

Setting up a Community Mentoring Programme

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Slide 1: Introduction



Setting up a Community Mentoring Programme

Course duration: 19:08

Hello. I'm Kathleen O'Toole Brennan. Welcome to this module on setting up a community mentoring programme.

The Community Mentoring programme aims to support communities to raise educational aspirations by connecting groups with role models from further and higher education, inspiring the next generation of learners.

This module will help you implement a mentoring programme in your place of learning. It will provide you with support regarding the logistics, recruitment and training of mentors. You'll receive access to resources for training including lesson plans for mentoring sessions and tasks for the mentees to complete.

We hope that you enjoy this module.

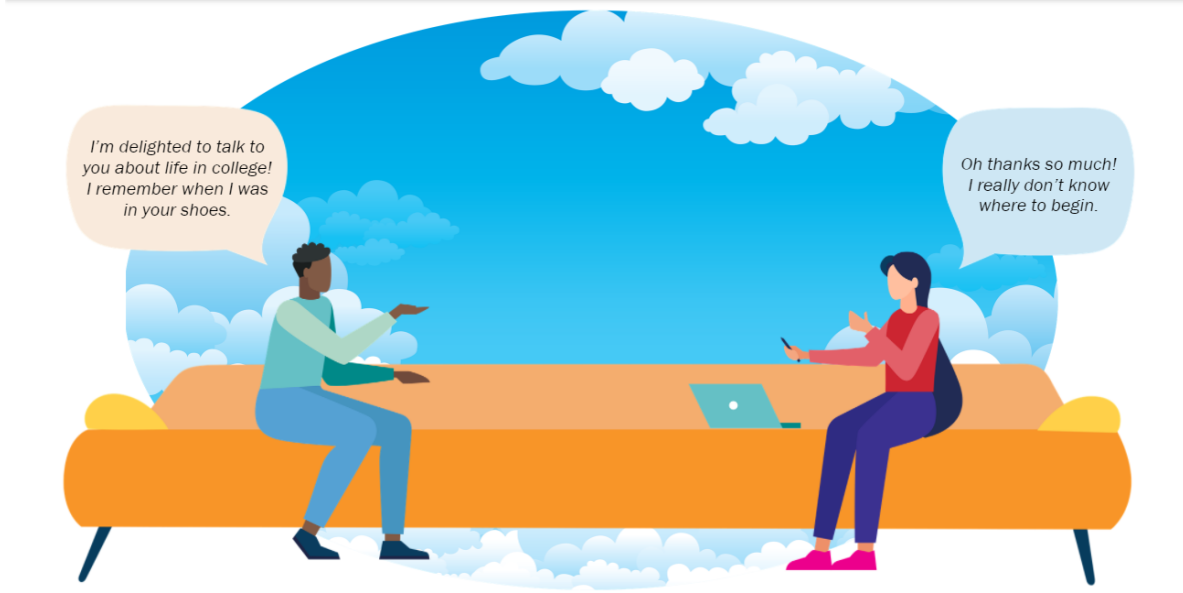
Slide 2: Section 1: Introduction to Mentoring and the Community Mentoring Programme



Slide 3: What is a Community Mentor?

What is a Community Mentor?

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Community mentors are a valuable community resource who can help to share information and advice about their college experience to help prospective students better understand:

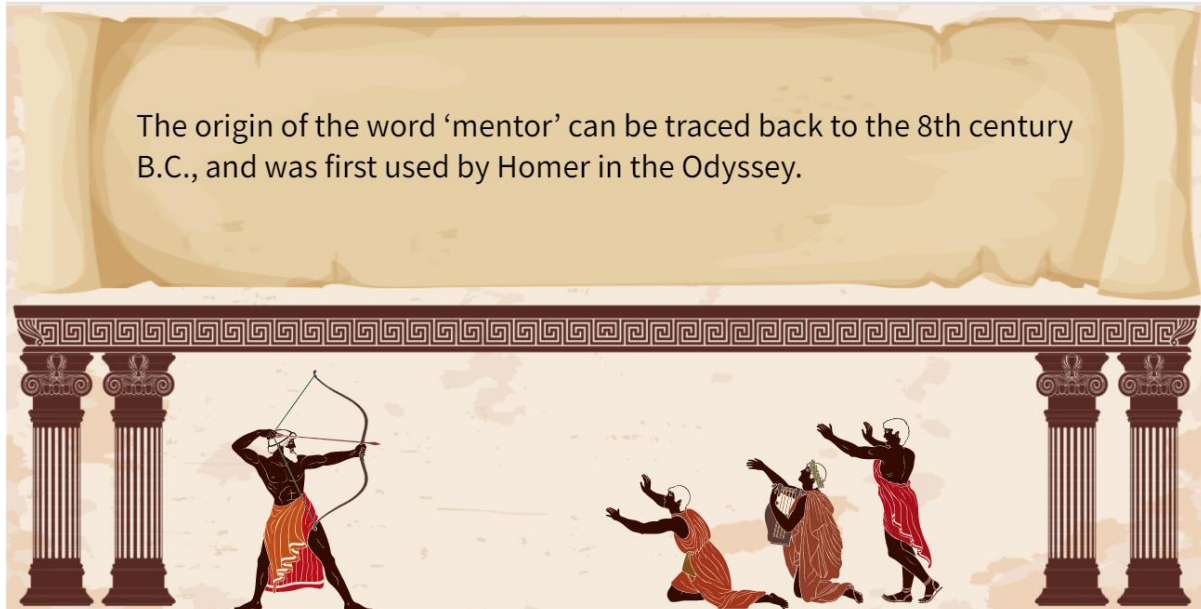
- The benefits of going to college
- The range of college courses

- The supports available to students while in college, and
- How to apply

Slide 4: **Origins of 'Mentor'**

Origins of 'Mentor'

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Did you know that the origin of the word mentor can be traced all the way back to the 8th century B.C?

The word was first used by the Greek author Homer in the Odyssey. Within the story, Odysseus, left his wife Penelope and his son Telemachus to lead his army. He placed Telemachus under the care of a guardian called Mentor, whose job it was to protect and guide him.

By organising a community mentoring programme, you are carrying on a very long tradition!

Slide 5: Overview of the Community Mentoring Programme


Overview of the Community Mentoring Programme

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Programme Aim


To support communities to **raise educational aspirations** by **connecting communities with role models** from further and higher education, **inspiring the next generation of learners**

What Higher Level Institutions are Involved?




Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Trinity College Dublin,
The University of Dublin




University College Dublin
An Coláiste Ollscoile, Baile Átha Cliath

University College Dublin




The Institute of Art Design and
Technology




MARINO | An Associated College of
Trinity College Dublin, the University of Dublin

Marino Institute of Education




National College of Art
and Design



RCSI
UNIVERSITY OF MEDICINE
AND HEALTH
SCIENCES

Royal College of Surgeons

How Is it Funded?



PATH
Programme for Access
to Higher Education

Funded as part of the PATH initiative of
the Higher Education Authority

**When you complete this training module,
your place of learning will be certified as a
'Community Mentoring Host Organisation'.**

The Community Mentoring programme aims to support communities to raise educational aspirations by connecting communities with role models from further and higher education, inspiring the next generation of learners.

Six higher education institutions including, Trinity College, UCD, the Institute of Art, Design and Technology, Marino Institute of Education, NCAD and RCSI have developed this community mentoring programme. We have already seen over 1,000 people act as mentors to 10,000 mentees, in what we call host organisations - that is places of learning such as yours, which include schools, Further Education and Training centres and community organisations.

The Community Mentoring Programme is funded as part of the PATH initiative of the Higher Education Authority and we are keen to expand this programme around the country so that learners from all communities know what possibilities are open to them.

All places of learning that participate in this training module will be certified as a 'Community Mentoring Host Organisation'.

Slide 6: Why do You Want to Become a Host Organisation?

Why do You Want to Become a Host Organisation?

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? What are the benefits of being a host organisation?

Consider these from the point of view of:

- Your place of learning
- Your learners
- The mentor

Type your observations below and click Submit to receive feedback.

Submit

What do you consider to the benefits of being a host organisation?

Type your thoughts into the box provided and then click Submit, to compare your benefits to ours.

Consider the benefits from the point of view of:

- Your place of learning
- Your learners
- The mentor

Tab 1: Feedback

Why do You Want to Become a Host Organisation?

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The Benefits of Being a Host Organisation

Your learners have an opportunity to meet students from a similar background to themselves. Hearing their stories and the paths they have taken to get where they are will encourage your learners to alter any pre-conceptions they might have about college life and the students who participate in it. It will also help their confidence to explore the opportunities available to them.

They may also feel more comfortable asking questions of someone they feel they can identify with.

For the mentor:

You are giving a young mentor the opportunity to give back and to increase their confidence in communicating with people outside of their circle.

By giving them constructive feedback during the programme, they also learn and can improve in their

Type your observations below and click Submit to receive feedback.

Submit

Use the scrollbar to explore. Then, click Next to continue.

The benefits of being a host organisation fall under three categories:

For your place of learning:

Your place of learning will gain the reputation of being a place that actively seeks to encourage their students to attend third level education by providing them with access to people who can help and encourage them to do so.

