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DREAMM — AMIF-2019-AG-CALL

Training and competence development of potential DREAMM Lead-Mentors and Mentors
6 national reports

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EXECUTIVE SUMMARY

This document is the result of a joint effort with the consortium in order to better present the progress of the project activities as of 15 July 2021. It gathers all the national reports of the project partners and is structured as follows:

1. SUMMARY
Start-phase; target groups; concept from the content point of view; programme aspects and perspectives

2. START PHASE
Preliminary work; recruiting (who, when, cooperation partners, etc.), description of the local situation (0.5-1 page); description of the local situation in regard of the recruitment of potential lead-mentors and mentors; the who are you cooperating with, etc.

3. CONTENT OF LEAD-MENTOR AND MENTOR TRAINING IN SPECIFIC COUNTRY/TERRITORY
Selection of the content from a content lists elaborated by the consortium, for the lead-mentors and mentors training covering Levels 2 and 3 (as listed in LEVEL5 competence frameworks).
Note: Content in Level 2 is general content/basic knowledge which is rather obligatory for Lead-Mentors. Content in Level 3 is dependent on the specific context. Level 4 will eventually be covered by the local intervention and/or the contextualised practical learning projects.

4. LEARNING PROGRAMME FOR LEAD-MENTORS AND/OR MENTORS
Information on the following topics: learning goals and objectives, methodology, programme

5. PLANNED LEARNING PROJECTS/SOCIAL COMMUNITY ACTIONS IN SPECIFIC COUNTRY/TERRITORY
Description of the first ideas or already initiated actions for learning projects/social community actions that will be carried out by lead-mentors/mentors with migrants in local community

6. OUTCOMES AND EXPERIENCES AS PER 15.07.2021
Description of actions carried out so far and those planned for the next months

CONTENT LISTS

Three lists of content have been elaborated by the consortium for the Lead-Mentors and Mentors training concerning three main topics:

### 1.	Contents and topics relating to Migration

On Level 2:

- HISTORY OF MIGRATION IN GENERAL
  - Reasons for migration of Third-Country Nationals (TCNs)
  - Push and pull factors (why do they come)
  - Expectations of migrants

- EU DIMENSION
  - European values and aspects
  - Common aspects in Europe for the integration for TCNs
  - Common aspects in Europe and international refugee rights
  - EU Action Plan on Integration and Inclusion 2021-2027
  - Union of Equality: EU Anti-racism Action Plan 2020-2025

- DATA ON TCNs PRESENCE IN EU/NATIONAL /LOCAL CONTEXT
  - Statistics (presence and composition (gender))
  - Unaccompanied minor
  - Women in the reception system (women in trafficking/violence centers)
  - Family in the reception system

- LANGUAGE NEEDS
  - What are language implications and national regulations?
  - Languages in local contexts

- NATIONAL LEGAL FRAMEWORK
  - Human rights
  - Rights to housing
  - Civil registration (obtaining an ID, etc.)
  - Right to health and right of access to care
  - Workers' rights

On Level 3: (localised learning programme to be planned and delivered by the partners based on local situation)

- DIRECT CONVERSION OF THE EU VALUES TO RIGHTS AND DUTIES IN THE PARTNERS' TERRITORY

- LOCAL SITUATION
  - Local reception policy
  - Local reception structures/Public entities

- ▪ Practical arrangements
- ▪ Local employment policy and opportunities/Job centres
- ▪ Local cooperation of support structures and NGOs/local associations for migrant integration/Transcultural development projects/Project tailored for migrants
- ▪ Education (formal and informal)/Training agencies
- ▪ Unaccompanied minors
- ▪ Women in the reception system (anti- violence local centres)
- ▪ Family in the reception system
- ▪ Health access point

- ● LOCAL STAKEHOLDERS
  - ▪ Local initiatives
  - ▪ NGO
  - ▪ Networks
  - ▪ Public entities

- ● SELF-HELP INITIATIVES
  - ▪ Sharing of experiences on local projects and initiatives
  - ▪ Cooperation partners and experts

- ● OPTIONAL TOPICS
  - ▪ Educational (and other) background of TCN migrants
  - ▪ Gender aspects of migration from third countries
  - ▪ Basic knowledge of different models of integration
  - ▪ Knowledge of local history/culture/customs/… (especially if Mentors are migrants themselves)
  - ▪ Basic knowledge of faiths, traditions, customs of different nationalities that are relevant for Lead-Mentors

2. Contents and topics relating to Facilitation

On Level 2:

- ● Traditional Education (Teaching and Learning theory)
- ● Needs of learners in innovative learning
- ● Levels of formality in learning
- ● Different facilitators' roles (coaches, Mentors, buddies, companions)
- ● Action field of facilitators and tasks
- ● Competences of facilitators
- ● Competence theory (not academic but practice-oriented)
- ● Self-assessment of own facilitation competence (competence spider provided by blinc)
- ● Let Me Learn (LML) approach and self-assessment (adapted module provided by Colin Calleja (UM/MT) and his team)

On Level 3:

- ● Target groups

- Learning in concrete local projects and interventions
- Defining local projects
- Open learning and its facilitation in the concrete local project (application of LEVEL5 and LML instruments, if applicable)
- Design thinking methodology (theory input -> create local projects)

3.   Communication Contents and topics relating to Intercultural Communication

On Level 2: KNOW-WHY COMMUNICATION IS COMPLEX

- Basic concepts and principles: culture and communication
- Basic precepts: interpersonal communication
- Basic precepts: interpersonal communication in an intercultural perspective
- Basic principles to overcome complexity and avoid/prevent communication barriers, etc.
- Knowledge about bureaucratic-institutional communication
  - Written communication: the case of filling in forms
  - Spoken communication, i.e. talk-in-interaction: the case of public or private service situations
- Principles of inclusive communication
  - Basics of hate-speech/hate-communication: how those messages are constructed and how to deconstruct them
- Knowledge about how one's LML patterns influence people's ways of communicating
- Knowledge about meta-communication (reflecting on one's own communication)

On Level 3: KNOW-HOW COMMUNICATION BARRIERS CAN BE AVOIDED OR OVERCOME IN THE NATIONAL/LOCAL CONTEXT

- Which situations are relevant for our target group in the national/local context and situations?
- TCNs' language and communication-related challenges for successful interacting in the national/local context
- Basic knowledge about bureaucratic-institutional communication
  - Examples of forms to fill in from our national/local context
  - Examples of (private or public) service interactions from our national/local context
  - How LML patterns influence the tasks of filling in a form
  - How LML patterns influence the tasks of asking for information or a service
- Examples of hate-motivated and/or hate-producing communication
  - Examples from our national/local context (from newspapers, social media posts, information or propaganda posters, advertising posters, information or propaganda videos, advertising videos, tv talk-shows, etc.)
  - How LML patterns influence the tasks of understanding the communicative construction of hate-oriented communication
- Basic principles of inclusive communication
  - Examples from our national/local context of hate-free and anti-hate communication
  - How LML patterns influence the tasks of deconstructing hate-oriented communication
- How we communicate in our national/local context (meta-communication including the awareness of the influence of our LML patterns)

- How participants' LML patterns influence the dynamics of their interaction between them and the trainers during the DREAMM workshop

DELPHI STUDY METHOD

The coordinating team scanned different suitable reporting and forecasting instruments and decided to use a *Delphi study design* which works with an iterative approach. A Delphi study is a format which is used to ask experts on different levels, sectors and points of time about iteratively substantiated developments starting from unknown scenarios. It is especially suitable to predict future conditions and outcomes in a dynamic project setting. This is exactly the case in DREAMM.

The Delphi method is a structured communication technique or method, originally developed as a systematic, interactive forecasting method which relies on a panel of experts – here the partners. The partners prepare reports and/or answer questionnaires in two or more rounds. After each round, a facilitator or change agent provides a summary of the experts' forecasts from the previous round as well as the reasons they provided for their judgments. It is based on the principle that forecasts (or decisions) from a structured group of individuals are more accurate than those from unstructured groups. Delphi has been widely used for business forecasting and has certain advantages over another structured forecasting approach, prediction demand situations.

As specified by Häder and Häder (1995), Delphi studies tackle issues formulated in statements about which uncertain and incomplete knowledge exists since the method involves making judgments in the face of uncertainty. Otherwise, there are more efficient methods for decision-making. The people involved in Delphi studies only give estimates – here interim stages of reports. The reporters involved need to be selected on the basis of their knowledge and experience so that they are able to give a competent assessment. They have the opportunity to gather new information during the successive rounds of the process. Delphi tries to make use of self-fulfilling and self-destroying prophecies in the sense of shaping or even 'creating' the future.

During the initial stage of DREAMM, the Delphi design was set up by the lead partners of the WPs 2-4 based on group discussions with the LP and other responsible partners in the territories. This first part of the study was established based on the programme developed in a number of collaborative workshops up to June 21 under the assumption that the recruitment of the participants at the different partner locations for Lead-Mentors/Mentors would not start at a uniform date, but over a period between July and Autumn 2021. Some partners also expect that there will be different modules starting at different times.

1. Setting up the Scene

During the first phase of the project, an initial analytical setting was set up to identify the basic properties in each territory. It is hereby being understood that the local partners are the group of experts who report on their local situation and will later discuss and contribute on each of the report phases outlined below.

2. The Progression of the Needs Analysis and Strategy Planning

Usually, the goal (and the result) of a Delphi study is to organise a debate, collect and synthesise opinions, and achieve a degree of convergence. It is a valuable tool for communication and for exchanging opinions on a topic, making experts' tacit knowledge of the future more explicit. It is also useful for longer-term assessments where extrapolations make no sense. It can help to gather the opinions of a larger group of experts and in fields where there is not a lot of evidence about the developments and where experts often do not dare to explain their real opinion.

The Delphi method is mainly used when long-term issues (1 up to 30 years) have to be assessed. It is a useful means of predicting and assessing emerging developments where there is no empirical database, where external factors are likely to have a determining effect and where social arguments may dominate economic or technical considerations. As it implies identifying statements (topics) that are relevant for the future, it reduces the tacit and complex knowledge to a single statement and makes it possible to judge.

