



# MCR Mentoring & Talent Development

Programme Information

## Liam's Story

Regularly experiencing the care system, family crises and homelessness, Liam unsurprisingly struggled to focus in school. He found it difficult to concentrate and quickly became disengaged, attending school only as a place to escape the conflicts, and to get fed.

"Things were awful in every sense, home wise and school wise. I was completely disillusioned by school so I just sat back and let it all pass by. I had no idea what my future would hold"

Liam was matched with a mentor who supported him through disillusionment to re-engagement in education. From being 4 years behind in his learning, struggling in school with learning support, Liam has now completed a University degree, working as a building surveyor and is an MCR mentor.



“

**She told me she believed in me and no matter what, I could go out there and do it. At one point, I had no confidence. Now I feel like I can do anything. I have now left university and am employed in my ideal profession, something I never thought I could achieve. I now want more.**

”



## Nicole's Story

Nicole found herself in foster care and became severely depressed at the age of 15. She felt completely disconnected from everyone and did not want to engage with any friends or family, or attend school.

Mentoring gave Nicole a chance to really speak to someone who would listen and support her. Nicole re-engaged in education and has now graduated from college. With her confidence boosted she took a year out to travel and then lived in Canada. Returning to Scotland she is now developing her career with MCR and providing the next generation with the inspiration that personal tragedy and major challenges can be overcome.

“

**If I didn't have someone to speak to, everything would be trapped up inside and I would be fighting with myself. Having a mentor has 100% changed my life.**

”



**MCR Pathways is a transformational secondary school mentoring and talent development programme supporting over 3,000 care experienced and other vulnerable young people experiencing disadvantage to realise their full potential through education.** Developed with and by young people over the past 15 years, MCR's programme dramatically improves educational achievement, wellbeing and post-school destinations.

At its heart, MCR's model is relationship-based mentoring that has evolved into an integrated programme supporting primary school transition and delivering weekly group work in the first 2 years of secondary school. From their 3rd year onwards the young people are carefully matched with a volunteer, trained mentor to meet in school one-to-one on a weekly basis. **All focused on helping the young person to find, grow and use their talents.**

## Contents

The MCR Programme in a Nutshell	2
High Impact	4
Young Person Experience	8
School Partnership	10
Mentor Experience	12
Local Partnerships	16

# The MCR Programme in a Nutshell



Our vision is for all young people who are care-experienced, experiencing vulnerability or disadvantage, to have equality of educational outcomes, career choices and life chances with their peers nationally. We are realising this through the provision of weekly relationship-based Mentoring, Group Work and Talent Taster employability, further and higher education experiences, We work in partnership with secondary schools and all we do has been designed by and for our young people. Participation in our mentoring programme is always by choice.

**We support two broad groups of young people:**

## **Group 1 Young People**

Our first priority is young people who are currently and previously care-experienced, and those receiving support through Child Protection (CP).

## **Group 2 Young People**

Then young people on the periphery of social work support/living with family members with addiction challenges/young carers/Child In Need (CIN)/asylum seekers/experience of close relative incarceration/experience of close relative long-term illness/bereavement.

The composition of this cohort of young people reflects the uniqueness of individual schools. Each school's intricate knowledge of their students ensures that the young people who will most benefit from the programme are invited to participate.



“ Diane is the best mentor ever. I like my mentor so much. We are a good match because we like the same kind of sports. She really changed my life because she helps me with my mental health. She is a very caring person.

James\*, Young Person, Fraserburgh Academy, Aberdeenshire

”

“ For me, the best thing about having a mentor is that you have someone who's 100% on your side, and just wants to help and support you to do as well as you can. Having that support is really valuable and has helped me feel way less nervous about the process of leaving school and applying to college.

Monika\*, Young Person, Drummond Community High School, Edinburgh

”

“ Since meeting my mentor I've had such a better mindset than ever before. I used to be stressed about exams all the time and I had no confidence in myself at all but my mentor has helped me realise that I need to start believing in myself and do what's best for me instead of putting other people first. If it wasn't for my mentor, I think this year at school would have been a lot more difficult for me.

Jane\*, Young Person, Auchenharvie Academy, North Ayrshire

”

“ It has especially helped me as I've had a lot of struggles getting to uni. (My mentor) has been a huge help to my confidence, my social skills, she's helped me get really far. I wouldn't be able to get to where I was today without her support. (Meeting virtually) has been really helpful, especially in lockdown when I feel so isolated from the rest of the world.

Aileen\*, Young Person, St Machar Academy, Aberdeen

”

\*Name has been changed as young person preferred to remain anonymous.

# High Impact

## We measure impact through a range of quantitative and qualitative measures:

- Attendance and engagement
- Academic progress and attainment
- Positive destinations (only college, university and employment)
- Ongoing young person and mentor wellbeing (including the Warwick-Edinburgh Wellbeing Scale)
- Year-end feedback surveys for a 360 degrees view on key personal impacts (young person, mentor, school, parent/carer, MCR Pathways Coordinator) - including confidence, relationships, problem-solving, goal setting, engagement.
- Other KPIs made specific to individual schools and their improvement plans

In March, school impact is shared via an annual report with each school. Regional impact is shared with schools, and the Local Authority, via an annual report.

## Impact on Young People

Our mentored young people have increased confidence, resilience, self-esteem/belief, independence, commitment, motivation, focus, attendance, academic attainment/progress, staying-on rate and positive destinations.

