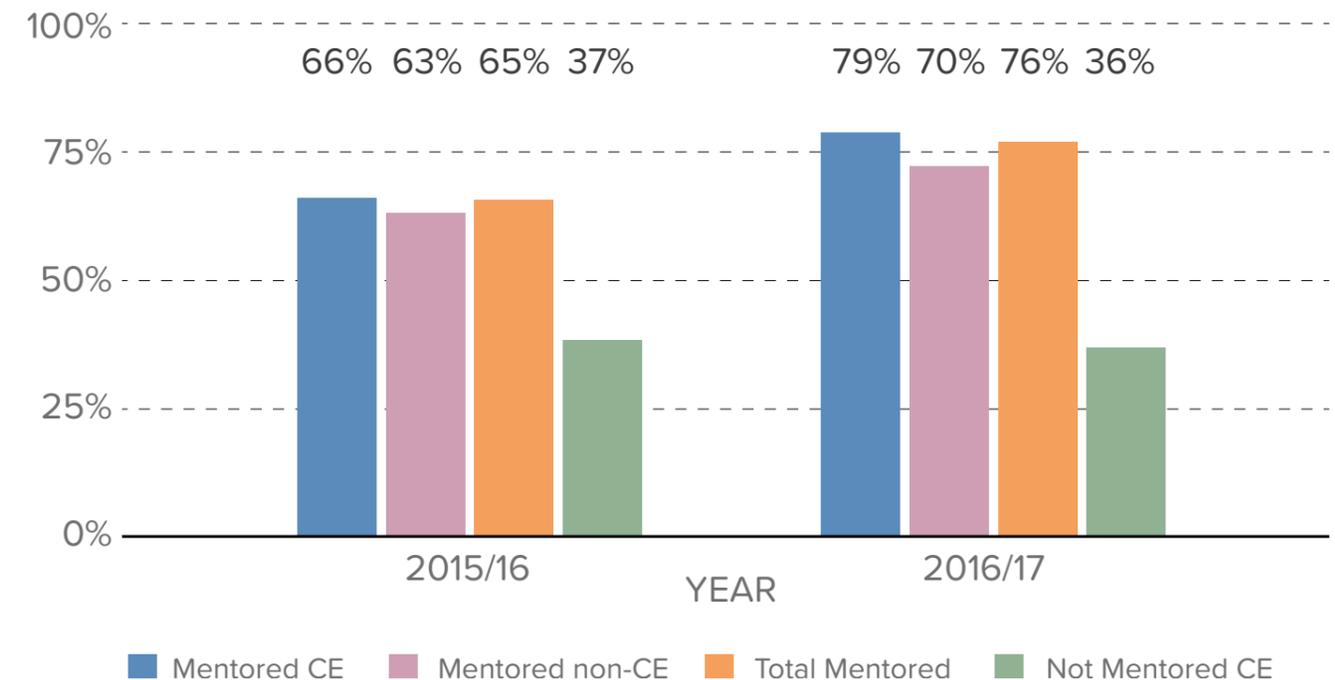
Staying on for S5

In 2016/17, MCR worked in 15 schools. In 2013/14, before mentoring was extended, the staying on rate for care-experienced young people in those 15 schools was 46%. The national staying on rate for care-experienced young people is now 39%

By 2016/17, 79% of mentored care-experienced young people stayed on at school for S5 compared to the 36% care-experienced young people that are not currently being mentored.

STAYING ON BEYOND JANUARY S5	MCR SCHOOLS			
	2015/2016	%	2016/2017	%
Mentored CE	40/61	66%	71/90	79%
Mentored non-CE	10/16	63%	38/54	70%
Total Mentored	50/77	65%	109/144	76%
Not Mentored CE	22/78	37%	35/99	36%

S4s STAYING ON BEYOND JANUARY OF S5



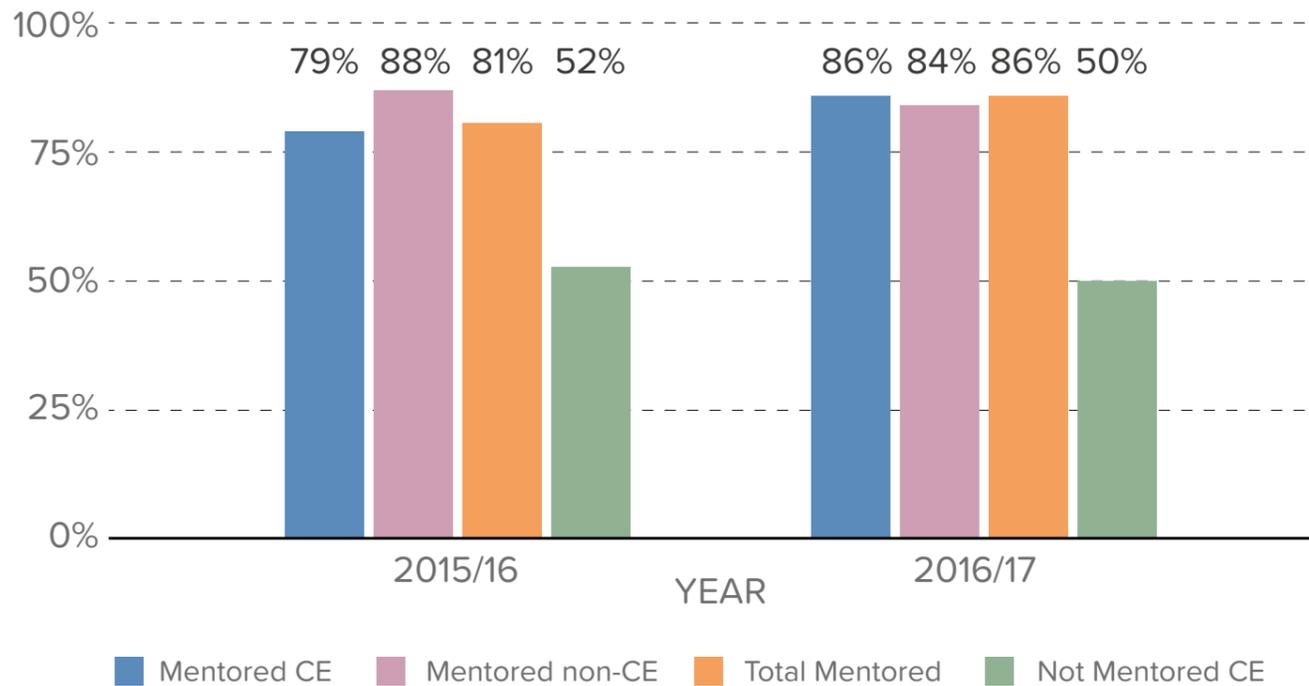
Destinations - College, University or Employment

The table below shows an exceptional result where 86% of mentored care-experienced (CE) young people went on to higher education (HE), further education (FE) or employment. In 2013/14, before mentoring was extended, the MCR destinations for care-experienced young people in those 15 schools was 52%.

