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Supplementary materials

Table S.1: Coding frame

	AGENCY I (ORGANISATIONAL RESPONSES)	Conceptual cat.	Keyword
1	Make the most of demonstration sites (e.g., pilot sites)	BREWING/ PREPARING THE GROUND	Pilot sites
2	Engage early in research to test the intervention under real-life operating conditions and in light of the objectives of the project/decision-makers' expectations		Preliminary M&E
3	Make impacts/(cost-)effectiveness observable and demonstrable (e.g., users can see benefits in practice)		Observability
4	Initiate scaling up after the effectiveness and feasibility of the intervention have been established		Timeliness (scale up)
5	Identify the key features central to success so the model can be streamlined and more readily replicated during scale up - (Define scalable unit)		Features to streamline
6	Anticipate the need/cost of mobilising resources as scale-up proceeds		Anticipate needs and costs
7	Build capacity to support scale-up, stakeholder engagement and contextual adaptation: skills and capabilities (e.g., research, evaluation, scaling-up); stable and adequate resource mobilisation (e.g., technical, human, financial flows)		Capacity building (internal)
8	Rely on effective, motivated and credible leaders		Leadership
9	Create a vision, value system and culture (e.g., of urgency and persistence) which are unifying		Vision, values, culture (internal)
10	Make the vision, value system and culture, as well as the model acceptable and compatible with potential adopters' (UO ¹ s) established values/norms/facilities	DEALING WITH UO	Compatibility (RT)
11	Assess adopters' (UO's) capacities and limitations, strengths and weaknesses		Strengths and weaknesses (UO)
12	Capitalise on existing setting resources/delivery system structures		Capitalise on UO's assets
13	Develop strategies to provide capacity building for adopters (UO) (e.g., training, managerial assistance)		Capacity building (external)
14	Acknowledge the degree and nature of change required (i.e., institutional change task expected may be of major proportions)		Cognition of req. change
15	Simplify or ease adoption (e.g., rather than making it complex and complicated)		Simplify adoption
16	Protect intervention elements that differ most from UO's culture (e.g., those most easily lost during scale up) and ensure that components essential for effectiveness/fidelity of implementation remain intact during scale up - (Define scalable unit)		Features to protect
17	Involve adopters (UO) in a participatory process		Participatory approach
18	Allow model testing and a progressive/adaptive introduction (e.g., without UO having to completely adopt)		Progressive and adaptive introduction
19	Locate/keep the resource team as closely to UO (and recipients) as possible	Proximity	
20	Continue to assess, as the process of scale up evolves, if factors in the political, social and cultural environment are able to influence it and how (e.g., stakeholder analysis, analysis of inter-sectoral collaboration)	SYSTEM PERSPECTIVE	Ongoing env. analysis
21	Remain vigilant and responsive: expect the unexpected and be prepared to act quickly or pause momentarily; make timely use of opportunities arising in environment to enhance positive supports for scale up		Timeliness and responsiveness (RT)
22	Seek alignment and good fit with government youth development policies/strategies/programmes/practices		Fit with Gov.
23	Use multiple channels to tell a compelling story		Diverse and far-reaching comm.
24	Identify and engage early advocates/champions; Build networks, collaborations and partnerships (to foster buy-in)		Coalition-building
25	Address both horizontal expansion of the innovation and vertical scaling up to ensure sustainability	ONGOING STRATEGIC MANAGEMENT	Horizontal and vertical scaling
26	Tailor the intervention/scale-up to context		Contextual adaptation
27	Adopt a phased approach to scale-up and allow for ongoing refinement for sustainability (i.e., ensure the process is proceeding smoothly before adding new intervention/diversifying)		Phased approach

¹ UO = User Organisation

28	Develop a learning culture: pursue/create opportunities for ongoing learning; engage in ongoing M&E and dissemination of learning.	Learning culture
29	Maintain the resource team staying power	Staying power
30	Align or integrate systems or services	Integration
31	Watch for and correct imbalances (e.g., discrepancies between resources needed/available, pilot/replications)	Imbalances
32	Recognise and manage necessary trade-offs	Trade-offs

