FEINAMC
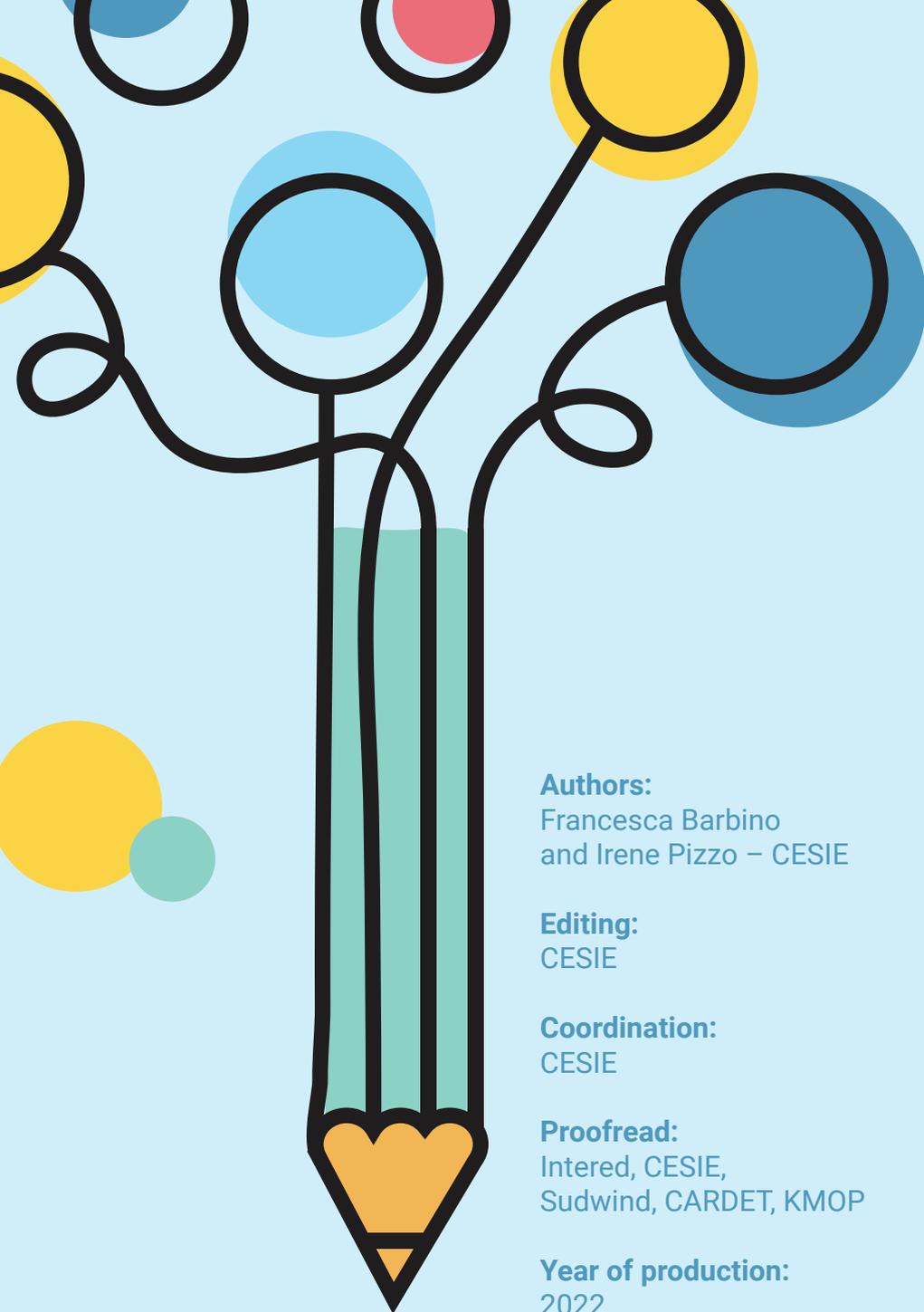
**Foster Educational Inclusion
of Newly Arrived Migrant Children**

INTERCULTURAL
PEER MENTORING

Guideline for Teachers

PARTNERS

InteRed
por una educación transformadora

cesie
the world is only one creature

CARDET

KMOP

SÜDWIND

Contents

Introduction

With the FEINAMC project, we wanted to replicate and upscale **two good practices,** being projects and initiatives implemented in the past and considered as successful, to foster the inclusion of newly arrived migrant children in the formal educational systems in Austria, Cyprus, Greece, Italy and Spain, in specific, and in the European Union, in general.