In 2016/17 there was a 36% difference in young people who participated in the mentoring programme relative to those who didn't. Young people entering HE on leaving school increased from 9% to 23%. This is a significant milestone and something the young people, their schools and the MCR team are immensely proud of.

MCR POSITIVE DESTINATIONS	MCR SCHOOLS			
	2015/2016	%	2016/2017	%
Mentored CE	33/42	79%	38/44	86%
Mentored non-CE	14/16	88%	27/32	84%
Total Mentored	47/58	81%	65/76	86%
Not Mentored CE	49/94	52%	54/109	50%

MCR POSITIVE DESTINATIONS



Closing the Gap, Glasgow and Nationally

In 2013/14, before mentoring was extended, 52% of care-experienced young people left school and went to a MCR positive destination compared to 81% and 87% of all young people in Glasgow and nationally, respectively. Through mentoring and support from the MCR programme, mentored care-experienced young people have overtaken the Glasgow figure in 2016/17 and is closing the gap on the national figure.

When we add in the Scottish Government positive destination categories of training, activity agreement and voluntary work this figure increases to 96% for total mentored young people in 2016/17.

MCR POSITIVE DESTINATIONS	2013/14 Pre-MCR	2015/16	2016/17
Mentored CE	–	79%	86%
Mentored non-CE	–	88%	84%
Total Mentored	–	81%	86%
Not Mentored CE	52%	52%	50%
GLASGOW (UNIVERSAL)	81%	83%	85%
NATIONAL (UNIVERSAL)	87%	89%	90%



Attainment

All S5 attainment areas demonstrate improvements for mentored young people from the baseline in 2013/14 to 2015/16 and 2016/17. Of note is the breadth and depth areas of 5 or more subjects at SCQF level 4 or better and 3 or more subjects at SCQF level 5 or better. Mentoring plus the additional support of MCR Pathways Coordinators encourages self belief and builds confidence to try out new opportunities and experiences related to their talents and potential. The goal is to give relevance and context to the need to attain and fully engage in school.

Literacy and Numeracy Levels

In 2013/14, before mentoring was extended, the percentage of care-experienced young people achieving SCQF Level 4 or better in Literacy and Numeracy levels in the 15 schools was 48%. The table below demonstrates a 20%

LITERACY and NUMERACY at SCQF LEVEL 4 or better	MCR SCHOOLS			
	2015/2016	%	2016/2017	%
Mentored CE	18/25	72%	40/59	68%
Mentored non-CE	7/12	58%	15/20	75%
Total Mentored	25/37	68%	55/79	70%
Not Mentored CE	17/52	33%	30/75	40%

improvement.

Closing the Gap

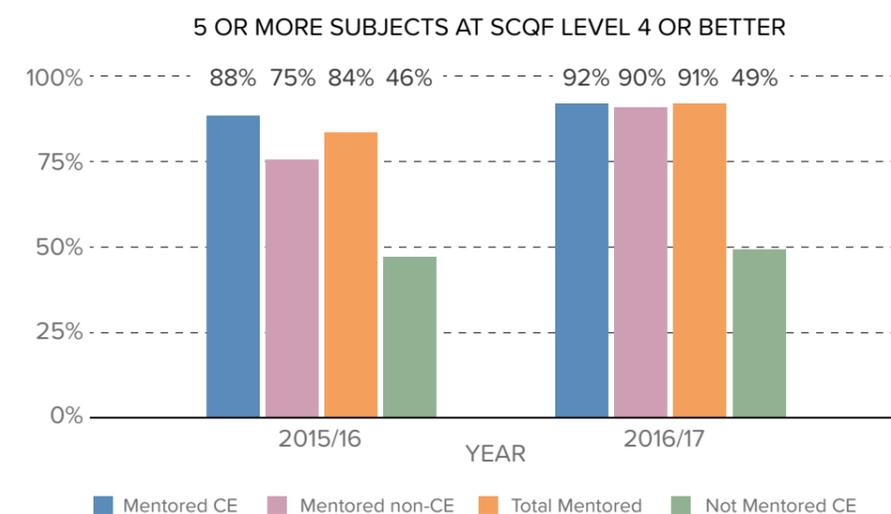
In 2013/14, before mentoring was extended, 48% of care-experienced young people attained their literacy and numeracy at level 4 or better, compared to 78% and 85% of young people in Glasgow and nationally, respectively. Through mentoring and support from the MCR programme, mentored care-experienced young people have reduced the gap between them and Glasgow from 30% to 19%; and between MCR and national from 37% to 24% in 2016/17.

LITERACY and NUMERACY at SCQF LEVEL 4 or better	2013/14 Pre-MCR	2015/16	2016/17
Mentored CE	–	72%	68%
Mentored non-CE	–	58%	75%
Total Mentored	–	68%	70%
Not Mentored CE	48%	33%	40%
GLASGOW (UNIVERSAL)	78%	88%	87%
NATIONAL (UNIVERSAL)	85%	92%	92%

5+ Subjects at Level 4 or Better

In 2013/14, before mentoring was extended, the percentage of care-experienced young people achieving 5 or more subjects at SCQF level 4 or better in the 15 schools was 59%. The table below demonstrates a 33% improvement.

5 or more SUBJECTS at LEVEL 4 or better	MCR SCHOOLS			
	2015/2016	%	2016/2017	%
Mentored CE	22/25	88%	54/59	92%
Mentored non-CE	9/12	75%	18/20	90%
Total Mentored	31/79	84%	72/79	91%
Not Mentored CE	30/75	46%	37/75	49%



Closing the Gap

In 2013/14, before mentoring was extended, 59% of care-experienced young people attained 5 or more subjects at level 4 or better, compared to 85% and 90% of young people in Glasgow and nationally, respectively. Through mentoring and support from the MCR programme, mentored care-experienced young people have exceeded the Glasgow figure by 4%. They have also completely closed the gap with the national figures and are equal to the national average.

5 or more SUBJECTS at LEVEL 4 or better	2013/14 Pre-MCR	2015/16	2016/17
Mentored CE	–	88%	92%
Mentored non-CE	–	75%	90%
Total Mentored	–	84%	91%
Not Mentored CE	59%	46%	49%
GLASGOW (UNIVERSAL)	85%	88%	88%
NATIONAL (UNIVERSAL)	90%	92%	92%

1+ Subject(s) at Level 5 or Better

In 2013/14, before mentoring was extended, the percentage of care-experienced young people in the 15 schools achieving 1 or more subject at SCQF level 5 or better was 52%. The table below demonstrates a 40% improvement.