For your learners:

Your learners have an opportunity to meet students from a similar background to themselves. Hearing their stories and the paths they have taken to get where they are will encourage your learners to alter any pre-conceptions they might have about college life and the students who participate in it. It will also help their confidence to explore the opportunities available to them.

They may also feel more comfortable asking questions of someone they feel they can identify with.

For the mentor:

You are giving a young mentor the opportunity to give back and to increase their confidence in communicating with people outside of their circle.

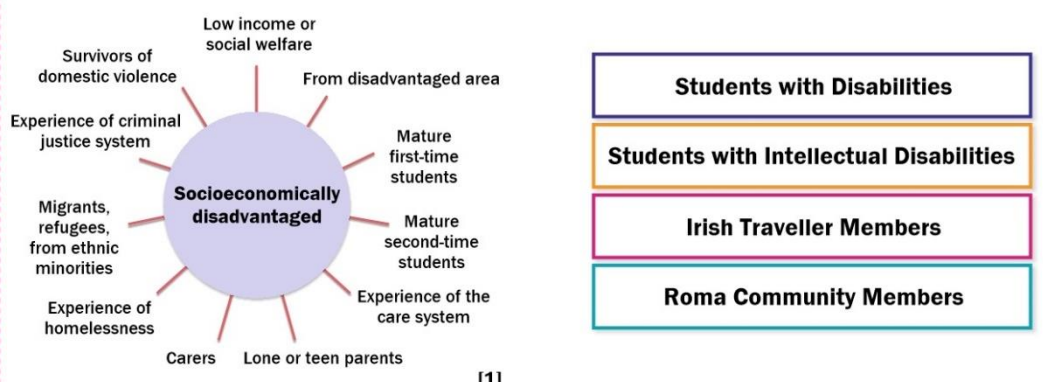
By giving them constructive feedback during the programme, they also learn and can improve in their delivery.

Slide 7: Why is There a Need for Community Mentoring?

Why is There a Need for Community Mentoring?

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Student groups to be prioritised under the National Access Plan 2022-2028 include:



[1]

Research Findings

Click the tab to learn more. Then, click Next to continue.

Why is There a Need for Community Mentoring?

For many years, the education system has aimed to increase the number of students progressing to, and successfully participating in further and higher education. According to the most recent National Access Plan, students from the following groups should be prioritised: socio-economic groups with low participation rates in higher education as

detailed here, students with disabilities including intellectual disabilities, and members of the Irish Traveller and Roma communities.

Click on the tab (Research Findings) to learn more. When you are ready, click Next to continue.

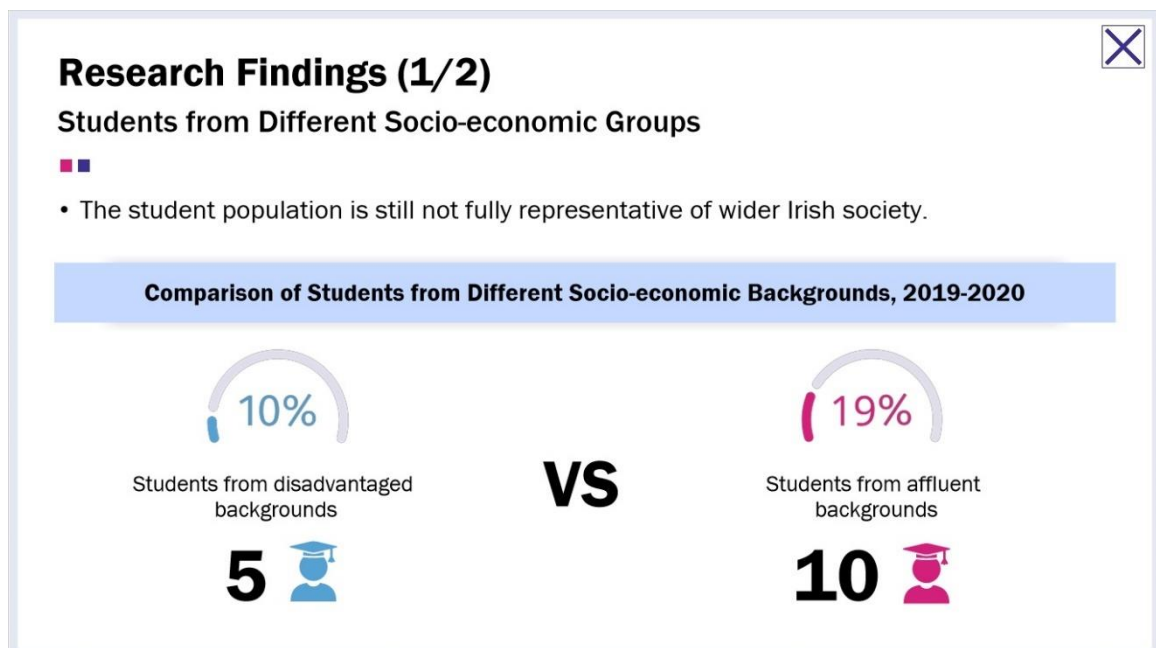
Note: The socioeconomic groups listed in the diagram are:

- People on low income or social welfare
 - Those from disadvantaged areas
 - Mature first-time students
 - Mature second-time students
 - Those with experience of the care system
 - Lone or teen parents
 - Carers
 - Those with experience of homelessness
 - Migrants and/or refugees from ethnic minorities
 - Those with experience of the criminal justice system
- Survivors of domestic violence

Image(s):

1. Higher Education Authority. (2022). *Socioeconomically disadvantaged groups* [Graph]. National Access Plan 2022-2028. <https://hea.ie/policy/access-policy/national-access-plan-2022-2028/>

Tab 1: Research Findings



While progress has been made in a number of areas, the National Access Plan states that the student population is still not fully representative of wider Irish society. For example, analysis shows that in 2019/2020, 10% of all full-time new entrants (aged 18-20) to higher education came from disadvantaged areas compared to 19% from affluent areas. This means that for every five students from disadvantaged backgrounds attending college, there are 10 students from affluent backgrounds.

Tab 1.1: Barriers to Access and Successful Course Completion

Research Findings (2/2)

Barriers to Access and Successful Course Completion

- Barriers to access and successful participation in higher education can be complex, such as:

Financial


Cultural


Lack of information


Social

No role models

In explaining why these gaps exist between students from different socioeconomic backgrounds, we can point to research which tells us that barriers to access and successful participation in higher education can be complex, including financial, cultural, and social barriers like a lack of information or role models.

Unfortunately, some students simply do not see themselves as belonging in further or higher education.

Slide 8: The Importance of Mentoring Prospective Students

The Importance of Mentoring Prospective Students

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Goal 3: Clarity

“The clarity goal is how we get our message across. It aims to provide clear information to prospective students on how to access higher education. Major objectives include providing clear consistent information on financial and other supports; ensuring greater coordination of pre-entry and mentoring work across Higher Education Institutions.”¹

(National Access Plan, 2022-2028)

What Prospective Students Gain

- A supportive relationship with an experienced role model
- Increased confidence
- An understanding of how to apply to a college
- Increased aspirations in relation to further and higher education²

 Take time to view the information on this slide.

Community mentoring can be a powerful tool, specifically in contributing towards Goal three of the National Access Plan, as explained here.

Goal 3 Clarity: The clarity goal is how we get our message across. It aims to provide clear information to prospective students on how to access higher education. Major objectives include providing clear consistent information on financial and other supports; ensuring greater coordination of pre-entry and mentoring work across Higher Education Institutions.

Mentoring provides learners with a supportive relationship with a more experienced individual who can serve as a role model. Research shows that mentoring programmes are linked to positive outcomes in terms of increasing confidence, increasing a student's understanding of how to apply to college, and increasing aspirations in relation to further and higher education. (O'Sullivan, et al., 2017; Robin and Salvestrini, 2020).

Take some time to review this slide and when you are ready, click Next to continue.

Reference(s):

1. Higher Education Authority. (2022). *National Access Plan 2022-2028*. <https://hea.ie/policy/access-policy/national-access-plan-2022-2028/>
2. O'Sullivan, K., Mulligan, R., Kuster, M., Smith, R., & Hannon, C. (2017). A college focused mentoring programme for students in socio-economically disadvantaged schools: The impact of mentoring relationship and frequency on college-going confidence, application efficacy and aspirations. *Widening Participation and Lifelong Learning*, 19(2), 113-141.)

Slide 9: Feedback From Participants on the Community Mentoring Programme



Feedback From Participants on the Community Mentoring Programme 9 of 23

Impact on Mentors

“I felt so confident sharing my story and was overwhelmed at the eagerness with which the students were listening.”

“I learned more from the students than I taught them.”

Impact on Mentees

“I learned that my mentor is like me too. I thought college was big, scary and hard to get into. My mentor said she felt like that in school but realised there is something for everyone. There is always a path to your dream.”

“I liked talking to my mentor about college and want to study science like them.”

Take time to view the information on this slide.

As you can see from these quotes, the response to our programme has been very positive for both mentors and mentees. Take some time to review this slide and when you are ready, click Next to continue.

The feedback text is:

Impact on Mentors:

- “I felt so confident sharing my story and was overwhelmed at the eagerness with which the students were listening.”
- “I learned more from the students than I taught them.”

Impact on the Mentees:

- “I learned that my mentor is like me too. I thought college was big, scary and hard to get into. My mentor said she felt like that in school but realised there is something for everyone. There is always a path to your dream.”
- “I liked talking to my mentor about college and want to study science like them.”


