



Supporting high school students from refugee backgrounds

ANNUAL REPORT 2014





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A world of opportunities

DEPUTY VICE-CHANCELLOR'S (ACADEMIC) MESSAGE

The LEAP – Macquarie Mentoring (Refugee Mentoring) program is one of the most significant manifestations of our university's commitment to service and engagement. The program not only supports individuals it also builds long term social capacity and cohesion. Refugees are the productive citizens of the future and should be welcomed and given the same opportunities as those enjoyed by other Australians.

I am particularly proud of this program and also of our university's more general commitment to the support of refugees. Later this year we will be the first Australian university to grant a scholarship to a client of the UK-based Commission for the Assistance of Refugee Academics. We will be welcoming a Syrian academic, currently a refugee in Lebanon, who will be working towards a PhD in our Centre of Policing, Intelligence and Counter-Terrorism. This shows our real commitment to leadership in this area and I hope that we will be able to offer further places in subsequent years. The students who join our mentoring program are outstanding young people who have often experienced and overcome difficulties and hardships which few of us, thankfully, have had to face. It is a privilege for us to meet them through this program and to add their voices to the Macquarie University conversation.

PROFESSOR JOHN SIMONS



About us

WIDENING PARTICIPATION UNIT

Widening Participation is an integral component of Macquarie University's strategic direction as an innovative, modern and dynamic educational institution and is built upon a "commitment to inclusiveness through targeted and sustainable collaborative programs" (Our University: A Framing of Futures, 2013, Strategic Priority 3 – Aligning the nature and size of the university for the future).

The Widening Participation Unit seeks to empower students affected by educational disadvantage to access higher education opportunities through targeted support programs, such as LEAP – Macquarie Mentoring (Refugee Mentoring). The Unit is committed to inclusive education and support for students who are affected by learning barriers, and seeks to empower and equip these students with the capabilities and information required to access the best outcomes. We acknowledge the value of diversity and the transformative potential of higher education for both individual students and the wider community.





**DIRECTOR,
WIDENING PARTICIPATION UNIT
RUTH TREGALE**

2014 was another exciting year for the LEAP – Macquarie Mentoring (Refugee Mentoring) program. It saw the addition of three new schools to the program, and the successful piloting of a new branch of the program for high school students from Pacific Islander backgrounds. We were once again overwhelmed by the number of applications that we received from Macquarie students wishing to volunteer as mentors, and from the commitment, enthusiasm and passion of high school students participating in the program.

One of the absolute highlights for me was at the University Experience Day held in October, when one of our former mentees from Arthur Phillip High School, now studying in her first year at Macquarie University, bravely stood up in front of 200 students and teachers from the nine participating schools, as well as mentors, academics and other colleagues from Macquarie University, and shared with the audience the story of her personal journey as a refugee to Australia, and the change that our LEAP – Macquarie Mentoring (Refugee Mentoring) program had made to her life. There was hardly a dry eye in the room, and we were so happy to have her proud father, who had risked so much to bring his family to Australia, with us in the audience.

2014 also provided us with further robust research into the positive outcomes of the program, both from the point of view of the mentees (see p. 8), but also our Macquarie student mentors, who reported a greater sense of belonging to the University, and increased motivation and confidence in their own studies. We now know of 32 former mentees who have entered higher education, and this number is growing as the program matures. In 2015 we are planning to expand the program to new schools, and to increase interaction with local communities to further support students from refugee backgrounds succeed in their education. I would like to thank everyone who has made LEAP – Macquarie Mentoring (Refugee Mentoring) so successful to date, and look forward to seeing it continue to grow for many years to come.



**REFUGEE STUDENT PROGRAMS
ADVISOR FROM THE NEW
SOUTH WALES DEPARTMENT OF
EDUCATION AND COMMUNITIES
JANE WALLACE**

The Department of Education and Communities highly values the partnership it has with Macquarie University through the LEAP – Macquarie Mentoring (Refugee Mentoring) program.

Young students from refugee backgrounds face significant challenges settling into high school in Australia: making new friends, learning English well enough to succeed in their secondary studies and finding out about post-school options.

Schools support refugee students in a variety of ways, however the mentoring program complements these beautifully by providing extra individual attention and support for refugee students.

