into
intercultural mentoring
tools to support migrant
integration at school

OXFAM
Italia

GUIDELINES TO IMPLEMENTING THE MENTORING MODEL

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1 Introduction

The INTO project is a Comenius Multilateral Project, under the heading: '*Reducing early school leaving, improving the learning of students with migrant background and Roma pupils, as well as promoting gender equality and inclusive approaches to learning'.* This priority has involved a fruitful European partnership between OXFAM Italia, Oxfam Italia Intercultura, SAL (Universidad de Salamanca), CARDET (Centre for the Advance of Research and Development in Educational Technology); San (University of Social Sciences in Lodz; and Southampton – University of Southampton.

The project aims to promote strategies and methods that help students with a migrant background at risk of dropping out of school to maintain their motivation, through the development, testing and validation of an *Intercultural Mentoring Programme* based on empowered peer education methodology. The project promotes an innovative model that fosters young people's sense of initiative and motivates students with a migrant background to fulfil their educational potential. Intercultural mentors will provide support to peers during their learning, will help them to study and offer support with their homework.

Furthermore, the project helps young people to acquire the life skills and competences essential to their personal development, future employment and active European citizenship. The Intercultural Mentoring Programme and educational tools proposed by the project stimulate both the process of learning and the motivation to learn. Mentors give individual guidance, appealing to the strengths of the pupils, stimulating and directing their talents. The informal character of the guidance is the key to the mentees' acquiring life skills and competences.

In line with the operative objective of the Comenius Programme, to support improvements in pedagogical approaches and school management the project influences the structure of school education systems and the way in which schools and teachers relate to migrant pupils by contributing to the capacity-building of teachers dealing with heterogeneous and multicultural classes. The project provides new, inclusive approaches to teaching and learning in multicultural contexts. These are aimed at innovating school systems through an empowered peer education methodology based on collaboration between a 'senior' student with a migrant background and school staff.

These *Guidelines,* the *Toolkit for Teachers, Trainers, and Professional and Pastoral Staff* and the *Toolkit for Intercultural Mentors* are the outcomes of the project and together form a pedagogical and operative manual for school leadership, teachers, professional staff and trainers in welfare associations, NGOs and universities who may wish to employ the Intercultural mentoring programme in secondary schools. The three tools are matched and should be used together. These *Guidelines* include the theoretical and methodological sources of the mentoring model and relate the main experiences of mentoring projects undertaken in European schools.

The core of this *Guidelines* document is the section on applying the Intercultural Mentoring model in secondary schools. We wanted to describe and clarify the different steps and the considerations to bear in mind when implementing the model. The two *Toolkits* (*Toolkit for Teachers, Trainers and Professional and Pastoral Staff,* and *Toolkit for Intercultural Mentors)* include explanations of the training programme to develop the intercultural competences and skills of staff and to form a pool

of intercultural mentors that could serve within a secondary school to promote the social inclusion of foreign students and to combat drop-out and academic failure. In both *Toolkits* are learning activities and educational tools, both for face-to-face training and for e-learning. All these materials could be used, making adaptations prompted by the different educational contexts. It should be emphasised that the presented materials include proposals and inspirations for teachers implementing peer mentoring methodology at schools. Among the work ideas, methods, activities and tools presented in *Guidelines* and *Toolkit for Teachers,* the teacher can freely choose the ones that will work best in a particular school or class group, taking into account particular organisational and time limits. Individual activities and materials can also be changed and modifed by teachers – shortened or adapted to the educational context.

All three documents (*Guidelines, Toolkit for Teachers, Trainers and Professional and Pastoral Staff,* and *Toolkit for Intercultural Mentors*) may be found on the website: http://www.interculturalmentoring.eu

2 Intercultural Mentors: Methodological aspects

A recent development in tutoring in Europe is the rise of intercultural mentoring (or tutoring) aimed at limiting the distress and difficulties that may be experienced by immigrant students from the early years of school through to university. These students have to face the challenges of learning a new language and understanding a new culture while having to deal with a school system different to the one they came from. It must be noted that not all migrant students will experience these difficulties, therefore such approaches should be used only where deemed appropriate and necessary. Mentoring is a rather broad term referring to a range of activities where support is given, one to another, through appropriate training. Cowie and Wallace (2000) divide approaches into two broad categories: those that emphasize emotional support and those that emphasize education and information giving. Mentoring can be undertaken between older and younger students (cross-age) or between peers. As these authors argue, the mentoring process involves a process of support between a more experienced student (mentor) and a less experienced student (mentee).

In general, intercultural mentoring consists of encouraging students from different cultures to collaborate by working in pairs. One student may be from the host culture and the other the newly arrived immigrant, or they may both be from the same culture of origin but have achieved different degrees of integration into the host society or school.

