

**BUSINESS  
IN THE  
COMMUNITY  
IRELAND**



# Student Mentoring

## Evaluation Report

### 2022-2023

**TUSLA**



**basis.point**  
joined up giving

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# Section 1

## 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. Time to Read – 2<sup>nd</sup> class primary school children
2. Time to Count – 3<sup>rd</sup> class primary school children
3. World of Work – 2<sup>nd</sup> year students
4. Time to GROW – Transition year work experience programme
5. Student Mentoring – senior cycle students
6. Summer Work Placement Programme – post-school Internships for students in the North East Inner City
7. P-Tech – Pathways to Technology programme, a whole school programme providing a programme as part of the teaching curriculum
8. Management Excellence for Principals
9. Industry Insights for Teachers

This year saw the return to predominately in-person mentoring sessions, to a collective sigh of relief! The opportunity and experience of leaving school for that hour every 3 weeks and visiting the company premises can't be over-stated. Relationships are forged more quickly, and conversations can flow with ease. The two-way process of seeking and sharing experiences and expertise flourish. Group sessions also feature throughout the year, whether that is colleagues sharing their career insights, specialist talks from HR on recruitment, CV and interview skills or more practical skill sharing. We also found time for social and fun events at Christmas and at programme ending time in the Summer.

BITCI is most appreciative of financial assistance from **basis.point**<sup>1</sup> who have generously continued to fund the expansion of the Student 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.

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<sup>1</sup> \*\*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 [www.basispoint.ie](http://www.basispoint.ie)

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. Since its inception, **2,532** students have been impacted by the mentoring programme.

Below is a list of the 15 companies and schools who have concluded the mentoring programme in May 2023 and whose feedback is reflected on the following pages. Another 10 mentoring partnerships throughout the country will continue into next year, as part of the 2-year programme cycle.

<b>2023 Student Mentoring Programme: Graduating Partnerships</b>	
<b>CORK</b>	
Accenture	Bishopstown Community School
Arup	Nagle Community College
<b>DONEGAL</b>	
Phillips Medisize-Molex	Mulroy College
<b>DUBLIN</b>	
Cairn Homes	Rosary College
CNP Santander	St. Paul's Secondary School
Cornmarket Group Financial Services	& St. Paul's CBS
Cornmarket Group Financial Services	Mount Carmel School
Fáilte Ireland	St. Joseph's CBS
Gifts Direct	James's Street C.B.S.
KPMG	C.B.S. Westland Row
Siemens Healthineers	Fingal Community College
<b>KILDARE</b>	
Godolphin Ireland	St Paul's Secondary School
Horse Racing Ireland	Curragh Post Primary School
<b>LIMERICK</b>	
Northern Trust Ireland	Colaiste Chiarain
<b>WICKLOW</b>	
SSE Ireland	Glenart College
<b>115 MENTORS</b>	<b>114 STUDENTS</b>

## 1.1. Main Findings in 2023

Below are the main findings from the Student Mentoring Evaluations 2023:

### Student Evaluation

- **96%** of students enjoyed all parts of the mentoring programme.
- **98%** of students would recommend the Student Mentoring programme to another student. (73% in 2022)
- **9%** of students had been considering leaving school but the programme has encouraged them to stay.

### Mentor Evaluation

- **83%** of respondents would volunteer for the Student Mentoring programme again.
- **99%** of respondents would recommend the Mentoring programme to a colleague.
- **88%** 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

- **100%** of teachers indicated that the greatest impact on students was **improved communication skills**.
- **93%** of teachers felt the greatest benefit for students were **increased self-confidence** and **helped them to consider alternative options & new ideas for after they leave school**.
- **100%** of teachers would recommend the programme to a friend or colleague.

### Company Evaluation

- **90%** of companies rated the partnership between the company and the school as excellent.
- **80%** of companies rated student engagement and participation throughout the programme as **excellent** (70%) or **very good** (10%).
- **100%** of companies would recommend the Student Mentoring programme to a friend or colleague.



## Section 2

# Student Evaluation

The working world is very different to school and having a mentor provides students with a valuable insight into their prospective lives as well as helping with focus, decision making and planning for the future. The additional benefits from the support of an adult outside of family and school can provide an alternative insight and can be a real confidence booster to the students.

115 mentors and 114 students concluded the mentoring programme in 2023. 58% of those students completed the evaluation which is 4% greater than the 2022 response rate.

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

67% of respondents were female and 31% were male, while 1% responded other/prefer not to say.

### 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 2022 responses are in parentheses.

#### 2.2.1 Experience of Mentoring Programme

Students' experience of the Mentoring programme was very positive. **98%** of students found the programme **excellent** or **very good** (84% in 2022), while the remaining **2%** of students rated the programme fair.

