

MINGLE:

Generating social and human capital for Third-Country Nationals



MENTOR'S GUIDE

“How to use the Online Active Citizenship Assessment Tool (OACAT) and Empowerment Kit (EMKIT)”

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Video Tutorial on “How to use the OACAT and EMKIT”

To assess the **Video Tutorial** on “How to use the OACAT and EMKIT”, visit the **MINGLE** platform: <http://mingle.projectsgallery.eu/> and click on the **MATERIALS** option.



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Introduction to the guide

The objective of this guide is to support the Mentors in assessing and in providing mentoring services to TCNs through the use of OACAT and Empowerment kit. The structure of the guide is as follows

1. Introduction to the philosophy of OACAT and EMIKT
2. How to access the MINGLE platform.
3. Working with the Assessment tool (OACAT)
4. Working with the Empowerment Kit

Introduction to the philosophy of OACAT and EMIKT

The OACAT and EMKIT philosophy is mainly based on the theory of Nahapiet and Ghoshal on Social Capital (SC), taking also into account other relevant theories.

Nahapiet and Ghosal, in their research under the title “Social Capital, Intellectual Capital and Organizational Advantage” (1998), introduced a theoretical model according which social capital acquisition can facilitate value creation, specifically in the case of firms. Their theory is based on the division of social capital into three different dimensions: a) “cognitive”, b) “structural”, and c) “relational”, and on explaining how attributes of these dimensions can assist to the exchange and combination of resources. In the same framework, they introduced sub-dimensions for each of these dimensions, in order to reveal the relationship between social capital and intellectual capital, namely “shared codes and ethics” and “shared narratives” (for “cognitive dimension”), “network ties”, “network structure”, and “suitable organisation” (for “structural dimension”), and “trust”, “norm”, “obligations and expectations” and “identification” (for “relational dimension”)¹. The term “social capital” was first used referring only to relational resources, but, later on, it was adapted by different scholars to a wide range of social phenomena, among which into the public life in modern societies

¹ Elyasi, Ghanbar & Ansari, Mohsen & Mafi, Vahid. (2012). Impact of social capital on the identification and exploitation of entrepreneurial opportunities. 2217-9739.

(e.g. Putnam, 1993, 1995). Along with physical and human capital, social capital is a productive resource, facilitating a wide range of individuals' attainments².

Based on the above literature, the MINGLE consortium decided to adapt the EMKIT Active Citizenship (AC) scale into a five-level scale, as indicated below:

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Living in Isolation	Going Outside	Expressing Interest	Joining In	Achieving Active Citizenship

Figure 1: The five levels of Active Citizenship (AC)

² Nahapiet, Janine & Ghoshal, Sumantra. (1998). Social Capital, Intellectual Capital, and the Organizational Advantage. The Academy of Management Review. 23. 10.2307/259373.



The following table presents the qualitative indicators on which the updated EMKIT mentoring activities were developed, divided into the three different dimensions of social capital by Nahapiet and Ghoshal and based on sub-categories of intellectual capital, as explained by the same scholars and adjusted to the objectives of the MINGLE project. These qualitative indicators were developed in the 5 different levels of the Active Citizenship scale, as presented above.

DIMENSIONS OF SC	QUALITATIVE INDICATORS	LEVEL 1: Living in Isolation	LEVEL 2: Going Outside	LEVEL 3: Expressing Interest	LEVEL 4: Joining In	LEVEL 5: Achieving Active Citizenship
Cognitive Dimension	1. National language	Does not have any idea of the national language	Getting an idea of how the national language sounds/Does not understand or speak	Starts to understand/ to speak up to A1 level	Understands /speaks up to A2-B1 level	Understands /Speaks up to B2-C2 level
	2. Local food	Does not know anything about /Has never tasted local food	Starts to identify/to taste local food	Identifies/tastes/starts to learn about local food	Identifies much/Tastes regularly/Has basic knowledge of cooking local food	Chooses/knows how to cook local food
	3. Local history/narratives	Has never heard of	Starts to hear	Wants to know about	Learns local history and	Has sufficient



DIMENSIONS OF SC	QUALITATIVE INDICATORS	LEVEL 1: Living in Isolation	LEVEL 2: Going Outside	LEVEL 3: Expressing Interest	LEVEL 4: Joining In	LEVEL 5: Achieving Active Citizenship
		local history/Does not identify/ understand local narratives	about/to have an idea of local history/narra tives	local history/to understand local narratives	gets familiar with local narratives	knowledge/ Understands local history/narra tives
	4. Local cultural monumen ts	Does not know/Has never visited any local cultural monuments	Starts to observe without understandi ng the significance of local cultural monuments	Starts to visit and gets basic information about local cultural monuments	Visits (1-2) and wants to learn more about local cultural monuments	Visits, already understands, and wants to teach others about local cultural monuments
Structural Dimension	5. Networkin g with locals	Has no ties with locals	Has the intention to have ties with locals	Starts to have some ties with locals	Has ties with locals with the perspective to become strong and starts to	Has strong ties with locals and constantly creates new