Many studies, mainly in the United States, have highlighted the benefits of tutoring programmes. A meta-analysis of findings from 65 independent evaluations of school tutoring programmes in the States (Cohen, Kulik and Kulik, 1982) shows that such programmes have positive effects both on the academic performance and on the attitudes of those who receive tutoring. In addition there are positive effects for those who act as tutors. Consistently positive effects have been found in different countries, across different age groups (from young children to adults) and in different areas of the curriculum (Higgins, Kokotsaki and Coe, 2011), so an investment in such approaches would seem worthwhile.

There are two structural reasons and just as many reference models behind the initiatives with mentor figures in a variety of countries. They develop mainly in areas with a long history of immigration that, as a consequence, can count on the deep-rooted presence of citizens with foreign origins, distributed over several generations. These areas are characterized by high concentrations of immigrants and children in specific neighbourhoods and city districts. At the same time, they are based on a strong desire to acknowledge and increase the value of foreign communities, and of the different origins and 'belonging' of each. On the basis of this conviction, the direct intervention of an 'internal' figure is considered, in certain cases, to be much more effective and long-lasting; a figure who has close and corresponding biographical and cultural traits with the recipients, compared, for example, to the role of an ordinary service provider. From this point of view, similarities and possible consequent mirroring may be central to unblocking difficult and provisional situations that require focused attention and coaching. What is more, mentors almost always work in neutral and informal settings, or within the family and home of those they accompany and support. In other countries, however, there is a tendency to highlight the needs of foreign citizens and their children to be considered as individuals, not as belonging to specific communities and groups, for successful integration. These diversities may also explain, at first glance, what might seem to be a confusing use of terminology, mainly of the terms 'tutor' and 'mentor'.

The opportunity to introduce/reinforce the role of the Intercultural Mentor in secondary schools also derives from recognized and widespread critical issues in European school systems: schools' main failure, with the highest incidence of drop-out, is during the move from primary to secondary school. This is a crucial time for every student, marked by concerns and expectations. Usually the fears are about changing friendships, relationships with older children, new subjects and teachers and the complexity of new learning. These are accentuated for boys and girls with a migrant background and particularly for new arrivals, who are often more vulnerable. It is mainly to offer support to them during this move up to secondary school that tutoring becomes relevant and offers benefits. Of course, this is not the only time that a tutor resource can be applied and schools should use the suggested approach in a flexible way, as and when they feel that is needed.

Our project considers introducing two mentor profiles:

- an 'older school friend' chosen from students in the final years of the same secondary school;
- an external person chosen from the university, an association/school council or another student who shows interest in the social and educational experiences of immigrant students.

In the fourth section the different competences and skills needed to be a mentor are explained for each of these two kinds of profile, in addition to their roles and functions within schools. In general, the introduction of an intercultural mentor figure, both internal and external to the school, answers specific objectives both for the school and for students in difficulty. For the school, these objectives are to:

a. improve internal reception-integration-interaction;
b. aid interpersonal relationships in the school and the classroom;
c. encourage the individual to feel at ease alone and with others;
d. promote forms of collaboration, solidarity and mutual aid;

e. reinforce responsibility and the ability to take on commitments;
f. contribute to creating a climate within the school that aims to establish the school community effectively;
g. improve the school's provision of education as a whole.

With regard to students in difficulty, the objectives of the project are to:

a. encourage inclusion, interaction and integration into school life and the classroom;
b. encourage recognition of the mechanisms of how the school functions: rules, organization, timetables, rights–duties, deadlines, etc.;
c. encourage participation in initiatives, groups, school and extra-curricular events;
d. take an interest in the educational process and support the pupil faced with difficulty with advice and suggestions;
e. take an interest in school results and provide support in the learning process, in school commitments and organizing home study, in preparing homework and in oral and written tests;
f. help to recognize skills and potential and encourage confidence in their own resources.

All of the above relate to notions of inclusion where the emphasis is on making sure that all students feel valued and welcome in schools.

In other words, through such an approach diversity in schools is valued and the empowerment of its members is achieved at various levels. We see empowerment as being achieved at two levels: for the mentor as well as the mentee. Through the training that he/she will receive, the mentor will develop certain skills that will be empowering and, ultimately, though the support that will be provided to them, mentees will be empowered to become independent and confident learners in school as well as other contexts.

3 The Intercultural Mentor Model in European Schools

Even though peer mentoring is a methodology regarded by education experts as supporting integration and class dynamics (Durán and Vidal, 2004), the INTO need analysis report (http://www.interculturalmentoring.eu/) finds that it is rarely used in the classrooms of the project partner countries, with the exception of United Kingdom.

Throughout this section we will refer to the results of the baseline study and focus groups undertaken, paying attention not only to specific training needs but the main aim of promoting strategies to help migrant students at risk of dropping out to maintain motivation to complete their studies and achieve better social and economic integration.

First, regarding the needs and problems for teachers and students in this specific methodology, we have identified the following situations:

- Teachers are not keen to give students the initiative; it is hard for them to put themselves on the same level and they think they might begin to be seen as unimportant or even (in extremely rare occasions) dispensable.

