



Introduction to the University Spanish system

The Spanish University system

**Table 3.1 Number of universities**

	1985	1995	2007
Total	34	56	75
Public universities	30	46	50
Private universities	4	10	25

Source: Ministry of Science and Innovation, 2007.

The Spanish University system

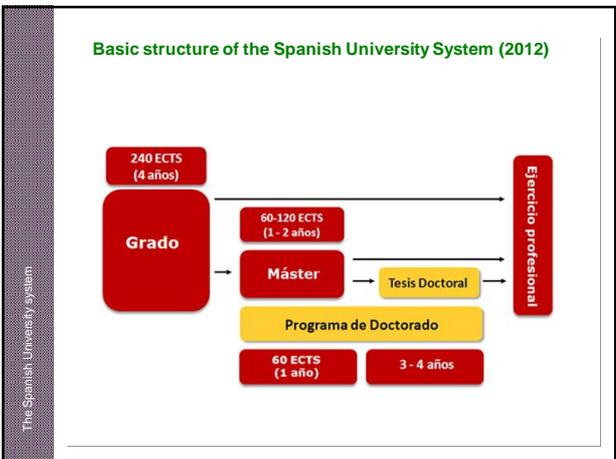
1. The Spanish University system
2. The UdG Study
3. The Nightingale project at UdG

Contents

The Spanish University system

**Basic structure of the Spanish Educational System (2012)**

Kindergarten	(0 – 3 yrs)
Pre-Scholar/Infantil	(3 – 6 yrs)
Primary	(6 – 12 yrs) Compulsory
E.S.O.	(12 – 16 yrs) Compulsory
Bachillerato/ Ciclos Formativos de Grado Medio	(16 – 18 yrs)
University (Diplomatura 3 yrs) Ciclos Formativos de Grado Superior	(18 – 21 + yrs)
University (Licenciatura 2 yrs) University Post Degree (2 yrs)	(18 – 22 + yrs)





### The UdG Study



Universitat de Girona

The Study at UdG

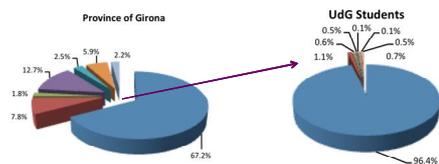
### Expectations among Higher School teachers

From the time they are small children, then, from all sides they are bombarded with the same message “.....their only possible itinerary is to enter the work world and in the event they display interest and the capacity to study, they are indirectly guided towards vocational training”.

“...students’ capacities are decisive in guaranteeing success in upper secondary school; many students of foreign origin neither have these capacities nor demonstrate the will to achieve them; they have other interests. So, it’s quite normal that they don’t make it this far”.

The Study at UdG

Graph 1: Percentage of the population of Girona and of the UdG between 18 and 25 years of age by nationality



The Study at UdG

### Obstacles to reach the University

Mohamed recalls a bitter and harsh memory, a reflection of how the expectations that teachers hold for students are institutionalized in different educational tracks. “...the majority of teachers treated me as if I was inferior and didn’t have enough ability. Belonging to the curricular adaptation unit (group E) attached a stigma to me that hindered the relation with classmates and with teachers. Group E demonstrated the low expectations of teachers with regard to my academic ability. It gave me the feeling that I was in this group because I belong to a certain [minority] group and not because of my abilities. When I requested a change of level and showed interest they treated me like I was a nuisance and wouldn’t let me enrol in upper secondary school. Only a few teachers, who were only temporarily in the school, had confidence in my abilities and potential. In order to change groups I had to look for outside support and prove that I could advance”.

The Study at UdG

Table 1: Representativeness index of students of immigrant origin at the UdG by nationality (Population between 18 and 25 years of age)

Nationality	Index (base 100)	Index
Rest of Europe (note)	33	-67%
Rest of UE27	14	-86%
South America	8.5	-91.5%
North and Central America	4.5	-95.5%
Asia and Oceania	4.5	-95.5%
Africa	4	-96%

The Study at UdG

### Overcoming obstacles to reach the University

Many young people insisted on the need to implement mechanisms that would allow students, especially new ones, to be able to count on a peer group with which they could share common interests and educational tracks, and which could facilitate emotional and socio-affective accompaniment in the different stages of the education system: “...upper secondary school is very difficult and to study and relate with students who pay attention to you and with whom you can share things both in and outside of school makes everything easier, even the workload”, Marc tells us. Valeria explained that the opportunity of having a linguistic partner was a big help to her in school and that it’s a shame that this experience cannot be more widespread: “....thanks to this partner, I was able to make friends when I got here, I learned Catalan and I felt supported by friends I was able to trust”.