Slide 10: Time to Reflect

Time to Reflect


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? What is the general feeling towards further and higher education amongst your learners?

? How will engaging in this Community Mentoring Programme either reinforce or alter how they feel?

 Download the reflection document from the Resources folder and use it to record your thoughts as you progress through the module.

When you are ready, click Next to continue.

 Note that there is no audio for this slide.



What is the general feeling toward further and higher education amongst your learners?

How will engaging in this Community Mentoring Programme either reinforce or alter how they feel?

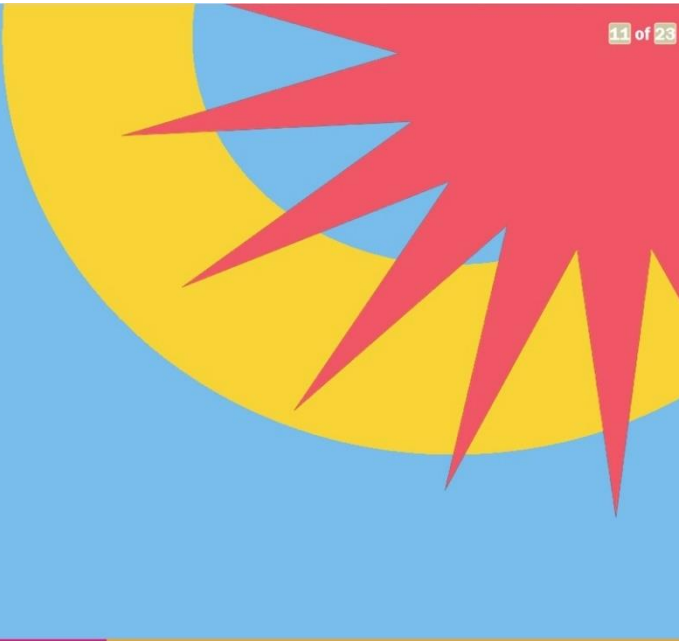
Download the reflection document from the Resources folder and use it to record your thoughts as you progress through the module.

When you are ready, click Next to continue.

Slide 11: Section 2: Programme Content

Programme Content

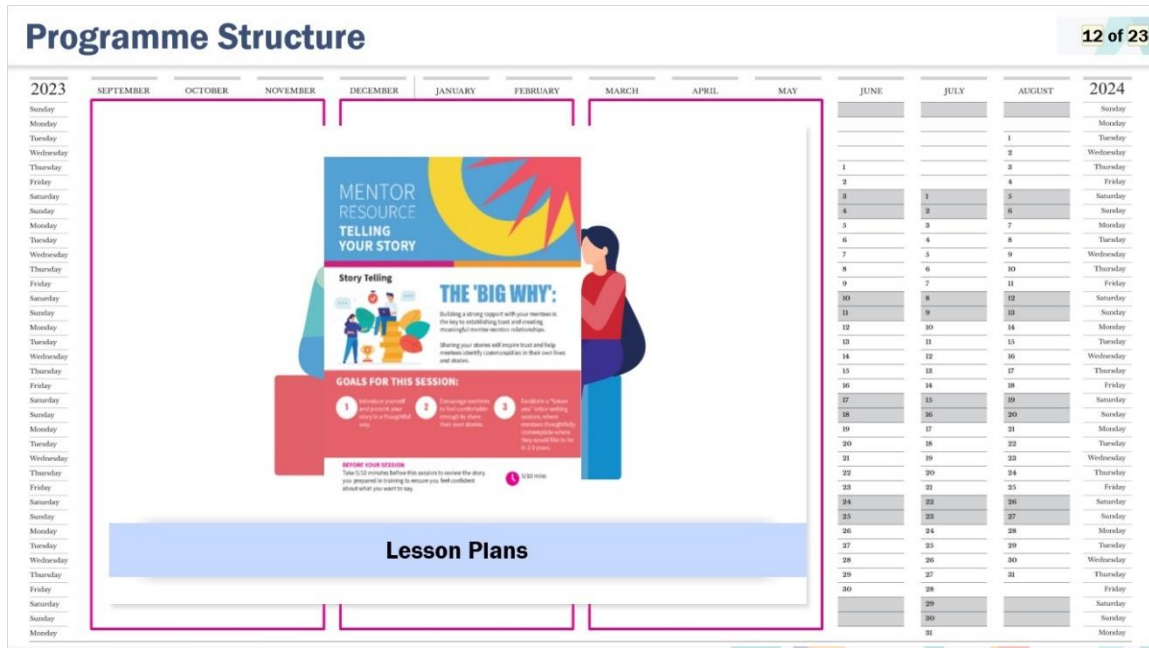
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Now that we've explained how our community mentoring programme works and the benefits it brings to those who participate in it, let's take a look at what is in the

programme for your learners.

Slide 12: Programme Structure



The programme for both adult and young learners is delivered in three sessions spread out across the academic year. Each session is approximately 40 minutes in duration and is very interactive.

The mentors share their experiences with the mentees and throughout each session. The mentees are encouraged to reflect on their own experiences and to think about their future and the tools they need to help them succeed.


We have created lesson plans for the mentors to follow and whilst they don't have to follow them word for word, the plan provides them with a format.

Slide 13: Session Content


Session Content

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- Three sessions are delivered to the learners.



Session Topics for Young Mentees



Session Topics for Adult Mentees

 Click each tab to learn more. Then, click Next to continue.

As mentioned earlier, all our mentors deliver three sessions to their groups.

Click the tabs to learn about the session content for both cohorts of learners. When you are ready, click Next to continue.

Tab 1: Session Topics for Young Mentees

Session Topics for Young Mentees

✕

Mentors choose three of the following five topics:

 <h4>Telling Your Story</h4> <ul style="list-style-type: none">Building a strong rapport between mentors and mentees to establish trust and a meaningful relationship	 <h4>SMART Goals and Time Management</h4> <ul style="list-style-type: none">Using SMART goals to achieve a higher success rate	 <h4>Growth Mindsets</h4> <ul style="list-style-type: none">Understanding how our mindset affects our decisions and whether or not we reach our potential	 <h4>Your College Campus</h4> <ul style="list-style-type: none">Discussing how to plan and organise life in college	 <h4>Extracurricular Activities</h4> <ul style="list-style-type: none">Identifying extracurricular activities for the mentees to consider
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For mentors working with young people, we have developed lesson plans for five sessions and they choose their favourite three topics to mentor.

Let's take a look at these sessions now.

The first is ‘Telling Your Story’. This session focuses on building a strong rapport with their mentors which is key in establishing trust and creating meaningful mentor-mentee relationships.

The second topic looks at ‘SMART Goals and Time Management’. This session focuses on using SMART goals, helps to ensure that goals are concrete, specific, and well-structured, leading to higher completion and success rates. In this mentoring session, the mentees are tasked to set at least one academic SMART goal for themselves to achieve by the end of the academic year.

‘Growth Mindsets’ is another one of our sessions and this focuses on understanding how our mindset affects our decisions and how being open to learning can help us all reach our full potential.

The idea of college can be both exciting and daunting to our mentees. Some plan ahead while others might be afraid or confused of the college options open to them. In the ‘Your College Campus’ mentoring session, the mentors work with the mentees to discuss the planning and organising of going to college and the possibility of a campus visit.

Our final option is “Extracurricular Activities”: In this session, the mentors identify types of extracurricular activities, as well as any barriers, benefits, and stereotypes that go along with them. They encourage and inspire their mentees to continue or pick up new extracurricular activities.

Tab 2: Session Topics for Adult Mentees

Session Topics for Adult Mentees

Mentors will prepare the following three sessions:



Dream Quest: Exploring the Path to your Dream Life

- Encouraging mentees to think about their own ambitions and the steps they can take to help them to achieve their goals



Take the Risk or Lose the Chance

- Exploring talents and skills to identify courses of interest
- How to leverage attitudes to risk and resilience when pursuing new opportunities



Finding our Boundaries

- How altering boundaries can help mentees succeed achieve their higher education goals

For mentors working with adult mentees, we’ve developed three sessions.

We all have our own story to tell, the experiences that have shaped us and brought us to where we are now. In the first session, ‘Dream Quest: Exploring the Path to your Dream Life’, the mentors will share their story with their mentees and encourage them

to think about their own ambitions and the steps they can take to help them to achieve their goals.

In the second session, 'Take the Risk or Lose the Chance', the mentees explore where their talents and skills lie to help them identify higher education courses that would interest them. They'll look at their resilience and attitude to risk and see how this can be leveraged when they pursue new opportunities.


The final session for our adult mentees, 'Finding our Boundaries', focuses on how they might change their boundaries to help them succeed on their path to higher education.

Slide 14: Resources

Resources


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Mentoring Handbook




The cover of the Mentoring Handbook features a blue and yellow design with a sunburst graphic. It includes the title 'MENTOR RESOURCE TELLING YOUR STORY', a section for 'Story Telling', and 'THE BIG WHY: Building a strong support with your mentees is the key to establishing trust and making meaningful mentor-mentee relationships. Sharing your stories will demonstrate and bring mentees to fully understand their own lives and choices.' It also lists 'GOALS FOR THIS SESSION:' and 'REFLECTIVE TASKS'.