DIMENSIONS OF SC	QUALITATIVE INDICATORS	LEVEL 1: Living in Isolation	LEVEL 2: Going Outside	LEVEL 3: Expressing Interest	LEVEL 4: Joining In	LEVEL 5: Achieving Active Citizenship
					create some new	
	6. Getting a job	Has no job	Starts to have interest in getting a job	Starts to look for a job/to work on his/her professional qualification s	Finds a job of any kind/paid or unpaid/Conti nues working on his/her professional qualification s	Finds a paid job that sufficiently satisfies him/her
	7. Trusting the locals (authoriti es, people)	Does not trust the locals/Being reserved	Wants to trust the locals	Shows basic trust to locals	Trusts the locals up to a specific level and wants to trust them more	Trusts the locals at a satisfactory level
	8. Volunteer ing	Shows no interest in/Has no	I have started developing	Wants to become socially	Becomes socially active up to	Being socially active and



DIMENSIONS OF SC	QUALITATIVE INDICATORS	LEVEL 1: Living in Isolation	LEVEL 2: Going Outside	LEVEL 3: Expressing Interest	LEVEL 4: Joining In	LEVEL 5: Achieving Active Citizenship
Relational Dimension ³		knowledge on how to volunteer (locating volunteering opportunities)	interest about volunteering . I started to relate volunteering with becoming socially active.	active/involved in voluntary work	a certain level and involved in some kind of voluntary work. The person started realising that volunteerism makes you socially active	involved in voluntary work of his/her preference/Takes initiative towards this direction
	9. Having obligations and expectations (regarding work, outgroup)	Has no obligations towards locals and the society	Has minimum obligations towards the host country	Has some obligations towards the host country society as far	Has significant obligations towards the host country	Has the same obligations as any local towards the

³ **Relational social capital** is a dimension of social capital that relates to the characteristics and qualities of personal relationships such as trust, obligations, respect and even friendship.



DIMENSIONS OF SC	QUALITATIVE INDICATORS	LEVEL 1: Living in Isolation	LEVEL 2: Going Outside	LEVEL 3: Expressing Interest	LEVEL 4: Joining In	LEVEL 5: Achieving Active Citizenship
	relationships etc.) ⁴	of the host country. Has expectations on how I should be treated in the host country	society and at the same time the host country society should have minimum expectations from him/her	as his/her behavior and actions are concerned and the host country society will have some expectations related to his/her behaviour and actions from him/her. At the same time, I have some	society as far as his/her behavior and actions are concerned and the host country society will have significant expectations related to his/her behaviour and actions from him/her.	host country society as far as his/her behaviour and actions are concerned and the host country society will have the same expectations as for any local related to his/her behaviour and actions

⁴ “Obligations and expectations” : When A does something for B and trusts B to reciprocate in the future, this establishes an expectation in A and an obligation in B. Coleman also calls this obligation a “credit slip” held by A.



DIMENSIONS OF SC	QUALITATIVE INDICATORS	LEVEL 1: Living in Isolation	LEVEL 2: Going Outside	LEVEL 3: Expressing Interest	LEVEL 4: Joining In	LEVEL 5: Achieving Active Citizenship
				expectations on how I should be treated and this creates obligations for the host country society	At the same time has significant expectations on how he/she should be treated and this creates significant obligations for the host country society	from him/her. At the same time, has the same expectations as any local on how he/she should be treated and this creates the same obligations for the host country society as for any local



DIMENSIONS OF SC	QUALITATIVE INDICATORS	LEVEL 1: Living in Isolation	LEVEL 2: Going Outside	LEVEL 3: Expressing Interest	LEVEL 4: Joining In	LEVEL 5: Achieving Active Citizenship
	10. Identifying with locals	Cannot identify with locals and does not have the desire of doing so	can identify with locals in very few situations but he/she would like to be able to identify with them more	Can identify with the locals quite often and he/she has the desire to be able to identify more with them	In most situations he/she identifies with the locals. He/she always tries to understand locals in the host country	He/she feels like the locals and he/she can fully relate with them

Figure 2: Dimensions and qualitative indicators

How to access the MINGLE platform

In order to access the MINGLE platform, you should follow the link below:

www.mingle.projectsgallery.eu

Once you visit the link, you will see the first MINGLE screen, as follows:



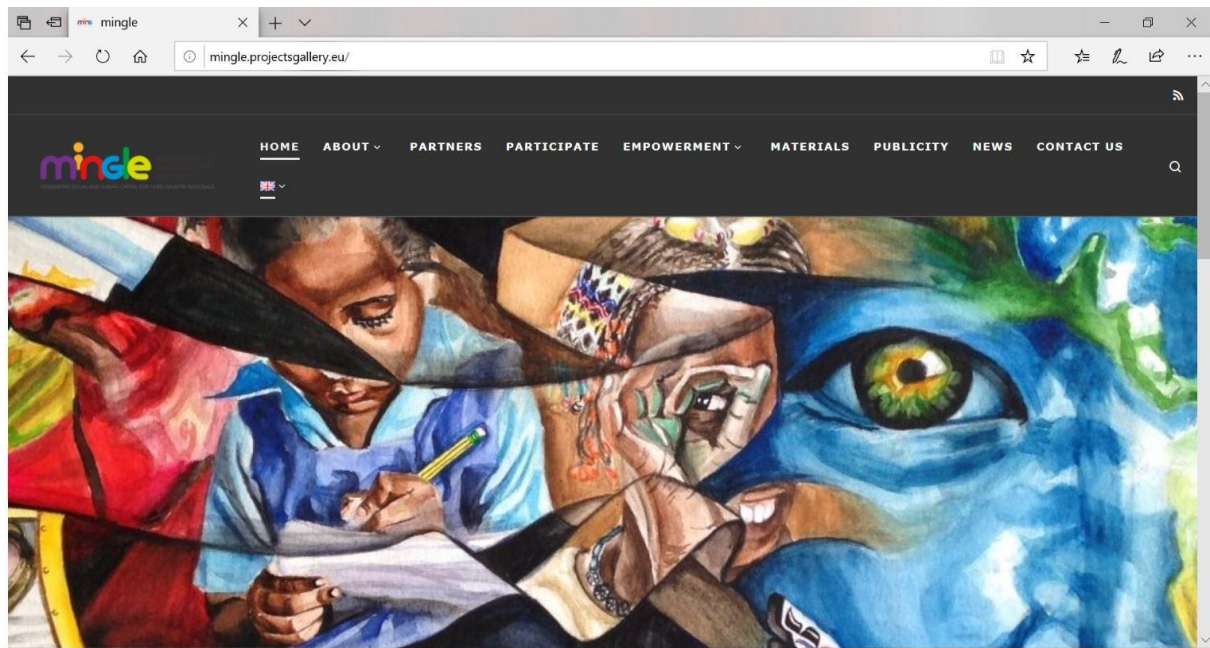


Figure 3: The Mingle platform

Accessing the Assessment tool (OACAT)

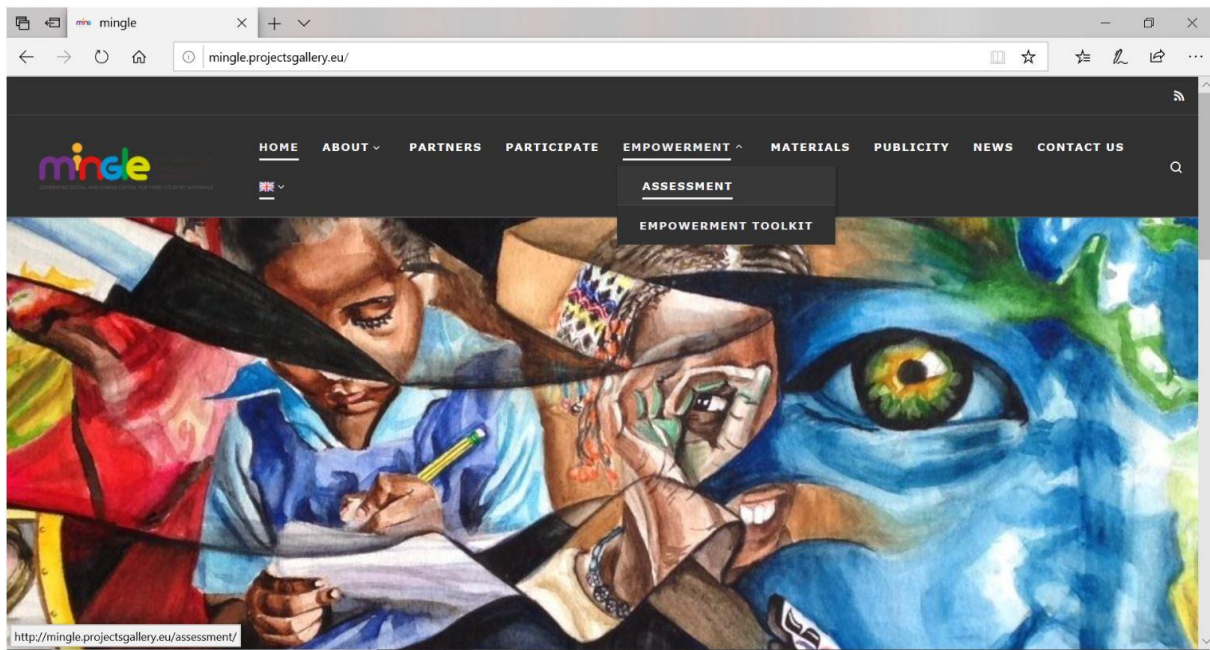
From the Home Page of Mingle, click the **EMPOWERMENT** option. A drop-down menu with the following options will appear:

EMPOWERMENT

ASSESSMENT

From there, choose the **ASSESSMENT** option.





The ASSESSMENT option will lead you to the “Assessment Tool”. There, the five (5) Social Capital Levels are presented. The levels are:

- Level 1 – Living in isolation
- Level 2 – Going outside
- Level 3 – Expressing interest
- Level 4 – Joining in
- Level 5 – Achieving active citizenship

From this page, the participant will run the Assessment Tool known as “OACAT” (Online Active Citizenship Assessment Tool).