These two good practices, being the "Prior Learning Assessment Tool" and the "Peer Mentoring Programme", were already implemented by other European organisations under the EU-funded projects IntegratEd - Promoting Meaningful Integration of 3rd Country National Children to Education (project number 776143) and CIRCLE - InClusIon of Refugee ChiLdren in Education (2018 – 3027 / 001 – 001). What we are doing, by replicated them, is to transfer them to a wider scale, a different context and implement them at a systemic level.

Regarding the **Peer Mentoring Programme**, during the year 2021/2022 we implemented it in 20 schools in the 5 partner countries (Spain, Italy, Greece, Cyprus and Austria), reaching a total of **212 students** (104 pairs of mentors and newly arrived migrants-mentees) and their teachers. We also met some of them, during an International Exchange Seminar held in Palermo in May 2022.

These guidelines are created for all teachers from European schools who want to **know more about how to replicate and implement a Peer Mentoring Programme** in their schools, and through it wish to work on a better inclusion of migrant children in European schools.

The valuable feedback and inputs of the teachers and students of the schools, in which the mentoring program was implemented in the pilot phase, has been crucial to enrich this final guideline version for teachers. The following 20 schools were involved: **Austria**: Bildungscampus Liselotte Hansen-Schmidt (Wien, 22), Fachmittelschule /PTS (Wien, 15), Mittelschule Steinergasse (Wien, 23) and Zentrum Integrativer Schulen (Wien, 17); **Cyprus**: Evridiadio Gymnasium Larnaca, Ag. Ioannis Gymnasium, Paralimni Gymnasium; **Greece**: 3rd Gymnasium Echedorou (Thessalonikis), 19th Gymnasium Thessalonikis, General Lyceum of Intercultural Education of Eastern Thessaloniki, 2nd Gymnasium of Stavroupolis, 2nd Gymnasium of Neapolis : **Italy**: IT Volta (Palermo), ENDOFAP (Palermo), IS Einaudi Pareto (Palermo), Liceo Sabin (Bologna); and **Spain** (Colegio Purísima Concepción; Colegio Vedruna, CEM Hipatia FUHEM; Colegio Santa Isabel-La Asunción.

1

Inclusive education - the context

Inclusive education - the context

Migrant students' inclusion and participation in education is of paramount importance not only to ensure the children's rights and combat discrimination, but most importantly to promote the well-being of children and of society. It is widely known that migrant children, additionally to the migration process which is often traumatic and the frequent inability of the socioeconomic context to provide adequate resources for welcoming them, can experience a series of obstacles also when it comes to their inclusion in the education systems of the host countries.

"student who is well-integrated into the education system both academically and socially has more chance of reaching their potential"

(EACEA, 2019)

As a 2019 EU commission report notes, **integration into the educational system** is a core component of the overall social integration of children, so that a "student who is well-integrated into the education system both academically and socially has more chance of reaching their potential" (EACEA, 2019)[1]. **Access to education and training** should be a universal human right, regardless of legal status; however, access alone is not sufficient if it is not combined with quality education and training. Almost in all European countries and their education systems, children with migrant background of compulsory school age, have almost the **same rights and obligations** to participate in education as those born in host country, but these are not always ensured: migrant students often face problems of inappropriate grade placement or in assessing migrant children's prior learning, of language provision that is not adapted to their mother tongue, of insufficient learning support and teachers' difficulty in handling diversity or in adequately responding to their educational gaps, and finally, of adapting general learning approaches and needs to individual ones. Moreover, most countries do not have enough teachers which are trained on welcoming foreign students, with experience of teaching the national language as a second language, and of dealing with diversity. This indicates that there is a risk for migrant children of significantly falling behind their peers and could result in migrant students' lower educational achievement and poor retention in the education system: indeed, data from Eurostat show that in 2019 the rates of foreign-born early leavers from education and training were high in Italy (32.3 %), Spain (31.1 %), Greece (26.9 %) and Cyprus (23.3 %). Moreover, the largest discrepancies between percentages of foreign-born and native-born early leavers from education and training (with higher rates for foreign-born individuals) were recorded in Greece (24.0 percentage points), Italy (21.0 points), Cyprus (18.5 points) and Spain (16.7 points), while Austria also recorded double digit point differences.[2] To address these difficulties, our proposition is to **ensure assistance to teachers**, to implement measures such as **mentoring programmes** for students, support their **acquisition of the local language**, and mechanisms of **recognition of prior learning**. This can be done by encouraging the utilisation in European schools of existing resources, including good practices and peer-learning activities.