**In 2020, ScotCen, part of NatCen, Britain's leading social research institute, published an independent report on the MCR programme.** Using internationally renowned research methods, the report identified a profound impact on retention rates, attainment rates, and positive destinations. A summary of the report is available at [mcrpathways.org/impact](http://mcrpathways.org/impact)

### Retention Rates

Staying on to 5th year to gain more qualifications

70.7%

39%

Mentored Care-Experienced\* vs National Care-Experienced Pupils

### Attainment Rates

Achieving one or more SCQF Level 5 Qualifications

87.8%

58.3%

Mentored Care-Experienced\* vs National Care-Experienced Pupils

### Positive Destinations

Progressing to college, university and employment

81.6%

59.8%

Mentored Care-Experienced\* vs National Care-Experienced Pupils

(\*based on 30 secondary schools in Glasgow, three-year average for mentored care-experienced young people / non-mentored care-experienced young people nationally)

As we're a relationship-based programme, the words below can only go a little way to demonstrate individual impact – our young people do this so much better! **We encourage visiting our website and social media to watch a few of their stories.**

[www.mcrpathways.org](http://www.mcrpathways.org)

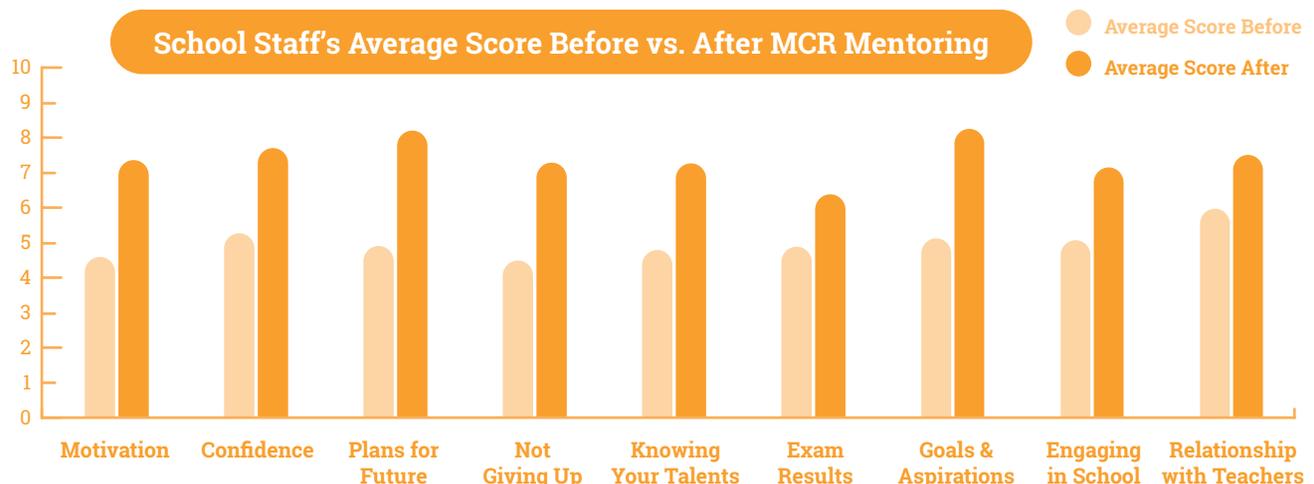
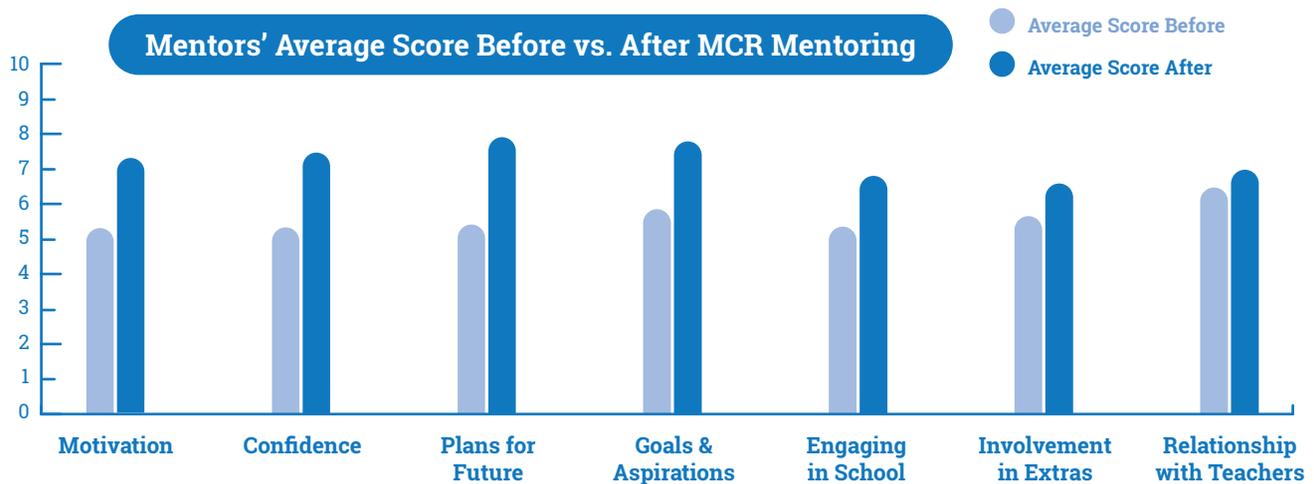
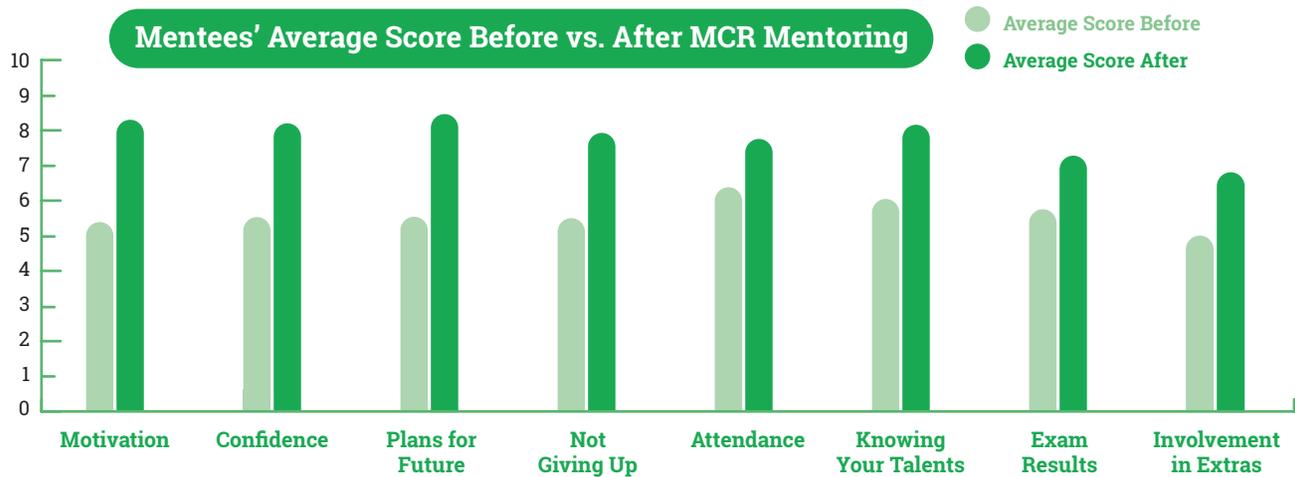


