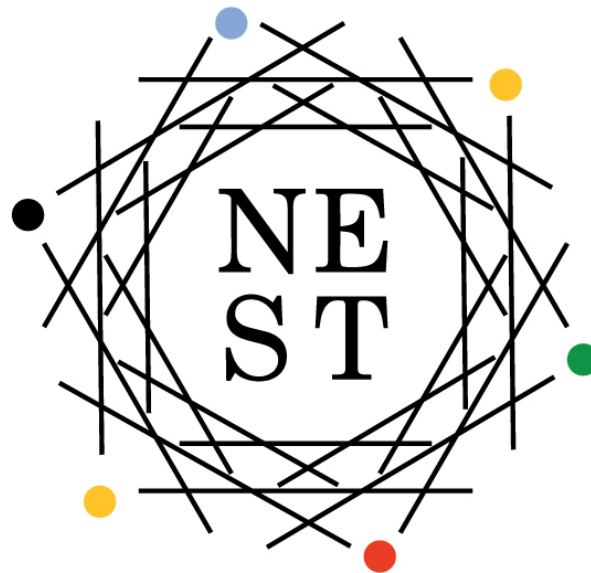




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## Piloting Methodology of the 'Learn & Blend' approach

### NEST PROJECT

KA3: 612187-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN

#### WP4. Piloting of the 'Learn & Blend' approach

June 2022



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## EXECUTIVE SUMMARY

This piloting methodology has been developed in the framework of the EU-funded project “A New Approach in Cultural Learning for Promoting the Social Inclusion of Migrants and Refugees” (NEST) (612187-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN).

The aim of this document is to equip partners with the methodological guidelines necessary to ensure successful implementation of the pilot component of the NEST project (WP4). The piloting will test and evaluate the effectiveness of the Learn & Blend approach to cultural learning, which is an innovative cultural education approach to support the integration and social inclusion of migrants in the host societies.



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## General Information

<b>Grant Agreement No: 612187-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN</b>		<b>Acronym: NEST</b>	
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## 1. Introduction

The piloting of the Learn & Blend approach to cultural learning (WP4) will be conducted in three project partner-countries (GR, IT, DE), by the respective consortium partner. The piloting is a culmination of the efforts pursued throughout the NEST project, in the sense that previous results are woven together and tested in real-life, non-formal educational settings.

Developed by our German partners (KMGNE) and with the contribution of all partners, this methodological framework is a tool through which the consortium will be able to navigate the complexities involved in the process of delivering and evaluating the Learn & Blend approach, as well as in utilizing new insights to provide meaningful recommendations and ways forward.

Presented in brief, this report comprises the following parts:

- Preparation (selection of participants, modules, activities, teachers, venues etc.)
- Implementation (methods of training and considerations for trainers)
- Evaluation (development of evaluation tools for obtaining data for further analysis)

## 2. About the NEST Project (aim + objectives)

The 36-month project “A New Approach in Cultural Learning for Promoting the Social Inclusion of Migrants and Refugees” (NEST) (612187-EPP-1-2019-1-EL-EPPKA3-IP1-SOC-IN), aims to contribute to the social inclusion of migrants and refugees by increasing their knowledge and understanding of the host societies’ cultures (**General Objective**)

The general objective of the project is served by the following specific objectives:

- Increase the access of migrants and refugees to inclusive education and lifelong learning



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- Increase the cultural awareness of migrants through the development and delivery of tailored educational resources
- Reinvigorate policy dialogue and mutual learning among relevant stakeholders through the exchange of best practices in the field of education and cultural integration
- Enhance the skills of education practitioners on conveying cultural knowledge and facilitate the inclusion of migrants and refugees in the host societies.

To reach these objectives, NEST has designed a **new approach on cultural learning** that combines an innovative training course and cultural mentoring.

This methodological document pertains to the piloting component (WP4) of the project, which will test and is projected to prove the effectiveness of the abovementioned approach.

### 3. Previous Project Results

To achieve its objectives, the NEST project has already produced the following results:

- A research (WP2) on cultural learning practices comprising two parts: a desk study on cultural learning and a survey regarding the needs, the views, and the conceptualisations of migrants/refugees, NGO practitioners and educational actors (teachers, lifelong learning providers), as regards culture, cultural education, and their role on the migrant/refugee integration process.
- The Learn & Blend approach on cultural learning (WP3), which was developed making use of the knowledge and the insights produce during the Research Component (WP2).