#### 2.2.2 Frequency of Meeting Mentors

**80%** of students felt they **met with their mentor often enough** (86% in 2022). **20%** of students felt they **did not meet with their mentor often enough**, they would in fact have liked to have met more regularly.

Students and business mentors meet once every three weeks.

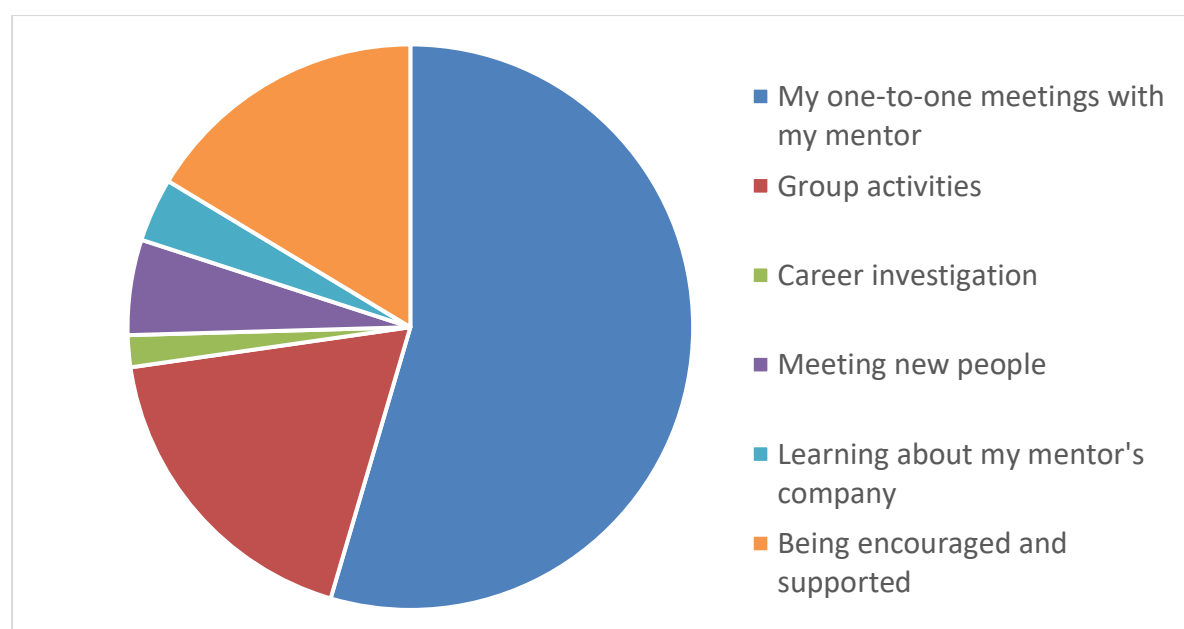
#### Comments included:

- ❖ *I was happy with how often we went out but would have enjoyed if we went out more as well.*
- ❖ *I felt that more regular meetings may have been more beneficial.*

### 2.2.3 Programme Enjoyment

Similar to previous years the most enjoyable element of the programme for students was the **one-to-one meetings with their mentor 55%** (61% in 2022). The second part of Mentoring that students enjoyed the most were **group activities 18%** (33% in 2022) followed by being **encouraged and supported 16%** (30% in 2022). 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.

#### What part of the Mentoring Programme did you enjoy the most?



**96%** of students **enjoyed all parts of the mentoring programme**. **4%** said there were parts they did not enjoy.

#### Comments included:

- ❖ *It was amazing because my mentor gave me advice on college courses and what to pursue in my life. We did a mock interview and that has been beneficial for future employment.*
- ❖ *Happy to get to know someone from a career of my interest and get to know about their path.*
- ❖ *The online sessions weren't as great as the in-person sessions due to internet connection problems, noise from school environment, etc. More in-person sessions would have been better.*

While most partnerships have returned to fully in-person mentoring sessions, a couple of partnerships operated a hybrid model with a mix of online and in-person sessions. Students commented that they preferred the in-person meetings.

## 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 75%** (70% in 2022) and **self-confidence 60%** (55% in 2022) 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 my future career & going to college 55%**, **inspired me to apply myself and do well in school 38%**, **helped me consider alternative options & new ideas for after I leave school 58%**. For **27%** of students the programme helped **improve resilience and well-being**. **37%** learnt valuable **practical skills**.

