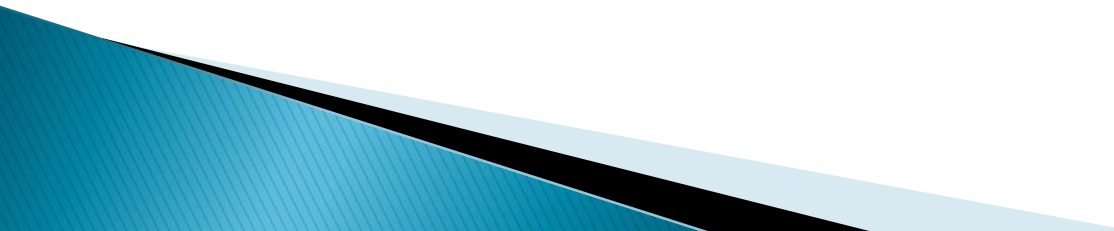


Raising attainment, widening access, increasing social mobility?

Innovation in education – An Intergenerational Mentoring Network

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Spoiler

- ▶ Scotland has an education system that is unequal, unfair – If you are poor or working class it won't deliver
 - ▶ Is research helping?
 - ▶ Resounding no – borrowing from a film – 'I'm drowning here and you're describing the water!'
 - ▶ No attention to **understanding** experiences
 - ▶ Models of impact, scaling and what works dominate
 - ▶ Innovation is stunted
- 

To make this an argument...

- ▶ Background to our project
- ▶ What we do – (higher education mentoring, primary school reading projects and homework clubs)
- ▶ Some data examples
- ▶ Implications for further development
- ▶ Conclusions for social entrepreneurs and policymakers?

Context to our project...

The problem?

- ▶ Attainment gap in Scotland too wide
- ▶ Exaggerated when comes to the most competitive professions
- ▶ Compares poorly with other countries
- ▶ Very apparent when we look at higher education – more stark than England, Wales, (Northern Ireland)?
- ▶ Scotland needs to be more firmly committed to social justice and make things happen!

Starting our research -some more useful indicators – entrance to HE

	Springburn Academy	Glasgow City	Scotland
Higher Education	21%	28%	36%

	St Ninian's High School	East Renfrewshire	Scotland
Higher Education	74%	61%	36%

- In 2011 one ‘middle class’ school sent 44 students to Strathclyde University. Six of Glasgow’s schools in least affluent areas sent 10 between them.

Table L1.5. Percentage of school leavers from publicly funded secondary schools in Scotland by follow-up destination category

and 2012 SIMD Decile, 2015/16

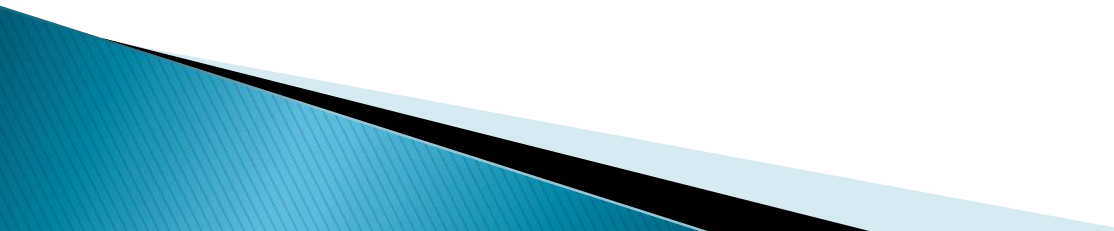
Follow-up Destination	Most Deprived					SIMD 2012 Decile	Least Deprived					Total
	1	2	3	4	5	6	7	8	9	10		
Higher Education	19.8	24.0	26.9	30.7	33.7	38.3	40.7	47.1	52.7	61.7	37.3	
Further Education	30.2	29.5	27.2	24.9	24.3	21.0	19.5	18.2	15.7	12.2	22.4	

