

# Mentoring Works *in* Scotland

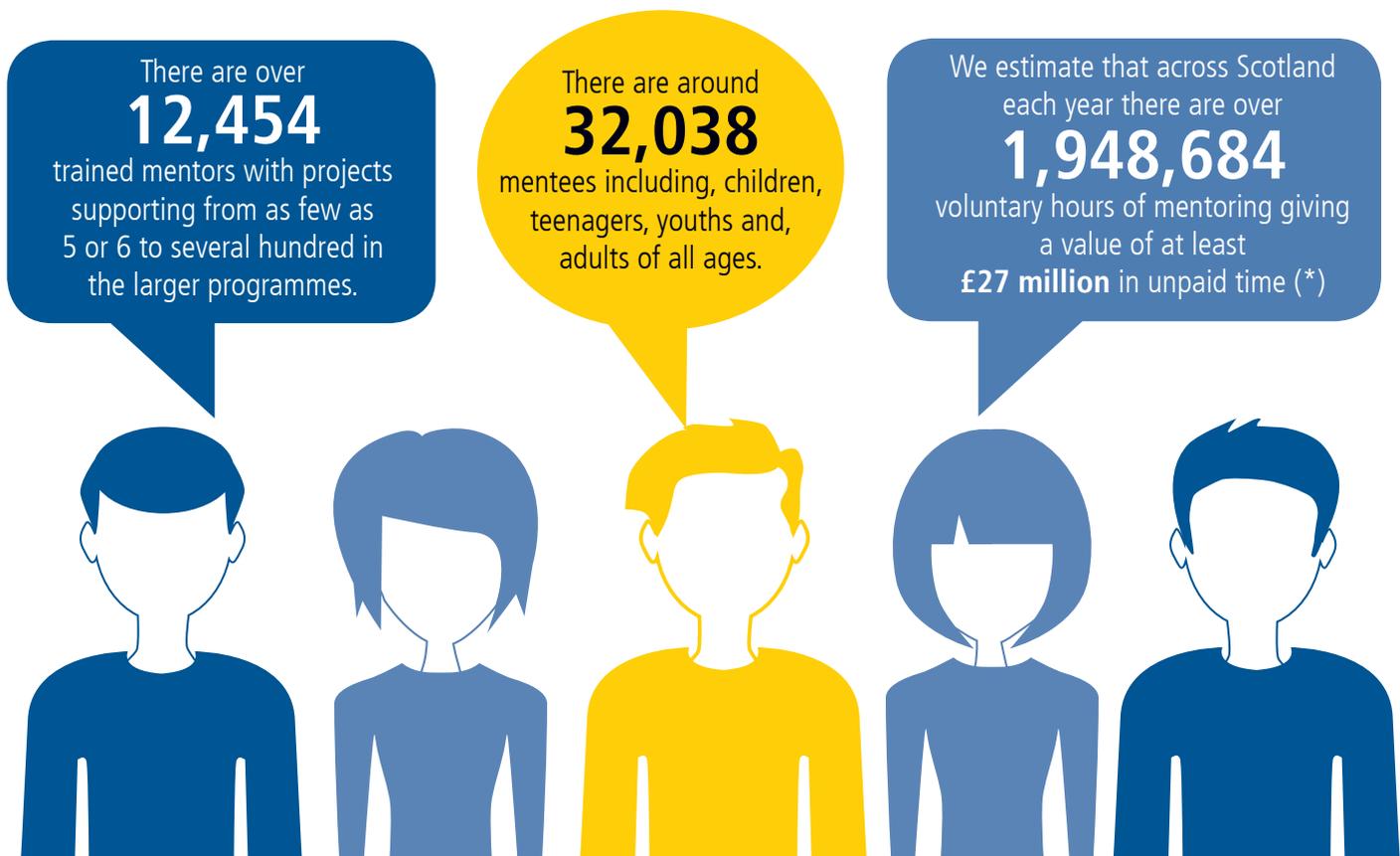
scottish  
mentoring  
network

Issue 5. Autumn 2019

Scottish Mentoring Network supports mentoring organisations across Scotland from the Borders to the Highlands and from the Western Isles to the Shetland Isles. We have developed an evaluation framework to help highlight the usage and impact of mentoring in Scotland.

From the most recent data collected from member projects we can illustrate the widespread and growing use of mentoring as an effective support to a wide range of service users. The majority of our member projects support children and young people many of whom are disadvantaged or vulnerable. Others work with adults in areas such as further and higher education, arts and culture, employability, health and disability, the justice system and, business/professional fields.

**By extrapolating the data we have received from projects across Scotland, we can estimate:**



These figures indicate that the number of hours of mentoring taking place across Scotland each week is significant and growing.

\*Annual Survey of Hours and Earnings: 2017 Provisional and 2016 revised results (ASHE) Median hourly rate of £14.06 (£550 median gross weekly earnings divided by weekly hours worked of 39.1)

“Growing up is tough and often young people just need someone who isn’t a relative or a friend to talk to... A consistent and reliable role model, who has only their best interests at heart, can be exactly what a young person needs to succeed.”