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The 'Learn & Blend' approach consist of three distinct parts, which at the same time are interrelated and complementary to each other.

- The **cultural education course** (Learn & Blend course) addressed to migrants and refugees (online and full versions),
- The **Guidelines for Trainers**, and;
- The **Cultural Mentoring** programme (Mentoring Curriculum)



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## 4. Aim of the Pilot Component

The pilot component of the NEST project (WP4) will serve as a testing ground for assessing the effectiveness of the developed educational approach for cultural learning, which, as stated above, is named the Learn & Blend approach and consists of the Learn & Blend cultural education course, the Guidelines for Trainers, as well as the Mentoring Curriculum.

The effectiveness of the approach is understood in terms of the relevant specific objectives set by the project as a whole, that is the project objectives pertaining to desirable educational outcomes for both, migrants/refugees, and educators as well.

These outcomes include:

### For migrants/refugees

- To increase their cultural awareness
- To increase their knowledge and familiarity regarding the host culture
- To generate in them feelings of empowerment and confidence as regards integration

### For educators

- To increase their cultural awareness
- To enhance their skills on conveying cultural knowledge
- To increase their confidence in providing cultural training and mentoring schemes

The piloting component therefore aims at evaluating the effectiveness of the Learn & Blend educational approach in furthering the above outcomes, in terms of educational content, methods of delivery, and of the beneficiaries' own perceptions regarding their integration.

Nevertheless, the NEST project recognizes that cultural learning by itself is not a sufficient condition for cultural integration, especially when the educational





programme provided is a short-lived pilot. Cultural learning, however, can assist in and speed-up the integration process, which involves a difficult, two-way endeavor of self-discovery and re-learning for both the migrants/refugees and the members of the receiving population.

Having such a view, the NEST project seeks to measure the short-term impact of the pilot through measuring:

- The level of intelligibility of the provided content - whether it is clear, concise, and imparts the intended knowledge to the participants.
- Changes, even almost imperceptible ones, in the interest level, the attitudes and the perceptions of the participants regarding culture.
- As concerns educators, their own perceptions on the usefulness/ success of the approach, and the level of positive feedback they provide.

In conjunction to each other, the above evaluative criteria can act as a forecast of the medium and long-term impact the Learn & Blend approach would have, if the training and mentoring schemes continued for the required timespan.

#### **In sum:**

The aim of the piloting component of the NEST project is to measure the level of effectiveness of the Learn and Blend educational approach in sparking desirable changes in the level of interest, in the attitudes, and in the perceptions of participants regarding their own culture, the host culture, and culture as a whole. In the case of educators, relevant changes also include the enhancement of their ability to deliver cultural training and mentoring services to migrant and refugee beneficiaries. If successful, the pilot will constitute a proof-of-concept confirming the capacity of the approach to meaningfully contribute to the general objective of the NEST project, which is to promote the social inclusion of refugees and migrants in the host societies.



## 5. Institutions Included

The pilot process will be conducted by 4 out of the 5 project partners, namely:

- Athens Network of Collaborating Experts (ANCE) (Greece)
- DIMITRA (Greece)
- L.E.S.S. - LOTTA ALL'ESCLUSIONE SOCIALE PER LA SOSTENIBILITA' E LA TUTELA DEI DIRITTI - SOCIETA' COOPERATIVA SOCIALE A R.L. - ENTE DEL TERZO SETTORE – LESS (Italy)
- KMGNE – Kolleg for Management and Design of Sustainable Development (Germany)

The fifth partner, UPT, will not participate in the pilots due to Portugal not sharing the high migrant and refugee rates of the other three countries of the consortium, and due to the very high level the country has already achieved as regards the inclusion of third-country nationals and other culturally diverse individuals.

It should be noted, however, that, while Portugal's success is indeed praiseworthy, most new arrivals in the country stem primarily from regions of South America or Portuguese-speaking African countries. Therefore, new arrivals in Portugal are not typically as far in terms of culture as are migrant and refugee populations elsewhere in Europe, despite Portugal being an entry point to the continent as well.