Typically involved (i.e. constituting the panel of respondents) are experts from education, social organisations, business, government, research and other persons competent in the field of subject, but

usually the term expert is used in a relatively broad sense. As described above the typical progression of a Delphi Study is a sequence in which experts are being asked to report and answer relevant questions at given development times.

3.   Timing

In DREAMM the team has planned the sequencing in the following way:

March to July 2021
Recruitment Phase
- As described in the local partner report

Joint Content Development and localisation Phase
- As described in the report on hand in regard to the training content and the programme on local levels

July to November 2021
Consecutive Implementation of the Lead-Mentors/Mentors Programme #1
- Eventually the 24 hrs. training programmes for the lead-mentors and mentors will be carried out, most of them between July and October 2021.

Internal reporting on the Implementation of the Lead-Mentors/Mentors Programme
- The outcomes of the training phase will be discussed by the partnership in November 21

December 2021 to 2022
Consecutive Implementation of the Lead-Mentors/Mentors Programme #2
- In this phase the lead-mentors/mentors will decide on the local initiatives and learning projects that will be carried out, partly starting already from early autumn 2021 onwards
- Interim assessments, reflection round and competence assessments will be carried out

Internal reporting on the Implementation of the Lead-Mentors/Mentors Programme
- The outcomes of the implementation phase will be discussed by the partnership in April

NATIONAL REPORT ITALY

1. SUMMARY

Summary State July 15th

In Italy, the implementation of the project started with the recruitment campaign of Lead-Mentors and Mentors, which will be followed by the training of Lead-Mentors from 26 July and the training of Mentors in September.

The participants are selected from the local contest, and therefore from the local community, associations and universities through direct meetings/events/sensitisation campaign organised by CIDIS with potential participants interested in taking part in the project as Lead-Mentors and Mentors.

The training programme was built taking into account the debate on the contents advanced by the consortium and chosen and adapted to the local contest and to the needs of potential Lead-Mentors and Mentors, to better prepare them for the activities that will start in October.

2. START PHASE

CIDIS: ITALY

In Italy, CIDIS will be responsible for promoting the DREAMM project and recruiting Lead-Mentors and Mentors in the identified contexts. CIDIS has been working for 30 years in the Italian context, especially in central and southern Italy, and is well integrated in networks dealing with migration and integration. CIDIS has contributed with the development of the sensitisation material (brochure, flyer...)

In Perugia the context is favourable to the recruitment of potential Lead-Mentors and Mentors, and efforts will be made to reach potential participants also by collaborating with the network of associations and organisations active in the field of migration in the local context. Here, the recruitment phase of the participants started on the 7th of July with an informative and sensitization campaign about the project, organized and inserted in 'Orizzonti' initiative. Orizzonti is an intercultural initiative organised once a week by CIDIS, and it's a social and cultural moment where people with different backgrounds (professional, age, origin, etc.) gather to talk and exchange reflections on different topics related to interculture. To give a wider visibility to the project and to reach an even wider audience, two recruitment and information activities about the project will be implemented on 16th July. The first one will be implemented at the University of Perugia, where the project will be presented to PhD and Master students of Human and Social Sciences at the University of Perugia, and potential Mentors will be recruited, and at the same time the project will be promoted and recruited during events organised by CIDIS, which will attract other potential Lead-Mentors and Mentors.

In Naples, the recruiting phase is starting inside CASA CIDIS, a project that welcomes applicants for international protection. Inspired by an idea of integration and promotion of social cohesion, CASA CIDIS employs a multi-ethnic staff made up of young migrants who are undergoing training in the tourism-hotel sector and offers to its guests the opportunity to discover and experience Naples as a multi-ethnic city. It is a welcoming and hospitable place where people with different backgrounds meet and have experiences with a high intercultural content. For this reason, Casa CIDIS is the place where to recruit potential Lead-Mentors and Mentors and also TCNs for the joint community actions.

3. CONTENTS OF LEAD-MENTORS TRAINING IN ITALY

CIDIS has developed a training proposal, as part of the WP2, and then together with the consortium and by integrating the Level 5 approach, has elaborated the following training contents.

3.1. Migration, reception system and integration policies

Content units

Level 2:

- DREAMM PROJECT
  - Ice-breaking activities
  - Project presentation
  - Timeline for implementation of WP2/3 activities
  - Roles of Lead-Mentors and Mentors

- HISTORY OF MIGRATION GENERAL VIEW
  - Reasons for migration of third-country nationals
  - Push and pull factors/expectations
  - Data on the presence of migrants in the EU/national/local context

- EU DIMENSION
  - EU Action Plan on Integration and Inclusion 2021-2027
  - EU Action Plan against Racism 2020-2025
  - International refugee rights and general national legal framework
  - Housing rights
  - Civil registration
  - Right to health and right of access to care
  - Workers' rights

Level 3: (localised learning programme to be planned and delivered by the partners based on local situation)

- LOCAL CONTEXT
  - Reception policies
  - Local reception facilities
  - Local employment policies and training opportunities
  - Local cooperation of support structures and NGOs
  - Specific territorial projects for: Unaccompanied minors, women & families
  - Meeting with reception operators for territorial services
  - Local public bodies/services
  - Employment centres
  - Training agencies
  - Access points to health services
  - Presentation of local associations for migrant integration/migrant associations

3.2. Intercultural communication in the migratory context

Content units

Level 2

- WHY IS COMMUNICATION COMPLEX?
  - Basic concepts and principles: culture and communication
  - Basic precepts: interpersonal communication
  - Basic precepts: interpersonal communication in an intercultural perspective
  - Basic principles for overcoming complexity and avoiding, preventing communication barriers, e.g., in a cross-cultural perspective

- Knowledge of bureaucratic-institutional communication
- Written communication: the case of filling out forms
- Spoken communication, i.e. talk-in-interaction: the case of public or private service situations
- Principles of inclusive communication
- Hate-speech/hate-communication: how these messages are constructed and how to deconstruct them
- Knowledge of meta-communication (reflecting on one's own communication)

Level 3 (localised learning programme to be planned and delivered by the partners based on local situation)

- What situations are relevant to our target group in the national/local context?
- TCNs' linguistic and communication challenges to successfully interacting in the national/local context
- Examples of hate-motivated and/or hate-producing communication: from newspapers, social media posts, information or propaganda posters, advertising posters, information or propaganda videos, advertising videos, television talk-shows
- Basic principles of inclusive communication
- Basic knowledge of bureaucratic/institutional communication
- Examples of forms to fill out from our national/local context
- Examples of interactions with services (private or public) from our national/local context

HOW CAN COMMUNICATION BARRIERS BE AVOIDED OR OVERCOME IN THE NATIONAL/LOCAL CONTEXT

- What situations are relevant to our target group in the national/local context?
- TCNs' linguistic and communication challenges to successfully interacting in the national/local context
  - Examples of hate-motivated and/or hate-producing communication: from newspapers, social media posts, information or propaganda posters, advertising posters, information or propaganda videos, advertising videos, television talk-shows, etc.
  - Basic principles of inclusive communication
  - Basic knowledge of bureaucratic/institutional communication
  - Examples of forms to fill out from our national/local context
  - Examples of interactions with services (private or public) from our national/local context

3.3. Facilitation and teambuilding and community mobilisation
Content units
Level 2
- Different roles of facilitators (Mentors, peers...)
- Facilitators' aims and tasks
- Facilitator competencies
- Competency theory (not academic but practice-oriented)
- Coaching techniques
- Mobilisation techniques
- Advocacy (what it is, how to do it)
- Methodology of design thinking (theoretical input -> to create local activities/projects
Level 3
- Self-assessment of own facilitation competency (competency spider provided by blinc)
- Let Me Learn (LML) approach and self-assessment (adapted form provided by Colin Calleja (UM/MT) and his team)
- Advocacy campaign development

3.4. Creation of the local group
- Let Me Learn
- Teambuilding activities
- Conflict resolution activities

4. LEARNING PROGRAMME FOR LEAD-MENTORS

4.1. Learning goals

The training course is implemented to reach the following goals:
- Acquire basic and enhanced knowledge on migration and integration based on European systems and values in general and on the local context.
- Understand the specific local support systems and to get in contact and network with the relevant stakeholders.
- Acquire necessary knowledge on intercultural communication to better engage in multicultural context and avoid cultural conflicts.
- Understand the basic principles of competence-oriented learning and to transfer the approach in planning and facilitation of local learning projects.

Specifically, the lead-mentor training in Italy has the following goals:
- Building and transfer knowledge on migration phenomenon and intercultural communication on diversified contexts.
- Provide Lead-Mentors with tools to better create and facilitate groups of Mentors and to better guide social community actions.

The last part of the training will be the moment of the creation of the groups of Lead-Mentors and will be an opportunity for the participants to get to know each other better and build team of work.