Maree Todd, Minister for Children and Young People

The Scottish  
Government  
Riaghaltas na h-Alba

# Improved Life Chances

Projects deliver a wide range of outcomes amongst both mentees and mentors.

## Improved Confidence

For many mentees improving confidence and self-esteem will be the first and most important step towards achieving their goals.

## Improved Motivation

Improving confidence and giving people a voice can lead to increased motivation.

## Improved Attainment



Mentoring relationships have been proven to lead to real improvements in people's lives. e.g. in education, training, employment, or simply developing meaningful and helpful social networks.



"I was delighted to see my mentee's confidence catch up to their ability over the course of the mentorship programme. They have become more comfortable assessing both areas that needed development, and their strengths, and as a result were able to more fully round themselves out as a professional."

**Mentor, Abertay University Career Mentoring Scheme**

"When Anna was first matched to Mia (Mentor) she couldn't look her in the eyes and only communicated with a nod or shrug. The support of the mentor and the consistency of this caring adult in her life over time allowed trust to be built. Anna started to make eye contact, communicate more and contribute to their plans together. Over a year of mentoring, meeting around 30 times, Anna became more comfortable in herself, more confident and more able to cope with a difficult home environment."

**YMCA Edinburgh, Plusone Mentoring**

"I feel she is much more confident and outgoing – I'm not putting this down to me now being in her life. I think it is that she is just opening up as a person and feeling that there are things, such as personal insecurities, that she can share and won't be judged for them."

**Mentor, Rock Trust**

"Young person B was referred to the Day1 mentoring programme because of low self-esteem and resilience. She was self-harming and had expressed such low moods that she was starting to talk about suicide. One year after the end of the mentoring programme, she is about to start her second year at college studying hair and beauty therapy. She no longer self-harms, has a positive relationship with her parents and has asked if she can return to be a volunteer mentor on the programme."

**Day1**

"Hayley has been chatty and engaging. I think the biggest change has been the eagerness to try out new things. She has purchased a guitar and is looking at lessons."

**Rock Trust**

"Chloe comes from a large family and faced financial struggles and disruptions in her home life. At school, Chloe struggled with motivation and self-confidence... She shared, "One massive challenge was to believe in myself when doing exams... I would always compare myself to others and how they managed to do stuff... Before my mentor I did not think I'd be where I am today. She gave me the confidence to push myself to where I want to be in the future."

**MCR Pathways**

"Tracy is 34, she suffers from anxiety and bi polar and had building debts, she hadn't worked for 7 years, after working with a mentor she is now approaching 52 weeks in work and received a commendation from her employers as an exemplary employee, she is also now debt free. She still engages with her mentor periodically and continues to manage anxiety. Tracy says she doesn't know where she would be now if she hadn't met her mentor."

**Lochaber Hope**

"Care-experienced student A was encouraged to take up free accommodation and financial support when they started university. They were matched with a mentor when they started university. No formal diagnosis of dyslexia but demonstrating signs. Mentor signposted and supported through university diagnosis and entitlements. Student A also signposted by mentor to academic support, student is now flourishing."

**Glasgow Caledonian University, Care Experienced Student Support**

"One of our mentees, returning to full time education in her late thirties, was very low in self-confidence and struggled to believe she could pass her access programme and become a university student... At the end of the first semester, in December, she was on the verge of withdrawing. However, encouraged, guided and supported by her mentor, who had successfully completed the same access programme the previous year, she decided to keep going. A short time later, the mentee was invited to interview for her first choice university course. Her mentor accompanied her and she was subsequently made a conditional offer. She has now just completed her first year at university and there is no doubt her mentor played a decisive role in making that happen."

**SWAP East**



# What Makes the Difference

It is important when reporting on outcomes to identify the particular value that the mentoring projects bring to those they work with. From the stories of change gathered over the past year we have identified the following factors that respondents have seen to be important.



## Someone to talk to & someone who listens ...

"P is a 10 year old female who was referred into the Plusone Mentoring programme in 2018. P lives with her mum at home and her little sister... P was isolating herself so she rarely went out and found it difficult socialising with her peers. She was matched with a Volunteer Mentor with the Plusone programme and has made notable progress. She has used the mentoring to speak about her feelings and this helped to keep her focussed and positive. The mentor has also worked with her to make some more positive choices at school in regards to her peer group and she has managed to make some friends!"

**Tayside Council on Alcohol**

"I loved being a mentor through GrowBiz. It was very rewarding being able to make a difference to someone by simply being there as a sounding-board but ultimately becoming a great support for them. With relatively little time commitment, I could make a positive impact on someone else's life by supporting them to nurture and grow their own business."

**Mentor, GrowBiz**



## A positive role model. . .

Mentors can inspire people to move forward and to reach their potential. Often they provide a role model where there was none before.

