MCR Pathways

Impact Report May 2024

MCR PATHWAYS

YT young talent

Executive Summary 3
1: Impact on Education Outcomes - National 4
MCR National Summary: Young People Supported 2023 6
MCR Young People Supported By Category 6
MCR Young People Supported By Year Group 6
MCR Young People By Engagement Activity 6
Positive Destinations - Mentored MCR Care Experienced vs National Care Experienced 7
Positive Destinations - Full Table 7
Young People Attainment - S5 - Mentored Care Experienced vs National Care Experienced 7
Young People Attainment - S5 (Full Table) 7
S4 to S5 Staying On Rate 8
Free Meal Entitlement - National Summary 9
SIMD - National Summary 9
ASN - National Summary 9
2: Impact on Education Outcomes - Developing Areas 9
Developing Local Authorities - Young People Supported 2023 10
MCR Young People Supported By Category 10
MCR Young People Supported Year Group 10
MCR Young People Supported By Engagement Activity 10
Positive Destinations: Mentored MCR Care Experienced vs National Care Experienced 10
Positive Destinations (Full Table) 10
Young People Attainment - S5: Mentored MCR Care Experienced vs National Care Experienced 11
Young People Attainment (Full Table) 11
Leavers Attainment: 1+ Best Level Subject- Mentored MCR Care Experienced vs National Care Experienced 11
Leavers Attainment - 1+ Best Level Subject (Full Table) 12
S4 to S5 Staying On Rate 12
FME - New and Developing Areas 12
SIMD - New and Developing Areas 12
ASN - New and Developing Areas 13
3: Impact on Education Outcomes - At Maturity 13
Mature Area Comparator - Young People Supported 2023 15
MCR Young People Supported By Category 15
MCR Young People Supported By Year Group 15
MCR Young People Supported By Engagement Activity 15
Positive Destinations: Mentored MCR Care Experienced vs LA and National Care Experienced 15
Positive Destinations (Full Table) 16
Young People Attainment - S5 Mentored Care Experienced vs LA National Care Experienced 16
Young People Attainment - S5 (Full Table) 16
Leavers Attainment: 1+ Best Level Subject- Mentored MCR Care Experienced vs LA and National Care Experienced 17
Leavers Attainment: 1+ Best Level Subject (Full Table) 17
S4 to S5 Staying On Rate 17
FME - Area at Maturity 18
SIMD - Area at Maturity 18
ASN - Area at Maturity 18
4: Impact on Young People - National Year End Survey 19
Year End Survey 2022/2023 - National Summary - Datasheet 20
Year End Survey 2022/23 - National Summary - Infographic 21
Year End Survey 2022/23 - New and Developing Areas - Datasheet 22
Year End Survey 2022/23 - New and Developing Areas - Infographic 23

Year End Survey 2022/23 - Area at Maturity - Datasheet 24
Year End Survey 2022/2023 - - Area at Maturity - Infographic 25
National Year End Survey 2023 - Additional Highlights 26
Comparison of Mentee and Mentor Responses 26
5. Recorded Mentoring Hours - National, Per LA 27
6. Mentoring Impact - Recent Views From Young People, Mentors & Schools 28
S1 and S2 Group Work 28
Mentored Young People - S3 to S6 29
Mentor Voices 31
Praise from School Staff 33
Case Study - Laura* and Linda* 35
Case Study - Beverley* and Collette* 35
Case Study - Isabel* and Molly* 36
7. A Selection of MCR Films 37

Executive Summary

MCR Pathways now has established trusting relationships with, and support of, over 6,000 of Scotland's most vulnerable young people. The target group of young people are either 'care experienced young people' or those considered by the schools to be on the 'edges of care or vulnerable'. The latter include those in informal kinship care, experiencing family bereavement, young carers, asylum seekers or refugees, living in families with the addiction issues, with a family member in prison, or on cusp of social work intervention.

MCR mentoring is now evidencing its impact in city, town, rural and island settings. It has recruited and established local partnerships for mentor recruitment and engaging all local communities. The delivery of the programme aligns with delivering on The Promise and the national all-party commitment that care experienced young people should "grow up loved, safe and respected so that they realise their full potential."

MCR's evidence-based, data-driven impact on transforming education outcomes, employment pathways and life chances, is underpinned by building each and every young person's capability to enhance their confidence, skills and self-esteem. The design of the programme is tightly engineered to closing the attainment gap, developing a skilled workforce, securing a fairer and more equal society, driving forward a wellbeing economy and guaranteeing social mobility, supporting mental health and many other key policy objectives.

MCR is a proven early intervention model to help ensure young people are determined by their talent and potential and not their circumstances. Circumstances, which if left unsupported would significantly increase the social costs in more acute mental health and physical health services, social work intervention and impact other welfare and social justice systems.

The impact of MCR mentoring in post school destinations in particular progressing to college, university or employment is evident across the country. MCR data taken from Skills Development Scotland SLFU report for 2023 leavers has shown that:

- **82.1% of MCR mentored care experienced young people** progressed to the **higher level of positive destinations of college, university & employment** in the **new** MCR areas. This contrasts with the **national level of all care experienced young people of 73.3%.** MCR estimates that **the national number drops to 69.1% when MCR young people are excluded.**

- Our most mature area - Glasgow - achieved **83.9%**, bringing the **total of MCR mentored care experienced young people who left school across Scotland up to 82.9%.**
- The figure for young people who **were not mentored** in areas that MCR operates in was **64.1%.**
- **98.5%** of mentored care-experienced young people in Glasgow achieved a **Scottish Government broader definition of positive destinations compared to 87.9%** of the care-experienced young people nationally.

Across Scotland, attainment figures increased significantly for MCR Mentored care experienced young people in comparison to the national average for care experienced young people.

- S5 MCR care experienced young people **achieving at least 5 qualifications at National 4 was 86.6% in comparison to the national care experienced level of 61.2%;**
- S5 Mentored young people who **achieved at least 1 qualification at National 5 was 89.8% in comparison to the national level of 65.7%** and;
- Those **achieving at least 3 qualifications at National 5 was 66.7% relative to the national care experienced level of 43.8%.**
- **41.3%** of **MCR mentored care experienced young people** nationally achieved **at least 1 Higher qualification** before leaving school in comparison to the national level of **29.2%.** This figure rises to **48.2% in Glasgow**, our longest standing implementation of the programme.

Mentored young people report high levels of improved confidence, goal setting, belief in themselves, and trusting relationships with mentors in survey feedback. The programme also provides enhanced pastoral care support by embedding Pathways Coordinators in schools to work closely with teachers and school staff. Schools report the programme increases capacity and awareness around supporting vulnerable young people while providing vital mentoring relationships. MCR continues to target its support into high need areas.

- In the year-end survey, **83% of mentored young people stated that having a mentor improved their confidence, 83% said it helped them understand their talents and strengths, 86% said it supported them in identifying goals, and 85% said it helped them believe in themselves more.**
- Since the programme received Scottish Government funding, over **165,000 mentoring hours** have been recorded, despite the initial expansion taking place during lockdown.
- **71.8% of young people supported by MCR nationally are from the 40% most deprived areas** based on the Scottish Index of Multiple Deprivation (SIMD).
- **70% of Glasgow MCR young people live in the most deprived 20% of the country** yet with MCR support consistently achieve the increased level of outcomes
- **60.6% of MCR young people are registered for free school meal entitlement**, indicating high levels of deprivation.
- Similarly, **65.6% of MCR supported young people have one or more additional support needs**, further highlighting the vulnerabilities they face.

The transformational impact of MCR Pathways mentoring continues in Glasgow and is proving to be repeatable and scalable across the country. The strength of the stakeholder quotes and case studies demonstrates the depth of partnership engagement, quality and impact of the programme

1: Impact on Education Outcomes - National

The following section provides a summary of rolled up data and statistics from the last academic year across **all areas** nationally where the MCR Pathways programme is operational.

MCR PATHWAYS

AN HOUR A WEEK, A LIFETIME OF IMPACT

MCR Young People across Scotland (in the last year)...

5,109
young people Supported

Representative of cities, towns, rural & island areas.

These include those...

WITH SOCIAL WORK INVOLVEMENT and...

- Looked After At Home
- Looked After Away from Home
- Informal Social Work supervision
- Previously Looked After

CONTINUOUS INSTABILITY AT HOME

- Addiction issues
- Asylum seekers & refugees
- At risk of homelessness
- At risk of social work
- Informal kinship care
- Parent in prison
- Parental bereavement
- Prolonged financial hardship
- Safeguarding concern
- Serious illness
- Teenage pregnancy
- Lack of one good adult
- Young carer

71.8%
of young people supported by MCR nationally are from **40% of the most deprived areas**

* Based on the Scottish Index of Multiple Deprivation (SIMD).

60.6%
of MCR young people are registered for free school meal entitlement, indicating high levels of deprivation.

65.6%
of MCR supported young people have one or more additional support needs (ASN) further highlighting the vulnerabilities they face.

Over 63,000
mentoring hours recorded building relationships, confidence & aspiration.

What having an MCR Mentor Means...

In a year-end survey,

- **83%** of MCR care experienced young people stated that having a mentor improved their confidence,
- **83%** said it helped them understand their talents and strengths,
- **86%** said it supported them in identifying goals,
- **85%** said it helped them believe in themselves more.
- **93%** said it has helped them built trust.
- **95%** said that their mentor was a good role model.

