



Title of Presentation: E-Evalinto: Towards the design of a training course for teachers in peer mentoring at post-primary level to reduce levels of early school leaving amongst the migrant student population.

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EQI

Centre for Evaluation,
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EQI

Culturally Responsive
Evaluation & Assessment



ACRAS



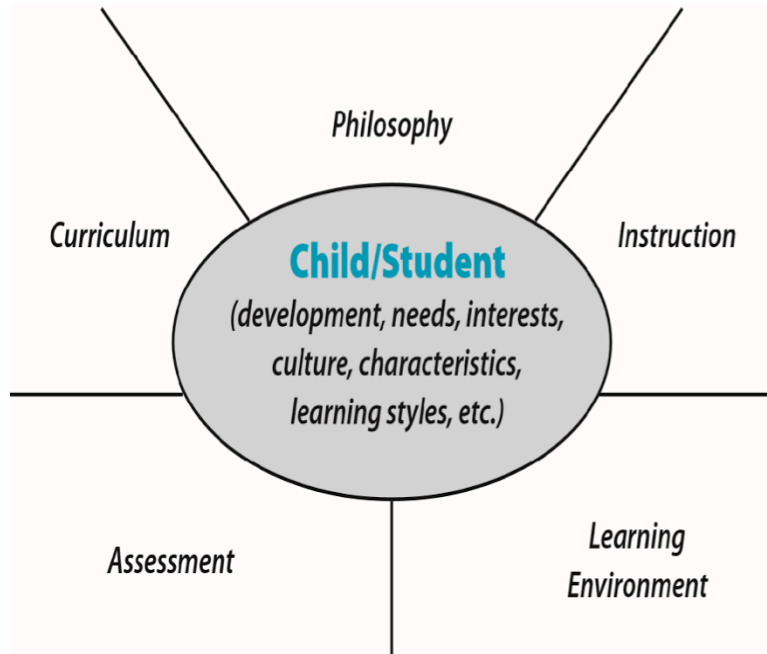
A unifying principle



Does every student who walks into my school or classroom have an opportunity to achieve to her or his fullest capability regardless of **race**, **ethnicity**, sex, gender identity, sexual orientation, religion, socioeconomic status, **home language**, (dis) ability, and other social and cultural identifiers?

Gorski (2010)

Towards culturally responsive education

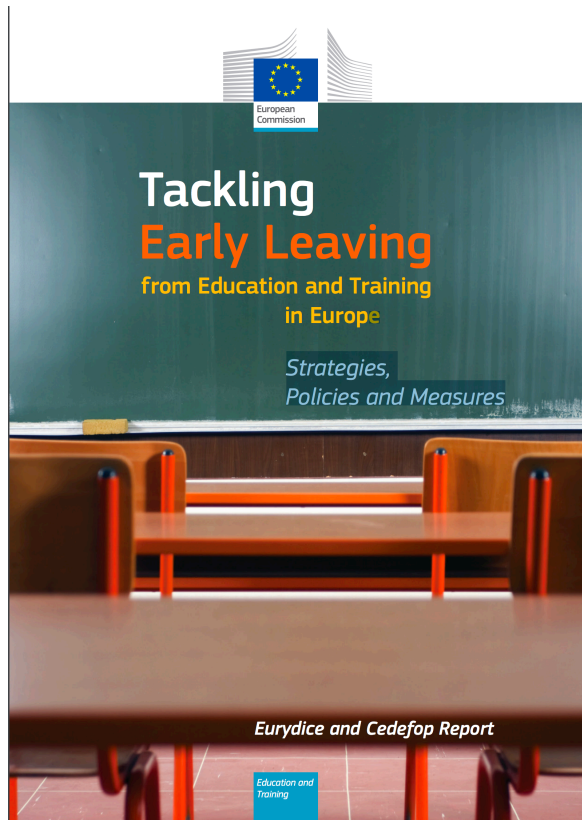


Culturally Responsive Classrooms (CRCs) are student-centered and, by default, culture-centered.

A student-centered classroom cannot exist if culture is ignored or disregarded.