Learning objectives:

MIGRATION, RECEPTION SYSTEM AND INTEGRATION POLICIES

On Level 2 the Lead-Mentors will acquire knowledge on:
- The basic history of migration (reasons for migration, push and pull factors, expectations of migrants)
- Statistical overview and data on the presence of migrants in the EU/national/local context
- EU and international/national integration measures and rights

On Level 3 the Lead- Mentors will acquire knowledge on:
- The national and local policies and reception system/facilities
- Local public services/projects for TCNs' integration
- Local association involved in TCNs' integration/advocacy issues

INTERCULTURAL COMMUNICATION IN THE MIGRATORY CONTEXT

On Level 2 the Lead-Mentors will acquire knowledge on:

- What and how different types of identities (gender, age, cultural, ethnic, national, geographical, historical, linguistic, etc.) impact our communication with others
- Ways in which people (re)construct and/or (re)negotiate their own and others' multiple identities depending on experiences, encounters, contexts, and interlocutors
- Different means of verbal, paraverbal, nonverbal and visual communication
- Different communication styles across cultures

On Level 3 the Lead-Mentors will acquire knowledge on:

- How to overcome some communication challenges to better engage in trusting relationship with Mentors and TCNs

FACILITATION AND TEAMBUILDING AND COMMUNITY MOBILISATION

On Level 2 the Lead-Mentors will acquire knowledge on:

- What 'facilitation' (their task/job) is about, and which components and theories (not in academic terms) belong to it
- What it takes to plan and implement collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences
- The role of a facilitator in this process
- At which points they should intervene within the collaborative learning process in a supportive/facilitative manner

On Level 3 the Lead-Mentors will acquire knowledge on:

- Who will be part of the social community action
- Their own role as well as the role of the other interlocutor in the planned social community action
- How to interact/intervene with the specific partners in the social community action
- How to better engage Mentors by acquiring coaching techniques and mobilise local community in joint social community actions

4.2. Structure and Methodology

The training will be carried out in three full-day sessions and half day for teambuilding activities. The morning sessions (09.00/13.00) will cover the theoretical input on the main topics: migration, intercultural communication and facilitation. The afternoon sessions (14.00/17.00) will be dedicated to the practical aspects of the topics, on a local level. The afternoon session will follow a design thinking approach which supports and fosters the development of the skills and attitudes matching the knowledge imparted in the morning sessions. The training will be provided in presence with field experts on the main topics, and the sessions will be filmed, so can be used in the future training for Lead-Mentors and Mentors.

4.3. Programme Lead-Mentors programme in Italy starting 26 of July in Perugia

DATE	TOPIC	TIME	PLACE OF THE TRAINING
26 JULY	**DREAMM PROJECT**	1H	PERUGIA CIDIS
	- Ice-breaking activities - Project presentation - Timeline for implementation of WP2/3 activities - Roles of Lead-Mentors and Mentors	09-10	
	MIGRATION, RECEPTION SYSTEM AND INTEGRATION POLICIES	7H	
	HISTORY OF MIGRATION GENERAL VIEW - Reasons for migration of third-country nationals - Push and pull factors/expectations - Data on the presence of migrants in the EU/national/ local context	3H	

	EU DIMENSION - EU Action Plan on Integration and Inclusion 2021-2027 - EU Action Plan against Racism 2020-2025 - International refugee rights and general national legal framework - Housing rights - Civil registration - Right to health and right of access to care - Workers' rights	'40 '20 '40 '20 '20	
	LOCAL CONTEXT - Reception policies - Local reception facilities - Local employment policies and training opportunities - Local cooperation of support structures and NGOs - Specific territorial projects for: Unaccompanied minors, women & families - Meeting with reception operators for territorial services - Local public bodies / services - Employment centers - Training agencies - Access points to health services - Presentation of local associations for migrant integration/migrant associations	4H 14-18	
27 JULY	**INTERCULTURAL COMMUNICATION IN THE MIGRATORY CONTEXT**	6H 9-16	PERUGIA CIDIS
	WHY IS COMMUNICATION COMPLEX? - Basic concepts and principles: culture and communication - Basic Precepts: interpersonal communication - Basic precepts: interpersonal communication in an intercultural perspective - Basic principles for overcoming complexity and avoiding, preventing communication barriers, e.g., in a cross-cultural perspective - Knowledge of bureaucratic-institutional communication - Written communication: the case of filling out forms - Spoken communication, i.e. talk-in-interaction: the case of public or private service situations) - Principles of inclusive communication - Hate-speech/hate-communication: how these messages are constructed and how to deconstruct them	09 - 13	

	- Knowledge of meta-communication (reflecting on one's own communication)		
	HOW CAN COMMUNICATION BARRIERS BE AVOIDED OR OVERCOME IN THE NATIONAL/LOCAL CONTEXT? - Which situations are relevant for our target group in the national/local context? - TCNs' linguistic and communicative challenges to successfully interact in the national/local context - Examples of hate-motivated and/or hate-producing communication: from newspapers, social media posts, information or propaganda posters, advertising posters, information or propaganda videos, advertising videos, TV talk-shows, etc. - How LML templates influence form-filling tasks - How LML models influence the tasks of asking for information or a service - Basic principles of inclusive communication - Basic knowledge about bureaucratic and institutional communication - How LML models influence the tasks of understanding the communicative construction of hate communication - How LML models influence tasks of deconstructing hate communication - How we communicate in our national/local context (meta-communication including awareness of the influence of our LML models) - How participants' LML models influence the dynamics of interaction between them and the trainers during the workshops	14 -16	
28 JULY	**FACILITATION AND TEAMBUILDING AND COMMUNITY MOBILISATION**	**6H**	**PERUGIA CIDIS**
	Different roles of facilitators (Mentors, peers...) - Facilitators' aims and tasks - Facilitator competencies - Competency theory (not academic but practice-oriented) - Coaching techniques - Mobilisation techniques - Advocacy (what it is how to do it) - Methodology of design thinking (theoretical input to create local activities/projects	9-13	

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	- Self-assessment of own facilitation competency (competency spider provided by blinc) - Let Me Learn approach and self-assessment (adapted form provided by Colin Calleja (UOM/MT) and his team) - Advocacy campaign development	14-16	
29 JULY	**CREATION OF THE GROUP**	4H	PERUGIA CIDIS
	- Teambuilding activities - Conflict resolution activities		

5. PLANNED LEARNING PROJECTS/SOCIAL COMMUNITY ACTIONS IN ITALY

For this session, CIDIS as responsible for the implementation and development of the WP2 activities, had described in detail all the activities that will be implemented by Lead-Mentors, with Mentors and TCNs. Please refer to this document for further details.

6. RESULTS AND EXPERIENCES AS PER 15.07.2021

In Italy, we are currently working on the recruitment process, by organizing local events and promoting the project within local networks of stakeholders. On the 16 of July CIDIS will present the project and recruit potential participants among the student at the University of Perugia; during the same day CIDIS will host an event for the promotion of the project to the local community. Furthermore, CIDIS on 26 of July will start the Lead-Mentors training, that will be held in presence at CIDIS. The Mentors training will start on September.

NATIONAL REPORT GREECE

1. SUMMARY

IASIS NGO declares that the phase of recruiting Lead-Mentors and Mentors has commenced seamlessly. The Researcher of the Project and the Project Manager assigned an employee with the Specialty of the Recruiting Coordinator to identify potential candidates via a two-fold process: a) through the physical network of extensive Volunteers of IASIS and b) through online ads on the social media channels of the organisation. Our main target groups are

a) students and graduates of Human and Social Sciences

b) professionals working with TCNs, migrants, or refugees

c) individuals with a migrant background who want to contribute to the project

Although there have been instant responses from volunteers to participate into the project, the combination of summer holidays and the release of COVID restrictions in Greece has made the process a little bit challenging. Having said that, trainings have been foreseen to get implemented successfully in July 2021, at the certified Educational Center of IASIS in three (3) days of eight (8) training hours each. Participants, after the completion of the Experiential training program are expected to be able to apply best intercultural and communication practices, to map the social welfare services of the State, to have knowledge of the EU dimension about migration and refugeeism and finally to coordinate groups of asylum seekers, refugees and other people with an immigrant background being at risk of social exclusion.

Finally, the perspectives of the recruitment and the delivery of the training program are positive as IASIS has an extensive experience in migration/refugeeism, easy access to target groups and possible Lead-Mentors/ Mentors candidates, while the main Researcher and Trainer who will be in charge to deliver the Training Curriculum is well experienced on the topics due to his academic background in Psychology and migration background, thus being able to employ both theoretical and experiential knowledge.

2. START PHASE

As stated above a recruiting coordinator has been assigned from 1st of June to identify 10 Lead-Mentors and 15 Mentors by announcing the DREAMM training opportunities on the organisation's social media channels and by verbally and/or electronically (e.g. email) communicating to the extensive network of the organisation's volunteers. Candidates are being informed about the aspects of the training, the goals and funding sponsor of the project, the possible dates of the training while they have the opportunity to ask questions or receive follow-up e-mails in case of consent is given.

To get involved in the training sessions candidates should meet ONE of the above criteria:
   a) Be a student or a graduate of Human and Social sciences
   b) Be a professional with experience in migration (language teachers, counsellors, etc.)
   c) Be a Third-Country National from the following countries: Syrian Arabic Republic, Afghanistan, Pakistan, South Sudan, or Somalia (academic degree is optional)

Regarding the national and local situation, although there are some obstacles in committing the Lead-Mentors and Mentors during summer and taking into consideration that recently the COVID-19 restrictions were released, the team of RnD of IASIS will have completed the promised training Sessions until the end of July 2021 due to its extensive network of Volunteers from National Universities and Colleges, experts in the field of migration and experienced trainers.

Finally, all participants have been informed about the acquisition of the Certificate of Achievement after the successful completion of the training sessions.