Mentee Toolkit



The cover of the Mentee Toolkit features a red and yellow design with a sunburst graphic. It includes the title 'COMMUNITY MENTORING MENTEE TOOLKIT', the subtitle 'Inspiring the next generation', and the website 'www.collegeconnect.ie'.

Adult Community Education Handbook



The cover of the Adult Community Education Handbook features a blue and yellow design with a sunburst graphic. It includes the title 'SESSION ONE DREAM QUEST', the subtitle 'EXPLORING THE PATH TO YOUR DREAM LIFE', and a section for 'Your Story is Waiting for its Next Chapter'. It also lists 'GOALS FOR THIS SESSION:' and 'REFLECTIVE TASKS'.

Click each tab to learn more. Then, click Next to continue.

There is a copy of these resources in the Resources Folder.

We have developed detailed learning plans for our mentors for each of the sessions we have just outlined.

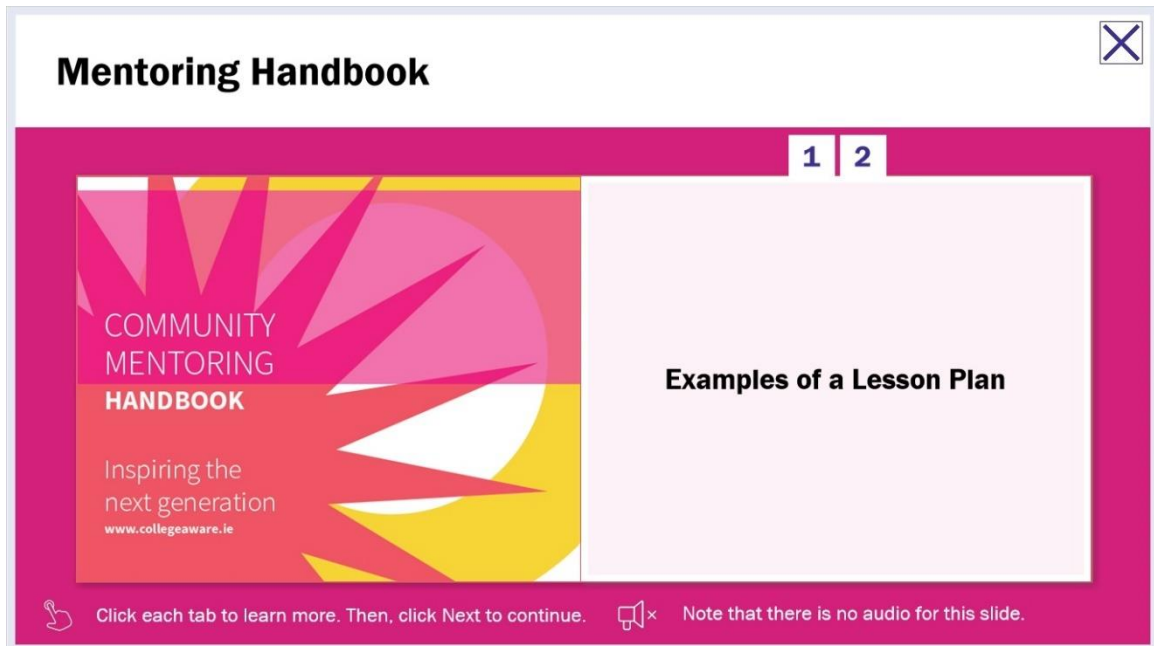
We have also developed a mentee toolkit for the younger learners. This is an online and printable workbook where the students can complete exercises that have been designed to accompany the tasks in the lesson plan.

There is also a Community Education handbook aimed at those mentors supporting adult learners.

All the resources are available in the Resources Folder for this session.

Click the tabs to see extracts from each. When you are ready, click Next to continue.

Tab 1: Mentoring Handbook



The screenshot shows a presentation slide titled "Mentoring Handbook" with a close button in the top right. The slide has a pink and yellow abstract background on the left. On the right, there are two tabs labeled "1" and "2". Tab "1" is active and displays the text "Examples of a Lesson Plan". Below the tabs, a note says "Click each tab to learn more. Then, click Next to continue." and another note says "Note that there is no audio for this slide."

Mentoring Handbook

1 | 2

COMMUNITY MENTORING HANDBOOK

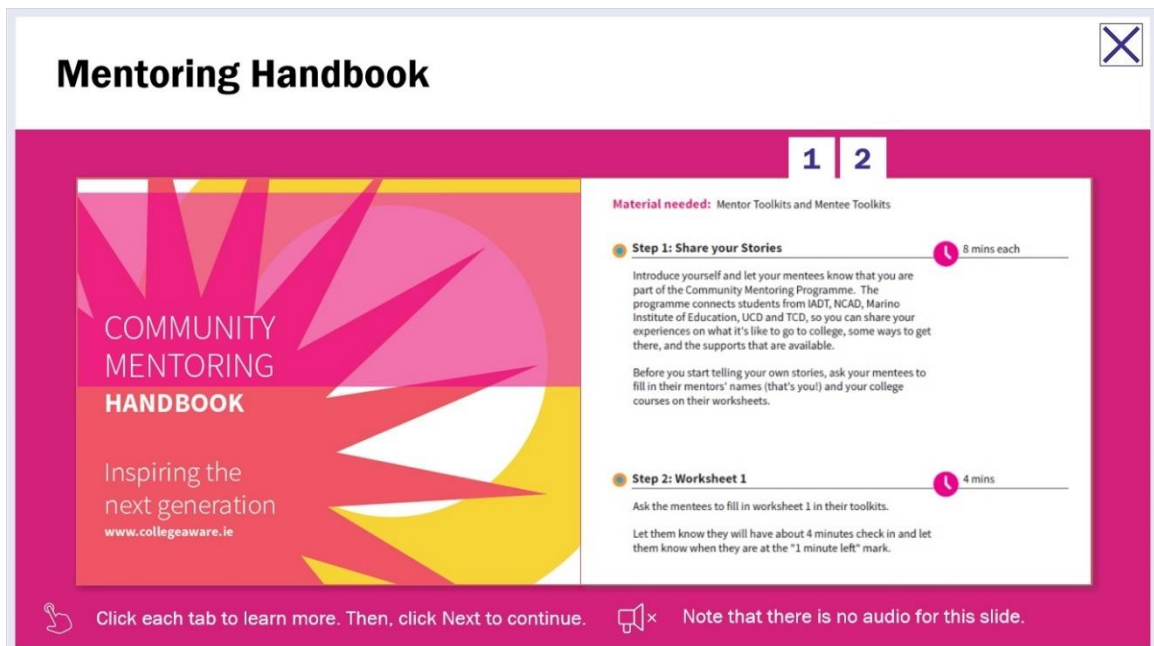
Inspiring the next generation
www.collegeaware.ie

Examples of a Lesson Plan

Click each tab to learn more. Then, click Next to continue. Note that there is no audio for this slide.

Examples of a lesson plan.

Tab 1.1: Extract From the Lesson Plan, "Telling Your Story"



The screenshot shows a presentation slide titled "Mentoring Handbook" with a close button in the top right. The slide has a pink and yellow abstract background on the left. On the right, there are two tabs labeled "1" and "2". Tab "1" is active and displays the text "Material needed: Mentor Toolkits and Mentee Toolkits". Below the tabs, a note says "Click each tab to learn more. Then, click Next to continue." and another note says "Note that there is no audio for this slide."

Mentoring Handbook

1 | 2

COMMUNITY MENTORING HANDBOOK

Inspiring the next generation
www.collegeaware.ie

Material needed: Mentor Toolkits and Mentee Toolkits

Step 1: Share your Stories 8 mins each

Introduce yourself and let your mentees know that you are part of the Community Mentoring Programme. The programme connects students from IADT, NCAD, Marino Institute of Education, UCD and TCD, so you can share your experiences on what it's like to go to college, some ways to get there, and the supports that are available.

Before you start telling your own stories, ask your mentees to fill in their mentors' names (that's you!) and your college courses on their worksheets.

Step 2: Worksheet 1 4 mins

Ask the mentees to fill in worksheet 1 in their toolkits.

Let them know they will have about 4 minutes check in and let them know when they are at the "1 minute left" mark.

Click each tab to learn more. Then, click Next to continue. Note that there is no audio for this slide.

Extract of two of steps in a lesson plan (Full lesson plan available in the Community Mentoring Handbook, from the Resources folder).