/mcrpathways

## MCR Impact Triangulation: Young Person; Mentor; School Staff

To measure the well-being and personal impact of mentoring, mentees rate a range of issues throughout their participation and on leaving school. Mentors and school staff also rate the young person's qualities and changes to triangulate and evidence progression.

All three groups report significant increases across all the key areas. **School staff recorded the greatest positive change with the biggest improvements noted by the young people themselves in motivation, confidence and plans for the future.**



# High Impact



“ I had no qualifications, no experience and most of all no confidence. I felt useless as I felt like no one would want to help someone who had been in care and dropped out of school with no way of demonstrating the potential I knew I had.

Finally with my mentor I felt like someone other than my family had belief in me and was willing to keep trying to engage me. I kept saying no but she was persistent and encouraged me to try it out. Seeing how much belief she had in me finally made me realise this is what I needed to do. Being encouraged has really helped focus me and given me the confidence to move onto my next stage.

Siobhan\*, Young Person, St. Andrew's Secondary School, Glasgow

”

## School Staff

Alongside the positive impact on attendance, 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). Pathways Coordinators can quickly extract reports from our tracking system to demonstrate progress and assist with school reporting requirements. Mentoring also increases general awareness and wider understanding of the challenges that young people might be experiencing.

## Mentors

Mentoring gives an overwhelming sense of purpose and satisfaction in playing a part in helping young people identify and fulfil their goals and potential. Mentors and mentees develop a unique relationship, built on trust. Mentoring develops a diverse and broad range of leadership skills (coaching, active listening, empathy, motivation, goal-setting, resilience, to name a few) that enhance both professional relationships and effectiveness at work. Research also indicates that mentoring has a significant positive impact on employee engagement and wellbeing, both increasing corporate priorities.

“ My young person has definitely started to open up to me since we first met. At the start, I asked a lot of questions and now she offers more conversations without me having to do this! We have a laugh together and I think we are starting to understand each other's personalities. I share lots in common with my young person which has really helped to create a bond. I really enjoy the sessions and hearing about what she has been up to in the week. She has started to think about the future and I feel really privileged to be a (small) part of the decisions she is making.

Beth, Mentor, Drummond Community High School, Edinburgh

”

## Local Community

Mentoring is an incredible glue that brings local communities together and develops shared understanding between different age-groups and demographics. Mentoring also develops a sense of collective identity and belonging between young people, schools, mentors and local businesses.