Transforming Education & Skills Outcomes...

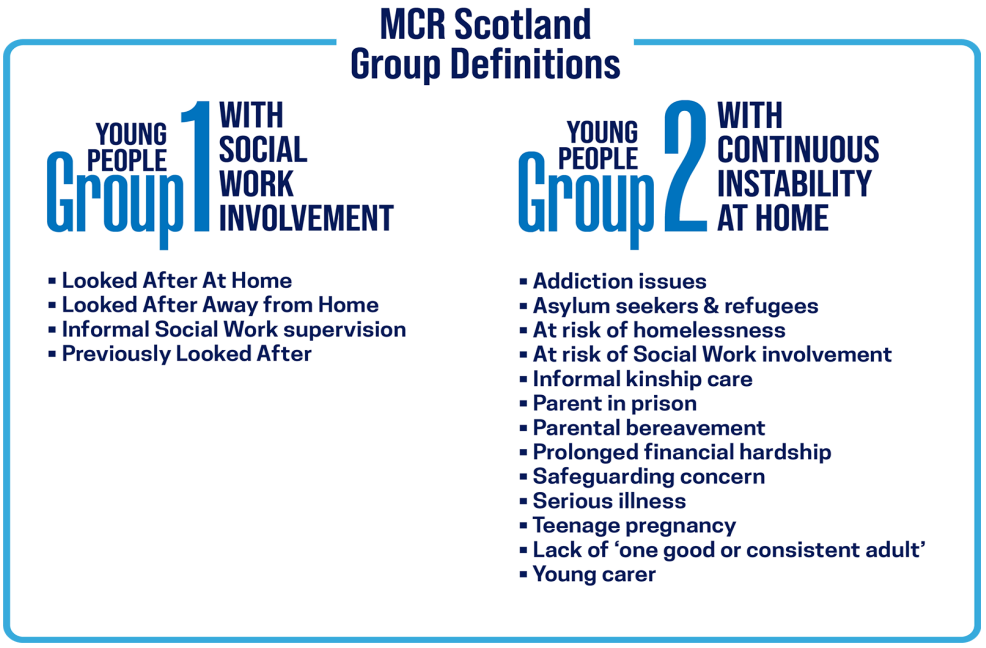
82.9%
of MCR care experienced young people progressed to college, university or employment in comparison to national care experienced young people without MCR of **69.1%**

MCR care experienced young people achieving **at least 5 qualifications at National 4 was...**
86.6%
in comparison to the **national care experienced level of...** **61.2%**

MCR care experienced young people achieving **at least 1 qualification at National 5 was...**
89.8%
in comparison **to the national level of...** **65.7%**

41.3%
of MCR mentored care experienced young people achieved **at least 1 Higher qualification** before leaving school in comparison **to the national level of...** **29.2%**

MCR National Summary: Young People Supported 2023



MCR Young People Supported By Category

5109 Young People with Social Work involvement or with continuous instability at home were supported by the MCR Pathways programme across Scotland during the most recent academic year (2022/2023).

Group 1	1986
Group 2	3123

MCR Young People Supported By Year Group

The following table breaks down those who were supported in each year group.

S1	S2	S3	S4	S5	S6	Total
911	1127	1265	950	569	287	**5109**

** Note: The total number of combined S1s and S2s supported is higher than those who participated in Group Work (table below) due to the fact that some S1s and S2s are directly supported by the Pathways Coordinator and there are also a number of S2s who are matched and meeting with a mentor prior to entering S3.*

MCR Young People By Engagement Activity

The following table shows the different ways young people were supported.

S1/S2 Group Work *Young people participating in weekly group work during the academic year. Group work focuses on building self-esteem and confidence, strengths and interests, teamwork, problem solving and employability skills.*	1850
Mentored *Young people supported by a mentor last academic year.*	2577
PC Supported *Young people provided with additional, individual support from the PC. This is on a frequent and regular basis; 45 minutes or more each week. Often PCs are asked to work with young people to support their wellbeing or attendance, and help prepare them to have a mentor in the future.*	193
YP engaging with PC towards Mentoring	489

Positive Destinations - Mentored MCR Care Experienced vs National Care Experienced

Across Scotland, a greater percentage of care-experienced young people on the MCR Pathways programme achieved positive destinations compared with the National average.

	Group 1 Mentored		National Care-Exp	
MCR positive	257	310	742	1012
	82.9%		**73.3%**	
Scottish Govt	292	310	890	1012
	94.2%		**87.9%**	

** The criteria for an "MCR positive" destination is higher than that which is used by the Scottish Government. MCR considers entry into Higher Education, Further Education or Employment/Apprenticeship as a positive outcome, whereas the Scottish Government also includes other training programmes, personal skills development and voluntary work. MCR estimates that removing MCR young people from the national calculations reduces the % progressing to MCR positives nationally to 69.1%.*

Positive Destinations - Full Table

We also see from the table below that a high percentage of other vulnerable MCR mentored young people (Group 2) are achieving positive destinations.

	Group 1 Mentored		Group 1 Non-Mentored		Group 2 Mentored		National Care-Exp		National universal	
MCR positive	257	310	329	513	286	322	742	1012	49936	54719
	82.9%		**64.1%**		**88.8%**		**73.3%**		**91.3%**	
Scottish Govt	292	310	431	513	312	322	890	1012	52465	54719
	94.2%		**84.0%**		**96.9%**		**87.9%**		**95.9%**	

Young People Attainment - S5 - Mentored Care Experienced vs National Care Experienced

Across Scotland, attainment figures increase significantly for (Group 1) care-experienced MCR Mentored young people in comparison to the National average.

S5 achieving of presented cohort	Lit & Num at Nat. 4+		5+ Qualifications at Nat. 4+		1+ Qualifications at Level 5+		3+ Qualifications at Level 5+	
Group 1 Mentored	153	186	161	186	167	186	124	186
	82.3%		**86.6%**		**89.8%**		**66.7%**	
National care-exp	494	721	441	721	474	721	316	721
	68.5%		**61.2%**		**65.7%**		**43.8%**	

Young People Attainment - S5 (Full Table)

This table includes a comparison with non-mentored young people in programme areas and also our Group 2 young people who experience significant instability. As with the above table we can see a marked difference in attainment in favour of young people who benefit from a supportive mentoring relationship.

S5 achieving of presented cohort	Lit & Num at Nat. 4+		5+ Qualifications at Nat. 4+		1+ Qualifications at Level 5+		3+ Qualifications at Level 5+	
Group 1 Mentored*	153	186	161	186	167	186	124	186
	82.3%		**86.6%**		**89.8%**		**66.7%**	
Group 1 Non-Mentored*	160	214	151	214	152	214	107	214
	74.8%		**70.6%**		**71.0%**		**50.0%**	

Group 2 Mentored*	204	233	206	233	214	233	177	233
	87.6%		88.4%		91.8%		76.0%	
National care-exp*	494	721	441	721	474	721	316	721
	68.5%		61.2%		65.7%		43.8%	
National all students	44331	48317	43394	48317	44491	48317	40252	48317
	91.8%		89.8%		92.1%		83.3%	

Leavers Attainment 1+ Best Level Subject - Mentored MCR Care Experienced vs National Care Experienced

Leavers achieving of presented cohort	Cohort	Level 7	Level 6+	Level 5+	Level 4+	Level 3+	Level 2+	Level 1+	Level 0
Group 1 Mentored	310	25	128	232	292	302	302	302	8
		8.2%	41.3%	74.8%	94.2%	97.4%	97.4%	97.4%	2.6%
National care-exp	1012	52	296	577	849	920	925	927	85
		5.1%	29.2%	57.0%	83.9%	90.9%	91.4%	91.6%	8.4%

Leavers Attainment 1+ Best Level Subject (Full Table)

Leavers achieving of presented cohort	Cohort	Level 7	Level 6+	Level 5+	Level 4+	Level 3+	Level 2+	Level 1+	Level 0
Group 1 Mentored	310	25	128	232	292	302	302	302	8
		8.2%	41.3%	74.8%	94.2%	97.4%	97.4%	97.4%	2.6%
Group 1 Non-Mentored	513	15	89	201	355	413	414	416	91
		2.9%	17.3%	39.2%	69.2%	80.5%	80.7%	81.1%	17.7%
Group 2 Mentored	322	42	143	247	307	314	314	314	7
		13.0%	44.3%	76.7%	95.3%	97.5%	97.5%	97.5%	2.2%
National care-exp*	1012	52	296	577	849	920	925	927	85
		5.1%	29.2%	57.0%	83.9%	90.9%	91.4%	91.6%	8.4%
National all students	54719	13901	35901	48115	52784	53606	53663	53700	1019
		25.4%	65.6%	87.9%	96.5%	98.0%	98.1%	98.1%	1.9%

S4 to S5 Staying On Rate

	Group 1 Mentored		Group 1 Non-Mentored		Group 2 Mentored	
S4>S5 Staying on rate	178	276	195	454	248	398
	64.5%		43.0%		62.3%	

Free Meal Entitlement - National Summary

60.6% of MCR Young People are registered for Free School Meals. This rises to above 70% in 2 of our Local Authorities and over 80% in another area where the programme is operating.

Registered for FME	Not currently registered for FME
60.59%	39.41%

SIMD - National Summary

Over 50% of MCR Young People are among the most deprived 20% of Scotland's population according to SIMD data recorded against our active caseload.