University students visit schools each week to provide the mentoring. In the weekly sessions, they give practical suggestions about study, organising time, useful resources and skills for research. They take an interest in their mentees, help them work out their goals and discuss possible education and career pathways.

The high school students gain confidence through their relationships with the mentors. The program helps restore young refugees' hope and assists them in developing the social capital they need for their future lives in Australia.

Education and the refugee experience

Many school students from refugee backgrounds have experienced significant disruption to their education and may have had little or no schooling prior to enrolment in an Australian school. As a result, they face considerable challenges in education and training. Numerous students struggle emotionally and practically to acquire the language, literacy, cultural knowledge and everyday skills required for academic success at high school and to progress to tertiary education.

Access to, and participation in, higher education bestows a huge advantage on a student entering the competitive Australian job market, both in terms of earning potential and through the building of social capital. However, many students from refugee backgrounds and their families have little access to and knowledge of the range of higher education options available, and possess limited networks, knowledge and confidence to navigate the maze of vocational and educational pathways in Australia. The result is that disproportionately low numbers of students from refugee backgrounds are currently studying at Australian universities.

As part of its plan to reform the Australian higher education system, the Federal Government has worked to increase the number of students from disadvantaged backgrounds participating in higher education. An important means to achieving this has been projects undertaken by universities in partnership with other stakeholders, including schools and communities.

The LEAP – Macquarie Mentoring (Refugee Mentoring) program is one such partnership, recognising the need for ongoing support of high school students from refugee backgrounds to enable and facilitate their successful transition into higher education and future vocations.



2014 at a glance



Since commencing the program we have seen 32 former mentees transition to University and many more progress into other avenues of further education, training and employment.



We piloted the Pacific Islander Mentoring program at Granville Boys High School in the second half of the year. Following on from the success of the pilot, the program will be implemented and further developed in 2015.



The LEAP – Macquarie Mentoring (Refugee Mentoring) program entered its fourth year with the addition of three new partner schools – Auburn Girls High School, Granville Boys High School, Prairiewood High School.



We worked with nine partner schools across Western and South Western Sydney – Arthur Phillip High School, Blacktown Boys High School, Granville Boys High School, Auburn Girls High School, Blacktown Girls High School, Miller Technology High School, Bankstown Senior College, Evans High School, Prairiewood High School.



We hosted an evening in celebration of National Refugee Week. A video about the mentoring program was premiered at the event, and a panel discussion was held about the experiences of the program and the effect it is having on wider refugee issues in Australia. Vice-Chancellor Professor S Bruce Dowton expressed immense pride in the work the program has achieved and the number of lives it has touched and changed since it began. To view the video please visit mq.edu.au/leap



The program gained national exposure with a feature segment on **SBS WORLD NEWS**. This segment was filmed at Blacktown Boys High School and highlights the positive effect mentoring can have on the lives of students.

To view the story please visit mq.edu.au/leap



Our team members presented at forums and conferences including the International First Year in Higher Education Conference, National Australian Youth Mentoring Network AYMN Conference and Macquarie University Learning and Teaching Week.



The program grew to engage with 241 high school students who connected with 107 Macquarie student mentors.



Program outcomes for our mentees

“I think the program gave the students a reality check of the options out there. It was good for them to get involved with adults who aren’t their teachers, but who were encouraging and supportive.”

**COORDINATING TEACHER,
PRAIRIEWOOD HIGH SCHOOL**

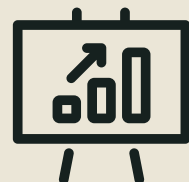


81%

of mentees reported increased knowledge of university in the post program questionnaire. This was a significant increase from the 32 per cent of mentees reported in the pre-program questionnaire.

“Thinking about higher education – giving me more information about universities in general. Learn more about my future.”

**MENTEE,
MILLER TECHNOLOGY HIGH SCHOOL**



83%

of mentees reported greater awareness of the benefits that university offers. This was an increase from the 60 per cent of mentees reported in the pre-program questionnaire.

“It has showed me the advantages of going to uni and given me pathways to achieve higher education.”

**MENTEE,
BLACKTOWN BOYS HIGH**



80%

of mentees reported greater knowledge of pathways to university in the post-program questionnaire. This was a substantial increase from the 50 per cent of mentees reported in the pre-program questionnaire.