1 or more SUBJECTS at LEVEL 5 or better	MCR SCHOOLS			
	2015/2016	%	2016/2017	%
Mentored CE	23/25	92%	54/59	92%
Mentored non-CE	7/12	58%	18/20	90%
Total Mentored	30/37	81%	72/79	91%
Not Mentored CE	21/52	40%	36/75	48%

Closing the Gap

In 2013/14, before mentoring was extended, 52% of care-experienced young people attained 1 or more subject(s) at level 5 or better, compared to 85% and 90% of young people in Glasgow and nationally, respectively. Through mentoring and support from the MCR programme, mentored care-experienced young people have exceeded the Glasgow figure by 2%. They have also completely closed the gap with the national figures and are equal to the national average.

1 or more SUBJECTS at LEVEL 5 or better	2013/14 Pre-MCR	2015/16	2016/17
Mentored CE	–	92%	92%
Mentored non-CE	–	58%	90%
Total Mentored	–	81%	91%
Not Mentored CE	52%	40%	48%
GLASGOW (UNIVERSAL)	85%	89%	90%
NATIONAL (UNIVERSAL)	90%	92%	92%

3+ Subjects at Level 5 or Better

In 2013/14, before mentoring was extended, care-experienced young people achieving 3 or more subjects at level 5 or better in the 15 schools was 25%. The table below demonstrates a 38% improvement.

3 or more SUBJECTS at SCQF LEVEL 5 or better	MCR SCHOOLS			
	2015/2016	%	2016/2017	%
Mentored CE	12/25	48%	37/59	63%
Mentored non-CE	4/12	33%	10/20	50%
Total Mentored	16/37	43%	47/79	59%
Not Mentored CE	8/52	15%	23/75	31%

Closing the Gap

In 2013/14, before mentoring was extended, 25% of care-experienced young people attained 3 or more subjects at level 5 or better, compared to 66% and 75% of young people in Glasgow and nationally, respectively. Through mentoring and support from the MCR programme, mentored care-experienced young people have reduced the gap between them and Glasgow from 41% to 10%; and closed the gap between them and the national figures from 50% to 18%.

3 or more SUBJECTS at LEVEL 5 or better	2013/14 Pre-MCR	2015/16	2016/17
Mentored CE	–	48%	63%
Mentored non-CE	–	33%	50%
Total Mentored	–	43%	59%
Not Mentored CE	25%	15%	31%
GLASGOW (UNIVERSAL)	66%	70%	73%
NATIONAL (UNIVERSAL)	75%	79%	81%

Qualitative feedback

What our Partners and Stakeholders tell us...



“This mentoring approach, I think is a very valuable and successful approach which is engaging people who have time to contribute towards supporting the development and the aspirations of young people in a very focused way. I give tribute to the leadership that Iain MacRitchie has given to MCR Pathways and I confirm to parliament that the government is actively involved in the engagement with MCR Pathways about how we can expand and strengthen that more broadly across the country.”

John Swinney, Deputy First Minister of Scotland and the Cabinet Secretary for Education and Skills

“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. 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.”

Alan Sherry, College Principal Glasgow Kelvin College

“I am inspired by the success to date and want to do all I can to make sure I can use my economic and business skills and experiences to maximise the impact for the young people we support going forward. I really believe the future success of Scotland as a country depends on it and I am honoured to serve on the National Advisory Board.”

Lena Wilson, Non-Executive Director – Various, Former Chief Executive of Scottish Enterprise



What our young people tell us...

“I think I benefited from having a mentor because I learned to set goals. I figured out what I was interested in and what I was passionate about – I've got options and know how I can achieve them.”
Kellyanne, MCR Leaver and Next Steps member now doing an HNC in Social Services

“I really didn't want to be here, I just hated school. I tried my hardest to just push everybody around me that tried to help me away. The biggest difference in me is my behaviour but it also lifted my confidence.”
Megan, Knightswood Secondary

“Before I first got a mentor, I didn't feel there was anywhere I felt listened to. By having a mentor there I actually had someone there to listen.”

Callum, MCR Leaver who currently has an apprenticeship with Glasgow City Council

“Easily the best part of being mentored was simply having someone to talk to. It's that sense that you're much more willing to talk to a stranger about issues than you are to someone you have known your full life. The next part would have been that driving force, the ambition that she forged in me simply through the conversations that we had. She's still someone who has supported me more than anyone else.”
William, MCR Leaver now studying Society, Politics and Policy at University of West of Scotland

“The Talent Taster helped me understand that social care is the career that I want to go into. It was great because the Talent Taster was really diverse. We had so many different people there from many different forms of social work. So, it was a great insight because I got to learn about the different career paths that I could take, how I could get there and my role and responsibilities that I would have.”
Kieran, MCR Young Person and Ambassador

“As a young person, you might not think you need the support. That's what I was like – I don't need the support, I'm fine – but I've done this programme and it really did help me with confidence and many other things.”
Patrick, MCR Leaver now an Apprentice for BMW and Mini

“I had the best Pathways Coordinator ever. She helped me with so much, without her support I could have not done or achieved anything. She was the best person to talk to and always full of good advice. Always there whenever I needed her and with a big smile on her face.”
Alvaras, Smithycroft Secondary School



What our school colleagues tell us...

“The actual work and engagement has surpassed our expectations. Every young person who has engaged with MCR has had their attainment improved and their rates are actually higher than the national average. And each and every one has either stayed on at school or moved to a positive destination. For the whole community, it comes down to meeting every young person’s needs. While the programme targets specific young people, it has an enormous impact on the whole school. Attainment is a big factor, the MCR young people have seen their attainment rates improve so we’ve now got more young people operating at higher levels. This lets us build more opportunities into the timetable and that’s had an effect on the whole senior phase.”
Pauline Swan, Headteacher, Whitehill Secondary School

“This is not a teacher who is coming in to see them, it’s not a person coming in with expectations of the young person, it’s a person who is coming in with expectations to simply support that young person in lots of different ways. I think the young people can see that and so there’s a different dynamic in terms of the relationship that a pupil will have with a teacher as opposed to a volunteer mentor.”

**Stephen Stone, Headteacher,
St Roch’s Secondary School**

“We’ve been on a journey for the last few years. We’ve developed new values which are honesty, respect, responsibility, ambition and inclusion. Our partnership with MCR clearly ties in with all of that. We want every young person to be the best that they can be. We appreciate that in the current climate we need partners more than ever. It ties in absolutely beautifully with the fact that we’re aspirational for our young people and want to see them do the very best that they can and we need people to help us do that.”
Kay Dingwall, Headteacher, Knightswood Secondary School

“The programme’s first pupils didn’t want to be singled out, but that quickly changed and now they’ve told us they feel part of a family. With a mentor, they’ve got this one person who’s always there for them, who will stick to their word, who cares for them and will help them in any way possible. The mentor feedback we’ve had is just amazing, they can’t believe how much impact they’re having on people’s life. One mentor has said that it’s even changed the way they interact with the own children. Another said their family life has changed completely as a result of doing this.”
Nicki Dillon, Faculty Head of Inclusion, Whitehill Secondary School

“The impact of the programme on the staff is growing. It’s like an extra arm to our pupil support. Some of the approaches embedded in MCR – the individual mentoring, the Talent Tasters - that low-key way of managing young people has spilled out into the whole school. Because it’s worked in that context, with those young people, it can definitely help the rest of our practise as well. We can see an increased level of engagement in their subjects and also within their role in the wider community. There are many young people, especially with these backgrounds, in our school that you’d love to spend a significant amount of time with but it’s just impossible. With MCR you’ve got this dedicated approach to identify young people who are in a difficult situation now or may be in the future and give them the support. This is something that’s proved to be very successful. Behind these statistics, these numbers - that all of us look at and that are important - are our young people’s experience in life. Mentoring enables us to broaden young people’s horizons, broaden their possibilities for the future.”
Tommy Donnelly, Deputy Head, St. Roch’s Secondary School

What our Pathway Coordinators tell us...