2

The intercultural
peer mentoring programme

The intercultural peer mentoring programme

### 2.1 What is a mentoring programme?

An Intercultural Peer Mentoring Programme is a valuable tool that can make the inclusion process of young migrant students easier by providing them with guidance and support. It is a practice which aims to **promote the inclusion of newly arrived migrant students** through the active involvement of peers. It is based on the creation of a couple of students:

- a **Mentee**, being a newly arrived migrant student, who expressed his/her need and will to be mentored;

- a **Mentor**, being a student more experienced in the school system, with migrant background or not, who wants to provide support to newly arrived students in their inclusion process within the school community, to help them face challenges related to the new education system, language, methodologies and so forth;

It may appear that the main beneficiaries of the programme are **newly arrived students** who are about to start or continue their schooling in the host country. This group of students is not homogeneous and often differs in terms of nationality, age, cultural background, learning practice as well as life experiences and language spoken. Therefore, they need to be approached in a delicate and empathic manner by the school community, and with professional specialised support within the school context. However, on the other hand, these students offer to the whole schools' communities a **great opportunity** to widen their horizons, enrich knowledge and enhance skills – therefore, also mentors benefit from the experience of the mentoring:

Intercultural mentoring programme it is thus a method of supporting students through fellow Schoolmates with, among others, the following direct effects

- The group becomes a community, a safe space were students expresses their concerns and experiences;

- Participating students become role models for the educational community and for the students;

- The methodology usually has a positive impact on self-esteem, the self-concept of students and also in their academic results.
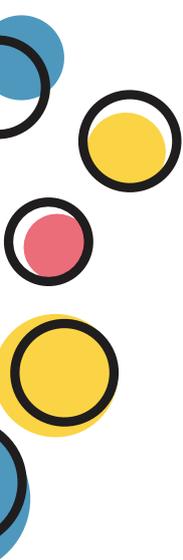
2.2 The importance of mentoring for fostering inclusive education

Having a peer as reference point – The relationship mentee-mentor allows migrant students to create a positive bound with a peer to whom it is easier to talk to. For both Mentor and Mentee, the mentoring process allows to create personal development and acquisition of important soft skills and abilities. In addition, by establishing a peer support structure, the mentoring programme facilitates educators in their teaching, as they are no longer by themselves in supporting new students, but can count on the support of mentors - something that encourages students' participation and cooperation.

Cultural sensitivity and mutual respect – Intercultural skills such as open-mindedness, propensity for dialogue, respect for the ideas of others and their ways of living are crucial elements on which mentors build relationships with their mentees. Avoiding stereotype-induced ideas and presumptions, not only help mentors to make feel their mentee more comfortable, but also give them the chance to get insights of another culture. Mentors should be ready to change their own point of view and start their relationship with the mentee, keeping aside any kind of pre-existing cultural assumptions. From the perspective of the mentee, mentoring have a positive impact on their social, emotional, and cognitive skills, thus favouring the increase of their self-confidence, reduction of anxiety as well as stress and a greater awareness of their sense of belonging. In turn, from the mentor's point of view, the main advantages focus on personal fulfilment, the development of soft skills such as communication skills, leadership, and mutual help.

Facilitate student's inclusion process – Through the mentoring, newcomers benefit from a support system that facilitates their inclusion process into the school system, which is vital to be able to fully take part in school life, make friends and feel integrated within the new country. Mentoring help students who have recently arrived in the country to learn the local language faster, participate in sports, cultural events and activities organized by the school, etc. In addition to language barriers, differences between the culture of the host country, the context and the cultural background of the mentee can be a major obstacle to his or her inclusion. Mentors are interested in how mentees feel, what they like, whether they have passions or hobbies and, finally, use this information to help them or encourage them to actively participate in extracurricular school activities, for instance. Also, in case of difficulties by a mentee, his/her mentor can support him/her and depending on the intensity of the problem, help to find a solution together with adults.

Teachers' & school community – Mentoring programs also promote the development of a climate of respect and collaboration within the school, which can be beneficial also for teachers and the whole school community.[3]

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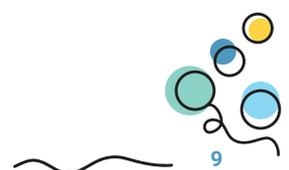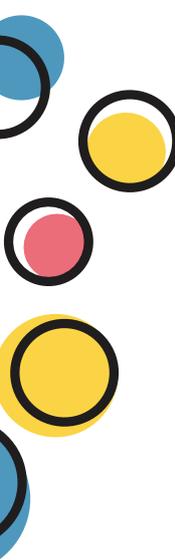
**Steps for incorporating the
Mentoring Programme in your school**

3. Steps for incorporating the Mentoring Programme in your school

In this chapter we will address the **different steps** for an effective implementation of the peer mentoring program, as a strategy for welcoming and including newly arrived migrant students into the school system, from the initial phase of setting up a coordination team to the actual operationalization. The school is a privileged context to work on these issues directly with students, teachers, and other educational agents, and indirectly with the family and the community in general, promoting the affective and effective development of each person. The mentoring program was designed so that it can be implemented between member schools in a face-to-face, distance, or blended system.