Over 70% of young people are situated within SIMD 40 postcode areas - important for HE and FE institutions who have a responsibility and targets to achieve with regards to "harder to reach" young people.

Bottom Quintile	Second Quintile	Third Quintile	Fourth Quintile	Top Quintile
52.06%	19.72%	14.01%	8.90%	5.31%

SIMD 20%	Other SIMD Bands
52.06%	47.94%

SIMD 40%	Other SIMD Bands
71.78%	28.22%

Note: Reporting Dataset and calculations based on young people where SIMD status has been added to the system.

ASN - National Summary

Almost **two thirds** of young people who were supported by the programme in the last academic year have one or more additional support needs and we anticipate that this will continue to rise.

ASN Category Count →	1	2	3	4	Total	Total YP	% 1 or More ASN
Total	2983	514	155	119	3771	5749	65.59%

2: Impact on Education Outcomes - Developing Areas

The following section provides a summary of rolled up data and statistics from the last academic year across all areas where the MCR Pathways programme is **new or developing** towards full implementation and integration.

Developing Local Authorities - Young People Supported 2023

MCR Young People Supported By Category

Over 3100 young people in new and developing areas were supported via the MCR Pathways programme during the last academic year.

Group 1	1217
Group 2	1903

MCR Young People Supported Year Group

These are the figures for new and developing areas in Scotland, broken down by year group.

S1	S2	S3	S4	S5	S6	Total
555	761	794	597	299	114	**3120**

MCR Young People Supported By Engagement Activity

Similar to our most mature and established area, over 50% of those supported are via a mentoring relationship, with the rest participating in S1/S2 Groupwork, engaging towards mentoring or receiving regular additional, individual support from the Pathways Coordinator.

S1/S2 Group Work	1179
Mentored	1518
PC supported	108
YP engaging with PC towards Mentoring	315

Positive Destinations: Mentored MCR Care Experienced vs National Care Experienced

Even when our most mature Local Authority is removed from the figures we observe that a higher percentage of mentored, care-experienced young people are achieving a positive destination.

	Group 1 Mentored		National care-exp	
MCR positive	142	173	742	1012
	82.1%		**73.3%**	
Scottish Govt	157	173	890	1012
	90.8%		**87.9%**	

** The criteria for an "MCR positive" destination is higher than that which is used by the Scottish Government. MCR considers entry into Higher Education, Further Education or Employment/Apprenticeship as a positive outcome, whereas the Scottish Government also includes other training programmes, personal skills development and voluntary work. MCR estimates that removing MCR young people from the national calculations reduces the % progressing to MCR positives nationally to 69.1%.*

Positive Destinations (Full Table)

	Group 1 Mentored		Group 1 Non-Mentored		Group 2 Mentored		National care-exp		National universal	
MCR positive	142	173	250	384	121	141	742	1012	49936	54719
	82.1%		**65.1%**		**85.8%**		**73.3%**		**91.3%**	
Scottish Govt	157	173	313	384	131	141	890	1012	52465	54719
	90.8%		**81.5%**		**92.9%**		**87.9%**		**95.9%**	

Young People Attainment - S5: Mentored MCR Care Experienced vs National Care Experienced

As evidenced below, S5 mentored young people in new and developing areas are also reaching higher levels of attainment in comparison to the average National figure for this grouping.

S5 achieving of presented cohort	Lit & Num at Nat. 4+		5+ Qualifications at Nat. 4+		1+ Qualifications at Level 5+		3+ Qualifications at Level 5+	
Group 1 Mentored	86	100	85	100	90	100	66	100
	86.0%		**85.0%**		**90.0%**		**66.0%**	
National care-exp*	494	721	441	721	474	721	316	721
	68.5%		**61.2%**		**65.7%**		**43.8%**	

Young People Attainment (Full Table)

S5 achieving of presented cohort	Lit & Num at Nat. 4+		5+ Qualifications at Nat. 4+		1+ Qualifications at Level 5+		3+ Qualifications at Level 5+	
Group 1 Mentored	86	100	85	100	90	100	66	100
	86.0%		**85.0%**		**90.0%**		**66.0%**	
Group 1 Non-Mentored	115	162	108	162	110	162	80	162
	71.0%		**66.7%**		**67.9%**		**49.4%**	
Group 2 Mentored	97	112	97	112	98	112	81	112
	86.6%		**86.6%**		**87.5%**		**72.3%**	
National care-exp*	494	721	441	721	474	721	316	721
	68.5%		**61.2%**		**65.7%**		**43.8%**	
National all students	44331	48317	43394	48317	44491	48317	40252	48317
	91.8%		**89.8%**		**92.1%**		**83.3%**	

Leavers Attainment: 1+ Best Level Subject- Mentored MCR Care Experienced vs National Care Experienced

As with previous indicators, the academic indicators for mentored, care experienced young people are better in comparison to the average National figure for this grouping.

Leavers achieving of presented cohort	Cohort	Level 7	Level 6+	Level 5+	Level 4+	Level 3+	Level 2+	Level 1+	Level 0
Group 1 Mentored	173	11	62	125	162	166	166	166	7
		6.4%	35.8%	72.3%	93.6%	96.0%	96.0%	96.0%	4.0%
National care-exp*	1012	52	296	577	849	920	925	927	85
		5.1%	29.2%	57.0%	83.9%	90.9%	91.4%	91.6%	8.4%

Leavers Attainment - 1+ Best Level Subject (Full Table)

Leavers achieving of presented cohort	Cohort	Level 7	Level 6+	Level 5+	Level 4+	Level 3+	Level 2+	Level 1+	Level 0
Group 1 Mentored	173	11	62	125	162	166	166	166	7
		6.4%	35.8%	72.3%	93.6%	96.0%	96.0%	96.0%	4.0%
Group 1 Non-Mentored	384	9	63	149	272	314	314	316	62
		2.3%	16.4%	38.8%	70.8%	81.8%	81.8%	82.3%	16.1%
Group 2 Mentored	141	9	41	94	129	133	133	133	7
		6.4%	29.1%	66.7%	91.5%	94.3%	94.3%	94.3%	5.0%
National care-exp*	1012	52	296	577	849	920	925	927	85
		5.1%	29.2%	57.0%	83.9%	90.9%	91.4%	91.6%	8.4%
National all students	54719	13901	35901	48115	52784	53606	53663	53700	1019
		25.4%	65.6%	87.9%	96.5%	98.0%	98.1%	98.1%	1.9%

S4 to S5 Staying On Rate

	Group 1 Mentored		Group 1 Non-Mentored		Group 2 Mentored	
S4>S5 Staying on rate	107	178	136	339	128	221
	60.1%		40.1%		57.9%	

FME - New and Developing Areas

We have identified that the majority of young people in our developing areas are registered for Free School Meals. There are likely to be more young people who are entitled, but have not (yet) taken up the offer.

Registered for FME	Not currently registered for FME
54.91%	45.09%

SIMD - New and Developing Areas

In our new and developing areas, we can see that the biggest proportion of young people being reached and supported by the programme are within SIMD20 and SIMD40 areas.

Bottom Quintile	Second Quintile	Third Quintile	Fourth Quintile	Top Quintile
44.84%	21.39%	16.70%	10.79%	6.29%

SIMD 20%	Other SIMD Bands
44.84%	55.16%

SIMD 40%	Other SIMD Bands
66.23%	33.78%

ASN - New and Developing Areas

ASN Category Count →	1	2	3	4	Total	Total YP	% 1 or More ASN
Total	1494	514	155	119	2282	3804	59.99%

3: Impact on Education Outcomes - At Maturity

The following section provides a summary of data and statistics from the last academic year in a local authority where the MCR Pathways programme is **operating at maturity**.

MCR PATHWAYS

AN HOUR A WEEK, A LIFETIME OF IMPACT

MCR Young People across Glasgow (in the last year)...

1,989
young people Supported

Representative of all parts of the city.

These include those...

WITH SOCIAL WORK INVOLVEMENT and...

- Looked After At Home
- Looked After Away from Home
- Informal Social Work supervision
- Previously Looked After

CONTINUOUS INSTABILITY AT HOME

- Addiction issues
- Asylum seekers & refugees
- At risk of homelessness
- At risk of social work
- Informal kinship care
- Parent in prison
- Parental bereavement
- Prolonged financial hardship
- Safeguarding concern
- Serious illness
- Teenage pregnancy
- Lack of one good adult
- Young carer

70%
of Glasgow MCR young people

people live in the most

20% deprived parts of the country

yet with MCR support consistently achieve the **increased level of outcomes.**

71.4%
of MCR young people are registered for free school meal entitlement, indicating high levels of deprivation.

76.6%
of MCR supported young people have one or more additional support needs (ASN)

further highlighting the vulnerabilities they face.

Over 26,750
mentoring hours

recorded building relationships, confidence & aspiration.

What having an MCR Mentor Means...

In a year-end survey,

- **83%** of MCR care experienced young people stated that having a mentor improved their confidence,
- **83%** said it helped them understand their talents and strengths,
- **86%** said it supported them in identifying goals,
- **85%** said it helped them believe in themselves more.
- **93%** said it has helped them built trust.
- **95%** said that their mentor was a good role model.

Transforming Education & Skills Outcomes...