“It helped me get a clear view of what subjects I need to choose for Year 10 and get a clear path of what I need to do.”

**MENTEE,
AUBURN GIRLS HIGH SCHOOL**



95%

of mentees reported increased motivation to attend university after attending University Experience Day.

“Before I use to be scared to go uni or even think about it but now I am more confident and feeling sure to go uni.”

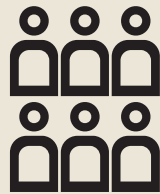
**MENTEE,
PRAIRIEWOOD HIGH SCHOOL**



PHOTO: EFFY ALEXANDIS

OUR MENTEES

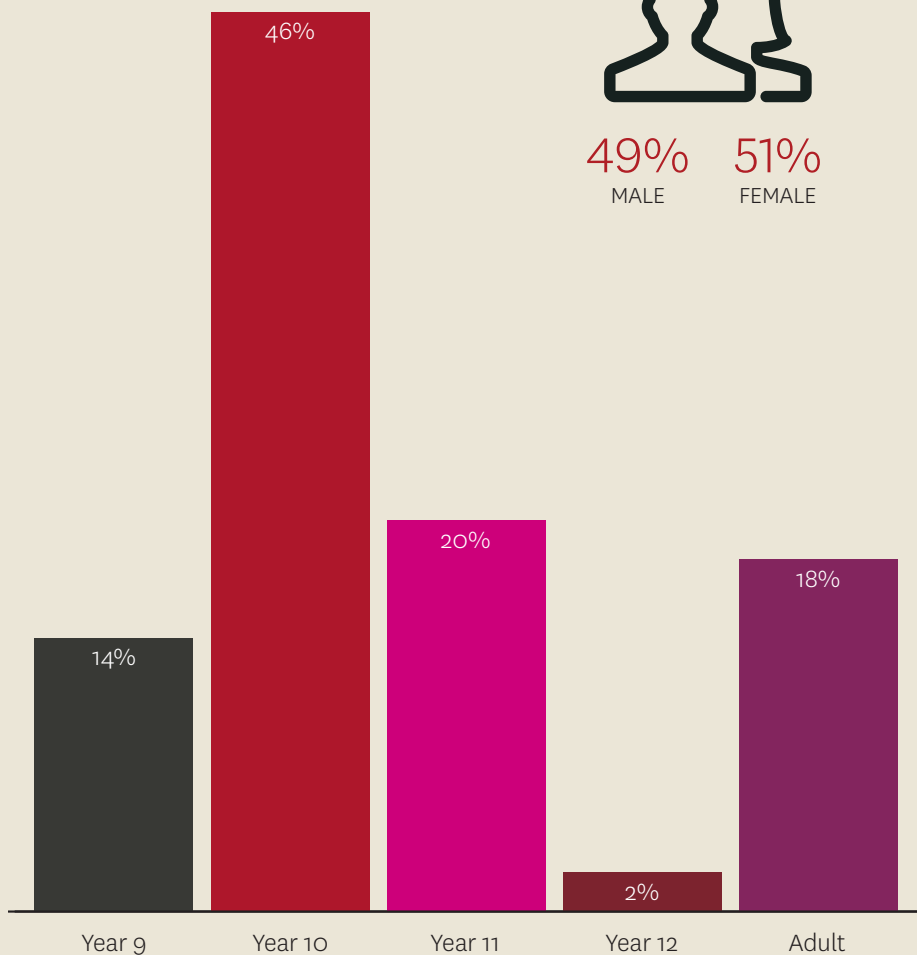
Mentees from our partner high schools are given the choice to nominate themselves to participate in the program, or may be recommended by their teachers.



241
MENTEES



38
different languages

Mentees by year group

49% 51%
MALE FEMALE

Top 5 countries of birth

1. Iraq
2. Afghanistan
3. Iran
4. Sudan
5. Nepal

Top 5 languages

1. Arabic
2. Assyrian
3. Dari
4. Farsi
5. Nepali

Program outcomes for our mentors

Research into program outcomes has shown that mentoring is a rewarding experience for both our mentees and mentors. Mentors report the satisfaction of sharing their experience but also gain a range of other benefits that reward them in their university life:

- greater sense of belonging to the University
- increased motivation and confidence
- improvement in academic grades
- gained valuable insights and employability skills
- increased sense of purpose and direction.