Material needed: Mentor Toolkits and Mentee Toolkits

Step 1: Share your Stories (8 minutes)

Introduce yourself and let your mentees know that you are part of the Community Mentoring Programme. The programme connects students from IADT, MCAD, Marino

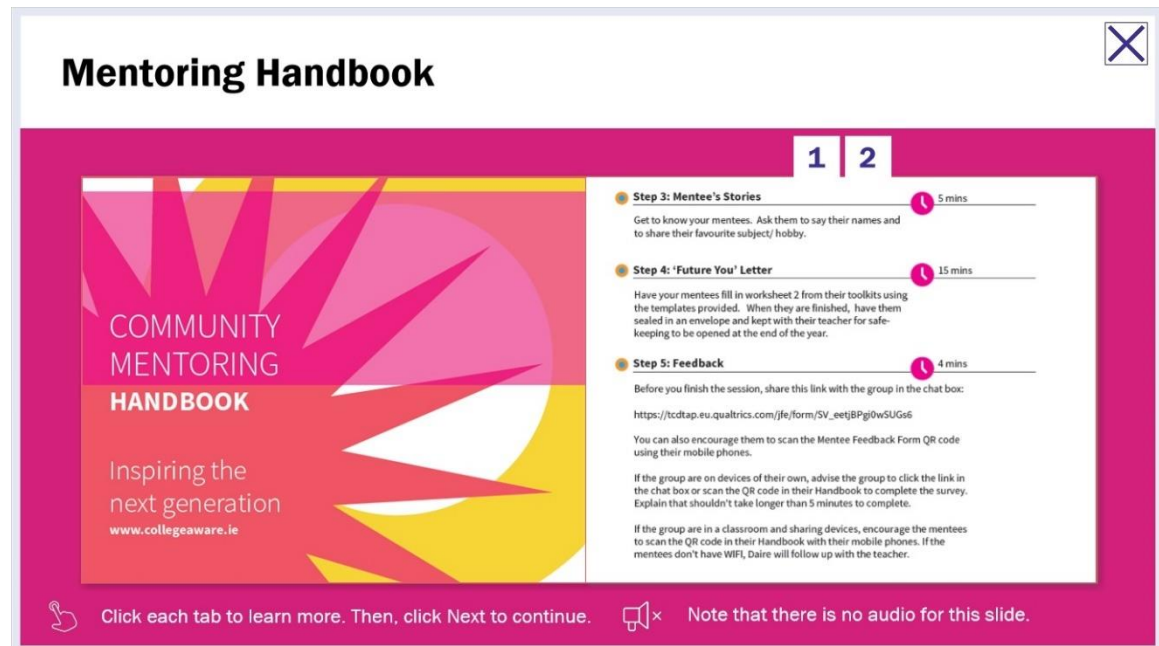
Institute of Education, UCD and TCD, so that you can share your experiences on what it's like to go to college, some ways to get there and the supports that are available.

Before you start telling your own stories, ask your mentees to fill in their mentors's names (that's you!) and your college courses on their worksheets.

Step 2: Worksheet 1 (4 minutes)

Ask the mentees to fill in worksheet 1 in their toolkits.

Let them know they will have about 4 minutes. Check in and let them know when they are at the "1 minute left" mark.



The screenshot shows a presentation slide titled "Mentoring Handbook" with a close button in the top right. The slide has a pink and yellow geometric background on the left with the text "COMMUNITY MENTORING HANDBOOK" and "Inspiring the next generation www.collegeaware.ie". On the right, a white box contains a timeline of three steps:

- Step 3: Mentee's Stories** (5 mins): Get to know your mentees. Ask them to say their names and to share their favourite subject/ hobby.
- Step 4: 'Future You' Letter** (15 mins): Have your mentees fill in worksheet 2 from their toolkits using the templates provided. When they are finished, have them sealed in an envelope and kept with their teacher for safe-keeping to be opened at the end of the year.
- Step 5: Feedback** (4 mins): Before you finish the session, share this link with the group in the chat box: https://tcdtap.eu.qualtrics.com/jfe/form/SV_eejBPgiOwSUGs6. You can also encourage them to scan the Mentee Feedback Form QR code using their mobile phones. If the group are on devices of their own, advise the group to click the link in the chat box or scan the QR code in their Handbook to complete the survey. Explain that shouldn't take longer than 5 minutes to complete. If the group are in a classroom and sharing devices, encourage the mentees to scan the QR code in their Handbook with their mobile phones. If the mentees don't have WIFI, Daire will follow up with the teacher.

At the bottom, there is a navigation instruction: "Click each tab to learn more. Then, click Next to continue." and a note: "Note that there is no audio for this slide."

Tab 1.2: Further Extract From the Lesson Plan, "Telling Your Story"

Step 3: Mentee's Stories (5 minutes)

Get to know your mentees. Ask them to say their names and to share their favourite subject/hobby.

Step 4: 'Future You' Letter (15 minutes)

Have your mentees fill in the worksheet 2 from their toolkits using the templates provided. When they are finished, have them sealed in an envelope and kept with their teacher for safe-keeping to be opened at the end of the year.

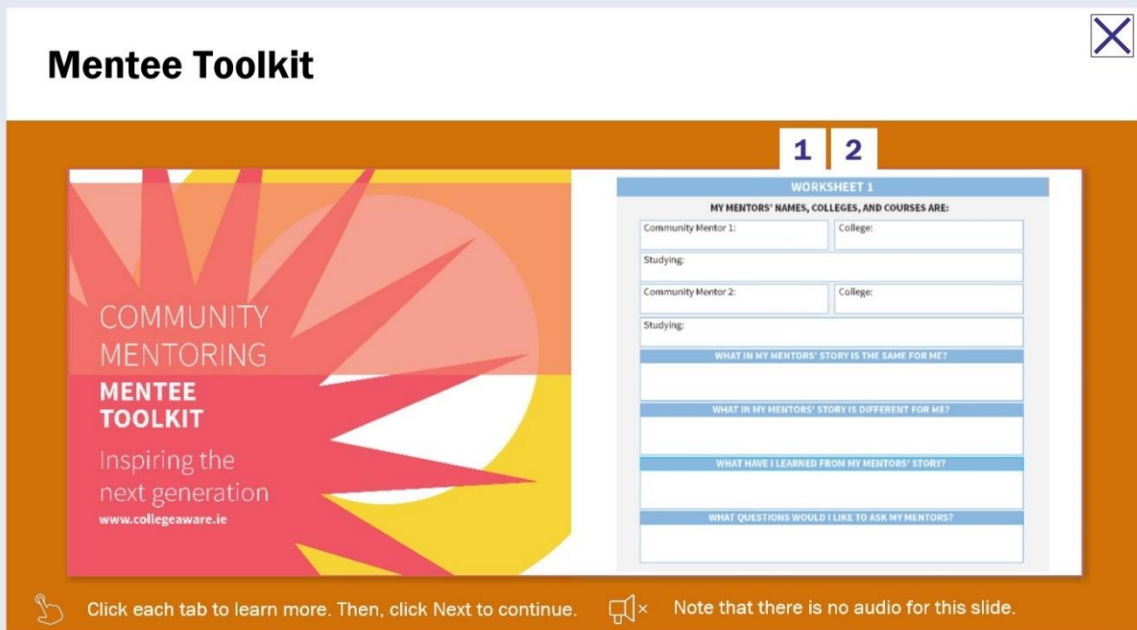
Step 5: Feedback (4 minutes)

Before you finish the session, share this link with the group in the chat box: https://tcdtap.eu.qualtrics.com/jfe/form/SV_eejBPgiOwSUGs6. You can also encourage them to scan the Mentee Feedback Form QR code using their mobile phones.

If the group are on devices of their own, advise the group to click the link in the chat box or scan the QR code in their handbook to complete the survey. Explain that shouldn't take longer than 5 minutes to complete.

If the group are in a classroom and sharing devices, encourage the mentees to scan the QR code in their handbook with their mobile phones. If the mentees don't have WiFi, we will follow up with their teacher.

Tab 2: Mentee Toolkit



The screenshot shows a digital interface titled "Mentee Toolkit" with a close button (X) in the top right corner. Below the title is a worksheet titled "WORKSHEET 1" with two tabs, "1" and "2", where "1" is selected. The worksheet is divided into two main sections. The left section features a colorful graphic of a sunburst and the text "COMMUNITY MENTORING MENTEE TOOLKIT Inspiring the next generation www.collegeaware.ie". The right section is a form titled "MY MENTORS' NAMES, COLLEGES, AND COURSES ARE:" with fields for "Community Mentor 1:", "College:", "Studying:", "Community Mentor 2:", and "College:". Below these are four reflection questions, each with a text input area: "WHAT IN MY MENTORS' STORY IS THE SAME FOR ME?", "WHAT IN MY MENTORS' STORY IS DIFFERENT FOR ME?", "WHAT HAVE I LEARNED FROM MY MENTORS' STORY?", and "WHAT QUESTIONS WOULD I LIKE TO ASK MY MENTORS?". At the bottom of the interface, there is a navigation instruction: "Click each tab to learn more. Then, click Next to continue." and a note: "Note that there is no audio for this slide."

Examples of exercises

Tab 2.1: Worksheet 1

My mentor's names, colleges and courses are:

Community Mentor 1:

- College:
- Studying:

Community Mentor 2:


- College:
- Studying:
- What in my mentors' story is the same for me?
- What in my mentors' story is different for me?
- What have I learned from my mentors' story?
- What questions would I like to ask my mentors?

Tab 2.2: Exercise


Mentee Toolkit

1

2



Think of all the things you'll need for your perfect holiday. Write them in the circle below!



As you can see, the perfect holiday requires planning based on your needs and wants- just like choosing the right college for you!

Click each tab to learn more. Then, click Next to continue. Note that there is no audio for this slide.

Think of all the things you'll need for your perfect holiday. Write them in the circle.