## MCR Mentoring Impact & Benefits

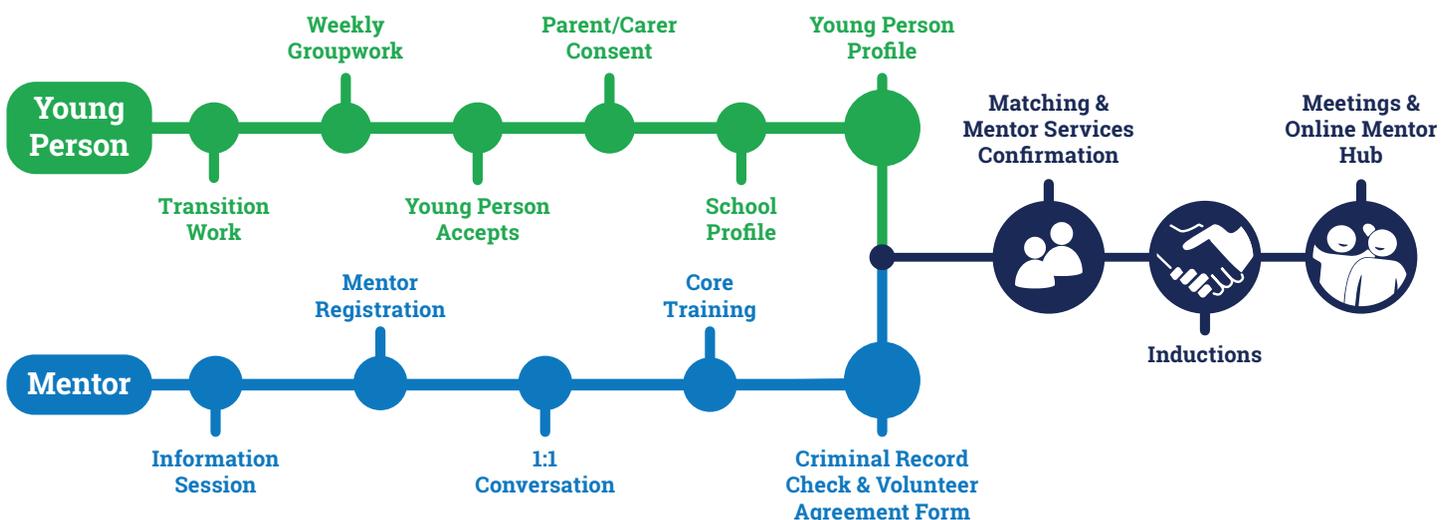
The MCR model is both profound in its impact on the young people as it is proving to be on mentors, their employers, schools and local communities. The relationships and connections being made create a ripple effect and directly benefits all participants and stakeholders.



Relationships are built through a tried and tested process to maximise the match and subsequent impact. Both young people and prospective mentors can step through at a pace comfortable to them and are fully supported by MCR staff at every point.

“Mentoring with MCR Pathways has been one of the brightest parts of the year for me. I signed up in the hope that I could provide a friendly ear to a young person and what I’ve got from it has been so much more than I could have expected. The MCR team made the process of signing up, training, and beginning mentoring quick and easy, and have constantly provided excellent support throughout.”

Jamie, Mentor, Liberton High School, Edinburgh



# Young Person Experience



## Transitions from Primary School

School-based Pathways Coordinators (PCs) visit feeder primary schools and develop a transitions programme to work with young people from the December before they finish primary school. In the summer prior to starting, many PCs hold events for parents/carers and young people to further enhance transition and develop shared understanding of the MCR Young Talent programme.

## Group Work & Peers

Once a week, at a time agreed with the school, PCs facilitate Group Work sessions for young people in their 1st and 2nd years of Secondary school. Group Work is focused on understanding individual strengths and interests, wellbeing, emotional literacy, teamwork, employability skills and preparation for a mentored relationship. By the end of 2nd year, Pathways Coordinators will have met with most young people on a weekly basis for two academic years - building a trusted relationship and knowledge of what qualities in a mentor that would make for a great match.

## Mentor Matching – dedicated relationships

Young people and mentors complete a survey on personal interests, background, experiences and skills, all processed through our Matching System and algorithm. The system suggests ranked matches for each young person but leaves the decisions to the relationship practitioners. PCs across the region will then bring this information to the region's weekly Matching Panel to share experiences, discuss and conclude the best match for each young person. We ask all our mentors to commit to one year as a minimum, ideally two. Given the strength of relationships formed, the average length of commitment is in practice around three years.

## Future Me Talent Tasters – a menu of bite size experiences

We work closely with partners to provide young people with multiple employability, further and higher education experiences. Our Future Me Team develop strong relationships with Widening Access colleagues, local employers and enterprise to create bespoke opportunities in each region. Young people are firmly at the centre of this – choosing what types of industry they would like to experience as part of the Talent Taster offer. Virtual experiences were successfully implemented during the COVID lockdown periods, and we will continue to develop these opportunities to connect young people with employers across the country.

## Leaving School with Confidence

Mentors and PCs work with young people to prepare them for college, university or employment. We provide resources and access to our Leavers Hub, alongside ensuring supported transition programmes through our partnerships with local colleges, universities and employers. Transitions are such a critical time for all young people and with MCR staff, alumni, peer support and continuing mentor contacts offer the required continuity.



## Emily & Elaine

**Emily joined the programme when it was established at St. Margaret Mary's Secondary, Glasgow, in 2017.** When she first met MCR's Irene, Emily had very low self-esteem and her mental wellbeing was a concern. Lacking confidence and struggling with anxiety around her family relationships, she had been referred to CAMHS to help deal with signs of depression. Emily and her younger siblings had moved to live with their grandparents when she was in Primary school and her early years had been very turbulent.

The following year Emily was matched with mentor Elaine. Irene was keen for Emily to have someone who could help her deal with situations outside of school that were affecting her emotionally. Elaine runs her own Consultancy Business and has a keen interest in volunteering and working with young people.

**Together Emily and Elaine built a strong, trusting relationship over three years of meeting together weekly.** Elaine helped her mentee to develop coping strategies for situations that were negatively impacting on her, to deal with things more calmly. Before meeting Elaine, Emily refused to travel on her own, but with her encouragement she overcame that hurdle travelling to college twice a week.

The pair took part in a short film where they shared their story and discussed Emily's dream of opening her own restaurant or cafe one day. The film was shown as part of the Centre for Social Justice Awards, introduced by Bake Off Judge Prue Leith. Emily is now an inspiring confident young woman, pursuing her dreams and a bright future ahead.