“Working with a range of mentors is crucial. Every young person is unique and we need an individual mentor for everyone. If all the volunteers were the same then half of our kids wouldn’t have such a good match. One of the things I’d recommend to anyone thinking of getting involved is to let go of their adult expectations. Keep an open mind. Be patient. Some relationships take longer to get off the ground than others. Some young people face very serious challenges and knowing that their mentor is there to support them is really beneficial. It can be as simple as that.

The difference that our mentors make is huge. Once the relationship has had time to develop you see the young people really look forward to their meetings. Especially for those most vulnerable - the relationship is so special and crucial; to have that person who comes in and tells them that they believe in them.”
Renee Rendall, Pathways Coordinator at Springburn Academy



What the Parents/Carers tell us...

“She liked the chats she had with her mentor and the help she received in making her decision about what to do after school. Mentoring helps a child open up and have conversations with their parents. Parents can also have an insight into what their child is thinking about going on to do.”

Mum of MCR Leaver now doing HNC in Social Services

“Caitlin really liked the mentor she had, and she liked the Pathways Coordinator. She said they were both really nice and they always helped her whenever she needed it. She’s done really well in S6 and I think the programme has helped to keep her focussed and driven.”
Joan, Parent of Leaver



What our Mentors tell us...

"I've been able to reconnect with teenagers and understand the problems that they face. I had a lot of problems in my youth as a teenager – hard, hard problems – and I had to sort them out by myself. As a mentor, it's given me tremendous satisfaction helping someone through hard problems like I faced."

Alan, Mentor Retired Engineer

"I really look forward to my mentoring sessions. I feel a sense of achievement for her; that she's doing well and pushing herself. At first it can be hard to know if you're making a difference. But if your young person keeps coming along you know they're getting something out of the relationship."

Lorraine, Mentor Senior Learning Development Officer, Social Work Services

"I'm a manager, so I'm used to telling people what to do. But with my young person it's all about her and I'm the one that has to sit back. And I don't tell her what to do or judge, I just listen and try to advise. Quite often, these young people have others giving up on them and that's what makes you, as a mentor, exceptional - you're not going to be like that."

Audrey, Mentor, City Building

"I would say both mentoring has shown me the colossal amount of resilience that exists in young people. It also shows me that there's a whole world you haven't interacted with. You bring skills to it, but the young people also bring a whole breadth of experience and resilience. You build up a sense of empathy."

Michael, Mentor, Strathclyde University Librarian

"Becoming a mentor has been life changing for me and I feel privileged to be involved in the programme. It's an amazing opportunity to help change someone's life. Support from my manager was a big help in getting started because I felt I was being encouraged and supported. When I mentioned the coffee mornings and training that MCR also run, he was really accommodating."

Alan, Mentor, City Parking

"My young person now wants to be a nurse. We established that, and she is now planning on staying on until sixth year. I'm there for her for that journey. Whatever my mentee needs, I would want to give. She's very thoughtful, she thinks carefully about what she is going to do and has options. I had to emphasise to her that she doesn't need to think about letting other people down. If she does the best that she can do, she's not letting anyone else down."

Lynne, Mentor, Retired Quality Improvement Officer/Headteacher

What our Partner Organisations tell us...

"I've run a couple of Talent Tasters myself and I've found it humbling. It's a great opportunity for me to be involved in at work. I'm really proud the Wheatley Group do so much to support MCR and young people throughout Glasgow and in our communities."

Kirsty, Wheatley Group

"I was delighted to be given the opportunity to inspire the next generation into engineering. At the world of Sweco we build and design the cities and communities of the future. Hopefully our team has sparked an interest and understanding in the attendees of the varied careers available within engineering."

Geraldine, Operations Manager, Sweco

"As part of our collaboration with MCR Pathways, I made the commitment that our staff would become involved. My target is that 20% of our staff will get involved. It's a wonderful thing. It's not just great for what we're doing for society, but it's really impactful for our staff as well. Research has shown that the best leaders are those leaders who can empathise with people. The best way that you can really learn to empathise with people is to work with others. Working with others in a very non-judgemental way, and to understand and to empathise with individuals. My interactions with MCR has left me in no doubt that this is an incredibly effective approach to allowing people to optimise their life, to achieve their ambitions and to go forward and make something of themselves. It doesn't just impact them. Impacting someone's life now doesn't just affect that individual, it affects their children, their grandchildren and you don't know what impact it will have long-term."