- Teachers find it difficult to let students resolve issues in their own way; maybe this is a question of control and a fear of losing their authority. Many teachers have problems with what they see as relinquishing part of their authority to their students, when what they are really doing is helping the students to help each other.
- Teachers find it difficult to deal with students at different levels of competence in diverse skills, and they need training to do so. However, studies (Durán and Vidal, 2004) have shown that that, importantly, difference is not exclusively detrimental to students; it may be pedagogically beneficial to everyone involved.

One aspect to which teachers need to pay attention is students' possible lack of confidence and skill, combined with a possible lack of willingness on their own part to teach them how to perform. Before even starting training to be a mentor, students need as much confidence as possible, within reason, in their skills and their chances of success. The same goes for teachers: they need to realize that they are still (and probably will always be) extremely important to students' teaching/learning process and to trust in the decisions that they make in terms of choosing peer mentoring as a method in class, on the partnerships they create between pairs of students, on advising and training the mentors, on how to assess the results and so on. A related issue is that if results are not as good as were expected, this may affect mentors' and even teachers´ self-esteem. No one involved in this methodology should doubt themselves if something goes wrong, or at least not as well as expected. They need to refrain from automatically blaming themselves, and training plays an extremely important part.

There is a need to train teachers how to motivate pupils: one of the main problems that teachers encounter nowadays is students' lack of interest in anything academic, whereas in past decades students were naturally motivated to learn. Now, teachers must engage with students´ own interests and hobbies to spark them off, and perhaps this, besides of course their shared migrant background, might help to establish pairs of students. If two students have interests in common or like the same things it will be much easier for them to relate to and work with each other.

There is also a need for training to teach children to be leaders: mentors and peer educators need not only to be motivated but to be able to act as a leader, which at their age can sometimes be difficult. A mentor leads that person through a hard time, and to do so students need to be able to assert their opinions and knowledge above their partner´s.

Teachers need to be extremely observant, not only in terms of academic results but on class dynamics and each student's skills and competences, to choose mentors correctly and pair them with the mentee they will help the most.

Besides integrating students, programmes need to celebrate diversity. We want students to be aware of how they are different from each other, but what we do not want under any circumstances is for these differences to drive students apart. Students need to realize that differences, whatever their nature, are actually valuable and not something that separates them. With people unlike one another we learn new things, not only in terms of knowledge but by improving our empathy and ability to understand others better.

Student mentors might train other students when they have to stop being mentors, for whatever reason. They could and should be involved in the next round of mentors´ training, perhaps during a question and answer session so that trainees may speak directly to someone who has gone through what they are currently experiencing, and who probably has had the same or similar doubts. They could also keep in touch, so if trainees had other questions they might turn not only the teacher but to past mentors. Another way could be to ask the departing mentors for suggestions to improve the training or any part of the process.

University students could act as mentors. Especially those studying to be high school teachers or counsellors would really benefit from such an experience, and the mentees would have someone to look up to who is closer to their age than their teachers.

For the success of the programme, it is very important that the process of mentoring includes families – of the mentors, as well as their mentees. During informal contacts between the teacher and parents or during information meetings, the teacher should present the aims and objectives of the programme. The teacher should also be ready to answer any possible questions or concerns about the relationship between mentor and mentee that the parents may have. On the one hand, there may be concerns about how the family of a student might react to the idea of him or her becoming a mentor, perhaps not being in favour of the programme. In this case, teachers need to be prepared to liaise with the family to calm fears and answer questions. The family may need to be made aware of the benefits for the students (they will understand everything better, their communicational skills will improve, they will make new friends, they will always be safe, and so on). On the other hand, the mentee's parents should be educated that participation in the programme may help their child to overcome difficulties with school and the language barrier, and to help find themselve in a peer environment.

In other words, there is a need to train teachers how to engage interested stakeholders to cooperate, especially parents and other family members. In addition, there is a need to train them to be more aware that some children have an intercultural background. Migrant students are not always from other countries but may be second generation, meaning that they were born in the host country. These students may nevertheless also need help, which is why teachers need to be able to identify this type of student promptly. The earlier they receive help, the better the result will be.

In terms of experiences of intercultural tutoring in the countries involved in this project some of the most important are the following:

ITALY	
NAME OF THE PROJECT	The welcoming classmate
OBJECTIVES	Help the new students in their arrival to the school.
STUDENTS INVOLVED	Pupils of the same nationality and language (both newly arrived and already established in the community) *Because the presence of tutors "is meant to reassure the families, but also new pupils in need of reference points"*