**Watch the short film in which we meet Emily & Elaine on YouTube @MCRPathways.**

## New Beginnings in Ayrshire

**Before Josh\*, a pupil at Auchenharvie Academy in Ayrshire, had a mentor, he was struggling with his studies and future.** Despite his outgoing character, Josh's MCR Coordinator understood that he lacked confidence in himself and his abilities, which prevented him from applying effort and focus on his studies.

When Josh was matched with his mentor, Lee-Anne, the two clicked immediately as they shared the same lively nature. Over several months, Lee-Anne helped Josh to focus and concentrate. Josh also began opening up about the challenges at home. With Lee-Anne's persistent positivity and encouragement, Josh scored better in his exams than he ever thought possible. He began enthusiastically thinking about his future, applied for college courses, and was supported by Lee-Anne to write his C.V. **With his mentor's support, Josh applied and was accepted for a Joinery apprenticeship. He told us that it was his mentor's encouragement and gentle pushing that made the difference.**



# School Partnership

Alongside our incredible mentors, school-based MCR Pathways Coordinators (PCs) are key team members in our organisation. First and foremost, they are a part of your school team and local community, which is why we place such high value on a member of your SLT participating in the recruitment process.

**Key aspects of the PC role include:**

- **Building relationships with primary school pupils to ensure a smooth transition**
- **Delivering weekly Group Work in 1st and 2nd year of secondary school**
- **Being a dedicated point of contact for all the young people in need**
- **Supporting mentor recruitment, training and effectiveness**
- **Matching young people with mentors and supporting the relationships**
- **Identifying the cohort of young people with School Link/Pastoral Team**
- **Helping young people to set, experience and follow their education and employment pathways**
- **Supporting partnerships with colleges, universities and local employers for talent taster experiences**
- **Tracking and reporting on progress and impact**

“

One thing I'd like to say is that the programme has helped me more than I could ever imagine. I've had so much support from not only my mentor but my Pathways Coordinator as well. Even if it's just having a little chat once a week to see how I'm feeling. It's made such a difference to my last year at school and also made me learn a lot about myself. I feel very lucky to have been part of this programme and if anyone gets the opportunity to take part, make sure you do, because it helps you so much knowing that if anything goes wrong or you're struggling, you always have somebody to speak to.

Katie\*, Young Person, Auchendarvie Academy, Ayrshire

”

“

It's a fantastic boost for our school, it's made a wonderful difference to the young people and our Coordinator has really positive relationships with the young people and with the mentors as well, so I couldn't recommend this highly enough really.

The challenges vary, some of these young people are quite isolated, some young people have mental health difficulties, some of them are young carers, for every individual it's quite different. But Laura (Pathways Coordinator) did get them matched and it's been one of THE most successful pieces of work that I've ever seen in my career here.

Karen Smart, Depute Headteacher, Craigroyston Community High, Edinburgh

”

“

Before having my mentor, I had every intention of leaving school as soon as I could. My mentor is the first person that's made me feel smart and that I could go to college. I've always been told and believed I'm 'the bad girl.' My mentor changed that and made me believe in myself.

Jess\*, Young Person, Liberton High School, Edinburgh

”

## Dedicated MCR Team

Pathways Coordinators are supported by their Programme Manager, who manages a group of up to 10 schools. Every region also has allocated Mentor Services Coordinators, who work closely with Programme Managers, Pathways Coordinators and the Marketing team to deliver mentor recruitment, training and ongoing support. The table below illustrates how the local and regional MCR teams work together to support each school.

Local Team	
<b>Pathways Coordinator</b>	Full-time member of school team. Facilitates the programme within their school
<b>Programme Manager</b>	Supports Pathways Coordinators and manages the programme in a group of 6–10 schools. Leads regional mentor recruitment and retention. Develops strong partnerships with key personnel within the local authority (such as the Virtual School Headteacher or Education Service) and all regional stakeholder groups
<b>PC Development Lead</b>	Leads the recruitment, induction, support and ongoing CPD of school-based Pathways Coordinators
<b>Mentor Services</b>	Support and facilitate mentor recruitment, information sessions, Core Mentor Training and networking/development events. Process mentor DBS checks
<b>Future Me Coordinator</b>	Develops partnerships with local colleges, universities, employers and enterprise to engage young people in experiencing and considering their post-school pathway
Regional Support	
<b>Marketing Team</b>	Supports school, regional and national mentor recruitment, external and internal communications. Publishes programme materials and documentation
<b>Digital Team</b>	Develops, delivers and maintains all digital systems and platforms including the Mentor Hub and young person tracking
<b>Organisational Engagement Team</b>	Build strong relationships with partners who provide local support in their community. This includes the vital help of local authorities, governing boards and corporate parents who help establish and promote the programme.

## Young People Ambassador Programme and National Advisory Board

Once the programme has been established, MCR sets up Young People Ambassador groups as an essential aspect of programme feedback and development. They give young people opportunities to develop leadership and employability skills and play a central role in regional annual event organisation, networking and Pathway Coordinator recruitment. They also feed into MCR’s Young Person National Advisory Board as well as provide a source of future members.

MCR Pathways has been built on the foundation of listening to our young people and ensuring they develop all aspects. This has been fundamental in programme effectiveness. We are continuously seeking new ways to ensure that their voice remains at the heart of everything we do.

# Mentor Experience

We deliver engaging information sessions to local authorities, public sector organisations, local businesses, other third sector organisations and community groups. Prospective mentors indicate if they are interested in becoming a mentor by **signing up after an information session**, which is also available to complete online.