I FEEL	...fulfilled as a person, content and less anxious	...part of university, part of something important and special	...my attitude to education has changed, motivated me to succeed and appreciate my opportunities
I HAVE	...broadened my perspective, global citizen, open minded	...(made) friends at MQ. Improved in grades, gained confidence, gained communication skills	...a gratifying feeling to be part of a community
I AM PROUD	...my university cares	...seeing the motivation from the mentees gave me more motivation to succeed in my studies	...when I look at myself in the mirror, I see a better person

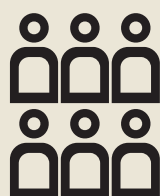
“Yes, they gave me motivation and passion and I loved seeing them every week. They were inspirational kids that I believe have grown so much and show that if you have passion and believe in yourself, the world can be your oyster.”

MACQUARIE STUDENT MENTOR

WHO ARE OUR MACQUARIE MENTORS?

The volunteer mentors that participated in the program this year came from diverse backgrounds and faculty areas across the University. Although our mentors are diverse in degree choices, they all share a common interest and passion for supporting young people from refugee backgrounds.

Our mentors hold a genuine enthusiasm to participate in the program and give their time freely to do so. The mentors are matched with mentees based on common interests, degrees and areas of study, as well as cultural background. The program offers the mentors the opportunity to share their experiences of school, university and life in general with their mentees.



107
MENTORS



26
different languages



20% **80%**
MALE FEMALE

Top 10 ethnicities

- | | |
|---------------|---------------|
| 1. Australian | 6. Filipino |
| 2. Chinese | 7. Afghani |
| 3. Vietnamese | 8. Sri Lankan |
| 4. Bengali | 9. Russian |
| 5. Indian | 10. Italian |



“Because it was really fun. They had really good performances and they had cool experiments and campus tour.”
MENTEE, AUBURN GIRLS HIGH SCHOOL

About the program

The LEAP – Macquarie Mentoring (Refugee Mentoring) program matches high school students from refugee backgrounds with Macquarie University student mentors, some of whom are from refugee backgrounds themselves. Through mentoring, the program aims to broaden the aspiration of students and support their investigation of, and successful transition into, higher education. As this is a needs based program the areas of focus are mentee led with the overall aim of the program to:

1. Develop confidence, resilience and agency
2. Develop study and research skills
3. Broaden aspirations towards further study
4. Develop awareness of school and university cultures in the Australian context
5. Empower students to make informed decisions about educational pathways.

MENTORING SESSIONS

The in-school mentoring sessions run over 11 weeks and comprise of a flexible three part structure that enables mentors to tailor the program to the individual needs of their mentees.

UNIVERSITY EXPERIENCE DAY

The University Experience day is one of the highlights of the program. This one day event brings high school students, their parents, teachers and principals from nine partner schools on campus for fun and engaging day of activities. For many mentees in the program, this day is a transformative experience and compliments the in-school mentoring sessions. The day also acts to demystify the concepts of university by familiarising students with the learning environment and campus facilities. Students of the program gain valuable first-hand experience of university life and are encouraged by the personal stories they hear from current university students from refugee backgrounds.

WEEK 1	DEVELOPING RAPPORT
WEEK 2	• Establishing ground rules
WEEK 3	• Mentors/mentee stories
	• Personal goal setting
WEEK 4	SKILL BUILDING
WEEK 5	• Study skills
WEEK 6	• Time management
	• Research skills
WEEK 7	INFORMED
WEEK 8	DECISION MAKING
	• Career research strategies
UNIVERSITY EXPERIENCE DAY	• Explore pathways to university
	• University Experience Day
WEEK 10	• Review goals and reflection
WEEK 11	• Wrap up and evaluation

"Before the program I wasn't sure of the opportunities available at universities in Australia. The program helped me so much and now I feel more confident."
**MENTEE,
BANKSTOWN SENIOR COLLEGE**



The schools

In 2014, the LEAP – Macquarie Mentoring (Refugee Mentoring) program worked in partnership with the following high schools:



ARTHUR PHILLIP HIGH SCHOOL

This is the second year that Arthur Phillip High School has participated in the program. The collaborative strengths of the program were demonstrated by coordinating teacher Rachel Hennessey when she shared her insights on refugee issues in education as part of mentor training this year. It was a pleasure working with the fun and engaging students at Arthur Phillip and exciting to see how eagerly they engaged in the program. 70 students from Arthur Phillip High School have participated in our program to date.



