

What were the conditions and steps taken that have contributed most to the success of the measure?

Strong partnerships are key success factors for the effective implementation of the programme. Since the Nightingale programme thrives on the relationships of the tandems between student teachers and pupils, a good cooperation and information flow between all partners is important. The regular coaching for the students is also crucial and valuable. The students have to be motivated to reflect their work and process. It also requires a dedicated work of the project manager at PH Zug. The coordinator must be available and accessible for questions of the parents, children, teachers and mentors. This emphasises the importance of the commitment and competences of the project implementers. Moreover, good information exchange between the university and school on the profiles of participants help to match mentors and mentees in a better way. Specifying the learning opportunities and guiding students' reflections before, during and after the project were emphasised by the evaluation studies as other important factors to ensure an even higher impact on the mentors.

Which stakeholders were involved in identifying needs and in the planning and design of the measure?

The Nightingale mentoring programme was inspired by the Perach project, founded in 1972 in Israel. In 2006, Nightingale was implemented in seven European countries through the EU network 'Mentor Migration', financed by the EU programme Comenius 2.1. Since then, the Nightingale programme has expanded both nationally and internationally to more than 20 sites. To facilitate the cooperation between all Nightingales in Europe, the 'Nightingale Mentoring Network' was initiated in 2010.

Who was involved in implementing the measure?

Since 2007, Nightingale has been part of teacher education at the University of Teacher Education in Zug (PH Zug). It is financed by the Integration Programme of the Canton of Zug, as well as by the cantonal educational department (Stadtschulen Zug) and PH Zug itself. The Nightingale programme takes part in the second year of the teacher education programme.

Who has key responsibility for implementation?

The University of Teacher Education in Zug (Pädagogische Hochschule, PH Zug).

How are the different people involved in implementation being supported (e.g. do they receive specific training?)

The Nightingale programme is based on the idea of 'mutual benefit' – for both children and student teachers. The mentor acts as a positive role model by establishing a personal relationship with the child. This in turn helps strengthen the child's personal and social confidence. The overall aspiration of the project is that mentor and children are able to make marked progress both inside and outside of school, and that a broader range of young adults will apply for higher education. Nightingale provides future teachers with a unique opportunity to get to know an individual child (and its family) outside the classroom. During the whole duration of the programme, there are five meetings where the students are taught certain theoretical topics (such as intercultural communication, individual perception, working with parents, etc.).

What have been the obstacles to introducing the measure? How have they been addressed?

The impact of the programme could be improved by incorporating new schools, vocational centres and associations in the city. More spaces in the university, grants for students who wish to become mentors in the programme could improve the effectiveness of the project as well. It would also be beneficial to include some other subjects as part of the programme, such as a deeper critical reflection about diversity and inequality, equity of opportunities and socio-political context. For the moment, the Tandem Project is developed in the subject 'Family, Society and Education', that is compulsory for all student teachers at PH Zug.

What is monitored?

According to an evaluation of the programme, Nightingale has the potential to develop student teachers' teaching-specific competences. Interviews with former mentors show that being a mentor had a great influence in their cross-cultural understanding and teaching style. However, participating in the mentoring programme does not automatically lead to specific benefits. Teacher education needs to specify the learning opportunities and to guide reflections before, during and after the project, in order to embed it more clearly in the teacher education programme. Another evaluation of the programme showed that the one-to-one setting (one mentor with one child) is unique and very valuable for the mentors. The mentors explained the importance of this learning setting with reference to the exclusive focus on the child and its development in an extracurricular context. However, the data also showed that there was no consistent strategy on how mentorship should perform, and sometimes student teachers were unsure of their roles as mentors. Following the evaluations, reflective exercises (both written and in the form of discussions) on the development of student teacher professional competences were introduced into the programme.

What has been the impact of the measure?

Since 2007, there have been around 12 'tandems' joining Nightingale each year, including around 80 students and 80 children up to now. The Nightingale project has a positive impact on school children. Thanks to Nightingale, they integrate more easily in schools. This has a positive effect on their learning situation, socialisation and cooperation with school friends and classmates. Pupils lose their fear of contact with external (beyond school) facilities, gain confidence and get higher aspirations about their future. They also improve their language skills, as they are supported in a one-to-one setting by the students. The mentor also serves as an important cultural mediator for the parents.

Further info (website, contact person e-mail, organisation details)

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relevant documents, photos or videos

References: Leutwyler, B., Aegerter, M. & Meierhans, C. (2014a). "Nightingale" in Teacher Education: A focus on the mentors. Learning processes and impact analysis', La Famiglia, Vol. 48, No. 258, pp. 281-305. Leutwyler, B., Aegerter, M. & Meierhans, C. (2014b). «Nightingale» in Teacher

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