David Hillier, Executive Dean of the University of Strathclyde Business School

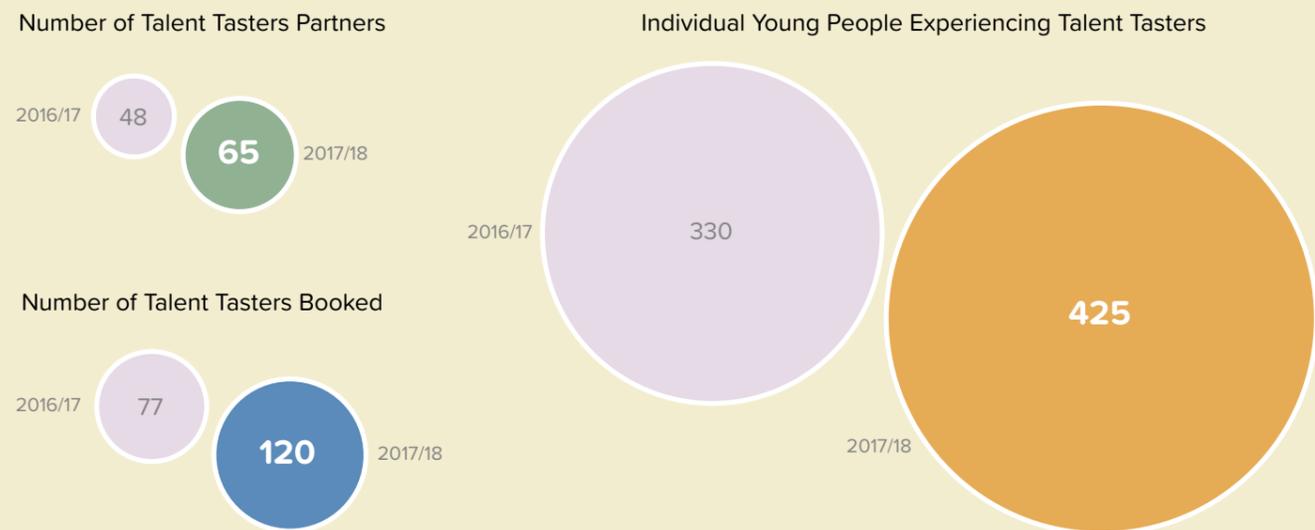


4. Organisational Engagement Activities

Talent Tasters and Leadership through MCR Mentoring Training

Talent Taster Programme

The aim of the **Talent Taster Skills and Employment programme** is to offer every S3/S4 MCR young person multiple concentrated work experience opportunities within an industry or specific job that they choose. Talent Tasters are high quality experiences over a 3-hour period for groups of 7 to 10 young people. These practical hands on sessions are delivered by businesses and organisations within the workplace to inspire our young people to raise their aspirations, supporting them to make informed, positive choices about their future careers. 2017/18 has seen a 29% increase in the number of young people who have participated in a talent taster opportunity. The Tasters engaged young people in 28 schools across the city.



MCR has Talent Tasters covering a full range of employment opportunities, categorised for the young people into 16 job genres. Young people chose from the menu and attend a set period in the timetable in October and November and then in February and March. The genre choice scoping exercise is carried out by Pathways Coordinators and supported by mentors. Below is a heat-map of the genres choices made by the young people. This analysis provides insight to assess demand and inform the programme development to ensure focus is maintained on genre where there are current and future employment opportunities.

2017/18 Young People Choices Made

Talent Tasters are booked based on job types/genre and job consultation carried out with all S3/S4 pupils in the previous summer term to ensure that the needs and desires of young people are met. Within each of the 16 genres there is a further breakdown of individual jobs, for example Public Service includes individual jobs such as social worker, teacher, police officer, fire fighter, childcare and youth worker.



Feedback from young people

97% of the young people who attended said the Talent Taster was helpful to their career choices.

85% of young people who attended felt the Talent Taster inspired them to consider that role as a future career.

Feedback from organisations delivering Talent Tasters



Christina Mackay, Beyonder Garment Manufacturer: Timekeeping and full attendance, enthusiasm and interest from students. Willingness to engage, learn and try. Participants have an interest in creative industries. Students are a credit to their schools, their PCs and MCR in general.

Geraldine Millar, HT, St. Paul's Primary: Young people were great, the staff and children enjoyed them being here. Thanks!

Sace Lockhart, Scottish Music Centre: Both the careers advice and practical were well received. Producing conversations and activities. Great group, thank you.

Quotes from Young People



DRS Architecture:
“My favourite part was the design task because it gave me an idea of the type of stuff a designer does, and I also liked learning about the structure of the buildings.”

Wheatley Group – Para Legal:
“Knowing that I’ve realised this is what I want to do as a job.”

GCC Social Work – Social Worker:
“Learning about the different approaches that different types of social workers take when dealing with different issues and how they affect others’ lives.”



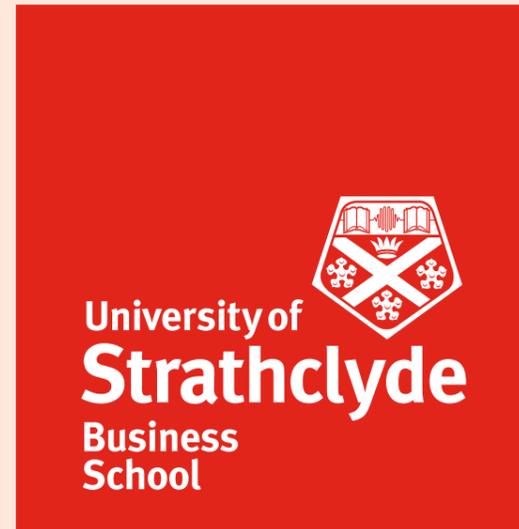
“I was getting into my last year of high school and I didn’t know where I wanted to go with my life. I understood the strengths that I had because I had done stuff with MCR before and I knew that talking to people was one of my skills. And I love helping people, it brings me a lot of joy. My Pathways Coordinator told me about a social care Talent Taster course and I went on it. It gave me so much insight into what I wanted to do in the future. It was great because the Talent Taster was really diverse. We had so many different people there from many different forms of social work, so it was a great insight because I got to learn about the different career paths that I could take, how I could get there and my role and responsibilities that I would have. I am now sending away applications to college so it’s really helped me understand my future.”

Kieran, Leaver



Mentoring develops my coaching skills, allows me to share my knowledge and experience with a young person and enhances my listening skills. I feel honoured to be their 'go to person' when they need advice and to help them face the world of work with passion and enthusiasm to reach their full potential.

Mentor, St Mungo's Academy



Leadership through MCR Mentoring: Training and University Course

Impact on both Mentors and their Organisations

Mentors have consistently reported that their MCR mentoring is often a highlight of their respective working weeks. They develop new personal skills, get an enormous sense of well-being and the feeling of making a tangible contribution. A series of research programmes have been undertaken with the support of University of Strathclyde Business school students and academic staff. Current commitments from Strathclyde include three PhD students embedded within the MCR Programme.

The research undertaken has highlighted up to an 80% overlay between current leadership development for executives and senior managers alongside the skills developed through MCR's model of mentoring. In recognising the power of mentoring as a personal development process, MCR and Strathclyde University Business School are launching a course and ultimately a series of accreditations in Leadership.

The first "Leadership Through MCR Mentoring" award has three modules each accredited independently with 20 points at SCQF Level 7 (First year BA/BSc level) by the University of Strathclyde (UoS). These are integrated with MCR's core mentoring programme and training modules over a 2-year commitment.

The three modules in the programme will raise participants' confidence in mentoring and coaching, both in a workplace setting and as an MCR Pathways mentor. This will be achieved through increasing their abilities in active listening and effective communication; building empathy and trust in relationships; and advising and guiding mentees.



- **Growth of active listening skills. It is important for mentors to be present and fully concentrate on what is being said. Not just 'hearing' the message but also picking up on what the mentee is trying to share without words and in non-verbal communication.**
- **Increased awareness of the importance of reflecting and clarifying. Both are common techniques in verbal communication and ensures that what mentors hear and understand was what was intended.**
- **Development of questioning skills. Using suitable questions will build trust between mentor and mentee and encourage young people to open up to their mentors and accept their guidance.**
- **Increased self-awareness. Exploring one's own emotional intelligence and building empathy with the mentee, will help an individual become a better coach.**
- **Understanding the importance of Motivation, Commitment and Resilience as a mentor to staying positive and future focused. Setting short-term and long-term goals will help the mentee stay focused on their future pathways.**

All these skills are central to being an inspiring leader and effective manager. Leadership qualities are understood but there are few opportunities for front line experience-based learning and practice. The Leadership Through MCR Mentoring course aims to identify, explore, develop and equip management leaders with key skills necessary to build and sustain successful relationships, personal and professional, through focus on the relationship between a mentee and mentor.

