



**TOOLKIT**

## **Toolkit for trainers and organisations to prepare Lead-Mentors**

Pack of training methodologies and materials to aid trainers and organisations in the capacity building process of prospective Lead-Mentors

**Edited by Susan Grixti**

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**Key words:** feedback, revisions, user friendly manuals, accessible tools, implementation

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## AN INTRODUCTION TO TOOLKIT 1

### The DREAMM Toolkits: Aim, Purpose and Embedded Values

As part of the “Develop and Realise Empowering Actions for Mentoring Migrants” (DREAMM) European Union funded project, three toolkits are formulated to assist and facilitate the integration process of newly arrived migrants, especially migrants with a Third-Country background. The toolkits are meant for trainers and organisations to prepare Lead-Mentors, for Lead-Mentors to prepare Mentors, and for Mentors to prepare migrants; an accessible resource to adopt and/or adapt should target users wish to replicate the experience. In fact, the toolkits propose a mix of field-tested primary tools, methods, strategies, activities, and materials; the implementation of which aims to generate positive and inclusive learning spaces for both newly arrived migrants and their new country/communities in full respect of migrant human rights and agentic voice. As such, the development of the toolkits is based on inclusive values and principles of equity and equality, where migrants are perceived as valued individuals whose needs, rights and obligations are welcomed and well-catered for within their new society. The integration process becomes a two-way learning operation through which both migrants and their new country/communities can benefit. Hence, the integration process emerges from the consideration of culture as a constructive and transformative process, where culture is perceived as developing from the active doing and not limited to the passive having of cultural categories. Inclusion and culture become values integration as an intrinsic transformative activity emerging from intercultural encounters and communication.

### Toolkit 1: Trainers and organisations to prepare Lead-Mentors

In the DREAMM context, the Lead-Mentor is a professional with experience in the field of migration and/or volunteering acting as a bridge between migrants and volunteers, who is willing to orientate and supervise Mentors facilitating migrants’ integration process. Among the responsibilities held by the Lead-Mentor are modelling mentoring, overseeing the appropriate use of intercultural communication within the migration context, countering communication barriers in the local context, fostering team building, and coordinating integration actions and events. After receiving training in both the Let Me Learn Process and Level5 Reference System for Competences, the Lead-Mentor is also expected to make good use of these tools. The Lead-Mentor can thus analyse better migrants’ needs and develop a mentoring provision framework that caters for identified needs efficiently and effectively, as well as ensure that the designed integration workshops, activities, and events yield outcomes that are beneficial to both the purposes of the project and most important to participating beneficiaries.

Therefore, Toolkit 1 provides trainers and organisations the tools necessary for the preparation of Lead-Mentors in the three main pillars of DREAMM: Migration, Intercultural Communication, and Facilitation. The content included in Toolkit 1 aims to generate a comprehensive learning experience from which Lead-Mentors can benefit directly as part of their ongoing professional development while serving as an educational tool through which they can assist and accompany Mentors in their day-to-day interactions with migrants. Hence, the learning experience created through the utilisation of the tools included in Toolkit 1 does not only enhance Lead-Mentors’ knowledge, skills and attitudes in migration and integration contexts, but assists Lead-Mentors in acting as educators and facilitators for Mentors in developing knowledge, skills and

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attitudes through which integration is practised as a bilateral event between migrants and their new communities.

### **The Philosophy behind the Toolkit: Applied Pedagogical Considerations**

From the dual role of Lead-Mentors that incorporates (a) the educational assistance of Mentors in the integration processes of newly arrived migrants, and (b) the leadership operations of Lead-Mentors to facilitate and support Mentors in their daily tasks emerge three basic, but central needs of Lead-Mentors. Toolkit 1 caters for these three types of needs which are emotional, intellectual, and practical. The emotional needs focus on the emotional reactions of Lead-Mentors when taking into account Mentors and newly arrived migrants' realities and needs. The intellectual needs are based on learning about integration and intercultural operations processes. The practical needs are catered while assisting Lead-Mentors in getting acquainted with the migrants' new country's array of bureaucratic-institutional systems.

The pedagogical methods adopted within Toolkit 1 to cater for the identified needs of Lead-Mentors are all founded on the notion of learning communities, where teaching and learning roles are perceived as interchangeable, i.e., Lead-Mentors function both as learners and educators when interacting with their trainers and eventually with Mentors and migrants. The toolkit offers both pedagogical and ethical learning tools to assist the development and enhancement of Lead-Mentors' knowledge, skills and attitudes in the field of migration and integration. The pedagogical component supports the formation of a pedagogical outlook and methodologies through which dialogical educational activities are developed. The ethical component is based on developing reflective tools through which Lead-Mentors can reflect on their educational praxes from an equality and inclusive perspective. Ultimately, Lead-Mentors are equated with a more critical reading of integration processing, where more multicultural and intercultural integration approaches are favoured.

The toolkit not only sees Lead-Mentors progressing from their initial introductory phase as new Lead-Mentors to ongoing Lead-Mentors' professional development, but also equips them with the necessary tools to formulate a needs analysis of Mentors when confronted with integration challenges. Trainers and organisations are encouraged to utilise this toolkit as a means for the development of dialogical educational activities that will foster a serene, but fruitful communicative working relationship especially between Lead-Mentors and collaborating Mentors. Team building and fostering a strong sense of community among Mentors is an essential aspect of the Lead-Mentors' education. Team building and community not only give a sense of comradeship between Lead-Mentors, but also facilitate the sharing of teaching and learning experiences between Lead-Mentors and between Lead-Mentors and Mentors. Thus, specific tools in Toolkit 1 focus as well on team building and community aptitude and skills. The toolkit offers different methods, activities and strategies to generate mutual collaboration and understanding between Lead-Mentors while assisting them in engaging as professionals with Mentors and migrants alike.

### **The Toolkit's Content: Primary Tools, Methods, Strategies, Activities, and Materials**

Both soft and hard skills development in Toolkit 1 aims to facilitate the Lead-Mentor's role as an agentic educator. In order not to limit the Lead-Mentor's position to a functional or technical role, Toolkit 1 offers trainers and organisations content to help Lead-Mentors to act as agentic professionals concerning the Mentors' educational operations and integration processes of newly arrived migrants. Toolkit 1 is made-up of

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five sections all formulated on inclusive educational principles of engaging with Lead-Mentors as agents for change in respect of their diverse cultural backgrounds and histories. Furthermore, each section is self-explanatory and is easily applicable to educational activities and mentorship programmes for Lead-Mentors.

For ease of reference, the following is a short explanation of the content within each section as developed in Toolkit 1:

- **Primary Tools** are the overarching tools designated by DREAMM to empower and assess the growth of Lead-Mentors: Intercultural Communication, the Let Me Learn Process, and the Level5 Reference System for Competences
- **Methods** are specific approaches or techniques to achieve a particular goal or outcome as intended in the DREAMM context
- **Strategies** are broader plans or frameworks that guide the overall approach or direction of an initiative or programme applied within DREAMM
- **Activities** are specific actions or events that were designed to achieve a particular objective or outcome in specific migration contexts of the six project partners involved in DREAMM (i.e., Austria, Cyprus, Italy, Germany, Greece, and Malta)
- **Materials** are tools or resources that can be used to support specific activities or methods, even included elsewhere in Toolkit 1

The key to preparing Lead-Mentors for success is to prepare them for learning and doing new things – and that involves getting a framework in place that can provide support promptly when it is needed. In view of this, trainers and organisations themselves should expect to receive the necessary support when implementing tools and concepts totally new to them. All tools come with links to further information about them and their implementation in migration and integration contexts as well as tips for trainers. In some instances, they include the contact details of the organisations or professionals who own the specific tool, to serve as the trainers' point of reference should the need arises for help in a specific training area of expertise.

**Key words:** feedback, revisions, user friendly manuals, accessible tools, implementation

# Primary Tools

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Tool Name	INTERPERSONAL COMMUNICATION IN AN INTERCULTURAL ENCOUNTER
Theme & Section	Intercultural Communication: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	This presentation provides an overall Communication Model explaining the basic concepts of communication, culture, and intercultural communication conceived as interpersonal communication in an intercultural encounter.
Aim/s	<ul style="list-style-type: none"> <li>▪ Provide Lead-Mentors basic knowledge of what intercultural communication is</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ list the different components of interpersonal communication</li> <li>▪ explain why interpersonal communication is complex and dynamic</li> <li>▪ explain why interpersonal communication in an intercultural encounter is more complex and dynamic</li> <li>▪ define culture as a dynamic transformative process, not a static label</li> <li>▪ give reasons why the listener often does not understand what the speaker intends</li> <li>▪ make a conscious effort to reach a common understanding during interpersonal communication</li> </ul>
Time	4 hours: 1 hour for brainstorming Lead-Mentors' prior knowledge about interpersonal and intercultural communication, 1 hour for the presentation, 1 hour for a peer-to-peer discussion, and 1 hour for reporting feedback, clarifying questions, and discussing doubts
Resource/s	<ul style="list-style-type: none"> <li>○ 'Interpersonal Communication in an Intercultural Encounter' ppt presentation retrievable from <a href="https://www.dreamm-project.eu/tools">https://www.dreamm-project.eu/tools</a></li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Brainstorm participating Lead-Mentors' understanding of interpersonal communication.</li> <li>2. Brainstorm participants' understanding of intercultural communication.</li> <li>3. Present the Communication Model.</li> <li>4. Ask participants to discuss in pairs the statement "Interpersonal communication is always intercultural": one participant defends this statement while the other participant refuses this statement (5-10 minutes).</li> <li>5. Ask participants to discuss in pairs how gained knowledge impacts their role and responsibilities as coordinators of mentoring provision.</li> <li>6. Gather feedback and highlight emerging key concepts.</li> </ol>
Tips for Trainers	<p>It is <b>highly important</b> that, prior to giving the presentation, you read the document 'Intercultural Communication Principles and Inclusive Communication' by Dossou, Koffi M. and Klein, Gabriella B. (2023). The document, which debunks myths about communication and highlights the principles embedded in intercultural communication, can be retrieved from <a href="https://www.dreamm-project.eu/tools">https://www.dreamm-project.eu/tools</a></p> <p>Communication games can be carried out during the workshop to support explanations and discussions. It is important to adapt the spoken presentation to the audience choosing adequate examples to explain the different statements.</p>
Further Information	<p>The presentation's content is based on information retrieved from Dossou, Koffi M., Klein, Gabriella B., and Ravenda, Andrea F. (2016). 'Our RADAR Communication Concept'. In: Dossou, Koffi M., and Klein, Gabriella B., <i>RADAR Guidelines. Understanding hate-oriented communication and tools for anti-hate communication strategies in an intercultural dimension</i>. Deruta/Perugia: Key &amp; Key Communications. 2016: 5-18. <a href="https://www.keyandkey.it/wp-content/uploads/2020/04/RADAR-Guidelines-EN.pdf">https://www.keyandkey.it/wp-content/uploads/2020/04/RADAR-Guidelines-EN.pdf</a></p>

	<p>For further reading see Piller, I. (2017). <i>Intercultural Communication: A critical Introduction</i>, 2nd ed. Edinburgh: Edinburgh University Press</p> <p>For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key &amp; Key Communications on <a href="http://www.keyandkey.it">www.keyandkey.it</a>; <a href="mailto:gabriella.klein@keyandkey.it">gabriella.klein@keyandkey.it</a></p>
<p>Tool Implementation Case Study</p>	<p>This model is the result of thousands of hours of communication training carried out by Key &amp; Key Communications (KEY&amp;KEY) in different countries over the past 30 years, mainly in professional contexts with various types of participants ranging from public servants, administrative personnel, commercial personnel, medical doctors and personnel, social workers, migrants with different school and academic preparation, to university students from different EU countries and the US. It has been used for the training activities organised by CIDIS (Italy) in Perugia and Naples as part of DREAMM.</p>

Tool Name	OBSERVATION OF INTERPERSONAL COMMUNICATION DYNAMICS WITH MIGRANTS: Worksheet 1
Theme & Section	Intercultural Communication: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This worksheet enables Lead-Mentors to observe the communication dynamics between a Lead-Mentor or a Mentor and a newly arrived migrant with a Third-Country background. It presents several significant communication practices to be observed step-by-step. Besides an observation guideline, it can also serve as a self-learning and assessing tool for Lead-Mentors and Mentors in their interaction with migrants as newly arrived Third-Country Nationals.
Aim/s	<ul style="list-style-type: none"> <li>▪ Enhance Lead-Mentors' listening and observation skills in relation to a two-way interpersonal communication in an intercultural encounter</li> <li>▪ Develop awareness about socially and culturally sensitive interactions, especially with vulnerable newly arrived migrants from different cultural communities</li> <li>▪ Support a two-way mutual integration process through inclusive interactions during Joint Community Actions between Lead-Mentors and migrants</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ focus on words, body-language, and visual elements, and recognise general attitudes towards migrants</li> <li>▪ recognise communication differences among migrants, and between themselves and migrants from different cultural communities</li> <li>▪ apply appropriate communication strategies to overcome communication barriers</li> </ul>
Time	c. 45 minutes
Resource/s	o 'Interpersonal Communication Dynamics with Migrants Observation' Worksheet 1
Methodology	<ol style="list-style-type: none"> <li>1. Brainstorm participating Lead-Mentors' understanding of what interpersonal communication in an intercultural encounter means to them.</li> <li>2. Introduce each step of the worksheet to participants, supplying concrete examples.</li> <li>3. Ask participants to apply the observation tool in real situations; bringing their observation back to the plenary session whenever possible to discuss it with the other Lead-Mentors/Mentors and, if possible, also with migrants.</li> </ol>
Tips for Trainers	The observer may conduct a complete observation or a participant observation.
Further Information	<p>The methodology draws on Ethnography of Communication (D. Hymes) and Conversation Analysis (J.J. Gumperz) as well as general communication theory.</p> <p>More tools for how to observe interpersonal communication in an intercultural encounter can be found in the SPICES Guidelines <a href="https://www.keyandkey.it/wp-content/uploads/2020/04/SPICES_GUIDELINES.pdf">https://www.keyandkey.it/wp-content/uploads/2020/04/SPICES_GUIDELINES.pdf</a>, pp.24-35; chap.1.3.2. 65-70.</p> <p>For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key &amp; Key Communications on <a href="http://www.keyandkey.it">www.keyandkey.it</a>; <a href="mailto:gabriella.klein@keyandkey.it">gabriella.klein@keyandkey.it</a></p>
Tool Implementation Case Study	Key & Key Communications (KEY&KEY) used the worksheet in real situations of Joint Community Actions organised by CIDIS in Perugia and Naples, Italy. In certain situations, the observer got involved and naturally became a participant; therefore, had to switch to a participant observation.

## OBSERVATION OF INTERPERSONAL COMMUNICATION DYNAMICS WITH MIGRANTS

### WORKSHEET 1:

This worksheet is meant to observe and annotate how you perceive the interlocutors according to the below listed communication patterns. Apart from general characteristics (attitude, willingness to listen, etc.), they regard words (verbal communication), body-language (non-verbal communication), and visual communication elements such as colours, shapes, and symbols. These patterns have been identified as important for an inclusive communication in general, especially with individuals from different speech communities with whom one does not share the same linguistic and cultural background. The observation activity is also useful for self-training.

For each observation activity, express your perception using a scale from 1 to 5 (where 1 is most negative and 5 is most positive), and explain your decision:

not good at all	1
not so good	2
ok/neutral	3
good	4
very good	5

Observation and self-training patterns	Scale	M/LM* in interaction with Migrants with Third-country background Explain/motivate your decision
1. The LM/M's general attitude towards the migrant		
2. The LM/M is showing willingness to listen		
3. The LM/M is showing willingness to explain		
4. The LM/M is patient		
5. The LM/M is friendly		
6. The LM/M pays attention to choose simple words and sentences (verbal communication)		
7. LM/M pays attention to use a body language that is not perceived by the migrant as invading their private space (nonverbal communication, in particular physical contact, eye contact, distance)		
8. The setting (physical situation, e.g., for the one-stop-shop) is relaxing with bright colours, sitting possibilities, images & photos that show the place's activities (visual communication; attention to privacy aspects for photos)		
9. Other criteria: please specify (add as many rows as needed)		

\*LM = Lead-Mentors/M= Mentors

Tool Name	OBSERVATION OF INTERPERSONAL COMMUNICATION DYNAMICS WITH MIGRANTS: Worksheet 2
Theme & Section	Intercultural Communication: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	This worksheet enables Lead-Mentors to observe the communication dynamics between a Lead-Mentor or a Mentor and a newly arrived migrant with a Third-Country background. It presents several significative communication practices to be observed step-by-step. Besides an observation guideline, it can also serve as a self-learning and assessing tool for Lead-Mentors and Mentors in their interaction with migrants as newly arrived Third-Country Nationals.
Aim/s	<ul style="list-style-type: none"> <li>▪ Enhance Lead-Mentors' listening and observation skills in relation to a two-way interpersonal communication in an intercultural encounter</li> <li>▪ Develop awareness about socially and culturally sensitive interactions, especially with vulnerable newly arrived migrants from different cultural communities</li> <li>▪ Support a two-way mutual integration process through inclusive interactions during Joint Community Actions between Lead-Mentors and migrants</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ recognise some typical paraverbal elements, i.e., elements we perform with our voice to convey meaning (e.g., speed, pauses, volume)</li> <li>▪ use their voice to convey not only linguistic, but also social and cultural meaning</li> <li>▪ identify when and how to take over a turn</li> <li>▪ recognise communication differences among migrants, and between themselves and migrants from different cultural communities</li> <li>▪ apply appropriate communication strategies to overcome communication barriers</li> </ul>
Time	c. 45 minutes
Resource/s	o 'Interpersonal Communication Dynamics with Migrants Observation' Worksheet 2
Methodology	<ol style="list-style-type: none"> <li>1. Brainstorm participating Lead-Mentors' understanding of what interpersonal communication in an intercultural encounter means to them.</li> <li>2. Introduce each step of the worksheet to participants, supplying concrete examples.</li> <li>3. Ask participants to apply the observation tool in real situations; bringing their observation back to the plenary session whenever possible to discuss it with the other Lead-Mentors/Mentors and, if possible, also with migrants.</li> </ol>
Tips for Trainers	The observer may conduct a complete observation or a participant observation.
Further Information	<p>The methodology draws on Ethnography of Communication (D. Hymes) and Conversation Analysis (J.J. Gumperz) as well as general communication theory.</p> <p>More tools for how to observe interpersonal communication in an intercultural encounter can be found in the SPICES Guidelines <a href="https://www.keyandkey.it/wp-content/uploads/2020/04/SPICES_GUIDELINES.pdf">https://www.keyandkey.it/wp-content/uploads/2020/04/SPICES_GUIDELINES.pdf</a>, pp.24-35; chap.1.3.2. 65-70.</p> <p>For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key &amp; Key Communications on <a href="http://www.keyandkey.it">www.keyandkey.it</a>; <a href="mailto:gabriella.klein@keyandkey.it">gabriella.klein@keyandkey.it</a></p>
Tool Implementation Case Study	Key & Key Communications (KEY&KEY) used the worksheet in real situations of Joint Community Actions organised by CIDIS in Perugia and Naples, Italy. In certain situations, the observer got involved and naturally became a participant; therefore, had to switch to a participant observation.

## OBSERVATION OF INTERPERSONAL COMMUNICATION DYNAMICS WITH MIGRANTS

### WORKSHEET 2:

This worksheet is intended to observe and annotate how you perceive the interlocutors according to the below listed communication patterns. They focus on turn-taking and the use of the LM/M's voice (paraverbal communication) and how this is presumably perceived by the migrant. These patterns have been identified as important for an inclusive communication in general, especially with individuals from different speech communities with whom one does not share the same linguistic and cultural background. Concentrate your observation on only one of the Lead-Mentors or Mentors involved in an interaction. Observing such patterns is not so easy and needs more training. The observation activity is also useful for self-training.

For each observation activity, express your overall observation and perception in two simple categories: + or -. Supply a reason/s for your response.