3. CONTENTS OF LEAD-MENTOR AND MENTOR TRAINING IN GREECE

3.1. Contents and topics relating to Migration

Level 2:
- HISTORY OF MIGRATION IN GENERAL
  - Reasons for migration of Third-Country Nationals (TCNs)
  - Push and pull factors (why do they come)
  - Expectations of migrants

- EU DIMENSION
  - European values and aspects
  - Common aspects in Europe for the integration for TCN
  - Common aspects in Europe and international refugee rights
  - EU Action Plan on Integration and Inclusion 2021-2027
  - Union of Equality: EU Anti-racism Action Plan 2020-2025

- DATA ON TCNS PRESENCE IN EU/NATIONAL/LOCAL CONTEXT
  - Statistics (presence and composition (gender))
  - Unaccompanied minor
  - Women in the reception system (women in trafficking - violence centers.)
  - Family in the reception system

- LANGUAGE NEEDS
  - What are language implications and national regulations?
  - Languages in local contexts

- NATIONAL LEGAL FRAMEWORK
  - Human rights
  - Rights to housing
  - Civil registration (obtaining an ID, etc.)
  - Right to health and right of access to care
  - Workers' rights

Level 3:
(Localised learning programme to be planned and delivered by the partners based on local situation)
- DIRECT CONVERSION OF THE EU VALUES TO RIGHTS AND DUTIES IN THE GREEK TERRITORY

- NATIONAL AND LOCAL SITUATION
  - National Reception Policy of Greece
  - National reception structures – D.Y.E.P
  - National employment policy and opportunities/Job centres
  - National cooperation of support structures and NGOs/local associations for migrant integration/Transcultural development projects/Project tailored for migrants
  - Education (formal and informal)/Training agencies
  - Health access and other social welfare points

- NATIONAL AND LOCAL STAKEHOLDERS
  - National and Local initiatives

- ▪ NGOs
- ▪ Public entities
- ▪ European and National projects
- THEORY BEHIND MIGRATION AND REFUGEEISM
  - ▪ Educational (and other) background of TCN migrants
  - ▪ Definition of Migration, Refugeeism and Asylum Seeking
  - ▪ Psychological and anthropological aspects of migration
  - ▪ Gender aspects of migration from Third countries
  - ▪ Basic knowledge of different models of integration

3.2. Contents and topics relating to Facilitation

Level 2

- Traditional Education (Teaching and Learning theory)
- Needs of learners in innovative learning
- Levels of formality in learning
- Different facilitators' roles (coaches, Mentors, buddies, companions)
- Action field of facilitators and tasks
- Competences of facilitators
- Competence theory (not academic but practice-oriented)
- Self-assessment of own facilitation competence (competence spider provided by blinc)
- Let Me Learn (LML) approach and self-assessment (adapted module provided by Colin Calleja (UM/MT) and his team)

Level 3

- Learning in concrete local projects and interventions
- Defining local projects
- Open learning and its facilitation in the concrete local project (application of LEVEL5 and/ or LML instruments)
- Design thinking methodology (to create local projects, social initiatives, and trainings)

3.3. Contents and topics relating to Intercultural Communication

Level 2 KNOW-WHY COMMUNICATION IS COMPLEX

- Basic concepts and principles: culture and communication
- Basic precepts: interpersonal communication
- Basic precepts: interpersonal communication in an intercultural perspective
- Basic principles to overcome complexity and avoid, prevent communication barriers, e.g. in a cross-cultural perspective
- Knowledge about bureaucratic-institutional communication
  - ▪ Written communication: the case of filling in forms
  - ▪ Spoken communication, i.e. talk-in-interaction: the case of public or private service situations)
- Principles of inclusive communication
  - ▪ Basics of hate-speech/hate-communication: how those messages are constructed and how to deconstruct them
- Knowledge about how one's Let Me Learn (LML) patterns influence people's ways of communicating
- Knowledge about meta-communication (reflecting on one's own communication)

Level 3: KNOW-HOW COMMUNICATION BARRIERS CAN BE AVOIDED OR OVERCOME IN THE NATIONAL/LOCAL CONTEXT

- TCNs' language- and communication-related challenges for successful interacting in the national context
- Basic knowledge about bureaucratic-institutional communication

- ▪ Examples of forms to fill in from our national/local context
- ▪ Examples of (private or public) service interactions from our national/local context
- ▪ How LML patterns influence the tasks of filling in a form
- ▪ How LML patterns influence the tasks of asking for information or a service
- ● Examples of hate-motivated and/or hate-producing communication
    - ▪ Examples from our national/local context (from newspapers, social media posts, information or propaganda posters, advertising posters, information or propaganda videos, advertising videos, tv talk-shows, etc.)
    - ▪ How LML patterns influence the tasks of understanding the communicative construction of hate-oriented communication
- ● Basic principles of inclusive communication
    - ▪ Examples from our national/local context of hate-free and anti-hate communication
    - ▪ How LML patterns influence the tasks of deconstructing hate-oriented communication
- ● How we communicate in our national/local context (meta-communication including the awareness of the influence of our LML patterns)
- ● How participants' LML patterns influence the dynamics of their interaction between them and the trainers during the DREAMM workshop

4. LEARNING PROGRAMME FOR LEAD-MENTORS

4.1 Learning goals and objectives
- ● To have knowledge of the Migration and Refugeeism background
- ● To explain basic psychological and anthropological aspects of Migration and Refugeeism
- ● To have knowledge of the national and local social welfare services, Reception policies and structures, health access points, educational and training opportunities, social initiatives, Public Entities, Social Enterprises, and other services where TCN can benefit
- ● To manage diversity successfully
- ● To apply best intercultural communication practices
- ● To apply best inclusive communication approaches
- ● To handle conflicts successfully
- ● To incorporate the gender aspect in all initiatives and raise awareness among TCNs
- ● To deploy the Let me Learn (LML) approach in different contexts and self-assessment whenever possible
- ● To assess and map the language needs of TCNs
- ● To coordinate and supervise Mentors
- ● To provide feedback to Mentors
- ● To utilise design thinking methodology to develop/amend social initiatives

4.2 Structure and Methodology

The training will rely on the principles of Adult Education and Experiential Learning. The training will have a practical orientation where learners will get involved in Experiential Workshops to successfully consolidate the theoretical framework of the Sessions.

More specifically, the training will get implemented in three (3) days of eights (8) learning hours each in 20 – 21 – 22 September respectively in the certified training center of IASIS NGO, following a 4-hour theoretical introduction in the morning (9:00 PM – 1:00 AM) and a 4-hour hands-on practice in the afternoon (2:00 AM – 6:00 AM) that will include Workshops and Study visits in the Reception and Housing Structures of IASIS NGO. Therefore, learners will get involved in the training program in a meaningful manner, acquiring an active role and reflecting on the subject of studying.

4.3 Programme

The training will get implemented in three (3) days of eight (8) hours each:

DAY 1: Contents and topics relating to 'Migration' both Level 2 and 3

DAY 2: Contents relating to 'Facilitation' both Level 2 and 3

DAY 3: Contents relating to 'Intercultural Communication' both Level 2 and 3

DATE	TOPIC	DURATION	METHOD
20th of September	Presentation of DREAMM Project	½ hour	PowerPoint & Ice-breaking methods
	History of Migration, Migration crises in Greece, EU values and Human Rights	1 ½ hours	PowerPoint
	Roles of Mentors and Lead Mentors	½ hour	Gamified PowerPoint and Group Discussion
	The hosting facilities and structure of Greece about migrants, Framework, Policies and national/regional initiatives	1 ½ hours	PowerPoint, Video, Group Discussion, Case Study
	Break	**1 hour**	**N/A**
	Study visits at IASIS Housing Shelters designed for Migrants	3 ½ hours	Job Shadowing and Group Discussion with Experts in the Field
	Reflection	½ hour	Group Discussion

DATE	TOPIC	DURATION	METHOD
21st of September	Training Needs of TCNs and Educational Methodologies	1 hour	PowerPoint, Group Discussion, Video
	Innovative teaching techniques	½ hour	PowerPoint, Group Discussion, Project-Based Activities
	Introduction of Let Me Learn Approach	½ hour	Project-Based Activities and PowerPoint
	What do facilitators do and how can they help?	1 ½ hours	Game-based Activities (like Team Building) and PowerPoint
	Action Plan of identifying training needs and act as a Facilitator	1 ½ hours	Game-based and Project-based Activites, Role Playings
	Break	**1 hour**	**N/A**
	Study vistis at IASIS social cooperation named Fabric Republic that engages TCN workforce	3 ½ hours	Job shadowing, Group Discussion with Professional Facilitators of Fabric Reublic, Design Thinking Methodology
	Reflection and Self-Assessment	½ hour	Evaluation Form and Group Discussion

DATE	TOPIC	DURATION	METHOD
22nd of September	Principles of Intercultural and Inclusive Communication	1 hour	PowerPoint
	Communication challenges and barries of TCNs	1 hour	Role Playing, Group Discussion, Case Study
	Bureaucratic-institutional communication: The Greek Case	1 hour	PowerPoint, Role Playing, Group Discussion
	Let Me Learn pattern and Communication	½ hour	PowerPoint, Group Discussion
	How Communication Mismanagement can lead to Social Exclusion	½ hour	Case Studies, Group Discussion
	Brake	**1 hour**	**N/A**
	Be a Lead-Mentor or Mentor	3 ½ Hours	Study Visits at IASIS TCNs Cafes, Job Shadowing, Hands-on practice of Facilitation and Inclusive Language, Group Discussion with Experts in the field
	Reflection, Evaluation and Final Discussion	½ hour	Feedback form, Group Discussion

5. PLANNED LEARNING PROJECTS/SOCIAL COMMUNITY ACTIONS IN GREECE

- Orientation of TCNs to One Stop Shop consulting services
- Intercultural and communication workshops with the participation of locals to promote inclusive communication and cultural awareness
- Cafés for exchange of experiences and team building activities
- Visits to Public Services and Entities
- Use of Public Transport
- Visits to museums, cultural institutions, and universities
- Other activities including CV and resume construction, sport activities, etc.
- Mapping of territorial employers suitable for TCNs that recruit individuals even without Greek fluency (outsourcing companies, etc.)
- Mapping of training and educational opportunities suitable for TCNs

6. RESULTS AND EXPERIENCES AS PER 15.07. AND OUTLOOK

The only action that have been carried out up till now is the communication of the training and the recruitment of Lead-Mentors and Mentors. We have foreseen that the training Sessions will be delivered within July 2021 and afterwards the rest of the activities of WP2 will get implemented. So far Lead-Mentors and Mentors have expressed positive feelings about the training program as they find it attractive, interesting, and very practical. We are awaiting for the implementation of the training sessions to begin.

NATIONAL REPORT CYPRUS

1. SUMMARY

Following an internal training between CIP staff, CIP began its recruitment campaign of DREAMM Lead-Mentors and Mentors in early July 2021. Subsequently, the planning process of developing the training program for the Lead-Mentors and Mentors started at the same time.