Initial destinations of senior phase school leavers by local authority (2015/16)	Percentage of leavers in destination			Total number of leavers
	Further education	Higher education	Employed	
	Aberdeen City	28	45	
Aberdeenshire	28	42	22	2,581
Angus	35	38	19	1,225
Argyll & Bute	19	41	31	903
Clackmannanshire	29	25	30	489
Dumfries & Galloway	29	39	23	1,474
Dundee City	37	32	16	1,388
East Lothian	22	39	28	1,018
East Renfrewshire	16	66	12	1,394
Edinburgh, City of	27	39	23	3,270
Fife	33	39	17	3,712
Glasgow City	28	35	20	4,551
Highland	21	37	33	2,516
Inverclyde	28	38	24	749
Na h-Eileanan Siar	*	44	32	248
North Ayrshire	34	38	20	1,317
North Lanarkshire	26	40	22	3,966
Renfrewshire	25	42	23	1,777
Scottish Borders	31	38	23	1,166
Shetland Islands	27	30	33	273
South Lanarkshire	22	43	22	3,481
Grant-Aided	*	78	11	107
National	27	40	22	52,249

Access to the professions

- ▶ Not our absolute focus but crucial
- ▶ Particularly difficult in Scotland
- ▶ 86% of Scottish medical students had parents from the highest-ranked professions, the largest proportion of the four UK nations
- ▶ At the four ancient universities in Scotland only 3 per cent of students have parents in routine/manual occupations