MENTORS	Selected from among more mature pupils - are therefore positive figures, well integrated within the school context regarding the educational and relational aspects, and share the new student's nationality and language. Tutors are awarded training credits and find schools allow them a reduction in homework to ease their tutoring commitments.
METHODOLOGY	• A family enrols the newly arrived child at the school. • They with the intercultural contact of the school who is also the linguistic facilitator. Also present in this meeting, is a pupil of the same nationality They explain how the school works • The young tutor then takes care of the newcomer and waits for him/her in the lobby during the first few days, accompanies him/her, reassuring them that the school is a welcoming place, and helps the new arrival to make new friends. • They spend time in the common areas together, promoting peer support". • The new arrival and his/her family have the chance to ask the contact person questions, as well as the tutor (practical information about the school, the atmosphere, organisational and economic information...) in a more confidential and free context (the contact person leaves them alone). • The tutor then refers the family or new student's fears to the teacher
RESULTS	Excellent "Having to explain lessons to someone else helps the tutors to master their knowledge better, while the new arrivals feel welcomed and express their difficulties with less fear," "The youngsters, both foreign and Italian, believe that being a tutor is an exciting challenge and the proposal was met with enthusiasm"

SPAIN	
NAME OF THE PROJECT OR PLACE WHERE IT TOOK PLACE	**I.E.S. Can Puig of Barcelona** http://iescanpuig.com/
OBJECTIVES	They paid attention to three main aspects: reading, writing and speaking.
STUDENTS INVOLVED	30 students of the fourth and last year of Compulsory Secondary Education.
TUTORS	In this case the tutors were 15 fourth year students with special learning necessities related to languages.
METHODOLOGY	• There were three sessions in which tutors were told what was expected out of them and what their role must be. • In those sessions students also showed their interests and hobbies in order to make the couples as equal as possible. • At first it is the teacher who controls how the time is managed and after the first days that decision was made each couple.
RESULTS	The results were positive for all involved: students and teachers (Seguí, 2006).

CYPRUS	
NAME OF THE PROJECT OR PLACE WHERE IT TOOK PLACE	Education Priority Zone
OBJECTIVES	To share information among each other, collaboration, improving their knowledge and their skills, changing habits and behaviors
STUDENTS INVOLVED	Mostly migrant with problems with the language (tutees).
METHODOLOGY	• In this framework students have most frequently the opportunity of peer education in many activities, such as theatre, music, dance, painting, etc. • In such activities, mixed groups are formed from students who share similar characteristics like age, educational background, and life experience. • In these activities teachers use to maximize students' initiatives and ideas through collaboration among peers, listening each other's, providing feedback to their peers. Furthermore, teachers in these activities use to promote equal communication among peers and avoid hierarchy
RESULTS	80.7% of students were neutral to strongly agreeing to their study in ZEP schools 77.4% of students were neutral to strongly agreeing to participate in the ZEP activities 64.5% of students stated that their performance in the Greek language courses improved 89.8% of students stated that ZEP activities promote relationships among students

POLAND	
NAME OF THE PROJECT OR PLACE WHERE IT TOOK PLACE	Tutors of young refugees
OBJECTIVES	The improvement of education, including the knowledge of Polish, as well as psychological support and an increase in the level of integration with peers of children from refugee families residing in Warsaw.
STUDENTS INVOLVED	Tutor care was provided to 50 children, mostly primary school students.
METHODOLOGY	• The schedule of meetings with a tutor was supplemented with psychological and educational support, and individual teaching support provided by volunteers.
RESULTS	The project was implemented in public schools in the capital city of Warsaw, in a centre for persons applying for international protection and other places of residence (including council and private flats) of its ultimate beneficiaries

UNITED KINGDOM	
NAME OF THE PROJECT OR PLACE WHERE IT TOOK PLACE	Buddy system
OBJECTIVES	To help the EAL (English as an Additional Language) newly arrived students
STUDENTS INVOLVED	EAL (English as an Additional Language) for newly arrived students
TUTORS	The buddy needs to be a confident pupil (ideally, but not necessarily, sharing the newcomer's language).
METHODOLOGY	• The guidelines given to schools in "Aiming High: Meeting the needs of newly arrived learners of English as an Additional Language (EAL)" document, suggest that the buddy needs to be a confident pupil (ideally, but not necessarily, sharing the newcomer's language). • The 'buddy' will act as a friend during the first days and weeks. • The buddy needs to be briefed to support the new arrival in specific situations: using the toilets, lunchtime, playtime, physical education and any lessons that take place outside the main classroom area and may involve different adults

4 Process of Applying the Intercultural Mentor Model

We now attempt to split the Intercultural mentor approach into stages of implementation, specifying objectives, actions, organizational methods, roles and reference figures. This is a working hypothesis that takes into account the approach's feasibility, establishing the objectives, duties and roles of the various individuals called upon to act: school leadership, liaison teachers, and teachers in general, families, students and the school community as a whole. More specifically, it outlines a reference framework that incorporates the elements that allow the project to be implemented, step-by-step. It highlights those involved in the process and their roles, but also their objectives, who does what, how and when.