The Study at UdG

Stanford University

ABOUT STANFORD ADMISSION ACADEMICS RESEARCH LIFE ON CAMPUS

Taste of campus life  
Family members glimpse the Stanford experience at Parent Weekend.

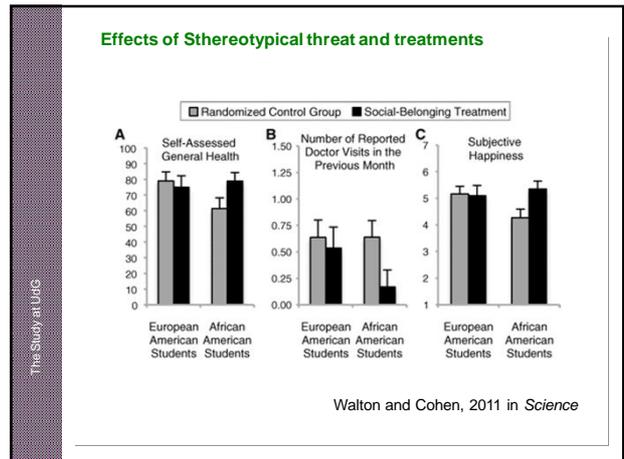
EVENTS  
May 4  
Dine and Discover: Clearing the Air

UNIVERSITY  
STANFORD  
SCHOOL OF EDUCATION  
SCHOOL OF ENGINEERING  
SCHOOL OF BUSINESS  
SCHOOL OF LAW  
SCHOOL OF MEDICINE  
SCHOOL OF PARTNERSHIP FOR THE ENVIRONMENT

whistling vivaldi  
How stereotypes affect us and what we can do  
CLAUDE M. STEELE

Stereotypical threat (Claude Steele)

The Study at UdG



www.stanford.edu/~gseel  
reducingstereotypethreat.org

ReducingStereotypeThreat.org

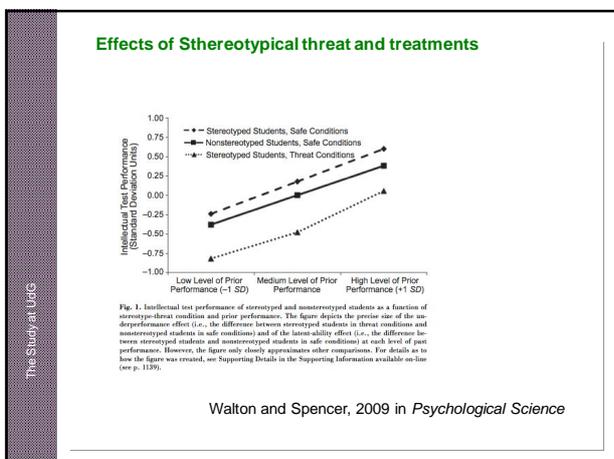
What is stereotype threat?  
What are the consequences of stereotype threat?  
Who is vulnerable to stereotype threat?  
What are the situations that lead to stereotype threat?  
What are the mechanisms behind stereotype threat?  
What can be done to reduce stereotype threat?  
What are the criticisms of stereotype threat?  
What are unresolved issues about stereotype threat?