5. MCR National Plan Next Steps

Based on the precedent and success in Glasgow, the national expansion of the MCR Pathways programme has commenced. It is assumed that a fully matured plan will take three years to implement in key areas, by which time a minimum of two thirds of the most disadvantaged young people across the country will be receiving the intensity of support required.

The ultimate MCR ambition is to be fully national and MCR will seek ways to reduce the time frames. Given the impact, evidence and experience built up over 10 years in Glasgow. MCR takes into account all the pre-requisites to ensure consistency, engagement and ultimately the required culture change for sustainability.

Initial desktop reviews have assessed a need for the Full Time Equivalent (FTE) Pathways Coordinator post in c300 of the 357 Secondary Schools across the country. The schools without an FTE could be linked to a cluster to ensure they can provide a programme and utilise resources that will be made available to allow for a complete countrywide coverage. However, it remains the ideal that every school benefits from an FTE, following the precedent set in Glasgow.

Local authorities (LA) and schools already invest heavily in employability approaches. The MCR Pathways Coordinator complements and enhance existing approaches.

The MCR Management Board will provide advice and guidance and support the set-up phase in each area. A National Advisory Group has been established to inform and influence policy driven from the various precedents and qualitative and quantitative data gathered. Members have been chosen for their talent, experience and commitment to connect both practice and policy and to ensure every disadvantaged young person across the country is given the transformational support in the MCR model.

Members of the Advisory Board represent all key strategic stakeholders and include:

Martin Armstrong, CEO of Wheatley Group and an MCR Pioneering Partner organisation

Sir Harry Burns, former Chief Medical Officer, Professor of Global Public Health University of Strathclyde

Kenneth Ferguson, Executive Director Robertson Trust and an MCR Funding Partner

David Hillier, Associate Principal and Executive Dean of the University of Strathclyde Business School

Iain MacRitchie, Founder & CEO of MCR Pathways

Maureen McKenna, Executive Director of Glasgow City Council and an MCR mentor

Annemarie O'Donnell, Chief Executive of Glasgow City Council and an MCR mentor

Lena Wilson, former CEO of Scottish Enterprise, Corporate Director and MCR ambassador

In its national expansion, in five years the MCR programme will aim to facilitate the injection of over 5,000 committed relationship-based mentors and a support system for 10,000 of our most disadvantaged young people. The potential for transformational changes in attainment, employability skills, health and well-being are very significant.

Developing the Young Workforce (DYW) objectives and the key National Improvement Framework Priorities will be met in spirit and in detail for this targeted group.

- **Improvement in attainment, particularly literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and well-being**
- **Improvement in employability skills and sustained positive school leaver destinations for all young people.**

Alignment and integration with DYW policy and practice will be immediately beneficial to both addressing current DYW issues and supporting the long-term sustainability of the MCR programme. The introduction of MCR Pathways Coordinators, the MCR Talent Taster Programme and in particular the flow of mentors from DYW connected companies will create a depth of regular and systemic contact.

Initial Local Authority Areas plans in discussion

“We are extremely proud to support MCR Pathways and the fantastic work led by the charity to support young people. We are committed to teamwork and excellence in everything we do – and this is very much aligned with the values and objectives of MCR Pathways. Iain and his team have already made a huge difference to the lives of so many and we are excited to join them on this journey as they start delivering their pioneering work in Edinburgh.”

Sandy Begbie, Global Integration Director for Standard Life and Chairman of Developing Young Workforce in Edinburgh and the Lothians

“Edinburgh College is really excited to be working with MCR Pathways as they bring their sector-leading programme to Edinburgh schools. As a foster parent myself, I see the enormous positive impact this programme has on the self-esteem and life chances of our most vulnerable young people. I'm also a mentor of care-experienced young people and receive such life-affirming positivity from my engagement with them. Our staff are now waiting to become volunteer mentors in MCR's Edinburgh schools programme, which I am driving from the heart of our organisation. The impact on the college will be incredibly positive but it also goes a long way to aim beyond our corporate parenting responsibilities and will create an incredible pipeline for young people to progress to our college.”

Sarah-Jane Linton, Head of our Faculty of Tourism, Hospitality and Business, Edinburgh College

Local Authorities looking to adopt young talent programme:

