

TRANSNATIONAL ANNUAL STRATEGY PAPER ON MENTOR PARTNERSHIP

May 2019

Project Information

Project title	Developing capacities together: European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world
Project acronym:	InterCap
Project number:	CSO-LA/2017/388-136
Project Website:	www.developtogether.eu

Document Information

Document title:	Transnational Annual Strategy Paper on Mentor Partnership
Activity involved:	Activity 1.1.3. Establish and manage mentor partnership between project countries and their associated teacher training institutions.
Document author:	UNIST
Version:	
Date:	May 2019

Document Version Control

Version	Date	Description
1.0	20/05/2019	UNIST



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EXECUTIVE SUMMARY

Main aim of the project InterCap is to enhance critical understanding of migration and sustainable development, in the context of Sustainable Development Goals (SDGs), especially among experts in education, in order to increase understanding of the relationship between the interdependent world, (in)-security and risk. Long term objective of activity “*Mentor partnership between project countries and their associated teacher training institution*” is integration of InterCap training package in the institutions’ normal training activity. Partners and mentor partners meet in online environments at regular intervals to provide insights, opinions and feedback on the project development process and the outputs produced.

The strategic aim for year 1 has been the identification and the involvement of key mentor partners from teacher training institutions, mainly from universities and CSOs, and set the basis for the creation of a sense of ownership of key project outputs among the implicated target groups through exchanges of good practices and the review of educational material produced by the project partners. More specifically, in year 1 partners gave examples of good practices and existing national programs focusing on issues of migration, sustainability and development education. Most given examples are training programmes and curriculums from universities and CSOs. Partners also provided reviews for all face-to-face and online modules. Overall, most materials for InterCap training face-to face modules have clear module framework, session plans, trainers’ material and participants’ materials. For national modules were given some remarks about participants’ discussions, duration of sessions and size of slides in presentations. Similar conclusion can be given for online modules, with some remarks about target group, training duration, mode of training and sessions timings, especially for national modules.

1. INTRODUCTION

The mentor partnerships primary focus is to support the development and integration of the Training Package in the normal activities of the institutions, and the provision of training to teachers’ training and pre-service teachers (and in-service where applicable). It is one of the project’s aims to convince instructional designers of the teacher training institutions to incorporate themes of development education, the Policy Coherence for Development, the Sustainable Development Goals, Habitat II and the Paris Declaration provisions in their courses. This is important because project overall objective is to



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enhance critical understanding of migration and sustainable development, in the context of Sustainable Development Goals (SDGs), especially among experts in education, in order to increase understanding of the relationship between the interdependent world, (in)-security and risk. More specific, there is need for quality content and critical development education pedagogies in teacher education. InterCap training package has 6 modules for both on-line and face-to-face delivery. Total hours of training package is 50 hours (30 hours for 6 modules and 20 hours additional audiovisual and reading material) which is corresponding to 2 ECTS. Following modules are available:

1. Migration, Security and Sustainable Development in an interdependent world: Theory and Practice (4 h)
2. Development Education and Teachers' Training. National and Regional Context (4h)
3. Communities of Philosophical Enquiry (COPE) (6h)
4. Interactive Learning Communities (ILC): Engaging in critical thinking, reflection, inquiry and dialogue for global learning (6h)
5. Participatory Theatre Methods for Global Learning with reference to Theatre for Living (6h)
6. Train the Trainer pedagogies (4h)

2. THE TEACHER TRAINING MODULE REVIEW

All teacher training modules (both face-to-face and online) were reviewed by different mentor partners institution. This ensured that all materials are in line with the didactic structures and needs of the different teacher training institution.

2.1. *Migration, Security and Sustainable Development in an interdependent world: Theory and Practice*

The main aim of the module is to introduce the learners to the main concepts and issues regarding migration and sustainable development. Responsible partner for this module was Diversity Development Group (DDG) with supporting partner Kopin. Module is consisted of 4 units: 1) Introduction to Migration, 2) Introduction to Sustainable Development 3) Migration and Sustainable Development and 4) How does Security features in Migration and Sustainable Development. Units 1 and 4 were developed by DDG while units 2 and 3 by KOPIN. Feedback provided from both mentor partners were overall very positive for both online and face-to-face training. There were no particular remarks for session-specific objectives, timing and methodologies. Kopin's mentor partner also stated that materials and slides were both highly informative and well



presented with specific praise for the detailed assessment plan and quality of instructions for the trainer.