Observation and self-training patterns	+/-	M/LM* in interaction with Migrants with Third-country background
		<b>Explain/motivate your decision</b>
1. The length of the M/LM's single turn is appropriate to the situation and the migrants linguistic and communicative skills		
2. The LM/M does not interrupt the migrant's turn		
3. The LM/M avoids overlapping their speech with the migrant's turn		
4. The LM/M leaves a short pause between their and the migrant's turn, avoiding latching their turn to the migrant's one		
5. The LM/M uses pauses to leave time to the migrant to elaborate an information		
6. The LM/M adapts their speed of speaking to the migrant's linguistic and communication skills		
7. The LM/M uses a soft volume to avoid being perceived as aggressive		
8. Other criteria: please specify (add as many rows as needed)		

\*LM = Lead-Mentors/M= Mentors

Tool Name	OBSERVATION OF INTERPERSONAL COMMUNICATION DYNAMICS WITH MIGRANTS: Worksheet 3
Theme & Section	Intercultural Communication: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	This worksheet enables Lead-Mentors to observe the communication dynamics between a Lead-Mentor or a Mentor and a newly arrived migrant with a Third-Country background. It presents several significative communication practices to be observed step-by-step. Besides an observation guideline, it can also serve as a self-learning and assessing tool for Lead-Mentors and Mentors in their interaction with migrants as newly arrived Third-Country Nationals.
Aim/s	<ul style="list-style-type: none"> <li>▪ Enhance Lead-Mentors' listening and observation skills in relation to communication in an intercultural encounter</li> <li>▪ Develop awareness about socially and culturally sensitive interactions especially with vulnerable newly arrived migrants from different cultural communities</li> <li>▪ Support a two-way mutual integration process through inclusive interactions during Joint Community Actions between Lead-Mentors and migrants</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ recognise different communication practices that structure an interaction</li> <li>▪ recognise different communication practices that serve to reach a common shared understanding despite linguistic and cultural differences</li> <li>▪ recognise communication differences among migrants, and between themselves and migrants from different cultural communities</li> <li>▪ apply appropriate communication strategies to overcome communication barriers</li> </ul>
Time	c. 45 minutes
Resource/s	o 'Interpersonal Communication Dynamics with Migrants Observation' Worksheet 3
Methodology	<ol style="list-style-type: none"> <li>1. Brainstorm participating Lead-Mentors' understanding of what interpersonal communication in an intercultural encounter means to them.</li> <li>2. Introduce each step of the worksheet to participants, supplying concrete examples.</li> <li>3. Ask participants to apply the observation tool in real situations; bringing their observation back to the plenary session whenever possible to discuss it with the other Lead-Mentors/Mentors and, if possible, also with migrants.</li> </ol>
Tips for Trainers	The observer may conduct a complete observation or a participant observation.
Further Information	<p>The methodology draws on Ethnography of Communication (D. Hymes) and Conversation Analysis (J.J. Gumperz) as well as general communication theory.</p> <p>More tools for how to observe interpersonal communication in an intercultural encounter can be found in the SPICES Guidelines <a href="https://www.keyandkey.it/wp-content/uploads/2020/04/SPICES_GUIDELINES.pdf">https://www.keyandkey.it/wp-content/uploads/2020/04/SPICES_GUIDELINES.pdf</a>, pp.24-35; chap.1.3.2. 65-70.</p> <p>For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key &amp; Key Communications on <a href="http://www.keyandkey.it">www.keyandkey.it</a>; <a href="mailto:gabriella.klein@keyandkey.it">gabriella.klein@keyandkey.it</a></p>
Tool Implementation Case Study	Key & Key Communications (KEY&KEY) used the worksheet in real situations of Joint Community Actions organised by CIDIS in Perugia and Naples, Italy. In certain situations, the observer got involved and naturally became a participant; therefore, had to switch to a participant observation.

## OBSERVATION OF INTERPERSONAL COMMUNICATION DYNAMICS WITH MIGRANTS

### WORKSHEET 3:

This worksheet is intended to observe and annotate how you perceive the Mentor (M) or Lead-Mentor (LM) according to the below listed communication patterns and functions. Compared to worksheets 1 and 2, these items are more sophisticated and need, therefore, much more training and awareness of communication practices especially in an intercultural interaction. The observation activity is also useful for self-training.

For each observation activity, express your overall observation and perception indicating if the following patterns are present , concentrating your observation especially on one LM or one M in interaction with a migrant.

Observation and self-assessment patterns	<input checked="" type="checkbox"/>	M / LM* in interaction with Migrants
		Explain/motivate your decision
1. The LM/M opens the conversation with some welcoming words (not just greetings)		
2. The LM/M closes the conversation e.g., summarising the important points that the migrant needs to memorise and remember, or using nice words that invite the person to come back if needed		
3. The LM/M makes the relationship clear between them and migrants (setting as social situation) presenting themselves with their name and role (badge, name card, or oral self-presentation)		
4. The LM/M uses gestures supporting the verbal information with the intention to make the migrant understand best		
5. The LM/M uses visual material supporting the verbal information with the intention to make the migrant understand best		
6. The LM/M shows knowledge about the migrant's cultural background		
7. The LM/M paraphrases with the intention to reach a common shared understanding		
8. The LM/M uses repetitions with the intention to reach a common shared understanding		
9. The LM/M is aware of the emergence of communication barriers and tries to tackle them		
10. The LM/M uses inclusive communication techniques (e.g., through eye-contact, using the "we"-form, etc.)		
11. The LM/M makes (unconsciously) use of excluding communication techniques, such as words and gestures that may be perceived by the migrant as subtle discriminatory or even racist message		
12. The LM/M uses code-switching (changing from the local language to the migrant's language or another language both presumably share)		
13. Other criteria: please specify (add as many rows as needed)		

\*LM=Lead-Mentors/M=Mentors



Tool Name	UNDERSTANDING AND CONTRASTING HATE COMMUNICATION ANALYSIS WORKSHEET
Theme & Section	Intercultural Communication: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	This worksheet helps Lead-Mentors analyse the mechanisms of hate-communication in Lead-Mentors' and Mentors' interactions with migrants as newly arrived Third-Country Nationals, especially regarding xenophobia (Afrophobia, Islamophobia) and racism (including anti-Semitism). It also considers other types of discriminatory communication in the intersection with sexism or on the ground of socio-economic status, age, ability/disabilities, gender, sexuality, political or religious beliefs.
Aim/s	<ul style="list-style-type: none"> <li>▪ Raise Lead-Mentors' awareness about the mechanisms of hate-communication, i.e., hate-motivated, hate-oriented, or hate-producing communication</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ recognise not only overt, but also subtle discriminatory communication practices</li> <li>▪ explain how words and visual elements (colours, shapes, symbols) may interact to produce discrimination and hate</li> <li>▪ critically discuss hate-motivated, hate-oriented, and hate-producing communication practices</li> <li>▪ recognise hate communication's effect on migrants in a multicultural society</li> <li>▪ prevent and contrast hate communication's mechanisms as communication barriers</li> </ul>
Time	max. 1-2 hours depending on the complexity of the picture identified
Resource/s	<ul style="list-style-type: none"> <li>○ types of communication practices extracted from different communication products, namely: <ul style="list-style-type: none"> <li>• articles from newspapers</li> <li>• pictures from advertisement context (i.e., commercials)</li> <li>• advertisement videos</li> <li>• other videos (mainly propaganda videos)</li> <li>• interactions from talk-shows</li> <li>• sequences of posts/discourses from social media</li> </ul> </li> <li>○ 'Understanding and Contrasting Hate Communication Analysis' worksheet</li> <li>○ computers/laptops/tablets/mobiles with a Wi-Fi connection (to watch videos if used)</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Brainstorm participating Lead-Mentors' understanding of the concepts of (i) hate speech and (ii) hate communication.</li> <li>2. Ask participants' own direct or indirect experience with hate communication.</li> <li>3. Place participants in small groups and give a different communication product to each group.</li> <li>4. Introduce the analysis worksheet and ask participants to identify a propaganda picture with hate communication implications within the received communication item.</li> <li>5. Ask participants to individually compile the worksheet with their analysis and then share/compare their results within their group.</li> <li>6. Ask a rapporteur from each group to share findings and conclusions with the whole group.</li> <li>7. Summarise key highlights common to all group reflections.</li> </ol>
Tips for Trainers	For each of the types of communication products listed under Resource/s a specific worksheet is available (see Trainees Handbook: <a href="https://www.keyandkey.it/wp-content/uploads/2020/04/RADAR-Trainees-Handbook-EN.pdf">https://www.keyandkey.it/wp-content/uploads/2020/04/RADAR-Trainees-Handbook-EN.pdf</a> )

Further Information	For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key & Key Communications on <a href="http://www.keyandkey.it">www.keyandkey.it</a> ; <a href="mailto:gabriella.klein@keyandkey.it">gabriella.klein@keyandkey.it</a>
Tool Implementation Case Study	This worksheet has been developed within the European funded project RADAR – Regulating Anti-Discrimination and Anti-Racism which can be accessed on <a href="http://win.radar.communicationproject.eu/web/">http://win.radar.communicationproject.eu/web/</a> and used by CIDIS (Italy) as part of the DREAMM Lead-Mentor Training in Perugia and Naples.

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## UNDERSTANDING AND CONTRASTING HATE COMMUNICATION ANALYSIS

### WORKSHEET:

This worksheet has been elaborated in the framework of a European Union funded project named RADAR – Regulating Anti-Discrimination and Anti-Racism (see <http://win.radar.communicationproject.eu/web/>).

It is meant to help raise awareness about the mechanisms of hate-communication especially regarding xenophobia (Afrophobia, Islamophobia) and racism (including anti-Semitism). Understanding these mechanisms is essential for the migrants' integration process; therefore, for DREAMM as migrants are often the object of discrimination and hate-communication not only overt, but also and above all hidden.

The following worksheet focuses on pictures from various contexts (mainly political propaganda contexts).

### WORKSHEET FOR THE ANALYSIS OF PICTURES

[PASTE PICTURE HERE]

**Background information about the picture:**

Before you start, observe the picture for some seconds and express what you feel and think:

Now answer the questions.

Note that some questions might not be relevant for a given picture; you may decide just to skip them.

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<b>CONTENT &amp; CONTEXT</b>	
(1) What does the picture imply?	
(2) Describe the context and situation in which the interaction takes place between the parties (people).	
<b>COMMUNICATION STRATEGY</b>	
(3) What strikes you, catches your attention or impresses you the most?	
<b>DESIGN</b>	
(4) Which colour appears as dominant?	
(5) What is its influence on the interaction?	

<b>COMMUNICATION STRATEGY</b>	
<p>(6) Which emotions, thoughts and considerations does viewing the picture raise?</p>	
<b>DESIGN</b>	
<p>(7) Which, if any, non-verbal elements appear in the picture? How do they interact with other communicative elements in the context?</p>	
<b>CRITICAL ANALYSIS</b>	
<p>(8) Do participants use gestures and other non-verbal behaviour communicating racism, prejudice, sexual discrimination, alienation, stereotypes, conformism, generational conflicts, isolation, or elitism?</p>	
<p>(9) What are the social, political, and economic attitudes directly or indirectly reflected?</p>	

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**COMMUNICATION STRATEGY**

(10) Are there people (men, women, children) who strike you and/or who you like the most?

(11) Does viewing the picture evoke any moods, lifestyles, comparisons, or sexual allusions?

**CRITICAL ANALYSIS**

(12) What impact can this or a similar picture have upon the population of a European country?

Tool Name	REFERENCE SYSTEM: FACILITATING INCLUSIVE COMMUNICATION IN AN INTERCULTURAL ENCOUNTER FOR LEAD-MENTORS
Theme & Section	Intercultural Communication: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	This reference system consists of an assessment grid which aids trainers and organisations to help Lead-Mentors self-assess their initial and their final competence level in the three competence dimensions, i.e., theoretical knowledge, practical skills, and personal attitudes, in facilitating inclusive communication between Lead-Mentors, Mentors and migrants. It guides participants to reach higher levels of competence in this field. Each dimension is structured in 5 levels of learning (1-5), where 1 is the lowest level and 5 the highest level.
Aim/s	<ul style="list-style-type: none"> <li>▪ Introduce Lead-Mentors to the Reference System for assessing competences in facilitating Inclusive Communication in an intercultural encounter</li> <li>▪ Assess Lead-Mentors' growing competences in facilitating Inclusive Communication in a migration context</li> <li>▪ Provide Lead-Mentors with a tool how they can assess the learning process of Mentors while helping them apply the same tool as a self-assessment</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ distinguish between knowledge, skills, and attitudes in intercultural communication</li> <li>▪ classify communication competences in increasing levels of growth in the three dimensions</li> <li>▪ assess their own growth in communication competences in an intercultural context and seek ways how to improve</li> <li>▪ apply the Reference System to assess Mentors' communication competences and/or help them self-assess</li> </ul>
Time	c. 4 hours in total: 2 hours for the initial stage and 2 hours for the final stage
Resource/s	<ul style="list-style-type: none"> <li>○ 'Reference System: Facilitating Inclusive Communication in an Intercultural Encounter for Lead-mentors' assessment grid</li> <li>○ videos of recorded communicative interactions (if possible)</li> </ul>
Methodology	<p>During the <b>initial</b> stage of assessment:</p> <ol style="list-style-type: none"> <li>1. Brainstorm participating Lead-Mentors' understanding of the distinction that passes between knowledge, skills, and attitudes.</li> <li>2. Brainstorm participants' awareness of their knowledge, skills and attitudes concerning Inclusive Communication in general.</li> <li>3. Brainstorm participants' awareness of their knowledge, skills and attitudes concerning Inclusive Communication in relation to a migration context.</li> <li>4. Introduce participants to the reference system, and if possible, help them analyse some recorded communicative interactions with the aid of the tool.</li> <li>5. Help participants self-assess their initial competences in Inclusive Communication (note: they are to complete columns 4 and 4a of the grid in each domain).</li> </ol> <p>During the <b>final</b> stage of assessment, after Lead-Mentors had time to apply the observation tools and, if possible, the analysis tool for hate communication:</p> <ol style="list-style-type: none"> <li>1. Help Lead-Mentors self-assess their final competences in Inclusive Communication (note: they are now to complete columns 5 and 5b of the grid in each domain).</li> <li>2. Discuss obtained results.</li> </ol>
Tips for Trainers	For video recording be aware of ethical principles and the privacy laws at European Union and national levels.

Further Information	<p>The ‘Reference System for Facilitating Inclusive Communication in an Intercultural Encounter for Lead-Mentors’ is based on the LEVEL5 Reference System for Competences. To learn more about this approach go to <a href="http://The LEVEL5 Approach blinc-eu.org">The LEVEL5 Approach blinc-eu.org</a></p> <p>For information about methods how to communicate about migration and make the most out of migrants’ narratives, see ‘Alternative Narratives’ article <i>10 criteria for the creation of effective alternative narratives on diversity</i>, prepared by Daniel De Torres for the Council of Europe, to be accessed at <i>Urban citizenship and undocumented migration (coe.int)</i></p> <p>For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key &amp; Key Communications on <a href="http://www.keyandkey.it">www.keyandkey.it</a>; <a href="mailto:gabriella.klein@keyandkey.it">gabriella.klein@keyandkey.it</a></p>
Tool Implementation Case Study	<p>CIDIS (Italy) applied the ‘Reference System for Facilitating Inclusive Communication in an Intercultural Encounter’ prepared by Key &amp; Key Communications (KEY&amp;KEY) among its Lead-Mentors in Perugia and Naples. They commented that the tool helps them to keep focused on the competences needed to interact better with individuals from different backgrounds; enabling them to learn valuable communication skills, conflict management and teamwork, both virtually and in-person. Internalising these skills and transmitting them to other volunteers in the field of migration and integration and migrants, either through modelling or direct instruction, helps bring about healthier communicative relationships and communities based on empathy, mutual respect and understanding, and harmony.</p>



## REFERENCE SYSTEM: FACILITATING INCLUSIVE COMMUNICATION IN AN INTERCULTURAL ENCOUNTER FOR LEAD-MENTORS

### Assessment Grid: Knowledge on Facilitating Inclusive Communication in an Intercultural Encounter for Lead-Mentors

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)? 3. Give concrete examples and write them in the 2 boxes behind your ticked ones (max. 230 characters per box).

1	2	3	4	4a	5	5b
Level	Level Titles <sup>1</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end to illustrate the chosen level
5	<b>Knowing where else (strategic transfer)</b>	Knowing how to transfer inclusive intercultural communication techniques & strategies into new and different contexts and situations; how to make use of 'alternative narratives'	<input type="checkbox"/>		<input type="checkbox"/>	
4	<b>Knowing when (implicit understanding)</b>	Knowing when and how to interact in an inclusive way and to apply anti-discriminatory communication techniques & strategies in intercultural encounters	<input type="checkbox"/>		<input type="checkbox"/>	
3	<b>Knowing how</b>	Knowing the three main challenges of intercultural communication (language, stereotypical discourses, social inclusion & justice) creating misunderstanding and miscommunication and how to prevent or overcome such barriers	<input type="checkbox"/>		<input type="checkbox"/>	
2	<b>Knowing why (distant understanding)</b>	Understanding why interpersonal communication in an intercultural perspective has its benefits for implementing DREAMM	<input type="checkbox"/>		<input type="checkbox"/>	
1	<b>Knowing what</b>	Knowing that interpersonal communication in intercultural encounters needs to be observed without judgements and that instead 'intercultural communication advice' is based on stereotypes leading to prejudices	<input type="checkbox"/>		<input type="checkbox"/>	

Please describe the knowledge development (what is known more) in one sentence (max. 250 characters)

<sup>1</sup> Hints for describing the levels:

- Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
- Level 4: Analysing (Differentiating – Organising – Attributing)
- Level 3: Understanding (Explaining – Comparing)
- Level 2: Interpreting (Exemplifying – Summarising – Classifying)
- Level 1: Remembering (Recognising – Recalling)

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## Assessment Grid: Skills on Facilitating Inclusive Communication in an Intercultural Encounter for Lead-Mentors

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)? 3. Give concrete examples and write them in the 2 boxes behind your ticked ones (max. 230 characters per box).

1	2	3	4	4a	5	5b
Level	Level Titles <sup>2</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you are able to do at the end to illustrate the chosen level
5	Developing, constructing, transferring	Adapting and developing inclusive intercultural communication techniques & strategies in new contexts; constructing 'alternative narratives'	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering acting independently	Facilitating intercultural communication techniques & strategies on a given case	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Distinguishing between inclusive and discriminatory communication techniques & strategies in defined assignments	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, imitating	Exercising and trying out singular intercultural communication tools provided by others	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Recognising that the implementation of DREAMM requires new training in interpersonal communication from an intercultural perspective	<input type="checkbox"/>		<input type="checkbox"/>	

Please describe your skills development (what you can do more) in one sentence (max. 250 characters)

<sup>2</sup> Hints for describing the levels:

- Level 5: Constructing, transferring to different contexts, i.e., into private life, other fields/contexts
- Level 4: Self-directed acting (researching, expanding options, i.e., related to learning content/topic, ...)
- Level 3: Acting partly independently, choosing between options, selecting
- Level 2: Imitating, acting without own impulse, acting when being instructed
- Level 1: Listening only, participating only, reception without action...

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## Assessment Grid: Attitudes on Facilitating Inclusive Communication in an Intercultural Encounter for Lead-Mentors

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)? 3. Give concrete examples and write them in the 2 boxes behind your ticked ones (max. 230 characters per box).