83.9%
of MCR care experienced young people progressed to college, university or employment in comparison to **national care experienced young people without MCR of...** **69.1%**

MCR care experienced young people achieving **at least 5 qualifications at National 4 was...**

88.4%
in comparison to the **national care experienced level of...** **61.2%**

MCR care experienced young people achieving **at least 1 qualification at National 5 was...**

89.5%
in comparison **to the national level of...** **65.7%**

48.2%
of MCR mentored care experienced young people achieved **at least 1 Higher qualification** before leaving school in comparison **to the national level of...** **29.2%**

Mature Area Comparator - Young People Supported 2023

MCR Young People Supported By Category

In our most mature Local Authority, just under 2000 Young People were supported by the programme during the most recent academic year (2022/2023).

Group 1	769
Group 2	1220

MCR Young People Supported By Year Group

These are the figures, broken down by year group.

S1	S2	S3	S4	S5	S6	Total
356	366	471	353	270	173	**1989**

MCR Young People Supported By Engagement Activity

In the previous academic year over 1000 young people were supported and encouraged by an MCR Mentor - each of these relationships reliant on the MCR Pathways Coordinator for support. Just short of an additional 1000 young people were supported via Group Work and direct support and engagement via their Pathways Coordinator.

S1/S2 Group Work *Young people participating in weekly group work during the academic year. Group work focuses on building self-esteem and confidence, strengths and interests, teamwork, problem solving and employability skills.*	671
Mentored *Young people supported by a mentor last academic year.*	1059
PC supported *Young people provided with additional, individual support from the PC. This is on a frequent and regular basis; 45 minutes or more each week. Often PCs are asked to work with young people to support their wellbeing or attendance, and help prepare them to have a mentor in the future.*	85
YP engaging with PC towards Mentoring	174

Positive Destinations: Mentored MCR Care Experienced vs LA and National Care Experienced

	Group 1 Mentored		LA Care-Exp.		National Care-Exp	
MCR positive	115	137	108	146	742	1012
	83.9%		**74.0%**		**73.3%**	
Scottish Govt	135	137	140	146	890	1012
	98.5%		**95.9%**		**87.9%**	

** The criteria for an "MCR positive" destination is higher than that which is used by the Scottish Government. MCR considers entry into Higher Education, Further Education or Employment/Apprenticeship as a positive outcome, whereas the Scottish Government also includes other training programmes, personal skills development and voluntary work. MCR estimates that removing MCR young people from the national calculations reduces the % progressing to MCR positives nationally to 69.1%.*

Positive Destinations (Full Table)

	Group 1 Mentored		Group 1 Non-Mentored		Group 2 Mentored		LA care-exp.		National care-exp		National universal	
MCR positive	115	137	79	129	165	181	108	146	742	1012	49936	54719
	83.9%		61.2%		91.2%		74.0%		73.3%		91.3%	
Scottish Govt	135	137	118	129	181	181	140	146	890	1012	52465	54719
	98.5%		91.5%		100.0%		95.9%		87.9%		95.9%	

Young People Attainment - S5 Mentored Care Experienced vs LA National Care Experienced

S5 achieving of presented cohort	Lit & Num at Nat. 4+		5+ Qualifications at Nat. 4+		1+ Qualifications at Level 5+		3+ Qualifications at Level 5+	
Group 1 Mentored	67	86	76	86	77	86	58	86
	77.9%		88.4%		89.5%		67.4%	
LA care-exp	75	123	78	123	83	123	46	123
	61.0%		63.4%		67.5%		37.4%	
National care-exp	494	721	441	721	474	721	316	721
	68.5%		61.2%		65.7%		43.8%	

Young People Attainment - S5 (Full Table)

S5 achieving of presented cohort	Lit & Num at Nat. 4+		5+ Qualifications at Nat. 4+		1+ Qualifications at Level 5+		3+ Qualifications at Level 5+	
Group 1 Mentored	67	86	76	86	77	86	58	86
	77.9%		88.4%		89.5%		67.4%	
Group 1 Non-Mentored*	45	52	43	52	42	52	27	52
	86.5%		82.7%		80.8%		51.9%	
Group 2 Mentored	107	121	109	121	116	121	96	121
	88.4%		90.1%		95.9%		79.3%	
LA care-exp	75	123	78	123	83	123	46	123
	61.0%		63.4%		67.5%		37.4%	
National care-exp	494	721	441	721	474	721	316	721
	68.5%		61.2%		65.7%		43.8%	
LA all students	4079	4641	4090	4641	4208	4641	3627	4641
	87.9%		88.1%		90.7%		78.2%	
National all students	44330	48317	43394	48317	44491	48317	40252	48317
	91.7%		89.8%		92.1%		83.3%	

* ***Note:*** *A number of these young people were meeting mentors but had not exceeded the 10 meeting benchmark for mentored status.*

Leavers Attainment: 1+ Best Level Subject- Mentored MCR Care Experienced vs LA and National Care Experienced

Leavers achieving of presented cohort	Cohort	Level 7	Level 6+	Level 5+	Level 4+	Level 3+	Level 2+	Level 1+	Level 0
Group 1 Mentored	137	14	66	107	130	136	136	136	1
		10.2%	**48.2%**	**78.1%**	**94.9%**	**99.3%**	**99.3%**	**99.3%**	**0.7%**
LA care-exp	146	12	49	90	115	124	125	125	21
		8.2%	**33.6%**	**61.6%**	**78.8%**	**84.9%**	**85.6%**	**85.6%**	**14.4%**
National care-exp	1012	52	296	577	849	920	925	927	85
		5.1%	**29.2%**	**57.0%**	**83.9%**	**90.9%**	**91.4%**	**91.6%**	**8.4%**

Leavers Attainment: 1+ Best Level Subject (Full Table)

Leavers achieving of presented cohort	Cohort	Level 7	Level 6+	Level 5+	Level 4+	Level 3+	Level 2+	Level 1+	Level 0
Group 1 Mentored	137	14	66	107	130	136	136	136	1
		10.2%	**48.2%**	**78.1%**	**94.9%**	**99.3%**	**99.3%**	**99.3%**	**0.7%**
Group 1*Non-Mentored	129	6	26	52	83	99	100	100	29
		4.7%	**20.2%**	**40.3%**	**64.3%**	**76.7%**	**77.5%**	**77.5%**	**22.5%**
Group 2 Mentored	181	33	102	153	178	181	181	181	0
		18.2%	**56.4%**	**84.5%**	**98.3%**	**100.0%**	**100.0%**	**100.0%**	**0.0%**
LA care-exp	146	12	49	90	115	124	125	125	21
		8.2%	**33.6%**	**61.6%**	**78.8%**	**84.9%**	**85.6%**	**85.6%**	**14.4%**
National care-exp	1012	52	296	577	849	920	925	927	85
		5.1%	**29.2%**	**57.0%**	**83.9%**	**90.9%**	**91.4%**	**91.6%**	**8.4%**
LA all students	5007	1241	3288	4322	4788	4891	4892	4892	60
		24.8%	**65.7%**	**86.3%**	**95.6%**	**97.7%**	**97.7%**	**97.7%**	**1.2%**
National all students	54719	13901	35901	48115	52784	53606	53663	53700	1019
		25.4%	**65.6%**	**87.9%**	**96.5%**	**98.0%**	**98.1%**	**98.1%**	**1.9%**

** **Note:** A number of these young people were meeting mentors but had not exceeded the 10 meeting benchmark for mentored status.*

S4 to S5 Staying On Rate

Group 1 Mentored		Group 1 Non-Mentored		Group 2 Mentored		LA care-exp.		LA universal	
71	98	59	115	120	177	135	221	4160	5181
72.4%		**51.3%**		**67.8%**		**61.1%**		**80.3%**	

FME - Area at Maturity

Registered for FME	Not currently registered
71.40%	28.60%

SIMD - Area at Maturity

In our most mature implementation of the programme, the proportion of young people from the most deprived areas is higher than the National average, based on current data captured. With regards to SIMD40, young people from these postcode areas make up over **85%** of the active caseload. It should be noted that our assumed more 'affluent' schools, MCR supported young people numbers are also high (E.g At Hyndland Secondary, 65% are in SIMD20).