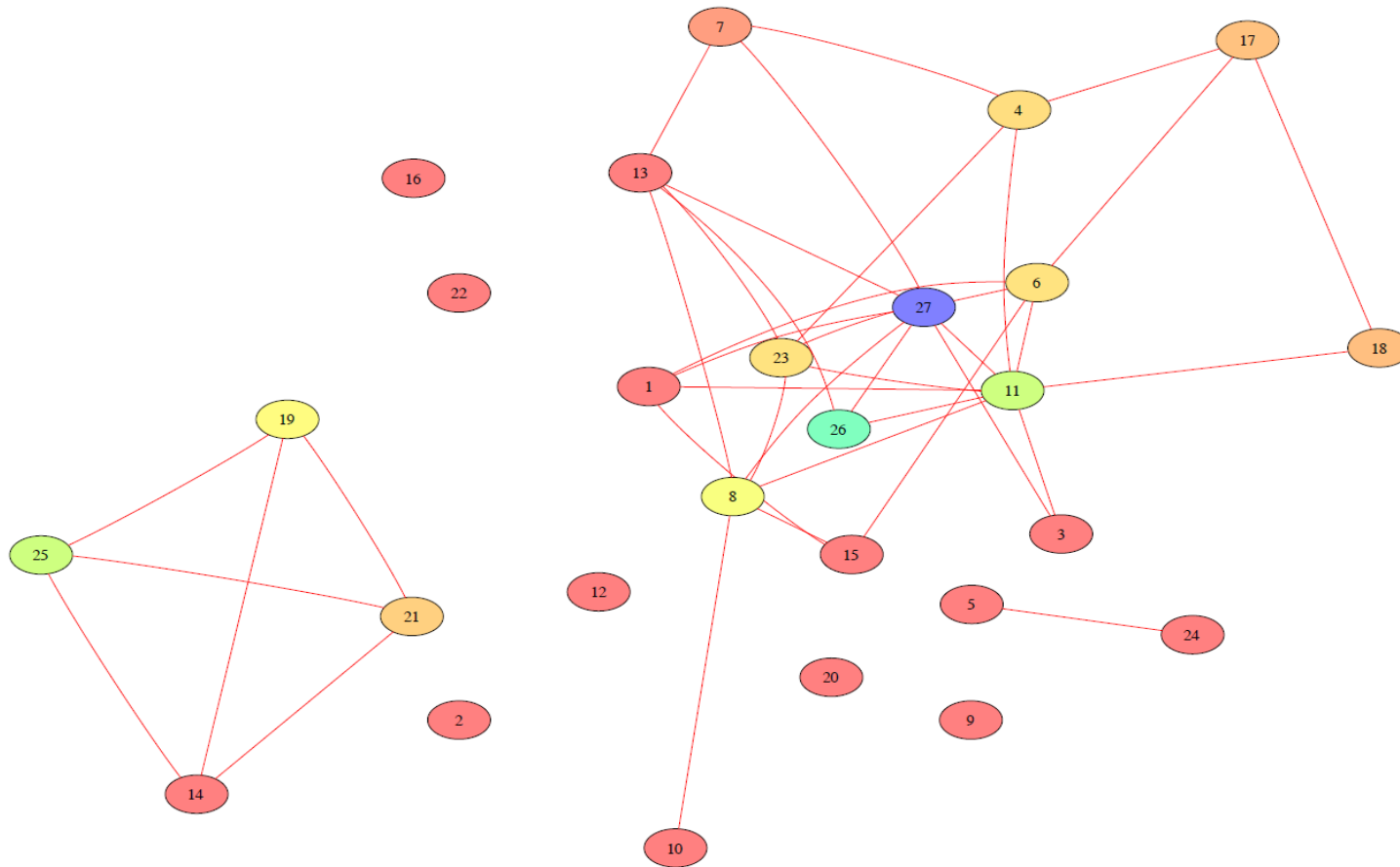
Access to the professions

- ▶ Senior judges in Scotland eight times more likely to have attended an independent school than the wider population
 - ▶ This probably isn't just indicative of these professions but of others and society as a whole
 - ▶ What value has education in schools where access to pathways to the professions is non-existent?
- 

Early work:

- Started with local secondary school 2008 serving working class areas – some with very high levels of poverty
- Understanding successful pupils in school
- Using mobile technologies – useful mapping social networks
- Helped forge a relationship with pupils/school/parents

Friendship groups S5 between highest attaining pupils (year group 150+)



Project response to situation:

- Developed one to one **mentoring/tutoring** for S5/S6 pupils
- Included all those borderline and above in terms of **being likely to achieve five highers** and therefore entry to university
- Initially a group of 10–15 out of 150 in year group
- Pupils were identified and recruited by the school.

- Mentors recruited from variety of sources, primarily within universities alumni etc – emphasis on retired professionals
Expectation was a one to one meeting for approximately 50mins every week – flexible.




Our research/development

- ▶ We delivered the project – recruitment matching supporting
- ▶ In depth longitudinal case studies of mentoring relationships – from start of S5 to graduation/employment
- ▶ Ongoing excellent relationship with a school headteacher
- ▶ Interviews with mentors, mentees, feedback from both weekly sessions etc
- ▶ Iterative process of research and development
- ▶ Measured expansion

Think! – you are at start of 5th year...you want to be Doctor...

- ▶ Need 5 A's including English which you struggle with
- ▶ Need tutoring for English
- ▶ You need to do UKCAT test – practice to get good score
- ▶ You need work experience that you should organise yourself – although you don't know that
- ▶ Need to do widening access programmes – REACH /Top-Up/summer schools etc etc
- ▶ Better to have a sporting profile/Duke of Edinburgh
- ▶ Budget for this is £0 – no tuition, travelling or UKCAT training (£300)...

It would be useful if you knew someone who could....

- ▶ Provide free academic support
 - ▶ Secure work experience in hospitals and labs
 - ▶ Identify useful work experience for CV / personal statement
 - ▶ Discuss current general health topics – medical journals,
 - ▶ Provide free help with UKCAT preparation
 - ▶ Provide interview preparation – ideas, behaviour, dress
 - ▶ Has knowledge of different medical schools interview – entrance processes
 - ▶ Have overview of process – ups and downs – support emotional side of this.
- 

Joanne is now studying medicine...