1	2	3	4	4a	5	5b
Level	Level Titles <sup>3</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level at the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level at the end
5	<b>Incorporation Internalisation</b>	Being determined to transfer inclusive communication techniques & strategies in new contexts. Inspiring others to apply the inclusive communication techniques & strategies and to implement 'alternative narratives'	<input type="checkbox"/>		<input type="checkbox"/>	
4	<b>Affective self- regulation</b>	Being determined to explore and improve the own communication competences regarding intercultural encounters and to contrast discriminatory communication techniques & strategies	<input type="checkbox"/>		<input type="checkbox"/>	
3	<b>Appreciation Empathy</b>	Being motivated to implement inclusive communication techniques & strategies	<input type="checkbox"/>		<input type="checkbox"/>	
2	<b>Perspective taking</b>	Being curious and interested about observing communication techniques & strategies in intercultural encounters	<input type="checkbox"/>		<input type="checkbox"/>	
1	<b>Self-centred neutral</b>	Perceiving inclusive communication techniques & strategies generally	<input type="checkbox"/>		<input type="checkbox"/>	

Please describe your attitude development (what you feel and value more) in one sentence (max. 250 characters)

<sup>3</sup> Hints for filling the level:

- Level 5: Influencing others (motivating/convincing others by own model)
- Level 4: Motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal)
- Level 3: Emotional reference towards topic (feeling, that topic can influence own conditions, empathy)
- Level 2: Curiosity (interest in topic, being attracted)
- Level 1: No emotional reference to topic (only interested in own situation)

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## Conclusion and Personal Data

My Competence Development on Inclusive Communication

Please describe the development on the whole competence in one sentence (max 250 characters)

### Personal Data

First Name:

Last Name:

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Tool Name	THE LET ME LEARN PROCESS Workshop 1: Understanding Who I am as a Learner
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	<p>The Let Me Learn (LML) Process is a scientifically proven, advanced learning system which provides individuals with:</p> <ul style="list-style-type: none"> <li>• <b>the necessary tools</b> to learn who they and others are as unique learners</li> <li>• <b>the language</b> through which they can explain how they and others learn best and the reason behind specific learning challenges they face when required to complete tasks they have been assigned or they necessitate to fulfil</li> <li>• <b>strategies</b> they can use to successfully complete task requirements that do not reflect the way they prefer to learn best</li> </ul> <p>This first workshop in a series enables Lead-Mentors to understand who they are as learners. They become aware how their learning pattern combination impacts their thoughts, actions (including communication), and feelings; hence affecting their role and responsibilities as Lead-Mentors. Learning how to observe and listen for learning patterns, they become aware of others as learners too. Therefore, they come to understand the need to forge (strengthen), intensify, or tether (lower) their own learning patterns first to meet Mentors' and migrants' needs more efficiently and effectively and plan activities and produce resources for various audiences.</p>
Aim/s	<ul style="list-style-type: none"> <li>▪ Inform Lead-Mentors about the basics of the LML theory</li> <li>▪ Introduce the learning patterns to the Lead-Mentors</li> <li>▪ Describe the characteristics pertaining to each of the four learning patterns</li> <li>▪ Relate the explanation of the learning patterns to the Lead-Mentors' LML scores and see how these translate themselves in everyday routines and communicative speech patterns</li> <li>▪ Reflect on whether and how LML awareness can help the Lead-Mentor's role</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ explain briefly the main idea behind the LML theory</li> <li>▪ name the four learning patterns</li> <li>▪ list the main characteristics of each learning pattern</li> <li>▪ initiate a journey of self-discovery of who they are as learners through observable evidence of learning pattern usage in their immediate living and working environments as well as speech patterns</li> <li>▪ determine the extent to which they feel LML awareness is useful to their role</li> </ul>
Time	2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ LML App accessible at <a href="https://personallearningcoach.com">https://personallearningcoach.com</a></li> <li>○ 'A Guide for Completing an Online LML Learning Profile' ppt presentation</li> <li>○ 'My Learning Patterns: Understanding Who I am as a Learner' ppt presentation</li> <li>○ hands-on activity resources: A4 sheets of paper, magazines, scissors, glue, markers, coloured pencils, sock puppets</li> <li>○ 'A Concise Explanation of the Learning Patterns' handout</li> </ul> <p>Note: All LML resources can be retrieved from the section dedicated to LML in 'Toolkits' on the DREAMM platform <a href="http://www.dreamm-project.eu">www.dreamm-project.eu</a></p>
Methodology	<ol style="list-style-type: none"> <li>1. Ask Lead-Mentors to complete their learning profile on the LML App prior to attending the workshop. They are to follow the instructions given on 'A Guide for Completing an Online LML Learning Profile' ppt presentation.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Initiate participating Lead-Mentors' reflective process regarding who they think they are as learners by conducting the hands-on activity listed in 'My Learning Patterns: Understanding Who I am as a Learner' ppt presentation.</li> <li>3. Continue using the presentation to explain the learning patterns in relation to the Lead-Mentors' LML scores, observable actions, and communicative speech patterns.</li> <li>4. Ask participants whether they validate their initial portrait of who they are as learners, and if they have any queries.</li> <li>5. Brainstorm the extent to which participants consider this initial awareness of who they and other individuals are as learners helpful to their role.</li> <li>6. Hand out 'A Concise Explanation of the Learning Patterns' handout as a quick reference to the main characteristics of each learning pattern.</li> </ol>
<p>Tips for Trainers</p>	<p>Should this workshop take place online, the hands-on activity can be easily changed to something less demanding.</p> <p>Ask Lead-Mentors to write down:</p> <ul style="list-style-type: none"> <li>• an activity that they are good at doing</li> <li>• the way in which they have learnt doing it</li> <li>• how they know that they are good at it</li> </ul> <p>Gathered feedback sheds light on the different learning methods diverse individuals apply to learn, sometimes even the same endeavour; learning methods that reflect the individual Lead-Mentor's particular use of learning patterns.</p>
<p>Further Information</p>	<p>For an in-depth explanation of the theory behind the LML Process, complete with the terminology in use and examples how the process can be put into practice among migrants, read the LML Brochure produced by Grixti S. in collaboration with Calleja C. (2011) as part of the 'Be Relevant to Intercultural Diversity Generation in Europe Generation in Europe – Integration Team' (BRIDGE-IT) Grundtvig Project sponsored by the European Commission. This brochure can be accessed on the DREAMM platform <a href="https://www.dreamm-project.eu">https://www.dreamm-project.eu</a></p> <p>More information about the LML Process can be retrieved from <a href="http://www.letmelearnmalta.org">www.letmelearnmalta.org</a></p> <p>For support with the implementation of LML among Lead-Mentors contact Prof. Dr Colin Calleja on <a href="mailto:colin.calleja@um.edu.mt">colin.calleja@um.edu.mt</a></p>
<p>Tool Implementation Case Study</p>	<p>Lead-Mentors in Malta had the opportunity to explore and experiment with LML concepts and practices adapted to the DREAMM context during a number of joint workshops over a whole day seminar. They commented that consecutive 2-hour sessions focusing on specific aspects of LML knowledge and application are recommended, to allow time for reflection, discussion, and more hands-on activities. Otherwise, provided LML presentations and resource/s can be combined within longer workshop sessions over a shorter period, at the discretion of the trainers and organisations.</p> <p>Lead-Mentors commented that the overall experience was worthwhile as LML can be a powerful tool in enabling them to know themselves, peer coordinating Lead-Mentors, their teams of Mentors, and migrants better as individuals. Acquired LML awareness and skills would ensure better communicative relationships, enhanced collaboration among coordinating teams, and the provision of personalised mentoring services reflective of individual migrant's needs.</p>

Tool Name	THE LET ME LEARN PROCESS Workshop 2: Understanding How My Learning Pattern Combination affects My Role and Responsibilities as a Lead-Mentor
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	See introductory note supplied in The Let Me Learn Process: Workshop 1  This second workshop in a series enables Lead-Mentors to explore more-in-depth how their learning pattern combination affects their role and responsibilities; with special reference to their role as organisers of migrant integration activities, resource managers, and Mentors' guides. The workshop also acts as a springboard for the search of basic strategies Lead-Mentors can apply when addressing situations and/or the needs of Mentors requiring the application of their leading patterns at a lower degree.
Aim/s	<ul style="list-style-type: none"> <li>▪ Help Lead-Mentors connect leading patterns to typical working endeavours within their role and responsibilities</li> <li>▪ Analyse strengths and weaknesses embedded within Lead-Mentors' approaches to responsibilities according to their learning pattern combination</li> <li>▪ Search for suitable basic strategies Lead-Mentors can apply when dealing with situations and/or addressing Mentors' needs requiring the use of their leading learning patterns at a lower degree</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ explain how their learning pattern combination impacts their role and responsibilities</li> <li>▪ identify strengths and weaknesses in their endeavours as Lead-Mentors</li> <li>▪ suggest suitable LML strategies they can affect when dealing with situations and/or addressing Mentors' needs requiring the use of their leading learning patterns at a lower degree</li> </ul>
Time	2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ 'How My Learning Patterns Affect My Role as a Lead-Mentor' ppt presentation</li> <li>○ a number of strategies, listed in the presentation under each learning pattern, printed, laminated and cut into strips</li> <li>○ a number of strategies, listed in the presentation featuring how to pull down each learning pattern, printed, laminated and cut into strips</li> <li>○ 4 charts, one for each learning pattern, marked with the specific pattern name</li> <li>○ 4 charts, one for each learning pattern, marked as 'Tether/Lower Sequence' etc.</li> <li>○ blue tac</li> <li>○ 'When I 'Use First'/'Avoid' a Learning Pattern' handout</li> </ul> <p>Note: All LML resources can be retrieved from the section dedicated to LML in 'Toolkits' on the DREAMM platform <a href="http://www.dreamm-project.eu">www.dreamm-project.eu</a></p>
Methodology	<ol style="list-style-type: none"> <li>1. Stick the learning pattern charts around the training space prior to the beginning of the workshop. Preferably the learning pattern charts are on one side of the space while the 'Tether/Lower' pattern charts are on the other.</li> <li>2. Use the initial slides of 'How My Learning Patterns Affect My Role as a Lead-Mentor' ppt presentation to explore with participating Lead-Mentors: <ol style="list-style-type: none"> <li>i. their main responsibilities</li> <li>ii. how their learning pattern combination might affect how they carry out their responsibilities</li> </ol> </li> </ol>

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	<p>iii. how LML self-awareness can improve how they carry out their responsibilities</p> <p>3. Turn knowledge about basic strategies participants can apply in situations where they are asked to utilise their leading learning patterns at a lower degree into a game:</p> <ul style="list-style-type: none"> <li>➤ shuffle the strips of the first group of strategies and give them out to participants</li> <li>➤ ask participants to stick received strategies on the correct chart marked with a specific learning pattern</li> <li>➤ go over the completed charts with participants to check for correctness</li> <li>➤ repeat the process with the second group of strategies to be stuck to the charts marked 'Tether/Lower Sequence', etc.</li> </ul> <p>4. Ask participants which of the mentioned strategies they would personally find effective, supplying reasons for their answer/s.</p> <p>5. Share the ppt presentation with participants, together with 'When I 'Use First'/'Avoid' a Learning Pattern' handout, so they can go over the included strategies at their own pace after the workshop.</p>
Tips for Trainers	N/A
Further Information	<p>For an in-depth explanation of the theory behind the LML Process, complete with the terminology in use and examples how the process can be put into practice among migrants, read the LML Brochure produced by Grixti S. in collaboration with Calleja C. (2011) as part of the 'Be Relevant to Intercultural Diversity Generation in Europe – Integration Team' (BRIDGE-IT) Grundtvig Project sponsored by the European Commission. This brochure can be accessed on the DREAMM platform <a href="https://www.dreamm-project.eu">https://www.dreamm-project.eu</a></p> <p>More information about the LML Process can be retrieved from <a href="http://www.letmelearnmalta.org">www.letmelearnmalta.org</a></p> <p>For support with the implementation of LML among Lead-Mentors contact Prof. Dr Colin Calleja on <a href="mailto:colin.calleja@um.edu.mt">colin.calleja@um.edu.mt</a></p>
Tool Implementation Case Study	<p>Lead-Mentors in Malta had the opportunity to explore and experiment with LML concepts and practices adapted to the DREAMM context during a number of joint workshops over a whole day seminar. They commented that consecutive 2-hour sessions focusing on specific aspects of LML knowledge and application are recommended, to allow time for reflection, discussion, and more hands-on activities. Otherwise, provided LML presentations and resources can be combined within longer workshop sessions over a shorter period, at the discretion of the trainers and organisations.</p> <p>Lead-Mentors commented that the overall experience was worthwhile in getting to know themselves, peer coordinating Lead-Mentors, their teams of Mentors, and migrants better as individuals. This knowledge would ensure better communicative relationships, enhanced collaboration among coordinating teams, and the provision of personalised mentoring services reflective of individual migrant's needs.</p>



Tool Name	THE LET ME LEARN PROCESS Workshop 3: Understanding How LML Awareness can lead to Better Team Organisation and Collaboration
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	See introductory note supplied in The Let Me Learn Process: Workshop 1  This third workshop in a series provides Lead-Mentors with information how they, aware of their Mentors' LML scores, can group pairs and teams according to learning patterns for more efficient and effective collaboration. It also informs Lead-Mentors leading with specific learning patterns how they can contribute to their team of Mentors as well as learn from them. Furthermore, Lead-Mentors learn what to expect from their team members in return while working together towards accomplishing successfully pre-determined project targets.
Aim/s	<ul style="list-style-type: none"> <li>▪ Inform Lead-Mentors how awareness of self and others as learners can help them to form more effective and efficient collaborative pairs and teams</li> <li>▪ Explore how a Lead-Mentor can contribute to the team scenario depending on 'Use First' learning patterns</li> <li>▪ Discuss how a Lead-Mentor and Mentors with diverse learning pattern combinations can still work in reciprocity</li> <li>▪ Identify strategies a Lead-Mentor who avoids specific learning patterns can learn from collaborating Mentors who use the same learning patterns at a higher degree</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ form more effective and efficient LML-based collaborative pairs and teams</li> <li>▪ identify ways a Lead-Mentor can contribute to the team scenario depending on 'Use First' learning patterns</li> <li>▪ suggest ways how a Lead-Mentor and Mentors with diverse learning pattern combinations can still work in reciprocity</li> <li>▪ indicate strategies a Lead-Mentor who avoids specific learning patterns can learn from collaborating mentors who use the same learning patterns at a higher degree</li> </ul>
Time	2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ 'The Lead-Mentor as a Team Organiser and Coordinator utilising LML Awareness' ppt presentation</li> <li>○ hands-on activity resources: 2 paper cups, 2 toilet-paper rolls, 2 A4 sheets of light cardboard, 13 straws, 3 rubber bands, 3 paper clips, string, tape, scissors (a bag per working team)</li> <li>○ activity observer/rapporteur guide sheet</li> </ul> <p>Note: All LML Resource/s can be retrieved from the section dedicated to LML in 'Toolkits' on the DREAMM platform <a href="http://www.dreamm-project.eu">www.dreamm-project.eu</a></p>
Methodology	<ol style="list-style-type: none"> <li>1. Brainstorm with participating Lead-Mentors what they understand by collaborative teamwork.</li> <li>2. Discuss with participants (i) the benefits of teamwork, (ii) challenges to teamwork, and (ii) key considerations for the improvement of teamwork.</li> <li>3. Refer to the 'The Lead-Mentor as a Team Organiser and Coordinator utilising LML Awareness' ppt presentation to point out how LML awareness can bring together more efficient and effective working pairs and/or teams.</li> <li>4. Follow the presentation's slides for instructions how to conduct the hands-on activity placing LML theory regarding teamwork into practice.</li> </ol>

	<p>5. Gather feedback and link it to how a Lead-Mentor with specific leading learning patterns can (i) contribute to his/her team of Mentors, (ii) learn from them, and (iii) work progressively with them despite different learning pattern combinations.</p>
<p>Tips for Trainers</p>	<p>Prior to this workshop, participating Lead-Mentors need to be arranged in teams of 5, as a pre-preparation for the hands-on activity. A team member will be an observer and rapporteur using provided guide sheet as an observation tool. The other four members will be the working team following the activity instructions. The observer can own high Sequence and Precision. Each of the workers should lead with a different learning pattern. Strong-willed participants (i.e., individuals who lead with three or all four learning patterns) are preferably placed together within the same team to avoid having them take over the working process.</p>
<p>Further Information</p>	<p>For an in-depth explanation of the theory behind the LML Process, complete with the terminology in use and examples how the process can be put into practice among migrants, read the LML Brochure produced by Grixti S. in collaboration with Calleja C. (2011) as part of the 'Be Relevant to Intercultural Diversity Generation in Europe – Integration Team' (BRIDGE-IT) Grundtvig Project sponsored by the European Commission. This brochure can be accessed on the DREAMM platform <a href="https://www.dreamm-project.eu">https://www.dreamm-project.eu</a></p> <p>More information about the LML Process can be retrieved from <a href="http://www.letmelearnmalta.org">www.letmelearnmalta.org</a></p> <p>For support with the implementation of LML among Lead-Mentors contact Prof. Dr Colin Calleja on <a href="mailto:colin.calleja@um.edu.mt">colin.calleja@um.edu.mt</a></p>
<p>Tool Implementation Case Study</p>	<p>Lead-Mentors in Malta had the opportunity to explore and experiment with LML concepts and practices adapted to the DREAMM context during a number of joint workshops over a whole day seminar. They commented that consecutive 2-hour sessions focusing on specific aspects of LML knowledge and application are recommended, to allow time for reflection, discussion, and more hands-on activities. Otherwise, provided LML presentations and resources can be combined within longer workshop sessions over a shorter period, at the discretion of the trainers and organisations.</p> <p>Lead-Mentors commented that the overall experience was worthwhile in getting to know themselves, peer coordinating Lead-Mentors, their teams of Mentors, and migrants better as individuals. This knowledge would ensure better communicative relationships, enhanced collaboration among coordinating teams, and the provision of personalised mentoring services reflective of individual migrant's needs.</p>

Tool Name	THE LET ME LEARN PROCESS Workshop 4: Understanding How to Empower Myself and My Mentors through Decoding Tasks and Selecting Suitable Strategies
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Description of Tool	See introductory note supplied in The Let Me Learn Process: Workshop 1  This fourth and final workshop in a series equips Lead-Mentors with the skill of decoding tasks for embedded learning patterns. Hence, they start understanding why individual Lead-Mentors, Mentors and eventually migrants may perceive specific tasks as challenges during the completion of assigned responsibilities. This skill leads to the provision of more focused guidance as to what mentees, especially Mentors, can do when they turn to Lead-Mentors for support in completing a task which does not reflect the way in which they prefer to learn best.
Aim/s	<ul style="list-style-type: none"> <li>▪ Help Lead-Mentors understand why specific tasks can be perceived by individuals as a challenge</li> <li>▪ Explore what task decoding is and what it entails</li> <li>▪ Discover how to forge, intensify, or tether learning patterns to bridge the gap between task requirements and an individual's learning pattern combination</li> <li>▪ Explore potential learning strategies that can help an individual, be it the Lead-Mentor or any one of his/her Mentors, complete successfully the challenging task</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ explain why a task is perceived as a challenge</li> <li>▪ explain the term 'task decoding' and the process it involves</li> <li>▪ apply their learning pattern combination with INTENTION to overcome learning stumbling blocks</li> <li>▪ identify basic learning strategies that can help them and their Mentors successfully complete the challenging task</li> </ul>
Time	2 hours
Resource/s	<ol style="list-style-type: none"> <li>1. 'Decoding Tasks and Selecting Strategies: Empowering Myself and My Mentors' ppt presentation</li> <li>2. 'Verbs in Use and Embedded Learning Patterns' handout</li> <li>3. 'A Learner's Traits and Needs according to Use First Patterns with Accompanying Strategies' handout</li> <li>4. LML App accessible at <a href="https://personallearningcoach.com">https://personallearningcoach.com</a></li> <li>5. 'A Guide for Completing the Task Decoding Exercise Online' ppt presentation</li> </ol> <p>Note: All LML Resource/s can be retrieved from the section dedicated to LML in 'Toolkits' on the DREAMM platform <a href="http://www.dreamm-project.eu">www.dreamm-project.eu</a></p>
Methodology	<ol style="list-style-type: none"> <li>1. Use 'Decoding Tasks and Selecting Strategies: Empowering Myself and My Mentors' ppt presentation to explore with participating Lead-Mentors the meaning of task decoding and how it works.</li> <li>2. Ask participants to refer to the 'Verbs in Use and Embedded Learning Patterns' handout and read through the decoded terms themselves, one learning pattern at a time.</li> <li>3. Work out the first task decoding exercise related to a Lead-Mentor's working context together with participants as an example.</li> <li>4. Ask participants to work out the second task decoding exercise related to a Mentor's working context in small groups.</li> <li>5. Gather feedback and build upon received responses.</li> </ol>

	<p>6. Show participants how the LML App can help in doing the task decoding exercise and selecting suitable strategies. Refer to the instructions supplied in 'A Guide for Completing the Task Decoding Exercise Online' ppt presentation.</p> <p>7. Ask participants to read 'A Learner's Traits and Needs according to Use First Patterns with Accompanying Strategies' handout after the workshop.</p>
Tips for Trainers	N/A
Further Information	<p>For an in-depth explanation of the theory behind the LML Process, complete with the terminology in use and examples how the process can be put into practice among migrants, read the LML Brochure produced by Grixti S. in collaboration with Calleja C. (2011) as part of the 'Be Relevant to Intercultural Diversity Generation in Europe – Integration Team' (BRIDGE-IT) Grundtvig Project sponsored by the European Commission. This brochure can be accessed on the DREAMM platform <a href="https://www.dreamm-project.eu">https://www.dreamm-project.eu</a></p> <p>More information about the LML Process can be retrieved from <a href="http://www.letmelearnmalta.org">www.letmelearnmalta.org</a></p> <p>For support with the implementation of LML among Lead-Mentors contact Prof. Dr Colin Calleja on <a href="mailto:colin.calleja@um.edu.mt">colin.calleja@um.edu.mt</a></p>
Tool Implementation Case Study	<p>Lead-Mentors in Malta had the opportunity to explore and experiment with LML concepts and practices adapted to the DREAMM context during a number of joint workshops over a whole day seminar. They commented that consecutive 2-hour sessions focusing on specific aspects of LML knowledge and application are recommended, to allow time for reflection, discussion, and more hands-on activities. Otherwise, provided LML presentations and resources can be combined within longer workshop sessions over a shorter period, at the discretion of the trainers and training organisations.</p> <p>Lead-Mentors commented that the overall experience was worthwhile in getting to know themselves, peer coordinating Lead-Mentors, their teams of Mentors, and migrants better as individuals. This knowledge would ensure better communicative relationships, enhanced collaboration among coordinating teams, and the provision of personalised mentoring services reflective of individual migrant's needs.</p>

