

# 3<sup>rd</sup> TRANSNATIONAL ANNUAL STRATEGY PAPER ON MENTOR PARTNERSHIP

## October 2020

### Project Information

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Project acronym:	InterCap
Project number:	CSO-LA/2017/388-136
Project Website:	<a href="http://www.developtogether.eu">www.developtogether.eu</a>

### Document Information

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## EXECUTIVE SUMMARY

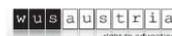
The main aim of the InterCap project throughout its three years of implementation, was to enhance critical understanding of migration and sustainable development, in the context of Sustainable Development Goals (SDGs), especially among education experts, to increase understanding of the relationship between the interdependent world, (in)-security and risk. Long term objective of the activity “*Mentor partnership between project countries and their associated teacher training institution*” was the integration of the InterCap Training Package in the institutions’ normal training activity. During InterCap’s life span, partners and mentor partners were meeting in online environments at regular intervals in order to provide insights, opinions, and feedback on the project development process and the outputs produced.

The main strategic approach in the 3rd year of Mentor Partnership activity was to implement the InterCap Training package in mentors partners' institutions and to fill in *Annex IV. Implementation of InterCap Training Package in Mentors Partners’ institutions*. The main aim of this action was to review how the InterCap Training Package is implemented in Mentors partners' institutions and to receive direct feedback and impressions from the students participating in the workshops. In this context, the mentor partner, facilitated or assisted facilitating at least one workshop/ lecture with teachers (in-service or pre-service), as part of the activity 3.1.1 using any module or lesson from the InterCap Training Package.

Given results provided deeper insights and useful information on how to successfully integrate and implement the InterCap Training Package in everyday educational activities.



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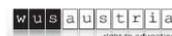


## 1. INTRODUCTION

The mentor partnerships' activity primary focus throughout the three years of the project implementation was to support the development and integration of the InterCap 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 was 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 the project's overall objective was to enhance a critical understanding of migration and sustainable development, in the context of Sustainable Development Goals (SDGs), especially among education experts, to increase the understanding of the relationship between the interdependent world, (in-)security and risk. As part of their review, the mentor partners had to integrate the implementation of the InterCap Training Package (online or face-to-face) in their everyday lectures. Due to the situation of the pandemic, some mentor partners implemented both, face-to-face and online workshops, while some others implemented only face-to-face or online workshops.



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## 2. MAIN RESULTS OF INTERCAP TRAINING PACKAGE IMPLEMENTATION IN MENTORS' PARTNERS INSTITUTIONS

### 2.1. DESCRIPTION OF ANNEX IV - Implementation of InterCap Training Package in

In the first part of Annex IV, each mentor partner had to fill in some basic information about the course under which the InterCap Training Package was implemented. Also, the dates of the workshops, the number of students and the study level were required.

In the second part, the mentor partner marked their agreement on the following statements using the Likert scale (with 1 being completely disagree and 5 being completely agree):

1. The workshop was interesting and useful to students.
2. Students liked and accepted the activities of the learning activity and cooperated willingly.
3. Students found the learning activity very useful.
4. Students used their critical thinking and came to conclusions.
5. Students were able to think more creatively.

#### Mentors' Partners institutions – review

Two more questions were included using an open-ended structure:

One was about the *Good aspects of workshop/lecture/on-line materials (structure, organization, interaction, students' activity)* and the second one about the *Space for reflection and improvement (what could be better or improved for the next lecture/workshop, ideas, and comments)*.



The statement “The workshop was interesting and useful to students” had an average score of 4,5 out of 5 on the Likert scale (with 1 being completely disagree and 5 being completely agree) just as the statement “Students found the learning activity very useful.”

Statements like the “Students liked and accepted the activities of the learning activity and cooperated willingly“ and “Students were able to think in a more creative way“ scored with 4,4 out of 5.

The lowest score, 4,2, received a statement where “Students used their critical thinking and came to conclusions”. The results were not divided by the way of implementation of the InterCap Training Package (on-line or face-to-face).

Overall, the results were very positive with some space for improvement.

## 2.2. MAIN RESULTS OF OPINION STATEMENTS

### 2.3. GOOD ASPECTS OF WORKSHOP/ LECTURE/ ONLINE MATERIALS

For many mentor partners, the implementation of the InterCap Training Package was a great opportunity to invite their students to share their thoughts about migration, sustainable development and current issues. According to the mentor partners’ reports, there is a good balance between the theoretical input and practice. As in some cases the facilitator was a partner from the InterCap consortium, the mentor partners emphasized on their interaction with the students. One mentor partner mentioned that students used breaks to discuss topics that were part of the workshop which means that the workshops were very engaging and interesting to students. Some other mentor partners supported that the face-to-face workshops were more useful since they found that students were more active and engaged at that time rather than in online discussions. Also, a mentor partner noticed that the teachers were skeptical about the topic at the beginning of the workshop, but with the support of the ice- breakers and other introductory activities they felt more relaxed and ready to dive into the topic of migration and sustainable development.

## 2.4. REFLECTION AND IMPROVEMENT



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For many mentor partners, the implementation of an interactive learning methodology like the Open Space for Dialogue and Enquiry (OSDE) or the Theatre for living (T4L) requires more opportunities to practice. The participants did not feel enough competent to implement these methodologies after one face to face or online workshop, so it is advisable to give support to teachers when implementing these methodologies in the classroom. One mentor partner mentioned that they might change the order of the modules because some topics were more complex and required a lot of time from students at the end of the semester. A similar opinion was shared by another mentor partner who wrote that for some group of students it is necessary to acquire the theoretical part of the migration and sustainable development content to better understand the concepts and to successfully collaborate in interactive and engaging methodologies like OSDE, COPE and T4L. It is necessary to have these workshops more than one time to raise in-service and pre-service teachers' self-confidence to implement these methodologies by themselves. The teachers need some support to implement the methodologies since they are overwhelmed by the curricula and the administrative work overall. It is recommended that during the workshops some time should be dedicated on discussing the methodology itself and give more practical examples on how to practically implement the methodology.

### 3. CONCLUSION

The review of the implementation of the InterCap training package in mentors partners' institutions was an opportunity to receive an insight on how the materials can be implemented (face-to-face and/ or online). In addition, we have identified the pros and cons and how to improve the implementation process overall. Despite the situation of the COVID-19 pandemic, the mentor partners and the InterCap partners have successfully implemented various modules of the InterCap Training Package in their institutions. It was challenging, but since InterCap materials offer the possibility to be adapted in different situations and for a different group of people; the overall results of this review confirmed the high quality of the InterCap training package. It is important to emphasize that with this activity, the CSOs and the educational institutions have effectively collaborated on different levels and strengthened their future collaboration on issues related to sustainable development and migration.



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