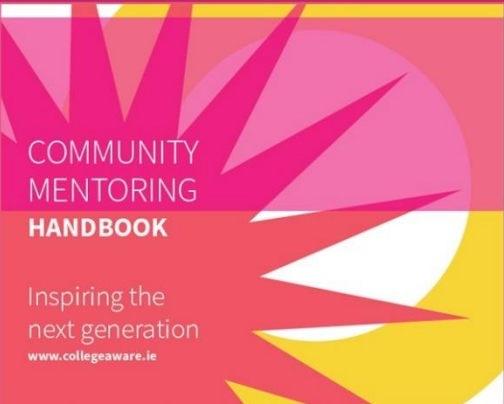
As you can see, the perfect holiday requires planning based on your needs and wants – just like choosing the right college for you!

Tab 3: Adult Community Education Handbook

Adult Community Education Handbook

1

2



Examples of Exercises

Click each tab to learn more. Then, click Next to continue. Note that there is no audio for this slide.

Examples of Exercises

Tab 3.1: Sample Exercise From the Topic - Dream Quest: Exploring the Path to your Dream Life



Adult Community Education Handbook

1

2

Our lives have been shaped by the people we have met. Relate with reference to the questions below the story of a person who showed leadership and how that leadership impacted your life. This person could be anyone, a member of your family, friend, teacher or someone in your community. This story assists the mentee in identifying people in their own world who have helped inspire or shape their life choices. Consider the following:

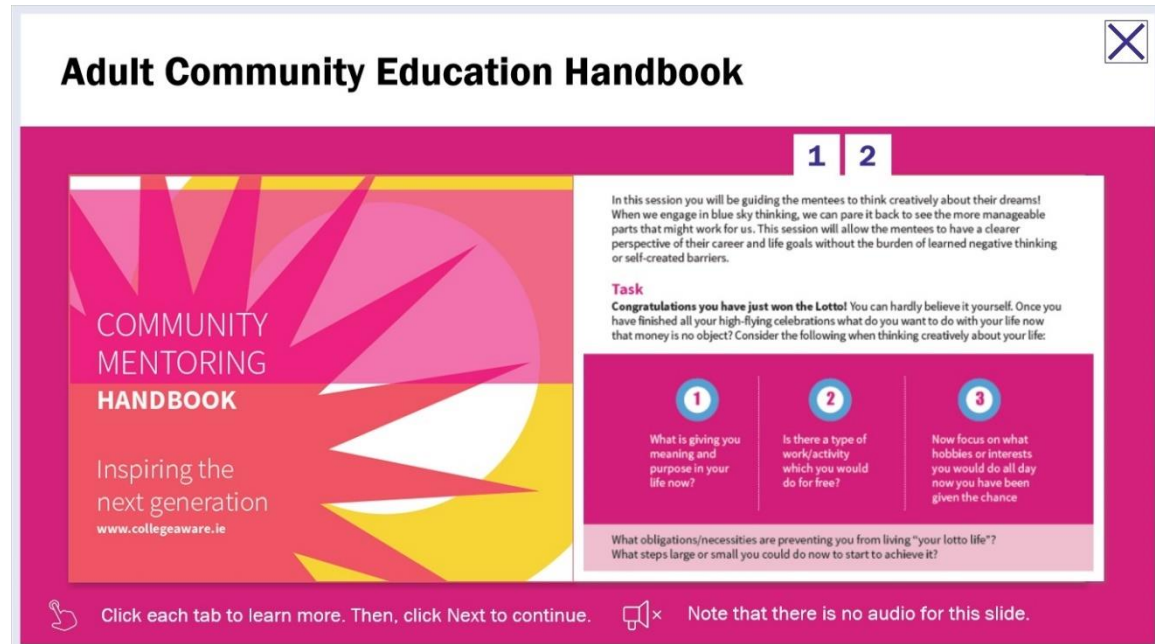
- 1 Who is the person in your life who has inspired you most?
- 2 Can you list the traits that they have which you admire most?
- 3 What actions/decisions in your life were influenced by this person?

Click each tab to learn more. Then, click Next to continue. Note that there is no audio for this slide.

Our lives have been shaped by the people we have met. Relate with reference to the questions below the story of a person who showed leadership and how that leadership impacted your life. This person could be anyone, a member of your family, friend, teacher or someone in your community. This story assists the mentee in identifying people in their own world who have helped inspire or shape their life choices. Consider the following:

1. Who is the person in your life who has inspired you most?
2. Can you list the traits that they have which you admire most?
3. What actions/decisions in your life were influenced by this person?

Tab 3.2: Sample exercise from the Dream Quest: Exploring the Path to your Dream Life Part 2 – Lotto life



The screenshot shows a presentation slide titled "Adult Community Education Handbook" with a close button in the top right. The slide is divided into two main sections. The left section features a graphic with a sunburst design and the text "COMMUNITY MENTORING HANDBOOK Inspiring the next generation www.collegeaware.ie". The right section is titled "1 2" and contains the following text:

In this session you will be guiding the mentees to think creatively about their dreams! When we engage in blue sky thinking, we can pare it back to see the more manageable parts that might work for us. This session will allow the mentees to have a clearer perspective of their career and life goals without the burden of learned negative thinking or self-created barriers.

Task
Congratulations you have just won the Lotto! You can hardly believe it yourself. Once you have finished all your high-flying celebrations what do you want to do with your life now that money is no object? Consider the following when thinking creatively about your life:

1	2	3
What is giving you meaning and purpose in your life now?	Is there a type of work/activity which you would do for free?	Now focus on what hobbies or interests you would do all day now you have been given the chance

What obligations/necessities are preventing you from living "your lotto life"?
What steps large or small you could do now to start to achieve it?

At the bottom, there is a navigation instruction: "Click each tab to learn more. Then, click Next to continue." and a note: "Note that there is no audio for this slide."

In this session, you will be guiding the mentees to think creatively about their dreams! When we engage blue sky thinking, we can pare it back to see the more manageable parts that might work for us. This session will allow the mentees to have a clearer perspective of their career and life goals without the burden of learned negative thinking or self-created barriers.

Task

Congratulations, you have just won the Lotto! You can hardly believe it yourself. Once you have finished all your high-flying celebrations, what do you want to do with your life now that money is no object? Consider the following when thinking creatively about your life:

1. What is giving you meaning and purpose in your life now?
2. Is there a type of work/activity which you would do for free?
3. Now focus on what hobbies or interests you would do all day now you have been given the chance.

What obligations/necessities are preventing you from living "your lotto life"?

What steps, large or small, could you take now to start to achieve it?

Slide 15: Time to Reflect

Time to Reflect


15 of 23

? Now that you are more familiar with the programme content, how do you think your learners will engage in the mentoring sessions?

Record your thoughts in Section 2 of the reflection document you downloaded earlier.

When you are ready, click Next to continue.

Note that there is no audio for this slide.



Now that you are more familiar with the programme content, how do you think your learners will engage in the mentoring sessions?

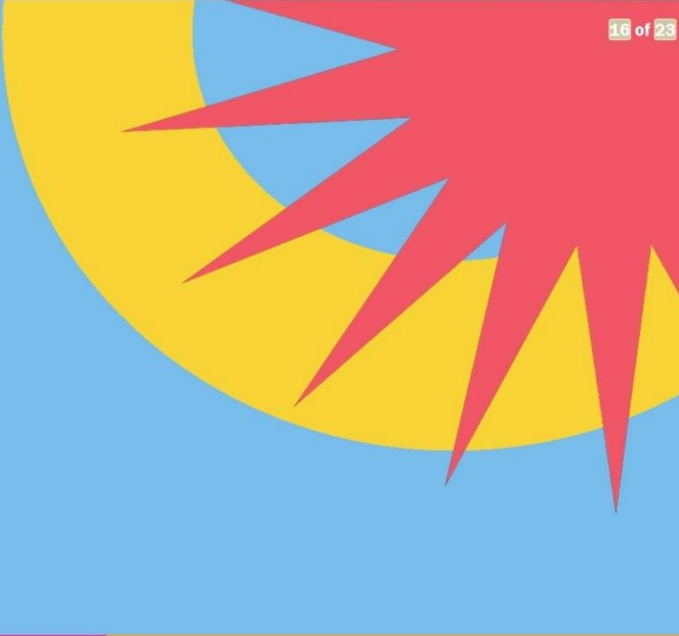
Record your thoughts in Section 2 of the reflection document you downloaded earlier.

When you are ready, click Next to continue.

Slide 16: Section 3: Setting up a Mentoring Programme

Setting up a Mentoring Programme

16 of 23




You're now familiar with what the programme can offer your learners so let's take a look at what you need to consider when setting up a mentoring programme in your place of learning.


Slide 17: Before You Begin


Before You Begin


17 of 23


- Before the programme can begin, you must consider the following:


Choose the Mentees


Programme Logistics


Mentor Recruitment


Mentor Training

 Click each tab to learn more. Then, click Next to continue.

Before You Begin

To establish a programme that works for your needs and educational context, there are a few things to consider.


You need to establish who the mentees will be, the logistics - where, how and when will the sessions be delivered. Recruiting and training mentors is the cornerstone of community mentoring and also needs to be considered.


Click the tabs to learn more. When you are ready, click Next to continue.

Tab 1: Choose the Mentees

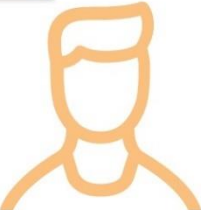
Choose the Mentees

✕

 Who is the programme for?


