Evaluation environment for fostering intercultural mentoring tools and practices at school

E-EVALINTO IO 02 – IO 03

IMPLEMENTATION AND EVALUATION REPORT

ABOUT THE PILOTING PHASES 1 AND 2

IMPLEMENTATION AND EVALUATION REPORT PILOTING PHASES 1 AND 2

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1. Executive summary

Besides the results obtained by the project as Intellectual output O2 (E-EVALINTO Training course design) and O3 (E-EVALINTO Environment) and the Multiplier event E1 held in Salamanca on September 2018, the main achievements of the project are related with the cooperation with schools in the partner countries, which made possible the testing of the intellectual outputs through the implementation of the teacher training course and the piloting of the peer mentoring actions with students.

This report describes the activities carried out in each partner country regarding the implementation of the pilot in 16 secondary schools and collects feedback on the experience from both teachers and students.

The final section of the report outlines the future plans to ensure the sustainability of the programme designed and its environment.

2. Piloting methodology

From the beginning of the project, piloting actions involved all the partners in testing the project methodology and outputs (IO2 and IO3).

The main actions were the following:

-Design of the survey: My school's "intercultural profile". The objective was to provide the schools with a tool for the evaluation of the school context as regards the management of intercultural issues. 5 schools (one per partner country) tested the tool between January and April 2017. The results helped to design a "tailored" training programme for the teachers (IO3), which was presented by the IO3 leader DCU in the 2nd transnational project meeting in Florence, July 2017.

- During the transnational project meeting in Florence a specific internal workshop to train the partners' staff in the use of the ICT evaluation tools was organized by the IO2 leader UCA as well. A second face to face session was held in Dublin during the 3rd transnational project meeting. In this way, the partner teams received the training they needed to be trainers of the teachers during the implementation of the teacher training in the local contexts.

- Pilot 1 phase: 6 schools started the teacher training course and the implementation of the peer mentoring activities during the school year 2017-2018, working in close collaboration with the local partners. 12 teachers attended face to face training sessions between November 2017 and March 2018 and organized peer mentoring activities with 29 mentors and 41 mentees from February 2018 to June 2018 (A3). Some schools are continuing the peer mentoring programme in 2018/2019.

- Pilot 2 phase: 10 more schools joint the pilot during the last semester of the project (April – September 2018). 44 teachers followed the training online on the E-EVALINTO virtual campus with

the support of the local partners, which ensured also the communication in local languages. At the moment 72 students are developing peer mentoring activities at school, but many teachers of pilot 2 are continuing working during 2018/2019. (A4)

The two pilots ensured the testing of IO3 contents and methodology both in face to face contexts and online.

The Centro de Formación Permanente of the University of Salamanca certified the course. Teachers received a certificate and a pen-drive with the project logo. Teachers and partners received from USAL also the certificates for the students. Each school organized a local event for the delivery of certificates.

- The online training for teachers is now open in self-learning modality to all the teachers who would like to join the E-EVALINTO network on the virtual campus (https://moodleevalinto.grial.eu). As part of the Multiplier event results, at the end of September 25 new teachers are registered on the platform.

Pic.1 E-EVALINTO Virtual Campus, Course Overview

Pic.2 E-EVALINTO Virtual Campus, Evaluation tool

Methodology

Teacher training course. The training course designed in IO3 has been implemented during 2017-2018 in two modalities (face to face and online in two pilot phases with different teachers and schools).

All the partners were very compromised with the identification of the pilot schools and worked at local level so to maintain a close contact with teachers along the training.

During pilot 1, with slight differences due to the different local contexts, the training of the teachers took part mainly on site at their school (6 schools participated). The first part of teacher training focused on looking at the theoretical background of the project and the nature of peer mentoring and how the activities provided for pupils could be selected in light of the intercultural profile of the school. Given that some teachers were not familiar with using a Moodle platform, this first phase of training was focused on giving the teachings the opportunity to engage with the E-EVALINTO online platform. The second part of training took place while the peer mentoring programme was ongoing and the sessions were concentrated on how teachers were to monitor the development of the activities assigned to the groups of peers, to facilitate uploading of the student assignments and how the evaluation tool was to be employed.

During pilot 2 a new group of 10 schools joint the training, this time attending the online modality of the course with the support of the local partners, who acted as facilitators. The experience worked well, even if the use of the Moodle environment and online platform was challenging for some of the teachers at times.

A total of 56 teachers completed the training and now the course is running in self-learning modality on the E-EVALINTO virtual campus but, attending the recommendations of teachers, structured face to face or blended training course for teachers will be offered in the coming months as well.

Peer mentoring actions have been implemented in each school with a total of 142 students. Young students were engaged as mentors and as mentees (the mentees come from different parts of the world: from Africa to Asia passing through Eastern Europe) and both students and teachers had the possibility to implement a selection of activities proposed in the training course for teachers and to learn the importance of the evaluation mechanisms as well as the importance of peer assessment and self-assessment as a different way to promote personal growth. The work on the E-EVALINTO online platform offered the chance to teachers and students to experiment the use of a digital platform, in many occasions for the first time.

Pilot Phase 1	
Nº of Schools reached	6
Nº of Teachers trained	12

Nº of Students reached (29 mentors and 41 mentees)	70
Nº of Parents reached	70
Pilot Phase 2	
Nº of Schools reached	10
Nº of Teachers trained	44
Nº of Students reached	72
Nº of Parents reached	72

Total Schools: 16
Total Teachers: 56
Total Students: 142
Total Parents: 142 (they signed the informed contents to allow children to participate in the pilot)

Beside the target groups involved in the piloting, a total of 5 schools, 9 school managers, 27 teachers, 51 parents and 113 students participated in the survey "My school's intercultural profile", as part of the need analysis phase.

3. Implementation and evaluation in Spain

3.1. Pilot 1: Implementation of the teacher training course

IES F. García Bernalt was the school engaged by the USAL team for the implementation of the pilot. It is a public secondary school located in Salamanca city with approximately 5% of migrant students of the 606 students enrolled. The school is strongly committed to the teaching of values such as the acceptance of differences for reasons of race, origin, aptitudes, cultural or social and to the compensation of all the inequalities that may arise for these reasons. Many initiatives are being developed in collaboration with public and private organizations and NGOs like the Food Bank, Caritas and ADSIS Foundation. During 2017-2018, a group of 4 teachers joined the EVALINTO teacher training course and organized peer mentoring activities with their students, including the experience as part of the initiatives undertaken under the annual school programme, named this year "Include yourself, include me".