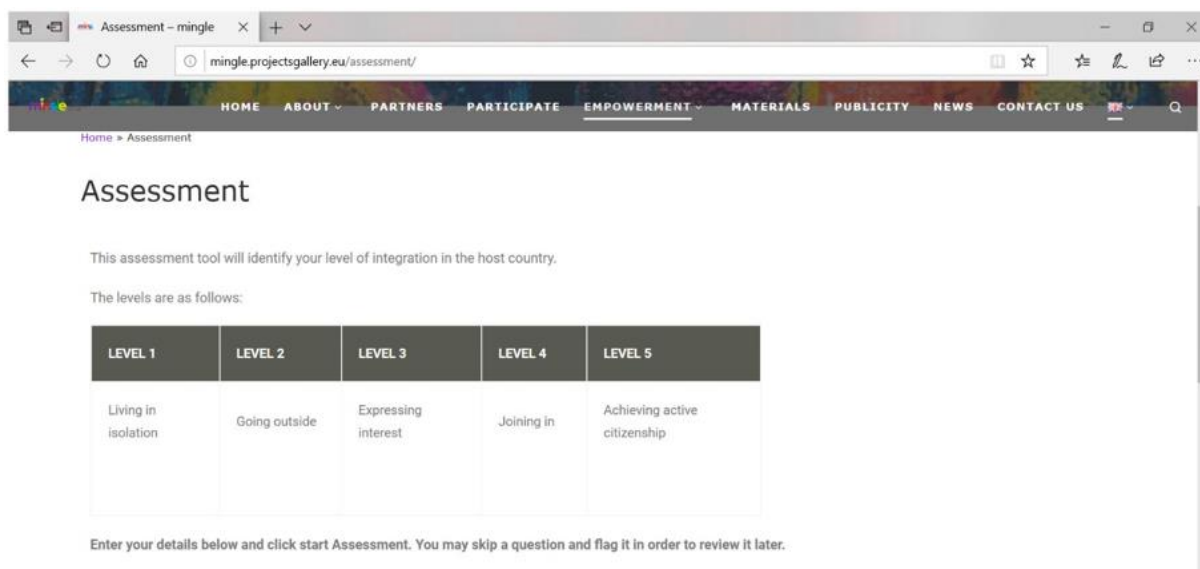


Figure 4: The five levels of OACAT assessment tool

Running the OACAT

The first thing the user needs to do is to scroll down in order to enter the requested information.

When the proper fields are filled in, the participant can start the procedure by clicking on the **Start Assessment** blue button.

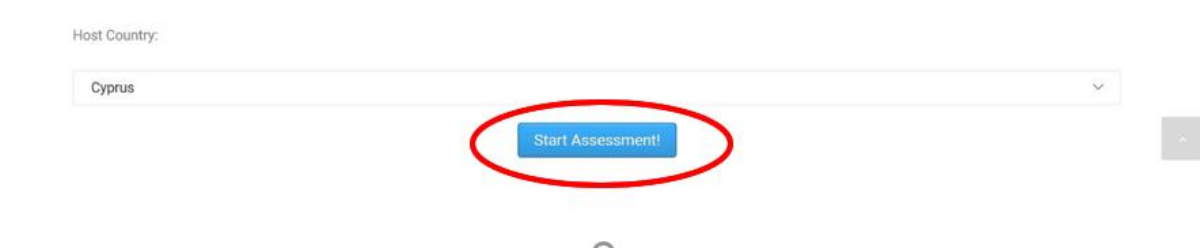


Figure 5: Starting the assessment



As the assessment procedure will start, the participant will have to choose from ten (10) statements, what applies to his/her case each time. The ten statements relate to:

1. Language
 2. Food
 3. History and local narratives
 4. Cultural monuments
 5. Networking with Locals
 6. Getting a job
 7. Trusting the locals
 8. Volunteering
 9. Having expectations and obligations in the host country
 10. Identifying with the locals
- Every statement has five (5) possible answers, responding to the five (5) different levels.
 - When selecting an answer, this will become blue.
 - The user can also flag an answer by clicking the green flag, in which case he/she can return to the question later on.

To move to the next question, the user can click the **Next Button** at the bottom of the screen or can click the number of the question at the top of the screen