#### Comments included:

- ❖ *The programme gave me the ability to talk to different individuals and learn from them about different pathways they took. This gave me the capability to make more formed decisions about what I want to do in coming years.*
- ❖ *I felt that the mentoring programme helped me to boost my confidence slightly while it also improved my communication skills. 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.*

- ❖ *Not only did we discuss what to do after school, but my mentor gave me valuable advice about life.*
- ❖ *My mentor believed in me when I didn't believe in myself. She motivated me to put the work in, and it will be worth it in the long run.*

### **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. **9% had been considering leaving school but the programme had encouraged them to stay and complete the Leaving Certificate (10% in 2022).**

- **38%** had always intended to stay in school and complete the Leaving Certificate.
- **33%** had intended to stay in school but the programme helped them work harder for the Leaving Certificate.
- **20%** of students indicated that the programme helped them to understand the importance of completing the Leaving Certificate.
- **9%** had been considering leaving school but the programme had encouraged them to stay and complete the Leaving Certificate.

#### **Comments included:**

- ❖ *My mentor encouraged me to do my best from here until my Leaving Cert.*
- ❖ *They got to know me and looked at my passion, and helped with the stress school brings for Leaving Certificate. I built so much confidence and skills from this programme, it changed my perspective on the Leaving Cert in a good way.*



Accenture and Bishopstown CS, Cork

## 2.4. Recommendations

### 2.4.1 Changes to improve the Programme

78% of students would make **no changes** to the mentoring programme. 22% had recommendations for the programme.

#### Comments included:

- ❖ *I think it would be helpful for even more emphasis to be put into interview practice.*
- ❖ *Doing more group activities, talking in groups of 3/4 so you can speak to one or more mentor.*
- ❖ *I feel like we didn't get a lot of time with our mentors as we had to get back to school and work. We had around an hour which sounds like a lot but honestly it doesn't really feel like it so I feel like having more time would be better.*

### 2.4.2 Recommending the Programme to another Student

98% of students said they would recommend the Mentoring Programme to another student.

#### Comments included:

- ❖ *I feel like this programme will provide the students participating with a lot of necessary information and give them real life insight. Also giving them a friend who is already working, which will help them with their future, as well as their Leaving Cert, and help them improve their skills and abilities. Moreover, this programme will provide them with the very needed space out of their daily life of*

*studying, and a break from their stress as well. I feel like this is an amazing opportunity as well as very enjoyable hence I would recommend it to anyone who gets to apply.*

- ❖ *It has given me so many skills and qualities that I didn't have before, so I would definitely recommend it to another student.*

## Section 3

# Mentor Evaluation

The mentor **response rate** was **63%** from mentors who concluded the programme in 2023, an increase on 2022's response rate of 58%.

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

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 2022 responses are in parentheses.

#### 3.1.1 Overall Enjoyment of Programme

The results were overwhelmingly positive with **86%** (86% in 2022) of mentors indicating that the programme was **hugely enjoyable or very enjoyable, while 14% rated the programme quite enjoyable.**

**Comments included:**

- ❖ *I found this programme great to get involved in and it was very enjoyable over the two years - I think the coordination of the programme was very well run and the joint group activities at the end of each*

*term were a great way to get everyone together and for the students to have a day out to enjoy with their peers. The student who I was paired with had very different interests so it was great to learn new things from her perspective and to chat with her about her life in general.*

- ❖ *It was a popular and worthwhile programme to become involved in. It enabled me to give something back to the community while developing my communication and interpersonal skills.*
- ❖ *It is great to have an opportunity to speak with students at an important time in their lives and offer some help and advice.*

### 3.1.2 Most Enjoyable Element of Mentoring Programme

Mentors were asked to identify which element of the programme they enjoyed most. **73%** of mentors enjoyed **making an impact in a young person's life** and **70%** enjoyed **making a connection with a young person**. This was followed by **67%** of mentors who enjoyed **seeing a young person's self-confidence increase** and **47%** enjoyed **the opportunity to see the world from a young person's perspective**. Mentors were able to choose multiple answers.

#### Comments included:

- ❖ *I like to give back, I wasn't afforded the opportunity when I was their age and I like to think that it has a big impact on them.*
- ❖ *I looked forward to these lunches every week as they were something different from my normal work day and a chance to chat to someone young and connect with them. As the student was going through 5th year and into the Leaving Cert it was great to chat with them about their future plans and encourage that as well as remembering exactly what it was like when I went through this period in life. Outside of school, it was great to find out about their interests and passions and see life from their perspective.*
- ❖ *Being a role model for a young girl, enabling a safe space for her to open up to me. Seeing similarities between the both of us.*