Bottom Quintile	Second Quintile	Third Quintile	Fourth Quintile	Top Quintile
70.04%	15.56%	7.32%	4.20%	2.88%

SIMD 20%	Other SIMD Bands
70.04%	29.96%

SIMD 40%	Other SIMD
85.60%	14.40%

ASN - Area at Maturity

ASN Category Count →	1 or more ASN	Total	Total YP	% 1 or More ASN
Total	1489	1489	1945	76.56%

4: Impact on Young People - National Year End Survey

Survey Question	Agree or Strongly Agree
Having a mentor has improved my confidence.	**83%**
Having a mentor has helped me to understand my individual talents & strengths.	**83%**
Having a mentor has supported me to identify goals.	**86%**
Having a mentor has helped me believe in myself more.	**85%**
They encourage me to be the best version of myself.	**90%**
Over time, we have built up a lot of trust.	**93%**
My mentor is a good role model.	**95%**

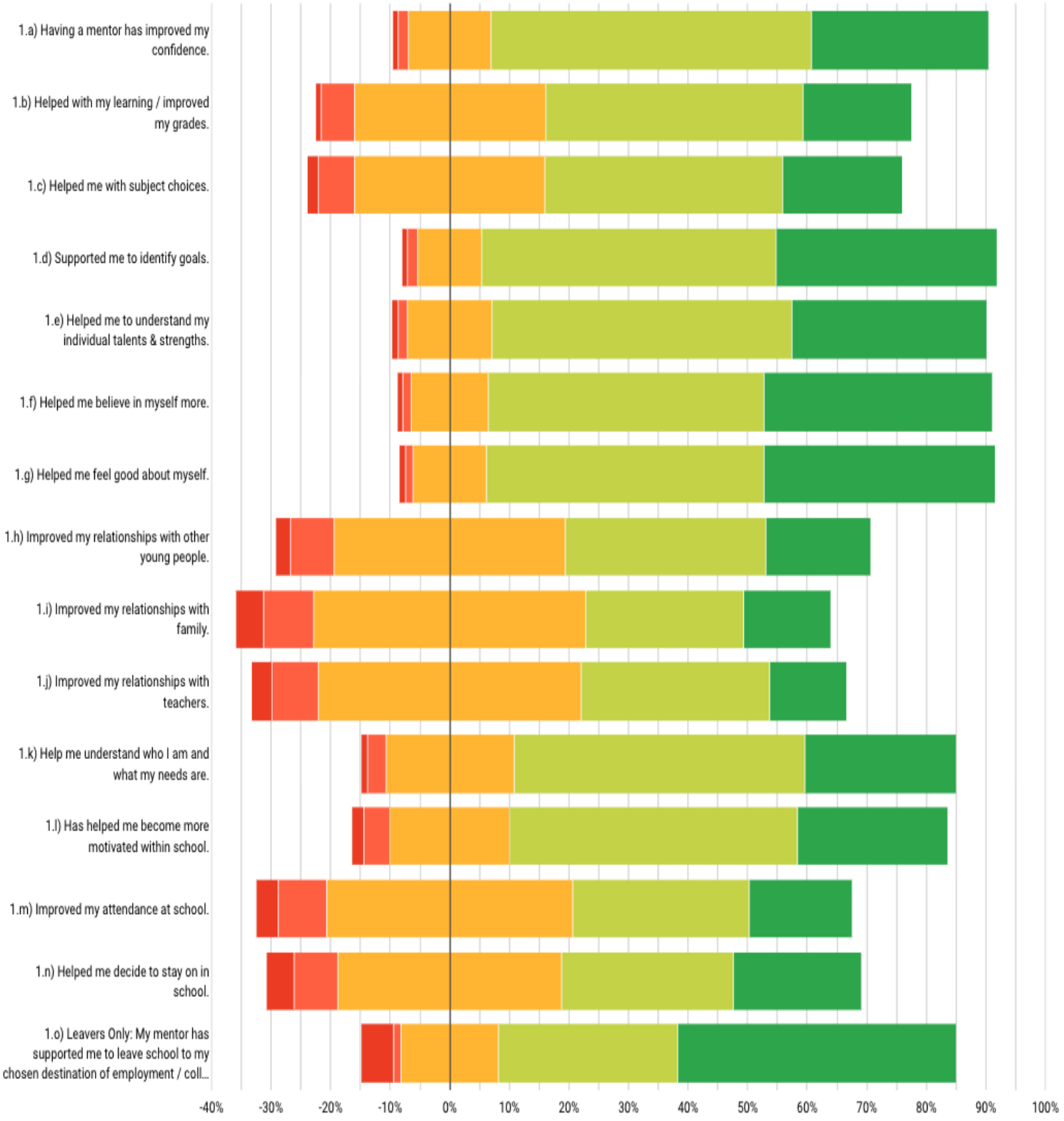
Year End Survey 2022/2023 - National Summary - Datasheet

Number of Participants	1498

Question	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree
Having a mentor has improved my confidence.	29.77%	53.67%	13.95%	1.67%	0.93%
Having a mentor has helped with my learning / improved my grades.	18.16%	43.32%	32.11%	5.47%	0.93%
Having a mentor has helped me with subject choices.	20.16%	39.85%	32.04%	6.01%	1.94%
Having a mentor has supported me to identify goals.	37.12%	49.40%	10.88%	1.60%	1.00%
Having a mentor has helped me to understand my individual talents & strengths.	32.78%	50.33%	14.22%	1.60%	1.07%
Having a mentor has helped me believe in myself more.	38.38%	46.40%	12.82%	1.47%	0.93%
Having a mentor has helped me feel good about myself.	38.79%	46.53%	12.42%	1.27%	1.00%
Having a mentor has improved my relationships with other young people.	17.69%	33.58%	38.85%	7.34%	2.54%
Having a mentor has improved my relationships with family.	14.69%	26.50%	45.73%	8.48%	4.61%
Having a mentor has improved my relationships with teachers.	12.88%	31.71%	44.13%	7.88%	3.40%
Having a mentor has helped me understand who I am and what my needs are.	25.50%	48.80%	21.50%	3.07%	1.13%
Having a mentor has helped me become more motivated within school.	25.23%	48.26%	20.23%	4.27%	2.00%
Having a mentor has improved my attendance at school.	17.29%	29.64%	41.19%	8.21%	3.67%
Having a mentor has helped me decide to stay on in school.	21.63%	28.84%	37.45%	7.41%	4.67%
Leavers Only: My mentor has supported me to leave school to my chosen destination of employment / college / university.	46.78%	30.11%	16.29%	1.33%	5.49%

Year End Survey 2022/23 - National Summary - Infographic

Key - Red strongly disagree; Orange disagree; Yellow neither agree or disagree; Light green agree; Dark Green strongly agree



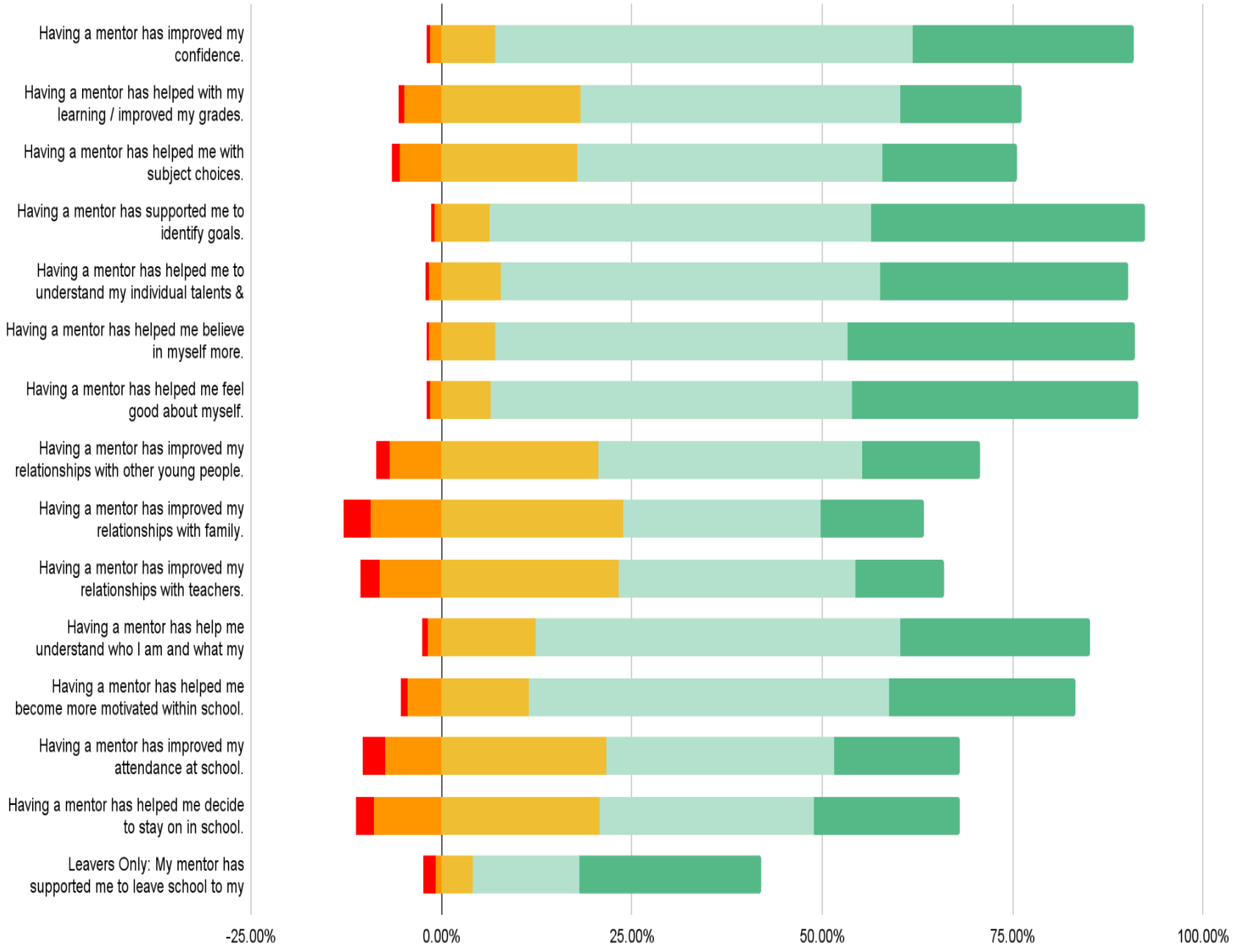
Year End Survey 2022/23 - New and Developing Areas - Datasheet

