

**BUSINESS
IN THE
COMMUNITY
IRELAND**



Business Action on Education

Mentoring Evaluation Report 2021

TUSLA



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Cover Photo: Mentoring Celebration 2021 with Shaqeana Page, Una O’Grady and Diane Beckingham in conversation.

Section 1

Executive Summary

1.1. About Student Mentoring

Business in the Community Ireland (BITCI) is a movement for change in business. We believe in a sustainable economy and an inclusive society where everyone thrives. We provide expertise and services to companies on their CSR or sustainability strategies. We also provide employment programmes to adults who are marginalized. Our flagship education initiative, The Schools' Business Partnership, has the following suite of educational programmes:

1. World of Work – 2nd year students
2. Student Mentoring – senior cycle students
3. Time to Read – 2nd class primary school children
4. Time to Count – 3rd class primary school children
5. Management Excellence for Principals
6. Management Excellence for Teachers

This past year has been one of challenge, innovation and a different type of positive impact. We have been privileged to continue to support schools and their students in these most difficult of times. Our network of companies have stepped forward during a time when they themselves were endeavouring to navigate choppy waters and they successfully delivered virtual programmes. We salute all those employees who mentored a student. Our BITCI team worked very hard this past year to ensure that we could continue to engage the business and education sectors. It was a year of challenge, uncertainty but most of all a very successful one as our programmes continued as best they could.

BITCI is most appreciative of the financial grant from **basis.point**** who have generously continued to fund the expansion of the mentoring programme. This has ensured more schools and most importantly more students can avail of this invaluable life changing support. We have increased our reach within Dublin and also to Limerick, Cork, Wicklow and Kildare as a direct result of this funding. In particular, we would like to acknowledge the guidance and help of Sinéad Colreavy who sits on basis.point's Disbursements Committee along with their Executive Team of Edel O'Malley, Louise Egan and Joanne Shaw.

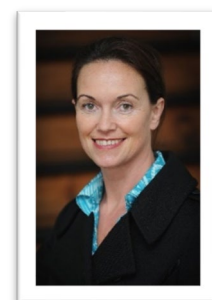
We also thank the participating companies and their committed and passionate employees who volunteered to mentor a student over the past year. It is this continued support, encouragement and investment in the mentoring programme that is helping improve Irish society. The following pages demonstrate emphatically

the impact that mentoring can make, not only on the students' lives but also in terms of the enjoyment and sense of fulfilment for the volunteers.

****basis.point** is the charity of the Irish funds industry and its wider ecosystem. The charity was set up in 2014, with the ambition to give every child in Ireland equal access to a brighter future through education. Founded on the idea of joined up giving, basis.point is a unique example of industry colleagues putting their time, energy and resources together, to combat one single issue, educational disadvantage. Further information can be accessed on their website <https://www.basispoint.ie>

Below is a list of the companies and schools who have concluded the mentoring programme in April/May 2021 & whose feedback is reflected on the following pages.

Accenture & Bishopstown Community School – Cork
Allianz Partners & St. Dominic's Secondary School, Ballyfermot - Dublin
Allianz Partners & St. John's College, Ballyfermot - Dublin
Arup & Nagle Community College, Mahon - Cork
Cornmarket Group & Mount Carmel Secondary School, Dublin 7 - Dublin
Cornmarket Group & St. Paul's CBS Secondary School, Dublin 7 - Dublin
Fáilte Ireland & St. Joseph's CBS Secondary School, Fairview - Dublin
Gifts Direct & CBS James Street, Dublin 8 - Dublin
KPMG & Gaelcholáiste Mhuire - Cork
KPMG & CBS Westland Row, Dublin 2 - Dublin
Northern Trust & Coláiste Chiaráin, Croom - Limerick
Siemens Healthineers & Fingal Community College, Swords - Dublin



Diane Beckingham, Student Mentoring Programme National Coordinator.

1.2. Main Findings in 2021

Below are the main findings from the Student Mentoring Evaluations 2021:

Student Evaluation

- **93%** of students found the programme excellent 53% or very good 40%.
- **88%** of students would recommend the Student Mentoring programme to another student.
- **10%** of students had been considering leaving school but the programme has encouraged them to stay (increase of 7% on the previous year).

Mentor Evaluation

- **96%** of respondents would volunteer for the Student Mentoring programme again.
- **94%** of respondents would recommend the Mentoring programme to a friend or colleague.
- **94%** of mentors indicated the most beneficial aspect of the programme was being able to make a difference to a young person's life.