The main steps involved in the initiative are shown below in a schematic map. The schools testing it will, of course, take this work as a general outline to be integrated, adapting or reviewing it depending on their specific requirements and working conditions. However, there are two key factors to the approach on which agreement is essential, as already justified:

a). That the mentor is an 'older school friend': students in their final years of secondary school or at university undertake this role according to the organizational methods proposed here and adapted by individual schools to fit their context and needs;

b). That the activity of intercultural mentoring support and coaching is mainly aimed at newly-arrived immigrant students in the first year of secondary school.

An essential condition for the project's success is that it is recognized as increasing the value of the school's educational provision overall.

FIGURE 1 Mentoring programme process

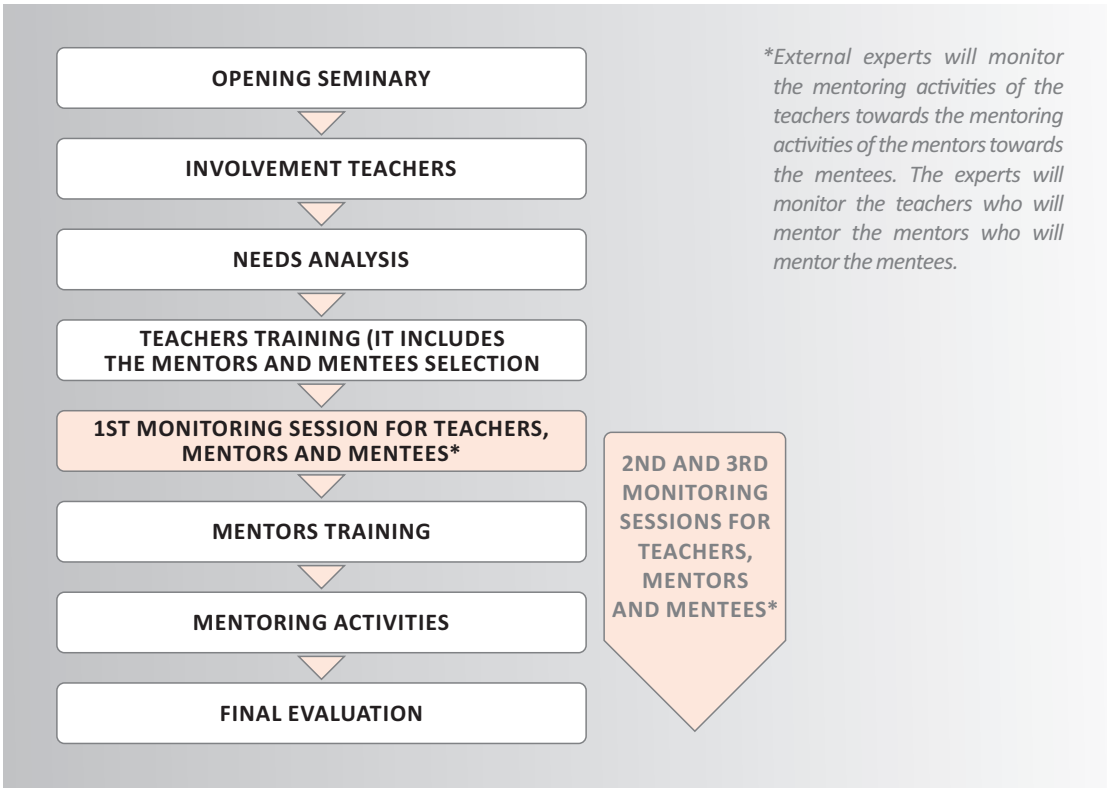
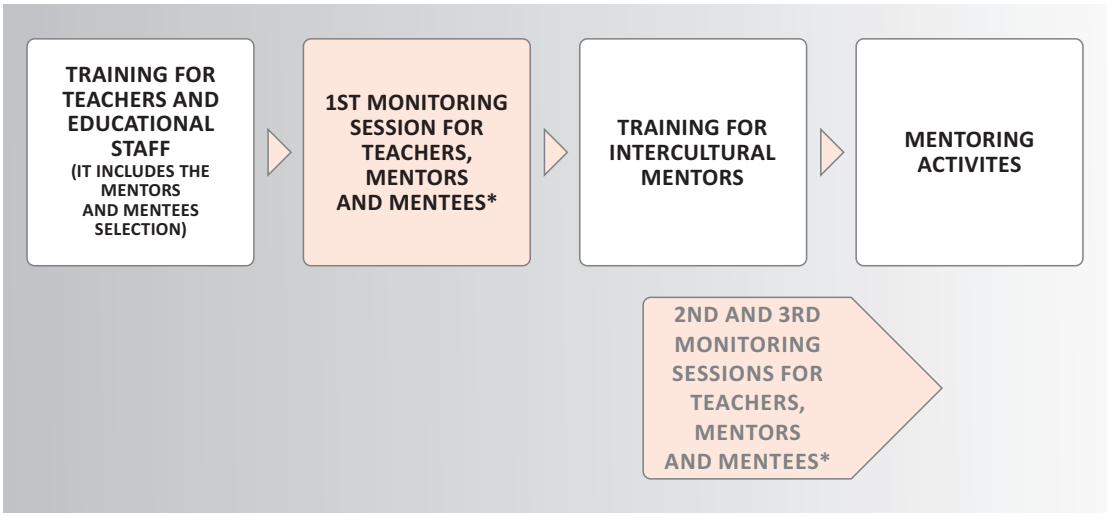


FIGURE 2 Focus of the essential steps of the mentoring process programme.