The target audience for DREAMM Lead-Mentors and Mentors includes professionals from NGOs specialized in migration, integration and human rights, academics, and people with a keen interest in this field. Participants are being recruited, with the use of mails, phone calls and Google forms, through the network of CIP and personal contacts of CIP's staff participating in DREAMM. In mid-July, a Press Conference will be held to provide potential DREAMM Lead-Mentors and Mentors information about the project, their role and their responsibilities.

Due to the ongoing COVID-19 pandemic, most activities of the DREAMM Lead-Mentors and Mentors training will be held online. The training will begin in September, after the end of the summer holiday period, and it will last for three weeks. The training is 24 hours (8 hours each week, spread between 1 or 2 days per week). The programme will be adapted to fit the interests, knowledge and skills of the participants and the workshops will serve as an opportunity for all participants to learn from each other. After the workshop, DREAM Lead-Mentors will be able to communicate with newly arrived TCNs and organise joint community activities in cooperation with DREAMM Mentors. The aim of the training programme is to develop a deep connection between DREAMM Lead-Mentors, Mentors and TCNs, make a positive impact in the lives of TCNs and counter negative stereotypes, xenophobia and racism in Cyprus.

2. START PHASE

Participants will be professionals from CIP (who have ideally worked on projects related to migration and integration). In addition, we will contact organisations and governmental agencies working in the field of migration and integration. We want to have some Mentors from organisations related to gender equality and youth organisations to create a more diverse environment and achieve the maximum social impact.
We will consider the background of each of our Lead-Mentors to try and accommodate their needs and draw examples from their own experiences that might be useful.

By the end of the course, the participants will know about DREAMM and their tasks and they will be able to 'adapt' the training to their own interests while engaging with the project further. Our main goal is to give our Lead-Mentors an understanding of the background of migrants in Cyprus with a field and practical approach. This will make our trainings more interesting and the volunteering experience of our Lead-Mentors and Mentors more engaging and successful.

As of July 1, 2021 not all the Lead-Mentors have been recruited but we plan to recruit the initial team (from the key organisations) by July 12, 2021.

Organisations to contact:

Organisation	Deadline	Recruiting	Result
Cyprus Refugee Council	09/07/2021	Lead-Mentors	2-3 Lead-Mentors
UNHCR Cyprus (United Nations High Commissioner for Refugees in Cyprus)	09/07/2021	Lead-Mentors	2 Lead-Mentors
Cyprus Asylum Office	09/07/2021	Lead-Mentors	1 Lead-Mentors
Help Refugees Work	09/07/2021	Both	2-3 Lead-Mentors, Mentors
Mi-hub	09/07/2021	Both	3-4 Lead-Mentors, Mentors
Caritas	09/07/2021	Both	1 Lead-Mentors, Mentors
KISA	09/07/2021	Both	2 Lead-Mentors, Mentors
Home for cooperation	12/07/2021	Both	1 Lead-Mentors, 2-3 Mentors
Mediterranean Institute for Gender Studies	12/07/2021	Both	1 Lead-Mentors, Mentors
Cyprus Youth Council	12/07/2021	Both	Recruit 1 Lead-Mentors, Mentors

Additional Key Steps:
1. Press Conference [15/07/2021] – reach out to potential Lead-Mentors and Mentors
2. C.I.P' s social media – share DREAMM and calls for Lead-Mentors and Mentors [09/7]
3. Sent specific invitation to EFIVOS KA3 project participants for Lead-Mentors and Mentors [09/07/2021]
4. Sent specific invitation to e-design KA3 project participants for Lead-Mentors and Mentors [09/07/2021]
5. Training of C.I.P Staff member to become Lead-Mentors along with project manager of DREAMM Dr Georgia Solomonidou [30/06/2021]

3. CONTENTS OF LEAD-MENTOR AND MENTOR TRAINING IN CYPRUS

3.1. Contents and topics relating to Migration

Level 2: [all to be addressed in the trainings for Lead-Mentors and Mentors]

- History of migration in general
  ▪ Brief history of migration and refugee crisis in Cyprus
  ▪ Reasons for migration of Third-Country Nationals (TCNs)
  ▪ Push and pull factors (why do they come)
  ▪ Expectations of migrants
  ▪ Difference between migrants, refugees, and asylum seekers
- EU Dimension
- European values and aspects
- Common aspects in Europe for the integration for TCN
- Common aspects in Europe and international refugee rights
- EU Action plan on Integration and Inclusion 2021-2027
- Union of Equality: EU Anti-racism Action Plan 2020-2025
- Data on TCNs presence in EU/national/local context
  ▪ Statistics (presence and composition (gender)
  ▪ Unaccompanied minors
  ▪ Family and women in the reception system (women in trafficking/violence centres)
  ▪ Language needs
- What are language implications and national regulations?
  ▪ Languages in local contexts
- National Legal Framework
  ▪ Human rights (International and Human Rights Law)
  ▪ Rights to housing and working rights
  ▪ Civil registration (obtaining an ID, etc.)
  ▪ Right to health and access to care

Level 3: (Localised learning programme to be planned and delivered by the partners based on local situation)
- Direct conversion of the EU values to rights and duties in the partners' territory
- Local situation
  ▪ Local Reception Policy
  ▪ Local reception structures/Public entities and the role of governmental agencies
  ▪ Practical arrangements (e.g., opening a bank account, booking medical appointments, finding accommodation, etc.)
  ▪ Unaccompanied minors
  ▪ Family and women in the reception system (anti-violence local centres)
  ▪ Health access points

- Specific local themes
  - ▪ Local employment policy and opportunities/Job centres
  - ▪ Local cooperation of support structures and NGOs/Local associations for migrant integration/Transcultural development projects/Projects tailored for migrants
  - ▪ Education (formal and informal) /Training agencies
- Local initiatives and networks
- Self-help initiatives
  - ▪ Sharing of experiences on local projects and initiatives
  - ▪ Cooperation partners and experts
- Education and Integration local practices:
  - ▪ Educational (and other) background of TCN migrants; (i.e., are the opportunities migrants have in Cyprus in accordance to their level of education?)
  - ▪ Knowledge of local history/culture/customs/… (especially if Mentors are migrants themselves) – (this will depend on our final list of Mentors, but we will try to get as many migrants Mentors as possible)
  - ▪ Basic knowledge of faiths, traditions, customs of different nationalities (this will depend on our final list of Lead-Mentors)

3.2. Contents and topics relating to Facilitation

Level 2 [All to be addressed in the trainings]
- Traditional Education (Teaching and Learning theory)
- Needs of learners in innovative learning
- Levels of formality in learning
- Different facilitators' roles (coaches, Mentors, buddies, companions)
- Action field of facilitators and tasks
- Competences of facilitators
- Competence theory (not academic but practice-oriented)
- Self-assessment of own facilitation competence (competence spider provided by blinc)
- Let Me Learn (LML) approach and self-assessment (adapted module provided by Colin Calleja (UM/MT) and his team); (might need assistance by Colin and the team on how to adapt the Let me Learn approach in the context of the Cypriot society)

Level 3
- Target groups
- Learning in concrete local projects and interventions
- Defining local projects
- Open learning and its facilitation in the concrete local project (application of LEVEL5 and LML instruments, if applicable)
- Design thinking methodology (theory input to create local projects)

3.3. Contents and topics relating to Intercultural Communication

Level 2 [all to be addressed in Lead-Mentors trainings]
- Basic concepts and principles: culture and communication
- Basic precepts: interpersonal communication
- Basic precepts: interpersonal communication in an intercultural perspective
- Basic principles to overcome complexity and avoid, prevent communication barriers, e.g. in a cross-cultural perspective
- Knowledge about bureaucratic-institutional communication
  - Written communication: the case of filling in forms
  - Spoken communication, i.e., talk-in-interaction: the case of public or private service situations)
- Principles of inclusive communication
  - Basics of hate-speech/hate-communication: how those messages are constructed and how to deconstruct them
- Knowledge about how one's Let Me Learn (LML) patterns influence people's ways of communicating
- Knowledge about meta-communication (reflecting on one's own communication)

Level 3: Avoiding communication barriers in the national and local context
- What barriers are relevant to our target groups in Cyprus? (What are the main challenges for TCNs? E.g., access to health system, education…)
- TCNs' language- and communication-related challenges for successful interacting in the national/ local context (What are the best practices for communicating in the above scenarios? Identify the main ways in which communication barriers could be reversed.)
- Basic knowledge about bureaucratic-institutional communication
  - Examples of forms to fill in from our national/local context
  - Examples of (private or public) service interactions from our national/local context
- Examples of hate-motivated and/or hate-producing communication and how to change those examples by understanding the importance of integration and diversity
  - Examples from our national/local context (from newspapers, social media posts, information or propaganda posters, advertising posters, information or propaganda videos, advertising videos, tv talk-shows, etc.)
  - Simulation exercises to understand the importance of a diverse environment and avoid hate-motivated communication
- Basic principles of inclusive communication (to overcome hate-motivated and hate-producing communication)
  - Examples from our national/local context of hate-free and anti-hate communication
  - Simulation exercises

4. LEARNING PROGRAMME FOR LEAD-MENTORS

4.1. Learning goals and objectives

During the Lead-Mentors training we will introduce the DREAMM Project to the volunteers and prepare them for their work as Lead-Mentors. We will also introduce and develop all the skills they will need to engage in the activities of the project and be able to train and direct Mentors in the future of the project.

By the end of the course, participants will:
- know about the DREAMM Project and their roles
- have a good understanding of the field of Migration and Integration [Migration, Facilitation and Intercultural Communication, History of Migration in Cyprus)
- be able to participate in Design Thinking Methods and develop new learning projects
- be aware of their future role and tasks

After the first training, the online material will be accessible to all the Lead-Mentors and Mentors and we will host additional meeting to discuss the ongoing development, whenever necessary.

4.2 Structure and Methodology

The Lead-Mentors training will take place in September/ October and the Mentors training will take place as soon thereafter. Throughout this time additional meetings with Lead-Mentors and/or their organisations will be held for the better development of the training.

The course will consist of Three Main Sessions (divided in two Parts) and One Final Session (serving as a summary of the training). Part A of each Session will be more theoretical while Part B will provide the practical approach in each sector (Migration, Facilitation and Intercultural Communication).