- ▶ Long road.
- ▶ Her mentor was cautious the process was too difficult.
- ▶ Joanne had to be completely exceptional to succeed.

'You probably won't make it, it is very competitive remember...'

'UKCAT preparation weekend courses cost £300 and own school doesn't run any...'



Example...

- Working with young woman since start of S5 wanting to become a lawyer
- Has now a good law degree and has paid for and completed diploma
- Extremely difficult to get a trainee position
- Firms selective – dependant on first degree and which university attended
- Can lose diploma if no traineeship in 2 years
- Contacts are everything
- Mobilising all our mentor networks to help

Example...

- Working with young woman wanting to do veterinary medicine
- No real understanding of what a vet currently does nature or breadth of profession or everyday roles
- No access to relevant work experience
- Difficult to help her get to the right position for successful interview
- Yet on relevant HE access programmes

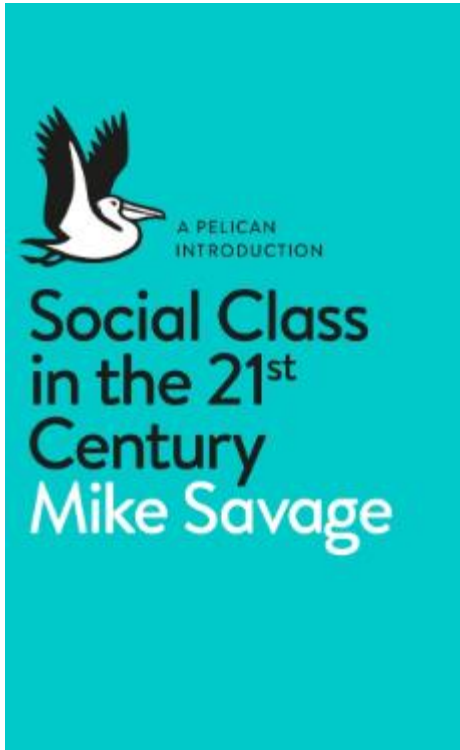
Our research

- ▶ Young peoples contacts/networks very limited – have no access to friends/relatives etc in professions or who went to relevant HE
- ▶ Reticent to explore possibilities, make contact with universities, ‘pursue futures’
- ▶ University not an experience to look forward to...
- ▶ Focused on most vocational courses
- ▶ No or limited academic support outside school compared to other young people

Mentoring – understanding why it works

- ▶ **Expands social networks of young people – grows/nurtures social/academic capital**
- ▶ **Mentor as conduit/brokerage to new worlds – in absence of planning cultural ‘exposure’ may be alienating**
- ▶ **Academic support and emotional support**
- ▶ **Mentors are benign face of an alien, oppressive world.**
- ▶ **Meets a need that currently is not recognised or addressed**

Social class today?



Social Class in the 21st Century

Mike Savage

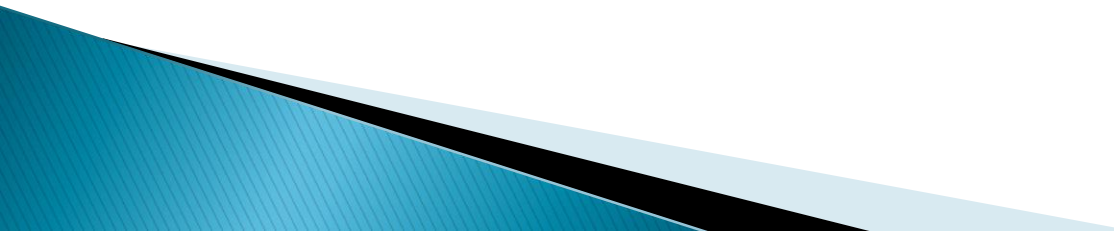
A fresh take on social class from the experts behind the BBC's 'Great British Class Survey'.

Why does social class matter more than ever in Britain today?

How has the meaning of class changed?