Prospective mentors will then be contacted by Mentor Services to arrange a time for their **one-to-one meeting**. The meeting is an opportunity to discuss the programme in more detail as well as completing the Mentor Matching survey, which gathers information about personal interests, background, skills and experiences. This information is then fed into our **Matching System**, which also contains corresponding information that young people have completed with their Pathways Coordinator.

Following the one-to-one meeting, mentors complete a **standard criminal record check** and are invited to attend **Core Mentor Training**. The training encompasses:

- **Skills needed to be an effective mentor**
- **The five stages of MCR mentored relationships**
- **Utilising the Mentor Hub**
- **Awareness of the potential impact of ACEs (Adverse Childhood Experiences)**
- **Discussion of case studies and mentoring scenarios**
- **Support with resources to further develop mentoring skills**
- **Planning the first mentor meetings and relationship building**

Once Core Mentor Training is complete, a mentor becomes available to match with a young person. Mentors are contacted directly by the school Pathways Coordinator once they have been matched. PCs will then arrange a time for the new mentor to visit their school for **an induction and to meet their mentee**. We usually suggest the mentee gives a tour of the school with their new mentor at this initial meeting. Considering the young person's timetable and mentor's availability, a weekly meeting time is then agreed. This can of course be varied when needed.

As part of the mentoring process, mentors complete a brief **weekly feedback form on their Mentor app**. This feedback informs the PC how relationships are developing and also provides an opportunity for mentors to ask any questions. For continuing support, mentors are given their PC's contact details; access to the **Mentor Hub** (which contains further training resources, support, information and forums); the option to receive a monthly Pathways Pulse (containing programme information, upcoming regional and national events, key educational & pathway dates, and inspiring stories); and contact details for Mentor Services.



# The Long Term Social and Economic Benefits of MCR Mentoring

Did you know an engaged workforce is research proven to drive a **22% increase in profitability, 21% increase in productivity and 41% increase in quality as well as 37% reduction in absenteeism.\*\***

**Profoundly, 87% of employees who volunteer feel engaged, have greater pride in their company, have increased job satisfaction and are developing new skills.**

Organisations are becoming aware of the powerful benefits of MCR mentoring:

<b>Commercial</b>	 <p><b>Mentors develop stronger listening &amp; communication skills</b></p>	<b>Economic</b>	 <p><b>Mentees access advice &amp; support which can have a life-changing impact</b></p>	<b>Social</b>	 <p><b>Organisations gain from an engaged, fulfilled &amp; motivated workforce</b></p>
-------------------	---	-----------------	---	---------------	---

One of the most effective ways to engage workforces is through providing quality and impactful volunteering in the local community. Imagine the power of a programme which offers the benefits of both mentoring and volunteering. All sizes of organisations across the UK are working with MCR to support the young people to find their potential through education. For as little as 50 minutes a week mentoring is creating a wave of positive change, impacting our schools, our communities, our businesses and organisations.

<h3>Commercial Impact</h3>	<h3>Economic Impact</h3>	<h3>Social Impact</h3>
<p><b>Staff Mental Health</b> Effective communications, relationship skills &amp; supportive cultures.</p> 	<p><b>Cost Effective</b> Reduction in waste of talent &amp; social cost of failure.</p> 	<p><b>CSR &amp; Corporate Parenting</b> Fulfil your Corporate Social Responsibility &amp; feel the benefits!</p> 
<p><b>Staff engagement</b> Staff engagement personal morale &amp; commitment.</p> 	<p><b>Insights</b> Into the next generation of consumers.</p> 	<p><b>Local Community</b> Engage with the local community &amp; better understand your market.</p> 
<p><b>Staff Development</b> Develop effective &amp; empathetic leaders, managers &amp; workforce.</p> 	<p><b>Talent</b> Skilled &amp; engaged next generation. A future source of talent.</p> 	<p><b>Give Back</b> Improving mental health must be a high priority for maintaining a healthy workforce.</p> 

“ 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.  
Lynn\*, Young Person, Smithycroft Secondary School, Glasgow ”

\*\*Gallup meta-analysis (Harter, Schmidt, Agrawal and Plowman, 2013) which reviewed 263 studies covering 192 organizations, in 49 industries, and across 34 countries.

# Mentor Experience

## Case Study Scott McCroskie

Scott is the CEO at Edrington and leads a global workforce. He wanted to give some inspiration and encouragement to young people facing obstacles in their lives and became an MCR mentor. He now encourages his staff to mentor and is passionate about the benefits of mentoring for everyone.

### What do you gain from mentoring?

Being a mentor has helped me to develop some of my **core leadership skills**. At work I have power to make things happen – with my mentee I have none. As a result I have to stretch my skills to make headway – especially **listening skills and persuasiveness**. I also have to be sensitive to my young person's feelings, read non-verbal signals and respond appropriately. I need to be more openly encouraging and supportive and less judgemental than I would be normally at work. It tests my creativity and problem solving. **It feels like a good work out at the gym at times** – tough, but you definitely feel the benefit! The other area where I really benefit is getting re-introduced to the real world. There's a danger you become a little disconnected from the realities of life for many people.

