

Project “Music for Active Citizenship: a Young Music Mentors Programme - MAC”  
2021-1-CY02-KA210-YOU-000027487

# EVALUATION REPORT

“Activity 2”

Conducted by Sistema Cyprus



2023

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## INTRODUCTION

This evaluation report assesses the effectiveness and impact of the MAC Music Mentorship Programme on Young Music Mentors (YMM) and students of Sistema Cyprus and El Sistema Greece. The report provides an objective analysis of the program's outcomes, challenges, and areas for improvement. In particular, the study attempted to determine if YMM opinions toward immigrants, refugees, and persons of low socioeconomic status had altered following the implementation phase. Investigate the effectiveness of the training package by assessing their readiness and making any necessary improvements. Additionally, YMM's readiness to carry on working or volunteering in this area was explored. Simultaneously, the purpose of the study was to examine the Sistema children's attitude toward local people, including whether they feel accepted and recognized and whether this may have changed after the implementation period, as well as the value/importance and the Sistema children's feelings about working with local people to promote social inclusion.

## PROJECT SUMMARY

Music for Active Citizenship: a Young Music Mentors Programme – MAC is a two-year Erasmus+ project which aims to use music education as a tool for the social integration of refugees and migrants, but also, more generally, for the acceptance of diversity and social change. MAC is a complete educational program containing both the basic theoretical principles of community music and the El Sistema program, as well as a multitude of educational activities with all the necessary supervisory materials and audio-visual media. The program also includes the training of young musicians who have the desire to work in music education in the future, of young music educators. The project is implemented by [Sistema Cyprus](#) – Coordinator and [El Sistema Greece](#).

## METHODOLOGY

This report presents field-based research including interviews and survey questionnaires. The pre-test data collection was conducted in August and September 2022 and the post-test data collection was conducted in January and February 2023. The partners had to follow specific guidelines and research tools presented in **Annex 1** of this document.

The research engaged 60 students that participate in our programmes (30 in each country) and 30 Young Music Mentors (YMM), 15 from Cyprus and 15 from Greece.

## RESEARCH FINDINGS

### Students

The initial interview of the students was contacted mainly for demographic purposes and was exploring the lifestyle of children. The only question they had was to describe their everyday life, the in school experience, their friends and any outside of school activities they were doing. A large portion of the students described a boring lifestyle with very few happy moments *'Kind of... like ... I have fun moments but in general I do not think anything exciting happens for me'* (SC\_St\_22). Siblings provide a comfort and students describe that mostly they play with their brothers and/or sisters, similar answers came also with animals, such as cats. So, this mainly reveals that students do not often go out for social reasons and look for entertainment within their houses. Practicing music, drawing, reading books, have an extensive amount of screentime but also doing household activities were also some of the answers on how they spend their out of school time. Music, whether practicing or simply listening, is undoubtedly a part of their everyday life.

Significantly, the most exciting moment for most of them was when they had to come to Sistema. Even though some of them had other out of school activities, such as language lessons, still the most exciting moment of the week for them was music time at Sistema. That applies in both countries and apart from the happiness they receive from music, they also mentioned happily the relationships they built with teachers and other students. *'Out of school I really like to be here, at Sistema. To pass my time here, I*

*really like it. To be able to see my friends'* (SC\_St\_2). Many students mentioned that they have few friends at school that they have fun with but a small number of students mentioned that they do not have any friends at all. One said that *'I am sitting alone in a corner and if someone wants to talk to me join me'* (ESG\_St\_19).

Feelings for school were significantly mixed: *'It is not that nice. The teachers are useless and the teachers are racists. This is my everyday life'* (ESG\_St\_8). The data also reveal concerns about language lessons and how difficult it is for students that they are not native Greek speakers. Even music lessons at school is not always a fun lesson for them – although they are having fun while at Sistema. They mentioned that many of the things that they are learning at school they already know them from the orchestra and it may be boring for them, but on the other side, it gives them an advantage at one of the lessons that in other subjects may not have it, as for example in the case of the language lesson.

A very important figure to consider about the benefits of students from the project is that all of them mentioned that they got help from the YMM and would love to see them again in the future. A child mentioned that would love if they were always with them (ESG\_St\_3) and another one added that would be nice if every child had a helping hand from a mentor and asking the interviewer if there would be enough chairs for everyone so they could join them again (ESG\_St\_27). The mentions of musical support that the students received is numerous, including counting rests, helping with the bow and notation reading but the most valuable results derive from the comments below:

*'She learned a lot and how to play. And because of her now,  
I want to come and learn more. She helped; she is very nice.*

*When I see her, I feel very happy because all time  
she is happy too and gives that smile to us'* (SC\_St\_22)

*'Personally, because I was new at the orchestra,  
I felt like I had extra support and felt good about it'*  
(ESG\_St\_17)

*'The first, I didn't speak to anyone. I remain alone.  
Spoke with the mentor only'* (SC\_St\_36)

*'However, learning from someone else,  
I mean learning from each other, is a great thing'*  
(ESG\_St\_2)

*'I don't know about the others, but I didn't feel the mentor  
as a teacher but as a friend'* (SC\_St\_6)

*'I really liked that we were talking during break, because it was  
a nice chance to get to know each other, not only play music'*  
(ESG\_St\_16)

The data revealed a friendly environment between students and mentors. Apart from the exchange of musical knowledge, they created long-lasting relationships. The students support the idea that if everyone had the help of a mentor, then it will be easier for them to proceed with lessons. The help was provided so naturally and in a safe environment that they were students, mentioning that at first, they felt that it was one advanced student that was helping them and later they learned that it was a mentor. The large majority of the students expressed that they were feeling very good while the mentors were present and wished to have them with them throughout their music experience.