The 4 teachers attended the training course developed in blended modality. An initial face to face training session was held at the Faculty of Education of the University of Salamanca, where also teachers from IES Venancio Blanco and future teachers attending the Master Degree in Education took part. The communication with the teachers and the implementation of the tasks followed on

the platform. Aurora Pérez Fonseca, teacher of technology, coordinated the activities at school and acted as facilitator of her colleagues.

During the piloting with students, considering the low presence of migrant students at school, the included in the mentoring programme as mentees also disadvantaged pupils both due to inclusion problems or low academic skills.

The activities selected were focused on the improvement of study skills.

3.2. Pilot 1: Implementation of the peer mentoring activities at school

IES F. García Bernalt	Mentors	Mentees	Themes selected*	Activities
Total number	5	5	Module 4: Study skills	4.1 Study timetable
Average age	12 and 15	12 and 15		4.2.1 Study mechanisms Experiment with different forms of study mechanism
Profile	Spanish students with a good academic profile and social skills	2 migrant students from Latin América Disadvantaged pupils (social inclusion, low academic skills)		4.2.2 Study mechanisms Structured reflection

* Based on the 5 modules of the teacher training course

Pic.3 Delivery of certificates to mentors and mentees – IES F.García Bernalt

Press release

3.3.   Pilot 1: Conclusions and recommendations

IES F. García Bernalt was very compromised with the project. Feedback from teachers were really positive and they shared the experience with project partners and stakeholders during the multiplier event. The objective of the teachers is to continue implementing the peer mentoring programme also in 2018/2019.

3.4.   Pilot 2 implementation

The implementation of pilot followed by the engagement of two more schools which joined the programme and of the future educational counsellors in training at the Faculty of Education of Salamanca:

IES Venancio Blanco: It is a public secondary school located in a new area of Salamanca covering compulsory and post-compulsory secondary school studies, and advanced vocational training studies. The demography of the students is also diverse, with an increasing number of migrant students (10%) in particular from North Africa. The school is developing a pilot project on immigration in closed collaboration with the local associations. 3 teachers joined the project. They attended the initial face to face session of the teacher training with the colleagues of the IES F.García Bernalt, but due to the internal organization of the school calendar for 2017/2018 already completely planned, they decided to postpone the implementation of the piloting and now they are working with their students along 2018/2019.

IPSSEOA Carmine Russo: It is a vocational secondary school of Cicciano, Naples (Italy). It is a school where professional profiles associated with tourism are trained (chefs, sommeliers, waiters, hotel managers…). Due to the high presence of migrant students and the need to address the topic of multiculturality both at school and in their future profession, the school staff is strongly engaged in European projects. The E-EVALINTO partnership met them during a session on E-EVALINTO

methodology organized inside the training workshop with participants of the STEMS project held in Salamanca on November 2017 (https://grial.usal.es/news/grial-imparte-un-curso-docentes-y-gestores-de-instituciones-educativas-de-toda-europa). All the school teachers of the school were informed of the training course and received access to the E-EVALINTO virtual campus. 25 teachers are actually completing the online training and working in parallel with 31 students. In this case, the implementation of the course and the monitoring of the activities is developing online. There was a face to face meeting in Cicciano last April 2018.

Pic.4 Meeting with school manager and teachers – IPSSEOA Carmine Russo, Cicciano

Faculty of Education of University of Salamanca: during 2018/2019 the future educational counsellors attending the Master Degree in Education will use the E-EVALINTO virtual campus as a good practice of innovation in education. They will be trained in using the materials and the evaluation tool developed inside the project. It is an opportunity to start early in introducing innovation in education from the university where the future school staff is trained.

4. Implementation and evaluation in Ireland

4.1. Pilot 1: Implementation of the teacher training course

St. Pauls CBS (Dublin, Ireland). It is a Catholic Secondary School for boys located in an area of high socio-economic disadvantage. 38% of the students have a migrant background (from Ukraine, Poland, Romania, Slovakia or with parents migrated from Kosovo, China, Romania, Ukraine and Estonia). Two teachers participated in the pilot with 5 mentors and 5 mentees. The training of the teachers took part on site at their school in two phases. The first phase of teacher training focused on looking at the theoretical background of the project and the nature of peer mentoring

and how the activities provided for pupils could be selected in light of the intercultural profile of the school. Given that the teachers were not familiar with using a Moodle platform, this first phase of training was focused on giving the teachings the opportunity to engage with the online platform and be instructed upon the nature of, and requirements for, the first three assignments in the teacher training programme. The second phase of training took place while the five-week peer mentoring programme was ongoing. As teachers were building up a stockpile of the work of the participating students, a second onsite training session took place which concentrated on how teachers were to facilitate the uploading the student assignments and how Evalcomix was to be employed. Both in between these two onsite sessions, good communications particularly via email were maintained with the pilot school to answer any queries. The feedback of the teachers on the online training course was that it was easy to follow and breaking the training into two sessions was easier to digest. However, the use of the moodle environment and online platform was challenging for one of the teachers at times.

4.2. Pilot 1: Implementation of the peer mentoring activities at school

St. Pauls CBS	Mentors	Mentees	Themes selected*	Activities
Total number	5	5	Module 1 Personal wellbeing / social skills	Have fun / Time out
Average age	16	14	Module 2 Language / Communication skills	Reading and writing
Profile	male	male	Module 3 My culture / Your culture	What our cultures have in common
			Module 4 Study skills	Study timetable
			Module 5 Interests and hobbies	My hobby

* Based on the 5 modules of the teacher training course

Press release

4.3. Pilot 1: Conclusions and recommendations

Evalento

The Evalento Project is about Senior and Junior student working together from migrant backrounds to gain a better understanding from one another about their cultures and their hobbies interests to encourage progress in school.

Over the past 6 weeks we have had several sessions working together and learning more about each other.

It was interesting as there was a variety of different students from different backrounds from the juniors we have Ali from Kenya, Florin from Romania, Kacper from Poland, Krystian from Poland, Emmanuel from South Africa, Pranav from Mauritius, Gelu from Romania, Mohammad from Mauritius.

Evalento is capable of making Seniors and Juniors to chat to each other and make a bond.