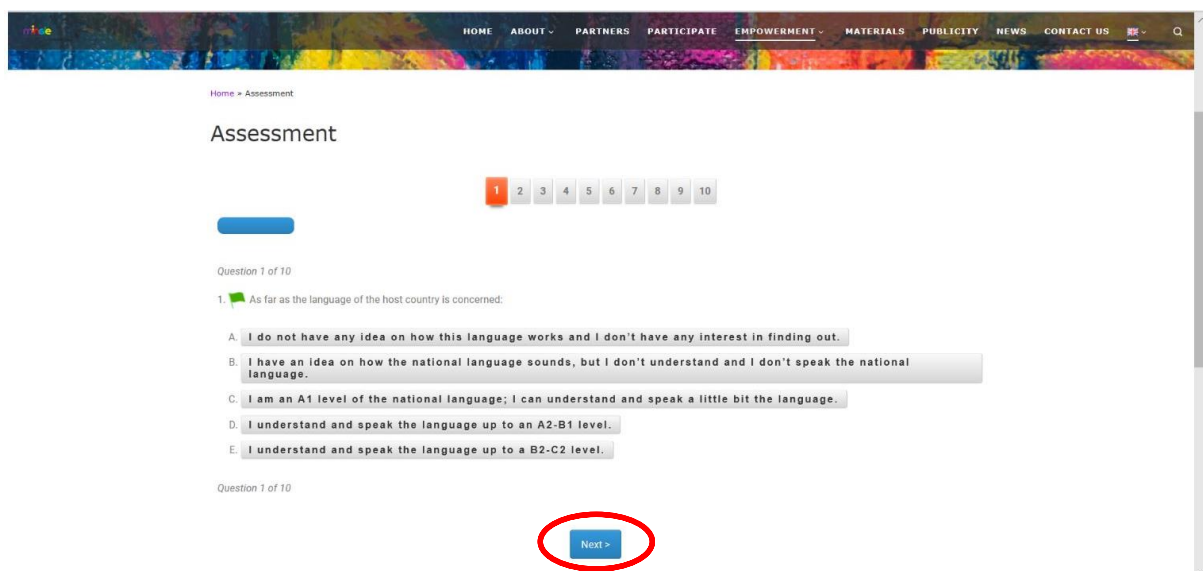


Figure 6: Moving to the next question



Once you move to a following question, a **Previous Button** appears to allow you to move to a previous question.

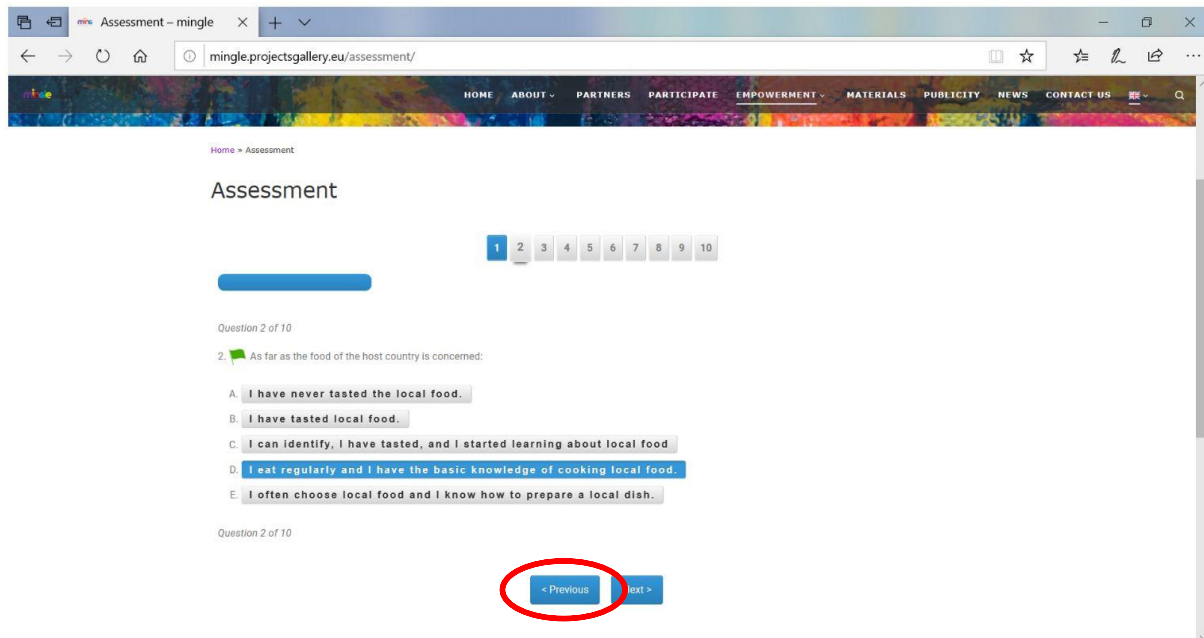


Figure 7: The previous button

Once you reach the end of the questions, a button **Submit** allows you to complete the process.

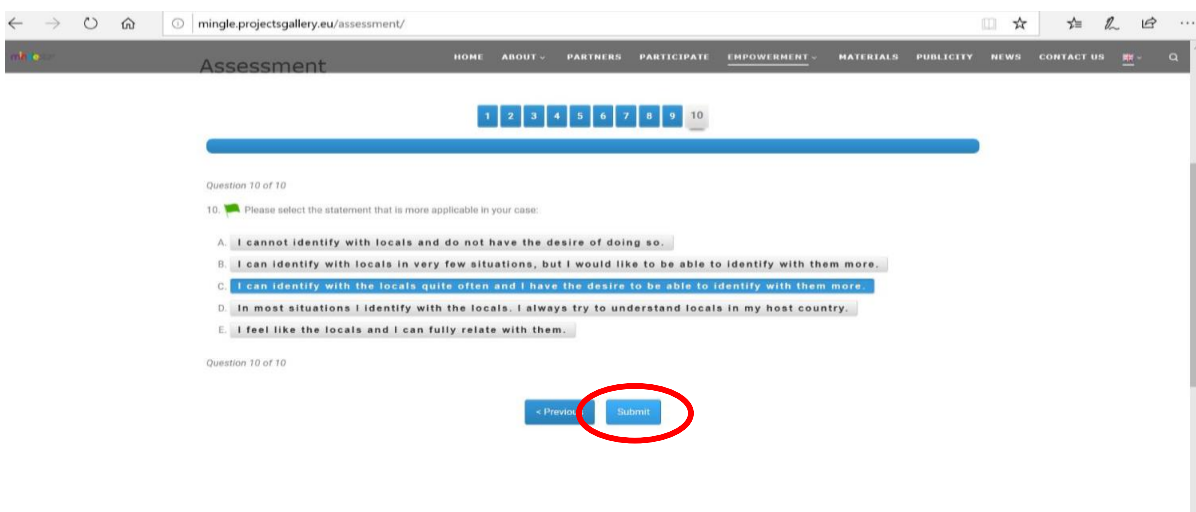


Figure 8: The submit button



Getting the results

After submitting the assessment, the results will be presented together with the total points.