4.1 How is a mentor chosen?

There are different procedures for choosing mentors from within the school, depending on who is to be involved:

A) secondary school students at the school;

B) university students or young volunteers from welfare associations.

A) In the first scenario:

The group of teachers that coordinates class councils and/or liaison figures for intercultural issues, pastoral guidance and academic attainment, or a different figure, identifies one or more pupils with the qualities broadly outlined in the previous paragraph. They speak to the person concerned, explain the project, verify their availability, involve the family and formalize the agreement. The school offers these students the opportunity to carry out a tutoring experience within the school and communicates this opportunity to them and their families in a variety of ways (invitation, letter, verbal communication, and so on). Students are invited to submit an application, and this is followed by students being 'selected' according to the working profile.

B) In the second scenario:

Professional staff at the university, welfare association or NGO involved in the project chose the mentor figures from among their younger students or volunteers, whether foreign or not, who possess a migrant background and have had a positive experience of social inclusion.

4.2 The mentor group: Characteristics

In order to allow the full development of the approach's potential, small groups of mentors should be set up within each school or community. These are coordinated by a liaison teacher, or by an external staff of trainer with a strong presence in school, to form an actual active working group. Periodic sharing of objectives and experiences between student mentors becomes a central aspect and an opportunity for growth during sessions to prepare them for the task, in the actual tutoring and at the final stages. When forming the mentor group, wherever possible the school should take into consideration the following important aspects (in addition to the age 'gap' between tutor and tutee mentioned earlier):

- it should be multicultural: it should include both native and foreign students with direct experience of migration, also 'second generation' youngsters and native students of foreign extraction; it should be of mixed gender, and should include bilingual youngsters since this enhances
- the perceived value of the first language of foreign children.

When choosing mentors, aspects that teachers need to consider is that they should be:

- An older student
- Someone respected
- Genuinely motivated
- Able to empathize with others
- Able to recognize difficulties.

4.3 Preparing for the task of mentor

Once their availability has been verified, mentoring candidates need to be prepared for the task with an appropriate training course. The school identifies an internal or external trainer to coordinate the training. A group of mentors works within the school to boost a continual exchange of experiences between peers, as the periodic sharing and exchange of objectives and experiences between several student mentors is essential during the preparation stages, the actual mentoring and the final stages.

4.4 Who are the students who need mentoring?

In collaboration with the school authority and a pupil's parents, it is teachers that identify mentees. First and foremost, they should think of students facing particular difficulties, those at risk of isolation, loss of motivation and academic failure as needing mentoring, but this is also true of any student who for whatever reason may find themselves in this situation. They may be identified in the same way as specified above for mentors. It is important to explain the significance of the project and what it provides not only to the students but to the parents, and to obtain their consent. All details about individual students' difficulties are confidential and cannot be shared with others.

4.5 When can the mentor step in?

As the project involves students who must all continue to attend lessons, the allocation of time to be devoted to the initiative is important and should be handled carefully. We believe that the student tutor should step in especially at the following times:

INFORMAL CONTEXT

a) before school, that is, early in the morning before lessons begin, during the period when the children are free to meet and to establish contacts and friendships, and when they may be set apart or isolated, they may isolate themselves or may be excluded by others;
b) during break, when the children have a short time to spend on their own, forming groups, cultivating friendships and exchanges, playing games and establishing relationships;
c) after school, at the end of lessons, on the way home, waiting for the bus;
d) outside school, which may be an important opportunity for making friends; includes meeting outside the school premises, enjoying social and recreational activities, meeting other people, pursuing hobbies and even meeting up to offer study support.

It should be noted that the timing of support activities depends on procedures and rules in place in each country. In some countries (for example the UK), support might only be possible in school hours.

SEMI-STRUCTURED CONTEXT FOR HELPING WITH STUDIES
e) within extra-curricular workshops organized in collaboration with the local authority and aimed at strengthening linguistic skills (L2) and offering study support. The workshop is supervised by a teacher from within the school or another educator; f) extracurricular or inter-school activities (school meetings, work groups, student initiatives, cultural events, celebrations, meetings with external experts, etc.) and other occasions such as early finishes or late starts.