School Evaluation

- Teachers indicated improvements in communication skills **100%**, interpersonal skills **93%**, being inspired to apply themselves in school **86%**, helping students make decisions about going to college **79%** and increased self-confidence **71%** as the greatest impact on students.
- **71%** of teachers thought that students felt meeting new people/making new contacts benefited them most.
- **The Net Promoter Score** by teachers was **91** in terms of recommending the programme to a friend or colleague.

Company Evaluation

- **100%** of employees cited being able to make a difference in a young person's life; a feel-good factor and enjoying the volunteering experience as the most beneficial aspect of the programme.
- **62%** recommended no change to the Mentoring Programme (increase of 32% on the previous year).
- **Net Promoter Score** for companies was **84** in terms of recommending the Mentoring programme to a friend or colleague.

Section 2

Student Evaluation

95 mentors and 95 students concluded the mentoring programme in 2021. 69% of those students completed the evaluation which matched the 2020 response rate of 69%. Given the impact of Covid-19 and school closures this is a great achievement. The student evaluation was divided into four sections:

2.1 Demographic information

2.2 Structure and Content

2.3 Programme Benefits

2.4 Recommendations

2.1. Demographic Information

50% of respondents were female and 50% were male.

2.2. Structure & Content

As with previous years' evaluations, we asked participants what they liked and disliked about the programme because it is their experiences and enjoyment that are central to its success and impacts. The 2020 responses are in parentheses.

2.2.1 Experience of Mentoring Programme

Students' experience of the Mentoring programme was very positive. **93%** of students found the programme **excellent** 53% or **very good** 40%, while the remaining **7%** of students rated the programme **fair**.

2.2.2 Frequency of Meeting Mentors

97% of students felt they **met with their mentor often enough** (20% in 2020). **3%** of students felt they **did not meet with their mentor often enough**. Students and business mentors meet once every three weeks.

Due to Covid, the whole programme ran online and for one entire term the students were working from home. Amazingly, engagement and attendance still high.

Comments included:

It was frequent enough to feel like it was meaningful but not too frequent that we felt pressured by it.

Meeting on a regular basis helped us to stay in contact and up to date with each other.

The time between the sessions gave me a chance to put the mentor's advice into action and then update them at the next session on how it went.

2.2.3 Programme Enjoyment

Similar to previous years the most enjoyable element of the programme for students was the **one-to-one talks with their mentor 74%** (46% in 2020). The second part of Mentoring that students enjoyed the most was being **encouraged and supported 47%** (12% % in 2020) followed by **career investigation at 25%** (51% in 2020). This shows that being able to talk to and confide in someone, developing a relationship and being encouraged and supported are so important to the students.

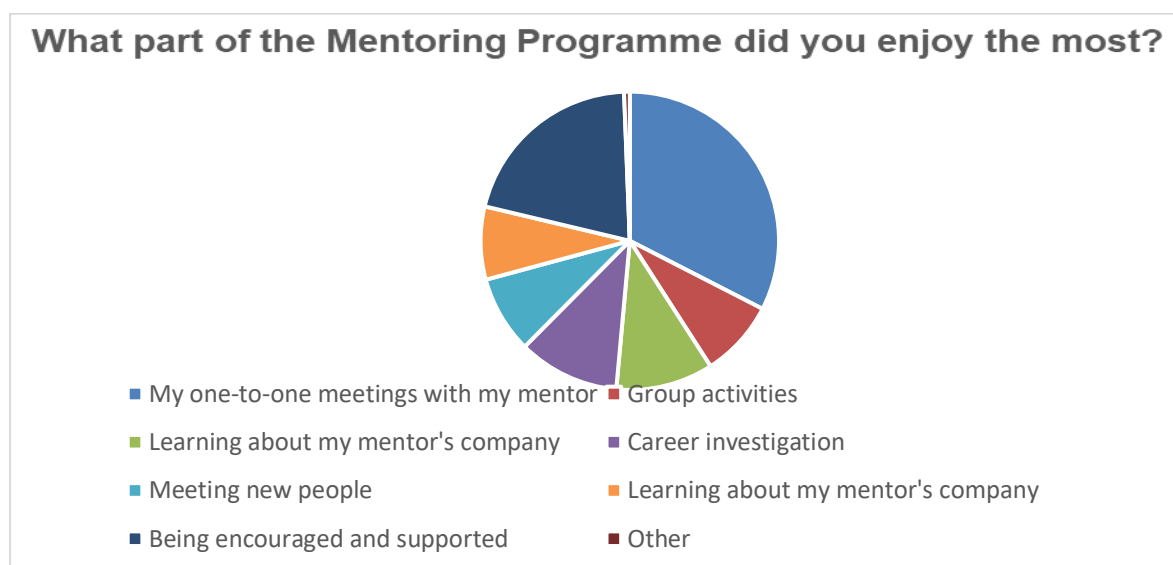
Comments included:

It was a fun conversation and my mentor made me feel like he really cared how my life was going.

it was a great help for me being able to go through different career options.