## 6. General Description of the Pilot Component

Each partner will organize a separate pilot of the Learn & Blend approach in each of their countries, totaling three pilots (Greece, Germany, and Italy).

That being said, all partners will share a common overarching structure as regards pilot implementation. Pilots will be delivered in a **blended and non-formal learning format**, and they will comprise **two distinct phases**:

- A 'Learn & Blend' Training Phase



- A 'Learn & Blend' Mentoring Scheme

Although distinct and perfectly capable of being taught in isolation, these phases are designed to complement each other and together they constitute a comprehensive cultural learning programme focusing at the macro, but also at the micro-level of culture and its role in the integration and social inclusion of culturally diverse migrant and refugee populations.

## 7. Target Group(s)

An innovative element of the Learn & Blend educational approach is that not only the trainees, but also the trainers themselves are conceptualized as students, who are expected to further their knowledge and competences through conducting the trainings.

In that sense, the target groups of the educational programme are both:

- **Migrants/refugees<sup>1</sup>** who would like to learn more and understand the host culture better, including to better integrate in everyday cultural processes and in essential areas such as work, education, and public leisure.
- **Trainers/Mentors**, who may be native people or migrants/refugees themselves, and who have already built experience in working with migrants/refugees to support them in their integration efforts.

In order to take full advantage of the complementarities between programme phases, both phases will involve the same participants:

Persons attending the training phase of the programme will be subsequently trained further through a small-scale mentoring scheme. In that same spirit, the trainers

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<sup>1</sup> Migrants and refugees targeted are required to hold a residence permit or equivalent document, or be asylum seekers whose request for sanctuary has yet to be processed.

conducting the programme's first phase will afterwards act as mentors for some of the trainees **(2 to 4 each)**.

**Concerning the number of participants, 20** migrant/refugee students are to participate in the pilot programme per country, as well **as 5 to 10** trainers/ mentors, who may be either native or migrants/refugees themselves. The exact number of trainers involved is a flexible methodological variable that may be decided by each partner separately.

Nevertheless, participant selection will follow some general guidelines as well, which are presented below:

## 8. Pilot Preparation: Participants' Profile

### 8.1 Trainees

In preparation of the first phase of the programme, partners are to utilize the already developed NEST dissemination plan, along with their own dissemination channels and their large, already established networks to inform on the pilot and invite any eligible individual to submit an application for participating in the trainings.

Apart from being a migrant or refugee, no other objective criterion will be employed to decide on eligibility of participants. Rather, what is important is the applicant's own perceptions about their unique situation and the challenges they may face: eligible migrants and refugees are those who struggle to integrate in at least one area of the host country's social environment, and who would like to know more about culture, cultural identity, and their role in furthering integration and social inclusion. In selecting participants, all partners will make the utmost effort to ensure inclusivity and strike a balance between women and men, migrants and refugees.

In the case where more than 20 applicants show interest in taking part in the trainings, each partner will be responsible for selecting those that are best suited to, based on the following criteria:



- **Time of arrival to the host country:** Newly arrived persons will be given priority since they are in the most difficult position as regards integration, followed by those that still find it difficult to understand and/or participate in the host environment, despite being in the country for a long time.
- **Intersectional Vulnerability:** Persons who are in a vulnerable situation from multiple perspectives (cultural, social, economic, physical), therefore at risk to face multiple forms of discrimination, will be given priority as well: Such persons include members of vulnerable population groups who are also migrants and/or refugees, like migrant/refugee women, non-binary persons, persons arriving from conflict zones, persons with disabilities, unemployed persons, etc.
- **Willingness to participate in the mentoring scheme that follows:** all else being equal, persons that are willing to take part in subsequent mentoring scheme will be given priority. This will ensure successful implementation of all pilot phases. Moreover, experiencing the entire course as intended will multiply potential benefits and will constitute a more precise measure of the effectiveness of the proposed approach.

To acquire the above mentioned information, the project has developed a relevant questionnaire through Google forms, which will be distributed to potential participants by all partners, after being translated by each in their respective language.

**EN:** <https://forms.gle/yfYXG3XTOM9sT3gj7>

**GR:** *to be translated*

**IT:** *to be translated*

**DE:** *to be translated*

## 8.2 Mentees



Out of all the migrant/refugee students taking part in the trainings, each partner will have made sure beforehand that **at least 10 are** willing to participate in the mentoring scheme that follows as well.