Number of Participants	804

Question	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree
Having a mentor has improved my confidence.	29.10%	54.73%	14.18%	1.49%	0.50%
Having a mentor has helped with my learning / improved my grades.	15.92%	42.04%	36.44%	4.98%	0.62%
Having a mentor has helped me with subject choices.	17.66%	40.05%	35.70%	5.47%	1.12%
Having a mentor has supported me to identify goals.	35.95%	50.12%	12.56%	1.00%	0.37%
Having a mentor has helped me to understand my individual talents & strengths.	32.46%	49.88%	15.55%	1.62%	0.50%
Having a mentor has helped me believe in myself more.	37.69%	46.27%	14.05%	1.74%	0.25%
Having a mentor has helped me feel good about myself.	37.69%	47.39%	12.94%	1.49%	0.50%
Having a mentor has improved my relationships with other young people.	15.55%	34.58%	41.29%	6.84%	1.74%
Having a mentor has improved my relationships with family.	13.56%	26.00%	47.64%	9.33%	3.48%
Having a mentor has improved my relationships with teachers.	11.69%	31.09%	46.52%	8.21%	2.49%
Having a mentor has helped me understand who I am and what my needs are.	24.88%	47.89%	24.75%	1.87%	0.62%
Having a mentor has helped me become more motivated within school.	24.38%	47.39%	22.89%	4.48%	0.87%
Having a mentor has improved my attendance at school.	16.54%	29.98%	43.16%	7.46%	2.86%
Having a mentor has helped me decide to stay on in school.	19.28%	28.11%	41.42%	8.83%	2.36%
Leavers Only: My mentor has supported me to leave school to my chosen destination of employment / college / university.	23.86%	14.02%	8.14%	0.76%	1.70%

Year End Survey 2022/23 - New and Developing Areas - Infographic

Key - Red strongly disagree; Orange disagree; Yellow neither agree or disagree; Light green agree; Dark Green strongly agree



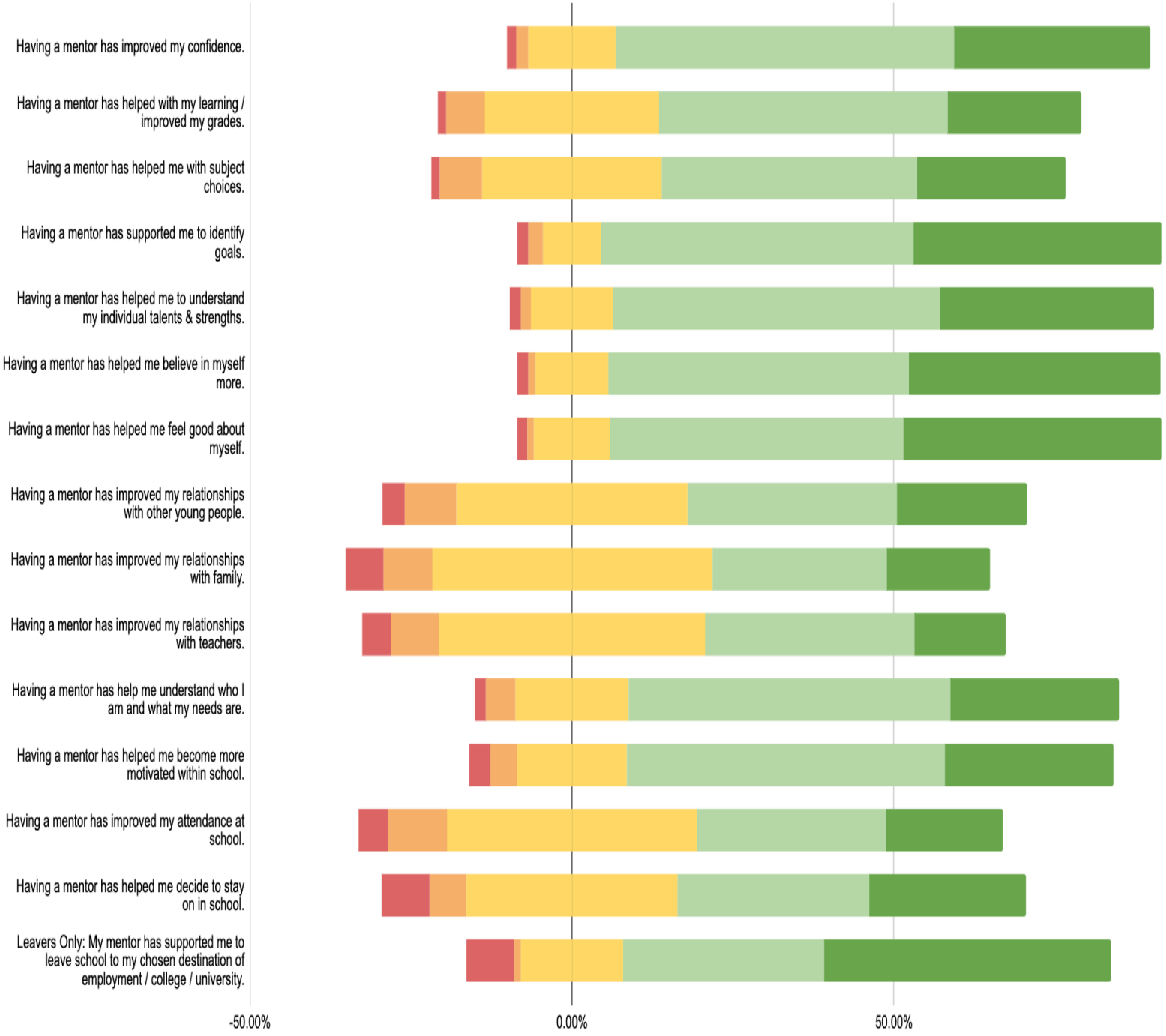
Year End Survey 2022/23 - Area at Maturity - Datasheet

Number of Participants	694

Question	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree
Having a mentor has improved my confidence.	30.55%	52.45%	6.84%	1.87%	1.44%
Having a mentor has helped with my learning / improved my grades.	20.75%	44.81%	13.54%	6.05%	1.30%
Having a mentor has helped me with subject choices.	23.05%	39.63%	13.90%	6.63%	1.30%
Having a mentor has supported me to identify goals.	38.47%	48.56%	4.47%	2.31%	1.73%
Having a mentor has helped me to understand my individual talents & strengths.	33.14%	50.86%	6.34%	1.59%	1.73%
Having a mentor has helped me believe in myself more.	39.19%	46.54%	5.69%	1.15%	1.73%
Having a mentor has helped me feel good about myself.	40.06%	45.53%	5.91%	1.01%	1.59%
Having a mentor has improved my relationships with other young people.	20.17%	32.42%	18.01%	7.93%	3.46%
Having a mentor has improved my relationships with family.	15.99%	27.09%	21.76%	7.49%	5.91%
Having a mentor has improved my relationships with teachers.	14.27%	32.42%	20.68%	7.49%	4.47%
Having a mentor has help me understand who I am and what my needs are.	26.22%	49.86%	8.86%	4.47%	1.73%
Having a mentor has helped me become more motivated within school.	26.22%	49.28%	8.57%	4.03%	3.31%
Having a mentor has improved my attendance at school.	18.16%	29.25%	19.45%	9.08%	4.61%
Having a mentor has helped me decide to stay on in school.	24.35%	29.68%	16.43%	5.76%	7.35%
Leavers Only: My mentor has supported me to leave school to my chosen destination of employment / college / university.	44.49%	31.25%	7.90%	1.10%	7.35%

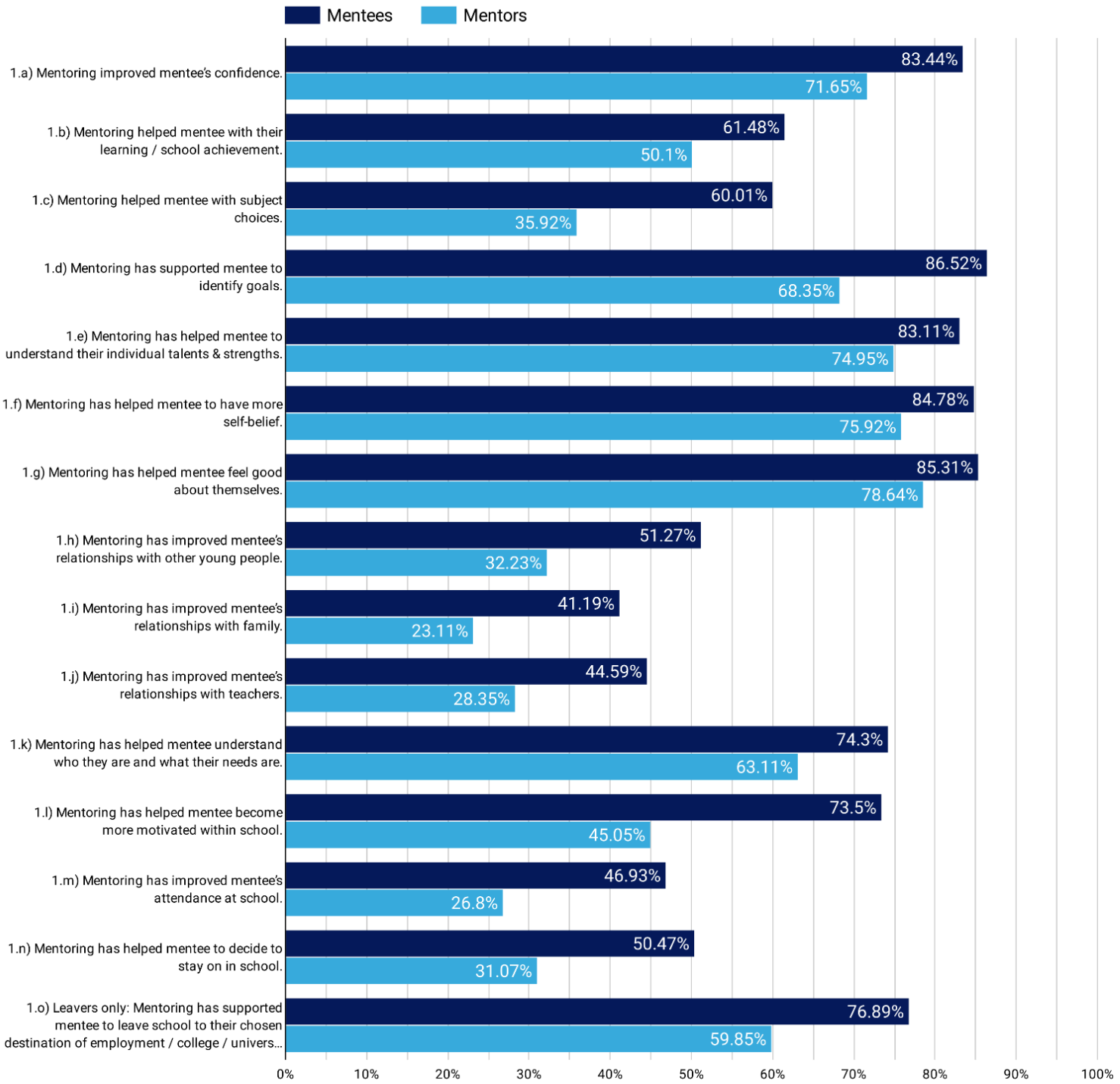
Year End Survey 2022/2023 - - Area at Maturity - Infographic