The schools involved in the implementation of the mentoring program within the FEINAMC project were supported by the partners organizations responsible for the project in each country. The role of these 5 organizations was to provide orientations to the teachers involved and also to deliver different trainings for teachers and mentors and mentees on specific topics, during the process. That is why below when describing the different steps of the programme, partners are mentioned. However, the mentoring program was conceived to be implemented by teachers with or without the support or collaboration of other educational agents.

❖ **Step 1 - Preparing the programme & creating the couples**

Presentation of the programme - The first stage involves the **presentation of the programme** to the schools' faculty and heads to become acquainted with it. In this first step, you as a teacher become the **focal point** for the school to present the program in detail, together with the project partners, to the school heads and agree on a working plan with them, while partnership agreements are also signed with each participating school. Following this first step, one or two **referee teachers** are assigned and work in collaboration with staff members from the partner organizations on the implementation of the mentoring programme in the school.

Application, selection and matching – You as a teacher are responsible of presenting the programme and proposing it to the students, that you consider possessing the appropriate characteristics to **apply as candidates**. Both mentees and mentors should apply on a voluntary base. In the case of mentors, they could apply for this role by filling in an application form assessing their age, background, knowledge of foreign languages and other information, especially their motivation for taking part in the programme. In this case it's not necessary to ask other personal details of mentors, since the teachers are who recruit them and already know their contact details. In general terms, the knowledge of foreign languages is not a prerequisite - what is required is the ability and willingness to communicate, or their willingness to learn a new language through the mentoring.

Mentors are selected based on the following criteria:

- **Age:** mentor's and mentee's age difference would better not be more than 2 years of age so as for them to feel they can relate to each other. Thus, mentors should be selected among older secondary school students or university students (aged 12 and up).

- **Background:** even though it is not a necessary precondition, mentors can have a minority, migratory background so that mentees establish a strong connection with them right away. Similar background can be helpful in terms of removing language barriers and knowing both the home and host country cultural norms and ways of acting.

- **Empathy:** mentors need to have empathy towards mentees and be able to support them in a considerate manner.

- **Ability to communicate:** since it is difficult to find perfect mentor-mentee matches in terms of culture/language, it is necessary for mentors to have at least some ability and willingness to communicate. It may be useful if mentors can speak, at least, one widely used language (e.g., English, French, etc.).

- **Reliability and commitment:** since being a mentor involves a great degree of responsibility and time investment, mentors should be fully aware of the responsibility they are taking on and commit to the whole process.

- **Motivation:** to acquire the necessary skills and knowledge, mentors should engage in a learning and training process that will help them gain related skills and experiences.

Once applications have been submitted, it is reviewed by the teachers by regarding the **key criteria**, to be able to **match the profiles** with the ones of the mentees who accepted to participate in the programme. In this sense, selecting the good mentor to be matched with a mentee is of vital importance and can be done by the teachers taking into consideration different criteria (cultural background, age, class, same sports or hobbies etc.), but also different skills (communication, empathy, active listening, assertiveness, conflict management and resolution).

The student mentor is expected to meet the following criteria:

- Show willingness to support a colleague in his or her welcoming and integration process into the school system, whether in moments of coexistence with peers and significant others or in the development of learning, clarification of doubts, preparation for assessment moments and other activities that enhance their inclusion;

- Have an appropriate behaviour, and can be considered a role model;

- Be understanding, responsible, and autonomous;

- Be available to relate to the others, showing an empathetic and active listening attitude;

- Be available to negotiate and mediate simple conflict situations and be on the side of the solution (win-win);

- Be able to actively practice the exercise of citizenship, healthy coexistence, and mutual respect;

- Have the ability to express clear ideas, instructions;

- Follow the principle of non-judgment, self-control, and control of impulse;

- Be results oriented.
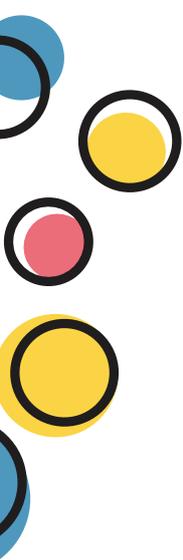
Do & Don't

Responsibility
Mentors should be aware that their behaviour can negatively affect the mentoring relationship.