Tool Name	LEVEL5 REFERENCE SYSTEM FOR ASSESSING LEAD-MENTORS' COMPETENCES
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	<p>This reference system provides an assessment grid that can be applied to assess Lead-Mentors' growing competences in facilitating learning that supports migrants' integration. Included assessment grid provides Lead-Mentors with:</p> <ul style="list-style-type: none"> <li>• an introduction to the Level5 Reference System for Competences and instructions about how to complete it</li> <li>• a description of the competences involved in facilitating open learning to be assessed</li> <li>• information about how the reference system is applied to facilitating open collaborative learning in the context of DREAMM</li> <li>• an assessment grid to assess each of KNOWLEDGE, SKILLS, and ATTITUDES on facilitating open collaborative learning in DREAMM</li> <li>• a glance at expected conclusions and space for the insertion of personal data</li> </ul>
Aim/s	<ul style="list-style-type: none"> <li>▪ Inform Lead-Mentors about the Level5 Reference System for Competences</li> <li>▪ Identify the competences involved in facilitating open learning to be assessed</li> <li>▪ Inform Lead-Mentors how the system is adapted to the DREAMM context</li> <li>▪ Instruct Lead-Mentors how to complete the grid for assessment purposes, especially theirs and their Mentors'</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ explain what the Level5 Reference System for Competences is</li> <li>▪ list the competences involved in facilitating open learning to be assessed</li> <li>▪ explain how the system has been applied in connection to DREAMM</li> <li>▪ fill in the assessment grid accurately, whether they are applying it as a self-assessment or using it to assess Mentors' facilitation competences</li> </ul>
Time	c. 45 minutes
Resource/s	o 'Level5 Reference System for Assessing Lead-Mentors' Competences' template
Methodology	<ol style="list-style-type: none"> <li>1. Explain the concept of Open Collaborative Learning and inform participating Lead-Mentors about the competences required to facilitate it.</li> <li>2. Give participants their assessment template and inform them about: <ol style="list-style-type: none"> <li>i. its purpose</li> <li>ii. to whom it can be administered</li> <li>iii. how it needs to be completed</li> <li>iv. when it needs to be completed</li> <li>v. to whom the completed assessment grid needs to be forwarded</li> </ol> </li> </ol>
Tips for Trainers	The reference system assessment grid can be used by the Lead-Mentors themselves during pivotal stages of the mentoring provision as an ongoing self-assessment tool. In this case, they are to fill in columns 4 and 4a of each learning dimension at the start of their new role as Lead-Mentors, and columns 5 and 5b upon the completion of their mentoring experience.
Further Information	More information about the Level5 Reference System for Competences, complete with the contact details of persons or organisations who can help with its application, can be retrieved from <a href="https://level5.eu/">https://level5.eu/</a>
Tool Implementation Case Study	blinc (Germany) administered this assessment among all Lead-Mentors involved in DREAMM with more than satisfactory results. It was a further opportunity for reflection on work being covered among migrants, results being obtained, and measurable facilitation competences as identified by the tool being enhanced or added to.

# Level5 Reference System for the Assessment of Lead-Mentors' Competences

## 1. Introduction and how to

This final assessment relates to your '*Facilitation Competences*'.

We believe that you acquired and developed these competences during your DREAMM learning programme and now we want to validate them.

We would like you to reflect on your competence levels before the course (at the time you entered the learning programme) and at the end of it.

Use the following word-file and make yourself familiar with the reference system and the descriptors in this file.

It is the basis for a self-assessment, in which you determine your own level based on the descriptors, or for an external assessment, in which a trainer familiar with your competences assesses them.

The self-assessment is to be carried out with the following steps:

1. You first simply (and only) tick boxes on the levels of knowledge, skills, and attitudes, where you would allocate yourself at the beginning and at the end of your DREAMM learning programme (only one rating possible per dimension).
2. Provide examples that illustrate and supply a reason for your ratings. Please do not exceed the number of 230 characters.
3. Discuss these ratings and the reasoning with your teammates. Maybe they can contribute with other examples.
4. After this step, finalise the examples and justifications and write a short final conclusion on your competence development on page 9 (also not exceeding 250 characters). Please, insert your name and add a photo.
5. There will be a consistency check from the coordinators (your trainers, project managers or professionals from blinc) and the LEVEL5 certificates will be produced as a PDF and sent to you.

## 2. Competence Description: Facilitation of Learning to Support Integration within the DREAMM Approach

### Competence Description

The DREAMM Lead-Mentor can facilitate an open collaborative learning environment using various methods and tools, concepts, and approaches. He/she can adapt and develop concepts and designs for collaborative learning for different target groups and is flexible in re-planning and adapting to the needs of the situation. The facilitator can motivate others and inspire participants to develop their own competences in this context.

The approach is both constructive (oriented along a development process) and teamwork driven. In DREAMM open collaborative learning is applied to facilitate joint learning and transcultural development processes.

The competence framework below comprises the most relevant learning objectives/outcomes concerning planning and delivery of open collaborative learning.

### Knowledge: The Lead-Mentor knows...

- what the DREAMM learning and developing approach is about, and which components and theories belong to the concept
- what it takes to plan and implement open collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences
- the role of a facilitator in this process
- at which points he/she should intervene within the open collaborative learning process in a supportive/facilitative manner
- context relevant knowledge related to integration, communication, and local situation
- specific knowledge related to traumata and post traumatic syndrome

### Skills: The Lead-Mentor can...

- create collaborative relationships
- create and sustain a participatory environment
- formulate and apply a strategy of enquiry to enable individuals to explore issues and develop insights
- evoke the creativity of a group
- plan appropriate group processes
- guide groups to appropriate and useful outcomes
- facilitate collaborative learning based on a repertoire/collection of methods, concepts and tools

### Attitudes: The Lead-Mentor ...

- understands the shortcomings of traditional educational formats
- appreciates the collaboration of learners
- is motivated to promote learning conditions that are constructive and output-oriented
- is curious to continuously learn new approaches of participatory learning
- is open for unexpected learning outcomes
- appreciates unambiguous results
- is ready to re-define his/her own teaching/training/counsellor role

### 3. Reference System: Facilitating the DREAMM Open Collaborative Learning Approach as a Lead-Mentor

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer the DREAMM open collaborative learning approach in new and different contexts/situations	Developing, constructing, transferring	Adapting and developing the DREAMM open collaborative learning approach in new contexts	Incorporation	Being determined to transfer open collaborative learning in new spheres while inspiring others to apply the concept
4	Knowing when (implicit understanding)	Knowing when and how to interact in design based open collaborative process and to apply certain methods	Discovering, acting independently	Facilitating an open collaborative learning project in a teamwork on a given case	Commitment	Being determined to explore and improve own competence according to the DREAMM learning approach
3	Knowing how	Knowing the essential concepts of the DREAMM learning approach and the roles and required competences of a facilitator	Deciding, selecting	Applying a set of open instruments in defined assignments of the DREAMM learning approach	Motivation/ appreciation	Being motivated to implement the DREAMM learning approach
2	Knowing why (distant understanding)	Understanding why planning and delivering open collaborative learning has its benefits for implementing DREAMM	Using, Imitating	Exercising and trying out singular tools of the DREAMM learning approach provided by others	Perspective taking	Being curious and interested about the planning and delivery of the DREAMM learning approach
1	Knowing what	Knowing that the DREAMM learning approach is different from traditional teaching	Perceiving	Recognising that the implementation of DREAMM requires new training/ facilitation approaches	Self-orientation	Perceiving the DREAMM learning approach without relating it to own context

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#### 4. Assessment Grid: Knowledge on Facilitating Open Collaborative Learning in DREAMM

How to fill this grid: 1) Read the level titles and descriptions. 2) How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)?

3) Give concrete examples of what you knew at the beginning and at the end and write them in the 2 boxes behind your ticked ones (max. 230 characters per box).

1	2	3	4	4a	5	5b
Level	Level Titles <sup>1</sup>	Level Description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end to illustrate the chosen level
5	Knowing where else (strategic transfer)	Knowing how to transfer the DREAMM open collaborative learning approach in new and different contexts/situations	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Knowing when and how to interact in the design based open collaborative learning process and to apply certain methods	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing the essential concepts of the DREAMM learning approach and the roles and required competences of a facilitator	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (distant understanding)	Understanding why planning and delivering open collaborative learning has its benefits for implementing DREAMM	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what	Knowing that the DREAMM learning approach is different from traditional teaching	<input type="checkbox"/>		<input type="checkbox"/>	

Please describe your knowledge development (what you know more) in one sentence (max. 250 characters).

<sup>1</sup>Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)

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## 5. Assessment Grid: Skills in Facilitating Open Collaborative Learning in DREAMM

How to fill this grid: 1) Read the level titles and descriptions. 2) How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)?

3) Give concrete examples of what you were able to do and can do and write them in the 2 boxes behind your ticked ones (max. 230 characters per box).

1	2	3	4	4a	5	5b
Level	Corresponding Level Titles <sup>2</sup>	Level Description Explanation	Time 1 (tick)	Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you can do at the end to illustrate the chosen level
5	Developing, constructing, transferring	Adapting and developing the DREAMM open collaborative learning approach in new contexts	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering, acting independently	Facilitating an open collaborative learning project in a teamwork on a given case	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding, selecting	Applying a set of open instruments in defined assignments of the DREAMM learning approach	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, imitating	Exercising and trying out singular tools of the DREAMM learning approach provided by others	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Recognising that the implementation of DREAMM requires new training/facilitation approaches	<input type="checkbox"/>		<input type="checkbox"/>	

Please describe your skills development (what you know more) in one sentence (max. 250 characters).

<sup>2</sup>Hints for describing the levels:

Level 5: Constructing, transferring to different contexts, i.e., into private life, other fields/contexts

Level 4: Self-directed acting (researching, expanding options, i.e., related to learning content/topic, ...)

Level 3: Acting partly independently, choosing between options, selecting

Level 2: Imitating, acting without own impulse, acting when being instructed

Level 1: Listening only, participating only, reception without action...

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## 6. Assessment Grid: Attitudes in Facilitating Open Collaborative Learning in DREAMM

How to fill this grid: 1) Read the level titles and descriptions. 2) How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)?  
3) Give concrete examples of how you felt, and which attitude you now have regarding spotting ideas and opportunities (max. 230 characters per box).

1	2	3	4	4a	5	5b
Level	Corresponding Level Titles <sup>3</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level at the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level at the end
5	Incorporation, internalisation	Being determined to transfer open collaborative learning in new spheres while inspiring others to apply the concept	<input type="checkbox"/>		<input type="checkbox"/>	
4	Affective self-regulation	Being determined to explore and improve own competence according to the DREAMM learning approach	<input type="checkbox"/>		<input type="checkbox"/>	
3	Appreciation, empathy	Being motivated to implement the DREAMM learning approach	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	Being curious and interested about the planning and delivery of the DREAMM learning approach	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self-centred, neutral	Perceiving the DREAMM learning approach without relating it to own context	<input type="checkbox"/>		<input type="checkbox"/>	

Please describe your attitude development (what you feel and value more) in one sentence (max. 250 characters).

<sup>3</sup>Hints for describing the levels:

Level 5: Influencing others (motivating/convincing others by own model...)

Level 4: Motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal...)

Level 3: Emotional reference towards topic (feeling, that topic can influence own conditions, empathy...)

Level 2: Curiosity (interest in topic, being attracted...)

Level 1: No emotional reference to topic (only interested in own situation...)

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## 7. Conclusion and Personal Data

My Competence Development on Facilitating Open Collaborative Learning in DREAMM

Please describe your development on the whole competence in one sentence (max. 250 characters).

**Personal Data:**

**First Name:** \_\_\_\_\_

**Last Name:** \_\_\_\_\_

**Add a photo to the questionnaire**

or send it to your trainer.

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# Methods

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Tool Name	The Focus Group Round Table Concept
Theme & Section	Migration: Methods
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This is a qualitative research approach that uses group dynamics and capitalises on communication in a moderated, friendly, non-threatening setting. It allows all participants more time and space to actively sound their expertise, thoughts and opinions about a given area of specialisation/interest, in the DREAMM context migration and integration issues.
Aim/s	<ul style="list-style-type: none"> <li>▪ Inform Lead-Mentors how to conduct an effective focus group discussion that: <ul style="list-style-type: none"> <li>➢ provides participants space where to voice their thoughts and concerns about migration and integration</li> <li>➢ engages equally <b>all</b> participants</li> <li>➢ yields the necessary information regarding migrants' needs</li> </ul> </li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ explain the elements that constitute a good focus group discussion</li> <li>▪ set up a round table focus group discussion</li> <li>▪ identify the topics with accompanying questions that provide the required information</li> </ul>
Time	1 hour
Resource/s	<ul style="list-style-type: none"> <li>○ interactive whiteboard</li> <li>○ flipchart and markers</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Explore with Lead-Mentors the key steps that constitute a qualitative focus group round table discussion: <ul style="list-style-type: none"> <li>➢ select discussion topic</li> <li>➢ identify discussion questions or prompts</li> <li>➢ prepare focus group questionnaire through which recordable data is collected concerning the participants' ethnicity, age, length of stay in their new country, reasons for their stay, etc.</li> <li>➢ select a prompter and a notetaker</li> <li>➢ recruit participants and schedule meeting appointments</li> <li>➢ get consent and start the discussion by introducing the reason for the meeting</li> <li>➢ do a round of general introductions</li> <li>➢ ask questions and prompt where necessary</li> <li>➢ seek equal representation from the group members</li> <li>➢ end the meeting in a reasonable amount of time</li> </ul> </li> <li>2. Advise Lead-Mentors how to transform collected data into a Migrants' Needs Analysis using a systematic and verifiable process: <ul style="list-style-type: none"> <li>➢ transcribe any recordings, inserting notes into transcribed material where appropriate, cleaning the transcript from non-essential details</li> <li>➢ identify categories and sub-categories of migrant needs emerging from the transcription</li> <li>➢ correlate the various focus groups discussions with each other to identify similarities in needs as well as differences (especially across territories)</li> <li>➢ create headings for each category and sub-category of identified migrants' needs</li> <li>➢ synthesise the gist of the findings under each heading in a short descriptive paragraph</li> </ul> </li> </ol>

	3. Brainstorm potential topics for discussion relevant to your national and local migrant context.
Tips for Trainers	The ideal time to set aside for a focus group discussion is 45 to 90 minutes.
Further Information	N/A
Tool Implementation Case Study	<p>die Berater (Austria) conducted this exercise among its Lead-Mentors as a pre-preparation to the Migrants' Needs Analysis focus groups and round table discussions. Lead-Mentors identified the following key topics around which the focus group discussions could revolve:</p> <ul style="list-style-type: none"> <li>○ the sustainable city of the future</li> <li>○ the solidary city of the future</li> <li>○ the active city of the future</li> <li>○ the common Vienna of the future</li> </ul> <p>Lead-Mentors agreed that the leading questions stemming from these topics were to be discussed and annotated during their meetings with their teams of Mentors; together with the identification of who was going to chair the focus group round table discussions.</p>

Tool Name	Design Thinking
Theme & Section	Migration: Methods
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This is a means how to understand the human needs involved, reframe the problem in human-centric ways, create numerous ideas during brainstorming sessions how to cater for identified needs, and adopt a hands-on approach to prototyping and testing.
Aim/s	<ul style="list-style-type: none"> <li>▪ Engage Lead-Mentors in round table discussions, short presentations, brainstorming sessions, and opportunities to make use of tools and methodologies</li> <li>▪ Allow Lead-Mentors to apply their expertise in migration and integration to develop and facilitate services and products aimed at migrants' use</li> <li>▪ Instil deeper collaborative teamwork among the various Lead-Mentors</li> <li>▪ Foster a resilient design culture</li> <li>▪ Identify potentially better solutions that improve the lives of migrants</li> <li>▪ Show Lead-Mentors how to guide Mentors into organising integration activities</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ apply appropriate tools and methodologies in a context</li> <li>▪ develop and facilitate services and products for integration purposes</li> <li>▪ collaborate with other coordinating Lead-Mentors</li> <li>▪ apply the design culture on their own, among Mentors, in various contexts</li> <li>▪ apply better solutions to counter the challenges migrants face during their integration process</li> <li>▪ empower Mentors in providing mentoring revolving around migrants' needs and aspirations</li> </ul>
Time	1 hour
Resource/s	<ul style="list-style-type: none"> <li>○ 'Design Thinking' ppt presentation</li> <li>○ flipchart and markers</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Use the 'Design Thinking' ppt presentation to explain the methodology to participating Lead-Mentors.</li> <li>2. Lead participants through the methodology's five stages to initiate a process of: <ul style="list-style-type: none"> <li>➢ identifying migrants' needs and the challenges they face during integration</li> <li>➢ defining migrants' needs and challenges</li> <li>➢ challenging assumptions and brainstorming ideas about plans for migrants' integration</li> <li>➢ searching for solutions to counter barriers to migrants' integration</li> <li>➢ trying out brainstormed integration action plans and noting obtained results</li> </ul> </li> </ol>
Tips for Trainers	<p>The 'Design Thinking' ppt presentation can be retrieved from <a href="https://www.dropbox.com/s/dfmtqu3y2lfv96p/DREAMM%20Session%201%2C%20Part%20B%2C%20Design%20thinking%20method.pptx.pdf?dl=0">https://www.dropbox.com/s/dfmtqu3y2lfv96p/DREAMM%20Session%201%2C%20Part%20B%2C%20Design%20thinking%20method.pptx.pdf?dl=0</a></p> <p>Moving through the stages of Design Thinking can take Lead-Mentors from a blank slate to new, innovative solutions on how to reach out to migrants and cater for their needs. Although the stages are explained in a linear manner, field action can see Lead-Mentors skipping stages; even restarting the cycle before bringing an action to its completion.</p>
Further Information	N/A
Tool Implementation Case Study	After being exposed to the concept of Design Thinking, Lead-Mentors in Cyprus exchanged their experiences using the process in other activities/projects. Using the Google Jamboard, they then brainstormed how they could use this process to support Mentors throughout the development of the DREAMM project and the organisation of the intercultural workshops for migrants.



Tool Name	CULTURE ART FOR RESTORATIVE JUSTICE E-COURSE
Theme & Section	Facilitation: Method
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	By following the methodological steps advised on the 'Culture Art for Restorative Justice' (CA4RJ)'s website, the implementation of the specific tool enables Lead-Mentors to effectively foster the development of social, civic and intercultural competencies among migrants, facilitate cross-cultural communication, utilise Art for healing purposes, and support Mentors in working with migrants' narratives through Art.
Aim/s	<ul style="list-style-type: none"> <li>▪ Increase Lead-Mentors' knowledge, skills and confidence in fostering migrants' development of social, civic and intercultural competences, while helping them to develop ownership of shared values and boost social inclusion</li> <li>▪ Equip Lead-Mentors with effective strategies how to self-evaluate their intercultural competence to initiate and guide cross-cultural communication within diverse migrant groups</li> <li>▪ Equip Lead-Mentors with the necessary skills how to use Art for healing purposes among migrants who express traumatic experiences</li> <li>▪ Provide Lead-Mentors with a guide how to support Mentors in using Art as a medium for generating and working upon migrants' narratives</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ design and coordinate workshops aimed at developing migrants' social, civic and intercultural competences</li> <li>▪ self-evaluate their increasing intercultural competence to initiate and guide cross-cultural communication within diverse migrant groups</li> <li>▪ apply Art for healing purposes among migrants who express traumatic experiences</li> <li>▪ transfer gained knowledge and skills to Mentors acting as facilitators of learning during organised workshops</li> </ul>
Time	25 hours for the completion of the whole training
Resource/s	<ul style="list-style-type: none"> <li>○ computers/laptops/tablets/mobiles with a Wi-Fi connection</li> <li>○ CA4RJ's website accessible at <a href="https://rj4all.uk/online/training/login/index.php">https://rj4all.uk/online/training/login/index.php</a></li> <li>○ Art supplies</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Identify which CA4RJ practical tools and techniques you wish to use among Lead-Mentors to navigate cultural differences and promote understanding within the group prior to training. Organise your workshop or set of workshops around your decision.</li> <li>2. Ask participating Lead-Mentors what they understand by (i) intercultural competence and (ii) cross-cultural communication.</li> <li>3. Provide participants with examples how to initiate and guide cross-cultural communication within diverse migrant groups.</li> <li>4. Discuss how participants can create safe spaces where migrants can freely express themselves without fear of being condemned and/or discriminated.</li> <li>5. Explore with participants the power of Art as a means of healing among migrants who have experienced trauma; preferably through hands-on applications.</li> <li>6. Use any artistic productions to show participants how to facilitate narrative storytelling through meaningful artistic expression.</li> </ol>
Tips for Trainers	N/A
Further Information	This e-course, adapted to the DREAMM context, forms part of the Erasmus + funded project 'Culture and Art for Restorative Justice'. Information about it can be retrieved from <a href="https://rj4all.uk/online/training/course/view.php?id=6">https://rj4all.uk/online/training/course/view.php?id=6</a>

## Tool Implementation Case Study

IASIS (Greece) helped Lead-Mentors comprehend the principles of Restorative Justice and its connection with the phenomenon of migration. Lead-Mentors learned how to encourage and support migrants in discussing the impact that societal challenges pose to migrants' integration and, most important, elaborating on the concept of intercultural awareness and its implications. They were equipped with further effective strategies to self-evaluate their intercultural competence to initiate and guide cross-cultural communication within diverse migrant groups. Additionally, Lead-Mentors became aware of methodologies that utilise expressive art for healing purposes and acquired skills necessary to support, through artistic ethical treatments, the migrants who expressed traumatic experiences.

