



Good Practice: UK GP1

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"Mentoring Programme"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Informal education	Charity	Mentoring	Currently just available in one city.	Varies but usually two-three years	Ongoing	State

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

UK_GP1 is a mentoring programme in schools in a Scottish city, run by a charity in cooperation with the local authority and local secondary schools. It is usually accessed by young people aged 15-17 but support can continue beyond that age, as negotiated between young people and their mentors. Mentors and young people meet regularly, with the focus of meetings mainly driven by the young person. The overall aim of meetings is to help the young people discover and develop their 'talent', to guide, support and boost self-belief. Based on young people's talents and interests the mentor guides and advises them to various opportunities available and will set up opportunities themselves.

2. For whom – Target group(s)

UK_GP1 is specifically designed and intended for vulnerable young people, particularly those who have been or currently are in the care system and those who have had support from a social worker and who have experienced particular disadvantages impacting on their ability to fully participate and succeed in education. Often the disadvantages young people have experienced relate to the lack of a supportive adult in their home / family life, while young people at risk of offending or young people with mental health issues are also targeted for this support.

3. Requirements and access

Young people may be identified by professionals that they are working with (particularly those within their schools or their social workers), or they may self-identify. This is often the case when a young person has heard about the programme from a peer who recommends involvement.

The mentors are recruited by a volunteer recruitment team that recruit the volunteer mentors, train and support them in communities both face-to-face as well as online. The mentors are put forward to the 'matching panels', the aims of which are to try and match the mentees with mentors who share similar interests.

The limit to student numbers is determined by the number of mentors available. At the time of the research there was a waiting list of young people who would like to be involved.

4. Elements of good practice

The programme is founded on the principle that education outcomes dictate job choices, which influence life chances. Their aim is for all young people to move on to a positive destination after school.

As such, socio-economic competences are in the forefront, particularly through providing support that will enable young people from disadvantaged backgrounds to overcome some of the obstacles on the path to educational (and later work-related) success. The mentor-mentee relationship is at the centre of this support, thus also fostering the development of socio-cultural competences and providing young people with the experience of a positive relationship with a role model. This support enables young people to start to develop their self-confidence their self-belief and

their ability to achieve which are critical to being able to play a positive, active role in society. Often, young people's confidence and self-belief is 'rock bottom' and they may have experienced a series of set-backs in their lives. Emotional and social support are as important as providing practical help, guidance, and opportunities. At the centre of this emotional support is the 'powerful message' conveyed by mentors giving up their time once a week which confirms for young people: 'you have value as a person and as an individual'. At the same time, the programme also functions to prevent risks of future social exclusion, such as involvement in crime, drug use or poor mental health.

The programme also provides opportunities, such as talent tasters and support towards looking for employment (for example through a part time job).

Another element of good practice is that the programme involves previous participants in the programme as peer ambassadors who share their experiences at information events for new participants.

5. Perceived challenges

The key challenge for the programme is how to increase the number of mentors available. At the time of the research, there was a very long waiting list of young people for the programme.

6. Testimonials

... it's really nice to have that kind of support, that kind of like rock ... So it's like I've not had to keep so many things like suppressed, do you know what I mean, because I've had someone to like vent to, to just talk to in general...

So more than anything else the mentor gave me a sense of ambition that I never had before. Like I said before, the issue of being told for a long time like 'you're not going to amount to anything, you're not going to be able to do anything, that if you want to go to uni there's no chance in that son'. Having someone who was the opposite of that, because that wasn't just like family, that wasn't just the area I lived in, that was the teachers in the school that often had that attitude about the people that they were teaching. So having somebody who was simply in your corner in that sense to sort of make you clarify yourself what it was you wanted to do, make you ... confident, more than anything else, to sort of see what you want and then go for it and be proud of that.

... because I've got my mentor it just kind of makes you a wee bit more open really at trying out different things and building your confidence, like putting yourself outside your comfort zone.



7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)