In the last 10-15 years, there have been migratory movements in a lot of countries (especially in those with very positive development’s rates). These movements have been so important that in our country, Spain, the population has increased from 40,004,970 habitants in 2000 (INE, 2010) to 46,464,053 in 2014 (actualized data from 01/07/2014). Of those, 4,538,503 are migrants (either first or second generation) (Instituto Nacional de Estadística, 2014). Because of this situation we now find ourselves in a new social world exponentially more heterogeneous to the point where the intercultural phenomena exceeds the educational environment, so the educational action has to be inserted in the more ample context of the social media. Education can play a very important role in order to achieve the configuration of a democratic coexistence in a society more and more plural and complex? (Valle, Baelo A?lvarez, & Arias Gago, 2013).

In terms of the intercultural education we can say that it consists on training intercultural competent citizens that can interact with others?, that accept other perceptions of the world, that intercede between different perspectives and that are conscious of their own assessments on diversity (Byram, Nichols, & Stevens, 2001)

One of the problems of that heterogeneity is that we find ourselves with youngsters with problems in terms of the language barrier and social integration which finally result on higher rates in early leaving school, grade retention and absenteeism amongst this social group.

This is why the INTO project (Intercultural Mentoring tools to support migrant integration at school), a Comenius Multilateral Project (Ref. 540440-LLP-1-2013-1-IT-COMENIUS-CMP) was created, leaded by Oxfam Italia, in collaboration with the University of Southampton (United Kingdom), University of
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Salamanca (Spain), CARDET (Cyprus) and University of Lodz (Poland).

Inside the framework of the intercultural education and with the intention of helping migrant students to improve both their academic performance and their social integration, we are trying to insert the methodology of peer tutoring, defined as a cooperative learning method based on the creation of pairs of students, establishing an asymmetric relationship between both (one of them plays the role of the mentor and the other is the mentee), with a known, shared and common objective (i.e: the teaching-learning process of a subject), that takes place as a consequence of the relationship between both students, always planned by the teacher? (Duran & Vidal, 2004).

This way, our main target group will be migrant students, pre- teenagers and teenagers, in their most difficult moment as students in our educational system, which would be either the change from Primary to Secondary Education or from the first to the second stage of Secondary Education.

During our research and the pilot programme we are aiming to, among others other things:

1. Achieve: a realistic view of the educational system of the countries involved and the situation of migrant students in it.
2. Assess the usefulness of mentoring among peers in Spain, paying special attention to the use of this methodology in the Compulsory Education.
3. Improve the academic performance of migrant students because of this methodology.
4. Encourage greater involvement of this group of students in the classroom environment and the center, thereby achieving a better social integration.
5. Achieve a decrease in the absenteeism, early leaving school and grade retention rates.
6. Assess the way ?mentor? students have faced the task and if their knowledge have improved in some way as a consequence of the use of this methodology.
7. Improve the future chances for foreign students.

Method

The research described in this paper is based on a mixed methodology, those that represent a group of systematic, empiric and critic processes of investigation and imply the compilation and analysis of quantitative and qualitative data, as well as its blended integration and discussion, to make inferences as a result of all the gathered information (meta-inferences) and achieve a better understanding of the phenomenon that is being studied (Hernández Sampieri, R, 2008). This project can be divided into two main parts: 1st PART: Diagnosis of the real situation of migrant students in the educational systems of the countries involved in the INTO project: this was done based on the categories of analysis agreed by the countries involved. 2nd PART: Evaluation of the impact of the Intercultural Mentoring Programme for migrant students at risk in our educational system. In this case the design of the research establishes from a methodology of evaluation of programs (or evaluative investigation in education) (Anguera Argilaga, Chaco?n Moscoso, & Blanco Villasen?or, 2008). More specifically, we propose a research design pre-experimental pre-post test with only one group (Campbell, Stanley, & Gage, 1966). That way we will be able to assess the situation of the migrant students in the beginning, before the pilot program. And once finished the intervention, we will evaluate again the short ?term and medium ? term situation of the migrant students, according to the established variables. The most important tools that we are going to use during the pilot program will be: - A guidelines´ handbook to implement the mentoring model. - A toolkit for intercultural mentor training. - A toolkit for teachers and other professional staff. In them it will also be included the assessment tools amongst which there are: satisfaction questionnaires, semi-structured interviews, and focus groups for both mentors and the teachers involved as well as the mentees in order to assess the results of the pilot program to change and/or keep the
same whatever is necessary. The assessment will take place, right before the pilot program starts, after the training courses and after the mentoring sessions.

**Expected Outcomes**

In terms of the conclusions we have come to so far are: - Peer tutoring is highly valued among education experts however it is rarely used in the countries involved, with the exception of United Kingdom. - Up until now the majority of the measures taken to help migrant students have been basically focused in helping them to learn the language of the host society and nothing more. The help we offer them must be much more profound. - In this methodology, students take on a much more active role in their learning process which means that the teacher will be more a coordinator of his/her students actions, relegating part of their responsibility onto the students, something not all teachers are willing to do. - There is also a lack of motivation among the students. Both migrant and native students lack the proper motivation needed in order to overcome a difficult situation or a problem in their school environment. With this methodology we try to motivate students by allowing them not only to build their own knowledge but to help others as well. - This kind of programs needs to celebrate our students´ diversity and not just integrate students: it is extremely important a good social integration but this shouldn´t mean that a migrant student would lose part of their original culture. We need to try to achieve a society in which all kinds of persons are, not only accepted but cherished. For the expected outcomes we are hoping for: - Understand the real situation of migrant students in the educational systems of the countries involved. - Help decrease the rates of early leaving school, absenteeism and grade retention among migrant students. - Improve their social integration and future job opportunities.

**References**


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