Key - Red strongly disagree; Orange disagree; Yellow neither agree or disagree; Light green agree; Dark Green strongly agree



National Year End Survey 2023 - Additional Highlights

Comparison of Mentee and Mentor Responses



5. Recorded Mentoring Hours - National, Per LA

Mentoring Hours Recorded	22/23	23/24 (to date)
Aberdeen City Council	3,624.00	1,804.00
Aberdeenshire Council	3,654.00	4,124.50
Argyll and Bute Council	21.00	1,323.00
City of Edinburgh Council	6,744.00	5,884.00
Clackmannanshire Council	2,061.00	2,106.00
Dundee City Council	2,234.00	3,499.00
East Dunbartonshire Council	0	1,669.00
Falkirk Council	1,181.00	1,045.00
Fife Council	2,723.50	3,230.50
Glasgow City Council	26,796.00	25,707.50
Highland Council	2,560.00	3,244.50
Inverclyde Council	1,146.50	1,028.50
North Ayrshire Council	4,232.00	4,555.00
Perth & Kinross Council	1,467.50	1,020.00
South Lanarkshire Council	4,851.00	4,579.50
Total	**63,306.00**	**64,820.00**

** **Note:** Total mentoring hours logged during 2021/2022 were 37,365.00 as the programme expanded into new areas - bringing the total to **165,491.00** since the programme started receiving Scottish Government funding.*

6. Mentoring Impact - Recent Views From Young People, Mentors & Schools

Alongside the positive impact on engagement and achievement, school colleagues report a positive impact on their capacity, since young people benefit from the support of two additional trusted adults (Mentor and Pathways Coordinator). Mentoring also increases general awareness and wider understanding of the challenges that young people might be experiencing.

Note: Names of young people have been anonymised to protect their privacy. For the same reason, mentor names have been changed or shortened.

S1 and S2 Group Work

> *We get the chance to talk about what we like and what we are good at. Our Pathways Coordinator makes us feel like we can do anything we want with our life.*
>
> **S1 Young Person, North-East**

> *I love group work because it is fun. It makes me want to come to school on a Friday.*
>
> ***S1 Young Person, Glasgow***

> *I really liked speaking about the mentor thing cause my friend in S3 has a mentor and they seem really nice. It's good to know we'll still get one too when we don't have group work with my Pathways Coordinator anymore because that'll be rubbish. Actually, can we not just do group work up until we leave school?*
>
> **S2 Young Person**

> *We get to do different tasks each week and discuss how our mental health is and act out different stories in person. I like the rest of the people in the group, they are all my friends.*
>
> **S2 Young Person, Glasgow**

> *It's fun being part of the MCR group work. We get to do fun stuff, have a laugh but get our work done too. Our Pathways Coordinator has been talking to us about mentoring and we're really looking forward to getting matched to a mentor when we go into S3.*
>
> **S2 Young Person**

Mentored Young People - S3 to S6

> *"I didn't expect to enjoy this or benefit from this as much as I have. I'm not someone who trusts easily so I took my time but I'm so glad I stuck it out. She is **AMAZING**!!!! The best thing is having someone to talk to. A **safe space** to let everything out. Coming into school and telling someone who cares and listens."*
>
> **Edinburgh Mentee**

> *"It started off easier than expected, since there was many things in common. My mentor has given me **advice on everything** that i have planned yet never forced it upon me"*
>
> **Young Person, Aberdeenshire**

> *"To my **Pathways Coordinator** - I just wanted to thank you again for all the **support** and **encouragement** you've given me throughout my time at school. You've helped me so much and I just can't thank you enough! I am very excited to tell you that **I've been accepted into St Andrews!** I'm still in shock and I haven't really processed it. You, MCR Pathways and my mentor have made a **huge difference** in my life so thank you for helping me get this far! I can't wait to start my new journey at St Andrews and I'll be taking all the valuable lessons and confidence you've given me along with me!*
>
> **Glasgow Mentee**

> *It took me a lot to go to school, it felt very draining, But **mentoring definitely did help** with that. I was very anxious but mentoring has helped. It was great to be able to finally talk to somebody after having to keep it in for a while. It was a great relief. It's honestly been a great*

*experience. I **definitely wouldn't be the person that I am now** if it wasn't for B*. I remember B* helping me with my personal statement for uni and colleges and that definitely **helped me get into some of the colleges and unis** I've sent it out to.*

South Lanarkshire Mentee

*"I have been part of MCR Pathways since S1, back then I was part of group work with my Pathways Coordinator. Whilst working with her, she **helped me settle** into S1 and has **always given me the support I needed** to help me in school…*

In S3 I was matched up with my mentor. Having M every week has been good for me and I always knew if I had any problems that M* would also be there to **support me and listen to what I have to say**. At the moment M* and my Pathways Coordinator are helping me and supporting me with my **personal statement** for me leaving in S6 and going into **College**.*

*At first, I wasn't too sure of having a mentor and was unsure of who it was going to be, but having a mentor through my years of school was one of the **best things** I went forward for and would **encourage others to go for it**.*

S6 Leaver, Glasgow

I like having my mentor to speak to about anything. He's helped me to identify my strengths and supported me with my career options and future plans.

Young Person, Inverclyde

***I love the programme.** I have recently joined and already I have been matched with a mentor who I get on **great** with. I have just attended a Talent Taster at the Sheriff Court. This has really **inspired me** to become a lawyer.*

Glasgow Young Person

Mentor Voices

> *"Since starting with MCR last year, I've noticed a **huge improvement** in the **confidence** of my YP. At the start she was very quiet and didn't say hello or cheerio. Now she does both and chats much more about everything. […] She has become much more **focused on her future** and talks about what her plans are for college etc. She went on a Talent Taster offering Hair and Beauty and really enjoyed it and spoke about how useful it was.*
>
> *I feel MCR has been a great project for my YP and the way her **confidence and general attitude** has developed in such a short period of time is **remarkable**. The Pathways Coordinator is **always on hand** to answer questions and offer any support if needed. Overall, I think MCR is a **fantastic opportunity** for any YP who might benefit from some extra support at school.*
>
> **Glasgow Mentor**

> *I have enjoyed being part of the relationship as it **grew and developed** into what we have today and I'm looking forward to where it may go in the future. They continue to navigate a tumultuous period in their life well. They are developing a **strong sense of self** and their focus on the **goals that matter** to them has sharpened **significantly**.*
>
> **Mentor, Falkirk**

> *When we first met, my mentee had a **lot of anxiety** about how behind she was in school. In a few sessions I was able to **bring her around** to the idea that adults in school are all trying to help her do her best. What previously would have been her ignoring poor grades and attendance turned into her **developing relationships with teachers,** asking for help, and seeking advice on material. She also used to be much more focused on what other people need and want, and through our time together I've tried to focus on her **meeting her own needs**. I see this in her **confidence** and the friendships she is holding on to."*
>
> **Aberdeen Mentor**

> *We have **achieved a lot** in a short space of time, from a change of career path, to getting a conditional acceptance for the course at **Aberdeen University** - which was her first choice - and means she could end up with a HNC in Drama. I'm **over the moon** for her and have*

asked her to remember me when she is on the red carpet in years to come!