About This Site

EQUI-ED 2013: SEMINAR  
May 27 - May 31, 2013  
Barcelona, Spain

Universitat de Girona

The Nightingale project - University of Girona



### The origins of the Nightingale Girona

### One-to-one mentoring programmes



## 2. Implementation and organization

### The Nightingale



### Literature review on effective mentoring

- To establish **very clear and achievable aims** (Karcher & Nakkula, 2010).
- To avoid *laissez-faire* activities, they have to be previously programmed and related to the project aims (DuBois et al. 2002).
- To have a strong connection between the pair and the primary or high school (Noam & Malti 2008).
- Dialogical relationships about the election of activities between **mentor, mentee and mentee's parents** (Johnson 1998; Tierney & Grossman 2000; Barron-McKeagney, Woody & D'Souza 2002; DuBois et al. 2002).
- Reasonable length, no less than **six months** (Rhodes 2001).
- Adequate mentor training (Herrera, Sipe & McClanahan 2000; Rhodes 2001).
- Good supervision (Morrow & Styles 1995).

### Why we started the Nightingale at the University of Girona

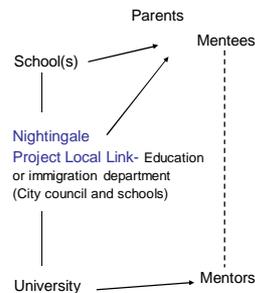
Girona cities have immigration rates around 25% and raising. But, this diverse population is not represented at the university level yet. If we want to promote diversity on campus the university has to have an active role in the access to higher education for minority students. Not only because institutions must have social responsibilities but especially also because, today, diverse learning environments provide unique opportunities for and challenges to learning and teaching that must be addressed.

In 2005: Firsts contacts with Malmö University (Carina Sild-Lönroth) to take part in a EU Comenius project with the idea of spreading the Nightingale to other universities.

In 2007, the Social council of the UdG became the main stakeholder of the project in Girona and it is now the responsible for its sustainability.



### Selection of the mentees and mentors



(Nightingale profile)

Key points for success:

"Choose children you can predict a positive development by having a mentor"

"Not with too big problems and with the opportunity to bond a relationship with the mentor"

### 3. The benefits

**Some benefits for the mentors**

- Better understanding of the other
- Intercultural skills
- Communicative skills

*"Going to Mina's house, I learnt that even though the existing cultural differences, I'm more aware of the things that we have in common."*

Mei Marcó  
Psychology Student

The Benefits

**Selection of the most used and standardized indicators**

**Occupational and educational aspirations and expectations**

Wisconsin model (Sewell, Haller & Portes 1969).

**How school is seen in reaching their goals**

How students do value the role of school in the promotion of their own personal development (Roeser, Lord, & Eccles 1994). (Hawkins, Catalano, & Miller 1992).

**Self-Esteem**

Rosenberg Self-Esteem Scale (Rosenberg 1965).

**Assertivity, Knowledge of the social environment and language use**

Outcomes

### 4. Other indirect outcomes

**Some benefits for the mentees**

- Higher self-esteem
- Higher expectations
- Higher language skills

*"I'm now enjoying very much this place. I felt that things wouldn't be the same after leaving Bulgaria. But now it is different, I have more friends, teachers care about me and I want to study what my mentor does"*

Dimitri Kourov  
Student of bulgarian background

The Benefits

**Teachers involvement on minority education**

- Higher expectations and care
- Higher relationship with parents

Other indirect outcomes

Other indirect outcomes

## Parent's involvement



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Equal Access initiatives in Spanish Universities:  
The Nightingale project - University of Girona

Discussion and further research

## Relational mentoring programmes

There is no need to work in a fragmented and with no coordination for the same aims (Noam & Fiore 2004)




In this programme mentors are embedded in educational or community-based institutions. They are in deep dialogue and information exchange with the staff of these institutions regarding the academic and personal development of mentees. Thus, school, afterschool and summerschool work is interconnected and have a much richer impact on mentees. They promote a proactive assertivity and leadership.

**Gjensidig trivsel, glede og læring**  
Evaluering av mentorordningen «Nattergalen»

ELSV BAKKETEIL MØS  
ELISABETH BALDRE-HANSEN, MARIE LOUISE SEEBERG,  
ANNE SOLBERG & JOHNA POTTAS



NOVA - NORSK INSTITUTT FOR FORSKNING OM UPPFØRSEL, VELFERD OG ALDRING

There is a need for a follow-up study in for instance five years to document whether the positive results continue among children and mentors.

There is a need for more Knowledge about difference In results for different Groups of children (i.e., gender, age, ethnicity)

Recommendations for further research