### 3.1.3 Challenges of the Mentoring Programme

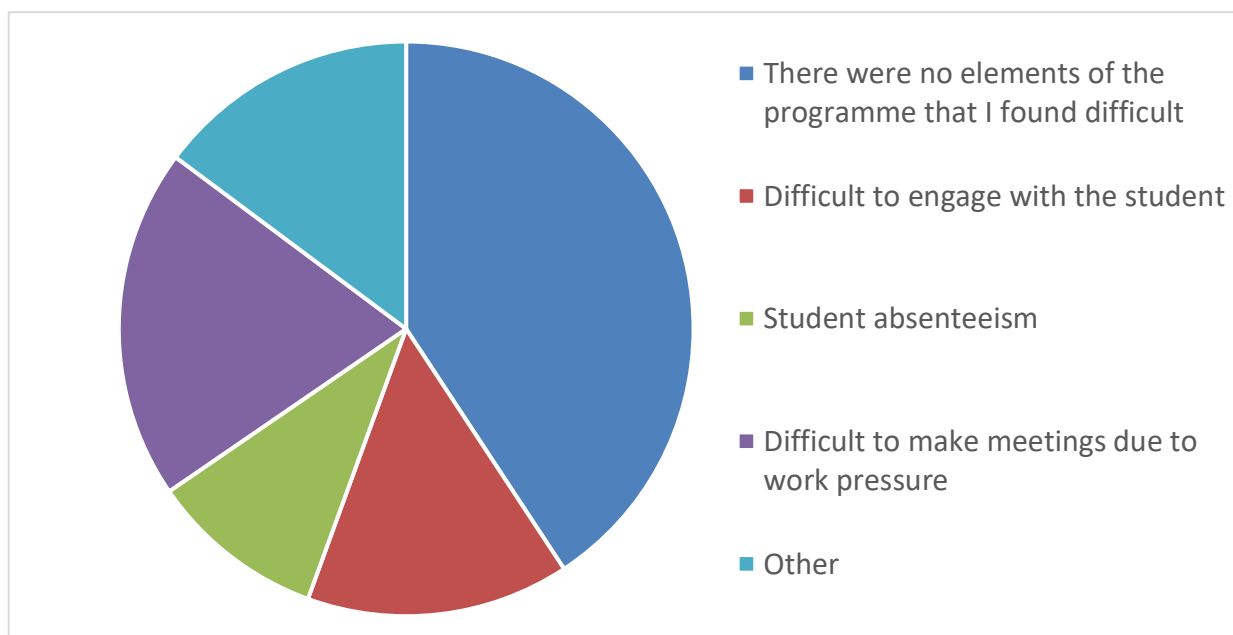
**47%** of respondents had **no difficulties** with the programme (20% in 2022). In 2022's evaluation, issues were largely related to Covid-19 and difficulties with virtual meetings. This year, the most reported issue was **difficulty making meeting due to work pressure** which was noted by **23%** of mentors. **17%** of mentors reported difficulties engaging with the student, while **11%** of mentors reported student absenteeism as an issue. Please note respondents were able to select more than one option. **17%** of mentors noted 'other' as an

element of the programme they found difficult. For mentors who were still meeting online with their mentees, technical issues with virtual meetings was noted as a difficulty. Mentors also reported difficulties with scheduling sessions and time constraints, noting they would have liked more time with their student.



Phillips-Medsize Molex and Mulroy College, Donegal

#### What elements of the programme did Mentors find difficult?



#### Comments included:

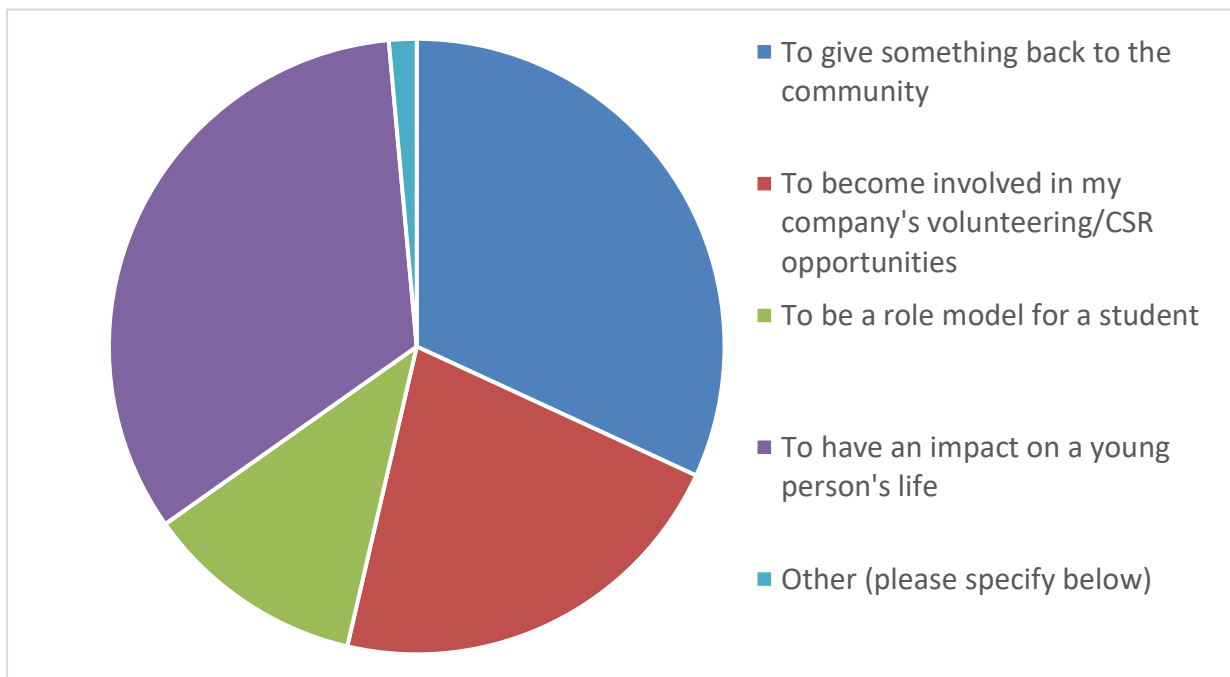
- ❖ *Some of the sessions were punctuated with IT issues. It's difficult for the students to prepare when computers are shared or headsets are not available. It cut short some of the workshops while things were arranged.*