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Tool Name	BOOST: SUPPORTING VULNERABLE MIGRANTS
Theme & Section	Facilitation: Method
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This programme aims to equip Lead-Mentors with the knowledge, skills and attitudes needed to support vulnerable migrants, especially women, in enhancing their social inclusion and advancing their career paths through the application of global competences. The programme comes complete with 5 modules. The completion of all of them is considered to be essential to cater effectively for the learning needs of the target group.
Aim/s	<ul style="list-style-type: none"> <li>▪ Equip Lead-Mentors with a deep understanding of the 'BOOST' methodology</li> <li>▪ Provide Lead-Mentors with access to materials relevant to applied methodology</li> <li>▪ Equip Lead-Mentors with the ability to adapt and apply the methodology in their national or local mentoring programme</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ apply the 'BOOST' methodology by: <ul style="list-style-type: none"> <li><input type="checkbox"/> identifying areas for improvement in a mentee's life/career plan</li> <li><input type="checkbox"/> guiding the mentee as s/he actively works towards achieving set goals</li> <li><input type="checkbox"/> evaluate the mentee's learning process and discuss leveraging the learning experience for his/her benefit</li> </ul> </li> <li>▪ apply relevant materials appropriately</li> <li>▪ integrate the 'BOOST' methodology in their national or local mentoring provision</li> </ul>
Time	c. 3 hours
Resource/s	<ul style="list-style-type: none"> <li>○ computers/laptops/tablets/mobiles with a Wi-Fi connection</li> <li>○ 'BOOST's website accessible at <a href="https://boost.erasmus.site/">https://boost.erasmus.site/</a></li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Explore with participating Lead-Mentors the four stages of the 'BOOST' methodology, which are covered in hourly sessions: <ol style="list-style-type: none"> <li>i. Setting up an initial meeting with the migrant mentee during which the latter identifies an area in his/her personal or professional life where s/he wishes to see an improvement.</li> <li>ii. Mentor and mentee reach an agreement regarding the length and type of support needed to see the mentee through his/her growth in the identified area for improvement.</li> <li>iii. The mentee works actively towards reaching set goals, with the support of his/her Mentor where needed or at pre-established stages of the journey.</li> <li>iv. Setting up a final meeting with the mentee to evaluate his/her learning process and discuss how s/he can exploit the learning experience to his/her advantage.</li> </ol> </li> <li>2. Give participants access to the website and introduce them to 'BOOST's materials.</li> <li>3. Allow participants a week to review materials at their leisure and decide on a new meeting date where to discuss how the methodology and its resources can be adapted to be incorporated in the planned for mentoring programme.</li> </ol>
Tips for Trainers	It is recommended that you become well-acquainted with the 'BOOST' website prior to the workshop.
Further Information	N/A
Tool Implementation Case Study	Although 'BOOST' is an Erasmus+ funded project, IASIS (Greece) opted to link it to DREAMM and apply this programme in the Greek context. The decision was taken after considering DREAMM's directives about applied theoretical and methodological learning approaches, DREAMM Lead-Mentors' and Mentors' role and responsibilities, and the needs of incoming vulnerable migrants, especially migrant women.

# Strategies

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Tool Name	Brainstorming
Theme & Section	Migration: Strategies
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This is a strategy that allows a group of people to think freely, and generate ideas and solutions around a specific area of interest, in the DREAMM context migration and integration. All ideas are taken into account without any judgements and/or criticism, and evaluated after the end of the brainstorming session.
Aim/s	<ul style="list-style-type: none"> <li>▪ Generate ideas about the type of integration activities to implement among migrants</li> <li>▪ Analyse the feasibility of projected ideas</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ suggest proposals for migrant integration activities</li> <li>▪ select the most appropriate and feasible activities to do</li> </ul>
Time	c. 30 minutes
Resource/s	<ul style="list-style-type: none"> <li>○ flipchart and markers</li> <li>○ sticky-notes (if desired)</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Share the topic for discussion with participating Lead-Mentors.</li> <li>2. Allow time for brainstorming, with participants writing down their ideas/suggestions on the flipchart or sticky-notes.</li> <li>3. Discuss the feasibility of generated ideas/suggestions together with participants and choose the best options in relation to your migration context.</li> </ol>
Tips for Trainers	It is worth remembering that during brainstorming: <ul style="list-style-type: none"> <li>▪ judgement is not permitted</li> <li>▪ wild and ambitious ideas are acceptable</li> <li>▪ quantity over quality is initially aimed for</li> <li>▪ ideas need to be written down as a memory aid and an aid for visual learners</li> <li>▪ ideas can be built upon</li> <li>▪ collaboration is essential</li> </ul>
Further Information	Suggestions for brainstorming sessions with Lead-Mentors can be retrieved from <a href="https://www.dropbox.com/sh/cqowonwdv9ss4cd/AAAFHnJvykPgXrlq5crMhVvNa?dl=0">https://www.dropbox.com/sh/cqowonwdv9ss4cd/AAAFHnJvykPgXrlq5crMhVvNa?dl=0</a>
Tool Implementation Case Study	Citizens In Power (CIP) used brainstorming sessions throughout their continuous interactions with Lead-Mentors during DREAMM's implementation in Cyprus. The sessions mainly concerned the organisation and realisation of the various migrant integration activities taking place during the different stages of DREAMM. These sessions allowed Lead-Mentors to share their opinions, viewpoints and/or suggestions for the smooth and successful implementation of the planned activities.

Tool Name	GAMIFICATION and SIMULATIONS
Theme & Section	Migration: Strategies
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This is a selection of online video games aimed to increase awareness of and explore challenging topics (e.g., the reality faced by involuntary migrants when fleeing their homes, the dangers they face, and the integration challenges they need to overcome) in a simplified, interactive learning environment.
Aim/s	<ul style="list-style-type: none"> <li>▪ Provide an interactive insight into the lives of migrants and the challenges faced by front liners</li> <li>▪ Encourage active engagement and participation in the planning and delivery of integration activities for migrants</li> <li>▪ Empathise with migrants and voice difficulties and concerns on their behalf</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ speak about migrants' experiences, concerns, rights and responsibilities</li> <li>▪ be active agents for migrants' integration in their new communities</li> <li>▪ be advocates for migrants' rights</li> </ul>
Time	c. 2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ computers/laptops/tablets/mobiles with a Wi-Fi connection</li> <li>○ access to the following websites: <ul style="list-style-type: none"> <li>➤ 'Path Out': <a href="https://causacreation.itch.io/path-out">https://causacreation.itch.io/path-out</a></li> <li>➤ simulation: <a href="https://www.unhcr.org/media/28958">https://www.unhcr.org/media/28958</a></li> <li>➤ other material: <a href="https://www.dropbox.com/sh/cqowonwdv9ss4cd/AAAFHnJvykPgXrlq5crMhVvNa?dl=0">https://www.dropbox.com/sh/cqowonwdv9ss4cd/AAAFHnJvykPgXrlq5crMhVvNa?dl=0</a></li> </ul> </li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Identify key topics on migration and integration issues that you wish to explore with Lead-Mentors.</li> <li>2. Select the online video games that best suit your aims and audience.</li> <li>3. Introduce the concept of using online video games to explore migration and integration challenges to participating Lead-Mentors.</li> <li>4. Use the interactive experience as a springboard to discuss more-in-depth matters like racism, hate communication, and xenophobia, and ways how to bring about a more equitable and inclusive society.</li> </ol>
Tips for Trainers	Especially simulations can lead to intense emotions and stress for individuals who have experienced particular difficulties and challenges. As a result, it is preferable to avoid implementing them among Lead-Mentors who might be migrants themselves long established in the country and enrolled newly arrived migrants; unless there is a prior discussion and participants show willingness to take part in the organised activities.
Further Information	<p>'Path Out', 'My Life as a Refugee', and 'Life is Strange 2' are all online video games on migration produced by the United Nations Refugee Agency (UNHCR) which can be accessed on <a href="https://unric.org/en/category/united-nations-digital-engagement-hub/united-nations-video-games/">https://unric.org/en/category/united-nations-digital-engagement-hub/united-nations-video-games/</a></p> <p>More online games for the acquisition of skills can be retrieved from <a href="https://www.gaming4skills.eu/">https://www.gaming4skills.eu/</a></p> <p>For online games aimed to train youth how to identify and counter fake news and information regarding migration to address disinformation and political polarisation that undermine integration and inclusion access 'SuperYOUTH' on <a href="https://superyouth.eu/">https://superyouth.eu/</a></p>

Tool Implementation  
Case Study

Citizens In Power (CIP) used gamification and simulations among Lead-Mentors in Cyprus as a means how to create awareness, arouse emotions, and encourage participants to take action on behalf of migrants. CIP also showed Lead-Mentors how to use these strategies among Mentors to motivate them to engage with migrants and become actively involved in the organisation of integration activities.

Tool Name	GUIDELINES HOW TO SET UP A LANGUAGE CAFÉ
Theme & Section	Migration: Strategies
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	These are a list of key considerations Lead-Mentors need to keep in mind when setting up and conducting a safe and relaxed learning environment aimed at helping migrants practise the target language while socialising.
Aim/s	<ul style="list-style-type: none"> <li>▪ Equip Lead-Mentors with the awareness how to set up and maintain a non-formal, conducive language learning environment</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ identify and organise the location for a Language Café</li> <li>▪ outline a content framework of the activities occurring during the Language Café</li> <li>▪ guide Mentors on how to sustain the running of the Language Café</li> </ul>
Time	c. 2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ flipchart and markers</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Explore the concept of the Language Café and its purpose in the DREAMM context with participating Lead-Mentors.</li> <li>2. Share with participants key considerations Lead-Mentors need to keep in mind when setting up the Language Café and running it: <ul style="list-style-type: none"> <li>➢ <b>Create a relaxed non-formal learning atmosphere</b> (i.e., it does not reflect typical classroom ‘frontal learning’)</li> <li>➢ <b>Identify useful communicative topics</b> (preferably associated with migrants’ needs and daily routines)</li> <li>➢ <b>Prepare guided activities reflective of chosen topics</b> (which see migrants moving from conversing with help to conversing freely with confidence)</li> <li>➢ <b>Provide materials that support fluent conversations</b> (e.g. scripts, prompts, word banks, props, etc.)</li> <li>➢ <b>Moderate the process</b> (i.e., be present to help guide migrants in creating and maintaining a fluent conversation)</li> </ul> </li> <li>3. Brainstorm the logistics linked with the upkeep of the Language Café: location, opening hours, operating Mentors’ roster, promotion, etc.</li> <li>4. Allow adequate time for participants to identify suitable conversation topics and plan an outline for a potential Language Café programme.</li> </ol>
Tips for Trainers	Language Cafés are open for all language levels. However, it is recommended that Lead-Mentors engage Mentors’ help in assessing participating migrants’ level of language learning readiness before designing the tasks and activities for the Language Café. Hence, planned learning opportunities will truly reflect the linguistic educational needs of the beneficiaries.
Further Information	Language Cafés are based on the concept of World Cafés, where participants are at the centre of their learning and socialisation process. An easy, accessible format helps them talk and discuss various issues in a friendly, leisurely atmosphere. More basic information about the format of Language Cafés is retrievable from <a href="https://www.lucidmeetings.com/glossary/world-cafe-method">https://www.lucidmeetings.com/glossary/world-cafe-method</a> and <a href="https://theworldcafe.com/key-concepts-resources/world-cafe-method/">https://theworldcafe.com/key-concepts-resources/world-cafe-method/</a>
Tool Implementation Case Study	All DREAMM project partners (i.e., Austria, Italy, Cyprus, Germany, Greece, and Malta) were required to organise Language Cafés as part of the mentoring provision. All partners agree that, in the case of Lead-Mentors, this experience served to improve and enhance the latter’s organisational and intercultural communication skills.



# Activities

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Tool Name	A PRACTICAL ACTIVITIES SET FOR MENTORING MIGRANTS IN EDUCATIONAL ENVIRONMENTS
Theme & Section	Facilitation: Activities
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This practical activities set consists of a comprehensive series of practical methods and exercises about the creation of a semi-structured participatory learning climate that can be applied while mentoring migrants, especially migrant families, in educational environments.
Aim/s	<ul style="list-style-type: none"> <li>▪ Equip Lead-Mentors with basic principles and methods how to develop inclusive, learner-centred, and motivating learning climates within an intercultural context</li> <li>▪ Aid Lead-Mentors to recognise migrants' diverse ways of learning and adapt teaching and learning methodologies and materials accordingly</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ create inclusive, learner-centred, and motivating learning climates within an intercultural context</li> <li>▪ identify migrant learners' needs and adapt teaching and learning methodologies and materials to meet these needs effectively and efficiently</li> </ul>
Time	14 hours to get acquainted with the diverse activities, opt for a selection, try it out among Lead-Mentors, allow time for self-directed learning, and brainstorm how the activities can be included within a migrant integration programme
Resource/s	<ul style="list-style-type: none"> <li>○ the 'Practical Activities Set' retrievable from <a href="https://flippmi-erasmusplus.eu/">https://flippmi-erasmusplus.eu/</a></li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Access the 'Practical Activities Set' and identify the activities you would like to try out among Lead-Mentors prior to the workshop or set of workshops.</li> <li>2. Implement the activities among small groups of participating Lead-Mentors during parallel workshops.</li> <li>3. Brainstorm the key concepts embedded within these activities and their corresponding application method among the whole group of participants.</li> <li>4. Brainstorm the feasibility of selected activities and applied methodology in relation to your national and local migration context.</li> <li>5. Decide whether the activities and related approach are worth adopting or need to be adapted, and discuss with Lead-Mentors how they can enroll Mentors' support in implementing them.</li> <li>6. Give participants access to the activities' website to search it further and determine whether there are other activities they wish to try out.</li> </ol>
Tips for Trainers	<p>To acquaint Lead-Mentors with the activities, trainers are expected to apply the same approach advocated by the methodology embedded within the activities. The methodology forms part of the Flipped Learning Method of teaching and learning. To learn more about this approach, access the following sites:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://dx.doi.org/10.17161/foec.v29i7.6753">http://dx.doi.org/10.17161/foec.v29i7.6753</a> for best academic practices in developing inclusive classrooms</li> <li>▪ <a href="https://www.facultyfocus.com/articles/blended-flipped-learning/expanding-definition-flipped-learning-environment/">https://www.facultyfocus.com/articles/blended-flipped-learning/expanding-definition-flipped-learning-environment/</a> for a definition of a flipped learning environment</li> <li>▪ <a href="https://link.springer.com/chapter/10.1007/978-3-319-98213-7_15">https://link.springer.com/chapter/10.1007/978-3-319-98213-7_15</a> for information about Flipped Learning</li> <li>▪ <a href="https://flippedlearning.org/wp-content/uploads/2016/07/FLIP%20handout%20FNL%20Web.pdf">https://flippedlearning.org/wp-content/uploads/2016/07/FLIP handout FNL Web.pdf</a> for information about the four pillars of F-L-I-P</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ <a href="https://ctl.utexas.edu/how-to-flip">https://ctl.utexas.edu/how-to-flip</a> for information about how to flip a class</li> <li>▪ <a href="https://martharamirez.com.co/blog/whats-an-in-class-flip-revisited/">https://martharamirez.com.co/blog/whats-an-in-class-flip-revisited/</a> for information about what is an in-class flip</li> <li>▪ <a href="https://youtu.be/hhq3Yn_QglA">https://youtu.be/hhq3Yn_QglA</a> for more information about the in-class flip</li> <li>▪ <a href="https://en.wikipedia.org/wiki/Flipped_classroom">https://en.wikipedia.org/wiki/Flipped_classroom</a> for yet more information about the flipped classroom</li> </ul>
Further Information	N/A
Tool Implementation Case Study	<p>Lead-Mentors in Greece acquired the knowledge and skills necessary to create an informal, inclusive, interdependent/independent learning climate at their own pace, independently or part of an active, participatory learning group. IASIS trainers acted as facilitators of learning, giving as much attention to individual Lead-Mentors as to the whole group. Both the knowledge gained from completing the activities and the applied approach enabled Lead-Mentors to transfer lessons learned to supporting Mentors in providing mentoring to migrants.</p>

Tool Name	IN THEATRE MEANING MAKING COMMUNICATION WORKSHOPS
Theme & Section	Facilitation: Activities
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This is a set of three workshops, to choose from, based on the methodology of improvisational theatre. Their common aim is to get participants to use non-verbal communication in the form of body language to convey, interpret, and understand meaning within an intercultural encounter. Hence, participants become aware how individuals are still able to communicate in the absence of a shared language.
Aim/s	<ul style="list-style-type: none"> <li>▪ Inform Lead-Mentors about improvisational theatre and its techniques</li> <li>▪ Involve Lead-Mentors in exercises applying body language as a form of non-verbal communication strategy to convey meaning in an intercultural encounter</li> <li>▪ Instruct Lead-Mentors how to go about organising in theatre meaning making communication workshops with the help of Mentors</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ explain what improvisational theatre is and apply some of its techniques in planned integration activities</li> <li>▪ perform and model body language actions as a form of non-verbal communication in an intercultural encounter</li> <li>▪ organise and conduct in theatre meaning making communication workshops with the help of Mentors</li> </ul>
Time	c. 2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ <b>Workshop Option 1:</b> none except for an open space</li> <li>○ <b>Workshop Option 2:</b> an item that has value for the individual participant and an open space</li> <li>○ <b>Workshop Option 3:</b> scenes from any public space (e.g., public square, park, bus/train station, etc.), blue tac, and an open space</li> </ul>
Methodology	<p><b>Workshop Option 1: Everyday body language</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of improvisational theatre as a means to convey meaning using non-verbal modes of communication.</li> <li>2. Inform participating Lead-Mentors that during the workshop they are going to use body language to express themselves.</li> <li>3. Provide some examples, asking participants to try and interpret your facial expressions, gestures, etc.</li> <li>4. Ask participants to think of (i) a daily routine, (ii) something emotional, and (iii) an action demonstrating asking for help with something they need.</li> <li>5. Ask participants to find a space and rehearse using body language to convey meaning linked with each of their chosen options.</li> <li>6. Place participants in pairs, with each pair taking turns acting out their piece in front of the other, who tries to interpret what his/her acting partner is trying to communicate.</li> <li>7. Ask for a few volunteering pairs to act out their pieces in front of the group.</li> <li>8. Discuss the effectiveness of such an exercise and its relevance for newly arrived migrants.</li> </ol> <p><b>Workshop Option 2: Everday objects</b></p> <ol style="list-style-type: none"> <li>1. Ask Lead-Mentors to bring an object that is of value to them along with them to the workshop.</li> <li>2. Explain the concept of improvisational theatre as a means to convey meaning using non-verbal modes of communication.</li> </ol>

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3. Inform participating Lead-Mentors that during the workshop they are going to use body language to express the story of the object and the reason/s why it is important to them.
4. Provide an example using an object important to you, asking participants to try and interpret the meaning you are trying to convey through your facial expressions, gestures, etc.
5. Ask participants to find a space and rehearse their object's story and emotional value using body language.
6. Place participants in pairs, with each pair taking turns acting out their piece in front of the other, who tries to interpret what his/her acting partner is trying to communicate.
7. Ask for a few volunteering pairs to act out their pieces in front of the group.
8. Discuss the effectiveness of such an exercise and its relevance for newly arrived migrants.