AUBURN GIRLS HIGH SCHOOL

The program warmly welcomes Auburn Girls High School which participated in the program for the first time this year. The highly engaging and enthusiastic students have been supported by their passionate coordinating teacher Mary Silver. This year 31 students participated in the program and many parents also activity participated in University Experience Days.



BANKSTOWN SENIOR COLLEGE

Bankstown Senior College is the only senior college participating in our program. The college caters predominantly for mature age and re-entry students who are committed and driven to achieve their goals. We would like to thank Maria Georgiou, the coordinating teacher at Bankstown Senior College, for all her hard work and support. This year, 42 students from Bankstown Senior College participated in the program, with a total of 169 students from the College participating in the program to date.

“I love Macquarie Uni. It made me motivated to study hard to achieve my goal. This is my biggest wish to study in this uni.”

MENTEE, BANKSTOWN SENIOR COLLEGE

“The kids were buzzing about it on the bus ride home. Expect a few Prairiewood students as undergrads at Mac Uni in a few years’ time!”

**COORDINATING TEACHER,
PRAIRIEWOOD HIGH SCHOOL**



BLACKTOWN BOYS HIGH SCHOOL

The program has formed a strong partnership with Blacktown Boys High School. The students at Blacktown Boys High participate in the program for an entire year and the benefits of this are reflected in the strong engagement consistently seen from the students. We would like to thank Pushpa Lal, the coordinating teacher, who has been an ongoing support to our program since its inception. This year 17 students from Blacktown Boys participated, totalling 91 students since the program commenced.



BLACKTOWN GIRLS HIGH SCHOOL

The spirit that comes from the students of Blacktown Girls High School is a constant inspiration to the Macquarie Mentors. Karin Harrison, the coordinating teacher at Blacktown Girls, offers support to the fun and friendly Blacktown Girls' students, which in combination with the Macquarie mentors makes for fantastic and progressive sessions. This year 15 students from Blacktown participated in the program, totalling 64 girls since the beginning of our program.



EVANS HIGH SCHOOL

Evans High School is a unique school that offers great support to students of non-English speaking backgrounds. The coordinating teacher, Swati Dey has been tirelessly working to support the program and we thoroughly appreciate all her efforts. This year, 28 students participated in our program, totalling 138 student mentees from Evans since the beginning of our program.



GRANVILLE BOYS HIGH SCHOOL

The program was implemented at Granville Boys High School for the first time in 2014. The program is grateful for the enthusiastic and persistent efforts of coordinating teacher Tisha Das, and the fabulous students who participated in the program. This year, nine students participated in the program.



MILLER TECHNOLOGY HIGH SCHOOL

Miller Technology High School has participated in the program since it commenced in 2011, with the coordinating teacher, Suzanna Romic, providing consistent support and enthusiasm in her efforts to support her students and the program. This year, 26 mentees from Miller participated in our program, with a total of 131 mentees from the school benefiting from the mentoring program to date.



PRAIRIEWOOD HIGH SCHOOL

Prairiewood High School joined us this year with 14 mentees involved in the program. Coordinating teacher, Hiba Rizk, has been incredibly supportive with her lively and enthusiastic students. We warmly welcome Prairiewood High School to the program.

Mentee and mentor profiles

PROFILE OF FORMER MENTEE AND CURRENT UNIVERSITY STUDENT – SHAMSIA

"I was a little girl when my father came to Australia to make a better future for us away from all war, fights and fear we faced daily in Afghanistan. I missed my father when he was away but he told me it was to make our life better. 10 years later he was able to apply for us to come to Australia. Growing up I had thought a lot about Australia and what I can do there for my family and myself so that they can live a happy life. I started school at Arthur Phillip High School. I loved my teachers. They were kind and supported me in my learning. I made a lot of good friends in school. I didn't know about university and I didn't have any plans for my future after school.