## Young Music Mentors

### Interviews

The purpose of the mentors' interviews procedure, conducted both before and after the implementation and the training, aimed to examine the Young Music Mentors (YMM) attitudes towards migrants, refugees and low-SES people and whether this changed after the implementation period. The findings reveal a positive attitude after the implementation of the programme, especially to the YMM who did not have prior experience working with marginalised groups.

During the first interview, that was conducted before the YMM had prior to their training and introduction to the programme, they were asked why they chose to participate and what is their previous knowledge on El Sistema inspired programmes. Most of the participants replied that they joined due to their personal interest in music and/or children. It is also important to mention a significant number of YMM joined the programme after a positive experience they had through Sistema or a recommendation from friends and colleagues that they have already been involved in the programme. This can be mainly found in the case of Sistema Cyprus, as most of the participants when they asked about El Sistema in general, they only referred to Sistema Cyprus. Thus, it means that Sistema Cyprus acts as a leading force of raising awareness about this socio-music program and comes in contrast with Greece in where most of the participants knew basic information about El Sistema from academic environments.

A YMM from Sistema Cyprus in the question of why you wanted to participate replied *'I always wanted to be part of Sistema'* (SC\_YMM\_5) and another one explained that became inspired after accidentally observing a rehearsal (SC\_YMM\_1). At the same question most of YMM from El Sistema Greece replied that joined for educational purposes and for getting experience on a leading role, even one said that *'I searched everywhere and there is no better place, or something similar, like a seminar or something else'* (ESG\_YM\_3). Also, a significant number of participants in both countries joined the programme after they had experiences on different voluntary social programmes and activities.

The most common highlight of their experience was certainly the concerts and the rehearsal of the orchestras. Smiles and children's eyes were also mentioned as one of the things that they will always remember. A significant amount of participants, especially at El Sistema Greece, mentioned the initial training as one the most important parts of their experience. *'It was the first meeting that YMM had with Mr. Panagiotis where we did many interesting games and activities and the highlight was.. what I liked the most were the improvisational games'* (ESG\_YM\_4). However, a small portion of YMM

mentioned their personal thoughts as the highlight of their experience. One said that *'... we come and see their progress, but the kids learn from you and you learn from them. Every time I come I have open eyes, open ears to see, how did they come today, how are they? What is the best way to encourage them to do something together as a group?'* (SC\_YMM\_10) while another person mentioned *'It is important that we all learned that there is in music the right to be wrong in El Sistema, something that is generally forbidden in music, everyone is looking to find the wrong. I think that here no one is looking to find the mistake, everyone is looking to have fun, play, cooperate and be with others and if a mistake is made, it doesn't matter. Let's move on and fix it later'* (ESG\_YMM\_12).

Challenges varied for each person, one person mentioned that *'The challenge it was not to come too close to the kids because I knew that would have an end'* (SC\_YMM\_13) and said *'My difficulty is now, that I have to let it go, that the program ends'* (ESG\_YMM\_12). Also, two people considered the language as a barrier but later they admitted that the power of music overcame this struggle. However, as a general challenge appeared to be the trust that had to be built between the mentors and the children. Many mentors admitted that they needed time and effort until the children would trust them and actually follow their advice. Also, an important factor raised mainly at El Sistema Greece was the time restriction towards the concert, but they all happily admitted that the environment remained safe throughout and the end result justified them all.

Almost one fourth of the YMM found it difficult to compare their experience to other mentors, although they admitted that all they may have faced different experiences, as each child is unique and the mentoring approach may differ (ESG\_YMM\_3). It is interesting that some of the participants believed that their challenges due to young age, different language or music inexperience was making them less capable compared to other mentors. However, considering the rest of their answers regarding their whole experience in the programme, there was no actual limitation and the comments were made only for the sake of comparison.

*'I'm having second thoughts. That is, you see someone and you think that they might be going through something, that there might be something behind it.'*

(SC\_YMM\_3)

*'I became more patient'*

(SC\_YMM\_2)



*'It helped me a lot in my coexistence with other people'*

(ESG\_YMM\_5)

*'It inspired me to start perform again music'*

(ESG\_YMM\_12)

Certainly, the data show that it was a unique experience for the mentors and something that influenced their everyday life. Apart from the obvious educational benefits they received, they had the opportunity, some of them for the first time, to be involved in a multicultural environment. The safe environment that was created on both El Sistema Greece but also Sistema Cyprus became the vehicle to experience a different angle of the people that live in minorities.

Lastly, almost all of the participants expressed the opinion that the programme surely supported them in their career development, even in the case of non-musicians. Data revealed that the leading skills along with the social skills they got from the programme could be transferred to various career paths and benefit a wide range of professionals. Musicians also expressed the opportunity they had to work in an ensemble and not individually and how this approach could benefit their career as music performers but as music educators as well. *'Apart from the fact that they will help me in the future if I am involved in the field of music, these are elements that someone who is involved in something completely different may also have'* (ESG\_YMM\_8).

Overall, the data revealed that the majority of the YMM understood fully the aim and the objectives of Sistema inspired programmes, developed their knowledge on the field and their social skills through an experiential way and the memory of the children will always remain in their hearts.

### **Survey Results**

The following report presents the results of an evaluation survey conducted to generate some quantitative results from the mentors. The data revealed information regarding the background of the YMM, their opinion on the children's benefit through the programme and the results from their own participation as YMM.

The demographic of the participants is 50 per cent from Greece and 50 per cent from Cyprus.