Part A will be held online through Zoom and material, like presentations, videos and other documents, will become available to Lead-Mentors after each Session. The idea is to have at least 5 Lead-Mentors for the online sessions which will last for 24h as per the proposal, but for the rest of the Mentors of Lead-Mentors they will watch those videos and of course we will be open for online sessions for clarifications/discussions, etc.

Part B will include games, group activities and discussions and it will be more interactive. Part B will also be held online and we will try to accommodate as many interactive activities as possible. We will consider hosting one of the sessions in person (if the pandemic allows).

In the final session we will create a small guide for the Lead-Mentors, consisting of a summary of the main topics of the training, the description of their role and the strategy for the next steps.

4.3. Programme

Session 1 – Part A [3 hours – zoom, online material]
Main aim: To introduce DREAMM to Lead-Mentors and Mentors and present the topic of Migration with a theoretical approach (Level2)

Topic	Duration	Method/content
Welcoming and getting to know each other	30minutes	Start of Zoom call, brief discussion between Lead-Mentors (Background and experience)
Introduce the DREAMM Project	30minutes	PowerPoint
Migration in Cyprus (past and current), the European Context and the Legal Framework	1hour	PowerPoint Presentation (introduce main theories), Short documentary

Session 1 – Part B [3,5 hours – Zoom, online material] - (some parts could be held in person)

<u>Main aim:</u> To introduce the design thinking method and practical approach of the training and to develop a practical education approach on the topic of Migration (Level3)

Topic	Duration	Method/content
Introduction to the concept of social community actions and the importance of volunteering	1hour	PowerPoint (presentation of migration-related projects in Cyprus)
Introduction to the use design thinking method	1hour	Explain workshops, groups activities and games (that will happen throughout the training)
Use of design method, divide into groups	1hour	Games, group activities
Presentation of group results and discussion	30minutes	Group discussion

Session 2 – Part A [3 hours – Zoom, online material]

<u>Main aim:</u> Introduction to the topic of Facilitation (Level2)

Topic	Duration	Method/content
Introduction to Education and Learning theories	1,5hour	PowerPoint Presentation, videos, and other interactive methods
Introduction to the Let me Learn approach	1,5hour	PowerPoint, group activities
Discussion in groups and engagement with the theory	30minutes	Group discussion

Session 2 – Part B [3,5 hours – Zoom, online material] - (some parts could be held in person)

<u>Main aim:</u> Explain the topic of Facilitation (Level3) through a more practical approach, using design thinking methods

Topic	Duration	Method/content
Introduction to local projects, open learning methods and their facilitation in local projects	1,5hour	PowerPoint
Use of design thinking method, divide into groups	1,5hour	Games, videos, group activities
Presentation of group results and discussion	30minutes	Group discussion

Session 3 – Part A [3,5 hours – Zoom, online material]

<u>Main aim:</u> Introduction to the theoretical framework of Intercultural Communication (Level2)

Topic	Duration	Method/content
Introduction to the importance of culture and communication in the field of migration (theory)	1,5hour	PowerPoint, videos
Introduction to Communication in an intercultural perspective (practical approach)	2hours	PowerPoint
Discussion in groups and engagement with theory	30minutes	Group discussion

Session 3 – Part B [3 hours – Zoom, online material] – (some parts could be held in person)
Main aim: Explain Intercultural Communication using real-life examples and design thinking methods
(Level3)

Topic	Duration	Method/content
Introduction to practical communication barriers and ways to overturn them	1,5hour	Power-Point with real-life examples of language barriers
Use of design thinking method, divide into groups	1,5hour	Simulation exercises
Presentation of group results and discussion	30minutes	Group discussion

Session 4 [3,5 hours – Zoom, and a brief guide for Lead-Mentors]
Main aim: Summarise the topics introduced in previous sessions and establish a strategy for the next steps
of the DREAMM Project

Topic	Duration	Method/content
Summarise the previous sessions and present current, ongoing programmes related to DREAMM	1hour	PowerPoint, a small guide to be provided to each Lead-Mentors
Present the Strategy for the Recruitment of Mentors	30minutes	PowerPoint or Word document
Group activities	1hour	Games
Feedback, Evaluation and Final Discussion	1hour	Group discussion, feedback form

5. PLANNED LEARNING PROJECTS/SOCIAL COMMUNITY ACTIONS

These ideas are only suggestions and as the training programme is developed, we will produce a more detailed list:

- Various programmes ranging from cooking and dancing classes (more fun) to simulation exercises (more educational) with the participation of migrants and locals. Lead-mentor will be able to plan and run these activities. Ideas can be taken from https://www.livingstem.eu/en/
- Learning Greek as a second language classes (run by Lead-Mentors and other local volunteers) , a nice project which can be used is BIBLIODOS which intends to teach foreigners Greek (and Italian, French, English) as a second language via patrimonial pictures and books form the heritage of each country https://bibliodos.eu/library/
- We will introduce ongoing projects and workshops related to migration and integration to lead-mentotrs and Mentors (projects could be from C.I.P, the other country-members or a Cypriot based NGO/organisation) and organise promote campaigns and workshops to increase social awareness in Cyprus. One of them is EFIVOS KA3 with the chance for immigrants to get educated on digital literacy (all material is online and available), then according to willingness shown and abilities they can be given access to the back office of the e-newspaper created within tis project to publish their ideas/articles (see: http://phoenixcy.efivos.eu/)

6. RESULTS AND EXPERIENCES AS PER 15.07. AND OUTLOOK

CIP is in the process of contacting NGOs which operate in the migration and integration field and recruiting DREAMM Lead-Mentors and Mentors. The Press Conference will be held online (Zoom link) on July 19, 2021 and it will be streamed live on CIP's facebook page (https://fb.watch/v/11VtWTCHk/). CIP started the process of developing the training programme.

NATIONAL REPORT MALTA

1. SUMMARY

Further to an internal meeting occurring mid-June 2021, the DREAMM Malta partners, under the coordination of Dr C. Calleja, kick-started the recruitment phase of DREAMM Lead-Mentors and Mentors together with the subsequent planning of the training programme aimed for them.

The leading target group for DREAMM Lead-Mentors comes from private and public organisations and NGOs specialised in migration and integration of refugees, migrants, and Third Country Nationals (TCNs). These participants are professionals with experience in migration and integration issues, keen to help newly arrived TCNs. The 'I Belong' Programme, an integral part of the local Migrant Integration Strategy and Action Plan, will help supply the needed amount of Mentors. Participating TCNs in the programme will come to the DREAMM project already equipped with a good grasp of the social, cultural, economic and historical aspects of Malta together with its constitution law and democratic values as well as an awareness of the daily use and communicative aspects of Maltese, to share with both fellow and foreign TCNs. Participants are being recruited through the contact network of the University of Malta (UOM) and personal contacts of the DREAMM Maltese team members. A DREAMM brochure and poster have been designed to help us communicate better the DREAMM project and training workshops' aims when inviting potential participants either through face to face meetings, emails, phone calls or social media. July 19th, 2021 marks the day when interested parties obtain more detailed information about the DREAMM project and the DREAMM Lead-Mentors and Mentors Workshops through a DREAMM Webinar.

Due to Covid-19 restrictions and the difficulties and challenges faced with the pandemic, as well as the UOM summer break, the DREAMM Lead-Mentors training workshop will occur at the end of July 2021/September 2021. The DREAMM Lead-Mentors training workshop is a 24hours workshop scattered over four days (4 sessions X 6hrs each). The training programme encapsulates principles of andragogy since its design will allow participants to link content with their experience and expertise within the field. There will be instances of self-directed learning, where participants explore ideas on their own or test them in real life, learning from trial and error too. After the training workshop, Lead-Mentors will have the appropriate entrepreneurial and intercultural communication knowledge and skills to communicate at different levels with the newly arrived TCNs, and organise joint social community actions, projects, and activities in cooperation with the Mentors.

2. START PHASE

An internal meeting taking place mid-June, 2021 kicked-started the DREAMM Lead-Mentors and Mentors recruitment phase in Malta. Through online research, personal connections, and a selective list of contacts of past University students who attended courses linked with Adult Education and Migration Studies or form/ed part of the 'I Belong' Programme , the DREAMM Maltese team members identified a number of professional individuals and leading local NGOs engaged in migration and integration. People from diverse cultural backgrounds who already promote the mentoring process and empower TCNs while safeguarding their rights, with their experience and expertise, they are the ideal candidates to take part in this initiative. They are meant to bring their professional experiences and build an atmosphere of cross-cultural communication, emphasizing the importance of heterogeneity for developing social cohesiveness. Approached groups and organisations are not only meant to furnish the needed DREAMM Lead-Mentors, but also to help us continue to identify DREAMM Mentors from among their staff, volunteers, and personal contacts for the sustainability of the DREAMM project in the long-run, even after the project's termination period.