The number of mentees per pilot is thus anywhere between 10 and 20 trained participants.

### 8.3 Trainers and Mentors

All trainers taking part in phase one of the programme will have to participate in the second part as well.

To select the most suitable individuals for teaching the Learn & Blend approach, each partner will conduct a **restricted call** inviting eligible individuals to participate.

This time, eligible individuals are educational practitioners who had previously attended the NEST project's components addressed to trainers and mentors, since these people are already familiar with the Learn & Blend approach and have been trained themselves in order to use it effectively.

In the unlikely scenario where not enough trainers among them apply for participation, an open call will be conducted, and eligibility will be decided based on having previous experience in working with migrants and/or refugees to support them in their integration in the host society.

In both cases (restricted, or open call), the responsible partner per country will request for and evaluate the CVs of each individual and will choose those with the most experience.

Again, all partners will make sure that the selection of trainers will be **inclusive** and balanced in terms of the trainers' gender. No trainer shall be excluded or otherwise based on their personal identity or any other characteristic not specified in this document.



## 9. Piloting Description: Trainings

All trainings will take place **in the cities where partners are established, which is preferable** given the higher concentration rates of migrants and refugees in big cities, capitals, and other large metropolitan areas. The multicultural environment that a European city is, presents the most challenge, yet at the same time opportunity for intercultural interactions, thus is the most in line with the scope and the content of the Learn & Blend approach.

The trainings are to be conducted in **face-to-face educational settings**, given that COVID-19 is currently under control. Each partner is free to decide the specific venue in which the trainings will be held, as long as they respect national guidelines protecting against the spread of the virus, if any such measures are still in place. Moreover, all partners will have to ensure that venues are easily accessible for migrant and refugees participants, including people with accessibility limitations, such as people with disabilities that might be included in the group of participants. To ease accessibility, venues will have to be located close to neighbourhoods with a big concentration of migrant/refugees. Venues will also include all necessary accessibility equipment, such as ramps, elevators, and accessible toilets.

As concerns the rationale behind choosing **face-to-face educational settings**, proximity in a physical sense is a non-essential, yet very strong condition for building trust and feeling part of a team, which are two processes that can function as an informal cultural lesson in themselves, given they are taking place in a multicultural setting/ environment.

Such a setting will be provided by **the training areas themselves**, which will be structured to simulate, in an extent, the social environment in which migrants/refugees are trying to integrate. That is, an unfamiliar, diverse environment full of people stemming from different backgrounds, including cultural ones. By the end of the trainings, participants are expected to have overcome such similarity and to have felt secure and at-home together with the other members of the group



(including the trainers). In fact, the degree in which this is achieved in comparison to the baseline will function **as a first indicator** regarding the effectiveness of the designed approach.

The **duration** of each training will span twenty-five (25) hours. Each partner is allowed to decide the specifics, however, it is highly recommended that training sessions will be spread between at least 5 days (5hour/day or less), which may or may not be consecutive. To ensure time efficiency, the trainings are also not to extend beyond the 2 weeks mark.

The lessons will take place through a **multimedia enhanced, mixed learning approach**, where text, narratives, audio-visual and, at times, other didactic means, such as role-playing, are the vehicle with which the designed Learn & Blend content will be delivered, aiming towards a more vivid and interactive experience. **Training venues should therefore be equipped with the necessary tools**, including:

- Projectors
- A computer with an internet connection
- Adequate sound systems, and
- Writing materials (pens, pencils, notebooks, etc.)

Finally, **concerning the number of trainers**:

In order to receive as much and as diversified trainer feedback as possible, and taking into consideration that it is out of the scope of these pilots to include a vast number of trainees/mentees, it has been decided that each 5-day training will be conducted not by one, but by **multiple trainers**.

This is the reason behind the relative variability between the numbers of trainers for each country, to ensure that teachers are adequate in number for providing the necessary feedback, but are also capable of delivering a high quality training. At the same time, they have to be people eager to learn from delivering the trainings, and who will benefit in their work outside the NEST project by learning to teach the Learn & Blend Approach. Posing all these requirements naturally runs the risk of not finding





enough persons suited to them, and that is why partners can freely decide whether they would like to increase the number of trainers above one trainer for each training day, which is the minimum number possible.