Their age can be found in the figure below:

Ηλικία / Age  
28 responses

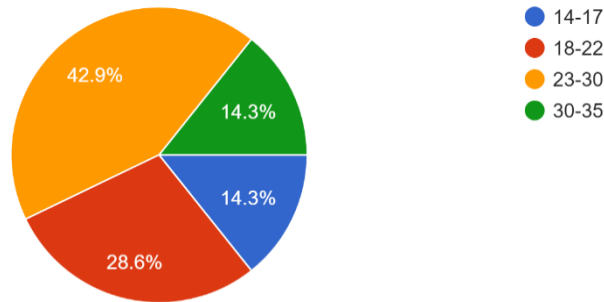


Fig.1 – Ages of the YMM

Considering their musical experience, a high percentage of almost 40 per cent of the participants play at least one string instrument, 28 per cent play the piano, 20 per cent play wind instrument and only the 7 per cent play percussion. There is also a very small percentage of participants that they play a traditional instrument or sing. However, it is important to consider that almost half of the participants have more than 10 years of experience on their musical instrument.

Χρόνια εμπειρίας στο μουσικό όργανο; Years of experience on that musical instrument?  
28 responses

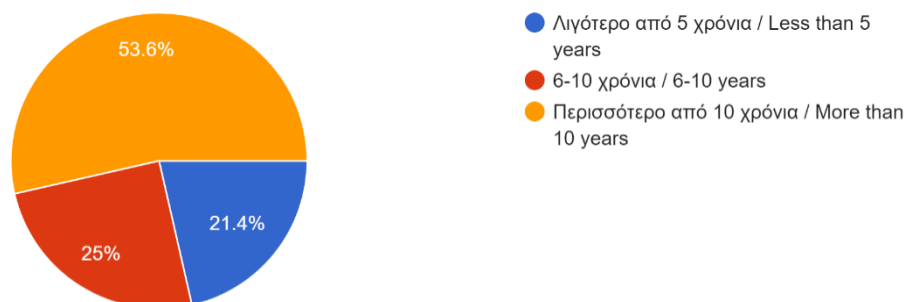


Fig.2 – Years of experience on the musical instrument

Also, the education level of the YMM is a factor to be considered, as the majority are university students followed by Bachelor graduates. The percentage of students deriving from both public and

private schools, as well as music schools reach 21.4 percent and becomes the third major of participants. The lowest number of participants derives from the master holders but considering the age limit opposed for the YMM participation, the percentage could still be considered high enough.

### Εκπαίδευση / Education

28 responses

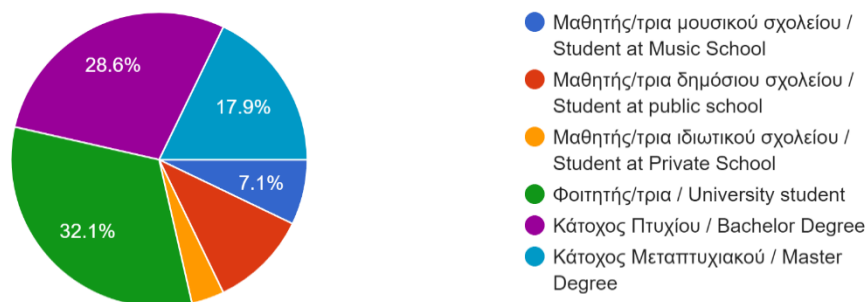


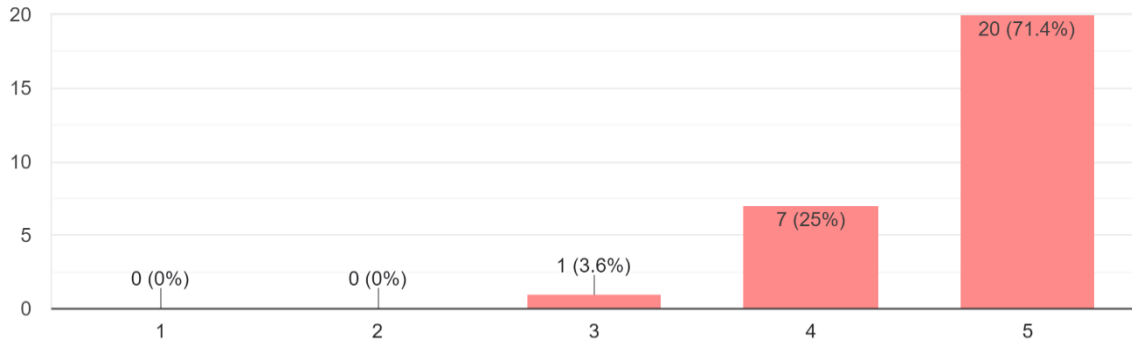
Fig.3 – Education Level

In general, the YMM support the idea that at El Sistema Greece and Sistema Cyprus the children felt safe and the educational environment was positive and helped them to build trust and develop relationships among them, even in cases where they have different backgrounds. Their identity and subsequently their self-esteem is also believed from the YYM to be raised and a high percentage of participants supports the idea that children fully understand the social framework they are involved in and it feels as a safe space for them, instead of being a threat.

The tables below demonstrate on a scale from 1 being the lowest and 5 being the highest at which degree they believe that the statements below have been accomplished during their participation:

Τα παιδιά αισθάνονταν ασφάλεια σε ένα δεκτικό προς αυτούς εκπαιδευτικό περιβάλλον The children felt safety in a positive for them educational environment