- ❖ *Some of the sessions could also have been longer. I appreciate they needed to fit around the school's timetable and student's free time but extending some of the sessions would have allowed more material to be covered.*
- ❖ *I'm not naturally good at directing conversation and my student was similar to me so it was really useful to have the directions from the programme on interviews and CV's etc. Without those areas to focus on, it would have been a struggle.*

#### 3.1.4 Primary Reason for Getting Involved in the Programme

**33%** of mentors said having an **impact on a young person's life** was the primary reason for becoming involved in the Mentoring programme, while **32%** indicated **giving something back to the community** was their primary reason. **22%** responded that it was to become involved in **company volunteering** or Corporate Social Responsibility (CSR) opportunities, while **12%** wanted to be a role model for a student.

What were the primary reasons mentors got involved with the programme?



## 3.2. Programme Benefits

This section examined the benefits to the volunteer mentors which they experienced. Mentors were asked to choose as many options as they felt applied.



### 3.2.1 Most Beneficial Aspects of the Programme

88% (84% in 2022) of mentors cited **being able to make a difference in a young person's life** as the most beneficial aspect of the programme. 67% reported **an opportunity to be involved in a project outside of normal work duties**, followed by a **feel good factor** at 64%. **Enjoyed the volunteering experience** and **increased my awareness of the local community** were both noted by 57% of participants.

## 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

62% (61% in 2022) of mentors would make **no changes** to the Mentoring Programme. 38% would recommend changes to the programme. Recommendations related primarily to scheduling and structure of the mentoring sessions.

#### Suggestions included:

- ❖ *Possibly longer sessions with the students where possible. I realise that this would be difficult due to work commitments on the Mentors' side and set timetable which student are aligned to.*
- ❖ *More frequent sessions. I feel this would actually put less pressure on mentors and mentees, as missing a session would not be as much of an issue if they were happening every 2 weeks as opposed to once a month.*
- ❖ *Continue with provision of monthly resource pack and have context offered for 5 mins at the start of each session to guide the groups.*

### 3.3.2 Training

91% (82% in 2022) thought that adequate initial support and information had been provided with 9% wanting further training. One suggestion made was:

*I think it would be useful to have a video by previous mentors outlining the difficulties that can arise and suggesting ways of overcoming those.*

### 3.3.3 Recommending the Mentoring Programme

99% (92% in 2022) of respondents would recommend the Mentoring programme to a friend or colleague.



Gifts Direct & James' St. CBS – Dublin

## 3.4. Volunteering Again

### 3.4.1 Volunteering for the Mentoring Programme again

83% (92% in 2022) would volunteer for the Mentoring programme again, while 17% said they would not.

#### Comments included:

- ❖ *Very enjoyable and worthwhile experience. Great to be involved in such an incredible initiative.*
- ❖ *I have participated in the mentoring programme for the past 3 years and would like to take a break from it for the moment. I will definitely partake in it again.*
- ❖ *It's a great opportunity to learn and give back to someone in the community who might really benefit from the programme. It's really eye opening for us to also learn about the everyday struggles facing students today.*
- ❖ *Well run, meaningful programme that has a real direct impact on communities that we are working in.*

## 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 **64%**.

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

**80%** of teachers rated the company's engagement as **excellent** throughout the programme and **20%** rated it very good.