*One day I saw some students come and visit us in school. I was very excited to see them and hear their stories about university. It gave me hope that I can also dream big. I wasn't sure whether I can go to university as my English was weak but the mentors gave me courage that I can do whatever I want to. **Talking to the mentors and coming to the university on a campus tour opened my eyes. I learnt that there are many pathways to coming to university. I wanted to make my father proud of me and I realised higher education can help me in that.***

I told my parents I want to go to university after high school. They were very supportive and told me they will help me in any way possible. I studied harder in school, I became more confident in school and I was motivated to finish my high school after being in the program.

In 2014 I started studying at Macquarie University in an Arts/Psychology Degree. I'm not scared of university anymore. I've made friends here and I am enjoying learning here. There are lots of essays and assignments and I have to plan my time well. The mentors told me in university I will have to be an adult and manage my learning so they prepared me well for university life.

I want to be a psychologist when I finish my degree. I would like to have my own office with my name plate on the door, a nice reception area and a receptionist who welcomes people to my office with a smile. I can have this dream because of the support of my father, my family, my teachers and more importantly the mentors in the LEAP – Refugee mentoring program who have me the confidence to aspire and achieve higher education."





PHOTO: EFFYAL EXAMIS

MENTEE PROFILE – SARAH

Sarah is a Year 9 student from Auburn Girls High School. She participated in the program in the second half of this year and was matched with Macquarie Mentor, Nidal.

SARAH

“Before I started the program I had no direction for the future. I learnt that if you put your mind into what you want, you will get somewhere, you either become a failure or a big success and it’s up to you to decide. The program helped me become focused, motivated and helpful.”

NIDAL

“When I first met Sarah she reminded me a lot of myself. Like me she wanted to achieve great marks, go to university and make her parents proud. I saw an intelligent girl, passionate about studying and achieving her dreams. Sarah’s goal for mentoring was to improve her study habits and to achieve higher marks in her subjects. Our main focus during each session was to plan her week ahead which included what she had to study and how to do so. Every Tuesday I saw her we would plan for the whole week. Sarah found this helpful as it allowed her to organize her family and study time. Each week we also kept record of Sarah’s marks from each test and discussed ways she could approach upcoming exams.

As the program progressed I saw Sarah’s test results improve and she became more organized and determined to achieve her dream to get into psychology after high school. We talked about university and her belief in her ability grew and she realized it was only a matter of working hard towards what she wanted. Mentoring Sarah was an honor. She was such a beautiful person and wanted to learn as much as she could before the program ended. The best part was working with Sarah to plan the week ahead and see her follow the planner we did together.”

MENTOR PROFILE – ADWAR

“I was born in Iraq in 1993. When I was about 4–5 years old my father left Iraq to seek refuge in Australia in 1999. Two years later my mother, my brother and my sister journeyed all around the world and finally reached Australia in 2001. It was very difficult settling in Australia at first and I was victim to all kinds of discrimination and bullying at school. I initially found Australia a struggle to live in, but over time I have made amazing friends who have gone through similar experiences and this made me grow stronger. I was able to push myself with school and I have gained the knowledge and results to get me into university. Through the assistance of my friends and loved ones I was able to set myself a goal and strive for success and this ultimately led to me studying a Bachelor of Laws with a Bachelor of Arts at Macquarie University.

My background has been the driver of my motivation to join the LEAP Mentoring Program in order to assist students like myself who have found it extremely difficult to settle in Australia. I understand the pressure of learning a new language in such a short time is difficult and that obtaining the desirable results at school is not easy, it is nevertheless still possible. If you put your mind to it nothing is impossible.

Throughout my time at the Mentoring Program I was able to interact with students from a range of backgrounds and was able to offer guidance on how to approach school and how to proceed with life after high school, knowledge which I at the time never had. I was informed that many students were uncertain of what they wanted to do upon graduating and was able to help students find many options to continue studying from applying to universities, through a range of pathways, and other alternatives such as apprenticeships and TAFE courses. I have made amazing friends in meeting my delightful co-mentors and mentees. I have bonded with them and have learnt so much about myself throughout this experience. I have been lucky to be a part of such a wonderful program that shapes our future generation and would gladly recommend everyone to join this program, even if you are certain about your future because the benefits of this program are truly invaluable.”