A Summary of the past six weeks that we have done are as follows:

- In the first session we introduced ourselves to each other we talked about our overall view on our cultures roughly.
- In the second session we talked into more detail about our favourite foods from our cultural cuisine.
- In the third session we talked about our hobbies and our interests such as movies and sports.
- In the fourth week the Seniors helped the Juniors to make their first study timetable.
- In the fifth week the Seniors and the Juniors got to take part in activities such as basketball and table tennis, we learned how to communicate with each other and each others strength and weaknesses.
- In the last week were making an article and we reflected on what we did.
  Overall it was a fun interesting social experiment and everyone enjoyed it.

Pic.5 Activity 2.2 Article for the school website written by mentees of St. Paul CBS

Video from Valerie Roe (St. Paul CBS, Dublin, IE):
https://www.youtube.com/watch?v=rgLBcJRwepo

4.4. Pilot 2 implementation

Two schools have agreed to participate in a second pilot of the programme. They were contacted directly through a link with the teacher of the first pilot school. The following is an overview of both schools.

Lady of Mercy College (Beaumont, Ireland). Lady of Mercy College, Beaumont celebrated 60 years of excellence in education in 2017/18. It is an all-girls secondary school situated in North Dublin. In 2017, 18% of our students indicated their nationality as a country other than Ireland. The core value of the school is respect for all and the nurturing of individual potential, academically, spiritually and culturally as a member of the school and wider community and in the spirit of the Mercy Ethos. The school is a CEIST school, a Voluntary Catholic Secondary School Trust body with 107 schools. The school community comprises parents, students, staff, management and others

who all have a responsibility to contribute to the total educative process. They are committed to excellence and to continually improving the quality of teaching and learning for all the partners in the school in an atmosphere of care and trust.

Le Chéile Secondary School (Tyrrelstown, Dublin). Le Chéile Secondary School is a co-educational post-primary school in Tyrrelstown, Dublin 15. This is an urban location approximately 14km from the city centre. In the academic year 2017/18, it catered for 458 students in Junior Cycle, Transition Year and Senior Cycle. Working with the Catholic tradition and its understanding of the dignity of the human person, Le Chéile Secondary School welcomes children from all faiths and none and creates a caring a compassionate environment where each child is known, respected and appreciated as an individual. Through participation in classroom activities, sport, music, drama, community projects and extracurricular activities, each child will have opportunities to flourish in ways that will promote their self-esteem as well as an awareness of the importance of their contribution to the community in which they live. The school website is http://lecheilesecondaryschool.ie/.

In the case of both schools who have joined the pilot 2, one teacher so far from each school has come on board. Both are very enthusiastic, and access has been given to them to the online platform. Communication with the teachers and the partner institution is ongoing via email and phone. Due to timetabling issues the programme will not run in either school until at least November 2018, after the end of this project, however DCU has committed to the teachers that training can be providing on the teacher training programme, in a similar fashion to Pilot 1.

5. Implementation and evaluation in Cyprus

5.1.   Pilot 1: Implementation of the teacher training course

CARDET after reviewing the project's proposal, considering the project's aim and objectives emphasized the fact that intercultural mentoring programmes and activities can be beneficial for schools with a strong multicultural profile. In this regard, it conducted research in order to identify which schools across Cyprus can best fit to the project's purpose. For this reason, CARDET contacted the Cyprus Pedagogical Institute and discussed about the project, its philosophy and outcomes and requested some information about the schools that can be supported and benefited from the outputs of the E-EVALINTO project. Afterwards, CARDET contacted a number of recommended schools and informed the principals and the vice-principals about the project.

Pilot 1

In regard to the Pilot phase 1 due to the fact that we reached them at the middle of the year 2016-2017 some schools were very resistant because they had already arranged their activities for the whole school year. One school that met our criteria and agreed to support our survey was the **Technical School of Larnaca**. The school offers many vocational training courses, such as carpentry, and Informatics. The status of the school for the Cypriot context is considered lower

than the Gymnasium and Lyceum where most students attend though the facilities are quite new, and students do not experience problems during the courses. Specifically, it is considered an alternative of attending to a school which offers a more vocational orientation during the courses. The students' profile is also diverse. There are students from many different parts of the island, both rich and poor. There are a lot of students from other countries, and also in the school a small group of unaccompanied minors attends some classes. The unaccompanied minors in the school, are girls from Somalia, who are participating in some of the courses of the school program. Concerning the profiles of the other students with a migrant background, they come from the following countries: Romania, Iran, Russia, Palestine and Bulgaria. The percentage of migrant population attending the school was at that time 10.8%.

In order to get to the school, we contacted two people to discuss about the project, firstly the vice-principal Mr. Andreas Stavrou and then he was referred to a contact person, Ms Veronika Kokkinou, a school teacher. After visiting the school and presenting the E-EVALINTO project we had some further meetings in order to complete the survey and we finally received back 15 student questionnaires, 3 questionnaires from the management team and school counselors, 6 from teachers and from the student's parents 6 questionnaires. We received the above questionnaires at the end of April, though we experienced a difficulty on collecting data from parents, which were gathered at the end of June 2017. At the beginning of the school year 2017-2018 due to the fact that there were administrational and staff changes to the school's structure, the school decided not to take part at the second pilot phase. In this regard, CARDET contacted another two schools with a similar character (Technical Schools) so that the data taken from the identification of the "intercultural profile" to be applicable to these schools as well.

In this regard, CARDET engaged two schools for the school year 2017-2018 with a high percentage of migrant population, the A' Technical School of Nicosia (Nicosia, Cyprus) and the Fotis Pittas' Kokkinochoria Lyceum (Frenaros, Cyprus). For each school, CARDET contacted one Secondary School Teacher: Eve Georgiou from the A' Technical School of Nicosia and Katerina Ioakeim from the Fotis Pittas' Kokkinochoria Lyceum. Both were teachers of Greek as a Second Language and they were teaching to Greek language classes; one class per teacher. Below, the profile of each school is presented:

A' Technical School of Nicosia (Nicosia, Cyprus). The A' Technical School of Nicosia is the oldest among the Technical Schools of Cyprus. It was founded in 1958. The School offers three-year theoretical and practical courses, two-year apprenticeship classes (two days per week), four-year studies of Theoretical and Practical Orientation of the Evening Technical School, afternoon and evening courses. The fields of study that are offered are Engineering, Electrical Engineering, Civil Engineering and Architecture, Design, Carpentry, Artistic Studies, Clothing, Hospitality and Food Arts. The percentage of non-English pupils is significant compared to native speakers and therefore special support programs are being implemented in order to support their educational and academic needs.