That being said, the general recommendation for the NEST project pilots is to include a higher number of trainers than one per training day. In fact, each Learn & Blend module comprises many sub-themes, allowing for a seamless transition between different trainers.

## 10. Piloting Description: Mentoring schemes

After the trainings are completed, each trainer will be matched with up to four migrants/refugees to provide each of them with a one-to-one, **online** mentoring scheme.

Ideally, a mentoring relationship is a long-term relationship based on trust and mutual respect, however, given the limitations presented by the project's lifespan and logistics, and in order to be realistic when planning the scope of these pilots, it has been decided that each mentoring scheme will consist of **two to three online mentoring sessions**, spanning **one to two hours** each. Up to a certain extent, lacking the time necessary to foster a by-the-book mentoring relationship will be combatted by the participants having met and become familiar with each other during the training phase of the programme.

All mentoring sessions will have been **completed within three weeks** maximum; however, mentors and mentees are free to decide on the specifics of their sessions based on personal needs and schedules.

The reason behind sessions taking place online is both a methodological and a purely practical one. **From a practical point of view**, not needing to meet with each other physically is most convenient with respect to time, therefore ensures that participants will keep up the relationship voluntarily until all sessions are complete. **From a**



**methodological standpoint**, online sessions are expected to provide the partnership with valuable feedback regarding the viability of a distance-learning cultural mentoring scheme. Proving the viability of such a scheme – which is among the major assumptions of the Learn & Blend approach – is a very important outcome given it can revolutionize cultural mentoring delivery, considerably cutting costs both in terms of assets and of time.

## 11. Pilot Preparation: Training Content

As stated in the introduction, the pilot component of the NEST project (WP4) makes use of all previously developed educational tools and resources, and at the same time acts as a testing ground for assessing their effectiveness. It should be noted, however, **that a full-scale implementation of the Learn & Blend approach is out of the scope of the NEST pilots**. Rather, the pilots are aimed at providing the necessary feedback to inform the final stages of development of the Learn & Blend toolbox.

To achieve this, it is crucial that the pilots are short and concise; a time-consuming and resource heavy pilot process is not cost-effective, nor is it a method suited to prove the effectiveness of a given approach. Therefore, the full-scale implementation of the Learn & Blend should be employed at a later stage, when all loose ends have been tied up and the approach is fine-tuned at the highest possible degree – which is out of the scope of the NEST project itself, but for which the NEST pilots are an essential prerequisite.

It is clear that trying to fit all five Learn & Blend course modules, which were designed to be delivered in 50 hours for the ‘Learn & Blend’ course and 6 hours for the cultural mentoring curriculum, or more, into the tight schedule of a 25-hour training course can overwhelm the participants and have a negative effect on learning as well as on the quality of content delivery and on the overall learning experience.

The partnership has thus decided to conduct a selection for the pilot content. Some of the content selected will remain the same between pilots (in all partner-countries),



to allow for meaningful comparisons while also ensuring that the bulk of the course will be tested in at least one educational setting.

Further, the pilots' content has been selected beforehand based on the following criteria:

- Being as representative of the full-course as possible, conveying less but otherwise equivalent information.
- Maximize the potential benefit for the beneficiaries while reducing the amount of time the course is being implemented.
- Strike a balance between the theoretical and the practical aspects of the Learn & Blend course, in the same fashion that the full-course has managed to do so.

The full-course itself involves a part contemplating on culture and cultural awareness as general categories of human experience, as well as a more focused and practice-oriented part providing information on everyday cultural practices and behaviours of the host societies. Therefore, it has been decided that each of the pilots should share this overall structure as well. Before delving into the specific description of the content, however, it should be mentioned that, inevitably, the selection of content remains in part arbitrary, in the sense that there is not a universal and objective selection criterion, therefore the selection may reflect the partnership's own beliefs and viewpoints regarding the relative importance/ representativeness of the various modules, sub-themes, and activities.

For this reason, partners are to remain flexible and ready to readjust content-related decisions based on the particular needs of the trainees. For example, if the majority of trainees mention that they are more willing to learn about one module over the other during the introduction, then emphasis shall be given to this.