"I liked the mentors a lot. They talked about universities that are available for us."

"It was fun learning about Uni. This program gave me an idea of what I want to do in the future."

**MENTEES FROM GRANVILLE BOYS
HIGH SCHOOL**

Other activities and events

PACIFIC ISLANDER MENTORING PILOT PROGRAM

The Pacific Islander Mentoring Program was piloted at Granville Boys High School in the second half of this year. The pilot program involved three mentoring sessions which ran over six weeks and engaged 14 mentees (years 7–9) and five mentors. This program developed from the needs identified by the school to broaden aspiration for boys from Pacific Islander backgrounds. Mentoring was recognised as the preferred model as studies have found mentoring relationships are central to engagement and retention of Pacific Islander students in tertiary education. The overall aim of the program was to broaden aspiration and provide information and guidance through interactive and engaging sessions. Sessions involved sharing personal stories, goals setting, exploring career options, visits to university and exploring pathways to university.

Following the success of the pilot program we will implement the program in 2015. We would like to thank Granville Boys High School for their support in developing this program.

NATIONAL YOUTH WEEK CELEBRATION, 9 APRIL

As part of National Youth Week we hosted a forum of ideas on campus for university students to celebrate young people's contribution to their community.

The inclusive dynamic environment enabled university students to share what inspired them about asylum seekers and refugees and spread hope through messages and dialogues.

Students were also provided with practical points of action about issues they are passionate about, such as volunteer opportunities with LEAP – Macquarie Mentoring (Refugee Mentoring).

The National Youth Week Celebration created a powerful platform for students to network, become more informed and active citizens, and appreciate the contributions of young people to the wider community.

REFUGEE WEEK CELEBRATION, 11 JUNE

As part of Refugee Week this year, we hosted an evening event with a focus on promoting awareness and discussion about issues faced by people from refugee backgrounds in Australia.

A video about the mentoring program was premiered at the event, and a panel discussion was held about the experiences of the program and the effect it is having on wider refugee issues in Australia. Panellists included Professor Sherman Young, Sonal Singh from the program team and past Macquarie Mentors Maxwell Vanday and Tahmina Ansari. Past mentors spoke about their experiences coming to Australia as refugees and the positive impact mentoring other students from refugee backgrounds has had on them. The event was opened by Vice-Chancellor Professor Bruce S Downton who expressed immense pride in the work the program has achieved and the number of lives it has touched and changed since it began. Other attendees included Vic Alhadeff, chairman of the Community Relations Commission, Jerome Laxale from Ryde City Council, filmmaker Roberto Giunta, members of the University executive, University staff and students, as well as representatives from local refugee support agencies.

"I feel like I've become a more well-grounded individual. It has broadened my perspective and I've become a more global citizen and more open-minded."

"It is a great opportunity to associate myself with people from different backgrounds, different year groups and different degrees. Becoming friends with people I never thought I would but am now is really great."

"The intention and passion to make change is great, but to have a program and a bridge that allows you to be proactive and see the change is even greater. It allows for greater relations in the community."


MACQUARIE STUDENT MENTORS

MENTOR CELEBRATIONS

Mentor celebrations were held at the end of each semester to thank our volunteers for their efforts, enthusiasm and commitment towards the program. As the mentoring journey is a growing experience for mentors and mentees, the celebration is a chance for the mentors to get together to reflect on and share their experience.



PHOTO CAPTION: (L–R) Sakina Moosawi, Professor Sherman Young, Pro Vice-Chancellor (Learning, Teaching and Diversity), Tahmina Ansari (panelist, Macquarie Alumni and former mentor), Shamsia Moosawi (former mentee and current student), Professor S Bruce Dowton, Vice-Chancellor, Maxwell Vanday (former mentor and Macquarie Alumni) and Professor John Simons, Deputy Vice-Chancellor (Academic).



"I say to everyone that I get more out of this program than I do give back to them. Even though we're there to help or give back to the community, I feel that I am getting so much out of this program. I wish I could give them what they have given me."

MACQUARIE STUDENT MENTOR



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