

Criteria:

- Implemented in Primary Schools the last 5 years
- Promote inter/intracultural skills
- Funded or supervised by a reliable national/international agency, organisation
- Accessible at platforms, such as e-Twinning, School Education Gateway and the Eurydice Network

General information	
Name/title of the Best Practice	“Interkulturelles mentoring für schü len” (Intercultural mentoring for schools)
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	The project started in 2017 and is still ongoing
Type <i>(program, project, activity, event, multimedia, etc.)</i>	Project
Sources of information <i>(where information can be found about this best practice)</i>	https://multinclude.eu/multinclude-case/interkulturelles-mentoring-fur-schulen-intercultural-mentoring-for-schools/
Administering organisation <i>(name & address), if any</i>	Vienna University children’s office
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i> 	The program was initiated by a department lecturer and chairperson of the Alumni Association together with a student of Turkish origin as a direct response to demands in migration engagement that was reported from and visible in schools.
Country of origin/Location of the program	Austria
Other countries participating	
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	BMEIA – Ministry for Foreign Affairs; Büro für Diversität St. Pölten (Municipality of St. Pölten – diversity office)
Target group/beneficiaries <i>(vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</i>	Total of beneficiaries: 1.326 beneficiaries, female: 795 beneficiaries, male: 531 beneficiaries under 18: 1.134 (pupils) beneficiaries over 18: 192 (teachers, parents) Pupils who have experienced migration or flight in their biographies are faced with difficult assumptions in school education – our approach is to provide them with support that includes sharing of their own experiences with a mentor.

	<p>Student mentors who have also personally experienced migration or flight can offer appreciative and esteeming recognition of their competencies and knowledge gained from their own experience through working in the project.</p> <p>All of our mentors have a migration or refugee background and are currently students or have already graduated. We are therefore working with a group of individuals who are underrepresented in society at large as well as in the university system.</p> <p>The mentors were either born in Austria, to first generation immigrants, or were born abroad and moved to Austria to continue their education. Our mentors who have refugee/asylum status have all worked in the education system in their respective home countries and hold university degrees.</p> <p>Our mentors speak 19 different languages, ranging from Arabic to Pashto. Currently, 35 mentors are active in 25 schools and reach approximately 25 beneficiaries per school class.</p> <p>The implementation is happening mainly on the compulsory school level in Vienna an St. Pölten (Lower Austria). Most of the schools we work with are on the primary and secondary level (“Volksschulen” and “Neue Mittelschulen”) with a few exceptions. Over the course of the project we have worked with Gymnasiums and higher secondary vocational schools of economics (Gymnasiums, HAK).</p>
Parameters	
Short description of initiative/Best Practice	Support for pupils who had experienced migration or flight and support for teachers in classroom who are being characterized by manifold facets of multiculturalism – through role-modelling of university students, sharing of experiences, individual empowerment and strengthening of self-esteem.
Goals and objectives of initiative/Best practice	<p>The objectives of this initiative include:</p> <ol style="list-style-type: none"> 1. Providing support for pupils who have experienced migration or flight. 2. Supporting teachers in classrooms characterized by multiculturalism. 3. Acting as role models for students. 4. Providing caregivers and contact persons for students. 5. Representing a positive example of the value of education. 6. Leveraging personal experiences and language skills to support migrant students. 7. Enhancing language skills and self-esteem of students. 8. Facilitating communication with parents, including preparing appointments or parent conference days.
Key components and activities of initiative/Best	University students with personal experience in migration or

practice	flight visit school classes as mentors once in a week and join the lessons in accordance with the teacher. They interact with the pupils, support them in their learning and, in case of language difficulties, help them to perform better in school. Moreover, they serve as role models, care givers and contact persons because they represent positive examples of the value of education. Due to their own experiences and language, they can support migrant school students the best they possibly can – may that be in language support or enhancement of self-esteem. Moreover, they can have an important role in working and communication with parents, e.g. for preparing appointments or parent conference days.
Duration of the Best Practice/program	Every year
Required resources or equipment	Most parts of the activities are on a voluntary basis; mentors only receive a minor remuneration.
Staffing requirements	Teachers, mentors
Costs for the participants, if any	
Services that are/were developed (<i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc</i>)	Teaching, mentoring, supporting, training
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	no
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (<i>i.e., from participants, parents; if available</i>)	Mentors join a school class for at least one full school year in order to allow for stable relations. Some of the mentors have been working with a particular class for 4 years now and the impact this has on the pupils is lasting.
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	The project pursues an “Anti-bias approach” (prejudice-conscious education and pedagogy), skills-oriented pedagogy and migration pedagogy: cultural diversity made perceivable as being normal in classrooms, experiencing of lived multilingualism, acknowledgement of competences, setting examples of positive identity models.
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	