Mentor, Peterhead

> *I've built a really close connection with my young person and it's wonderful knowing I can have an **impact** on their life. My young person has started to **feel differently about school** and is making an effort to **increase their attendance**. I think they're starting to see the longer term benefits of engaging more with school, and are **thinking more about their future** and what they are capable of beyond school.*
>
> **Mentor, Inverclyde Academy**

*The best thing about being a mentor is being able to make a **positive difference** to someone. I have noticed my mentee now has **improved self confidence** and they are considering different **job opportunities.***

Mentor, Larkhall Academy

> *It's been good to see my mentee **grow** and become more assertive over the years. They've **achieved their goals despite the obstacles they've experienced**. I like talking and listening to my mentee and enjoy my time with her.*
>
> **Mentor, North Ayrshire**

*We became friends, we had a laugh and a joke and chatted about everything and nothing. I **helped him understand** his earning potentials with different levels of qualifications from school/college/uni and **helped through the UCAS application process.** They were delighted to receive **acceptances to their chosen course** and know what they need to do to **succeed.***

Highland Mentor

Praise from School Staff

> *These **outcomes for our young people** are only possible because of the meticulous attention to detail when matching a mentor to a young person / planning group work and talent tasters which Derek Montgomery, our MCR Pathways Coordinator, plans to precision. He is a highly visible presence in our school; all young people and staff know who he is. These **positive relationships** that Derek builds with young people, their parents and carers, our staff and mentors, are what makes him a **key member** of our wider student support team and is what **underpins the success of this programme** in our school.*
>
> **Laura Farrell, MCR School Link, St Thomas Aquinas**

> *Mentoring is a great opportunity for young people to help encourage them to **achieve their full potential.** Our Young people feel that this additional support helps boost their **interpersonal skills, self confidence** and provides further guidance to **career pathways**. It's great to see our young people actively engage in dialogue with their mentors in such a positive way*
>
> **Fife School Link**

> *We've found the benefits to be really **transformational**. In particular, **improved outcomes around attainment** and **improved positive destinations.***
>
> **Colin Bruce,**
> **Chief Education Officer, Clackmannanshire Council**

> *At that [initial] meeting … right away I could see in my brain the young people that I knew that this was going to have such an **impact on their life.***
>
> *Very often young people need someone to speak to and it's not often the family and very often it's not the teaching staff. They do get great support in the school, but sometimes they just like that person who wants to listen to them. And again, that other person who's going to be able to **recognise their skills and their talents…***
>
> *For us **it's worked** and I would definitely tell [potential schools], you know and to **take the opportunity** if it was given to them…*

…For me, mentoring is just having that one constant person who is there to listen to you, to encourage you, not always agree with you, you know, because sometimes mentors have to have hard conversations with young people. It's not always just agreeing with what the young person says, but also letting them ***see the opportunities that are out there.*** *It's not always coming from a teacher or coming from a skills development's group. It's coming from someone outside who really has no invested interest other than that young person…*

..I think it certainly has its place within the school and it ***definitely has a positive impact*** *on our young people.*

Alison Craig - Head Teacher - Trinity, South Lanarkshire

> *We have had some really* ***great relationships*** *built up in the last year that I've been here, and it's great to see the longevity and how those relationships are sustained and how willingly* ***young people engage*** *with mentoring because they think; "I like that person.* ***I'm going to show up today because that person's coming in to see me*** *and I'm going to enjoy that wee half an hour I've got having that conversation."*
>
> **Joanne Faulkner - DHT - Hamilton Grammar**

"MCR Pathways has had an ***incredible*** *impact on many young people. Mentorship can give people from vulnerable backgrounds the* ***confidence*** *they might never have had the chance to develop, to* ***realise their ambitions*** *and* ***transform their lives.***"

Annette Brunton, Principal, Edinburgh College

> *"The MCR program has made a* ***significant impact*** *to the school as a whole. The primary positive is having another adult in the building who young people can go to and can build a relationship with. Mentors bring* ***real life experience*** *and a different voice that young people can engage with and listen to. Some young people may have some challenging relationships with school staff, but they feel they can* ***build relationships of trust*** *with their mentor. There's a credibility that comes from a mentor - young people are more willing to listen to what they say. Being able to talk to someone outside of the school environment makes a real difference.*
>
> *Our young people who have participated are* ***much more open and***

> ***engaged with teachers,*** *more* ***focused*** *and are more* ***willing to participate*** *in the life of the school. They want to be here and engage in learning.* ***They've got a plan.*** *And there's no getting away from the fact that* ***the MCR programme has played a big part in that."***
>
> **Stephen Colligan, Head Teacher, St Matthew's Academy**

Case Study - Laura* and Linda*

Eastbank Academy: Meeting since May 2019

The Pathways Coordinator (PC) met Laura on his first day and it was also Laura's first Day in S1. Laura then joined the groupwork. She was always great with answering and asking questions, but she got involved with arguments with other pupils and got very angry at times. Laura's attendance was great, but her attitude could have been better at times.

When looking for a mentor the PC looked for someone who had been to university as this would be a good support for Laura as she had aspirations to go to university to be a paramedic. The PC also wanted a mentor who had good listening skills and who would be able to encourage Laura to see things from other's point of view.

When meeting her mentor they hit it off straight away and grew from strength to strength. Each week the PC watched Laura's confidence grow and her attendance was always great. Laura started to seem much calmer and always attended supported study and any extra classes.

Laura has grown massively from a young immature girl who at times struggled to control her emotions into a mature young woman who will hopefully go on to university and become a Paramedic.

Laura had a tutor for English, organised by MCR which helped her get her Higher. She also attended Talent Tasters and was part of the MCR Ambassador group.

Laura has progressed on to Glasgow Clyde College to study HNC Healthcare. Laura and Linda still keep in touch.

Case Study - Beverley* and Collette*

Hillhead High School: Meeting since September 2019

Beverley was facing many challenges inside and outside of school. She tragically lost her mum, main carer to cancer when she was in S2 and was brought up with her older brother. This had an impact on maintaining friendships with her peers.

The Pathways Coordinator (PC) explained to Beverley about the benefits of being part of the programme and how Mr Greechan, her Pastoral Care Teacher thought that she would benefit from having a mentor.

When looking for a match, the PC was looking for someone who would be nurturing and supportive and thankfully Collette came into our lives. She was a fabulous match for Beverley – champions her all the way.

It has been a privilege to see Beverley and Collette's mentor-mentee relationship grow, even during Covid they kept the momentum going. Collette was Beverley's biggest champion, encouraging her to reach her full potential. Which in turn boosted Beverley's confidence.

As a school we were worried about Beverley going onto a positive destination, but she has absolutely turned her life around. In the last few months of school Beverley grew hugely in confidence. She was determined to get a job with the NHS, as she hopes to pursue a career as a nurse later in life.

Beverley attended an MCR Talent Taster to a nursery, completed a week's work experience and supported Hillhead Primary once a week for 4-6 weeks with gym time for P1.

Beverley has moved on to become a healthcare support worker.

Case Study - Isabel* and Molly*

Shawlands Academy: Meeting since August 2019

The Pathways Coordinator (PC) began working with Isabel in S1 MCR groupwork. Isabel was a very introverted young person, who had loads of potential but lacked in confidence. She struggled to get involved with her peers in groupwork due to the dynamic of the group and how extroverted they were compared to her, but would always contribute what she could.

Isabel was a bit uncertain about having a mentor, but as the PC had worked with her for 2 years already, she said she would give it a go and see how she got on. When the PC was looking for a mentor for her she was looking for someone who would be good for an academic young person and had similar interests. She knew that Molly would meet Isabel's needs and from reading her profile. She would have the right nature, skills and personality to nurture Isabel's potential and really empower and encourage her to reach this.

At first, Isabel was reserved and Molly didn't get a lot of conversation from her. However, Isabel turned up to her meetings each week and within a short timeframe, Isabel was engaging brilliantly with her mentor. Isabel's ambition and confidence was growing with each of the meetings and Molly helped her to channel her focus. They looked at various courses and options that she could take. Molly encouraged Isabel so much and empowered her so much that Isabel applied to St Andrew's University and got a conditional offer.

Over this time during mentoring, Isabel became much more confident not just with her peers, but in her engagement with adults. Isabel has grown from an introverted, 'like to hide in the background' young person to someone who has confidence speaking not only to peers, but adults and teaching staff. She believes she can reach her goals, while taking a logical approach to solving any difficulties which may stand in her path, whether doing this herself or having the confidence to seek out someone who may be able to assist her. It is an understatement to say that she has flourished to meet her true potential.

Isabel actively participated in lots of other MCR offers including being an Ambassador, attending Talent Tasters and S1 & S2 groupwork. She is a great example of the difference the programme can make to a young life.

Isabel progressed onto St Andrew's University to study a Gateway to the Arts and still keeps in touch with Molly and Aimie the PC.

7. A Selection of MCR Films

Simply click the title of any of the films below to watch fantastic real-life examples of MCR's transformational impact. More films are available via YouTube.com/MCRPathways

Partnerships

- Our Partners: NHS Scotland
- Our Partners: HSCP
- Our Partners: Scottish Fire & Rescue Service
- Our Partners: Police Scotland
- Our Partners: Glasgow City Council
- Our Partners: Edrington

Schools and Local Authorities

- Mentoring Matters at Banff Academy
- Mentoring Matters at St. Matthew's Academy
- Mentoring in Education: Clackmannanshire

Mentoring Stories - Young People and Mentors

- CSJ Award: Emily's Story
- Jenny & Suzanne
- Raymond & Jack
- Stewart & Hazel
- Zara & her mentee
- Maureen & Elle
- Kieran & Dennis