The private and public organisations and the NGOs from which we are recruiting our Lead-Mentors and Mentors are:

Name of Organisation	Aim/s of Organisation
Foundation for Shelter and Support to Migrants	• provide temporary shelter to asylum-seekers, persons enjoying international protection, and other irregular migrants in Malta enabling them to live as dignified persons in Maltese society • provide support services for the promotion of the well-being of residents • promote policy coherence and partnership between the asylum-seekers, persons enjoying international protection, and other migrants in Malta and civil society and governmental institutions aiming at successful integration • advocate for improved communication, tolerance and dialogue between different cultures in Malta • provide basic education in cultural orientation, information technology, European languages and history, health and safety, etc. • assist in finding employment for of asylum-seekers and persons enjoying international protection • raise awareness in civil society about the needs and fundamental rights of third country nationals
Third Country Nationals Support Network Malta	• offer a support network for third country national organisations and communities in Malta
Migrant Women Association Malta	• promote and sustain the social and community advancement of migrant women in the Maltese Islands
Kopin	• working in International Development Cooperation, Global Education, Human Rights and Migration, work in tandem with civil society organisations and NGOs in Malta, Europe, and Africa on various projects aimed at raising awareness about the role of each individual as a global citizen, as well as the intrinsic values of the role, and to contribute towards the empowerment of developing communities
African Media Association Malta	• develop an inclusive multi-media network where all the members can find a place to debate, promote Media literacy, empowerment through jobs related skills, capacity building and advocacy
Sudanese Migrant Association	• enhance the integration process and better the livelihood of Sudanese migrants by creating spaces where the latter can meet, continue to educate and up-skill themselves, discuss problems and share ideas
LIBICO – Libyan Community Organisation	• help Libyan migrants heal from post-trauma, settle, and start anew as contributing members within a community through the assistance in rehabilitation and integration

Initial engagement is currently underway through phone conversations, social media encounters, face to face meetings, and emails. The design, production, and online dissemination of a DREAMM brochure and poster is helping us further in marketing DREAMM, its aims, mentoring programme, and outcomes. A DREAMM Webinar, to be held on July 19th, 2021 is meant to provide interested participants more detailed information about the DREAMM project and the DREAMM Lead-Mentors and Mentors training workshops. Participants are made aware that their involvement is volunteering, and their help and support are essential for the integration of the newly arrived TCNs in Malta.

Unless this last factor impinges on the recruitment of the amount of DREAMM Lead-Mentors and Mentors indicated by DREAMM, the initial DREAMM Lead-Mentor workshops are meant to begin last week of July 2021 to be continued in September. In the eventuality of this being the case, the month of July 2021 will be used to enlist the aid and support of other individuals and NGOs identified in a secondary list. The DREAMM Lead-Mentor workshops will then take place in September 2021.

3. CONTENTS OF LEAD-MENTOR AND MENTOR TRAINING IN MALTA

Planning the DREAMM Lead-Mentors and Mentors Training moved parallel to the identification and recruitment of potential DREAMM Lead-Mentors and Mentors. Based on andragogical principles of learning, the training aims at helping DREAMM Lead-Mentors enhance their knowledge and skills to lead, manage, guide, and help Mentors organise joint social community actions, projects, and activities that help TCNs feel involved in their welcoming community at the same time becoming a contributing members of the larger Maltese society. In due time, Mentors will have the appropriate skills to communicate at different levels with the newly arrived TCNs to support them in accessing those services and completing mandatory tasks that allow them to fully integrate within their community while keeping their rights intact. Mentors will also gain the capacity of organising joint social community actions, projects, and activities in cooperation with the Lead-Mentors. The DREAMM Lead-Mentors training workshop will take place at the end of July 2021/September 2021, and the DREAMM Mentors training workshop will take place mid-September 2021.

Listed below is the proposed framework for the DREAMM Lead-Mentor and Mentor training that takes into consideration not only the modules as initially proposed by common agreement among the DREAMM consortium, but also the needs and requirements stemming from our country's migration and integration context, together with the short time-factor allowed for the completion of the DREAMM Lead-Mentor and Mentor training (a mere 24 hour span).

Level 2

Policy Social Integration and Language
MIGRATION & INTERCULTURAL COMMUNICATION ISSUES
- Migration statistics in the local context
- Push and pull factors: Reasons for migration of Third Country Nationals (TCNs)
- Expectations of migrants
- Language needs: What are language implications and national regulations?
- Languages in local contexts: TCNs' language-related challenges for successful interacting in the national/local context

EU and Local Legal Framework
EUROPEAN VALUES AND ASPECTS
- Common aspects in Europe for the integration for TCNs
- Common aspects in Europe and international refugee rights
- EU Action plan on Integration and Inclusion 2021-2027
- Union of Equality: EU Anti-racism Action Plan 2020-2025

DATA ON TCNs PRESENCE IN EU/NATIONAL/LOCAL CONTEXT
- Statistics (presence and composition (gender))
- Unaccompanied minor
- Women in the reception system (women in trafficking/violence centres)
- Family in the reception system

NATIONAL LEGAL FRAMEWORK
- Human rights
- Rights to housing
- Civil registration (obtaining an ID and other bureaucratic issues)
- Local Reception Policy
- Local Reception structures/Public entities
- Unaccompanied minors
- Women in the reception system (anti- violence local centres)
- Family in the reception system

LGBTQI+ RIGHTS

Host Country Structures
ACCOMPANIMENT SERVICES

HEALTH
- Right to health and right of access to care
- Health access point

WORK AND JOB OPPORTUNITIES
- Local employment policy and opportunities/Job centres
- Workers' rights

EDUCATION
- Compulsory education in Malta
- Education (formal and informal)

BANKING
- Banking systems and banking services for migrants

DIFFERENT ROLES of MIGRANT SUPPORT ORGANISATIONS

Facilitating the Integration Process through the LML approach
LET ME LEARN APPROACH AND SELF-ASSESSMENT
- Knowledge of how participants can make use of the Let Me Learn (LML) App to create learners' profiles, decode tasks, and select suitable learning strategies to complete task requirements successfully
- Knowledge about how one's learning patterns influence people's ways of making sense of the world around them, absorbing information and acting upon it, expressing (or non) their needs, and interacting with others
- Knowledge about meta-communication (reflecting on one's own communication)
- Analysis of how participants' learning patterns influence the dynamics of their interaction between them and the trainers during the DREAMM workshop and how this awareness impinges on their future training preparations, resource production and interaction with the TNCs they will support
- Awareness of how a TCN's learning patterns influence the various tasks s/he faces within his/her welcoming community (filling in a form, asking for information or a service, understanding the

communicative construction of hate-oriented communication, deconstructing hate-oriented communication, etc.) and hence what actions a Mentor can take in order to help him/her rise to the challenge

4. LEARNING PROGRAMME FOR LEAD-MENTORS

4.1. Learning Goals and Objectives

Upon completion of the DREAMM Lead-Mentors Workshops, participants will be able to:

- Explain what DREAMM stands for
- Supply reasons behind migration
- Recall basic data on the presence of migrants in both EU and local contexts
- Identify migrant integration measures and rights according to both EU and local legislations
- Mention local associations, public services, programmes and projects that aid TCNs' integration process and explain how TCNs can gain access to them
- Identify different means of communication (verbal and non), taking into consideration as well how communicative approaches vary across cultures (intercultural communication)
- Identify communication challenges met by TCNs and suggest strategies how to overcome such challenges
- Explain their role and responsibilities as Lead-Mentors
- List and apply the skills of influential Lead-Mentors in an efficient and effective manner, backed up by the LML self-awareness of who a Lead-Mentor is as a learner
- Apply LML knowledge to bring together a cohesive team of Mentors able to work in a participatory and collaborative atmosphere
- Model inclusive and collaborative attitudes including acceptance of diverse perspectives, problem-solving and conflict resolution

4.2. STRUCTURE AND METHODOLOGY

The training workshop, conducted over four days, intends to help participants develop a holistic overview of the multi-dimensional aspects connected to both international and national migration and integration. To render each session as interactive and motivating as possible, each of the following sessions will incorporate within it a balance between oral theory, the use of audio-visual learning aids, discussions and sharing of expertise and experiences.

On the first day, the session will begin with an introductory 2 hour session about the DREAMM project and some information about mentoring to familiarise potential Lead-Mentors and Mentors with the mentoring philosophy and methodology. The trainer will explain to the participants the concept of mentoring, different ways of mentoring, and common and ethical principles to be considered. The workshop will continue with a 4 hour session covering information on the history and context of migration and the reception system in Europe and Malta. Local information about multicultural issues in Malta will be discussed, such as migration statistics and motivations for migration. This will be followed by discussions on the local bilingual context, the roles of Maltese and English language-related challenges for successful interaction in the national/local context, language implications and national regulations.

On the second day, the 6 hour session will focus on the EU and local legal framework. We will discuss common aspects in Europe for the integration for TCNs, international refugee rights, EU Action Plan on integration and inclusion 2021-2027 and the Union of Equality: EU Anti-racism Action Plan 2020-2025. Local reception policies and structures will also be discussed, followed by an introduction to LGBTQI+ rights.

On the third day, the various sessions (6 hours in total) will focus on host country structures. Mentors will gain knowledge about basic administrative procedures of specific host country structures such as Education, Health, Employment, Banking services thanks to the contribution of experts and practitioners in each field. They will explore entitlement and eligibility to such services as well as administrative procedures required to access them.

On the fourth and last day, the introductory session (4 hours) will focus on topics relating to facilitation and the LML Process. Lead-Mentors and Mentors will gain knowledge about how one's LML patterns influence people's ways of communicating and learning. The final session (2 hours) will be a meeting between the DREAMM Lead-Mentors and Mentors to get to know each other and explore how participants' LML patterns influence the dynamics of their interaction between Lead-Mentors and Mentors.

4.3. PROGRAMME

Day 1

Topic: Policy Social Integration and Language		
	Indicative duration	Thematic Aspects to be covered
DREAMM PROJECT	2 hours	- Overview of DREAMM project - The Concept of Mentoring - Common and Ethical Principles in Mentoring - Different Types of Mentoring - The role of DREAMM Lead-Mentors concerning: - DREAMM Mentors - TCNs - Local community
MIGRATION AND RECEPTION IN THE LOCAL CONTEXT	4 hours	- The History and Context of Migration and the Reception System in Europe and Malta - Local Information about Multicultural Issues in Malta - Motivations for Migration - The Local Bilingual Context - Roles of Maltese and English and Related Challenges for Successful Interaction in the National/Local Context

Day 2

Topic: EU and Local Legal Framework		
	Indicative duration	Thematic Aspects to be covered
EU AND LOCAL LEGAL FRAMEWORK	6 hours	- Common Aspects in Europe for the Integration of TCNs - International Refugee Rights - EU Action Plan on Integration and Inclusion 2021-2027 and the Union of Equality: EU Anti-Racism Action Plan 2020-2025 - Local Reception Policies - LGBTQI+ Rights

Day 3

Topic: Host Country Structures		
	Indicative duration	Thematic Aspects to be covered
ACCOMPANIMENT	2 hours	● Accompaniment
HOST COUNTRY STRUCTURES	4 hours	● Education ● Health ● Employment ● Banking services

DAY 4

Topic: The LML Approach		
Topic	Indicative duration	Thematic Aspects to be covered
THE LML APPROACH	4 hours	● How one's Let Me Learn (LML) patterns influence people's ways of communicating and learning
MEETING/BUILDING THE LOCAL VOLUNTEER GROUP	2 hours	● Meeting between DREAMM Lead-Mentors and Mentors to get to know each other and create the volunteer group

5. PLANNED LEARNING PROJECTS/SOCIAL COMMUNITY ACTIONS IN MALTA

Level 3

Encouraging meaningful social mixing of individuals from diverse origins is a growing component of mainstream programmes and policies to encourage migrant integration and broader cultural and social cohesiveness at the local, national, and global levels. During the last years, when migrants establish themselves in a country, they are gradually required to learn at least the basics of the official language and the social and cultural standards of the host country. Therefore, DREAMM Lead-Mentors, in cooperation with DREAMM Mentors, will at a later date decide on the creation of projects and joint social community actions in Malta for the linguistic and civic integration of the newly arrived migrants.