Glasgow

West Dunbartonshire

Renfrewshire

North Ayrshire

East Renfrewshire

South Lanarkshire

North Lanarkshire

Midlothian

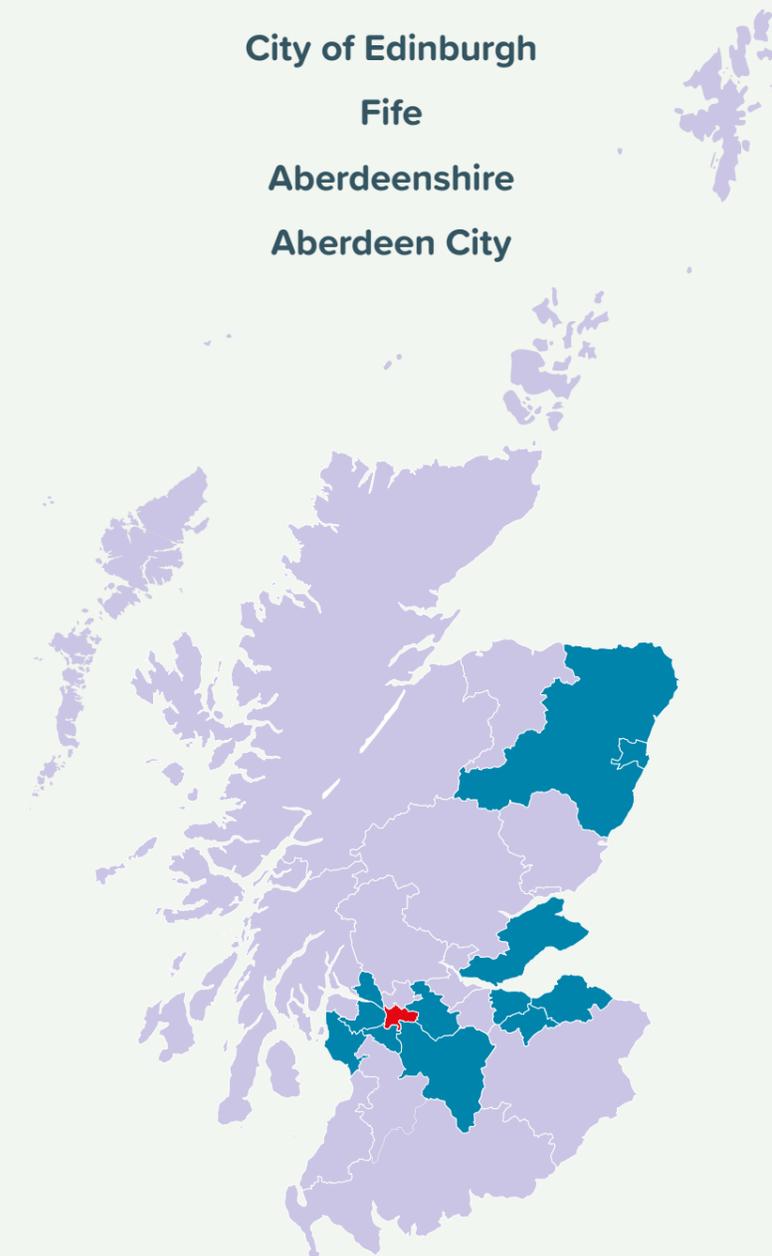
East Lothian

City of Edinburgh

Fife

Aberdeenshire

Aberdeen City



Appendix I: Qualitative Analysis

Mentee Perceptions on the MCR Programme

The table below shows how mentees scored qualities in themselves when they first met their mentor and now when they are leaving school. The table has been ranked from highest percentage increase to smallest

TOTAL RESPONSES (57)	AVERAGE BEFORE	AVERAGE NOW	DIFFERENCE	% INCREASE
Motivation	5.35	8.23	2.93	54.77%
Having plans for the future	5.50	8.39	2.96	53.82%
Confidence	5.49	8.13	2.71	49.36%
Not giving up	5.46	7.86	2.43	44.51%
Extra-curricular activities	4.96	6.74	1.76	35.48%
Knowing talents	6.00	8.09	2.09	34.83%
Saying what you think	6.25	8.07	1.87	29.92%
Exam/Test results	5.71	7.22	1.53	26.80%
Enjoyment	6.31	7.91	1.49	23.61%
Feeling good	6.55	8.04	1.51	23.05%
Positive attitude	6.37	7.79	1.45	22.76%
Attendance	6.33	7.69	1.29	20.38%
Relationship with teachers	6.37	7.25	0.83	13.03%

Mentors Perceptions on the MCR Programme

The table below shows how mentors scored qualities in their mentee when they first met them and after they had mentored them until they left school. The table has been ranked from highest percentage increase to smallest.

TOTAL RESPONSES (51)	AVERAGE BEFORE	AVERAGE NOW	DIFFERENCE	% INCREASE
Having plans for the future	5.26	7.7	2.44	46.39%
Confidence	5.18	7.27	2.08	40.15%
Motivation	5.16	7.12	1.96	37.98%
Goals and aspirations	5.61	7.48	2.02	36.01%
Communication	5.65	7.39	1.75	30.97%
Engaging with school and learning	5.13	6.53	1.47	28.65%
Resilience	5.79	7.18	1.36	23.49%
Positive attitude	6.57	7.72	1.27	19.33%
Extracurricular activities	5.42	6.32	0.89	16.42%
Health and Wellbeing	6.24	6.88	0.81	12.98%
Relationship with teachers	6.21	6.7	0.76	12.24%

School Staff Perceptions

The table below shows how school staff scored qualities in a young person before they were mentored and now after they have been mentored and leaving school. The table has been ranked from highest percentage increase to smallest. Staff have seen over a 50% increase in six of the young person's qualities with 'Having plans for the future' ranking the highest with a 67.2% increase. Having plans for the future has ranked top or second for all stakeholders.

TOTAL RESPONSES (67)	AVERAGE BEFORE	AVERAGE NOW	DIFFERENCE	% INCREASE
Having plans for the future	4.73	7.9	3.18	67.23%
Not giving up	4.33	7.02	2.68	61.89%
Goals and aspirations	4.94	7.95	3.01	60.93%
Motivation	4.42	7.08	2.66	60.18%
Knowing their talents	4.62	7	2.38	51.52%
Positive Attitude	4.73	7.11	2.37	50.11%
Feeling good	4.89	7.16	2.28	46.63%
Playing active and responsible roles	5.21	7.63	2.42	46.45%
Confidence	5.08	7.42	2.35	46.26%
Enjoying life	5.08	7.22	2.13	41.93%
Engaging with school and learning	4.89	6.89	2	40.90%
Extracurricular activities	3.78	5.31	1.53	40.48%
Say what they think	5.78	7.67	1.89	32.70%
Exam/test results	4.71	6.15	1.43	30.36%
Returning to S5	5.48	7.04	1.57	28.65%
Relationship with teachers	5.77	7.25	1.48	25.65%
Relationships with peers	5.9	7.19	1.29	21.86%

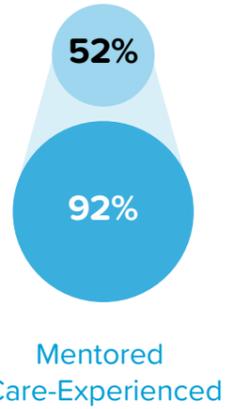
Mentee/mentor Relationships

QUALITY	MENTEE	% OF COHORT	MENTOR	% OF COHORT
Comfortable	43	75.44%	48	94.12%
Relaxed	39	68.42%	36	70.59%
Fun	32	56.14%	23	45.10%
Great match	31	54.39%	24	47.06%
Time flew by	21	36.84%	17	33.33%
A little awkward at times	12	21.05%	12	23.53%
Up and down	5	8.77%	10	19.61%
Couldn't really tell	2	3.51%	3	5.88%
Needed a lot of help	2	3.51%	3	5.88%
Didn't make a connection	0	0.00%	0	0.00%