"Duncan had been in trouble with the police for offending behaviour and vandalism and had just moved to a new area. Social work thought that a mentor would be a good idea to help Duncan get out into the community, try new things, and make friends. Duncan has had a mentor for over a year now. He has met his mentor 50 times; only missing weeks when either of them were on holiday. One thing that his mentor has noticed is that the swearing has reduced dramatically since he first met Duncan! As well as this, Duncan has worked on other goals such as controlling his reactions better and not cheating as much in order to win everything!" **YMCA Kirkcaldy**

"Aidan was referred to Intandem after having spent a short period of time in a residential unit due to some behavioural issues at home. Social work had been involved for some time as his mum found it difficult to 'cope' with his behaviours in response to family life/home setting. In the school environment he often would shout and leave class when he was having difficulties in the teaching environment. When I last met with both Aidan and Margaret the ease they share in each other's company was evident, in fact I felt like the outsider as I did not understand all the jokes they shared etc. Although I have never personally witnessed otherwise, Aidan's manners were notable in the positive sense and he proves to listen with relevant responses and questions to the discussion."

**Move On, Intandem**



## Practical Help

Mentors can also use their own experience to help people with particular tasks or to develop the skills and confidence required to do things for themselves.

Luke said: 'My mentor is more than a mentor to me. He gives me guidance and help with anything I ask of him. I enjoy spending time with him and talking. He has helped me to know my rights about my housing situation and when I was turned down for a place at college and didn't understand why. My placement [with Project Scotland] helped me gain experience, meet new people and realise what I can do. I feel that all the problems I have are just hurdles and I know I can overcome them and achieve my goals'

**Mentee, Project Scotland**

"The young person had low self esteem and did not engage well at school. The young person had moved to her own tenancy. Her mother had said she would never manage this. The young person has now had her own tenancy for two years and has a full time job. With the help of her mentor she has learned how to budget and has also gained confidence in being able to negotiate with utility providers to get the best deal. Before she had a mentor this young person would hardly speak to anyone outside her own family."

**West Dunbartonshire Council, HSCP Youth Services Mentoring Project**

"All I've ever wanted to do is work with children but I also wanted to be at home as much as possible with my own little girl. Childminding seemed like the perfect answer, I could follow my dream and not miss out on any precious time with my daughter. I had made contact with other organisations about becoming a childminder, but nothing really came of it... I made contact with Kirsty at CALA and when we met [...] Kirsty helped me complete my PVG and we began planning which settings I could volunteer at to gain as much experience of a brand range of childcare provision as possible. Kirsty has been so helpful in such a short space of time and it's so reassuring to know that now I have a network of support around me."

**Mentee, CALA**

# Scottish Mentoring Network and members prove Mentoring Works!

## Membership Support

Our membership consists of organisations throughout Scotland and their projects provide mentoring services in many different capacities to a wide range of mentees. Our firm belief is that our strength lies in the experience and expertise of our members. As part of our capacity building support to members SMN's role is to help projects demonstrate their effectiveness in achieving agreed outcomes. We can do this by offering **professional training**, our **Project Quality Award** and advice and guidance on a range of matters. Importantly we connect projects with each other to share good practice and experience through our **Regional and Thematic networks** and our annual conference for practitioners.

## Promotion of Effective Mentoring

Another important role for SMN is to promote the effectiveness of properly structured and resourced mentoring projects and to work strategically with a range of stakeholders including the Scottish Government, funders and policy makers

We believe in the replication of proven good practice and we try to capture as much information and data as possible. Our aim is to provide a platform for the sharing of current practices in measuring the impact of mentoring with a view to seeing if there is a way we can better use the information being collected for the benefit of all stakeholders.

## Contributing organisations

Thanks to the following organisations which provided information for this latest edition of Mentoring Works.

- Aberlour - Moray Youthpoint, Intandem & Attain Mentoring
- Abertay Career Mentoring Scheme
- Action for M.E.
- Action for Children – Intandem
- Barnardo's
- Befriend a Child
- Borders College – Young Talent Programme
- Breakthrough 1:1
- Butterfly Trust
- Care and Learning Alliance
- Centrestage Communities
- Children 1st – Intandem
- Community Volunteers Enabling You
- Coca-Cola 5by20
- Day1
- Edinburgh Napier – Career Mentoring Programme
- Falkirk Council – TOGETHER Peer Mentoring
- Forth Valley College – Time4Me
- Glasgow Caledonian University – School Connect & GCU Outreach
- Growbiz Perthshire
- Kibble
- Lochaber Hope
- MCR Pathways
- Move On
- Peeblesshire Youth Trust
- People Matters – HIE Mentoring Programme
- Project Scotland
- Quarriers – Intandem
- Queen Margaret University – Employer Mentoring Programme
- Rock Trust
- SWAP East
- Tayside Council on Alcohol
- University of Edinburgh
- University of the West of Scotland – Employer Mentoring Programme
- Volunteer Glasgow – Intandem Mentoring
- West Dunbartonshire Council – HSCP Youth Services Mentoring
- Wise Group – New Routes
- YMCA Edinburgh – Intandem & Plusone Mentoring
- YMCA Kirkcaldy – Intandem Mentoring
- YPeople – Intandem & Youthworks Mentoring
- Y Sort It – Intandem

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