**Comments included:**

- ❖ *Wonderful experience, very well organised, fantastic relationship with students/mentees. Innovative, supportive and friendly. Extremely organised and efficient when organising meetings/calls.*
- ❖ *Very approachable and excellent with communicating with the students.*

#### 4.1.2 Frequency of Mentoring Sessions

**87%** of teachers thought that the frequency of sessions was appropriate, while **13%** did not.

**Comments included:**

- ❖ *Worked better in person, with visits to office. During the school day during non-exam subjects worked well.*

## 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.

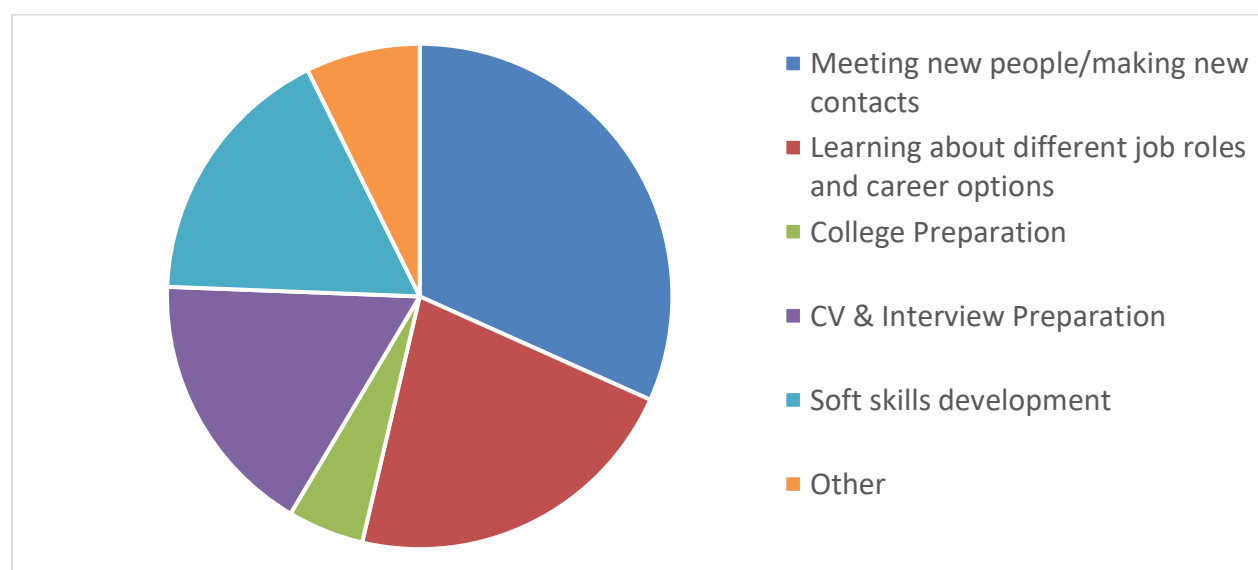
### 4.2.1 Most Beneficial Aspect of the Programme

Based on feedback from participants, **93%** of teachers thought that **meeting new people/making new contacts** was the most beneficial aspect for their students. **64%** of respondents felt **learning about different jobs and career options** was the most beneficial, while **CV & interview preparation** and **soft skills development** were both noted by **50%** of teachers.

#### Comments included:

- ❖ *The LinkedIn info and visit to the offices impressed and motivated them.*
- ❖ *Developing their ability to learn about themselves, their attributes and skills set. This enhanced their capacity to choose wisely about college/career choices. In addition, their independence was developed by travelling into the company's offices for the sessions.*
- ❖ *Engaging with a professional, speaking to someone outside their circle.*

#### What teachers felt benefitted their students the most:



#### 4.2.2 Impacts of the Mentoring Programme

Based on feedback from participants, **100%** of teachers thought that **improved communication skills** was the main benefit for their students. **Increased self-confidence** and **helped to consider alternative options & new ideas for after they leave school** were both reported by **93%** of teachers. **85%** of teachers noted **improved interpersonal skills**, while **64%** felt it **inspired students to apply themselves and do well in school**.

##### Comments included:

- ❖ *One really positive learning outcome was that the students developed a sense of accountability and built a positive relationship with their mentor. The ball was in their court to take responsibility and the reality was, what they put in, they got out.*
- ❖ *It helped the students to think outside the box and consider college and career choices that they may not have previously considered.*
- ❖ *Independence, walking up to offices unaccompanied. Communication skills, confidence.*

#### 4.2.3 Main Benefits to the School

Teachers indicated that the Student Mentoring programme had many positive benefits for their school. **86% strongly agreed or agreed** that the school had **developed valuable relationships with local businesses**. **71% strongly agreed or agreed** that the programme **improved participation & engagement among the class group**. **50% strongly agreed or agreed** that they saw **improved attendance** among the class group.