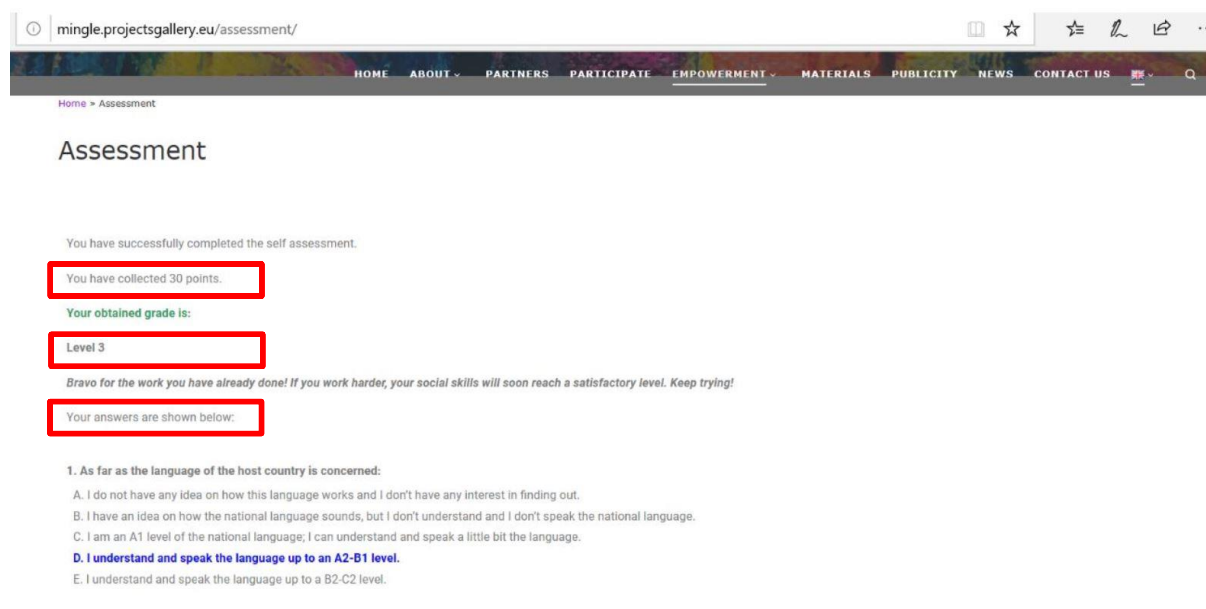


Figure 9: Assessment tool results

Accessing the Empowerment Toolkit

At the Home Page of the Mingle site, click **EMPOWERMENT** and then click **EMPOWERMENT TOOLKIT**.



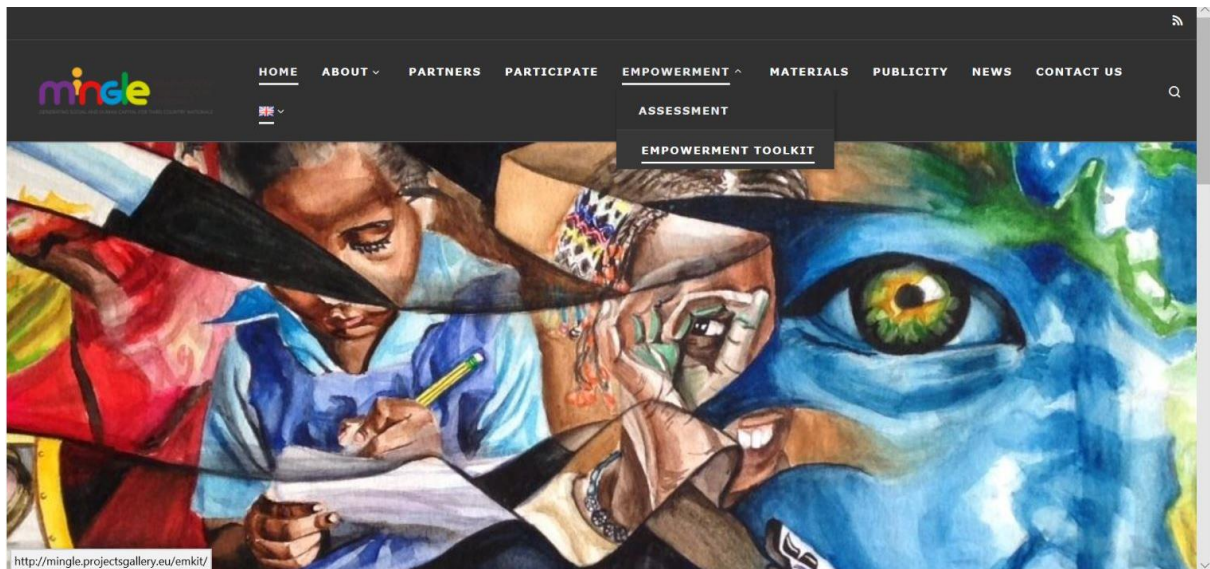


Figure 10: Choosing the empowerment toolkit

With the choice of the EMPOWERMENT TOOLKIT the page with the five (5) Levels of Active Citizenship will appear.