2.2. Development Education and Teachers' Training. National and Regional Context

All partners were responsible to develop national context while WUSDE was also responsible for European context. Partners were recommended to follow below structure:

- general Information on Migration concerning the National context
- National Policies in regards to education and training of migrants refugees, asylum seekers
- Education Initiatives for the Integration of migrants, refugees, asylum seekers

2.2.1. Italy

Overall, both mentor partners from University of Florence, Faculty of Education were satisfied with training material. There were no specific remarks with regard to trainers' material and instruction to the trainers. They suggested adding percentage of frontal hours and online hours

2.2.2. Malta

Feedback provided was overall very positive. Mentor partner highlighted the good quality of the materials and information contained in the units. Objectives and scope was marked as very clear and there were no particular remarks for session-specific objectives, timing and methodologies.

2.2.3. Lithuania

For mentor partner all instructions for face-to-face and online module were clear and quality of Power Point Presentation was marked as high.

2.2.4. Cyprus

The mentor partner suggested to include more statistics and data about migration flows in Cyprus, information about migrant rights and integration measures. For face-to-face version it was recommended to include more interactive activities in order to ensure the engagement and participation of trainees during training sessions. Mentor partner



expresses satisfaction with module framework, the session plans, the trainer's and participants' materials. Mentor partner also gave some recommendations for improving overall structure of the module for proper delivery in formal (university) and non-formal training.

2.2.5. United Kingdom

Overall feedback was very positive. Objectives, scope of the training, methodologies and materials were marked as very clear. For 'Check your knowledge' mentor partner suggested more multiple choice questions.

2.2.6. Greece

Mentor partner was satisfied with content and the structure of the module. Mentor partner gave some suggestions in regard with quality of some graphic/charts as the one used at the time were not clear and were difficult to read.

2.2.7. Germany

Mentor partner gave overall positive comments on instructions for trainer, objectives, methodologies and additional materials. For face-to-face module mentor partner suggested to give more time and space for participants to reflect about questions on their own instead of giving them ready answers. For online module it was recommended to include more information on the activities of the German States and NGO sector with regard to policymaking and implementation of activities, related to Education for Sustainable Development.

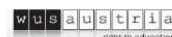
2.2.8. Austria

Mentor partner suggested to reduce the scope of the module since there was a lot of information and to provide more information about statistics. The outline of the module is very clear structured. Taking into consideration aforementioned suggestions, WUS Austria leave open to trainer to reduce the content and provide more space for discussion with regard to the concrete situation in the classroom. Readability of the text was considered simple enough, but it was recommended to explain terms and have the discussions in German.

2.2.9. Croatia



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Scope, objectives and outline for both face-to-face and online module were marked as clear. Mentor partner stated that there could be more interactive activities for participants/trainers. Instructions for trainer are not clear. Power Point Presentation is clear, with useful links and pictures. There were no remarks on evaluation plan.

2.2.10. Poland

According to mentor partner's opinion some information has been already available in other materials (especially data and juridical context), such as Amnesty International guidebook "Wszyscy ludzie rodzą się wolni i równi". The mentioned examples of clips and initiatives on migration were the most interesting part of the module and easy to transfer to their educational practise. Both reviewers highlighted the importance of F2F country module with direct link to participants opinions and discussing their point of views on migration and sustainable development in Poland.

2.2.11. Bulgaria

Mentor partner thinks national face-to-face module is very well structured. It provides general information on migration concerning the Bulgarian context and National policies with regards to education and training of migrants, refugees, asylum seekers. As well it gives examples of many educational Initiatives for the Integration of migrants, refugees, asylum seekers (projects, workshops etc.) and give a brief overview on development education and the link between migration, sustainable development goals and global learning. Mentor partner stated content is clear and draws the real picture of the topic in the national context.