##### Comments included:

- ❖ *This partnership has added to our school focus on attainment as it is supporting our drive for students to have high expectations of themselves.*
- ❖ *Even those who did not participate were aware that the programme was going on and the days that the programme was taking place all the participants did make an extra effort.*
- ❖ *It is fantastic for students to see employment in their local community. Leaders acted as role models. Students realise that life involves getting a job! A job that matches your interests.*



Cairn Homes & Rosary College – Dublin

#### 4.2.4 Impact of the Programme on Students

The results show that mentoring does have a significant impact on a young person's education with **100%** 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 would come to school specifically for their mentoring session. They were well matched so therefore easier to engage. But it made her very independent. She now sees further value in her studies.*
- ❖ *One of the students involved was very disaffected and missed a lot of school due to low mood. This partnership has been such a positive experience for her and I really believe this was a central factor in her staying in school. Another two students were refugees who had recently arrived in Ireland and in our school. Being involved in this mentoring has helped them to develop a sense of belonging in their new school community. Two of the students came from challenging home circumstances where they had to take on a lot of responsibility themselves. This partnership was superb in that it focussed on them as individuals and they really needed that. One of those recently had both the confidence and courage to apply for the position of Head Girl. I am delighted to say that she was appointed Deputy Head Girl. I am certain that the mentoring developed her skills to be able to achieve this.*
- ❖ *Absolutely, many of our 6th year LCA's were at risk of early school leaving. This mentoring programme helped them to receive a little one to one attention, helped them mature and also plan for the future. Having this plan and meeting frequently encouraged students to stick at school. This applied to all five.*



- ❖ *I can pick several students whose confidence has grown between fifth and sixth year; their aspirations have become more real and attainable.*

## 4.3. Communication, Service & Support

### 4.3.1 Service provided by the BITCI Coordinator

86% of teachers rated the service provided by the BITCI Coordinator as **excellent**, while 14% rated it **very good**.

### 4.3.2 Service provided by the Company Coordinator

71% of teachers rated the service provided by the Company Coordinator as **excellent**, with the remaining 29% rating it **very good**.

### 4.3.3 Partnership between the company and the school

71% (46% in 2022) of teachers rated the partnership between the company and the school as **excellent**, while 29% rated it as **very good**.

## 4.4. Recommendations

### 4.4.1 Recommendations to the Programme

71% of the teachers had **no recommendations** for the programme. 29% had **recommendations**.

#### Comments included:

- ❖ *Giving students the opportunity to visit the workplace each month was fantastic. Simply navigating their way from the school to the office gave the lads a sense of independence. More trips off school campus the better.*
- ❖ *Maybe the visit to the offices first would have been a good idea and perhaps even a trip on site to make it even more real.*
- ❖ *Hands on workshops e.g. CV, interview skills. Students bring device and complete CV, Mock interviews. Work shadowing a day in the life.*

#### 4.4.2 Recommending the Programme to a friend or colleague

**100%** teachers said they would recommend the Student Mentoring Programme to a friend or colleague.

##### Comments included:

- ❖ *It provides students with invaluable support that they wouldn't get elsewhere. Anything that exposes students to future possibilities is a good thing and this programme aims to help students raise the bar for themselves and to be more open minded as to their options and to be more ambitious. It helped them see a connection between the hard stuff in school being worth it and the difference it could make to them in the end. It links the works of school and the world of work outside and above their current aspirations.*
- ❖ *It would be a worthwhile opportunity for any student in Ireland.*

## Section 5

# Company Evaluation

The Company Coordinator response rate was **64%**. 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 Communication, Service and Support
- 5.3 Recommendations