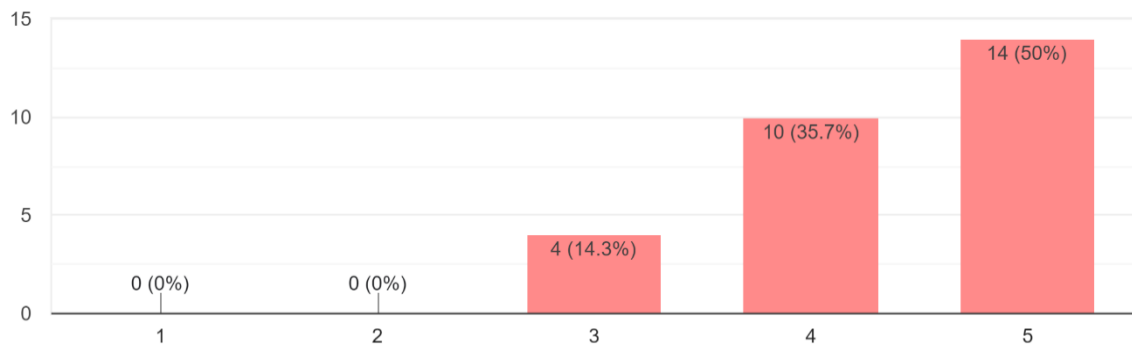
28 responses



*Fig.4 – The children felt safety in a positive for them educational environment*

Τα παιδιά δημιούργησαν σχέσεις εμπιστοσύνης με άτομα που έχουν διαφορετικές εμπειρίες από αυτούς The children created relationships of trust...tween people with different experiences from them

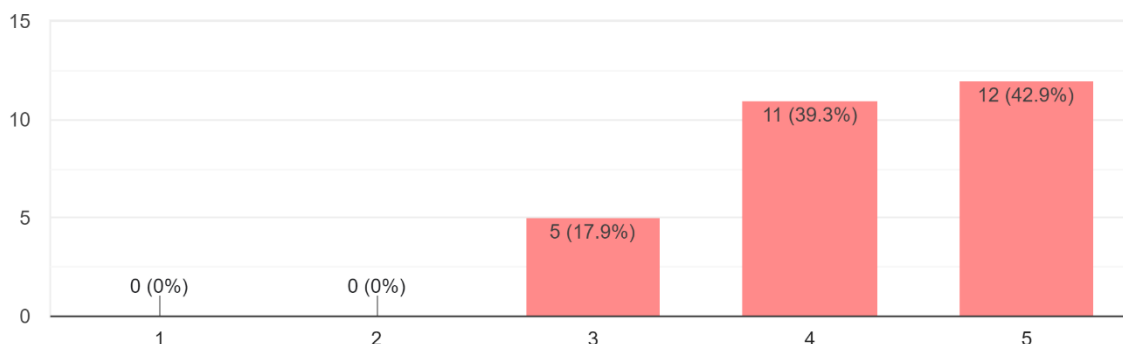
28 responses



*Fig.5 – The children created relationships of trust between people with different experiences from them*

Τα παιδιά ενίσχυσαν την ταυτότητα τους και καλλιέργησαν την αυτοεκτίμησή τους The children enriched their identity and cultivated their self-esteem

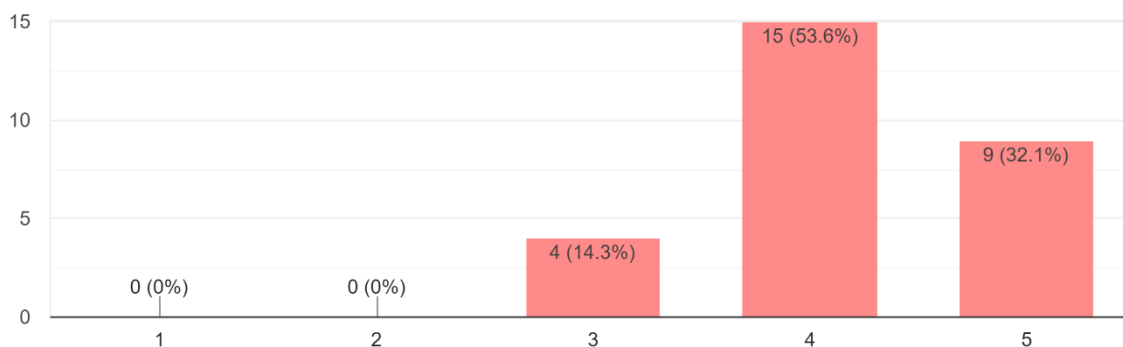
28 responses



*Fig.5 – The children enriched their identity and cultivated their self-esteem*

Τα παιδιά κατάφεραν να αντιληφθούν βιωματικά ότι το κοινωνικό πλαίσιο και οι κανόνες αποτελούν προστασία και όχι απειλή The children work and rules are a protection and not a threat

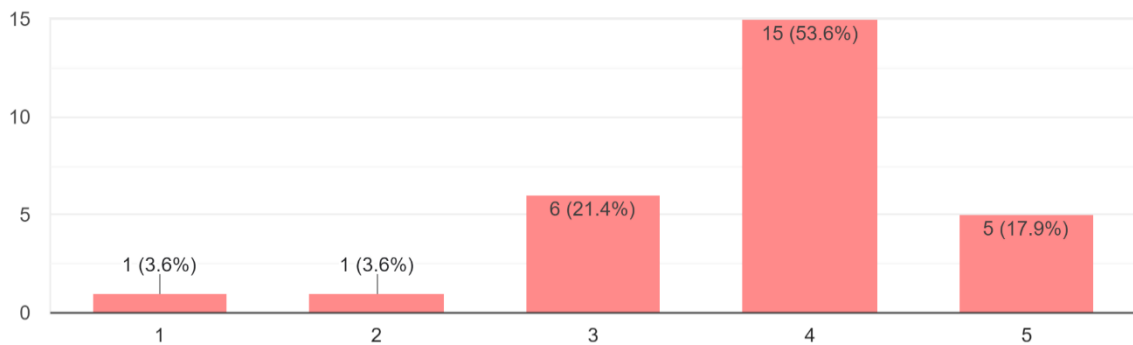
28 responses



*Fig.6 – The children were able to understand experientially that the social framework and rules are a protection and not a threat*