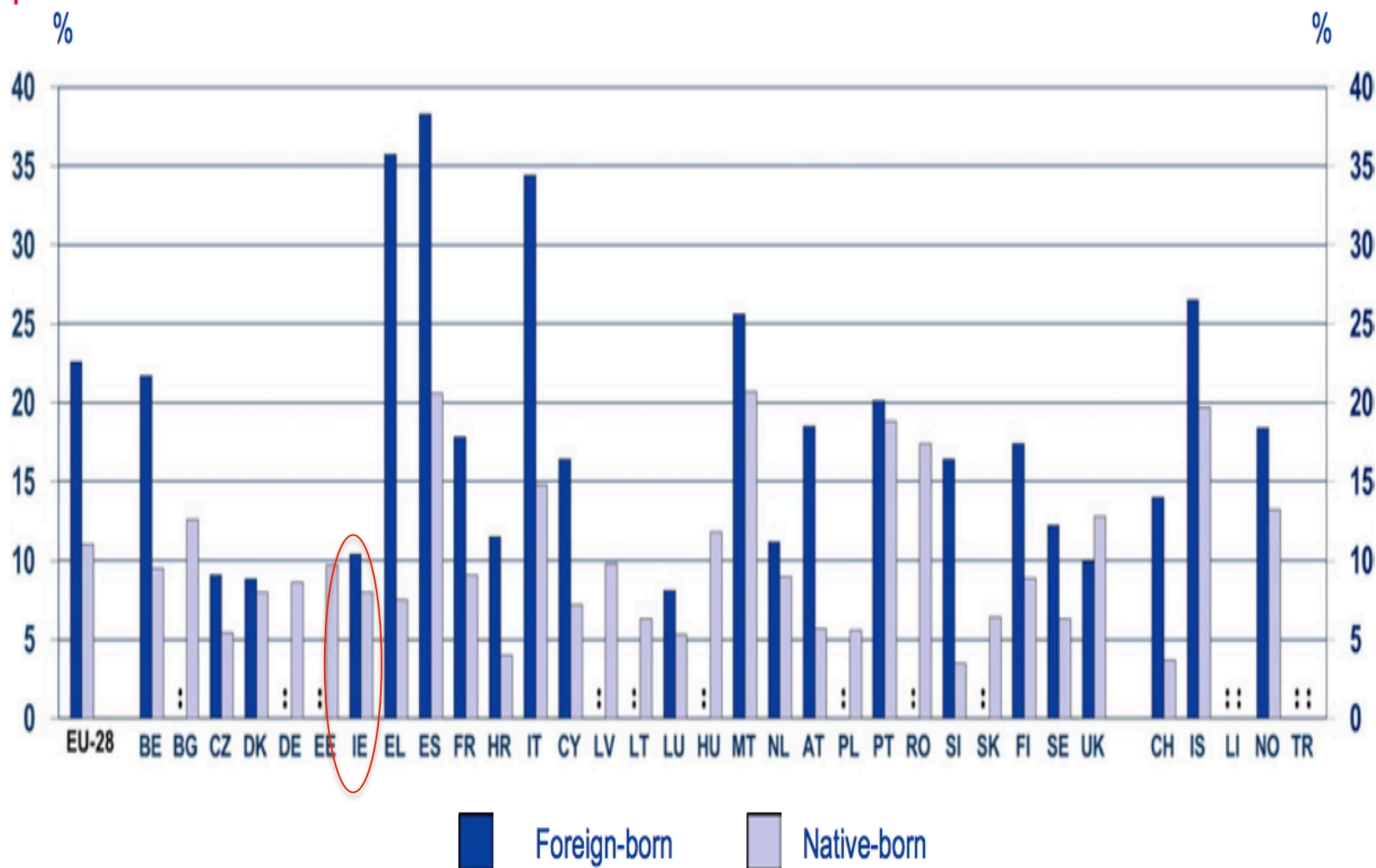
Source: Adapted from Ford (2007)

Consequences.. ESL

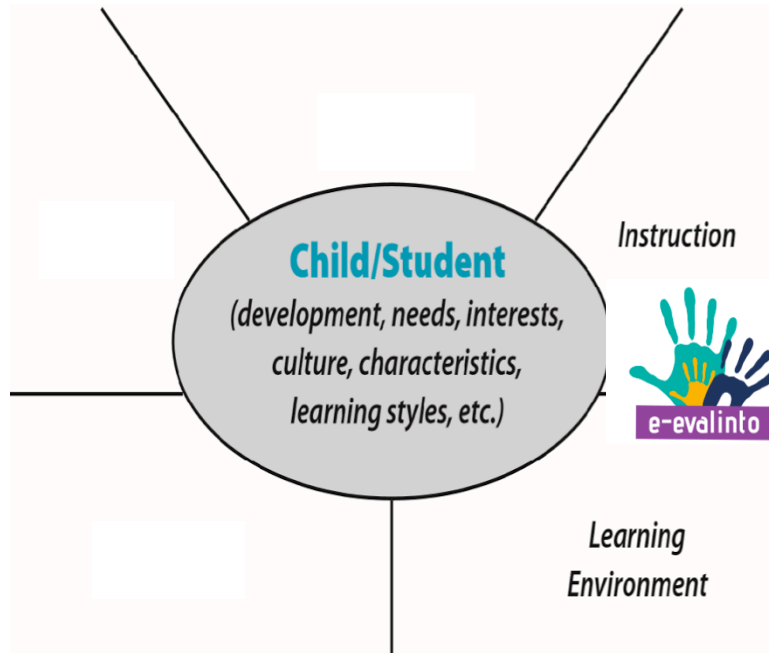


Empirically, young people born abroad are largely over-represented among the early leavers from education and training in many European countries (pg 37)

Figure 2.2: Percentage of early leavers from education and training by origin (foreign-born and native), 2013



Towards culturally responsive education



- Refocusing the classroom
- Reconceptualising the learning environment
- Rethinking the *locus* of instruction

Source: Adapted from Ford (2007)