Appendix II: Performance vs. National Care-Experienced

S5 One or More Subjects at SCQF Level 5 or Better

National (Care-Experienced)
Baseline 2013/14



2016/17 MCR Schools



91%

All Mentored

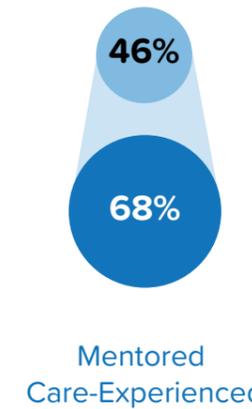


59%

National Care-Experienced

S5 Literacy and Numeracy at SCQF Level 4 or Better

National (Care-Experienced)
Baseline 2013/14

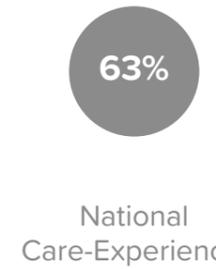


2016/17 MCR Schools



70%

All Mentored

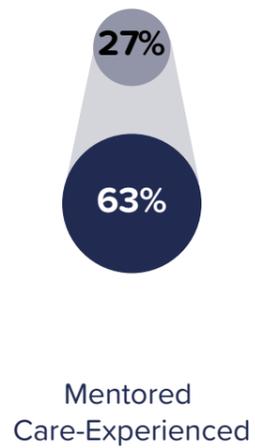


63%

National Care-Experienced

S5 Three or More Subjects at SCQF Level 5 or Better

National (Care-Experienced)
Baseline 2013/14

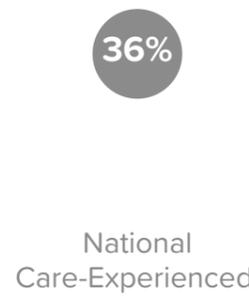


2016/17 MCR Schools



59%

All Mentored

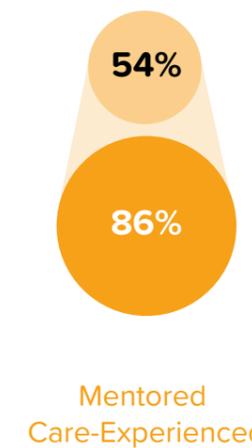


36%

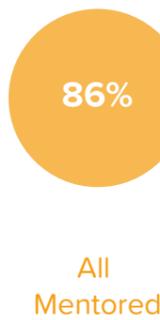
National Care-Experienced

Positive Destinations - College, University or Employment

National (Care-Experienced)
Baseline 2013/14

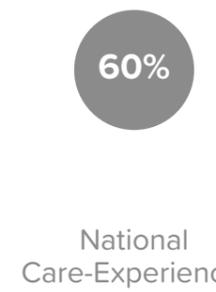


2016/17 MCR Schools



86%

All Mentored

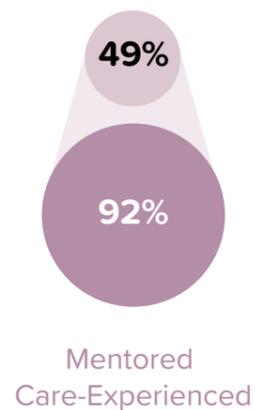


60%

National Care-Experienced

S5 Five or More Subjects at SCQF Level 4 or Better

National (Care-Experienced)
Baseline 2013/14



2016/17 MCR Schools



91%

All Mentored



61%

National Care-Experienced

Staying on Rates

National (Care-Experienced)
Baseline 2013/14

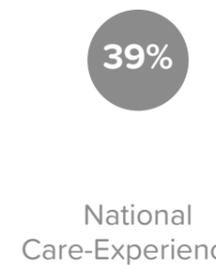


2016/17 MCR Schools



76%

All Mentored

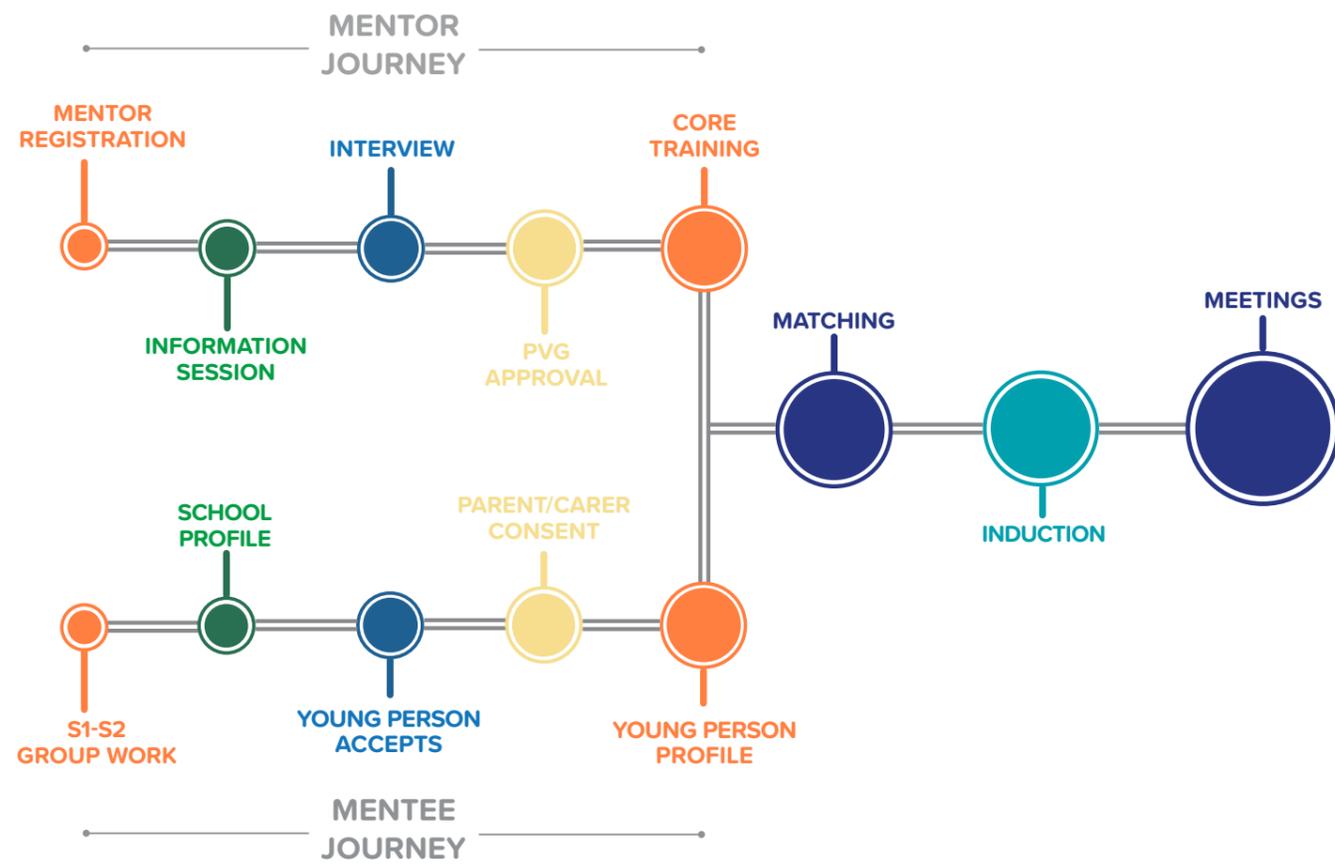


39%

National Care-Experienced

Mentor and Mentee Journey

Getting Involved





MCR Pathways

YST Anderston Hub
Mitchell Library
Berkeley Street
Glasgow G3 7DN

0141 221 0200

info@mcrpathways.org

www.mcrpathways.org



Volunteer at www.mcrpathways.org
Registered charity SC045816

Education Services

Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL

0141 287 2000

www.glasgow.gov.uk



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