Benevolence
The mentor should always ensure the welfare and rights of the mentees and promote their interests to the extent possible.

"Do not harm"
The mentor should avoid any harm to the mentees (neglect, abandonment, exploitation, boundary violations) and be alert to changes in their behaviour, as well as signs of abuse and neglect.

Boundaries and rules
Avoid potentially harmful multiple roles with mentor(s) and discuss overlapping roles to minimize the risk of exploitation or poor outcomes. The mentor should also avoid blurring the boundaries of the relationship and not get too personal. While it is okay to be friendly, avoid being a friend of the mentor. The mentor should avoid any behavior that could lead to suspicion. As a person in a position of trust, the mentor should not enter into a sexual relationship with a mentee.

Patience
The mentor must give time and be patient with the mentee.

Autonomy
The mentor must work to enhance the mentor's independence and maturity. The mentor must stand alone. He/she should reward the mentor(s) for their achievements so that they are encouraged to take the initiative.

Inclusion
The mentor should be open to mentors from different situations

Eliminating prejudices
Mentors need to recognise that bias, early impressions, opinions and stereotypes can all affect their ability to focus on and help their mentor(s). If it is not possible to eliminate these beliefs in advance, it would be advisable for the mentor to leave the programme and be replaced by someone else.
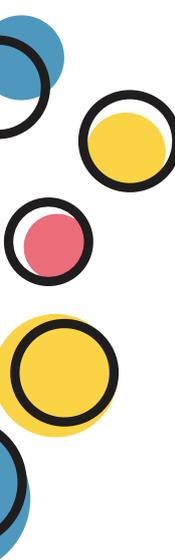
Concerning the **Mentees' Profile**, they are newly arrived students who are about to start or continue their schooling in the host country. This group of students is not homogeneous and often differs in terms of nationality, age, cultural background, learning practice, life experiences, and language. Lack of language skills is a common challenge for many of those students. The fact that they usually do not use the host country's language fluently impacts their educational experience and ability to form friendships and be part of the new school community. Thus, finding their place within the class and school community is challenging for them; especially the ones that do not yet speak the language used at school face additional barriers and may end up feeling confused and isolated. Another challenge is that migrant students often hold different cultural norms such as eating habits, religion, codes of behaviour, etc. Newly arrived migrant students may have difficulty understanding and embracing the new ways of being and the educational practices in the host country and could feel isolated and confused. Moreover, if not efficiently capitalised, their cultural perspectives may lead to misunderstandings or racist behaviours, which could negatively affect their inclusion in the new community. Most importantly, this group of students may have been through stressful and traumatizing experiences in their home country or during their journey to the host country (e.g., war, conflicts, violence, insecure conditions etc.). Students affected in that way need to be approached in a delicate and empathic manner by the school community and may also need professional support within the school context. However, due to their background, newly arrived students offer the school's community an excellent opportunity to widen its horizons, enrich its knowledge and enhance its skills. That is why they are expected to play a crucial role in this process. Newly arrived students that enrolled as mentees are the ones who expressed their need and will to be mentored. With the approval of their parents, they commit themselves to:

- Attending the meetings with the mentor;
- Attending the meetings with teachers;
- Attending the training and workshops organized during the process by the partners' organisations and other stakeholders;
- roviding feedback on the process;

Even though it is the role of the focal point teachers to decide and suggest the best strategy for mentees' and mentors' selection in each school, partners organisations and relevant stakeholders can always support you in the process, until the final selection of both mentees and mentors.

Furthermore, during this phase, we suggest to organise meetings with mentees' and mentors' family/guardians, in order to inform them on the mentoring programme and ask for their permission and involvement. After mentor-mentee couples have been formed, **another meeting** should take place between them to get to know each other and to officially launch the programme.

Training workshops **-** The mentoring programme takes place throughout the whole academic year; therefore, it is important to organise an official moment for kicking-off the programme and making it visible to the whole school community. As focal point teacher, you can be helped by your referent partner organizations, together with the other schools participating to the programme in your city/country, in the organisation of a **training workshop** involving all participating students from all schools. The aim of the training is for them to deeper understand what mentoring is and how to properly engage in it, given the diversity of the student population. Mentors are expected to have a role in the preparation of the event too, for instance inviting their mentee to the event, supporting them in introducing themselves to the other students and in interacting. Aside from this first launch event, during the academic year we suggest to organise **several training workshops**, together with the other schools and guided by the partner's organizations, the frequency of which will be decided based on the needs and contexts. At least 3 workshops or training meetings should be developed during the process, aimed at strengthening the intercultural competences of the students, to monitor the programme and guide the students to the next steps.