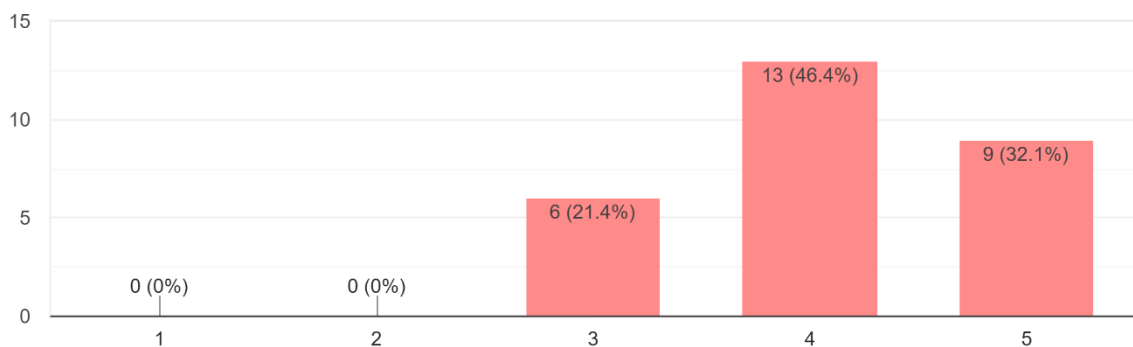
Results varied regarding the cultivation of critical thinking to the children but they were more positive that their involvement at Sistema inspired programmes was strengthening their mental authenticity. Similarly, the YMM believe that the children develop positive social behaviour.

Τα παιδιά καλλιέργησαν την κριτική τους σκέψη The children cultivated their critical thinking  
28 responses



*Fig.7 – The children cultivated their critical thinking*

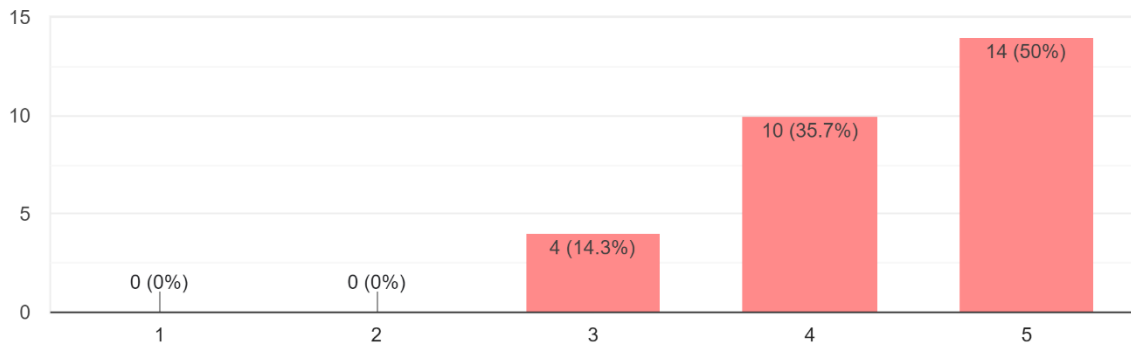
Τα παιδιά ενίσχυσαν την ψυχική τους αυθεντικότητα Children strengthened their mental authenticity  
28 responses



*Fig.8 – Children strengthened their mental authenticity*

Τα παιδιά ανέπτυξαν περαιτέρω τις θετικές κοινωνικές συμπεριφορές τους The children further developed their positive social behaviors

28 responses

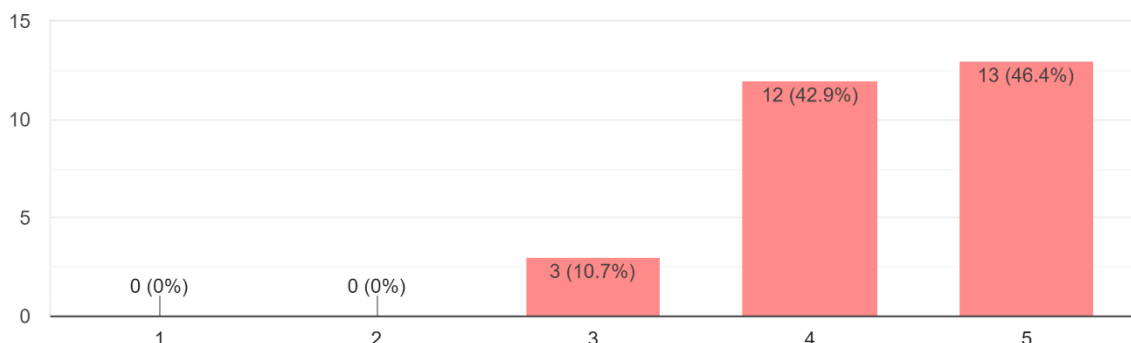


*Fig.9 – The children further developed their positive social behaviours*

Also, the survey examined some personal aspects of the skills that the YMM may have accomplished through their participation. A high percentage of the participants believe that they gained a deep knowledge about the matter of identity and otherness of people. Most of them feel confident to recognise potential social obstacles faced by children. Finally, almost all of them can now think about prejudice and stereotyping issues in more detail.