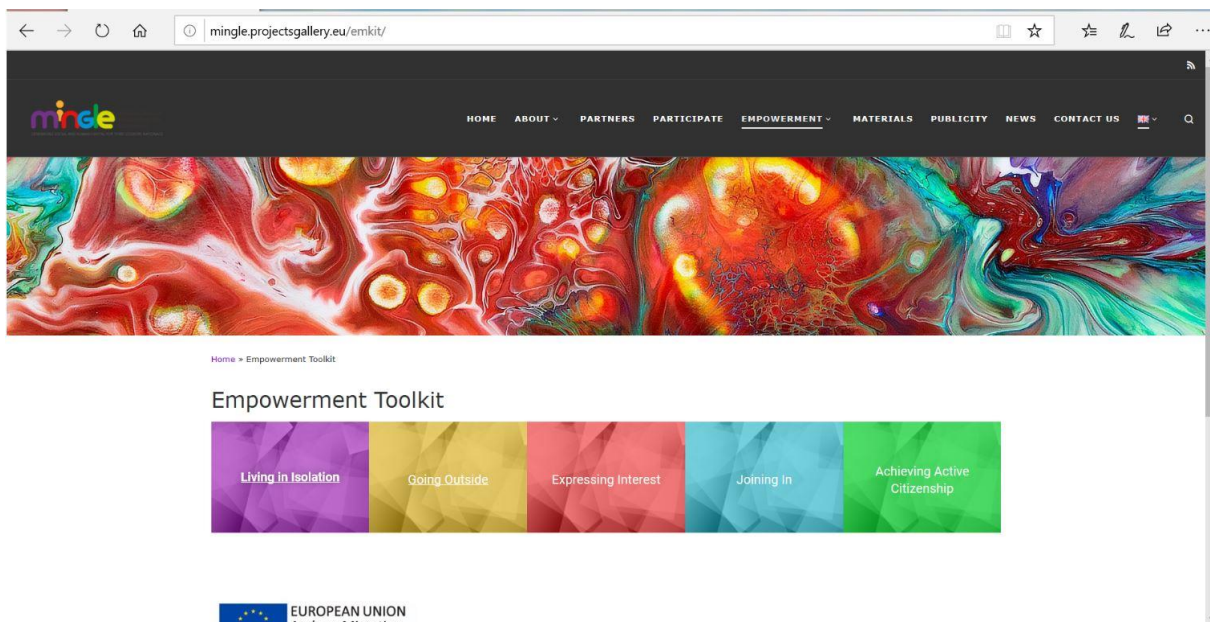


Figure 11: The page with the five (5) levels of the active citizenship



By choosing one of the levels, the user will see the Qualitative Indicators panel for the chosen level.