Workshops for mentors and mentees should mainly focus on:

• Understanding what mentoring is and deliver an introduction to the program;
• Definition of the roles of MENTORS and MENTEES;
• Communication and building of mutual trust relationships;
• How to understand each other's needs;
• Strengthening intercultural competence;
• Sharing experiences between the different couples.

At the end of the trainings, mentors and mentees can earn a certificate attesting their acquired expertise.

Mentors-mentees meetings **-** Once the programme is officially launched through the first event, the **mentor-mentee meetings** should start and take place frequently, at least once a week, to support mentees' educational needs and social inclusion the best way possible.

To plan meetings with mentees, mentors should ask their mentees when they think it might be best to schedule meetings. To this end, the mentors could provide them with a schedule that clearly outlines the mentor's availability for the following weeks. After agreeing on a date for the first meeting, you could also prepare a plan to decide with the mentee on a day to meet every week.

WEEK 1 OCTOBER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Morning					8 - 12		
Afternoon	3 - 5		4 - 5	3 - 4	3 - 5		

*Table 1 - Example of schedule template*

The table above could help mentors and mentees get a clear view of the organization of their weeks. One can write the days off in the weekday boxes and then mark each day as available or unavailable for organizing a meeting. However, the couple could also organise its meetings in an informal way.

In terms of contents of these meetings, especially at the beginning of the relationship between mentor and mentee, we suggest mentors to prepare them by thinking about strategies to **break the ice**. It can help resort to different topics of conversation, reflecting on things that might be in common, recognize the **strengths and weaknesses** etc. In addition, to obtain the information needed to offer educational support, the mentee should be asked to share his or her lesson plan with the mentor.

During the weekly meetings or by means of messages or telephone conversations, additional information emerges, together with needs and possible solutions: ideally, in a very natural and spontaneous way, mentors and mentees start to cooperate on different domains such as support in doing homework or in understanding and completing bureaucratic procedures. To support the social inclusion of mentees, mentors could propose a wide range of extra-curricular activities such as attending school events, playing sports together, watching a movie with other students, etc. – it can also be important, for the sake of creating a positive and playful relationship, to have fun together aside from the school setting!

Meetings with teachers and reporting – In parallel to the mentee-mentor meetings, mentors are also expected to meet with their focal point teachers in a way to report on the programme development, talk about the mentees' progress in terms of learning and participation in the school community, and make sure that everything is going in the best way. In this regard, teachers could ask mentors to fill in some documents, online or paper, aimed at collecting information. It is important to note that mentors and teachers support each other throughout the mentoring programme: teachers motivate mentors and let them know that their role and work is valuable and appreciated in the school community, while mentors support teachers in managing diversity at school something that has a positive impact on the wider school community. Everything related to teachers' role and way of monitoring the programme are explained in the following section.
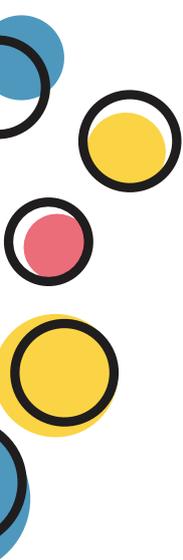
❖ **Step 3 - Monitoring the programme**

The team responsible for the Mentoring Program should permanently accompany mentors, but also the mentees, throughout the process ensuring support and assistance in:

- Planning their meetings, to ensure that the student feels prepared and emotionally available for the activities with the mentor;

- Evaluating the work done, identifying the positive aspects and the ones to be improved, readjusting, whenever necessary, the work proposals suggested by the mentor;

The responsible teachers must propose **regular exchanges with mentors and mentees** (once a month ideally) to talk about learners' progress in learning and participation, to share achievements, positive aspects, main difficulties, and suggestions. Since the role of the focal point teachers within mentoring is to monitor, it is essential to adopt an **empathic and assertive communication**, based on the following elements: neutral perception and no-judgement attitude, active listening, emotional intelligence, needs diagnosis and requests management. Although it is not possible to control one's feelings, especially in tense situations, it is possible to master the reaction. This may require taking a deep breath, being rational, and always responding as calmly as possible. By putting these fundamentals into practice, it becomes possible to talk to the other person without blaming them for our feelings. Also, it is critical to identify and recognize the needs behind each feeling revealed by the other person. The emotions shown by the other person are usually related to an unmet need. Finally, if there are requests or demands, you should be aware that they should be limited to a certain period, be specific, realistic, and achievable. They should be presented objectively and with positive language. It is important to note that in an interaction there should be no room for demands, so that the other person should feel free to refuse and/or propose different scenarios. Once an effective communication mechanism is established, it will be easier to keep track of what the mentors and mentees are doing, concerning the activities done in and outside of the school.