I enjoyed having a "non-biased" adult to talk with about the world of work where I got to ask for advice about what to look out for in the future.

Students were asked to comment on any parts of the programme that they didn't enjoy. Having to connect online, not being able to meet in person or visit the office and IT issues were the most frequently cited.



2.3. Programme Benefits

In this section we asked students which part of the Student Mentoring programme benefitted them the most. This is clearly an important section to reflect on as it is often difficult for students to articulate their thoughts on benefits directly to the mentor during the programme sessions.

2.3.1 Impacts of the Mentoring Programme

Students indicated that the Mentoring programme had a number of positive impacts. Improvements in **communication skills 65%** and **self-confidence 61%** were identified as having the most impact. It is also important to note the further impact on students in terms of their future as these considerations also rated highly - **helped me make decisions about going to college 52%** and **got me to consider alternative options and new ideas for after I leave school 50%**.

Comments included:

She kept me motivated to come in when I really didn't want to.

Now I was able to attend interviews and be able to talk properly without being nervous

I learned a lot about my college choices and what was best for me to do.

It taught me to communicate with people I had never met and to be more open. It also helped that my mentor was working in the career I wanted so it gave me more insight and direction.

2.3.2 Influence of the Programme on Students

Students were asked if participation in the Mentoring programme influenced their attitudes towards completing the Leaving Certificate. The results show that mentoring does have a significant impact on a young person's understanding of the importance of their education. **10% had been considering leaving school but the programme had encouraged them to stay and complete the Leaving Certificate (3% in 2020).**

- **55%** had always intended to stay in school and complete the Leaving Certificate.
- **22%** had intended to stay in school but the programme helped them work harder for the Leaving Certificate.
- **13%** of students indicated that the programme helped them to understand the importance of completing the Leaving Certificate.

10% had been considering leaving school but the programme had encouraged them to stay and complete the Leaving Certificate Comments included:

The mentoring programme has motivated me to do my very best in my exams.

I always had the intention of going to college.

My mentor encouraged me to keep going and made me realise "it's only a couple of weeks!"

2.4. Recommendations

2.4.1 Changes to improve the Programme

80% of students would make **no changes** to the mentoring programme. **20% had** recommendations for the programme.

Comments included:

Everybody should be in person.

Introducing students to different contacts that can relate to their course/interests should be encouraged more.

Matching the mentor to the interest of the student as closely as possible

2.4.2 Recommending the Programme to another Student

The Net Promoter Score from students when asked would they recommend the programme to another student was **88**.



Arup & Nagle Community College, Mahon - Cork

Section 3

Mentor Evaluation

The mentor **response rate was 57%** from mentors who concluded the programme in 2021. In 2020 there was a similar response rate of 60%. The reason for this marginal decrease was as a result of factors such as the Covid-19 pandemic and pressure in workplaces to adjust to new business operations.

The evaluation was divided into 4 sections:

3.1 Structure and Content

3.2 Programme Benefits

3.3 Recommendations

3.4 Volunteering Again

3.1. Structure & Content

In order to provide strong comparative information with the students' evaluation, we asked the company mentors to tell us what they liked and did not like about the programme. The 2020 responses are in parentheses.

3.1.1 Overall Enjoyment of Programme

The results were very positive with **85%** (78% in 2020) of mentors indicating that the programme was **hugely enjoyable 37%** or **very enjoyable 47%**, **12% quite enjoyable** and **4%** of respondents indicated that they did not enjoy the programme. Upon examination of their reasons the main issues were not being able to meet students in person due to COVID-19 and problems with technology.

Comments included:

This was my first time involved as a mentor. Despite the restrictions necessary re: Covid, the resilience and positivity of the students was inspirational. They are a source of pride for our country's future.

Listening to their concerns and been able to support with navigating them. Must say this generation are fabulous they seemed to have taken the best bits from all previous generation and created their own mark.

It was a lovely opportunity to do something a little different and worthwhile outside of my 'normal' day.

Found it very hard to really get to know the person I was mentoring. Remote meetings are not as good. Furthermore, I found problems with technology meant meetings were disrupted.

