

Independent Impact Evaluation of MCR Pathways

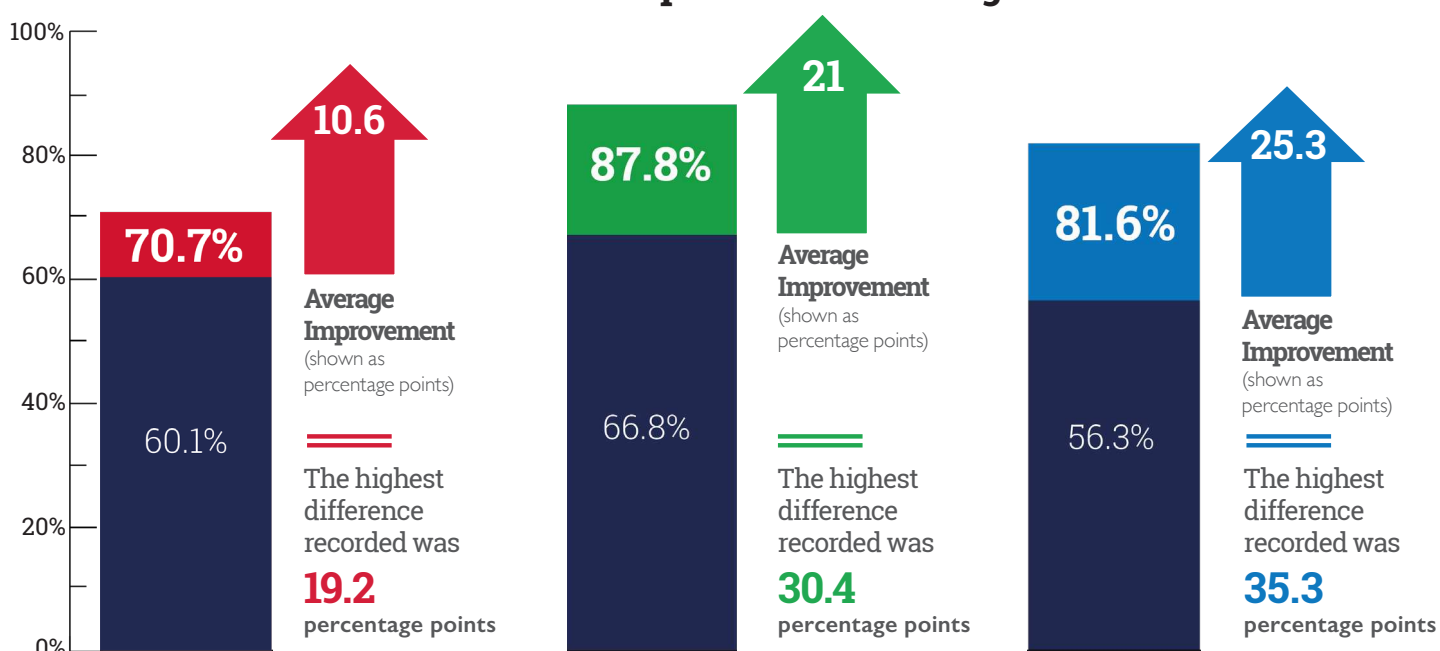
3 Year Quantitative & Qualitative Study

Undertaken by ScotCen Social Research & commissioned by The Robertson Trust

MCR dramatically improves education outcomes whilst significantly enhancing confidence, resilience, self esteem and well-being

An *independent evaluation* has established the *dramatic impact of MCR Pathways' pioneering programme*, for care-experienced young people. The three-year study, *using internationally renowned research methods*, has shown MCR Pathways' relationship-based *mentoring is transforming educational outcomes* and *post-school destinations* for Scotland's most disadvantaged young people. In addition, quantifiable benefits have been identified in confidence, aspirations and social skills of all participants.

3 Year Improvement Average



The National statistics show 39% of care-experienced young people staying on for 5th year and a 3 year average of 58.3% achieving one or more SCQF National 5 qualification(s) and 59.8% progressing to college, university and employment.

Retention Rates

Staying on to 5th year to gain more qualifications

On average, **70.7% of mentored pupils continued their education** in S5, compared to 60.1% of non-mentored care-experienced young people in Glasgow - **an increase of 10.6 percentage points.**

Attainment Rates

Closing the attainment gap

87.8% achieved at one or more SCQF Level 5 qualification(s), compared with 66.8% of their non-mentored care-experienced peers - **an increase of 21 percentage points.**

Positive Destinations

Progressing to college, university and employment

81.6% of mentored care-experienced pupils left school for college, university or a job, compared with 56.3% of those young people not being mentored - **an increase of 25.3 percentage points.**

These young people in the MCR programme represent Scotland's most disadvantaged with 77.6% living in the 20% most deprived postcodes in Scotland, 66.5% having additional support needs and almost 10% with English as an additional language.



In addition to extensive quantitative analysis, interviews with young people, mentors and teachers were conducted to determine mentoring’s contribution to school attendance, attainment and progression rates to college, university or a job.

“My mentor helped me structure my UCAS application, giving me the help that no one else had time for. My mentor boosted my confidence over time, and I wouldn’t have thought about applying to university if she didn’t push me. Now I have 4 conditionals!” - Young person, Glasgow

“Mentoring has made a very positive impact on my own mental health as my mentee’s energy and cracking sense of humour makes our meetings a real highlight of my week. Their resilience to challenges they have faced is infectious and inspiring.” - Mentor, Glasgow

Further benefits for the young person include:



- Improvements in school attendance
- Increased confidence and improved social skills
- Building resilience and motivation

Before having a mentor, young people described feeling limited by how others would view their potential and career choices. The report finds the support of a mentor helped to **improve their resilience to overcome obstacles** and **motivation to pursue aspirations**, whilst also **boosting self-esteem and social skills**. Mentors provide both **emotional and practical support** that is independent from school and family.

The study also finds major benefits for those volunteering to mentor:



- Mentors said their school meetings were **the highlight of their week** and for some, it opened their eyes to the experiences of young people in care.
- Mentors praised the **MCR training they received stating it was clear, well-structured and led by quality trainers**.
- Mentors felt their **MCR training equipped them with the knowledge and tools** they needed to be a mentor.

The MCR mentoring model as a complement to schools

This research, the first of its kind in assessing the impact of mentoring on care-experienced young people’s educational outcomes, **shows dramatic improvements and success in all three quantitative outcomes**. Young people praised their mentors for being non-judgemental. MCR is also recognised for its **highly personalised matching process, which enables young people and mentors to build rapport and a trusting relationship**.



Both the qualitative and quantitative findings of the report provide **overwhelming evidence** that MCR Pathways’ **mentoring programme has significantly increased the educational outcomes for care-experienced young people** and had a positive effect on both the young people and mentors.

Data for the ScotCen evaluation was provided for all young people deemed eligible for the programme at state-funded, mainstream secondary schools within Glasgow. Eligible pupils included young people from S3 to S6 identified as care-experienced (at home or away from home) and previously care-experienced, with data taken from 2015-16, 2016-17 and 2017-18. Comparisons were made between those mentored versus those not mentored, based on a suite of matched pupils characteristics and included those in schools in which MCR was not present.