Once proper communication and relationships have been established, it is necessary to keep track of progress and improvements in peer-pair relationships. It is advisable, therefore, for mentors to use a **logbook** to take note of their mentees' progress, the problems they faced, and the kinds of solutions that were proposed and implemented. Communication between teachers and mentors is crucial. Mentors and teachers should **meet at least once a month** to discuss the progress of the mentoring activity, what experiences the mentees have in the new school, what kind of problems these mentees face, etc. To provide the best possible communication experience, mentors should make written notes of all issues addressed for which they provided support to the mentees, so as to facilitate explanation of the process to the teacher. These documents, written in digital or paper form, should not be shared with anyone other than the teachers. In addition to monthly meetings, mentors should communicate with teachers whenever they feel it is reasonable to do so. This implies that whenever the mentee needs to receive a type of support that exceeds the actual capabilities of the mentors, teachers should be informed of the related issue so that they can take care of it from then on. During communication with teachers, the main goal of mentors should be to present the needs of mentees and to try to find solutions together with teachers, viable ones. Therefore, the dialogue between these two figures should be constructive and focused on the path of mentoring. To schedule the meeting between mentors and teachers, it would be better to identify in advance a time of the month when teachers have more time available and always arrange the meeting during that period, for example during the last week of each month.

Another aspect that is important to take into consideration for a good monitoring is the **management and resolution of conflicts**. By exploring the causes and consequences of conflict between students, suggesting different strategies for its mediation and resolution, by adopting a positive and constructive approach and realizing the possible consequences, it can improve the relationships between peers.

❖ **Step 4 - Closing & evaluating the programme**

The final phase of the mentoring programme entails its evaluation. **Evaluation and assessment** are important since they allow to improve the programme, considering their overall experience and lessons learned from it. There are two main evaluation tools used for this cause: a questionnaire for students and teachers, and the logbook addressed to mentors. Follow-up meetings between project coordinators, teachers and mentors taking place during the school year also serve to analyse and evaluate the process and the achieved outcomes. The proposed evaluation questionnaires, use both quantitative and qualitative elements (e.g., open questions, reflective, not too long, use of language that is appropriate for young migrants, respectful of different schooling situation in each country etc.) and can be submitted in paper format or via google forms. Another idea to take into consideration is to conduct an evaluation talk or workshop with the aim of assessing the impact of mentoring on students involved. During this session, students could use their logbook/journals to look back and evaluate the benefits gained, or the difficulties faced throughout their participation (pre- and post-programme questionnaires may as well be helpful in this process of evaluating outcomes).

In order to close the programme, some **tips and ideas** can give you a support to make the programme attractive even for future use. For example, it can be useful to organize excursion or another activity with mentors and mentees outside of the school, highlight the fact that the Mentoring programme is a perfect way to make new friendships, not only for study reasons but also to have fun together. It should be very useful to produce a poster about mentors to recognise the work done and engage them further. The poster is a good idea in terms of feasibility as its creation does not require extra effort and costs, such as create a newsletter and send it via email (2-3 newsletter for the whole school) summarising the activities that mentors, and mentees engaged in (once or twice a year) as motivation. Another essential tip to make mentoring sustainable for the future could point to the involvement at the end of the school year of Mentors and Mentees who participated in the program, as ambassadors. This can be the occasion for promoting and disseminating what have been the activities and strengths of their Mentoring experience. Incentives such as school credits could be given, or the activity could be considered a school internship to motivate them to be active as program ambassadors, creating new opportunities for integration between them even after the program's end.
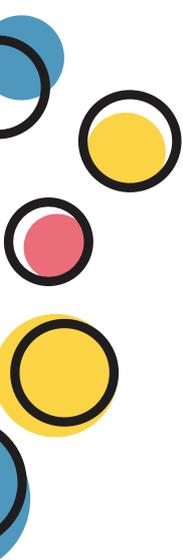
Finally, a **final event** with students and teachers could be organised for the purpose of analysing together the lessons learned and evaluating together the progress of the project. Create a mentoring certification, indicating the hours dedicated to it and looking for a way to recognise it formally, when possible, it's also something that help to give motivation to mentors and mentees in participating to the program, as well as giving extra credits, and highlight that the mentoring programme will not require extra time after school, preventing families from thinking that their children may miss important hours of study. [4]