2.2.12. European context

Overall, mentor partner gave positive opinion about face-to-face part. Methodology, structure of the workshop, instructions for trainer and evaluation were marked as clear. It was recommended to shorten PowerPoint Presentation in order to allow more time for group activities. For online module it was advised to provide more up-to-date definitions of some terms and similarities/differences between related terms in one field and to include more open-ended questions in the PowerPoint. Objectives, scope, structure and text of the PowerPoint for online module are clear.



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2.3. Communities of Philosophical Enquiry (COPE)

This module provides an introduction to using a community of enquiry approach to critically explore themes of migration and sustainable development. Communities of Philosophical Enquiry (COPE) is based on the principles and process developed through the method of Philosophy for Children (P4C). Overall, this module includes ideas for getting started and stimulating thinking and how to structure and facilitate process which creates 'safe' spaces for dialogue on controversial issues such as migration and sustainable development and encourages learners to think critically.

Liverpool World Centre (LWC) was responsible partner for this module together with supporting partner Anti-discrimination Education Association (TEA). LWC mentor partner suggested to include more resources (film clips, childrens' story books) that are not UK centric and some alternative versions were given. Overall, mentor partner found material to be extremely accessible and coherent.

2.4. Interactive Learning Communities (ILC): Engaging in critical thinking, reflection, inquiry and dialogue for global learning

The aim of this module is to teach participants how to engage critically through dialogue with their own and with different points of views and how to reflect individually and collectively in order to make informed decisions about how to proceed with a specific matter of interest. Center for the Advancement of Research & Development in Educational Technology (CARDET) was responsible partner for this module together with supporting partner KMOP. The mentor partner suggested to split methodology in 4 clear steps in order to develop necessary skills for understanding and implementing methodology with recommendation to better explain how to create open and safe spaces.

2.5. Participatory Theatre Methods for Global Learning with reference to Theatre for Living

This module provides an introduction into participatory theatre tool with special reference to 'Theatre for Living'. World University Service Austria (WUSAT) was responsible partner for this module together with supporting partner European-training (ET). It was recommended to introduce skills-oriented objectives and this recommendation was included in the module. Regarding the module framework, it was recommended to give advice how to reduce the duration of module and timings of some interactive sessions which was incorporated. According to the reviewer, the topics are well selected and will make participants curious. Regarding the training methodologies, the reviewer considered that the units provide a



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good overview of the topic and that the games are fun. It was also suggested to include tips in case person doesn't want to participate in a game.

2.6. Train the Trainer pedagogies

The aim of this module is to reflect on the relationship among pedagogy, individuals and societies in an increasingly complex world, focus on its evolution in the twenty and twenty-first century and deepen the pedagogical approaches behind Global Citizenship Education (GCE) and Sustainable Development Education. Oxfam Italia (OII) was responsible partner for this module together with supporting partners University of Split (UNIST) and Zavod Global.

3. CONCLUSION

Due to lack of high-quality and available educational materials in area of migration, security and sustainable development in some countries, it is necessary to create and offer training package that can be useful for different target groups (in-service and pre-service teachers, CSO, local institutions, governmental bodies). InterCap Training Package was reviewed and created by experienced experts and professors in area of Global Education, Citizenship Education, Education for Sustainable Development. This is guarantee that content and methodologies are in line with needs of educational system at all levels. Moreover, InterCap gives opportunity to all interested representatives from educational system to acquire new skills and knowledge and implement in their everyday teaching activities in schools, universities..

It is important to underline that all InterCap training materials are available on-line, with some modules translated in partner's languages which makes much easier access to wider circle of practitioners. It is expected that on-line and face-to-face modules will increase the sustainability and exploitation potentials of the InterCap Training Package beyond the project lifetime.

Mentor partnership activity primary focus is to support instructional designers of the teacher training institutions to incorporate this themes in the normal activities of teacher training institution. Additionally, through small tasks, each year the mentor partners contribute meaningfully in providing their feedback and reflections on certain project outcomes and progresses, with a special focus on the InterCap Training Package and the trainings. In 2019., Mentor partnership partners will review teachers' training institutions curricula which aim is to check what exists in the training institutions which are involved in the InterCap



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project and how InterCap training package can be integrated in their existing curricula. Results will be presented in 2nd Annual Strategy Paper on Mentor Partnership.

4. REFERENCES (if applicable)



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