### What would you say to others about mentoring?

My diary is a nightmare, and I travel around the world frequently, but with some planning and flexibility I manage to make it work. If I can do that, I'd think most other people could too. In my view, MCR Mentoring has **the potential to transform our country**. You will get a lot out of it personally, but more importantly your young person will benefit. **Please do it!**



## Case Study Suzanne Burns

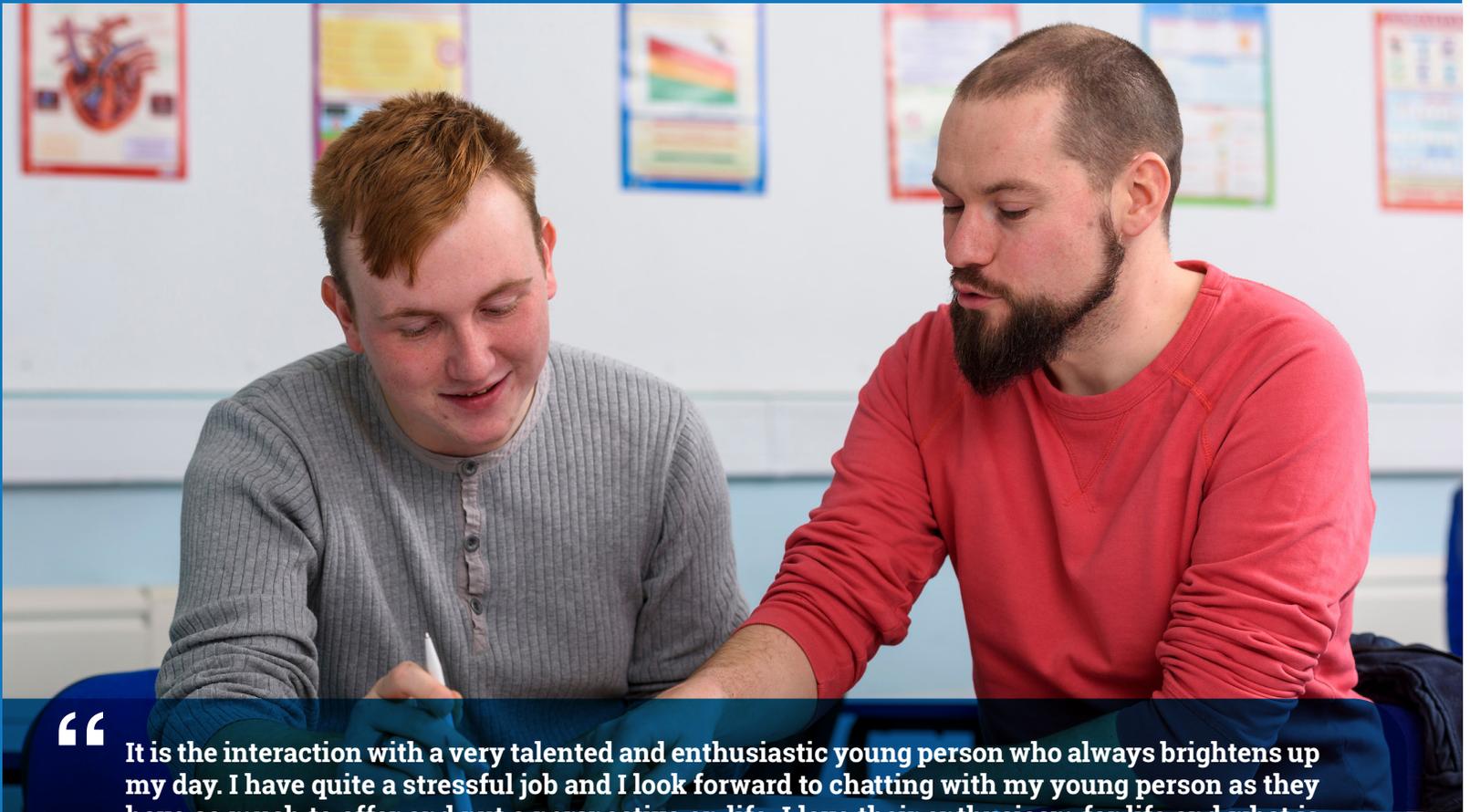
Suzanne works for STV Group plc, a leading media company, renowned for its creative people and those who are passionate about delivering great content for its TV audiences and commercial partners.

### What was it like getting ready to be a mentor?

The process was much **more straightforward than I expected** thanks to the great team at MCR Pathways. The selection and training process is **highly organised, informative and helpful**. My first mentor meeting was exciting and nerve-racking in equal measure. Of course you are hoping that there will be a connection and happily that was the case.

### What do you gain from mentoring?

**So many things**. Apart from the **inspiration** my mentee provides to me, it is a great way to give something back whilst using skills – **listening, communication, motivating** others – that are required in the world of work and life! I often leave my weekly mentee meetings feeling that I have gained something – it is regularly the high point of my working week and that's from someone.



“

**It is the interaction with a very talented and enthusiastic young person who always brightens up my day. I have quite a stressful job and I look forward to chatting with my young person as they have so much to offer and put a perspective on life. I love their enthusiasm for life and what is going on in the world. I have learned so much.**

Gillian, Mentor, Wester Hailles Education Centre, Edinburgh

”

“

**My mentee is like a ray of sunshine, with the biggest of smiles, which is contagious. I always feel good after our meetings and meeting up virtually helped me no end during lock down when I couldn't meet up with friends and family. We recently had our first face-to-face meeting which was wonderful. It was like meeting up with an old friend after a long period apart.**

Linda, Mentor, St Mungo's Academy, Glasgow

”

“

**I wasn't sure what to expect from mentoring a young person but I look forward to every meeting we have. I get the chance to catch up on their life, the opportunity to give my thoughts and together we discuss what is yet to come. Sometimes we, as adults, forget just how inspiring young people can be!**

Tom, Mentor, Auchenhavie Academy, Ayrshire

”