Nevertheless, it has been as of yet decided that **each pilot will include the most important parts of just three out of the five modules of the Learn & Blend course, which are:**





- Module 1: Introduction to Culture & Cultural Awareness
- Module 2: Experiencing Intercultural Environments
- Module 3: Active Citizenship
- Module 4: Host Country's Popular Culture, and;
- Module 5: How the Most Important Sectors of the Host Society Work

#### Out of them:

- **Module 1 and module 4** will be part of all three pilots (although module 4 is country-specific in its details and can be regarded as partially different each time)
- **Module 2 and module 3** will be taught either once or twice – each partner is to choose between one of them.
- **Module 5** will be excluded from all pilots.

The rationale behind this decision is the following:

**The first module** consists of a general introduction to the concept of culture and of cultural awareness, providing a context under which the modules that follow can be better understood. Not knowing the various levels of familiarity of the trainees with the concepts and ideas elaborated in the course, the partnership has decided that Module 1 will be included in each pilot, acting as a shared foundation for whatever follows.

**Module 5** on the other hand will be omitted from the training altogether, for it is purely oriented towards practice and its contents are better suited to the second phase of the pilot process (**for more information, see the next section**).

**Module 4** constitutes a core component of the course, given that it provides insights into the everyday practices of the host society into which the migrant/refugees are in the process of integrating. It acts as a bridge between the macro-level of culture as an all-encompassing concept and the micro-level of everyday cultural practice, self-identity, and communication. Like module 5, the character of that module is specific, pertaining to the popular culture of each host society, which is described in-depth. It



will be a common component of all three pilots, owing to its practical and theoretical value in furthering feelings of belonging and participation in the social and cultural life of the host country.

Finally, **modules 2 and 3** will be taught interchangeably. Based on their own preferences and expertise, partners are to choose one between the two. These modules have a general character and are thus the same for all countries involved. They aim to initiate a process of self-reflection upon cultural identity through a meaningful discussion on culture and its role in social participation. Having these similarities, each module focuses on a different aspect of participation, namely intercultural environments and active citizenship. Nevertheless, and given the real constraints of pilot implementation, the partnership has decided that they can be safely taught in isolation, without affecting the overall results of the pilot component.

In sum, the pilot in each partner country will comprise:

**Greece:** M1, 2, 4

**Germany:** M1, 3, 4

**Italy:** M1, 2, 4

## 12. Pilot Preparation: Mentoring Content

The Learn & Blend course's module 5 is a guide as regards employment, education, and family, in each of the host countries. This module functions as a conclusion to the course, and, while still preoccupied with culture and its effects on the inner-workings of the above sectors, it departs a bit from the purely cultural perspective of previous modules. Instead, it focuses more on providing some useful information to facilitate participation in the above sectors, such as relevant legislation, institutions, and necessary procedures.

The module elucidates participants on some possibilities for their new life in the host country, such as securing employment or enrolling in education, but the value of this



information is highly dependent on each individual's unique situation, their own aspirations and perceived areas of difficulty.

Having a mind towards not overwhelming participants with bureaucratic procedures not tailored to their needs, the contents of this module were omitted from the training phase of the NEST pilot component, and will instead act as a basis for the 3 online mentoring sessions per participant that follow it.

A primary characteristic of the mentoring sessions is that they are tailored to the needs of each mentee, who decides on the areas of interest based on his or hers own experience in the host county. Therefore, the information provided by module 5 can act as a springboard to initiate discussion between mentor and mentee as regards some common themes of life with which they might have been facing some difficulties.

It is also possible not to use the Learn & Blend course at all in this phase of the pilot.

Rather, mentor and mentee may touch upon any theme, drawing upon the previously taught contents of the trainings, but also utilizing the mentoring techniques and insights provided by the Guidelines for Trainers and the NEST Mentoring Curriculum (see Annexes).

### **13. Pilot Implementation: Guidelines for Trainers / Mentors**

All trainers as well as mentors must be familiar with all the contents of the Learn & Blend approach beforehand. They will be given access to the materials in due time and are expected to study them as needed (individuals already trained in previous phases of the NEST project may need less preparation time).