Fotis Pittas' Kokkinochoria Lyceum (Frenaros, Cyprus). Fotis Pittas' Kokkinochoria Lyceum was founded in honor of the heroic teacher figure Fotis Pittas, whose origin was from a village called Frenaros, Cyprus. The school first operated in September 1996 upon the time of completion of a large part of the school's infrastructure. It is located outside the village Frenaros and next to

Kokkinohoria Gymnasium. It is a very modern school and during the school year a number of activities are being implemented in the school. In the same building there is also an Evening School (Gymnasium) where students from the surrounding area can attend. The school gives the opportunity to people, who weren't able to finish their formal education, to attend the school's classes. During the school year 2017-2018, 421 students attended.

In regard to the implementation of the E-EVALINTO to the A' Technical School of Nicosia, Eve chose the following themes: 'Language / Communication Skills', 'My Culture, Your Culture' 'Study skills' and 'Interests and hobbies'. In this school two mentors implemented intercultural mentoring activities with six mentees. The mentors were chosen due to the fact that they had good communication skills in the Greek language, apart from their native language. In this regard, they could easily provide support to activities related to language and culture. Before the implementation of the intercultural mentoring activities in the classroom Eve visited CARDET's premises where she had a training course on how to use the platform in regard to its technical aspects (URLs, registration process, EVALCOMIX, download-upload etc.). Later, in her classroom, after a brief introduction to the goals and the idea of E-EVALINTO, she presented to the students the activities proposed by the project and together they selected which of them are the most beneficial and would like to implement in their classroom. Then they discussed about the role of mentors and they started the implementation of all activities. The activities implemented during the pilot implementation were: Activity 2.1 (2), Activity 2.2, Activity 3.1 (1), Activity 4.2 (2), Activity 5.1 (1), and Activity 5.1 (2). All activities were implemented as described by the project and the only changes that were made were the video options or photos as they were considered as personal data and were replaced by activities which involved structured reflection.

In terms of evaluation of the mentoring activities, Eve followed the Example n.3 through which a teacher assigns a set of activities (learning tasks) to different pairs of mentor and mentees. In this case a hetero-assessment took place which was oriented toward each of the three mentees and a peer assessment which was oriented only to the mentee assigned to the mentor as peer. After the implementation, Eve stated that all students were very satisfied to be part of this project, had a very good time and enjoyed spending time doing meaningful activities. Eve on her behalf, stated that E-EVALINTO equipped her with news instructional knowledge and skills on how to support migrant students at schools, and she enjoyed the experience in working to an online environment. She also appreciated the fact that the teacher training was self-paced and she could go through the material on her own time and space and that teachers and students had the opportunity to gain a certificate of high value, issued by the University of Salamanca.

Concerning the implementation of the E-EVALINTO to the Fotis Pittas' Kokkinochoria Lyceum, Katerina implemented activities based on the following themes: 'Personal Wellbeing / Social Skills', 'Study skills' and 'Interests and hobbies'. In this school one mentor and two mentees participated to the project. The mentors were chosen based on their academic achievement which was very good. In this regard, they could be able to support other students to a number of different school related activities. Before the implementation of the E-EVALINTO to her classroom, Katerina had a skype meeting with CARDET's project manager, Ourania Miliou, in order to discuss the process of implementation, the online platform, the teacher training course and every other detail related to the implementation of intercultural mentoring activities. Before the implementation of the activities to the classroom, Katerina explained to her students that for the upcoming months they will try something different and effective at the same time. She first

informed the students about each activity and how they will work it. In this regard there was a preparation both school and home.

Concerning the evaluation of the activities which were held in the classroom, Katerina followed Example n.2 according to which a teacher assigns a set of activities (learning tasks) to a mentor, who will work with two mentees. In this case both peer assessment and hetero-assessment were oriented toward the two mentees. Katerina's students stated that they gained valuable skills in working as mentors during the support of other students, they socialized and they created new friendships. Mentees stated that it was a wonderful experience in terms of socialization and engagement and that they gained a better understanding of the school environment. Both mentors and mentees appreciated a lot the fact that they will gain a certificate from their participation to the project. Katerina reported that it was a very interesting experience which equipped her with didactical strategies for promoting peer mentoring actions at schools. One of the strongest points she reported was the E-EVALINTO open access elearning platform that offered teacher training opportunities and ICT tools and networking dynamics for enhancing intercultural dialogue across European schools.

Pic.6. Meeting with the teacher Eve Georgiou at CARDET's premises.

Pilot 2

For the second pilot phase CARDET contacted two school teachers at the beginning of the school year 2018-2019 which were interested in the project. The first teacher is Angeliki Vruonidou from the **Gymnasium of Palouriotissa (Nicosia)**, a school with a high percentage of migrant population which is located in an inner-city area. Angeliki is a math teacher and was very

much interested in the project because she wants to offer alternative choices of studying to her migrant students who are struggling with their homework. Angeliki has chosen to undertake the course via self-paced learning and has already registered to the elearning platform of E-EVALINTO. The second teacher is a Primary School teacher Litsa Fragkou who teaches at the **Primary School of Palouriotissa (Nicosia)**. Litsa's classroom is mixed, with a large number of migrant students, specifically 17 out of 21 students attending her class are students with a migrant background. In this regard, Litsa was interested in exploring new ways of teaching. Litsa has already registered to the platform and she is planning to go through the E-EVALINTO material online at a self-paced learning mode.

Finally, CARDET has contacted one school teacher from Greece, George Tigkas, who teaches at a Primary School in a Greek island, Lefkada. George wants to learn more about the project and CARDET is planning to conduct a skype call with him in order to give him instructions on how to use the platform. George has already registered to the platform.