### Workshop Option 3: Everyday people interactions

1. Stick the scenes from your chosen public space around the room.
2. Explain the concept of improvisational theatre as a means to convey meaning using non-verbal modes of communication.
3. Ask participating Lead-Mentors to move around the room, look at the scenes, note the details, and try to make sense of what is going on from people's expressions, body posture, gestures, etc.
4. Gather feedback and inform participants that during the workshop they are going to use body language to create yet another interaction within the pictured public space.
5. Ask participants to join pairs, select characters (e.g., a policeman and a passer-by, a train-station controller and a commuter, etc.), find a space, and act out an interaction between them using non-verbal communication.
6. Ask for a few volunteering pairs (or small groups of three if desired) to act out their pieces in front of the group while the rest of the participants try to interpret what is going on between the characters.
7. Ask participants to think of another public space and another potential onsite interaction. Repeat the process.
8. Discuss the effectiveness of such an exercise and its relevance for newly arrived migrants.

#### Tips for Trainers

Since the workshops do not require any particular resources, they are easy to recreate or adapt. Additionally, although they are based on methods in improvisational theatre, they do not require a deep knowledge in this field. Otherwise, professionals from the theatrical sphere can be approached for support.

#### Further Information

The following sites shed more light on Improvisational Theatre and its techniques:

- 'How to be a better improviser', Goldstein D., 2009 ed.:  
<http://www.dangoldstein.com/howtoimprovise.html>
- 'A Comprehensive Look at Theatrical Improvisation and Its Application', Drinko C., 2020: <https://www.playyourwaysane.com/blog/a-comprehensive-look-at-theatrical-improvisation-and-its-benefits-and-applications>
- 'A guide to improvisational theatre', Tucker B., 2022:  
<https://www.theaterseatstore.com/blog/improv-theater>

## Tool Implementation Case Study

Lead-Mentors in Austria were trained in improvisational theatre so that, with the help of Mentors, they could coordinate in theatre meaning making communication workshops for migrants as part of the 'Familiarising with the Place' workshop series. Organised sessions tried to combine theatrical methods with daily integration communicative encounters and endeavours. Trainers showed Lead-Mentors the mechanics of improvisational theatre and how they could implement the concept in three workshops with different topics, but with the same common goal: in a playful and interactive manner teach how integration and communication exchanges between various migrant groups and community members are still possible in the absence of a shared language.

Tool Name	JOURNALISM WORKSHOPS
Theme & Section	Facilitation: Activities
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This is a set of three consecutive workshops aimed to guide Lead-Mentors how to organise sessions meant to inform migrants about the local media system (in Austria) and help them acquire skills related to jobs in the field. In fact, the workshops are a springboard for potential employability in the field of journalism.
Aim/s	<ul style="list-style-type: none"> <li>▪ Provide Lead-Mentors with a better understanding of the local media system and field of journalism</li> <li>▪ Make Lead-Mentors aware of the writing skills necessary for the development of a script</li> <li>▪ Show Lead-Mentors the basic skills necessary for the shooting, editing, and final production of a video linked to the written script</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ explain how the local media works and what a job in journalism implies</li> <li>▪ identify and teach the writing skills necessary for the development of a script</li> <li>▪ guide others how to shoot, edit and produce a video linked to the written script</li> </ul>
Time	c. 2 hours per workshop
Resource/s	<ul style="list-style-type: none"> <li>○ <b>Workshop 1:</b> flipchart and markers, samples of reportage scripts, writing material</li> <li>○ <b>Workshop 2:</b> preferably a professional video-camera and a microphone or smartphone camera in the absence of the former resources</li> <li>○ <b>Workshop Option 3:</b> computers/laptops/tablets/mobiles with a Wi-Fi connection, previously written script, previously shot video, video editing software</li> </ul>
Methodology	<p><b>Workshop 1: Writing Skills for Reportages in the Local Media</b></p> <ol style="list-style-type: none"> <li>1. Provide participating Lead-Mentors with an overview of the local media in your national context, job opportunities in journalism, the necessary qualification requirements to find employability within the field, and the ethics involved.</li> <li>2. Explain what a reportage entails and go through the skills necessary for the production of a good script.</li> <li>3. Provide participants with samples of reportage scripts to evaluate how effective they are and, if necessary, indicate how their quality can be improved.</li> <li>4. Ask participants to identify a topic of interest and write a short feature script about it.</li> <li>5. Remind participants to bring the script along with them during the second workshop.</li> </ol> <p><b>Workshop 2: Shooting a Video</b></p> <ol style="list-style-type: none"> <li>1. Explain the criteria necessary for shooting a good video, especially when using available media like tablets and mobiles.</li> <li>2. Ask participants to reread their script and produce a story-board featuring main shots that highlight key elements in their script.</li> <li>3. Allow participants to start working on the production of their video.</li> <li>4. Remind participants to bring both script and captured video along with them during the third workshop.</li> </ol> <p><b>Workshop 3: Editing and Producing a Video-based Reportage</b></p> <ol style="list-style-type: none"> <li>1. Show participants the basic tools necessary for editing a video.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Show them the skills necessary to edit a video, especially if they are using tablets and mobiles.</li> <li>3. Allow participants to start editing their video.</li> <li>4. Showcase an example or two from any finalised reportages.</li> </ol>
Tips for Trainers	It is recommended to engage the aid of professionals in the field of journalism (i.e., script writers, camera people, video-editors, etc.) to conduct these workshops.
Further Information	<p><b>For writing skills and how to create/write a good script access the following sites:</b></p> <ul style="list-style-type: none"> <li>• How to write a script in 6 steps: <a href="https://www.masterclass.com/articles/how-to-write-a-script">https://www.masterclass.com/articles/how-to-write-a-script</a></li> <li>• Tips to write a good script: <a href="https://www.nfi.edu/how-to-write-a-script-s129-backup/">https://www.nfi.edu/how-to-write-a-script-s129-backup/</a></li> </ul> <p><b>For video production and cutting access the following sites:</b></p> <ul style="list-style-type: none"> <li>• Nine (9) excellent video tips for beginners: <a href="https://computer.howstuffworks.com/9-excellent-video-editing-tips-for-beginners.htm">https://computer.howstuffworks.com/9-excellent-video-editing-tips-for-beginners.htm</a></li> <li>• Twelve (12) best free video editing software with pros and cons: <a href="https://www.shopify.com/blog/best-free-video-editing-software">https://www.shopify.com/blog/best-free-video-editing-software</a></li> </ul> <p>Note that there are apps/software that easily allow video cutting with some apps being also free to download.</p>
Tool Implementation Case Study	In Austria, professional trainers from the field of journalism informed Lead-Mentors how, with the support of Mentors, they could organise workshop sessions that guaranteed participating migrants a motivating, relevant and applicable journalistic learning experience. The three intensive workshop sessions struck the correct balance between theory and practice in journalism including both academic information (the local media system, basic journalistic work, ethics in journalism, etc.) and practical parts (preparing and holding interviews, using hardware, and producing high-quality videos and pictures).



Tool Name	MASSIVE OPEN ONLINE COURSE OF FASHION4INCLUSION
Theme & Section	Facilitation: Activities
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	<p>This online course (MOOC) aims to foster the social inclusion and employability of migrants by boosting their access to VET in the field of sustainable and intercultural fashion. Included workshops and activities upskill migrants in the following four main areas:</p> <ol style="list-style-type: none"> <li><b>1. FASHION &amp; DESIGN</b> This learning path proposes an approach to design and fashion from a global perspective, where the deployment of creativity is linked to design on a broader perspective.</li> <li><b>2. SOCIAL ENTREPRENEURSHIP &amp; UPCYCLING</b> This learning path provides methods and approaches to encourage migrants to get engaged in the fields of social entrepreneurship and upcycling.</li> <li><b>3. SEWING</b> This learning path illustrates how sewing can be socially inclusive by creating and reinforcing individual skills and by adapting to all kinds of tailor-made products from other cultures.</li> <li><b>4. TRANSVERSAL COMPETENCES</b> This learning path emphasises transversal competences. Often referred to as core skills, they are relevant to a broad range of occupations and are the cornerstone for the personal and professional development of an individual.</li> </ol>
Aim/s	<ul style="list-style-type: none"> <li>▪ Aid Lead-Mentors to become aware of the content and the potential use of the 'Fashion4Inclusion' MOOC among migrants as a learning opportunity</li> <li>▪ Equip Lead-Mentors with the know-how required to guide Mentors and migrants how to navigate the MOOC</li> <li>▪ Explain how Lead-Mentors/Mentors can engage migrants in workshops selected from the MOOC involving sewing, upcycling, and fashion and design, and support them in acquiring the incorporated knowledge and skills</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ explain what the 'Fashion4Inclusion' MOOC is and how it can provide migrants access to job opportunities in the fashion and design industry</li> <li>▪ provide clear, step-by-step instructions to Mentors and migrants how to navigate the MOOC</li> <li>▪ instruct Mentors how to conduct the workshops for migrants aimed at upskilling them in sewing, upcycling, and fashion and design</li> </ul>
Time	25 hours for the completion of the whole training
Resource/s	<ul style="list-style-type: none"> <li>○ the 'Fashion4Inclusion' online MOOC retrievable at <a href="https://mooc.fashionforinclusion.org/?fbclid=IwAR3atewIwDw6sYSj2IEQuU5skGSpfJVIGBapxaEvQqdDPE1IqTxPTLEcJo#">https://mooc.fashionforinclusion.org/?fbclid=IwAR3atewIwDw6sYSj2IEQuU5skGSpfJVIGBapxaEvQqdDPE1IqTxPTLEcJo#</a></li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Acquaint yourself with the 'Fashion4Inclusion' MOOC prior to presenting it to Lead-Mentors.</li> <li>2. Provide participating Lead-Mentors an overview of the 'Fashion4Inclusion' MOOC, emphasising its role in empowering migrants by offering them job opportunities in the fashion and design industry.</li> <li>3. Guide participants in how to navigate the MOOC effectively; including screenshots or visual aids, if available, to enhance clarity and facilitate the navigation process.</li> <li>4. Train participants on how to conduct workshops for migrants, focusing on upskilling them in sewing, upcycling, and fashion and design:</li> </ol>

	<ul style="list-style-type: none"> <li>➤ Provide comprehensive instructions on how to structure the workshops, including the necessary materials, techniques to be covered, and hands-on activities.</li> <li>➤ Point out key considerations in creating an inclusive and supportive environment, fostering collaboration and creativity among participating migrants.</li> <li>➤ Emphasise the importance of tailoring the workshops to meet the skill levels and needs of the migrants, promoting individual growth and learning.</li> </ul>
Tips for Trainers	Further support materials to use during training practice on the topics of Sewing, Upcycling, and Fashion and Design (IO4) are included in the 'Fashion for Inclusion Handbook' for trainers and trainees. Both the training programme and the handbook are available at <a href="https://fashionforinclusion.org/results">https://fashionforinclusion.org/results</a>
Further Information	N/A
Tool Implementation Case Study	IASIS (Greece) sensitised Lead-Mentors to the content and application of the 'Fashion4Inclusion' MOOC among migrants, as a learning methodology to help the latter acquire the fundamental knowledge and skills incorporated in sewing, upcycling, and fashion and design. Lead-Mentors described this MOOC as a potential pathway for the creation of migrant job opportunities in the field of fashion and design.

# Materials

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Tool Name	THE ASYLUM INFORMATION DATABASE (AIDA) COUNTRY REPORT
Theme & Section	Migration: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This report was produced by the European Council on Refugee and Exiles (ECRE) in collaboration with the Cyprus Refugee Council (CRC). It yields the latest information regarding migration and integration in the national and local context and the effects this global phenomenon has on the bureaucratic-institutional systems of the country.
Aim/s	<ul style="list-style-type: none"> <li>▪ Disseminate recent salient information about migration influx in Cyprus</li> <li>▪ Analyse its impact on national and local social-economical-political developments as well as endeavours of organisations in the field</li> <li>▪ Explore how the data affects DREAMM actions and activities</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ retell key information about migration influx in Cyprus</li> <li>▪ describe how it impacts national and local social-economical-political developments as well as the endeavours of organisations in the field</li> <li>▪ design DREAMM actions and activities reflective of migrants' and their communities' needs</li> </ul>
Time	c. 2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ AIDA Cyprus report retrievable from <a href="https://asylumineurope.org/reports/country/cyprus/">https://asylumineurope.org/reports/country/cyprus/</a></li> <li>○ 'Migration in Cyprus' ppt presentation accessible at <a href="https://www.dropbox.com/s/vusqoc1xtgpm4mg/Training%20workshop%20-%20Session%201%2C%20Part%20A%20-%20Migration.pdf?dl=0">https://www.dropbox.com/s/vusqoc1xtgpm4mg/Training%20workshop%20-%20Session%201%2C%20Part%20A%20-%20Migration.pdf?dl=0</a></li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Introduce DREAMM to participating Lead-Mentors and brainstorm their initial reactions and expectations.</li> <li>2. Provide participants with an overview of the major updates on migration in the country through the use of the presentation and the AIDA report.</li> <li>3. Brainstorm how participants can apply the data to design activities for the preparation of Mentors and workshops for the integration of migrants.</li> </ol>
Tips for Trainers	European and specific non-European users can retrieve their country's report from <a href="https://asylumineurope.org">https://asylumineurope.org</a>
Further Information	N/A
Tool Implementation Case Study	Citizens In Power (CIP) used the AIDA Report 2021 for Cyprus as the basis to introduce Lead-Mentors to the most recent updates on migration in the country. Since Lead-Mentors are recruited from among migration experts and volunteers working with migrants in different fields, some recruits were already well-grounded in the findings of the report. Others were more involved in the practical aspect of establishing intercultural communication and organising intercultural activities.

Tool Name	HINTS E-GUIDEBOOK FOR THE SOCIAL INTEGRATION OF MIGRANTS
Theme & Section	Facilitation: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This online guidebook is a useful and updated source of information regarding the realities and best practices related to the social integration of migrants within the countries involved in its compilation: Greece, Italy, Belgium, and Cyprus. Offered in four European languages, it consists of a multidisciplinary approach to practices related to education, interculturality, family-social life, and employability.
Aim/s	<ul style="list-style-type: none"> <li>▪ Enhance Lead-Mentors' knowledge about established field-tested practices on the social integration of migrants</li> <li>▪ Equip Lead-Mentors with a set of pre-designed activities for the social integration of migrants to adopt and/or adapt rather than organise from scratch</li> <li>▪ Provide Lead-Mentors with a good guide with tips for trainers they could utilise among their teams of Mentors</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ identify more best practices in the field of migrant integration</li> <li>▪ maximise their use of time in the action field among migrants rather than on the planning of activities for migrants' social integration</li> <li>▪ select practices for migrants' social integration they judge appropriate for their migration context, to implement with the support of their teams of Mentors</li> </ul>
Time	Time allocation for going through the 'HINTS' e-Guidebook is flexible and depends on the trainer's judgement and level of interest. On average no more than 8 hours is needed to read the e-guidebook and comprehend the main ideas and practices presented. However, checking the references and the national findings for each partner country leads to a 25-hour engagement with the 'HINTS' project in general.
Resource/s	o 'HINTS' e-Guidebook retrievable from <a href="https://hints-project.eu/">https://hints-project.eu/</a>
Methodology	<ol style="list-style-type: none"> <li>1. Access the 'HINTS' e-Guidebook, go through it, and select the activities for the social integration of migrants you would like to present to Lead-Mentors.</li> <li>2. Brainstorm the feasibility of selected activities in relation to your migration context among participating Lead-Mentors.</li> <li>3. Discuss whether the activities are worth adopting or need to be adapted and how Lead-Mentors can enroll Mentors' support in implementing them.</li> <li>4. Provide participants access to the e-guidebook to search it at leisure and maybe select further activities they deem worthwhile to try out.</li> </ol>
Tips for Trainers	Trainers are advised to critically appraise the e-guidebook prior to training, engaging themselves in a deeper investigation of the presented projects, ideas, and practices.
Further Information	Since the 'HINTS' e-Guidebook, which forms part of an Erasmus+ funded project for the social integration of Third-Country Nationals, was still a work-in-progress during DREAMM's implementation, IASIS (Greece) has provided access to its Lead-Mentors as it forms part of the consortium that developed this resource. It will be available on the project's official website <a href="https://hints-project.eu/">https://hints-project.eu/</a>
Tool Implementation Case Study	Not always conscious of other initiatives and on-going projects related to migration and integration, Lead-Mentors in Greece deemed the 'HINTS' e-Guidebook a good reference to inclusive practices aimed at migrants. They described it as an effective instructional aid on how to enhance their knowledge about migration matters to a level where they would be more than capable of addressing common issues related to migrant integration. Furthermore, they felt that having a structured framework of tried and tested good integration practices to work with and to adapt, rather than create, rendered their role and responsibilities as Lead-Mentors easier.

Tool Name	SETTING UP THE ONE-STOP-SHOP GUIDELINES and THE CODE OF CONDUCT DOCUMENT
Theme & Section	Facilitation: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	The guidelines is a document which aims to inform Lead-Mentors about the purpose of the One-Stop-Shop, how they are to coordinated the services it operates, and who are its beneficiaries. The 'Code of Conduct' is a document they need to sign which ensures that they fully understand the ethics they are required to adhere to when using their competences in guiding and encouraging Mentors to reach out to migrants and provide them with mentoring support through the One-Stop-Shop.
Aim/s	<ul style="list-style-type: none"> <li>▪ Inform Lead-Mentors about the purpose of the One-Stop-Shop</li> <li>▪ Inform Lead-Mentors about how to conduct the One-Stop-Shop</li> <li>▪ Inform Lead-Mentors about the territorial, orientation, and cultural language mediation services that will be available to migrants through the One-Stop-Shop</li> <li>▪ Inform Lead-Mentors about the ethical considerations involved in safeguarding the mentoring relationship passing between Lead-Mentors, Mentors and migrants</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ explain what the One-Stop-Shop stands for</li> <li>▪ coordinate One-Stop-Shop endeavours efficiently through the creation and organisation of a group of Mentors that participates periodically and maintains contact with beneficiaries</li> <li>▪ organise the necessary migrant integration activities and promote them within the community through the One-Stop-Shop</li> <li>▪ create a safe and friendly mentoring relationship between Lead-Mentors, Mentors and migrants based on mutual trust and respect</li> </ul>
Time	c. 2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ 'Setting Up the One-Stop-Shop' guidelines</li> <li>○ 'Code of Conduct' document</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Explain the One-Stop-Shop concept to Lead-Mentors during their training and share the guidelines with them.</li> <li>2. Explore the ethical considerations involved in creating and sustaining a safe and friendly mentoring relationship between Lead-Mentors, Mentors and migrants based on mutual trust and respect.</li> <li>3. Ask participants to read through the 'Code of Conduct' document and sign it if they are willing to abide to it.</li> </ol>
Tips for Trainers	N/A
Further Information	N/A
Tool Implementation Case Study	The included documents were compiled by CIDIS (Italy) and shared among coordinating Lead-Mentors while organising the launch of the One-Stop-Shop in Perugia and Naples. Their compilation was the result of a series of consultation meetings between all DREAMM project partners (i.e., Austria, Cyprus, Italy, Germany, Greece, and Malta); who also made use of these documents among their Lead-Mentors in their national and local contexts.



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# One Roof Community Meetup Guidelines

“New ways of bringing together newly arrived Third-Country Nationals and local communities”.

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# One Roof Community Meetup Guidelines

## Brief Introduction to DREAMM

DREAMM stands for “Develop and Realise Empowering Actions for Mentoring Migrants”. The core of the project is to develop and implement novel ways of bringing together newly arrived migrants and members of the community. The integration of newly arrived migrants from outside the European Union and local communities currently represents a challenge for the EU. Eight organisations from Austria (die Berater), Cyprus (Citizens in Power), Germany (blinc), Greece (IASIS), Italy (UNIPG, CIDIS, Key & Key Communications) and Malta (University of Malta) with different field migration expertise, operate together to experiment a community action.

The intention of the project is to reach a better mutual understanding of each other’s values and behaviours, foster a sense of belonging to a community, and mitigate stereotypes, discrimination, xenophobia, racism, as well as easing the access to local services to newly arrived migrants through the support of an inclusive community network. One powerful tool for local development and social change has proven to be volunteering. However, to become an effective and structured practice, volunteering needs management and professional skills that are still unclear, informal, and poorly used in the migration field. With the help of professionals and volunteers, DREAMM promotes peer-to-peer learning events and social activities. To do this, a dedicated orientation and integration service is implemented, the One Roof Community Meetup.