Bbc.co.uk/magazine

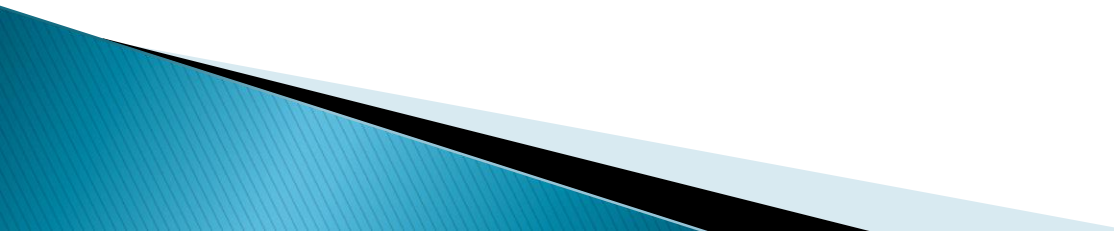
Some further findings - Great British Class Survey

- ▶ Each individual at class level is closely related to others at a similar level.
 - ▶ Not much if any real contact between upper and lower levels and graduated in between
 - ▶ This social division mirrors educational division for the broad categories
 - ▶ Social mobility is more difficult now than in earlier times
- 


Mentoring younger children?

- Now using mentoring to support literacy development in primary school children
- Providing one to one support with primary aged children P2–P4
- Relationship is key
- Provides individual time/interest/support
- Pilot work shows improvements in different areas
- Brings extra input to schools

Summarising

- Illuminative but unlikely to alter HE composition in relation to these young people accessing the professions
 - Limited in depth research
 - With no young people in working class communities going into professions we devalue education
 - Our project is as much challenging social issues as addressing them
- 

So where does this take us?

- Project is ongoing – now in 7(5) Glasgow schools/Fife
 - Approx. 100 mentoring relationships...film
 - Identity difficult as a research informed social innovation
 - Now a social enterprise (CIC)
 - In position now to nurture new projects
 - Funded by Schools, Big Lottery (Not by Scottish Government, ESRC)
 - ‘Scaling up’ or measured development?
- 

Looking to the research – our work has potential but...

- ▶ Mentoring is complex.
- ▶ Mentoring programmes are structured and delivered in a variety of ways.
- ▶ They work with specific groups and in different contexts.
- ▶ These include school and community-based projects.
- ▶ Diversity in terms of research and evaluation

Looking to the research – does mentoring work?

- ▶ Meta-analysis of these programmes indicates a modest positive impact on young people (Rhodes, 2005 and DuBois, 2011)
- ▶ Its complexity is reflected in recent cost-benefit analysis of US mentoring programmes which indicate that there is insufficient evidence to justify mentoring as a Government funded societal intervention, as their social returns have not been conclusively shown to justify their cost (DuBois, 2013).


Looking to the research

- ▶ Some forms of mentoring are particularly challenging to deliver.
- ▶ Not all mentoring relationships will work and careful understanding is needed in order to know how to support relationships and minimise the impact of those that do not succeed (McArthur *et al*, 2016).
- ▶ Research shows that mentoring the most vulnerable groups of young people is problematic and may even be harmful. (Spencer, R 2009)

From the research...

- ▶ Impact difficult to measure
- ▶ A key research message is the need for research-informed, differentiated and locally-based mentoring initiatives.
- ▶ These need to be based on careful research and development, not only to be effective, but to reduce the possibility of causing harm to young people.
- ▶ Yet pressure is to develop scalable models for rapid impact

Innovation?

- ▶ Needs processes, needs funding for iterative research and development
 - ▶ Not simply discourse of ‘model’ development ‘immediate impact’ and ‘scaling up’
 - ▶ Local community needs/circumstances are different
 - ▶ Needs more complex development of theory than currently offered – e.g. raise aspirations – increase social and cultural capital
 - ▶ Interventions are complex, require effort, funding, partnership and leadership
- 



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