After familiarizing themselves with the content, trainers are to select the topics they would be most willing and suited to teach. In case of overlapping between the various



trainers' wants, a decision on the allocation of topics is to be reached internally, with the responsibility of each partner.

A more in-depth collection of the various methods, strategies, and techniques regarding delivering the Learn & Blend content **can be found in the Annexes of this document.** (Guidelines for Trainers & Mentoring Curriculum).

## 14. Pilot Evaluation

In order to evaluate the effectiveness of the pilots, each individual partner is to collect the necessary information through:

- A questionnaire given to participants before the start of the pilot (differentiated between trainers/mentors & trainees/mentees)
- A questionnaire given to participants after the training phase is completed (differentiated between trainers/mentors & trainees/mentees)
- A questionnaire given to participant after the mentoring phase is completed (differentiated between trainers/mentors & trainees/mentees)
- In the case of trainers/mentors, they will be invited to provide feedback in a freer manner, touching upon any theme they would like not covered by the questionnaires.

**(\*All questionnaires are included in Annexes)**

Questionnaires will include both open and knowledge based questions, measured through qualitative and quantitative indicator respectively. Described in brief, quantitative indicators will pertain to tangible knowledge about the concept of culture and the culture of the host culture. Qualitative indicators will be understood as positive changes in beliefs, perceptions, and attitudes, and are to be measured through

- Questions about change perceived by the participants themselves (after the training/mentoring completion)



- Comparing the answers given by the same participant before, as well as after the trainings/mentoring.

After collecting all the information, each partner will proceed to conduct an analysis of the findings, measuring responses in relation to a set of pre-defined indicators.

In the second evaluation phase, all three pilot results will be analysed in relation to each other and inter-country comparisons will be drawn between them, in order to paint a comprehensive picture of the pilot's effectiveness as a whole.

All insights acquired from this process will be **compiled into a Pilot Evaluation Report, including Lessons Learned.**

## 15. SUMMARY TABLE

Partner	ANCE	KGMN	LESS	Total
Location	ATHENS	BERLIN	NAPLES	GR, DE, IT
Modules	1; 2; 4	1; 3; 4	1; 2; 4	1; 2; 3; 4
Pilot duration	Training: 25 hours per partner			75 hrs
	Mentoring: 3 online sessions per mentee (1-2 hours each)			90 hrs min.
N° of Trainers/Mentors	At least 5	At least 5	At least 5	15 trainers
N° of Trainees	20	20	20	60 migrants & refugees
N° of Mentees	At least 10	At least 10	At least 10	30 mentees
Evaluation	<ul style="list-style-type: none"> <li>• Comparative Analysis of Questionnaires</li> <li>• Trainer/Mentor Interviews</li> </ul>			
Deliverables	Pilot Evaluation Report			



## 16. Timetable

WHAT?	WHEN?	WHO?
<b>Act 1. Piloting Methodology</b>		
Draft Piloting Methodology	June 2022	KMGNE & ANCE
Finalizing the Piloting Methodology	18 July 2022	KMGNE
<b>Act 2. Recruitment of participants</b>		
Selection of Trainers & Mentors per country	29 July 2022	KMGNE, LESS, ANCE, DIMITRA
Recruitment of trainees (refugees & migrants)	July-August 2022	KMGNE, LESS, ANCE, DIMITRA
<b>Act 3. Piloting &amp; Mentoring in all partner countries</b>		
Organisation of the Piloting per country (venue, etc.)	August 2022	KMGNE, LESS, ANCE
Pilot the trainings (1 <sup>st</sup> two weeks of September)	1-9 September 2022	KMGNE, LESS, ANCE
Pilot the mentoring (last weeks of September)	12-30 September 2022	KMGNE, LESS, ANCE
<b>Act 4. Evaluation Report</b>		
Data collection	Distribute questionnaires before and after the pilots and the mentoring	KMGNE, LESS, ANCE
Draft the evaluation report per country	1-10 Oct 2022	KMGNE, LESS, ANCE
Synthesis Evaluation Report	10-21 Oct 2022	KMGNE
Final Deliverable	28 Oct 2022	All partners





## ANNEXES

- A. Guidelines for Trainers and the NEST Mentoring Curriculum
  
- B. Evaluation questionnaire for trainees (migrants & refugees)
  
- C. Evaluation questionnaire for trainers & mentors