3.1.2 Most Enjoyable Element of Mentoring Programme

Mentors were asked to identify which element of the programme they enjoyed most. **60%** of mentors equally enjoyed **making an impact in a young person's life** and **making a connection with a young person** followed by the **opportunity to see the world from a young person's perspective 52%** and **seeing a young person's self-confidence increase 50%**. Mentors were able to choose multiple answers. The Comments included:

Watching the development of my mentee over the course of the year was extremely rewarding. It was a great privilege to be involved in her personal growth.

I have gained a lot of insight into the challenges facing these young people which up till now I would only have read about.

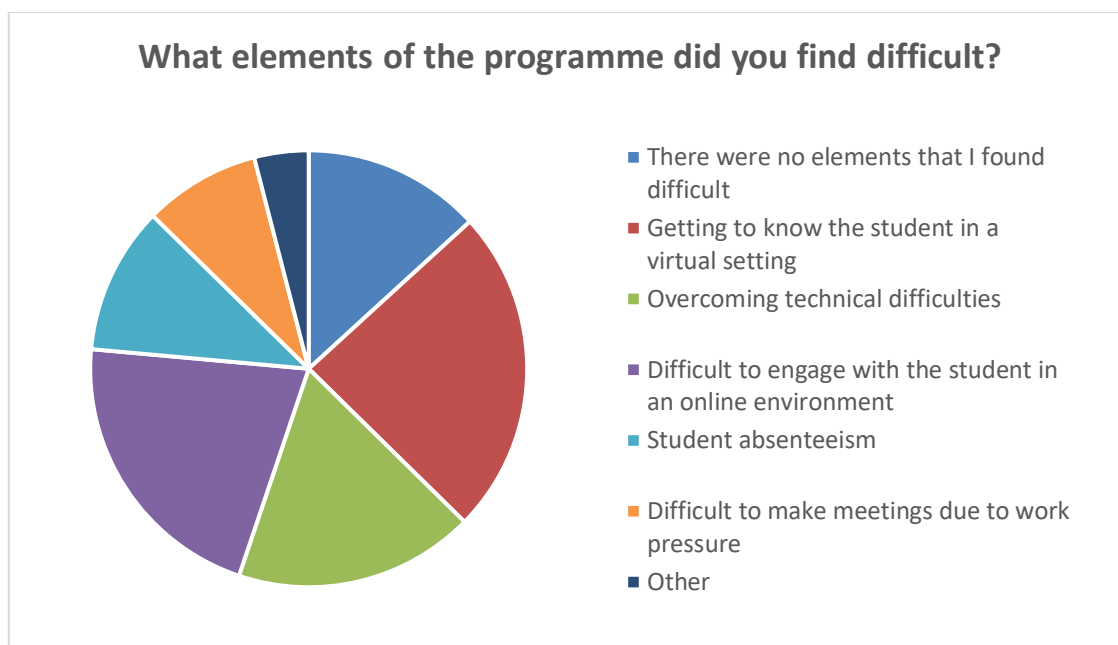
I hope I made some impact and helped in some way. I was certainly positively impacted by the programme.

3.1.3 Challenges of the Mentoring Programme

23% (37% in 2020) of respondents had **no difficulties** with the programme. The issues were mainly Covid-19, virtual meetings and technology. The remaining issues identified are in the chart below. BITCI will consider how to support the 42% of mentors who reported that they found difficulty with getting to know the student in a virtual setting and 37% found it difficult to engage the student in an online environment. 30% of Mentors found overcoming technical difficulties a challenge. 19% of Mentors found student absenteeism challenging in addition to 15% who found it difficult to make meetings due to work pressures. Please note respondents were able to select more than one option.



Arup & Nagle Community College, Mahon - Cork



Comments included:

It is not ideal doing it virtually but I'm glad the programme was able to adapt to a situation beyond anyone's control.

Remote meetings were not as effective as in person.

A few technical issues were experienced throughout which made it trickier to engage on those occasions.

It was challenging at times during Covid and trying to help the student focus on school and a career ahead.

3.1.4 Primary Reason for Getting Involved in the Programme

44% of mentors said having an **impact on a young person's life** was the primary reason for becoming involved in the Mentoring programme, while **25%** indicated **giving something back to the community during the pandemic** their primary reason. **19%** responded that it was to become involved in **company volunteering** or CR opportunities and **8%** wanted to be a **role model** for a student.

3.2. Programme Benefits

This section examined the benefits to the volunteer mentors which they experienced.

3.2.1 Most Beneficial Aspects of the Programme

94% (81% in 2020) of mentors cited **being able to make a difference in a young person's life** as the most beneficial aspect of the programme. **67%** of mentors indicated that the **opportunity to be involved in a**

project outside of normal work duties was of benefit with **64%** enjoying a **feel-good factor** as a benefit and **57%** enjoyed the **volunteering experience**. **46%** increased their awareness of their local community while **29%** enjoyed **meeting people** and **25%** improved **motivation/job satisfaction**. Respondents could indicate multiple benefits.