5.2. Pilot 1: Implementation of the peer mentoring activities at school

A' Technical School of Nicosia	Mentors	Mentees	Themes selected*	Activities
Total number	2	6	Module 2. Language/Communication skills	Activity 2.1_Option 2: Show and Tell Activity 2.2: Write an article
Average age	16	16		
Profile	Good communication skills, goo knowledge of ICT tools, good academic skills in History and Language	Very low communication skills in Greek, not good academic skills, difficulties in school subjects, lack of engagement in classes and in	Module 3. My culture, your culture	Activity 3.1_Option 1: Create a presentation
			Module 4. Study skills	Activity 4.2_Option2: Structured reflection
			Module 5. Interests and hobbies	Activity 5.1_Option

				1: Structured reflection Activity 5.1_Option 2: Speech or Role play

Fotis Pittas' Kokkinochoria Lyceum	Mentors	Mentees	Themes selected*	Activities
Total number	1	2	Module 1. Personal wellbeing/Social skills	Activity 1.1_Option 1: Structured reflection Activity 1.2_Option 2: Short essay
Average age	16	16		
Profile	Basic communication skills, good academic level	Difficulties in communication (speaking, writing)	Module 4. Study skills	Activity 4.2_Option1: Experiment with different forms of study mechanism Activity 4.2_Option2: Structured reflection
			Module 5. Interests and hobbies	
				Activity 5.1_Option 1: Structured reflection Activity 5.1_Option 2: Speech or Role play

* Based on the 5 modules of the teacher training course

Press release

5.3. Pilot 1: Conclusions and recommendations

Concerning the experience of Eve at the A' Technical School of Nicosia, she stated that:

"My experience as a teacher in the field of intercultural mentoring at school was very positive. I had the opportunity to learn more about innovative educational practices and to approach the intercultural education from a different perspective. The training of students with a different migrant background in language requires a lot of effort and planning. Through E-EVALINTO, learning has become easier and less time-consuming for the teacher to prepare.

Concerning the weaknesses of the project, from my point of view, I don't see any weak point. The students managed to successfully meet the requirements of the activities and were very much interested to them. They were pleased that the project gave them the opportunity to "present" themselves to their classmates and to work together in front of the whole class during the school hours. As a suggestion of improvement, I can say that the time scheduled for each activity can be extended beyond a teaching period for better performance.

In a classroom where all students have a migrant background and are asked to simultaneously learn the language and the school subjects in a fast way to formally join the education system of the country in which they are living, it is quite difficult and time-consuming for both the teacher and the students to handle the teaching practice. The activities selected helped students to come closer despite their cultural differences. Through the lessons, their level of knowledge and their language skills have been enriched together with the motivation to participate to the activities of the classroom. In my opinion, the project could be extended so to be implemented across the whole school unit. "

In regard to the pilot experience which was held at the Fotis Pittas' Kokkinochoria Lyceum, Katerina, the Greek language teacher stated the following:

"E-EVALINTO is a project that enables teachers to experiment with new methods and practices regarding intercultural mediation in schools. For me it was an amazing experience. The modules helped to bring new life to my lesson, to produce work different than usual and to have a productive result. As far as the strengths of the program are concerned, as mentioned above, it brings new impetus to the classroom lessons. We escaped from the obsolete and boring mode of teaching, according to the students, and we focused on ways and units that are linked to the interests of the students. Thus, the lesson becomes more appealing to them and places an emphasis mainly on the active involvement of students. The lesson becomes more experiential as it is consistent with the students' experiences. I think it would be good to apply it to the whole school if the activities are for all pupils and not just a small student population. It should be given to everyone will be given the opportunity to access something different. So our work will be more productive and of quality."

5.4. Pilot 2 implementation

During the second pilot implementation two schools will be engaged in the E-EVALINTO project. The first school is **the Gymnasium of Palouriotissa (Nicosia, Cyprus)**, a school with a high percentage of migrant population which is located in an inner-city area. The teacher that will take part to the piloting is Angeliki Vruonidou. Angeliki has been part of CARDET's network of teachers and she was directly informed about the project at the beginning of the school year 2018-2019. Angeliki is teaching a Math class. Angeliki has already registered to the E-EVALINTO platform and she decided to follow the E-EVALINTO course in a self-paced mode, at her own space and time and conduct the intercultural mentoring activities to her class the following months. Angeliki's first impression about the project and the material was very positive and she is looking forward to practicing the activities with her students.

The second school is the **Primary School of Palouriotissa (Nicosia, Cyprus)**, a school with a high percentage of migrant students. The implementation will take place from Litsa Fragkou, a Primary School teacher who teachers all school subjects to her students. Litsa was informed about the E-EVALINTO project at the beginning of the school year 2018-2019 because she has been working with CARDET for some years and she has a strong motivation to learn new instructional strategies and tools in relation to integration. Litsa is mostly interested in activities related to language and communication, as in her classroom there are students that cannot communicate at all. She has already registered to the platform and she is planning to go through the E-EVALINTO material online at a self-paced learning mode.

6. Implementation and evaluation in Italy

6.1. Pilot 1: Implementation of the teacher training course

The **Industrial and Technical School "Galileo Galilei"** in Arezzo, Tuscany, was involved in the project with one humanities teacher plus one teacher assistant. There were no "formal classes", but a group of 22 students which on a voluntary basis decided to join the training course.

The implementation of the training course for teachers was managed through two main ways: two days of "face to face" training and an ongoing on-line support. The Project Manager considered the teachers training course as a good moment to implement the mentor training course. So, 3 activities have been developed: the first activity consisted in a Brainstorming Session on the skills that a good mentor needs to have/develop; the second activity consisted in pinpoint the teaching subject where the mentors are strong in and create sorts of study groups and to match mentors and mentees according to their studying needs; the third activity consisted in a funny game called "speed date" between mentors and mentees.
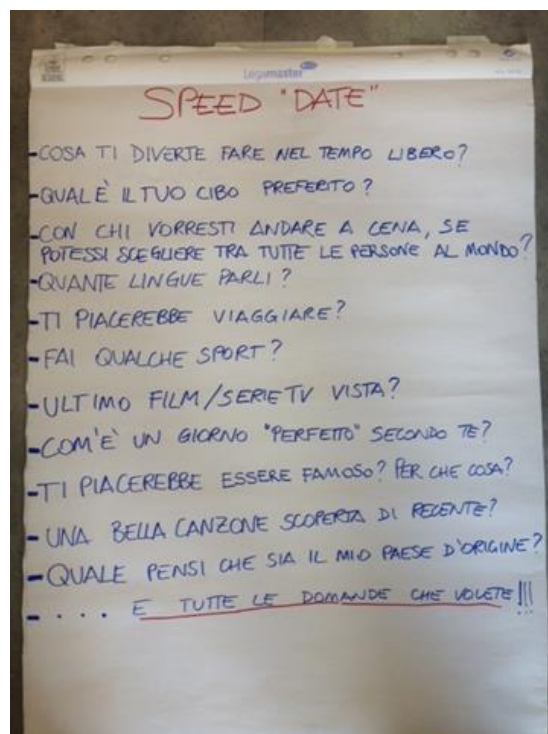
Pic.7 Working with teachers and students at ITIS Galileo Galilei

The main topics covered during the training (both for the teachers and for the mentors) were peer intercultural mentoring: young students were engaged as mentors and as mentees (the mentees come from different parts of the world: from Africa to Asia passing through Eastern Europe) and both students and teachers had the possibility to learn the importance of a pre-structured evaluation mechanism as well as the importance of peer assessment and self-assessment as a different way to promote personal growth. Moreover, EVALCOMIX offers the chance to teachers and students to receive a training on the use of the digital platforms.