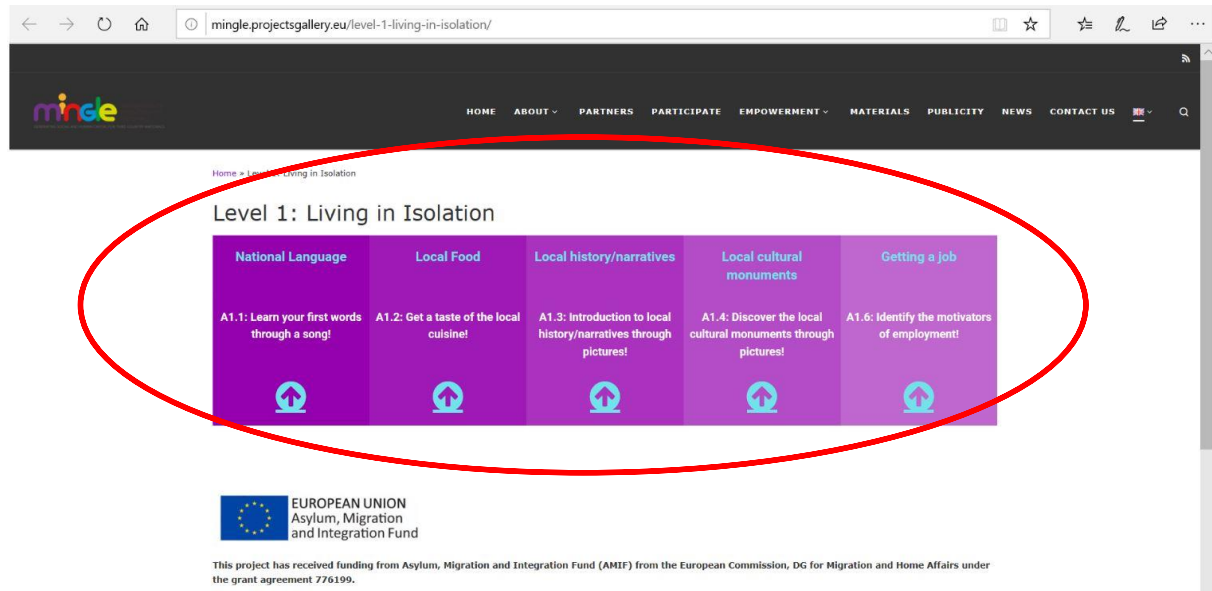


Figure 12: The qualitative indicators panel

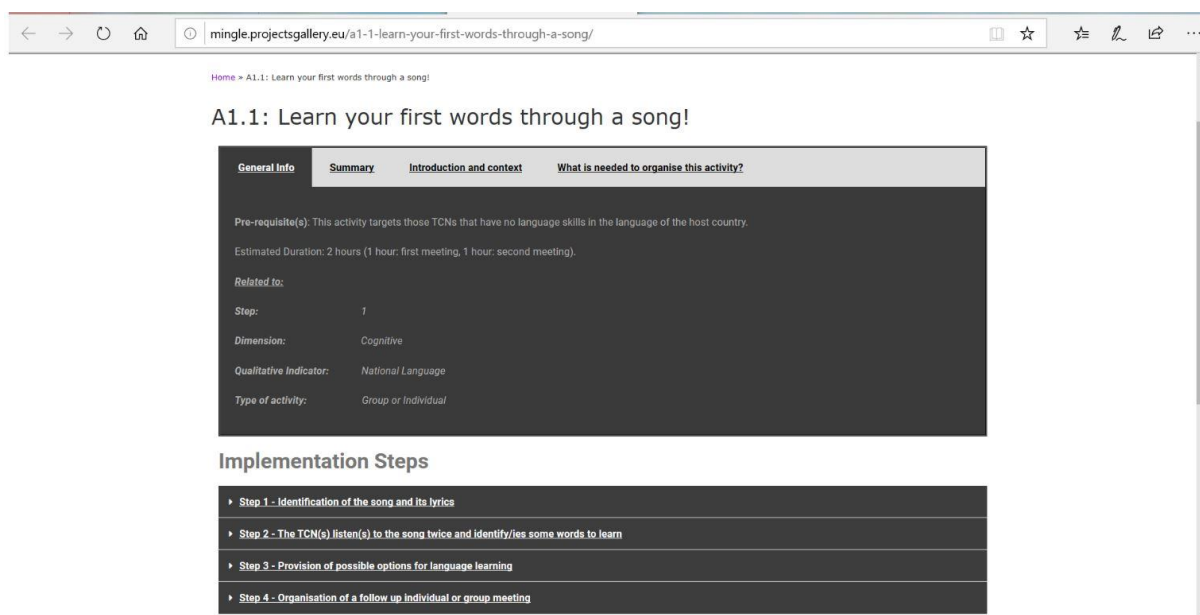
Have in mind that when the user will decide the level, the choices in the Indicators panel are corresponding to the Step for passing from that level to the next. For example, if the user chooses the “Living in Isolation” level, he/she will see Activities for passing from that this level to the level of “Going Outside”. That means, also, that in the last Level “Achieving Active Citizenship” there are no activities!

Now, from the Indicators panel the user can choose from five (5) different indicators out of the original ten (10). The eligible Indicators with their original numbering are the following:

- (1) National Language
- (2) Local Food
- (3) Local History/Narratives
- (4) Local Cultural Monuments
- (6) Getting a Job



Every Indicator has a recognition code starting every time with the letter A (from the word “Activity”). The first number represents the Level (from 1 to 5) and the second number the Indicator. When the user will pick an activity, a new page will come up with information about the activity (“General info”, “Summary”, “Introduction and context”, and “What is needed to organise this activity?”). Moreover, by scrolling down the “Implementation Steps” of the activity appear.



The screenshot shows a web browser window with the URL mingle.projectsgallery.eu/a1-1-learn-your-first-words-through-a-song/. The page title is "A1.1: Learn your first words through a song!". Below the title, there are four tabs: "General Info", "Summary", "Introduction and context", and "What is needed to organise this activity?". The "General Info" tab is active, displaying the following information:

- Pre-requisite(s):** This activity targets those TCNs that have no language skills in the language of the host country.
- Estimated Duration:** 2 hours (1 hour: first meeting, 1 hour: second meeting).
- Related to:**
- Step:** 1
- Dimension:** Cognitive
- Qualitative Indicator:** National Language
- Type of activity:** Group or Individual

Below the "General Info" tab, there is a section titled "Implementation Steps" with four steps:

- Step 1 - Identification of the song and its lyrics
- Step 2 - The TCN(s) listen(s) to the song twice and identify/ies some words to learn
- Step 3 - Provision of possible options for language learning
- Step 4 - Organisation of a follow up individual or group meeting

Figure 13: Every activity has the above look, with the specific identification code. In this example, the activity has the code A1.1, that means that it is a first level activity, in the first Indicator. From here, the user can see the “General Info”, the “Summary”, the “Introduction and context”, the “What is needed to organise this activity?” as well as the “Implementation Steps” options for this activity.