	CONTEXT	Conceptual cat.	Keyword
1	Adopters (UO) developed appropriate implementation capacity (staffing, skills, logistic system and other)	UO's ASSETS OR DEFICITS	UO impl. capacity
2	Adopters (UO) developed appropriate capacity for data collection and reporting systems		UO data coll. capacity
3	Adopters (UO) developed a propensity to engage in data-driven decision-making		UO decision-making
4	Adopters (UO) developed effective leadership and internal advocacy		UO leaders and advocates
5	Adopters (UO) developed a supportive and compatible organisational culture		UO culture
6	Adopters (UO) developed processes and structures to be leveraged		UO processes and structures
7	Adopters (UO) developed learning systems		UO learning systems
8	Policy priorities, government systems, political climate/will, bureaucracy	SYSTEM'S ASSETS OR DEFICITS	Political context
9	Financial, economic or procedural incentives (adequate/stable or not)		Incentives
10	Community attitudes, values, needs, priorities and motivations		Community
11	Country ownership and institutional support		Institutional support
12	Extant support system for at-risk young people		Extant support system

	AGENCY II (SYSTEM AGENTS' RESPONSES)	Conceptual cat.	Keyword
1	Stakeholders perceive the intervention as relevant to community/public concern (e.g., it addresses one or more persistent or sharply felt problems/needs or priority areas/goals in the agenda of stakeholders) and as credible/legitimate (e.g., based on sound evidence, advocated for by respected persons or institutions, likely to solve the problem)	STAKEHOLDERS² AGENCY	Relevance and credibility
2	Stakeholders perceive the intervention as relatively advantageous over existing practices (e.g., affordable, cost-effective)		Relative advantage
3	Stakeholders deem the vision, value system and culture permeating the resource team, as well as the model proposed acceptable and compatible with their established values/norms/facilities		Compatibility
4	Adopters (UO) feel their needs and concerns are taken into account while adopting the intervention	ADOPTERS AGENCY	Needs and concerns considered
5	Adopters (UO) develop ownership of the intervention and scale up process		Ownership
6	Adopters (UO) feel that timing and circumstances of adoption are right		Timeliness (UO)

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² UO, champions or others

Table S. 2: Linkage between section headings and codes

Section	Main themes covered
Influence of context	Extant support system
	Community (needs)
	Political context
	Incentives
	Community
Leadership, vision, values and culture	Pilot sites
	Anticipate needs and costs
	Leadership
	Vision, values, culture (internal)
	Learning culture
	Staying power
	Ownership
M&E	Pilot sites
	Learning culture
	Preliminary M&E
	Observability
	Timeliness (scale up)
	Diverse and far-reaching comm.
	Relevance and credibility
	Relative advantage
Allies & resource acquisition	Fit with Gov.
	Diverse and far-reaching comm.
	Coalition-building
	UO leaders and advocates
Unintended consequences or barriers	Capacity building (internal)
	Capacity building (external)
	Phased approach
	Timeliness (UO)
	Political context
	Incentives
	Community
	Coalition-building