## Actors of the DREAMM Community

**Migrant:** Any person who leaves a non-EU country or region to settle in an EU country; refugees, asylum seekers, or anyone who was not born in the territory, also known as third country national, willing to become part of the Mentor-Mentee community.

**DREAMM Lead-Mentor:** A professional with experience in the field of migration and/or volunteering acting as a bridge between migrants and volunteers willing to orient and supervise DREAMM Mentors that has also completed our Lead-Mentor four-day course. The Lead-Mentor course covers several aspects regarding intercultural communication within the migration context, communication barriers in the local context, facilitation, teambuilding and integration and the use of Let Me Learn as a tool to evaluate competence and skills and Level5 tools to ensure that the workshops are effective and beneficial to the purposes of the project.

**DREAMM Mentor:** Anyone with strong predisposition and willingness to engage in innovative relationships, share background and skills in the interest of the community to promote inclusion. DREAMM Mentors participate in the development and implementation of social activities with migrants under the guidance of DREAMM Lead-Mentors. All mentors will participate in the on-going trainings during the duration of the project.

**NGOs, Non-Profits, local associations:** Associations and organisations present in the territory willing to collaborate and work together for sustainability and better use of resources.

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## One-Stop-Shop in Italy: One Roof Community Meetup

### Summary

Utilising a **one-stop-shop** model, the community meetup will serve as a community builder by providing migrants present in the territory and members of the community a space to interact and develop meaningful relations. It will also serve as an information hub providing migrants practical information and orientation to access the services and resources available, all under one roof. To avoid confusion regarding the name of the event, given that one-stop-shop is a term widely spread and utilised, in Perugia it became known as the One Roof Community Meetup. The meetup will be structured and organised to achieve the specific goals of the DREAMM project allowing migrants to meet face to face with the DREAMM Mentors and Lead-Mentors with the starting point of building a network.

#### Specific Aims

- Provide migrants of a network within their new community
- Promote territorial integration
- Provide practical information about territorial services
- Orientation services
- Provide cultural language mediation service
- Inform migrants about their rights and duties in the national and local context

#### Actions

- Targeted joint community actions consisting of social connection and cohesion
- Providing Information and available resources
- Orientation, Guidance, and Learning events
- Providing a space for intercultural exchange

#### Technical information

- 1 or 2 “one stop shop” per territory. static or itinerant
- Open 1-2 Days a week

### Main Aspects of the Meetup

#### 1. Social Activities

The first goal of the One Stop Shop, in Italy known as the One Roof Community Meetup, is to provide newly arrived migrants and members of the community a safe space to interact and to establish meaningful relationships. The final beneficiaries can engage with DREAMM Lead-Mentors and Mentors to promote diversity and equality in all activities and events. In each activity or event, participants (newly arrived migrants, Lead-Mentors, Mentors, cultural mediators, representatives of other non-profits or NGOs, migrants already present in the territory) can engage with no evident hierarchies in place to maintain equality and diversity.

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## 2. Orientation and Information Diffusion

The second goal will be to provide newly arrived migrants information regarding available resources to access public and private services (health, housing, education) as well as orientation, training, and language mediation.

## 3. Non-Research Data Collection, Monitoring and Evaluation of the action

The third goal of the meetup will be to assess the newly arrived immigrant perceived needs and priorities as well as the effectiveness of the project and its interventions. DREAMM Lead-Mentors and mentors will gather their experiences and anecdotes in specific diaries (Log diary) that will help document interactions and experiences. Participants will also provide personal data, access professional services already in place in the territory and even could become Mentors and Lead-Mentors themselves. All data collected with previous consent and following ethical guidelines.

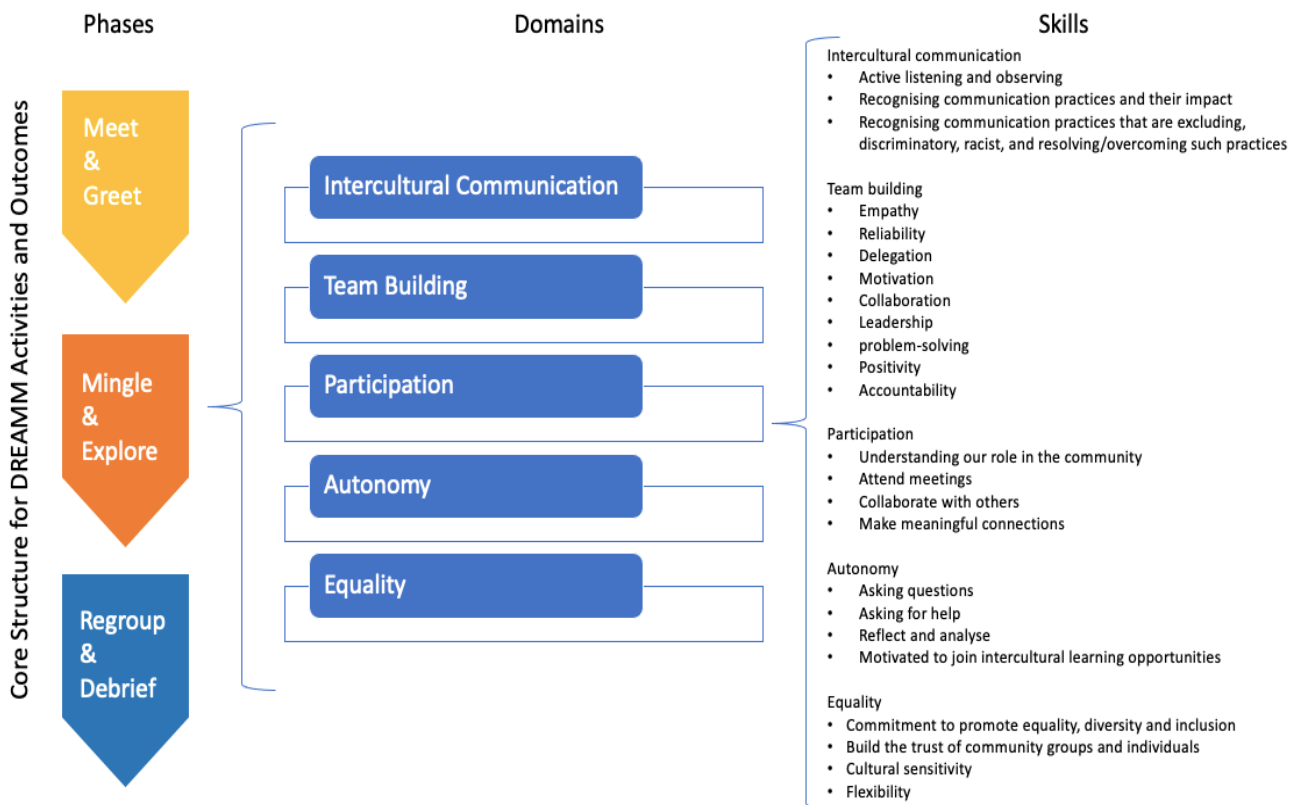
### One Roof Community Meetup and its Principles

When designing the activities for the One Roof Community Meetup we make it a priority to focus on the social aspect of the project while promoting the development or enhancement of the following competencies or skills that fall under five domains: Intercultural Communication, Team Building, Participation, Autonomy and Equality. Such domains should translate in all the phases of the One Roof Community Meetup activities and events and are crucial to facilitate integration and enhance the role of the DREAMM Lead-Mentors and Mentors.

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## The Three Phases of a Meetup

### *Meet and Greet*

This is the focus of every DREAMM activity. The social aspect is fundamental to allow our participants to be introduced to the project and get to know Lead-Mentors and Mentors. This is the opportunity to start developing relationships and create networks. After allowing everyone to meet and introduce themselves the ice breaker activities can be implemented.

**Example:** To enhance the experience of getting to know each other, set up on a projector google maps. Each participant should talk about their country of origin, and it can be shown in the map. This way they can show the group where their country is located and explain one thing that they love about their birth country and culture.

- Welcome the participants with welcome materials/package and prepare nametags.
- Start with the introduction activity and allow all participants of the group to introduce themselves.
- Explain to the group the common goal and intention of the activities.
- After introductions are finished start with ice breakers and integration activities
- **\*\*To follow the pandemic guidelines and avoid crowding, whenever facing larger groups participants should be organised in smaller, manageable groups with volunteers and migrants and guide them to their assigned space/seat. Lead-Mentors should ensure that groups consist of at least one Lead-Mentor, two to four Mentors and a diverse group of migrants. One-on-one meetings are highly encouraged between a Lead-Mentor and the newly arrived migrant.**

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**\*\*The activities of the One Roof Community Meetup were implemented during the Covid 19 Pandemic. Certain restriction and guidelines were applied.**

### **Key Points**

- Explain the common goals of the group experience (communication).
- Everyone in the group is given a chance to speak (equality).
- Activities should allow everyone to participate and collaborate (team building).
- Lead-Mentors should participate in all activities and only intervene as a mediator figure when needed (autonomy).
- Allow Mentors to develop their skills and participate and allow them to engage with participants of the meetup (participation).

### *Mingle and Explore*

During this phase we allow participants to get to know each other, share stories, ask questions, and tell their stories. This should be a time of engagement. Lead-Mentors and Mentors can ensure that everyone participates, is listened, and is allowed to share in an environment of intercultural exchange and dialogue.

- All Volunteers and participants should be seated together to ensure that everyone can see each other
- To prevent miscommunication and misunderstanding Lead-Mentors should facilitate the communication process
- When cultural mediators are present, allow them to participate as members of the group
- Lead-Mentors should guide and orient participants to the array of resources available so they can explore according to their needs and expectations. Explain the communication channels such as Telegram, Facebook and the DREAMM platform that they can use to maintain an open communication and stay in touch with the DREAMM network.
- Invite participants to explore and seek information according to their needs and what they are looking for.

### **Key Points**

- Objectives and Goals of the project should be explained with clarity.
- Workshops and available resources should be introduced.
- Introduce the available communication pathways such as the Telegram Channel and how to be part of the network.
- Explain about volunteering and mentoring opportunities.

**NOTE: It is not the most appropriate situation for a one on one, we can start providing information and the available resources.**

### *Regroup and Debrief*

### **At the end of the One Roof Community Meetup**

After everyone had a chance to explore the resources start the debriefing process to ensure that everyone leaves with enough resources and a clear idea of the communication channels and encourage them to ask

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questions and re-explain if and as needed. This is the moment for the one-to-one introduction of the “Basic Needs Assessment” questionnaire (See Appendix A). Lead-Mentors should allow mentors to shadow them while introducing the questionnaire to the final beneficiaries of the project. It is paramount to explain the privacy consent before utilising the questionnaire. If the participant refuses to sign you can skip the questionnaire and direct the participant to the service that fits their requests or perceived needs best.

If participants express desire to participate in the WhatsApp or Telegram group, you can add them and explain the basic rules of participation to the group:

- Use an inclusive language
- Share only opportune materials (avoid political commentary, respect different cultural elements, not sent offensive messages...)
- Share messages/content regarding intercultural themes
- Respect privacy and opinion of all participants

### **After the One Roof Community Meetup**

This is a moment to allow Lead-Mentors and Mentors discuss the outcomes of the meetup. All DREAMM volunteers will have access to the Diary Log document to provide their personal feedback and reflections. The diary log will be available in print or digital via email or text. (See Appendix B)

### The DREAMM Lead-Mentor and Mentor Responsibilities

As a volunteer driven project, your participation requires maximum flexibility and adaptability. We value your time and appreciate your willingness to work with migrant populations and hope that together we can achieve the dream of a more inclusive community.

Two roles were developed to achieve the main goals of the DREAMM project. Each role is important for a successful outcome. Here are the descriptions of each role and why is important that both figures contribute and collaborate in this project.

#### **The Lead-Mentor**

- Professional with experience in the field of migration and/or social sector, human sciences, or education
- Helps plan/organise and implement project activities
- Represents a bridge between professionals in the field of migration and volunteers
- Prepares, orient and supervises DREAMM Mentors
- Willing to share time and competences to build a more inclusive community, and engage in a new intercultural, equal, dynamic environment
- Administrates the Telegram and WhatsApp groups
- Observes and reflects on the Diary Log after events, activities, or interactions with the beneficiaries of the project

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## The Mentor

- A person that will carry out social activities as a volunteer in the local community
- Participates in the development and implementation of social activities with migrants in their local communities under the guidance of DREAMM Lead-Mentors
- Predisposed and willing to engage in innovative relationships, to share their background and their skills for a mutual integration experience with migrants, DREAMM Lead-Mentors and the whole local community
- Observes and reflects on the Diary Log after events, activities, or interactions with the beneficiaries of the project
- Works together with Lead-Mentors to acquire or enhance skills

## Closing Statement

In sum, the One Roof Community Meetup is both an experience and a process with the final objective of bringing together newly arrived migrants and members of the community. The intention of the project is to reach a better mutual understanding of each other's values and behaviours, foster a sense of belonging to a community, and mitigate stereotypes, discrimination, xenophobia, racism, as well as easing the access to local services to newly arrived migrants through the support of an inclusive community network.

This document aims to provide guidance in the development and implementation of the actual One-Stop-Shop (known as One Roof Community Meetup in Perugia) as well as the DREAMM activities for work package 2 and 3. Behind the methodology, a flexible approach allows adapting to the various activities of the project and promotes an open learning environment that adapts to the context and the situation. This is an additional resource to the VAI Manual and the printed material from the DREAMM trainings you attended.

The use of social media and communication channels such as WhatsApp and Telegram are a tool that will allow all participants of the project to have an open communication channel, receive updates and news regarding the project activities and events or any relevant material that promotes inclusion, equality, and access to services.



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# DIARY LOG

## DREAMM Lead-Mentor

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## DIARY LOG DREAMM LEAD-MENTOR

The diary collects information from the activities, workshops and actions implemented in the DREAMM project "Develop and Realise Empowering Actions for Mentoring Migrants" with migrant newcomers and the local population of the territory of \_\_\_\_\_. The goal is to document the experience and initiate a process of reflection and documentation. This diary is a support tool for Lead-Mentors aiming to achieve the objectives of the project.

To document the activities in which you participated, please utilise the following format:

1. A short story/description of the event or activity and any situation you consider relevant during a workshop, a One Roof Community Meetup, or a social/artistic/cultural event.
2. A reflection based on your experience, what do you think was effective or what could be improved.

Date (dd/mm/yyyy):

Event:

1. Brief description/story

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2. Reflection about the experience

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In the following part, select only one answer per question/statement.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
<b>1. Did the activity promote a welcoming environment?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Did the environment allow participants to build social connections?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Did the activity encourage inclusive interactions?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Did the activity encourage mutual appreciation of each other's cultural backgrounds and origins?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Did all participants have the opportunity to express themselves?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Did the activity provide participants a safe environment to speak about personal experiences and stories?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Was the presence of DREAMM Mentors helpful?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Participants were able to participate without any barriers or obstacles.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Participants seeking for information received help/resources to cover such needs.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# DIARY LOG

## DREAMM Mentor

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## DIARY LOG DREAMM MENTOR

The diary collects information from the activities, workshops and actions implemented in the DREAMM project "Develop and Realise Empowering Actions for Mentoring Migrants" with migrant newcomers and the local population of the territory of \_\_\_\_\_. The goal is to document the experience and initiate a process of reflection and documentation. This diary is a support tool for Mentors aiming to achieve the objectives of the project.

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2. A reflection based on your experience, what do you think was effective or what could be improved.

Date (dd/mm/yyyy):

Event:

1. Brief description/story

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2. Reflection about the experience

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**Personal Information and Basic Needs Survey**

Data/Date: \_\_\_\_\_

Nome (name) e Cognome (last name): \_\_\_\_\_

Telefono (phone): \_\_\_\_\_

Email: \_\_\_\_\_

Preferisci essere contattato telefonicamente o via email (would you prefer to be contacted by phone or email?)

Phone                       Email

Il tuo quartiere (your neighborhood): \_\_\_\_\_









Data di nascita (birth date) : \_\_\_\_\_


Luogo di nascita (place of birth): \_\_\_\_\_

Lingua preferita (preferred language): \_\_\_\_\_

Data di arrivo in Italia (Approximate date of arrival in Italy): \_\_\_\_\_

Quali sono i tuoi bisogni? Ordina da 1 a 8, dal più importante al meno urgente. What are your needs? Order from 1 to 8, 1 being the most important and 8 the least urgent.

 <b>DOCUMENTI</b> <input type="checkbox"/> Documents	 <b>SALUTE</b> <input type="checkbox"/> Health	 <b>LAVORO</b> <input type="checkbox"/> Job	 <b>LINGUA ITALIANA</b> <input type="checkbox"/> Italian Language
 <b>ALLOGGIO</b> <input type="checkbox"/> Housing	 <b>FORMAZIONE</b> <input type="checkbox"/> Skills Training	 <b>SOCIALIZZAZIONE</b> <input type="checkbox"/> Social Events	 <b>ALTRO</b> <input type="checkbox"/> Other _____ _____ _____



PLEASE NOTE (NOTA BENE): Request authorization for data processing (Richiedere l'autorizzazione al trattamento dei dati)

Date data (dd/mm/yyyy) \_\_\_\_\_ Signature (firma utente) \_\_\_\_\_

Agent/representative's signature (firma rappresentante o agente) \_\_\_\_\_

#### ACKNOWLEDGMENT OF THE INFORMATION AND CONSENT TO THE TREATMENT

Except as expressly provided for in the text of the mandatory information regarding the protection of personal data, which with your signature declares to have received, read, and understood, even in extended form, Cidis Onlus, as Data Controller, pursuant to articles. 13 and 14 of the GDPR, informs you, in summary form, that the data provided or collected by the Data Controller, also through Managers and / or Joint Controllers, or drawn from public registers, of a personal, particular nature and relating to criminal convictions, crimes and measures security, collected with the compilation of this form, will be processed exclusively for purposes connected and instrumental to the provision of the Services requested on the basis of Articles 6 lett. a) b) c) e) and f), 9 lett. a) g) and f) and 10 of the Gen. Reg. 679 and 27 April 2016 (hereinafter GDPR) and of the articles 2 sexies and 2 octies of Legislative Decree 196/2003. Personal data, anonymously, will also be processed for statistical and market research purposes to improve the Services offered by Cidis Onlus. At any time, you can exercise the rights referred to in Articles. 15 and following of the GDPR by contacting the Data Controller directly via the email address [privacy@cidisonlus.org](mailto:privacy@cidisonlus.org).

I, the undersigned, \_\_\_\_\_ committing myself to communicate to the Data Controller, or to collaborate with the latter to update the data that may be subject to changes or corrections over time, I declare that I have received, read and understood the information, and

-  I express  I do not express my consent to the processing and communication to the subjects indicated in point VI.1 n. 4) of the information on my personal data relating to criminal convictions, crimes and security measures, within the limits and for the purposes specified in the information. - N.B. - In the absence of consent, the Data Controller will not be able to provide the requested Services.

-  I express  I do not express my consent to the communication of the particular categories of personal data concerning me to the subjects indicated in point VI.1 n. 4) of the information (e.g.: public and private bodies, financiers, contractors, lead organizations). - N.B. - In the absence of consent, the Data Controller will not be able to provide the requested Services.

-  I express  I do not express my consent to the use of web platforms for meetings, webinars and remote collaboration N.B. - In the absence of consent, the Data Controller will not be able to provide the requested Services if provided online –

(Optional)  I express  I do not express my consent in relation to the use of my image in the context of audio / video recordings for the disclosure, promotional and information purposes described in the information. In the absence of consent, the Data Controller will not be able to provide the requested Services. For those who use online services.

Signature and date (dd/mm/yyyy) Firma e data \_\_\_\_\_



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## References

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<https://publications.iom.int/books/power-contact-designing-facilitating-and-evaluating-social-mixing-activities-strengthen>

[https://ec.europa.eu/migrant-integration/home\\_en](https://ec.europa.eu/migrant-integration/home_en)

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Tool Name	MIGRANTS' DATA COLLECTION SURVEY
Theme & Section	Facilitation: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This survey is filled in by migrants when they approach the One-Stop-Shop to receive mentoring support. It allows mentoring providers to gather the necessary data that informs them about the type of services individual migrants would like to make use of and where they can contact the beneficiaries if needed.
Aim/s	<ul style="list-style-type: none"> <li>▪ Allow Lead-Mentors to collect migrants' contact details</li> <li>▪ Inform Lead-Mentors about the type of mentoring services required by the individual migrant</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ construct a migrants' reference contact list</li> <li>▪ provide a personalised mentoring experience, with the help of Mentors, based on the individual migrant's needs</li> </ul>
Time	c. 20 minutes to process and log in data
Resource/s	o 'Migrants' Data Collection Survey' template
Methodology	<ol style="list-style-type: none"> <li>1. Hand out a copy of the survey to Lead-Mentors and explain its purpose and how migrants need to complete it with support.</li> <li>2. Inform them that several copies will be available at the One-Stop-Shop. They are to be given to migrants either by the One-Stop-Shop operator or the Mentors present on the day, completed on site and returned.</li> <li>3. Collected data will be logged in by the One-Stop-Shop operator.</li> </ol>
Tips for Trainers	In the presence of language barriers, a cultural mediator may be required to help migrants complete the survey.
Further Information	N/A
Tool Implementation Case Study	The included survey was compiled by CIDIS (Italy) after a consultation meeting between all DREAMM project partners (i.e., Austria, Cyprus, Italy, Germany, Greece, and Malta). It was used with migrants who approached the One Roof Community Meetup (aka One-Stop-Shop) in Perugia and Naples. The other DREAMM project partners made use of similar surveys in their own One-Stop-Shop contexts. In view of potential language barriers, all surveys were kept simple and most included visuals to help with comprehension.