“

**I heard about MCR through a colleague. I was totally bowled over by their passionate work and just knew I had to get involved. In the few months I have mentored my young person, I have seen her grow in confidence. She believes in herself and her talents. This experience has been truly rewarding, I have learned from my young person who never fails to amaze me! It's a two way deal for us. It will be the best hour of your week!**

Liz, Mentor, Eastbank Academy, Glasgow

”

# Local Partnerships



**We develop multiple partnerships and support networks across each region that we operate in.**

## Local Authorities

In the frontline of supporting disadvantaged individuals and communities, Local authority (LA) partnerships and relationships provide a depth of employee engagement and early intervention opportunities. We encourage CEOs, Education Directors and senior staff to become mentors and work closely with Service/Department Managers to identify passionate and committed individuals from across the LA who become Mentor Ambassadors or mentor recruitment Champions. Impacts on both young people and mentors has led to CEOs making % commitments of staff across all departments and services to become MCR mentors as part of their working weeks. Glasgow City Council CEO has set a powerful precedent in targeting 10% of its workforce to become MCR mentors.

“

**All our young people deserve the very best we can offer, regardless of their personal circumstances or background. This project is not a one-off, but a long term commitment for us. I have set an ambitious target to engage up to 10% of our employees as mentors. I know this vision will be realised as we have some amazing staff who will be keen to embrace this important role.**

**Mentoring is making an incredible difference to the lives of some of our most disadvantaged young people and helping to close the attainment gap in the city and tackling some of our well documented social challenges. Our workforce is very diverse. Staff have a wide range of skills and experiences that could be used to support and encourage a young person who is disadvantaged through circumstances that are not their fault. The rewards are plenty but it's also about staff development as well as the obvious benefits to the young person.**

Annemarie O'Donnell, Glasgow City Council's Chief Executive

”

## Colleges & Universities

We develop partnerships with Widening Access and Widening Participation colleagues in colleges and universities. As well as ensuring a comprehensive and smooth transition for our young people, our partner colleges and universities offer Talent Tasters and opportunities for the young people to experience courses and student life. Through staff becoming mentors, relationships are built with students who are capable but need the support to realise their and the institutions full potential. MCR mentoring is proving to be a fantastic way to impact positively on employee engagement and purpose, and a great way to fulfil Corporate Parent and social mobility duties.

## Local Business & Employers

MCR mentoring is now research proven as a potent professional development, providing mentors with highly sought after leadership and management skills. MCR's relationship focused mentoring builds effective active listening and communications skills with deep empathy and establishing trust as a precursor to influential and values based coaching. The experience is empowering and motivating employees across all industries, levels and roles. Alongside personal development, seeing a young person grow and develop through their weekly mentoring meeting generates a lasting sense of accomplishment impacting on employee engagement, satisfaction and wellbeing. We provide information sessions to local businesses and also actively support those who choose to provide Talent Taster experiences.

To learn more about the transformational effect of the Programme from young people, mentors, schools and partners, visit **MCR Pathways** on YouTube.

“

When I was still at school there were many times where I felt like just leaving due to conflicts in my personal life. Having the support of a dedicated person convinced me to stay on and sit my exams after almost leaving 2-3 months before. All it took was a bit of a shove in the right direction and someone like my MCR Mentor to take an interest in me to go from potentially nothing to now attending college. A lot of opportunities opened up for me through this kind of help and I struggle to think where I would be without it.

Alex\*, Young Person, Stonelaw High School, South Lanarkshire

”

“

Not until now have I come across a programme that does what it says on the tin – transforms lives! My mentee is someone who keeps on taking me by surprise; she has kept me on my toes, inspires me, makes me laugh, takes me through her life in vivid colour and teaches me compassion, tolerance and how to survive her generation. I am learning as much as my mentee. We are a team, there is nothing we don't talk about and explore. I am there for her no matter what – full stop. For me, I have the greatest privilege of being able to be let into her life, to share some of mine. It takes time to build trust between you, but when you have it, you know it.

Mentor at Lochend Community High in Glasgow supporting a 16 year old

”

“

She knew I had the ability but had struggled with things at home during some of my education so missed parts. She encouraged me to aim higher and work harder. If it wasn't for her I wouldn't have got the Uni offers I have now received. She was someone I could talk to when worried and by listening and talking she calmed me down and motivated me in the right direction. When I had doubts about my ability to pass subjects she believed in me.

Joan\*, Young Person, St Andrew's Secondary, Glasgow

”

## Belief

She carried on and on sending letter after letter  
With an absence of response her lyrics just got better,  
'I know you can do this, let's meet up for a cup of tea?'  
She'd write across a prospectus with a course highlighted just for me.

How could she care so deeply about me and my life?  
All I could see was a future of more struggle and strife.  
Her care and concern was what really turned my head,  
If she thought I was worth the bother maybe I should get out the bed?

I was imagining my future would just look like my past,  
I had no idea a change could happen and one that would last.  
I did not know the worst was over and that there was hope,  
And that past challenges I had overcome had even equipped me to cope.

That I had talent was news too and she helped me find it,  
In the beginning I felt awkward but together we mined it.  
And today I am so grateful that she had belief in me that was bombproof  
And that she stayed alongside until I saw my talent as the truth.

**Written by Marie**



[www.mcrpathways.org](http://www.mcrpathways.org)



[/mcrpathways](https://www.linkedin.com/company/mcrpathways)

MCR Pathways is a SCIO regulated by OSCR, Charity number SC045816