### 5.1. Structure & Content

#### 5.1.1 Structure and sessions

**80%** of companies felt that the frequencies of sessions were appropriate.

##### Comments included:

- ❖ *Monthly was just perfect from the company perspective.*

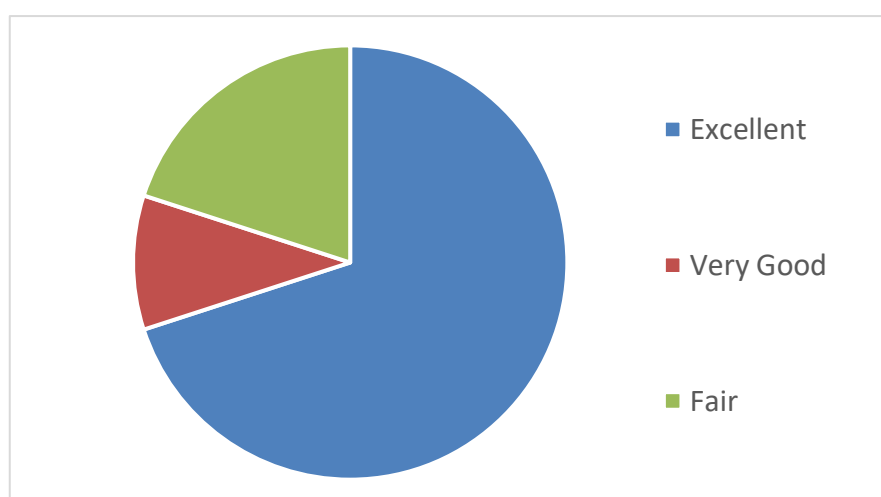
#### 5.1.2 Overall Enjoyment of Programme

**70%** of companies rated student engagement and participation throughout the programme as **excellent**. **10%** rated it **very good** while a further **20%** rated it as **fair**.

**Comments included:**

- ❖ *Most of the students participated in all the sessions and those that missed sessions only missed one session.*
- ❖ *Students embraced each session in a very positive manner and were only too willing to participate.*
- ❖ *Excellent engagement from the students. They were very enthusiastic in each of the sessions and willing to learn and seek advice and support from mentors.*
- ❖ *Some students did not engage as much in year 2 when it was in person.*

**Companies rated student engagement and participation throughout the programme as:**



## **5.2. Communication, Service & Support**

### **5.2.1 Service provided by the School Coordinator (teacher)**

**80%** of companies rated the service provided by the teacher as **excellent** and **10%** as **very good**, with **10%** rating it as poor.

### **5.2.2 Service provided by the BITCI Coordinator**

**90%** of companies rated the service provided by BITCI as **excellent** and **10%** as **very good**.

### 5.2.3 Partnership between the company and the school

90% of companies rated the partnership between the company and the school as **excellent** and 10% as **very good**.

#### Comments included:

- ❖ *For over a decade, we have partnered with school on the Mentoring Programme, establishing a strong relationship with the school. The School Principal and Coordinator have shown great interest and enthusiasm for the programme's success, which has contributed significantly to our long-term partnership. Two former mentees who joined our company have been a great success story in recent years.*
- ❖ *This is a great partnership. There were some issues around communication & attendance of students but these were improved by the end of the year.*
- ❖ *The company and school have forged a very strong relationship off the back of this programme. We have been invited to various school celebrations. The school are very generous with their time and the care they have for each student is very evident.*

## 5.3. 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.

### 5.3.1 Recommendations and Changes

60% of companies **recommended no changes** to the programme. 40% recommended **changes to the programme**.

#### Comments included:

- ❖ *More training materials for volunteer employee mentors would be useful.*
- ❖ *While a centralised celebration in Dublin is lovely (and this year's venue was really fantastic) perhaps you could consider moving the venue to regional locations so that other schools/mentees have the opportunity to attend. I realise the venue choice was probably made to suit special guests, however I think the decision should be student centred.*
- ❖ *No recommendations, just a comment on the success of the face to face session after spending two years completing this programme online, overall a great success. I think we did well this year to finish before the end of April to coordinate with the Leaving Cert students, which I would recommend.*

### 5.3.2 Recommending the Mentoring Programme

**100% of companies** would recommend the programme to a friend or colleague.



SSE Renewables and Glenart College

## Section 6

# Mentoring Celebration 2023

### 6.1. Mentoring Inspires

2023's Student Mentoring Celebration took place on March 30<sup>th</sup> at the Freemason's Hall, Dublin. After two years of virtual celebrations, it was wonderful to come together in person and celebrate the achievement of this year's Mentoring graduates.

The achievement of the Mentoring graduates was celebrated in an inspiring and uplifting Mentoring Celebration ceremony. Barry Slattery, deputy CEO of the National Council for Curriculum and Assessment was the event's keynote speaker. Guest speakers included Deirdre Keogh, Community Engagement Manager with SSE Renewables, Joanne Burke Deputy Principal of St James CBS, Iris Baci student at Mount Carmel School, Josh Meleady student at St. Paul's CBS, Tomás Sercovich CEO of BITCI and Andrea Lazenby Simpson Head of Education, BITCI.









## Quotes from the Day

***“The guidance and support of a mentor can make all the difference”.***

Iris Baci, mentoring graduate from Mount Carmel Secondary School, Dublin

***“A mentor is that someone who is on your side, who supports you”.***

Deirdre Keogh, Community Engagement Manager and mentor, SSE Renewables

***“Everybody needs a mentor”.***

Barry Slattery, Deputy CEO of the National Council for Curriculum and Assessment

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