4.6 Who supervises the mentor's work?

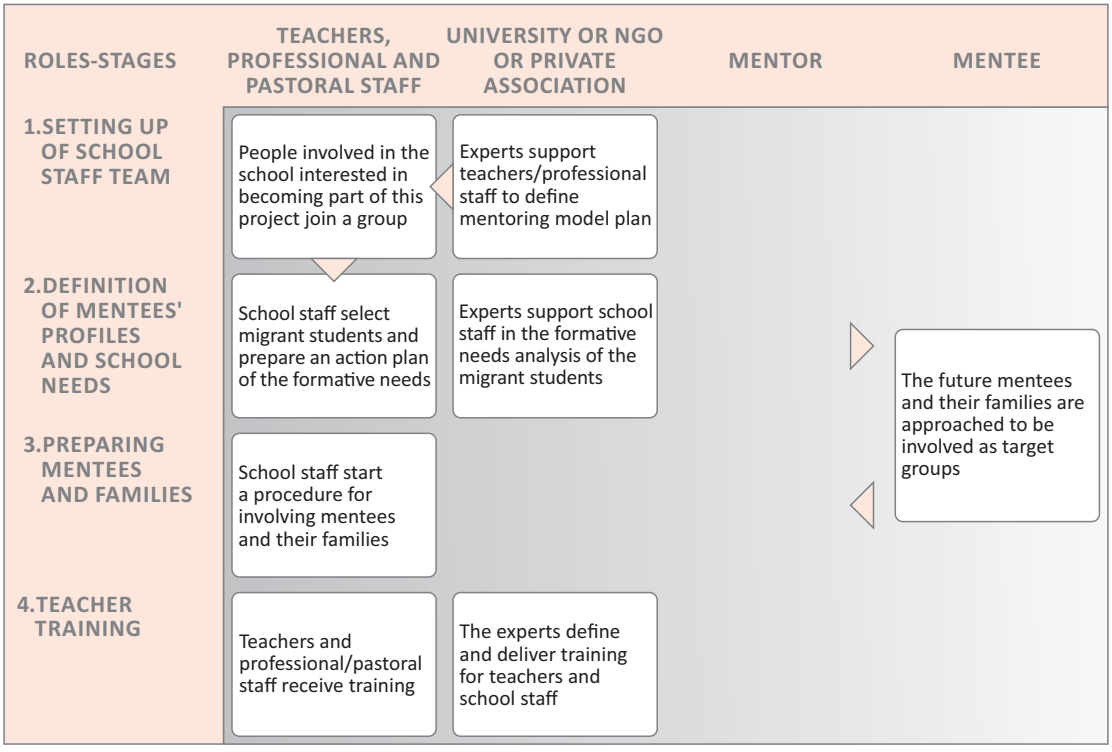
Mentors carry out their tasks while keeping in touch with the liaison teacher responsible for monitoring progress and offering support with advice and suggestions. The teacher meets periodically with the students chosen for the task to assess the various situations, to allow socialization of the experiences, to find solutions to difficult situations and to plan the next steps. The liaison teacher maintains contact with the class council coordinators involved, seeking to involve all the school figures, in particular the head teacher who is the sponsor and prime promoter of the initiative.

BRIEF OUTLINE OF THE ORGANIZATIONAL MODEL	
OBJECTIVES OF THE SCHOOL	• To improve the school's provision of education as a whole; • To improve the reception-integration-interaction procedures at secondary school; • To develop organizational learning models to encourage the educational success of foreign students at secondary school.
WHO FINDS THE MENTORS	• The school council coordination teacher and/or other teachers.
WHEN THEY MAY INTERACT	• Before school, early in the morning before lessons start; • During break, when the children have a short time that they spend on their own, forming groups, cultivating friendships and exchanges, playing games and establishing relationships; • After the end of lessons, on the way home, waiting for the bus. These are key moments when the student tutor can develop friendly actions of approach, contact and exchange, to encourage relationships, based on being a discreet helpful presence and on respect; • During extracurricular or inter-school activities (school meetings, work groups, student initiatives, cultural events, celebrations, meetings with external experts, etc) and other occasions such as early finishes and late starts. During after school workshops or language training outside of school hours, in the presence of a coordinator (teacher, a worker from outside the school…);

	• During school, in the classroom, in extra-curricular activities; • Time spent outside school (for example: meeting outside the school environment, enjoying social and recreational activities, meeting with other people, pursuing hobbies and even meeting up to offer study support).
CRITERIA FOR SELECTING MENTORS	When forming the tutor group, wherever possible the school should take into consideration the following important aspects: • Proximity of age: the tutors should be close in age to those they will work with, though not exactly the same age; • Plural belonging': the tutors in the group are young native and foreign students who have directly experienced migration, but also 'second generation' youngsters and native students of foreign extraction; • Mixed gender: that is, a 'mixed' group in terms of gender; • 'Linguistic and multi-linguistic proximity': inclusion of bilingual youngsters, as this is an element that enhances the perceived value of the native language of foreign students.

In this next section we describe the different functions, rules and steps of the actors involved in the implementation of the mentoring model. School staff, professionals, trainers or an education experts from universities, welfare association or NGOs have different roles to undertake, each requiring special attention.