On the one hand, the teachers detected a lack of computer tools in the classroom, an utilization of the platform not immediately intuitive and they said it is difficult to think about a broader use of the platform; on the other hand, the teachers appreciated the online training course and considered it "useful", but they stated the platform doesn't bring many improvements to the mentoring activities, slowing down and affecting the work.

6.2.   Pilot 1: Implementation of the peer mentoring activities at school

"Galileo Galilei", Arezzo	Mentors	Mentees	Themes selected*	Activities
Total number	9	13	Module 4: Study skills	4.2
Average age	15	15		
Profile	18/22 students have a migrant background			

* Based on the 5 modules of the teacher training course

Students developed new study skills and are now able to conduct their tasks by using both the new study strategies proposed and those which they already knew. All the students involved demonstrated willingness and interest in the new proposed strategies.

Press release

6.3   Pilot 1: Implementation of the peer mentoring activities at school

From the perspective of pupils (Mentees): they stated they have learnt a new method of study. The mentees highlighted they have benefited from the peer mentoring because mentors use a simpler, clearer and more direct way to communicate and mentors can understand better than teachers all the difficulties related to mentoring. Pupils reported that the mentoring activity helped them to improve their school marks and their study skills. In general, they are now more motivated to study. They also think it would be better to change mentor depending on the school subject.

From the perspective of pupils (Mentors): Mentors stated that the mentoring experience has been useful and enriching since they have had the possibility to improve their ability to relate and communicate with others and to revise and check again topics, they, otherwise, would have forgotten. As the mentees, also the mentors agree on the simpler way to communicate used among peer. They think it would be better to change student depending on the school subject. They also reported that sometimes they face linguistic obstacles with students and that they need time to overcome them.

From the perspective of teachers: E-EVALINTO has led most of the teachers through their first experience with Intercultural Mentoring. Teachers appreciated so much some of the proposed activities that they will take inspiration from them, in view of future activities. Despite pretty tight schedules, a lack of computer tools and a not so homogeneous group of students which hardly guarantee their presence, they have found the Intercultural Mentoring "useful" and they hope for a broader use of it.

Video from Milena Micillo (ITIS Galileo Galilei, Arezzo, IT):
https://www.youtube.com/watch?v=QYfdwJcuock

6.4 Pilot 2 implementation

1= "Severi" Institute; 2= "Venturino Venturi" Institute

1) 26 students (6 of them with a migrant background) from "Severi" Institute, Arezzo, Tuscany, with two teachers: Francesca Terenzi (Italian as second language teacher) and Lorella Rosi (humanities teacher).

2) 15 students (5 of them with a migrant background) from "Venturino Venturi" Institute, Loro Ciuffenna, Arezzo, Tuscany, with two teachers: Carla Marsili (English teacher) and Angela Manganelli (teacher's aide).

The school were contacted through the Oxfam official teachers' database. During 2018-2019 teachers are willing to use the educational supplies and the on-line self-learning materials.

First impressions from the teachers:

1) Teachers are interested in colleagues' experience and in the experimental use of the educational supplies. In more detail, teachers are interested in the modules on the study competences in order to work in small groups and to improve individual organizational and study competences.

2) Teachers are interested in Inclusive Education. In more detail, they are interested in teaching learning units (UDA= Unità Didattiche di Apprendimento) and in working within small groups. They would like to use Evalcomix to value the teaching learning units (UDA= Unità Didattiche di Apprendimento).

Future plans

1) The educational supplies will be used within the classroom in order to facilitate the understanding of the lesson and students will be split in small groups. Within the small

group, which is heterogeneous as regards skills and competences, a student will play the role of the Mentor.

2) The educational supplies will be used within the groups in order to facilitate the participation of all the students. The group will be heterogeneous as regards skills and competences and a Mentor will be identified for each group. The Mentor will be in charge of organizing the work.

7. Implementation and evaluation in Poland

7.1. Pilot 1: Implementation of the teacher training course

The piloting phase of the E-EVALINTO project was held in Poland from February to September 2018. Two teachers from the Academic High School of the University of Social Sciences took part in the pilot. The Academic High School exists for four years, it is small school. The Academic Secondary School was founded by the authorities of the University of Social Sciences. Due to the academic roots of the school, outside of their subject areas young students can participate in open lectures and workshops for University of Social Sciences students. The school cooperates closely with the socio-economic environment. Partners include employers representing private companies but also state institutions (military, police). The school is very popular with young people from Lodz and its surroundings as well as students from Ukraine. In school has about 80 students. The population of pupils with a migrant background is no more than 10%. The school is very popular among students from Ukraine, and every year more students join the school.

The first teacher who took part in the pilot was PhD Adam Gogacz. He is an academic teacher and educator with many years of experience in working with adults and youth. He has extensive experience in implementing international projects, including projects related to spreading the idea of multiculturalism in education. In high school, he conducts ethics lessons. Mr. Adam Gogacz invited to participate in the pilotage the first-grade students with a general profile (in the school year 2017/2018). About 30 pupils, including 5 pupils of Ukrainian descent, studied in the class. The team of E-Evalinto was joined by Ms. Agnieszka Kobierzycka and first grade students with a mathematical profile (in the school year 2018/2019) who have just begun their studies at the Academic High School. Ms. Agnieszka Kobierzycka is a school counselor and a teacher of knowledge about culture. In the class there are 26 students, among them 5 pupils from Ukraine. The whole class enthusiastically approached the E-Evalinto classes and during their implementation Polish and Ukrainian students willingly shared their interests and hobbies. The students are waiting for the next classes implemented E-Evalinto.