3.3. Recommendations

In this section mentors were asked for any recommendations or changes they would make to the programme along with improvements in feedback and support.

3.3.1 Recommendations and Changes

60% (45% in 2020) of mentors would make **no changes** to the Mentoring Programme. This increase on 2020's figures is very positive in terms of how the programme operated this year. **40%** would recommend changes to the programme. Recommendations related to programme structure, absenteeism, virtual environment, worksheets, planned agendas and dates of sessions. Some of these recommendations may not be possible to implement due to Covid-19 restrictions or child protection reasons.

Suggestions included:

A more structured program each week. Maybe send a brief email to mentors before each session with a 50/50 virtual / Face to face meetings.

I think the first two weeks in a group setting virtually were hugely beneficial. It helped put both mentors and mentees at ease.

Stronger link between career counselling and mentors.

3.3.2. Training

92% thought that adequate initial support and information had been provided with **8%** wanting further training.

3.3.3 Recommending the Mentoring Programme

94% of respondents would recommend the Mentoring programme to a friend or colleague.

3.4. Volunteering Again

3.4.1. Volunteering for the Mentoring Programme again

96% would volunteer for the Mentoring programme again (increase of 12% on the previous year). Of those who said that they wouldn't **4%**, most cited working virtually as the main reason.

Comments included:

This was a fantastic programme and I would recommend to others to do it. I may have got hugely lucky with my mentee, as she was so easy to work and engage with!

Very rewarding. Good to step away from the day to day workload as well.

But not if it is remotely.



Northern Trust & Coláiste Chiaráin, Croom - Limerick

Section 4

School Evaluation

Teachers were asked to complete an evaluation on behalf of their school to provide an overall perspective of the programme. The **response rate** was **100%**. The evaluation was divided into four sections:

- 4.1 Structure and Content
- 4.2 Programme Benefits
- 4.3 Communication, Service & Support
- 4.4 Recommendations

4.1 Structure & Content

4.1.1 Company Engagement

69% of teachers rated the company's engagement as **excellent** throughout the programme and **25%** very good.

Comments included:

Excellent provision of mentors and generous time.

All Mentors were exceptionally warm and engaging. Students praised their efforts and professional approach.

They gave a real sense of care and commitment to the program.

Those sessions that we could run were very Good.

4.1.2 Virtual Mentoring & Frequency

88% of teachers thought that virtual mentoring worked successfully. **12%** found it challenging.

Comments included:

Better in person but what was delivered was good.

Yes it did work successfully. The students gained valuable insight and wisdom from mentors.

Overall it was a challenge. My preference would be in person meetings.

94% of teachers thought that the frequency of sessions was appropriate. **6%** felt that it was not.

Comments included:

We had sessions roughly every three weeks and I feel this worked well for all involved.

Sufficient for exam year.

4.2 Programme Benefits

In this section we asked the teachers which part of the Student Mentoring programme benefitted their students the most. This is clearly an important section to reflect on as it is often difficult for students to articulate their thoughts on the benefits directly to the mentor during the programme sessions.

4.2.1 Most Beneficial Aspect of the Programme

Based on feedback from participants, **71%** of teachers thought that students felt **meeting new people/making new contacts** benefited them most. They thought that **64%** of students felt **researching different career options** benefitted them the most during the programme, while **50%** felt that **learning about their Mentor's job** and **CV & Interview preparation** benefited them equally. This was followed by **college preparation** at **29%**.

Comments included:

Confidence to speak with new people, get career thinking and opening their eyes to being so young with an impactful job.

Mentors gave students another Adult to link with who was able to provide guidance. It benefitted students as they were very responsive to their advice.

Based on feedback from participants, what benefited your students most?



- Meeting new people/making new contacts
- Career Ideas
- Learning about Mentor's job
- Other
- College Preparation
- CV & Interview Preparation

4.2.2 Impacts of the Mentoring Programme

The teachers felt that the Student Mentoring programme had several positive impacts on students including **improved communication skills 100%**, **interpersonal skills 93%** and student were **inspired to apply themselves in school 86%**. Teachers indicated that they felt that the mentoring programme had **helped students make decisions about going to college 79%**, **increased self-confidence 71%** and to consider **alternative options & new ideas after they leave school 71%**. Teachers felt mentoring had improved student's **teamwork skills 36%**.