### This Survey for the DREAMM project

- identifies the needs of individual Third-Country Nationals (TCNs) when checking in the One-Stop-Shop
- shall be filled by One-Stop-Shop operators/Mentors
- is for internal purposes only and will not be used for research/reporting purposes

**Disclaimer and Ethical Clearance** is provided by the University of Malta

Kindly answer the following 9 questions in this survey.

### Personal Data of the TCN

We use anonymised data of the TCN only.

First, please select your country by ticking the country code (IT, CY, EL, MT, AT, DE). Then, ~~sm~~ number the TCNs (1-n) and keep an internal list. Partners shall keep the personal data confidential and NOT deliver them to the coordinators.

Answer the following questions by entering the TCN's Gender, (Range of) Age, Origin, and since when the TCN is in the new country (year of arrival).

#### Please select your (partner) country

❗ Choose one of the following answers

Please choose **only one** of the following:

- IT
- CY
- EL
- MT
- AT
- DE

### TCN Person code \*

Please write your answer here:

simply number it according to your own (internal) list

### Please select the Gender of the TCN \*

❶ Choose one of the following answers

Please choose **only one** of the following:

- male  
 female  
 diverse

male, female, diverse = d

### Please insert the age of the TCN \*

❶ Choose one of the following answers

Please choose **only one** of the following:

- <20  
 20-30  
 30-40  
 40-50  
 50-60  
 >60

please insert age ranges only

### Please insert Country of Origin of the TCN \*

Please write your answer here:

Where was the TCN born?

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## Since when is the TCN in your country? \*

❶ Choose one of the following answers

Please choose **only one** of the following:

- before 2020
- 2020
- 2021
- 2022

Please tick the appropriate time span of arrival of the TCN

## Counselling subjects

Please tick the box/es of your counselling/support subjects or specify in case of "others"

❶ Check all that apply

Please choose **all** that apply:

- Housing
- Legal Issues
- Children / School
- Work
- Social Activities
- Culture Activities

Other:

## Interested in...

What sort of topics and activities would the TCN be interested in and supported?

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Please choose the appropriate response for each item:

	<b>much</b>	<b>Pretty much</b>	<b>More or less</b>	<b>less</b>	<b>Not at all</b>	<b>N/a Not asked</b>
<b>Support Language Practice</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Help support in bureaucracy (forms, offices, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Help understanding Culture &amp; history in</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Getting familiar in Food and Drinks</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Getting familiar in Nature (forest, landscape, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Environmental Issues (Recycling, saving energy, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Getting in contact with Sports</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Mentors' Experience

Please quickly rate your experience with this TCN:

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Please choose the appropriate response for each item:

	<b>Much</b>	<b>Pretty much</b>	<b>More or less</b>	<b>Less</b>	<b>Not at all</b>
<b>How difficult was the support for this TCN?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>How satisfied are you with the support that you gave to this person?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit your survey.

Thank you for completing this survey.

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Tool Name	POEME E-WORKSHEETS
Theme & Section	Facilitation: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	These online worksheets aim to help migrants boost their oral acquisition of the language of the new country while learning about four areas of European cultural heritage: tangible (archeological and historical sites, artefacts, clothes, books, etc.), intangible (language, customs, etc.), natural (landscape and biodiversity), and digitalised (computer-based materials of value).
Aim/s	<ul style="list-style-type: none"> <li>▪ Equip Lead-Mentors with the know-how required to guide Mentors and migrants on how to navigate the 'POEME' website and access the e-worksheets</li> <li>▪ Explain how Lead-Mentors/Mentors can help migrants complete the e-worksheets in a semi-guided learning climate</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ provide clear, step-by-step instructions to Mentors on how to navigate the 'POEME' website and access the e-worksheets</li> <li>▪ instruct Mentors on how to help migrants complete the e-worksheets in a semi-guided learning climate</li> </ul>
Time	The time allocated for the 'POEME' e-Worksheets is flexible. Approximately, the time necessary for going through one e-book and for explanation and implementation of one e-worksheet is 5 hours.
Resource/s	<ul style="list-style-type: none"> <li>○ computers/laptops/tablets/mobiles with a Wi-Fi connection</li> <li>○ projector</li> <li>○ 'POEME' e-Worksheets retrievable from <a href="https://poemeproject.eu/">https://poemeproject.eu/</a></li> <li>○ flipchart and markers</li> <li>○ writing material</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Go through the 'POEME' report which can be found in the website of 'POEME' (IO1 of the project) prior to the workshop.</li> <li>2. Explain how Lead-Mentors can approach any of the specific topics explored on the website and how to use the linked e-worksheets.</li> <li>3. Ask participants to complete an e-worksheet or any of the quizzes linked to the topic to check understanding and get the feel of how the website works.</li> <li>4. Inform participants that they are free to check the rest of the website independently and provide feedback in a follow-up meeting.</li> </ol>
Tips for Trainers	The methodology applied in acquainting Lead-Mentors with the 'POEME' e-Worksheets is the same as that applied in the application of the 'Practical Activities Set for Mentoring Migrants in Educational Environments', i.e., the Flipped Learning Method.
Further Information	The 'POEME' e-Worksheets, used in the DREAMM context, form part of 'POEME' which is an Erasmus+ KA226 Partnership for Digital Education Readiness. Information about this project and related materials can be retrieved from <a href="https://poemeproject.eu/">https://poemeproject.eu/</a>
Tool Implementation Case Study	Lead-Mentors in Greece considered these e-worksheets a motivating learning aid that adheres to the importance given by European frameworks in building on cultural heritage and migrant inclusion into the new country through the development of migrants' linguistic competences (i.e., lexical, phonological, syntactical, and grammatical).

Tool Name	ACTINYOUTH INTERACTIVE PLATFORM
Theme & Section	Facilitation: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This online platform helps Lead-Mentors who desire to focus on migrant youths to enhance their intercultural competences through theatrical methodologies. Acquired knowledge and skills can be then applied in the implementation of local theatre workshops for the social inclusion among youngsters with different cultural backgrounds who are at risk of social exclusion.
Aim/s	<ul style="list-style-type: none"> <li>▪ Acquaint Lead-Mentors with the content and the potential use of the 'ActInYouth' platform</li> <li>▪ Equip Lead-Mentors with the know-how required to guide Mentors and migrants how to navigate the platform</li> <li>▪ Improve Lead-Mentors' intercultural communication competences through innovative theatrical approaches for the engagement of disadvantaged or underrepresented migrant groups</li> <li>▪ Show Lead-Mentors, in collaboration with Mentors, how to engage migrant youths in local and international theatre workshops and related online activities</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ access the 'ActInYouth' platform confidently</li> <li>▪ guide Mentors and migrant youths how to use the platform as a communicative medium and learning opportunity</li> <li>▪ apply their enhanced intercultural competences to boost those of Mentors and migrants through modelling and their general attitude</li> <li>▪ coordinate theatrical workshop sessions that allow Mentors and migrant youths to engage, connect, and empower themselves, overcoming intercultural barriers in informal educational settings</li> </ul>
Time	c. 2 hours
Resource/s	<ul style="list-style-type: none"> <li>○ computers/laptops/tablets/mobiles with a Wi-Fi connection</li> <li>○ 'ActInYouth' project's website accessible at <a href="https://www.actinyouth.eu/">https://www.actinyouth.eu/</a></li> <li>○ 'ActInYouth' interactive platform accessible at <a href="https://training.actinyouth.eu">https://training.actinyouth.eu</a></li> <li>○ tutorial video accessible online at <a href="https://www.youtube.com/watch?v=CZal7pQXfAM">https://www.youtube.com/watch?v=CZal7pQXfAM</a></li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Guide participating Lead-Mentors how to navigate the 'ActInYouth' platform.</li> <li>2. Supply participants with step-by-step instructions and support materials that ensure Mentors and migrants can easily access and utilise the platform's features and resources.</li> <li>3. Show participants how to utilise the innovative theatrical approaches to improve intercultural communication competences.</li> <li>4. Brainstorm how participants can approach and engage migrant youths in local and international theatre workshops.</li> </ol>
Tips for Trainers	It is recommended that you become well-acquainted with the 'ActInYouth' platform prior to the workshop.
Further Information	'ActInYouth' is a project funded by the KA2 – Cooperation for innovation and the exchange of good practices KA227 – Partnerships for Creativity, and co-funded by the European Union. It was linked to DREAMM due to its desirable outcomes among marginalised migrant groups. More information about it can be retrieved from the project's website <a href="https://www.actinyouth.eu/">https://www.actinyouth.eu/</a> as well as from the interactive platform <a href="https://training.actinyouth.eu">https://training.actinyouth.eu</a>

Tool Implementation  
Case Study

The 'ActInYouth' platform enabled Lead-Mentors in Greece to acquire the knowledge and skills necessary to boost both migrants' intercultural competences and theirs; a key requirement when living in societies having an intercultural dimension. It also served as an idea generator how Lead-Mentors could organise performance-based sessions that allow young people from diverse cultural backgrounds to mix and mingle and learn about each other's cultural heritage; hence overcoming intercultural barriers and appreciating diversity.



Tool Name	LEAD-MENTORS' DIARY LOG
Theme & Section	Facilitation: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	<p>This log is meant to collect a narrative report about the mentoring provision from the Lead-Mentor's perspective that would also serve as a self-assessment and evaluation. It also provides trainers and organisations valuable feedback from interactions between the final beneficiaries, other Lead-Mentors, Mentors, cultural mediators, educators, etc. about how to improve the overall arrangements for future Lead-Mentor training programmes, mentoring provision, and the migrant integration process.</p> <p>The log consists of a:</p> <ul style="list-style-type: none"> <li>• narrative description of the activity</li> <li>• self-reflection on the interactions and participation</li> <li>• self-analysis of challenges, positive outcomes, and areas of improvement</li> <li>• observation of the outcomes reached in each activity/event</li> </ul>
Aim/s	<ul style="list-style-type: none"> <li>▪ Assist Lead-Mentors in keeping track of mentoring provision and organised integration activities and events</li> <li>▪ Encourage Lead-Mentors to reflect and improve on their developing migration and integration competences in the main domains of participation, intercultural communication, equality, team building, and autonomy</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ report the outcomes of the activities and the interactions between Lead-Mentors, Mentors and migrant beneficiaries</li> <li>▪ offer suggestions about how to improve the planning and organisation of integration events and activities as well as resolve challenges met with</li> <li>▪ self-assess their interactions with migrants, other Lead-Mentors and Mentors</li> <li>▪ reflect on challenges, positive outcomes, and possible areas for improvement</li> </ul>
Time	c. 45 minutes to send, receive, process and log in collected data
Resource/s	<ul style="list-style-type: none"> <li>○ 'Lead-Mentors' Diary Log' template</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Share the diary log with Lead-Mentors during their training and explain its purpose and how it needs to be filled in.</li> <li>2. Email a soft-copy of the diary log to Lead-Mentors upon the launch of the One-Stop-Shop.</li> <li>3. At the end of each integration activity, email them a reminder to fill in the diary log with their reflections and photos of the activity.</li> <li>4. Collect, read and archive these reflections to create a valuable documentation about the migrant and integration endeavours in your national and/or local context.</li> </ol>
Tips for Trainers	Given that volunteering requires flexibility, Lead-Mentors can complete this log at their discretion and for as many interactions as they can document.
Further Information	N/A
Tool Implementation Case Study	CIDIS (Italy) prepared the included diary log and forwarded it to all DREAMM project partners (i.e., Austria, Italy, Cyprus, Germany, Greece, and Malta) to be used within their individual migration contexts. Lead-Mentors across the board diligently completed the diary logs, documenting interactions between them and the final beneficiaries, reflecting on the various experiences and their outcomes, and further developing competences.

## LEAD-MENTOR DIARY LOG

The diary collects information from the activities, workshops and actions implemented in the DREAMM project "Develop and Realise Empowering Actions for Mentoring Migrants" with migrant newcomers and the local population of the territory of \_\_\_\_\_. The goal is to document the experience and initiate a process of reflection and documentation. This diary is a support tool for Lead-Mentors aiming to achieve the objectives of the project.

To document the activities in which you participated, please utilise the following format:

1. A short story / description of the event or activity and any situation you consider relevant during a workshop, a One Roof Community Meetup, or a social/artistic/cultural event.
2. A reflection based on your experience, what do you think was effective or what could be improved.

Date (dd/mm/yyyy):

Event:

1. Brief description/story

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2. Reflection about the experience

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In the following part, select only one answer per question/statement.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
<b>1. Did the activity promote a welcoming environment?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Did the environment allow participants to build social connections?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Did the activity encourage inclusive interactions?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Did the activity encourage mutual appreciation of each other's cultural backgrounds and origins?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Did all participants have the opportunity to express themselves?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Did the activity provide participants a safe environment to speak about personal experiences and stories?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Was the presence of DREAMM Mentors helpful?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Participants were able to participate without any barriers or obstacles.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Participants seeking for information received help/resources to cover such needs.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Tool Name	OBSERVATION FORM FOR FACILITATING JOINT COMMUNITY ACTION MEETINGS AND EVENTS
Theme & Section	Facilitation: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	This form is meant to help Lead-Mentors facilitate focus groups and information meetings when planning and developing the Joint Community Action.
Aim/s	<ul style="list-style-type: none"> <li>○ Yield basic information about the participants within the Joint Community Action focus group</li> <li>○ Serve as an observation guide of the communication flow during the intervention</li> <li>○ Serve as a note-pad for the collection of ideas, reflections, noteworthy comments, and feedback</li> </ul>
Learning Outcome/s	<p>Lead-Mentors can:</p> <ul style="list-style-type: none"> <li>▪ build a data base with the basic details of all participants involved in the Joint Community Action</li> <li>▪ annotate communicative interactions taking place and facilitate communication in areas requiring improvement</li> <li>▪ evaluate the mentoring/integration process and suggest ways how to improve/enhance it</li> </ul>
Time	c. 45 minutes to send, receive, process and log in collected data
Resource/s	<ul style="list-style-type: none"> <li>○ 'Observation Form for Facilitating Joint Community Action Meetings and Events' template</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Share the form with Lead-Mentors during their training and explain its purpose and how it needs to be filled in.</li> <li>2. Email a soft-copy of the form to Lead-Mentors prior to the beginning of the Joint Community Action focus groups and round table meetings, with a reminder to complete the form during each meeting.</li> <li>3. Collect, read and archive annotated reflections to create a valuable documentation about the migrant and integration endeavours in your national and/or local context.</li> <li>4. Call for a Lead-Mentor meeting soon after the Joint Community Action to collect direct feedback, evaluate the process, identify areas for improvement, and brainstorm ways how to enhance the integration experience.</li> </ol>
Tips for Trainers	N/A
Further Information	N/A
Tool Implementation Case Study	<p>CIDIS (Italy) produced and disseminated the included form among coordinating Lead-Mentors during preparatory meetings regarding the Joint Community Actions in Perugia and Naples. The form provided Lead-Mentors with a guide in utilising and modelling their competences in facilitating the interaction during the meetings by:</p> <ul style="list-style-type: none"> <li>• encouraging participation</li> <li>• promoting Intercultural Communication and facilitating positive, respectful interactions</li> <li>• promoting equality</li> <li>• promoting collaborative teamwork towards a specific goal</li> <li>• encouraging autonomous thinking and reflection</li> </ul> <p>As a result, participants became engaged in collaborative analysis and reflection concerning community matters in an atmosphere of respect, exchange and affinity. Brainstormed ideas and devised action plans later translated themselves in the designated DREAMM Joint Community Actions taking place in Perugia and Naples.</p>



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# Observation Form

## Focus Groups

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## Participants at the group

Number of participants	
Male	
Female	
Average age of the participants	

Countries of origin of the participants:

## Communication:

Check the sentences that describe the communication dynamic in your group:

<input type="checkbox"/>	All the participants took a part in the conversation
<input type="checkbox"/>	One or more participants did not take a part in the conversation
<input type="checkbox"/>	It was necessary to encourage the intervention of certain persons
<input type="checkbox"/>	The dialogue has developed autonomously
<input type="checkbox"/>	The dialogue has been fluid
<input type="checkbox"/>	The dialogue was interrupted by long moments of silence
<input type="checkbox"/>	It was necessary to encourage dialogue with examples
<input type="checkbox"/>	Language difficulties have been reduced and overcome
<input type="checkbox"/>	Language difficulties prevented some people from participating
<input type="checkbox"/>	The keywords provided were useful
<input type="checkbox"/>	The communication style used is inclusive
<input type="checkbox"/>	The group was able to accept the views of all
<input type="checkbox"/>	There have been moments of discrimination by age, origin, gender or otherwise
<input type="checkbox"/>	Participants are proactive and ask for help when needed
<input type="checkbox"/>	Participants practised active listening

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Add your reflections:

## Findings

Elements that your city has (or not) that promote intercultural exchanges

Ideas for promoting intercultural activities

Additional Feedback

Keywords

Iconic quotations



Tool Name	NETWORKING TOOLS: WHATSAPP, TELEGRAM, ETC.
Theme & Section	Migration: Materials
Target Users & Audience	Trainers and organisations to prepare Lead-Mentors
Tool Description	Any messaging app that lets users text, chat and share media, including voice messages and video, with individuals or groups. In the DREAMM context, these apps resulted handy in solidifying the Lead-Mentor and Mentor community by providing them with a means of quick communication between them and a sharing point of latest project updates and activities.
Aim/s	<ul style="list-style-type: none"> <li>▪ Facilitate communication between Lead-Mentors, and Lead-Mentors and Mentors</li> <li>▪ Provide an online sharing point of project updates and activities</li> <li>▪ Consolidate the DREAMM Lead-Mentor/Mentor Community</li> </ul>
Learning Outcome/s	Lead-Mentors can: <ul style="list-style-type: none"> <li>▪ communicate easily and quickly with peer Lead-Mentors and teams of Mentors</li> <li>▪ share project updates and activities</li> <li>▪ form closer communicative/working bonds with peer Lead-Mentors and teams of Mentors</li> </ul>
Time	c. 20 minutes to create the group and communicate its purpose and function to participants
Resource/s	<ul style="list-style-type: none"> <li>○ any networking tool of your choosing</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Share the need for a common, quick networking tool with Lead-Mentors and communicate its aim and function.</li> <li>2. Decide on a specific networking tool that is familiar with every participant.</li> <li>3. Emphasise the use of the following basic communicative rules: <ul style="list-style-type: none"> <li>➤ use inclusive language</li> <li>➤ share only opportune materials (avoiding political commentary, respecting different cultural elements, not sending offensive messages...)</li> <li>➤ share messages/content regarding intercultural themes</li> <li>➤ respect the privacy and opinion of all participants</li> <li>➤ use the office cell phone to avoid sharing personal numbers with everyone in the group</li> </ul> </li> </ol>
Tips for Trainers	Trainers and Lead-Mentors are to use the networking app to promote integration actions and events, plan collaboratively, set internal meetings, and share materials.
Further Information	N/A
Tool Implementation Case Study	<p>Both CIDIS (Italy) and the University of Malta created a WhatsApp Group to work in conjunction with their respective One-Stop-Shops. WhatsApp has proved to be a great resource in providing Lead-Mentors, and collaborating Mentors, with a space that could be accessed easily and quickly to share interests, events, and activities. The dialogue has been respectful, and enthusiasm to collaborate on the organisation of the various activities/events increased. Making good use of available means of social media was indeed an excellent decision to:</p> <ul style="list-style-type: none"> <li>• develop further the DREAMM Community</li> <li>• encourage Lead-Mentor and Mentor communication and collaboration</li> <li>• share cultural, artistic, social events</li> <li>• share the activities from the DREAMM project</li> <li>• provide urgent information or communication</li> </ul>