Before the piloting, the teachers were informed about the project and about the platform during face-to-face meetings. Due to the complex functions of the platform, they were supported on a how to work via e-mail and by phone. Support activities and meetings were held throughout the pilot period.

During the meetings with the teachers, it turned out that they perceive a difficulty in the implementation of tasks associated with a load of the lessons program with materials resulting from the core curriculum of education. Students are also involved in numerous additional activities what makes it difficult to find time for additional classes. It is difficult to charge students with additional activities, which is why in the Polish reality, classes are mainly in the subject of classes concerning, for example, knowledge about culture. In the Academic Secondary School, there was an additional difficulty related to obtaining permission to participate in the project of pupils of Ukrainian origin. Ukrainian students are in Poland without parental care, so obtaining consent for participation in the project requires the launch of very complicated procedures. In Poland, the number of pupils of different nationalities (for specific schools) is small, but the teachers noticed the value resulting from the project to work with students not only from different cultures but also from different social groups, e.g. students living in different districts of one city, students living in cities and in villages, students representing different values or religions, etc.

As part of the project implementation, there was a difficulty with using the platform for self-training and work with mentors and mentees. Teachers have difficulties using modern technologies. It also happens that the Evalcomix evaluation tool raises the fear of assessment. It seems necessary to maximize the effort involved in explaining the idea of providing mutual feedback and self-evaluation for both teachers and students. Such a procedure would have a chance to increase interest in the Evalcomix tool.

## 7.2. Pilot 1: Implementation of the peer mentoring activities at school

Academic High School	Mentors	Mentees	Themes selected*	Activities
Total number	7	10	MODULE 3: MY CULTURE, YOUR CULTURE; MODULE 5: INTERESTS AND HOBBY	my culture and your culture - version 3.2; my hobby 5.1 option 2. my culture and your culture: version 3.1 option 1; my hobby 5.1 option 1.
Average age	16	16		
Profile	students from Poland	students from Ukraine		

* Based on the 5 modules of the teacher training course

The pilot in both classes was preceded by meetings with students and parents explaining the project's tasks. In both classes, all students participated in the activities, not only mentors and mentees. Such organized meetings contributed to the integration of all students. This contributed to the implementation of the principle of equality - mentors were not someone special, and the mentees did not feel worse. All students joined in the task. Teachers indicated that the classes were very necessary, and they agreed to continue work on the basis of project materials. Exercises allowed for the integration of students. The tasks aroused mutual interest in cultural diversity. The structure and scope of the exercises seemed interesting, but when planning and describing the classes there were ideas for modifying and supplementing exercises or combining exercises. Technical issues were problematic, e.g. taking pictures during implementation. If the whole class is involved in the classes, it is good to assign roles to the students, eg photographer or camera operator. Often taking pictures caused the reluctance of some students. The work on the platform was also difficult. It required a lot of commitment and support, and teachers do not always have time for additional bureaucracy.
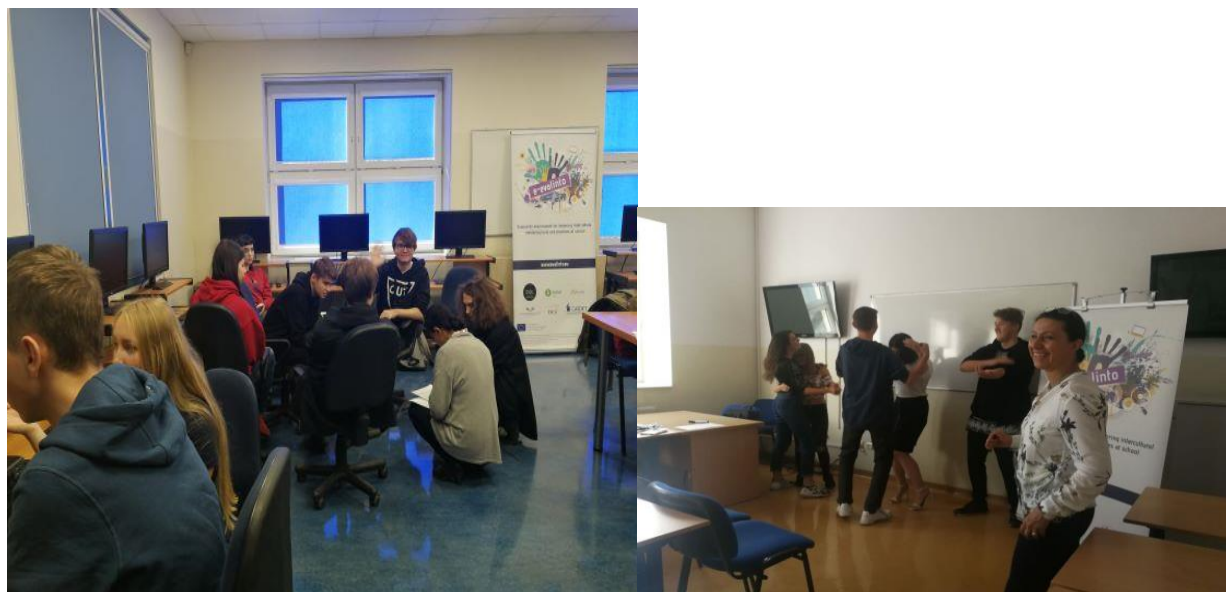
Pic.8 Agnieszka's classes: preparation of presentations on diversity of cultures and presenting a hobby in pantomime.
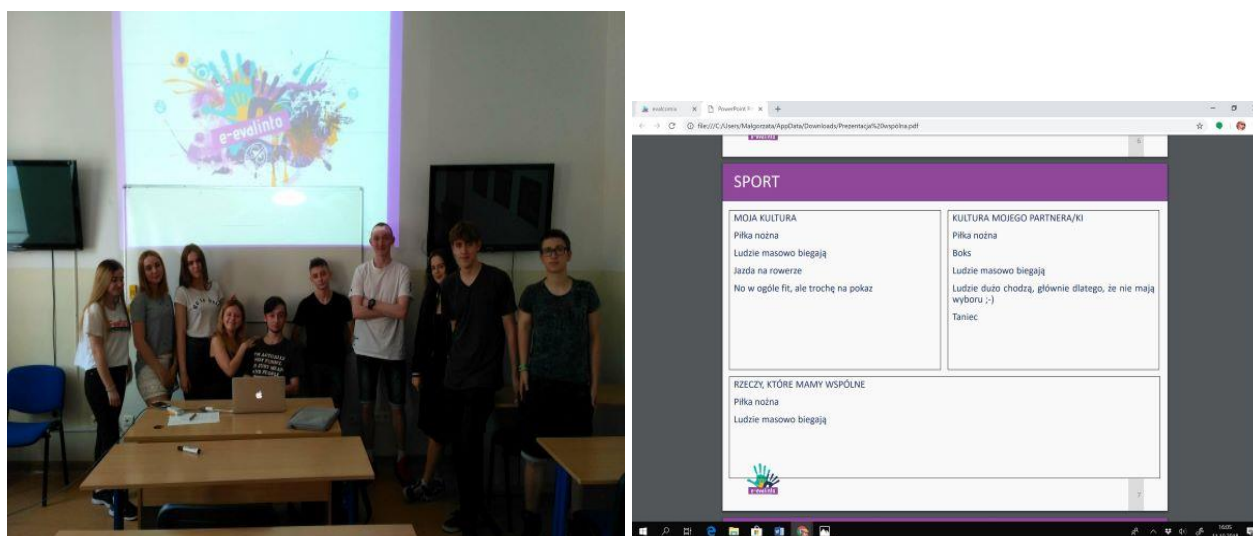
Pic.9 Adam's classes working on interculturality