4.2.3 Main Benefits to the school

Teachers indicated that the Student Mentoring programme had many positive benefits for their school. **64%** strongly agreed that students had **developed valuable relationships with local businesses**, **43%** strongly agreed that students had improved **participation and engagement among the class group** with **21%** strongly agreeing that they saw **improved attendance** among the class group which is quite significant and telling.



4.2.4 Influence of the Programme on Students

The teachers were asked if participation in the Student Mentoring Programme contributed to retaining a student at school who was otherwise likely to leave this year. **29%** said yes **and 71%** of teachers said no. The current retention rate in Ireland is worth considering at this point which stands at 91.5%.

Comments included:

A potential early leaver was encouraged to stay and progress.

I can't say directly, but indirectly the support provided certainly helped with goal and target setting which steadied some of the students and made academic effort seem more relevant.

4.2.5 Impact of the Programme on Students

Teachers were asked if participation in the Mentoring programme had a noticeable impact on some individual students and if they could identify a student(s) whose attitude, commitment and focus had been positively changed. The results show that **mentoring does have a significant impact on a young person's education with 79%** of teachers indicating that the programme had a noticeable impact on some individual students as a result of participating in the programme.

Comments included:

One student struggled with online learning and was disengaging somewhat. I found that in the days following a mentoring session his attendance would improve and he seemed to feel more motivated.

Greater engagement and enthusiasm.

A number of students who were committed to school but lacked a focus on goals/direction gained huge benefit.

4.3 Communication, Service & Support

4.3.1 Service provided by the BITCI Coordinator

93% of teachers rated the service provided by the BITCI Coordinator as **excellent**.

4.3.2 Service provided by the Company Coordinator

86% of teachers rated the service provided by the Company Coordinator as **excellent**.

4.3.3 Partnership between the company and the school

50% of teachers rated the partnership between the company and the school as **excellent**.

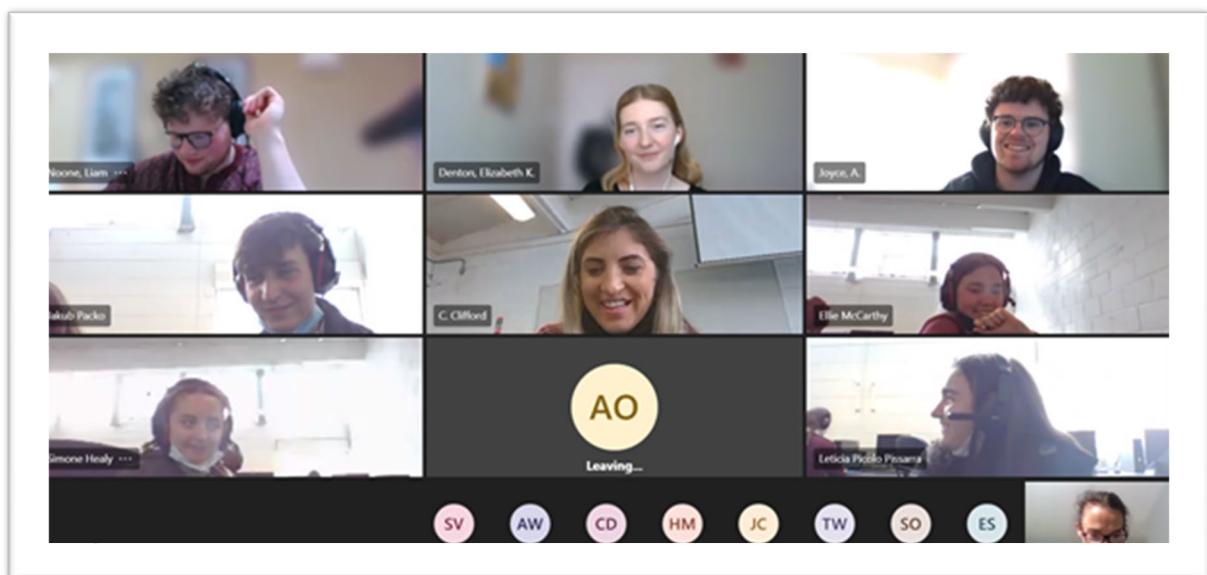
4.4 Recommendations

4.4 Recommendations to the Programme

43% of the teachers had no recommendations for the programme. **57%** had recommendations. Suggestions included a more blended approach of virtual and face-to-face sessions, in-person office visits and less frequency of sessions.

4.5 Recommend the Programme to a friend or colleague

The **Net Promoter Score** from the teachers when asked would they recommend the programme was **91**.