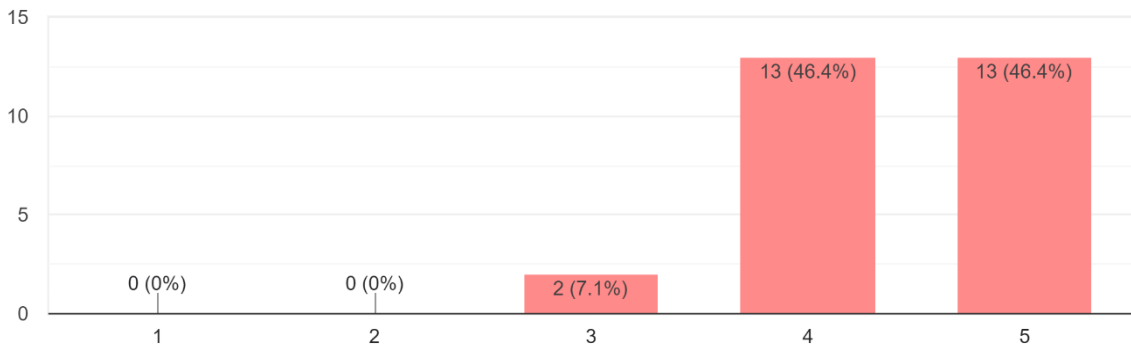
Έχω εμβαθύνει σε ζητήματα που αφορούν την ταυτότητα και την ετερότητα των ανθρώπων I have delved into issues concerning the identity and otherness of people

28 responses



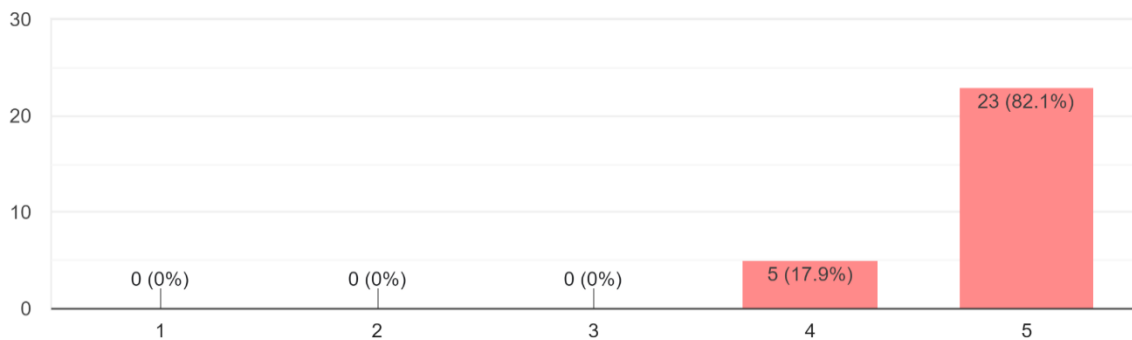
*Fig.10 – I have delved into issues concerning the identity and otherness of people*

Μπορώ να διακρίνω τις δυσκολίες και τα εμπόδια που αντιμετωπίζουν, σε κοινωνικό επίπεδο, αρκετά παιδιά I can distinguish the difficulties and obstacles faced, at a social level, by many children  
28 responses



*Fig.11 – I can distinguish the difficulties and obstacles faced, at a social level, by many children*

Μπορώ πλέον να επεξεργαστώ περαιτέρω ζητήματα προκαταλήψεων και στερεοτύπων I can now further process issues of prejudice and stereotyping  
28 responses



*Fig.12 – I can now further process issues of prejudice and stereotyping*



## CONCLUSION

In conclusion, this evaluation report highlights the successes and challenges of the programme. The program was able to achieve a positive impact on both YMM and students. Specifically, the research showed that the opinion of YMM toward immigrants, refugees, and persons of low socioeconomic status had improved following the implementation phase and they were willing to continue working and/or volunteering in the sector. Also, the training package was considered as complete by the YMM and a useful tool for use in the future. Lastly, students had a very positive experience and benefited from their contact with the YMM, formed long-lasting relationships and felt valued. Overall, the programme suggests that bringing together YMM, that they were more experienced in the field of music, with the students deriving from low socioeconomic status had only positive results for both of them and a repetition of this programme is not only suggested but also requested by students and mentors.

## **ANNEX 1**

# **MAC\_DATA COLLECTION TOOLKIT**

## ***Activity 2: The MAC Music Mentorship Programme***

**July 31st, 2022**

## *Introduction*

This document aims to inform Partners (Part 1), as well as Research Assistants (RA) (Part 2) of the final content of the evaluation tools, as well as the processes involved. In this regard, detailed guidelines are provided for data collection. The current document has been prepared by the leader of Activity 2 (The MAC Music Mentorship Programme), Sistema Cyprus.

This toolkit is directly related to Activity 2, Evaluation Phase where interviews and surveys will be conducted before and after the Implementation Phase. The research tools aim to examine:

- (1) the Young Music Mentors (YMM) attitudes towards migrants, refugees and low-SES people and whether this will change after the implementation period,
- (2) the effectiveness of the training package by assessing their readiness and any improvements that should be made,
- (3) YMMs willingness to continue working/volunteering in this field,
- (4) the Sistema children's attitude towards local citizens, including if they feel accepted and recognized and whether this will change after the implementation period and
- (5) the value/importance and the Sistema children feelings working with local citizens, fostering social inclusion.

The Evaluation Tools are namely:

- MAC\_Sampling Form for Young Music Mentors
- MAC\_Sampling Form for Sistema Students
- MAC\_Consent Form for Minors
- MAC\_Consent Form for Adults
- MAC\_Interview Protocol

## 1. For Partners

This part of the document addresses two aspects, as follows: (a) The profile of the Researcher Assistant and (b) Important preliminary work that needs to be undertaken by the partners. The last part involves the consent forms for participation. Partners are to be reminded here that the consent forms should be sent to Sistema Cyprus **by the end of October 2022**.



## 1.1. The Research Assistant

The assumption is that partners will be assigning data collection to an RA, who will be reporting to partners. This person can contact Sistema Cyprus, for any inquiries, however, the deliverable will be submitted to partners, so that they can directly check the quality of the product. This is important to note, since the RA is accountable to partners (and not Sistema Cyprus).

The recommendation from Sistema Cyprus is that the RA should: (a) have experience in research (educational research, particular) and be familiar with the processes of data collection and (b) be fluent in English, as the reports will be prepared in English. Although the initial intention was to forward the research tools to partners so that these can be translated, considering that the RA is fluent in English, that might not be necessary, as RAs could record data in other languages but use the original English tools, if they wish. Therefore, translation of tools might not be necessary.