Press release

7.3.   Pilot 1: Conclusions and recommendations

The project ideas have been warmly welcomed by students and teachers. The pupils recognized that meetings allowing for understanding of cultures contribute to building relations. After the classes, students signaled the high level of need to get to know each other.

At the beginning of the pilot only a few students from Ukraine were learning in school, but there is a growing interest studying in high school from Ukrainian children. At the beginning of the 2018/19 school year, there are already a dozen or so of them that the project has a chance to develop and contribute to greater integration of students from Poland and Ukraine.

Teachers appreciated the idea of mentoring, however, they decided that the key is (maybe this applies to this particular school), that the whole student community, not only chosen mentors, is involved in cooperation with international students because grouping also leads to divisions.

Teachers have noticed that the materials can also be used for work that integrates different groups and are used in various subjects. As already written, the materials were appreciated by teachers. Teachers appreciate the flexibility of the exercises, the ability to adapt them to the current needs of the group.

Too much energy was put into learning to use the platform - it could be used to work with students, the platform should be more intuitive. Teachers suggest simplifying work on the platform. Some felt that without help they would not have the motivation to work independently on the platform.

Key conclusions can be drawn from interviews and materials:

- materials for working with students and the idea of peer-mentoring have been appreciated;

- materials could be used at work with various groups;

- simplifying work on the platform;

- it is worth to involve more the entire school community, also teachers and parents;

- it is worth to devote a separate training on using Evalcomix, which will cover the subject of providing feedback.

7.4. Pilot 2 implementation

1. School Complex No. 2 in Żory - consists of the **Secondary School No. 2 and Technical School No. 2**. In the Secondary School, pupils learn in a class with a biological-chemical profile with the elements of dietetics and media law profile with elements of forensics under the patronage of Górnośląska Higher School of Commerce in Katowice. At the Technical School students are educated in the following professions: logistics technician, economist technician, hotel services technician, tourist service technician, photography and multimedia technician and port and terminal exploitation technician. In 2018 the school celebrated its 40th anniversary. High level of vocational and general education confirms high positions of school in the rankings of schools. The school has numerous certificates. The school participates in many educational projects, including devoted to learning about other cultures. Damian Lejta - a teacher, volunteered for the project and declared that more and more students of migrant origin are studying at school.

2. **III high school of the name of Adam Mickiewicz in Katowice** - The high school was established in 1871. About 600 students learn at the school. There are 10 pupils of migrant background at the whole school. These students learn in the first and second grade. The school boasts a high level of teaching. It is the school which ranked first place in Katowice. It is selected by students with very good grades in primary school. Students from all over Silesia come to high school, in the classes there are finalists of subject competitions. At the moment, the school has 3 branches of 6 classes (6 first classes, 6 second classes, 6 third classes). In each branch, one class is prepared for the International Baccalaureate. The school specializes in education in biological and chemical classes, but also has a high level in chemical classes.

Mrs. Sabina Dziarmaga, who is a school counselor, approached the project. She declared that there are several students of migrant backgrounds who represent different nationalities at school.

The teachers volunteered in response to the offer on the website of the International Projects Department and educational portals.

Before entering the second stage, an interview was conducted examining the needs of schools in the field of supporting students of migration origin. The teachers were trained by e-mail and by phone. Information about the platforms was provided to them via e-mail. Teachers could use telephone and email support whenever needed.

As first impressions from the teachers, both teachers appreciated the materials and the idea of the project. They declared that they would be happy to take part in a personal platform meeting. The use of Evalcomix was somehow difficult. The idea of this type of tool should be discussed in

more detail. Both teachers learned in detail about the materials and declared that they would implement them in schools.

Teachers plan to apply materials to work with students during the school year. However, they expect significant support in working on the platform, which caused difficulties and seemed complicated.

8. Final conclusions

For the partnership it was encouraging to receive good feedback from both mentors/ mentees and teachers. Students appreciated the possibility to improve their ability to relate and communicate with others by improving at the same time their academic skills, and teachers appreciated so much some of the proposed activities that they will take inspiration from them, in view of future activities.

The training course for teachers will be available in self-learning modality on the E-EVALINTO virtual campus, but attending the requests of teachers not so technologically skilled, structured training course for teachers will be offered after the end of the project (face to face or in blended modality) in the partner organizations, in order to increase the size of the network of schools and institutions involved during the project. The courses will be promoted on the European School Gateway so to give the possibility for teachers to access EU funding for mobility and training.

The ICT environment and their tools, based on open source solutions, will be openly available for being used, downloaded and distributed after the project lifecycle. USAL will ensure the availability of them and their updating on its servers, so to facilitate that the ICT environment and network keep growing by joining new schools and educational practitioners.

Pic.10 Certificates for teachers and students

Pic. 11 Salamanca, 18th September 2018 – Multiplier event with teachers and students at IUCE – USAL

Pic.12 Salamanca, 26th October 2018. Following with the dissemination. E-EVALINTO at TEEM 2018