Accenture & Bishopstown Community School - Cork

Section 5

Company Evaluation

All lead representatives of the participating companies were asked to complete an evaluation on behalf of their business to provide an overall business perspective of this programme. The main areas of focus were:

- 5.1 Structure and Content
- 5.2 Programme Benefits
- 5.3 Communication, Service and Support
- 5.4 Recommendations

5.1 Structure & Content

5.1.1 Overall Enjoyment of Programme

85% of companies rated student engagement and participation throughout the programme as **excellent** 31% or **very good** 54% with a further **15%** indicating **fair**.

Comments included:

I was inspired by this group of boys, very engaged in the programme.

In spite of the restrictions posed by Covid, the students seem to embrace the virtual environment and this seemed to encourage greater student engagement.

It was hard for the students because for some of the programme they were at home and they were reluctant to turn their cameras on and the broadband wasn't great.

5.2 Programme Benefits

This section examines the overall benefits to **employees** as a result of participating in the programme.

5.2 Most Beneficial Aspects of the Programme

100% of the companies cited being able to **make a difference in a young person's life** and a **feel-good factor** and **enjoying the volunteering experience** as the most beneficial aspect of the programme. **93%** indicated that their company enjoyed the opportunity to **show pride in their work** and their organisation. Following this, **92%** indicated that the opportunity to be **involved in a project outside of normal work duties** was of benefit with **77%** enjoying an **increased awareness of their local community** as a benefit. **61%** indicated improved **interpersonal skills** and improved **employees' motivation/job satisfaction**. **54%** agreed that participating had **raised employees' profile within the organisation**. Respondents could choose and indicate multiple benefits.

Comments included:

I love being involved and learnt a lot from this group. Refreshing to see how see how resilient they were during the pandemic.

Great opportunity for staff to get involved in the community and give back outside of work. Most of the staff were very vocal about enjoying the experience of building a relationship with a young person and feeling like they were helping them at a pivotal point in their life.

5.3 Communication, Service & Support

5.3.1 Service provided by the School Coordinator (teacher)

69% (60% in 2020) of companies rated the service provided by the teacher as **excellent** and **23%** as **very good**.

5.3.2 Service provided by the BITCI Coordinator

6.3.2 **62%** of companies rated the service provided by BITCI as **excellent** and **23%** as **very good**.

5.3.3 Partnership between the company and the school

77% (7% increase on previous year) of companies rated the partnership between the company and the school as **excellent** and **23%** as **very good**.

5.4 Recommendations

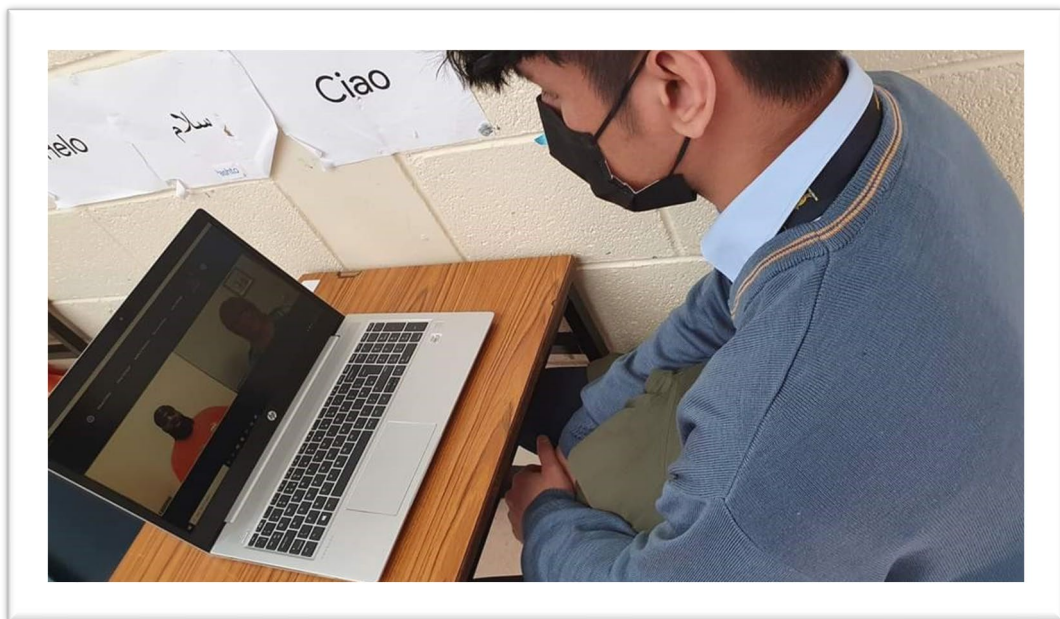
In this section the companies were asked for any recommendations or changes they would make to the programme along with improvements in feedback and support.