Young People

- 2nd-5th year secondary school students
- 14-17 year olds in community groups


Adult Learners

- Mature students in further education and training institutions
- Adult learners in community groups

Before you can even begin to recruit your mentors, you need to know who you're running this programme for. As mentioned, our Community Mentoring programme contains two separate streams - one for young people and one for adult learners. The streams are most suited to the following cohorts.

2nd year to 5th year pupils in secondary schools

Community groups with young people aged between 14-17

Mature students in further education and training institutions who plan to progress to third-level

Community groups with adult learners who plan to progress to third-level

Tab 2: Programme Logistics



Programme Logistics

Considerations

When? Where? Mode of delivery? One-to-one or group? How often?

During Normal Class Hours Before or After Normal Class Online

Click each tab to learn more. Then, click Next to continue.

When it comes to how the programme will be delivered, consider:

- When should mentoring take place? Should it be during or after classes?
- Where should it take place?
- What is the best medium for delivery? Should it be online or in-person?
- Would you like your mentoring programme to take place one-to-one or in a group setting?

How many times would you like mentors to meet their mentees? We recommend at least three times across the academic year.

The options are onsite during normal class hours or, before and after normal classes or, online. Each of these have their advantages and disadvantages.

Click the tabs to read the advantages and disadvantages of each type of programme and think about what might be best for your educational setting. When you are ready, click Next to continue.

Tab 2.1: During Normal Class Hours

Programme Logistics

Considerations



When?



Where?



Mode of delivery?



One-to-one or group?



How often?

During Normal Class Hours	Before or After Normal Class	Online						
<h3>During Normal Class</h3> <table><thead><tr><th>Advantages</th><th>Disadvantages</th></tr></thead><tbody><tr><td>Facilitates attendance</td><td>Can be difficult for mentors to find time away from work or study during the school day</td></tr><tr><td>Easy supervision of sessions by staff</td><td>Takes away from the time used for usual activities</td></tr></tbody></table>			Advantages	Disadvantages	Facilitates attendance	Can be difficult for mentors to find time away from work or study during the school day	Easy supervision of sessions by staff	Takes away from the time used for usual activities
Advantages	Disadvantages							
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 Note that there is no audio for this slide.

Advantages:

- Facilitates attendance
- Easy supervision of sessions by staff


Disadvantages:

- Can be difficult for mentors to find time away from work or study during the school day
- Takes away from the time used for usual activities


Tab 2.2: Before and After Normal Classes

Programme Logistics


Considerations





When?




Where?



Mode of delivery?




One-to-one or group?



How often?

During Normal Class Hours	Before or After Normal Class	Online								
<h3>Before or After Normal Class</h3> <table><thead><tr><th>Advantages</th><th>Disadvantages</th></tr></thead><tbody><tr><td>Reduces the amount of time used to run the programme</td><td>Can impact on mentee participation</td></tr><tr><td>Can aid mentor participation</td><td>Not suitable for compulsory mentee participation</td></tr><tr><td>Mentee may respond well to variety in daily routine</td><td>More difficult to organise adequate staff supervision</td></tr></tbody></table>			Advantages	Disadvantages	Reduces the amount of time used to run the programme	Can impact on mentee participation	Can aid mentor participation	Not suitable for compulsory mentee participation	Mentee may respond well to variety in daily routine	More difficult to organise adequate staff supervision
Advantages	Disadvantages									
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Can aid mentor participation	Not suitable for compulsory mentee participation									
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 Note that there is no audio for this slide.

Advantages:

- Reduces the amount of time used to run the programme
- Can aid mentor participation
- Mentee may respond well to variety in daily routine


Disadvantages:

- Can impact on mentee participation
- Not suitable for compulsory mentee participation
- More difficult to organise adequate staff supervision


Tab 2.3: Online

Programme Logistics


Considerations





When?




Where?



Mode of delivery?




One-to-one or group?



How often?

During Normal Class Hours	Before or After Normal Class	Online								
<h3>Online</h3> <table><thead><tr><th>Advantages</th><th>Disadvantages</th></tr></thead><tbody><tr><td>Can facilitate mentor participation where they are studying or working</td><td>The lack of in-person interaction which is important in developing a relationship</td></tr><tr><td>Can link people internationally</td><td>May require additional technology</td></tr><tr><td>Mentoring setting may be more comfortable for mentee</td><td>Screen fatigue</td></tr></tbody></table>			Advantages	Disadvantages	Can facilitate mentor participation where they are studying or working	The lack of in-person interaction which is important in developing a relationship	Can link people internationally	May require additional technology	Mentoring setting may be more comfortable for mentee	Screen fatigue
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Can link people internationally	May require additional technology									
Mentoring setting may be more comfortable for mentee	Screen fatigue									

 Note that there is no audio for this slide.

Advantages:

- Can facilitate mentor participation where they are studying or working
- Can link people internationally
- Mentoring setting may be more comfortable for mentee

Disadvantages:

- The lack of in-person interaction which is important in developing a relationship
- May require additional technology
- Screen fatigue

Tab 3: Mentor Recruitment

Mentor Recruitment (1/2)

Finding Volunteers

Where to Find Community Mentor Volunteers

Existing mentors from participating third level institutions who have completed the programme	➔	Contact the Community Mentoring Co-ordinator to access their pool of mentors.
Alumni	➔	Have you a database of graduates you could consult?
Further and higher education institutions	➔	Ask for recommendations from their alumni.
Local business/community	➔	Do they have staff members willing to share their experiences?
Online volunteer sites	➔	Advertise on: www.volunteer.ie , www.studentvolunteer.ie

So, where can you find community mentor volunteers?

- Draw on existing Community Mentors. Existing third level students from participating institutions continue to complete community mentoring training in their own time. They will have gone through the mentoring training programme and are ready and willing to participate. You can get in contact with the Community Mentoring Co-ordinator for more information
- Consult/develop an alumni database of graduates from your place of learning
- Contact local further and higher education institutions to see if they can recommend members of their alumni to participate in the programme
- Liaise with local businesses and the community to see if they can recommend a staff member who would be willing to share their experience, or
- Advertise on volunteer.ie or studentvolunteer.ie

Tab 3.1: Additional Information

Mentor Recruitment (2/2)

Additional Information

Time Commitment

- Inform the mentors of the time commitment up front.
- It is six hours in total across the academic year.
 - Three sessions (40 mins each)
 - Session preparation time (1h 20 mins)

Recruitment Resources

- To help with your recruitment, we have developed:



Email templates



Social media graphics



The email templates and social media graphics are available in the Resources folder.

Educators who have participated in the programme have highlighted the importance of letting people know the commitment expected up-front. The time commitment is not extensive when spread across the academic year and averages six hours in total. - this is made up of time delivering the three sessions - approximately 40 minutes each and time to prepare for each session. Travel time is not included in this.

Mentor recruitment has been identified by educators as one of the challenges in establishing a mentoring programme. To address this, we have developed resources to support you, which can be found in the resources folder. These include email templates and social media graphics which can be used to tap into your networks.

Tab 3.2: Mentor Training

Mentor Training

- An online training module has been developed for mentors.
 - Contact the Community Mentoring Co-ordinator for details of mentors who have completed this.
 - Volunteers you recruit can also undergo this training.

Mentor Training Materials

- Lesson plans for each of the sessions
- The mentee toolkit contains the worksheets and exercises for younger mentees





There is a link to the mentor training module in the Resources folder.

Another challenge highlighted by educators is mentor training. To help combat this, we have developed an online training module and digital certificate for mentors.

Some mentors have taken part in this training through their college or in their own time and have been encouraged to reach out to their former education providers to volunteer their time. You can get in contact with the Community Mentoring Co-ordinator for more information.

However, you can also circulate this mentor training module to prospective volunteers using the link in the resources folder. The material is suitable for mentors working with both young people and adult learners, covering topics such as storytelling goal setting and building relationships.

The mentor training materials also provide mentors with the lesson plans we mentioned earlier, which guide them through the three recommended sessions with their mentees.

The Mentee toolkit, also mentioned earlier, has worksheets and exercises to foster engagement with young people aged 14-17 years old.

Slide 18: Child Protection

Child Protection

18 of 23

- Host organisations must have their own Child Protection and Safeguarding Policy.
- Mentors should:
 - Be provided with a copy of the guidelines
 - Undergo Garda vetting when requested
- A host staff member will supervise your mentoring session.

Online Training

Introduction to Children First

- Mentors should complete this training programme before commencing their duties.



An Ghníomhaireacht um Leanaí agus an Teaghlach
Child and Family Agency

[1]



There is a link to Tusla's online training programme in the Resources folder.

Each host organisation should have their own Child Protection and Safeguarding Policy. It is important to highlight the specific child protection policies within your place of learning with your mentors. Mentors should be given a copy of these guidelines and should be Garda vetted. An educator should remain in the room with the mentors during each session.

Additionally, TúsLa provides an online training programme called 'Introduction to Children First'. Mentors can access this training programme before commencing their duties. This training can be accessed in the resources folder.







Image(s):


1. TUSLA. (n.d.). [Logo]. <https://www.tusla.ie/>

Slide 19: Considerations During and After the Programme

Considerations During and After the Programme

19 of 23

During the Programme	After the Programme	Establish Relationships
 <p>Determine the room set-up and equipment requirements.</p>  <p>Schedule 10 minutes for feedback after each session.</p>	 <p>Organise an awards ceremony.</p>  <p>Publicise the mentees' and mentors' achievements.</p>	 <p>Show the mentors the impact of their work.</p>  <p>Send a letter of thanks after the programme.</p>

 There are testimonies to send to the mentors at the half-way point in the Resources folder.