Below you can find estimates regarding data collection Calculations have been made to document the approach followed and indicate that the investment in working hours is in line with the project proposal.

### ***Rough estimation on the hours/days needed for the data collection***

#### Interviews

- (a) Collection: Each interview will last max 25 minutes- fifteen (15) Young music mentors and thirty (30) (5 group interviews) Sistema students
  - ⇒ Total of 20 interviews □ 500 minutes □ **8 hours to conduct the interviews**
- (b) Data entry: Transcription is mandatory. It is expected that the RA will need about 2 hours for each interview □ 20 interviews x 2 hours □ **40 hours for transcription**

#### Surveys

Data Collection will occur from Google Form directly, so it is not needed any further action from the partners and RAs apart from sharing the [link](#) after the end of the implementation phase in December 2022.

## 1.2. Important Preliminary Work for Partners

### 1.3.1. Sampling

#### Guidelines

Each partner will need to conduct fifteen (15) interviews with the selected Young Music Mentors and five (5) group interviews with 30 students. For the demographic purposes of the analysis the Ras will need to fill in the following sampling forms for all participants (YMM and Sistema students):

#### ***SAMPLING FORM FOR YOUNG MUSIC MENTORS***

Code of Participant: e.g. ESG\_YMM\_1

Information provided by (name of partner): .....

Age	
Musical instrument	
Musical level	
Education	
Socio-economic background of the student	
Previous learning opportunities/experiences with respect to El Sistema methodology (Do the students have any prior experience with El Sistema? Please provide examples).	
Previous experience with students from low socio-economic background, migrants and/or refugees (Please provide examples).	

***SAMPLING FORM FOR SISTEMA STUDENTS***

Code of Participant: e.g. ESG\_St\_1

Information provided by (name of partner): .....

Age	
Musical instrument	
Musical level	
Education	
Socio-economic background of the student	
Previous learning opportunities/experiences with respect to El Sistema methodology (Do the students have any prior experience with El Sistema? Please provide examples).	
Previous experience of interacting with young people from better socio-economic background (Please provide examples).	

### 1.3.2. Consent Forms

#### Guidelines

Before data collection, informed consent from YMM and students' parents will be established. Participants will be further reminded that participation to data collection is voluntary, and that their anonymity would be maintained.

The partners should distribute the consent forms and Upload them in the Drive.

The partners should hold on to these forms, as they are important for their records (if any issues arise).



Consent Form for Minors

<Logo of Organisation>

Date: ... / ... / 2022

Dear Parent/ Guardian,

Thank you for agreeing to participate in the European Project “Music for Active Citizenship: a Young Music Mentors Programme - MAC», an innovative project funded by the European Commission. The MAC project is implemented in Cyprus and Greece by the consortium partners Sistema Cyprus and El Sistema Greece and aims to offer opportunities for social and educational interactions between local Sistema music program students with a refugee or immigrant background and native students who study music. Based on the foundation of social music education, the project seeks to promote social equity and act towards social inclusion while educating for the appreciation of social diversity.

Please note that as part of the evaluation of this project, **data will be collected**, as well. Specifically, all participants will be interviewed before and after the implementation; the interviews may be audio-recorded for research purposes. Any data collected will be treated as anonymous and confidential.

In addition, all participants may be photographed and filmed for the purposes of documenting and promoting the project through authorised social media channels of Sistema Cyprus or El Sistema Greece like YouTube, Facebook or Instagram and via other media. Some participants may also be interviewed on video. We would like to ask to give permission for your child to be interviewed on video and identified by first name, age and instrument.

If you grant permission (for the participation of your child in the project and the evaluation study) please sign the consent form.

If you have further questions, please feel free to contact **<fill in with the corresponding information>**.

Sincerely,

**<Fill in with the corresponding information>**

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*PARENTAL CONSENT FORM*

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\_\_\_ **YES**, I consent my child to participate in the data collection process.

\_\_\_ **NO**, I **do not** consent my child to participate in the data collection process.

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\_\_\_ **YES**, I consent my child to be filmed, photographed or interviewed on video and identified by first name, age and instrument

\_\_\_ **NO**, I **do not** consent my child to be filmed, photographed or interviewed on video and identified by first name, age and instrument

Student Name:

Country:

Parent/Guardian Signature: \_\_\_\_\_

Date: ... / ... / 2022

Parent/Guardian Full Name:

Consent Form for Adults

<Logo of Organisation>

Date: ... / ... / 2022

Dear Participant,

Thank you for agreeing to participate in the European Project “Music for Active Citizenship: a Young Music Mentors Programme - MAC», an innovative project funded by the European Commission. The MAC project is implemented in Cyprus and Greece by the consortium partners Sistema Cyprus and El Sistema Greece and aims to offer opportunities for social and educational interactions between local Sistema music program students with a refugee or immigrant background and native students who study music. Based on the foundation of social music education, the project seeks to promote social equity and act towards social inclusion while educating for the appreciation of social diversity.

Please note that as part of the evaluation of this project, **data will be collected**, as well. Specifically, all participants will be interviewed before and after the implementation; the interviews may be audio-recorded for research purposes. Any data collected will be treated as anonymous and confidential.

In addition, all participants may be photographed and filmed for the purposes of documenting and promoting the project through authorised social media channels of Sistema Cyprus or El Sistema Greece like YouTube, Facebook or Instagram and via other media. Some participants may also be interviewed on video. We would like to ask for your permission to be interviewed on video and identified by first name, age and instrument.

If you grant permission for your participation in the project and the evaluation study please sign the consent form.

If you have further questions, please feel free to contact <fill in with the corresponding information>.