Table S.3 – List of sources for document analysis

ID	Org.	Reference		Type
1	MCR	(MCR Pathways, 2017)	MCR Pathways. (2017). Impact Report 2017. MCR Pathways: helping Young People realise their full potential through education. In <i>Impact Report</i> . https://mcrpathways.org/wp-content/uploads/2018/02/GCC-MCR-Impact-Report-July-17-1.pdf	Annual report
2	MCR	(MCR Pathways, 2018a)	MCR Pathways. (2018). <i>Impact Report 2018. Helping young people realise their full potential through education.</i> https://mcrpathways.org/wp-content/uploads/2018/06/GCC-Impact-Report-Final.pdf	Annual report
3	MCR	(MCR Pathways, 2019e)	MCR Pathways. (2019a). <i>Mentoring Matters</i> (Issue 12). https://mcrpathways.org/wp-content/uploads/2019/07/MCR-Mentoring-Matters-Newsletter-Issue-12.pdf	Newsletter
4	MCR	(MCR Pathways, 2019f)	MCR Pathways. (2019b). <i>Mentoring Matters</i> (Issue 13). https://mcrpathways.org/wp-content/uploads/2019/09/Mentoring_Matters_Issue_13_August_September_2019.pdf	Newsletter
5	MCR	(MCR Pathways, 2019g)	MCR Pathways. (2019c). <i>Mentoring Matters</i> (Issue 14). https://mcrpathways.org/wp-content/uploads/2019/12/Mentoring_Matters_Issue_14_Dec_2019_LR.pdf	Newsletter
6	MCR	(MCR Pathways, 2020)	MCR Pathways. (2020). <i>Mentoring Matters</i> (Issue 15). https://mcrpathways.org/wp-content/uploads/2020/12/Mentoring-Matters-Issue-15-12.2020.pdf	Newsletter
7	MCR	(MCR Pathways, 2021b)	MCR Pathways. (2021a). <i>Mentoring Matters</i> (Issue 16). https://mcrpathways.org/wp-content/uploads/2021/06/Mentoring-Matters-Issue-16-Summer-2021.pdf	Newsletter
8	MCR	(MCR Pathways, 2021c)	MCR Pathways. (2021b). <i>Mentoring Matters</i> (Issue 17). https://mcrpathways.org/wp-content/uploads/2021/12/MentoringMatters_Issue17.pdf	Newsletter
9	MCR	(MCR Pathways, 2019a)	MCR Pathways. (2019a). <i>A Year Of Resilience – Launching & Expanding During Lockdown.</i> https://mcrpathways.org/a-year-of-resilience-launching-expanding-during-lockdown/	Web Page
10	MCR	(MCR Pathways, 2021a)	MCR Pathways. (2021a). <i>Award-Winning MCR Mentoring Programme Expands In North Ayrshire.</i> https://mcrpathways.org/north-ayrshire-award-winning-mcr-mentoring-programme-looking-for-mentors/	Web Page
11	MCR	(MCR Pathways, 2019b)	MCR Pathways. (2019b). <i>Inverurie Academy's MCR Journey.</i> https://mcrpathways.org/inverurie-academys-mcr-journey/	Web Page
12	MCR	(MCR Pathways, 2022)	MCR Pathways. (2022). <i>MCR Pathways Mentoring Programme Reaches Over 100 Schools.</i> https://mcrpathways.org/mcr-pathways-mentoring-programme-reaches-over-100-schools/	Web Page
13	MCR	(Seith, 2020)	Seith, E. (2020). <i>Research Shows It's worth skipping class for mentoring.</i>	Web Page