4

Useful resources and sitography

4. Useful resources and sitography

1. Alberta Education, Direction de l'éducation française, "*High school teen mentoring handbook*", available at: https://albertamentors.ca/wp-content/uploads/2013/10/mentorat_manuel.pdf (last visited on 20/09/2022).
2. Centre de transfert pour la réussite éducative du Québec, "*Guide d'implantation d'un programme de mentorat en milieu scolaire*", available at: https://www.ctreq.qc.ca/wp-content/uploads/2014/09/Guide-Mentorat.pdf (last visited on 20/09/2022).
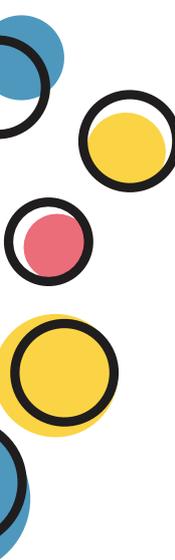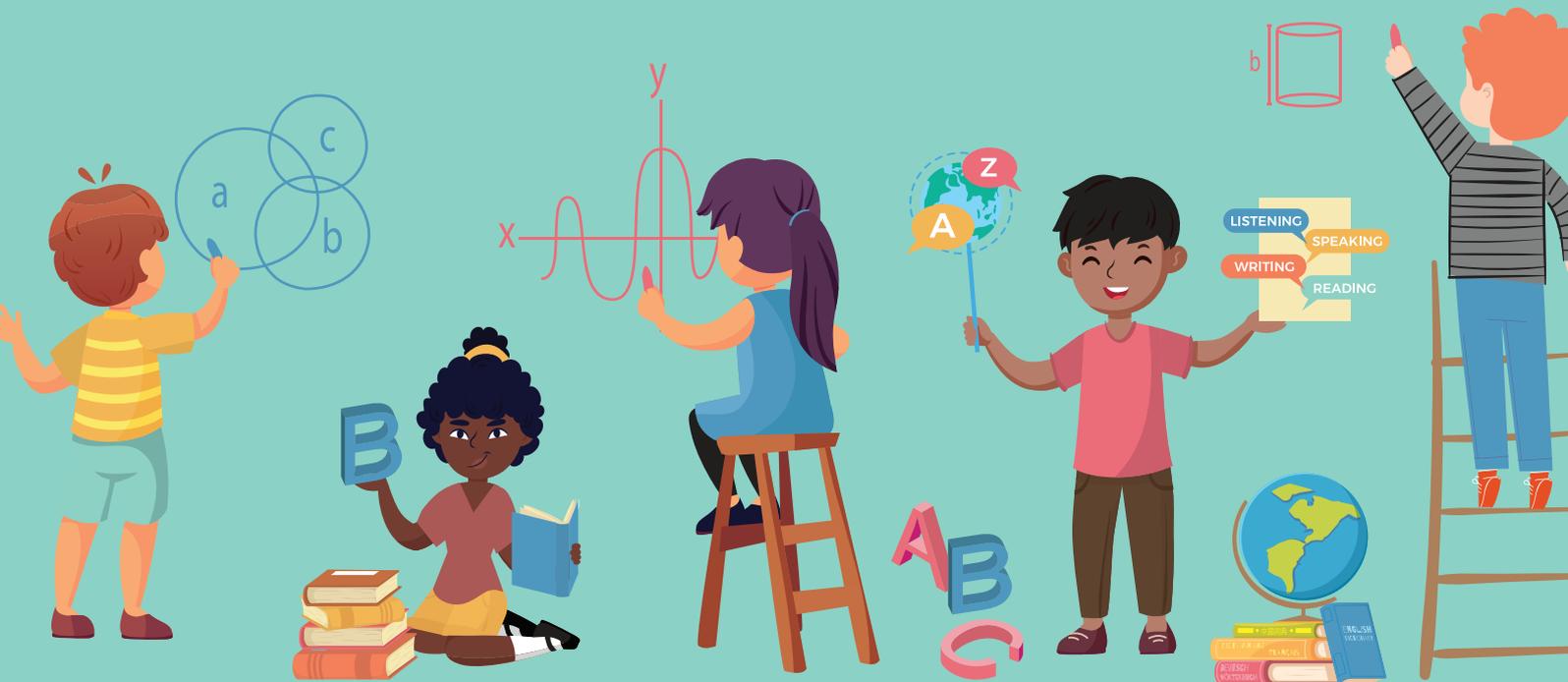3. European Commission/EACEA/Eurydice, 2019. Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures. Eurydice Report. Luxembourg: Publications Office of the European Union
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Endnotes

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