5.4.1 Recommendations and Changes

38% of employees **recommended changes** to the programme (70% in 2020). **62%** recommended **no change** (30% in 2020). Recommendations included more structure to the sessions, offering a virtual meeting when mentor/student cannot meet in person and greater ownership by students and mentors.

5.4.2 Recommending the Mentoring Programme

The Net Promoter Score for companies was 84 in terms of recommending the programme to a friend or colleague. (80 in 2020).



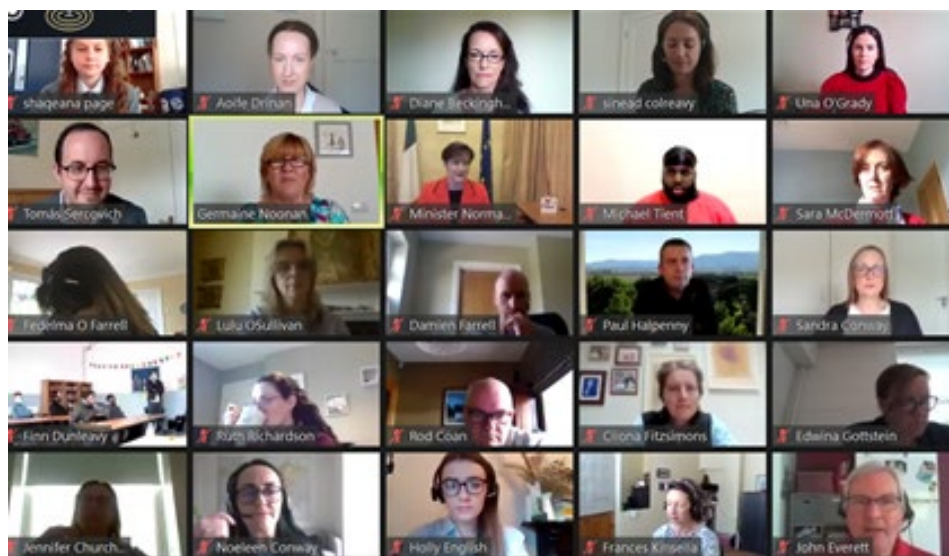
Arup & Nagle Community College, Mahon - Cork

Section 6

Mentoring Celebration 2021

6.1 Mentoring Inspires

The 2021 Mentoring Celebration took place virtually on Thursday, 29th April 2021 launched by Minister for Education Norma Foley, T.D. A recording of the event is [here](#)



Tweets and Quotes from the Day

'I was really thrilled to join an event celebrating the school business partnership today. And to hear from students, former students and mentors on their experiences with this innovative programme.'

Minister for Education Norma Foley TD

'Over the past year or more we have witnessed the business community providing the most complex of supports to schools - laptops, ipads, food parcels, money and lots more. They have been amazing. However, topping all of that has been their employees stepping forward to help a young student navigate their final year of school in the most demanding of circumstances. That is just awesome.'

Germaine Noonan, Head of Education, BITCI.

'After such a tumultuous year, it was great to gather, reflect and celebrate the ups and downs of the last year. There have been many challenges but equally great success, and the shared satisfaction of having come through this together.'

Diane Beckingham, Student Mentoring Programme National Coordinator

'Mentoring has had a great impact on me. I'm really grateful. Una supported me and took a huge weight off my shoulders. Thank you.'

Shaqeana Page, Nagle Community College student



‘Mentoring has been so rewarding and has surpassed my expectations. Students have been so affected by the many challenges resulting from the pandemic. It was inspiring to see the students navigate this change and build resilience this past year.’

Holly English, Mentor, Fáilte Ireland

‘We love being part of this programme. Mentoring has real business results. Hearing these stories today inspires us all.’

Sinéad Colreavy, Ernst & Young

‘Today we proudly watched a former student and Investec mentee Michael Tient talk about his mentoring experience with Ciaran in the BITCI mentoring celebration. Joined by the guest speaker Minister for Education Norma Foley TD Michael shone bright with his inspiring advice to students.’

Marino College Second Level

‘If I left school early, I wouldn’t be where I am today doing what I love. Students should use the resources they have on offer, especially those available as part of the mentoring program. Kieran from Investec was so good to me, listened to me and was always there.’

Michael Tient, former Mentoring participant

‘It’s a privilege for us at BITCI to partner with DEIS schools across the country. Thank you to all the companies involved. To all businesses I would strongly encourage you to join the Mentoring Programme. It’s a really meaningful opportunity.’

Tomás Sercovich, CEO BITCI

Find out more

Contact **Germaine Noonan**

Programme Manager



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