			https://mcrpathways.org/research-shows-its-worth-skipping-class-for-mentoring/	
14	MCR	(MCR Pathways, 2019h)	MCR Pathways. (2019f). <i>St Roch's Secondary School Story</i> . https://mcrpathways.org/st-rochs-secondary-school-story/	Web page
15	MCR	(MCR Pathways, 2018b)	MCR Pathways. (2018b). <i>What Our Schools Say About MCR</i> . https://mcrpathways.org/what-our-schools-say-about-mcr/	Web Page
16	MCR	(MCR Pathways, 2019k)	MCR Pathways. (2019g). <i>Whitehill Secondary School Story</i> . https://mcrpathways.org/whitehill-secondary-school-story/	Web Page
17	MCR	(MCR Pathways, n.d.)	MCR Pathways. (n.d.). <i>A School's Story - Saint Roch's Secondary</i> . https://mcrpathways.org/schools-story/	Web Page
18	MCR	(Scottish Government, 2021)	Scottish Government. (2021). <i>Mentor scheme to improve life chances for young people</i> . News - Education. https://www.gov.scot/news/mentor-scheme-to-improve-life-chances-for-young-people/	Web Page
19	MCR	(MCR Pathways, 2019j)	MCR Pathways. (2019g). <i>What Schools Say – Lochend Community High Headteacher Shares Impact Of Mentoring</i> . https://mcrpathways.org/what-schools-say-lochend-community-high-headteacher-shares-impact-of-mentoring/	Video
20	MCR	(MCR Pathways, 2019c)	MCR Pathways. (2019c). <i>Meet MCR's Schools – St Roch's</i> . https://mcrpathways.org/meet-mcrs-schools-st-rochs/	Video
21	MCR	(MCR Pathways, 2019d)	MCR Pathways. (2019d). <i>Meet Young Glasgow Talent Schools – Knightswood Secondary</i> . https://mcrpathways.org/meet-young-glasgow-talent-schools-knightswood-secondary/	Video
22	MCR	(MCR Pathways, 2019i)	MCR Pathways. (2019i). <i>What Schools Say – Knightswood Secondary Talks MCR Pathways</i> . https://mcrpathways.org/schools-say-knightswood-secondary-talks-mcr-pathways/	Video
23	MCR	(MCR Pathways, 2018c)	MCR Pathways. (2018c). <i>What Schools Say – St Roch's Secondary Talks MCR Pathways</i> . https://mcrpathways.org/schools-say-st-rochs-secondary-talks-mcr-pathways/	Video
24	MCR	(MacRitchie, 2019)	MacRitchie, I. (2019). MCR Pathways' relationship based practice at scale: Revolutionising educational outcomes for care-experienced young people. <i>Scottish Journal of Residential Child Care</i> , 18(2), 92–107. https://www.celcis.org/application/files/2816/2307/7669/SJRCC_Vol_18.2.pdf#page=93	Research article
25	MCR	(Fassetta et al., 2014)	Fassetta, G., Siebelt, S., & Mitchell, I. (2014). <i>Transforming lives: The first two years of the MCR Pathways mentoring programme</i> . https://www.celcis.org/application/files/6214/4041/4477/Transforming_Lives-The_first_18_months_the_MCR-Programme.pdf	Evaluation Report
26	MCR	(Biggs et al., 2020)	Biggs, H., Reid, S., Attygalle, K., Wishart, R., & Shields, J. (2020). <i>MCR Pathways Social Bridging Finance Initiative for Educational Outcomes</i> . (Issue January). https://mcrpathways.org/wp-content/uploads/2020/01/MCR-Pathways-Evaluation-Report-Jan-2020-Publication.pdf	Evaluation Report
27	MCR	(Impetus, 2021)	Impetus. (2021). Impetus partners with The Henry Smith Charity to launch 'Engage Fund' backing charities tackling school exclusions.	Web page