Here are some additional considerations for during and after the programme:

- Liaise with the mentors before each session to establish what type of room layout they require, if they need any equipment such as a flip chart or projector.
- Schedule time for feedback, approximately 10 minutes after each session to hear feedback from mentors. This feedback could also be offered online at an agreed time.
- Organise an end-of-year recognition ceremony to present the mentees with their certificates.
- Share their achievement on social media or in local press.
- Establish a good relationship with your mentor to help build your reputation as a host organisation that mentors want to work with.
- Email mentors at the halfway mark with the testimonies in the Resources folder to keep them interested and engaged. This includes first-hand accounts of the programme's impact, directly collected from previous participants.
- If mentors are from a local organisation, send a letter of thanks to the organisation as well as the mentor.

Slide 20: Programme Evaluation


Programme Evaluation


20 of 23

- Evaluation and continuous improvement is vital to the success of our Community Mentoring Programme.

Feedback Required

From you on: <ul style="list-style-type: none">The programme itselfYour participation as a host organisation	From your mentees: <ul style="list-style-type: none">At the end of each session to evaluate the content
--	--

**Tell us what works well and what needs improvement.**



Evaluation and continuous improvement is vital to the success of our Community Mentoring Programme.


You will be asked at various points to support the evaluation of the programme and also be asked to complete an evaluation form to determine how the programme worked for you as a host organisation.


The mentees will be asked to complete surveys at the end of each session. Please encourage them to be open and honest in their feedback. We want to hear what works well but also, what needs improvement, as without that the programme can't evolve.


Slide 21: Time to Reflect

Time to Reflect

21 of 23


**How are you feeling about setting up this Community Mentoring Programme in your place of learning?**

**What is the first step you are going to take to get this programme underway?**




Record your thoughts in Section 3 of the reflection document you downloaded earlier.

When you are ready, click Next to continue.



Note that there is no audio for this slide.



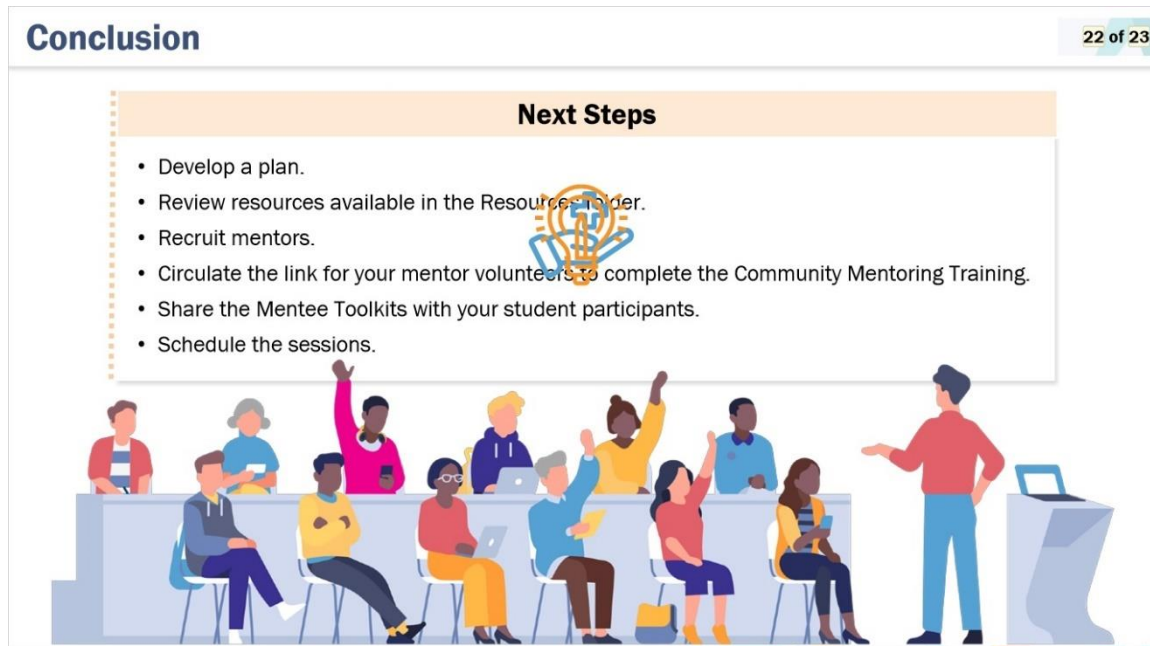
How are you feeling about setting up this Community Mentoring Programme in your place of learning?

What is the first step you are going to take to get this programme underway?

Record your thoughts in Section 3 of the reflection document you downloaded earlier.

When you are ready, click Next to continue.

Slide 22: Conclusion



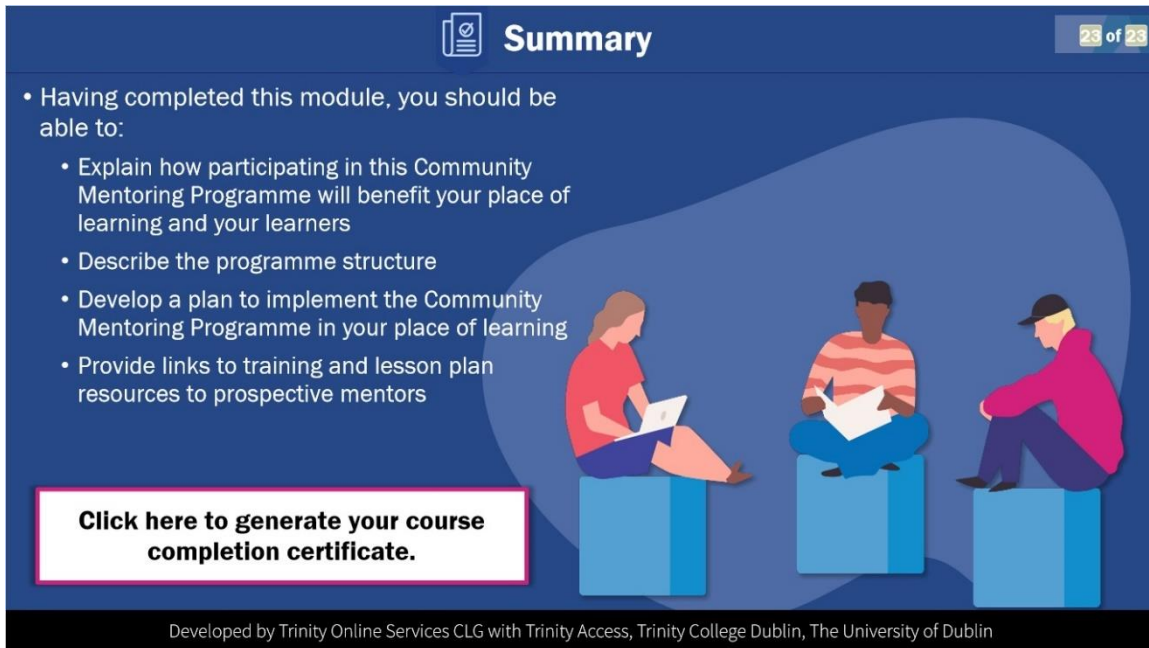
As you can see, the Community Mentoring Programme is a great initiative that can provide your learners with the support and inspiration they need to consider furthering their education at third level.

Your participation as a host organisation will demonstrate how much you believe in their abilities and encourage them to believe in themselves.

All the resources you need to access and train your mentors are there for you, so all you need to do is:

- Develop a plan
- Review resources available in the Resources folder
- Recruit mentors
- Circulate the link for your mentor volunteers to complete the Community Mentoring Training
- Share the Mentee Toolkits with your student participants
- Schedule the sessions

Slide 23: Summary



The slide features a dark blue background with a light blue abstract shape. On the right, three stylized figures are sitting on blue blocks, engaged in a discussion. The figure on the left is a woman with brown hair in a red shirt, using a laptop. The middle figure is a man with dark skin in a striped shirt, holding a document. The figure on the right is a man with blonde hair in a pink hoodie and cap. The slide includes a title bar with a document icon, the word 'Summary', and a '23 of 23' indicator. A list of learning outcomes is on the left, and a call-to-action box is at the bottom left. The footer text is at the bottom.

Summary 23 of 23

- Having completed this module, you should be able to:
 - Explain how participating in this Community Mentoring Programme will benefit your place of learning and your learners
 - Describe the programme structure
 - Develop a plan to implement the Community Mentoring Programme in your place of learning
 - Provide links to training and lesson plan resources to prospective mentors

Click here to generate your course completion certificate.

Developed by Trinity Online Services CLG with Trinity Access, Trinity College Dublin, The University of Dublin

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- Explain how participating in this Community Mentoring Programme will benefit your place of learning and your learners
- Describe the programme structure
- Develop a plan to implement the Community Mentoring Programme in your place of learning
- Provide links to training and lesson plan resources to prospective mentors

Thank you for participating in this Educators Training Module and best of luck as you set up your mentoring programme - helping to inspire the next generation of learners, by connecting them with powerful role models.