Literature: ESL

- Darmody et al 2015.
“Everybody is available to them”: Support measures for Migrant Students in Irish Secondary Schools.
- Analysis of large scale mixed-methods study on school provision for all children (Byrne et al 2009)
- **Main findings:**
 - General support vs specific migrant support
 - Fixed-term provision
 - Variance
 - **Need for improved ITE**
 - Importance of RE
 - Effectiveness of supports not yet measured

Peer Mentoring

1. Both formal and informal mentoring may be beneficial for facilitating acculturation and social integration to the new country and promoting academic and school engagement among FG-IRY.
2. Benefits of mentoring for FG-IRY may accrue, in part, as a result of mentoring facilitating their acculturation, social integration, and school success, wherein mentors act as cultural and system translators and interpreters.
3. School-based mentoring programs that address the specific needs of FG-IRY have the potential to promote academic success and integration into the new culture through relationships with teachers, school personnel, and peers.
4. Both same- and cross-cultural mentoring relationships can be beneficial for FG-IRY, although mentor training and cultural competence of mentors may influence the quality of mentoring relationships.

Obero, 2016
National Mentoring Resource Center.



Peer Mentoring

- Crul, 2003. *Success breeds success. Case study of Turkish and Moroccan students in The Netherlands*
 - Help with homework
 - Study motivation and perspective
 - Socio-emotional assistance and guidances





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E-Evalinto: Project Overview

- Implementation of intercultural mentoring programmes and activities supported by an ICT environment.
- To develop:
 - A prevention and early intervention strategy based on peer mentoring to reduce early school leaving in migrant student populations at second level
 - An ICT framework for assessing, managing and developing activities for intercultural contexts



Origins of E-Evalinto

- Erasmus + study 2013 – 2015
- E.U. Lifelong Learning Programme
- ***INTO: Intercultural mentoring tools to support migrant integration at school***
- Ongoing research across Europe on:
- Early School Leaving amongst migrant student population
- Impact of peer mentoring



The INTO project

Mentors (17 – 20 years)

Mentees (14 – 15 years)

Products

Guidelines for implementing
the mentoring model

Toolkit for training for teachers
and staff dedicated to
implementation of the
mentoring programme

Toolkit for Mentor's training (4 x
2hr modules)

Findings

- Improvement in school's organization and pedagogical processes to welcome newly arrived students of migrant background
- Flexibility of peer mentoring across issues
- Development of skills for mentors and opportunity for active citizenship
- Improvement of educational experience for mentees

Recommendations

- Need to lengthen the process and evaluate it regularly
- Develop ways to bring the model to a wider audience



The Irish Context:

Early School Leaving Initiatives:

JCSP (Junior Certificate Schools Programme)

LCA (Leaving Cert Applied)

- Curriculum
- Student voice
- Thematic approach
- Interventions (SEN supports)

- Average annual increase in migration 2006 - 2011 1.6% (www.cso.ie)
- Average migrant student population 11% (www.education.ie, 2016)
- 23% of schools catering for 80% of migrant students (Irish Times, 2015)
- “ESL and migrant students not as problematic as other European countries” (OECD, 2009)



Current status of project: Development of intercultural profiles of pilot school (Needs analysis)

Ireland and Italy: Some initial feedback

Principal / Management

Teacher

Students

Parents / Guardians

Pilot schools

Ireland

- All boys secondary school
- High socio-economic disadvantage
- DEIS 1 school (Delivering Equality in Schools)
- 38% migrant population
- Ukraine, Romania, Kosovo, Poland, Slovakia, Estonia, China

Italy

- Medium socio-economic region
- State industrial and Technical Institute (Upper Secondary School)
- 8% Migrant population
- Romania, Albania, Pakistan, Bangladesh, Morocco

Principals / Management

Ireland

- Positive – interaction :
“erode walls of intolerance”
- Language
- Designated post-holder
(Migrant Access Teacher)
- Curriculum review
- Stock library

Italy

- “enlarge the horizons of others”
- Language
- Intercultural functions
- Mentoring



Teachers

Ireland(1)

- Tolerance, diversity, languages
- Issues with attendance
- Language classes
- Keywords
- Integration classes in vicinity

Italy(5)

- Positive impact on both migrant and native students esp relational
- Gender difference in engagement
- Differentiation

Students

Ireland (10)

- Welcomed
- Language progression
- Desire for extracurricular activities (esp. non-academic)
- Desire for counselling
- Desire for planned intercultural groupwork

Italy (19)

- Positive integration (mostly)
- Desire for teachers to be more patient (academic / language)
- Expression of difficulty with exams
- Desire for explicitly intercultural projects and events

Parents / Guardians

Ireland (10)

- Supportive atmosphere
- Academic and social progress
- Desire for extracurricular activities
- Interest in sharing own culture with school
- Expression to help others based on own experience

Italy (5)

- Socialisation
- Building friendships
- Language
- Desire for designated teachers



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Next steps

- Completion of Intercultural profiles from six sites
- Design a toolkit (teacher and mentor training and activities)
- Shared portal for evaluation and sharing of resources

Thank you!

<http://www.evalinto.eu>

<http://www.dcu.ie/eqi>



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