			https://www.impetus.org.uk/news-and-views/2021/news-release-launch-of-3m-engage-fund-to-tackle-school-exclusions	
28	MCR	(Douglas, 2021)	Douglas, D. (2021). New service will support young carers and disadvantaged youths in Perth and Kinross. <i>Daily Record</i> . https://www.dailyrecord.co.uk/news/local-news/new-service-support-young-carers-23460603	Journal article
29	MCR	(Stuart, 2021)	Stuart, W. (2021). Youth mentor charity MCR Pathways to extend "life-changing" programme with North Ayrshire Council. <i>Daily Record</i> . https://www.dailyrecord.co.uk/ayrshire/youth-mentor-charity-mcr-pathways-23510705	Journal article
30	MCR	(Morton Fraser Lawyers, 2021)	Morton Fraser Lawyers. (2021). <i>Mentoring the future</i> . https://www.morton-fraser.com/podcasts/mentoring	Podcast
A	SU	(Società Umanitaria, 2017)	Società Umanitaria. (2017). <i>Relazione Morale 2017</i> . https://www.umanitaria.it/relazionemorale	Annual report
B	SU	(Società Umanitaria, 2018)	Società Umanitaria. (2018). <i>Relazione Morale 2018</i> . https://www.umanitaria.it/relazionemorale	Annual report
C	SU	(Società Umanitaria, 2019d)	Società Umanitaria. (2019). <i>Relazione Morale 2019</i> . https://www.umanitaria.it/relazionemorale	Annual report
D	SU	(Società Umanitaria, 2020)	Società Umanitaria. (2020). <i>Relazione Morale 2020</i> . https://www.umanitaria.it/relazionemorale	Annual report
E	SU	(Società Umanitaria, 2019a)	Società Umanitaria. (2019a). <i>Newsletter N. 1 - Il Mentore</i> . https://www.umanitaria.it/programma-mentore	Newsletter
F	SU	(Società Umanitaria, 2019b)	Società Umanitaria. (2019b). <i>Newsletter N. 2 - Il Mentore</i> . https://www.umanitaria.it/programma-mentore	Newsletter
G	SU	(Società Umanitaria, 2019c)	Società Umanitaria. (2019c). <i>Newsletter N. 3 - Il mentore</i> . https://www.umanitaria.it/programma-mentore	Newsletter
H	SU	(Società Umanitaria, n.d.)	Società Umanitaria. (n.d.). <i>TESTIMONIANZE</i> . https://www.umanitaria.it/area-stampa/milano-comunicati-stampa/1135-il-programma-mentore-un-ora-che-ti-cambia-la-vita?highlight=WyJ0ZXN0aW1vbmlhbnplliwibWVudG9yaSJd	Generic
I	SU	(Società Umanitaria, 2012a)	Società Umanitaria. (2012). <i>Società Umanitaria - Programma Mentore</i> . https://www.youtube.com/watch?v=HpM-No8pl2Q	Video
J	SU	(Società Umanitaria, 2012b)	Società Umanitaria. (2012b). <i>Società Umanitaria - Programma Mentore (II)</i> . https://www.youtube.com/watch?v=ZzdePIMJrk	Video

K	SU	(Società Umanitaria, 2012c)	Società Umanitaria. (2012c). <i>Società Umanitaria - Programma Mentore (III)</i> . https://www.youtube.com/watch?v=Nw9FC3Rar7o	Video
L	SU	(Aresi et al., 2020)	Aresi, G., De Luca, M., & Marta, E. (2020). Valutazione di processo di un programma di mentoring scolastico: una rilettura in ottica di Psicologia di Comunità. <i>Psicologia Di Comunità</i> , 1, 135–155. http://digital.casalini.it/10.3280/PSC2020-001009	Research article
M	SU	(Aresi et al., 2021)	Aresi, G., Pozzi, M., & Marta, E. (2021). Programme and school predictors of mentoring relationship quality and the role of mentors' satisfaction in volunteer retention. <i>Journal of Community and Applied Social Psychology</i> , 31(2), 171–183. https://doi.org/10.1002/casp.2495	Research article
N	SU	(Pozzi et al., 2021)	Pozzi, M., Marzana, D., Marta, E., Vecina, M. L., & Aresi, G. (2021). Relationship closeness, habit and perceived subjective norms as predictors of volunteer role identity in school-based mentoring programmes. <i>International Journal of Mentoring and Coaching in Education</i> , 10(1), 17–30. https://doi.org/10.1108/IJMCE-05-2020-0019	Research article
O	SU	(Calogero, 2018a)	Calogero, G. (2018a). <i>Il Mentoring in Italia</i> .	Book
P	SU	(Calogero, 2018b)	Calogero, G. (2018b). <i>Il Programma Mentore in Italia: il Mentoring Method</i> .	Book

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Pozzi, M., Marzana, D., Marta, E., Vecina, M. L., & Aresi, G. (2021). Relationship closeness, habit and perceived subjective norms as predictors of volunteer role identity in school-based mentoring programmes. *International Journal of Mentoring and Coaching in Education*, 10(1), 17–30. <https://doi.org/10.1108/IJMCE-05-2020-0019>

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