Sincerely,

<Fill in with the corresponding information>

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## *PARTICIPANT CONSENT FORM*

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**YES**, I consent to participate in the data collection process.

**NO**, I **do not** consent to participate in the data collection process.

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\_\_\_ **YES**, I consent to be filmed, photographed or interviewed on video and identified by first name, age and instrument

\_\_\_ **NO**, I **do not** consent to be filmed, photographed or interviewed on video and identified by first name, age and instrument

Participant's Full Name:

Country:

Participant's Signature: \_\_\_\_\_

Date: ... / ... / 2022

## 2. For Research Assistants

This part of the document presents the two instruments for data collection (i.e. interviews, survey). These two instruments are accompanied by guidelines to enhance understanding of the processes. Again, all instruments are uploaded on the platform as separate documents, so that partners can download and use them easily.

The RA should be aware that data collection will need to be finalised at the end of the implementation process and specifically by February 28<sup>th</sup>, 2023.



## 2.1. Data Collection

### 2.1.1. Interview Protocols

#### **Guidelines**

Below, you will find the protocol for the interviews, also available through the platform as ‘MAC\_Interview Protocol’. This document provides guidelines for the RA with regard to the interviews for YMM and Sistema students. The interviews will be semi-structured and will rely on a fixed set of themes and core probes. Addressing a core set of themes will serve to ensure sufficient uniformity. However, RAs will also assume the flexibility to pose additional questions where they deem useful. Allowing freedom to enlarge the scope of this critical set of themes, as the need arises during the interviews, could allow delving deeper into the participants’ perceptions on their experiences. During the interviews care needs to be taken to ensure a productive environment, where the interviewer will assume the role of a non-judgmental peer that poses probes in a neutral manner, so as to avoid influencing participants’ reasoning or imposing a specific perspective.

Please follow the process below:

1. Interviews will take place **before** and **after** the implementation of the MAC Music Mentorship Programme. Arrangements should be made to conduct the interviews within two weeks before and after the implementation.
2. Each interview session or group interview is expected to last up to 20 minutes.
3. Interviews should take place in a quiet room in your premises and care should be taken to ensure that the associated ethical aspects will be dealt with (e.g. securing informed consent of the participants). Please note that the ethical issues and the corresponding procedures for addressing them might vary across countries. The responsibility for ensuring compliance with the local legislations rests with the corresponding partners.
4. During the interview sessions, care needs to be taken to ensure a non-judgmental, friendly environment, where the interviewer assumes the role of a non-critical peer.
5. The interviews will be structured in that they will rely on a **fixed set of questions**. It is important to always stick to the interview protocol in terms of (a) the wording of the questions and (a) the order in which they appear.
  - a. In cases when you think that an interviewee (either YMM or a Sistema student) has not offered a meaningful or informative response please pose a follow-up/prompting question seeking clarification/further information. This should be the sole deviation from the interview protocol.
  - b. In cases when you pose such clarification questions, these should be formulated in a neutral non-leading manner. Some examples are:  
“Could you explain this a little bit more?” or  
“Could you elaborate on this a little bit more?”  
On the contrary, some counter-examples of questions, which illustrate what should be avoided, include leading questions such as

“Would you agree that the reason for this was the practical difficulties incurred by the inadequate equipment?” or

“Would it be valid to assume that this was an interesting activity?”

These latter examples are essentially liable to guide participants towards a certain direction in terms of their response.

6. Interviews should be recorded and transcribed verbatim. **Please make sure that you include the participant’s code (as in sampling form) to every transcription.**

## **Interview Protocol**

### Young Music Mentors

#### Pre-Interview (Before implementation and before training)

The interview protocol which will be conducted before the implementation and before the training is very short and aims to examine the Young Music Mentors (YMM) attitudes towards migrants, refugees and low-SES people and whether this will change after the implementation period.

- (1) What made you decide to participate in this project?**
- (2) Had you heard about [Sistema Cyprus] [El Sistema Greece] or El Sistema before?**
  - a. If yes, what do you know about it and what is your opinion on the work that it does?**

#### Post-Interview (after implementation)

The interview protocol which will be conducted after the implementation aims to examine the Young Music Mentors (YMM) attitudes towards migrants, refugees and low-SES people and whether this will change after the implementation period, the effectiveness of the training package by assessing their readiness and any improvements that should be made and the YMMs willingness to continue working/volunteering in this field.

In the last few weeks you participated in various activities by mentoring children that participate in **<name of your programme>**. I would like to ask you a few questions about your experience with these specific lessons.

- (1) What was the highlight of your experience? Why?**
- (2) What was a challenge that you experienced? Why?**
- (3) How does that compare to challenges of others (other mentors) that you experienced?**
- (4) How do you see this experience affect your future?**
  - a. In a personal way**
  - b. Maybe your career path?**



## Sistema Students

### Pre-Interview (Before implementation and before training)

The interview protocol which will be conducted before the implementation and before the training is very short and aims to examine the Sistema children's attitude towards local citizens, including if they feel accepted and recognized and whether this will change after the implementation period

#### **(1) Describe your daily life.**

##### **a. School, friends, outside of school**

### Post-Interview (after implementation)

The interview protocol which will be conducted after the implementation aims to examine the Sistema children's attitude towards local citizens, including if they feel accepted and recognized and whether this will change after the implementation period and the value/importance and the Sistema children feelings working with local citizens, fostering social inclusion.

In the last few weeks you participated in various activities with **<name of mentors>** in **<name of your programme>**. I would like to ask you a few questions about your experience.

- (1) How was your experience with **<name of mentors>** and the other mentors?**
- (2) How do you feel about this period?**
- (3) Would like to see them again?**
- (4) What have you learned about **<name of mentors>**?**
- (5) How was your encounter with **<name of mentors>**?**