FIGURE 3 Steps and actors in the process



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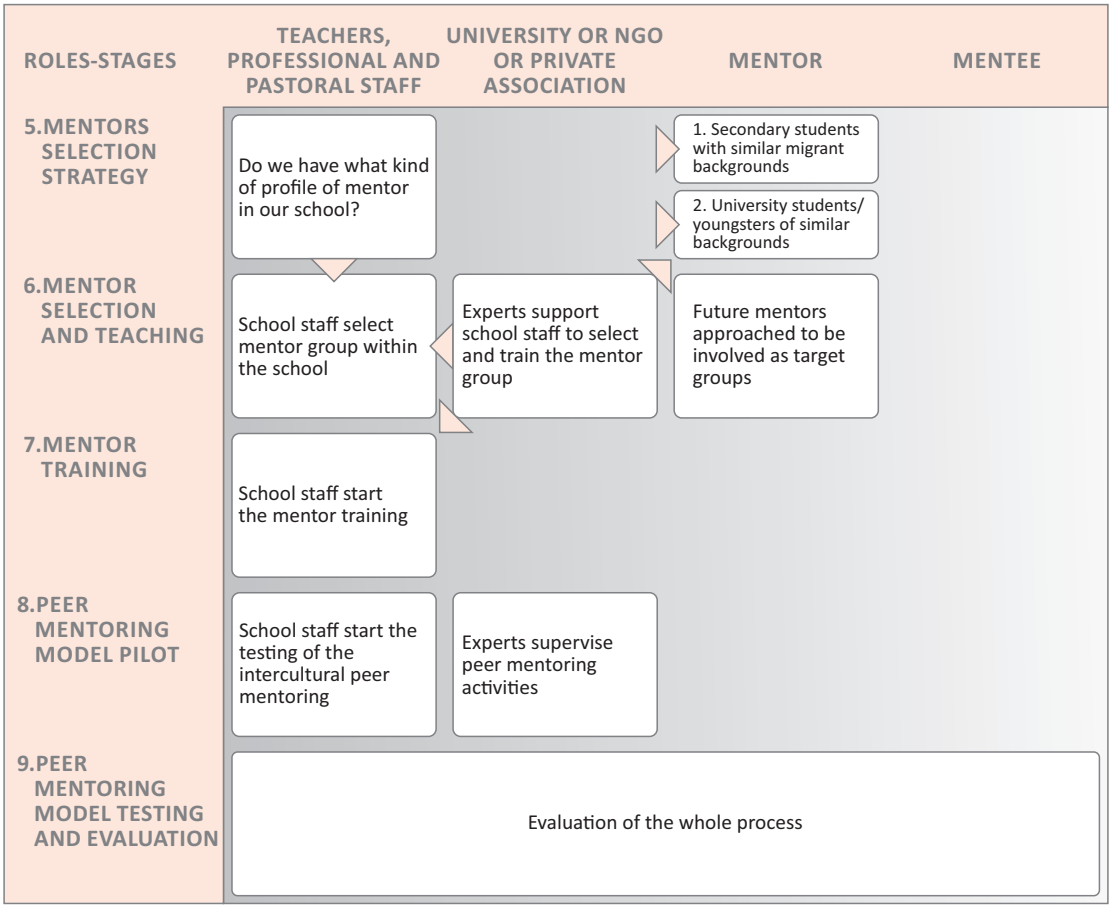
intercultural mentoring tools to support migrant integration at school



5 Glossary

Mentoring

The term 'mentoring' is that which comes closest, semantically, to the term 'tutor'. It indicates a dual relationship between an adult and a minor, between a person who has expertise in a specific area and an inexperienced person, or even between peers, and aims to encourage development. In a pedagogical context, mentoring takes the form of an educational relationship where an adult (or an older student) helps an individual having difficulty developing their resources. Mentors offer themselves as a possible model of reference, with the main objective being to help the other person bring to the fore and develop their social and interpersonal skills needed to fit into school/social life.

Mentor

- **Internal:** students, preferably with a migrant background (personal or family; immigrant or second generation and/or native student). Native students, preferably enrolled in the final years of secondary school (15–18 years of age), but could also be the same age as mentees. Recognized foreign or native students, esteemed by companions, with a positive scholastic and social background;

- **External**: students with a migrant background and/or native student enrolled at university, or recently graduated, or youngsters from welfare associations or voluntary work aged 18–25. Must be motivated by the themes of reception and diversity.

Mentee

A student aged 11–16 with migrant background (either newly arrived or second generation) who is experiencing problems in terms of school results and general development, on the brink of dropping out of school and/or showing signs of absenteeism.

Migration

Is the movement by people from one place to another with the intention of settling temporarily or permanently in the new location.

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7 Website addresses of the partners

www.oxfamitalia.org - coordinator
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www.cardet.org
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www.southampton.sc.uk