Such activities can start from the simplest activities requiring minimum planning and resources aimed at gelling a community within a community to grander-scale activities requiring considerable pre-planning, resources and helping hands aimed at celebrating both commonalities and differences which make up an intercultural community:

- Ice breaker activities (Guess who; A truth and a lie; I have... who has; etc.)
- Learn and discussion activities (language games; role-plays; case studies; etc.)
- Discover activities (walkabouts; guided tours to different museums and other local cultural/historical sites; treasure hunts; etc.)
- Volunteer and train activities (on site visits to public service points and job centres; community service projects, e.g. take care of a communal play area or herb garden, etc.)
- Create, perform and celebrate activities (ethnic art, craft, folk music and dance exhibitions/festivals; food festivals; etc.)

6. RESULTS AND EXPERIENCES AS PER 15.07. AND OUTLOOK

Recruitment of DREAMM Lead Mentos and Mentors was the focus of the month of July 2021. Individuals and NGOs engaged up till now all responded positively to the invite and are eager to learn more about the DREAMM initiative. With the increase of migrants from a wider spectrum of cultural contexts entering Malta for a variety of reasons (political asylum, job opportunities, health and educational matters, etc.) the need for more knowledge and skills how to help and support TCNs and migrants in general is being felt now more than before. This augurs well for the complete commitment of interested parties to DREAMM in the weeks to come as well as in the future.

The DREAMM Maltese team members look forward to the initiation of the workshops which, between the persons meant to participate in them, their experiences and expertise within the field and the designed programme, promise to be an interesting and insightful learning experience. The DREAMM Malta partners will utilise the summer break to continue designing and producing the learning aids and materials needed for both local and international DREAMM Lead-Mentor and Mentor training.

NATIONAL REPORT GERMANY

1. Summary

Blinc started its work on the design and recruitment for the DREAMM Lead-Mentor (LM) and Mentor (M) training in the early spring of 2021.

The LM training will comprise of 4 full training days á 6hrs of training. The LM have been recruited from the blinc staff as well as from close cooperation partners working with refugees (eg. providers of federal 'integration courses').

The training of LMs successfully started on the 15th of June 2021 with the first training day and will continue in late August/September.

The LM training contains theoretical input and practical learning phases on the three topic areas integration, intercultural communication, and facilitation. After completing the training, the participants will know the DREAMM project and their own role and responsibilities within it and will be prepared to carry out social community actions in practice. They will also be able to guide and help the DREAMM Mentors.

After the summer, the LM training will be combined with the M training. The Mentors are currently recruited by our LMs within their networks.

2. Start Phase

We recruited the first participants for the lead-mentor training from among our own blinc staff as well as the staff of close cooperation partners:

- BUPNET GmbH – an adult education provider
- Landkreis Kassel – public administration of the Kassel Region
- Vhs Region Kassel - Adult Education Centre of the Kassel Region

These cooperation partners are all providers and trainers in so-called federal 'integration courses' in Germany which all migrants with a residence permit in Germany must attend. The federal integration courses consist of a language course and an orientation course.

The content of the integration courses is defined by the 'Framework Curriculum for Integration Courses - German as a Second Language' and the 'Curriculum for a Nationwide Orientation Course'. However, these curricula mainly regulate the content, while there is leeway in the methodological teaching as well as regional adaptation. This is where we come in with the DREAMM Lead-Mentor Training. By imparting specific competences in the areas of migration, facilitation and intercultural communication, we enable providers of integration courses to optimise their courses and make them more target group-oriented. The trained Lead-Mentors are thus optimally prepared to pass on their knowledge in a cascading system to volunteer Mentors (preferably from the migration environment) in a second step.

The Mentors have not been recruited yet. We have planned to recruit them from

a) The pool of participants in the integration courses

b)   Local NGOs, volunteer organisations, migrant self-help organisations

3.   Contents of Lead-Mentor and Mentor training:

The following content has been chosen from the lists of potential topics/contents for the LM and M training:

3.1. Contents and topics relating to "Migration"

Level 2:

- History of migration in general
  - Reasons for migration
  - Push and pull factors (why do they come)
  - Expectations of migrants
- Diversity in general
  - What makes us diverse?
- Presence of migrants
  - Statistics (presence and composition (gender))
- Language needs
  - What are language implications and national regulations
  - The Malta case…
- General legal framework
  - Common aspects in Europe and international refugee rights
  - European values and aspects
  - National legislation
  - Legal status of TCN
- Experiences and reasons to migrate
- Educational (and other) background of migrants
- Gender aspects of migration

Level 3: (localised learning programme to be planned and delivered by the partners based on local situation)

- Direct conversion of the EU values to rights and duties in the partner locality
- Local situation
  - Local Reception Policy
  - Local Reception structures
  - Practical arrangements (e.g. opening a bank account)
  - Local employment policy and opportunities
  - Local cooperation of support structures and NGOs
  - Education (formal and informal)
  - …
- Specific local themes
  - Local initiatives
  - Cultural specifications and expectations
  - Transcultural development projects

▪ Self-help initiatives
  ▪ Sharing of experiences on local projects and initiatives
  ▪ Cooperation partners and experts

3.2. Contents and topics relating to Facilitation

Level 2

- Traditional Education (Teaching and Learning theory)
- Needs of learners in innovative learning
- Levels of formality in learning
- Different facilitators' roles (coaches, Mentors, buddies, companions, etc.)
- Action field of facilitators and tasks
- Competences of facilitators
- Competence theory (not academic but practice oriented)
- Self-assessment of own facilutation competence (competence spider provided by blinc)
- Let Me Learn approach and self-assessment (adapted module provided by Colin and team)

Level 3

- Target groups
- Learning in concrete local projects and interventions
- Defining local projects
- Open learning and its facilitation in the concrete local project (application of LEVEL5 and LmL instruments) (if applicable)
- Design thinking methodology (theory input -> to create local projects)

3.3. Contents and topics relating to Intercultural Communication

Level 2

- Complexity and situational context of communication
  ▪ Need to understand that communication is complex
  ▪ Different ways of communication (the more different people are, the more different their communication is) – culturally and socially determined
  ▪ Communication is always situated in a context – which contexts are relevant for our target group?
- Modes and effects of communication
  ▪ Knowledge of the effect of communication – effects of voice, color, design
  ▪ Basic knowledge of different models of integration (connection to migration content)
- Communication principles in various contexts
  ▪ Knowledge that there are no certain rules for intercultural communication
  ▪ Rules of active listening
  ▪ Principles for clear, not ambiguous communication – easy/plain language rules

- ▪ Different means of communication (voice, body, eyes,…). How they are used is determined by cultural background and context of the situation. (Can be trained how to use them depending on situations)
  - ▪ Knowledge about violence-/conflict-free communication
  - ▪ Basics of hate-speech (includes other forms of communication) understanding and knowledge – how those messages are constructed and how to deconstruct them, how it can be done differently
- ● Knowledge about meta-communication (how to reflect own communication)

Level 3:

- ● Difference between knowledge that you only need to know or knowledge that you need to abide by (e.g. national rules) in your region
- ● Knowledge of local history/culture/customs/… (especially if Mentors are migrants themselves)
- ● Basic knowledge of faiths, traditions, customs of different nationalities that are relevant for your (lead-)Mentors
- ● Local knowledge about bureaucratic institutional communication (written communication – how to fill in forms, interactional communication – talk in service interactions)
- ● interactions)

4. Learning Programme for Lead-Mentors

4.1. Learning goals and objectives

Goals: The lead mentor training has two main goals:

1. Building and maintaining **knowledge** in the context of DREAMM on migration and intercultural communication issues (generally as well as context depended).
2. **How to facilitate** collaborative based learning in social community actions (how to bring about and use the knowledge from point 1 in practice):

   - ▪ 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

The second part is especially important for the (lead-)Mentors as they are supposed to organise social community actions at a later stage in the project in which they will guide locals and migrants in joint actions. Therefore (lead-)Mentors need specific facilitation skills. These facilitation skills will be brought about in theory and practiced within the training with the goal to prepare the (lead-)Mentors as well as possible to apply them in practice at a later stage.

Learning objectives:

Learning objectives regarding the content field 'Migration'

On Level 2 the (lead-)Mentors know…

- the basic history of migration (reasons for migration, push and pull factors, expectations of migrants)
- educational (and other, socio-economic) background of migrants
- gender aspects of migration

On Level 3 the (lead-)Mentors know…

- the local situation of migrants:
    ▪ Local Reception policy
    ▪ Local Reception structures
    ▪ Practical arrangements (e.g. opening a bank account)
    ▪ Local employment policy and opportunities
    ▪ Local cooperation of support structures and NGOs
    ▪ Education (formal and informal)
- about specific local themes:
    ▪ Local initiatives
    ▪ Self-help initiatives

Learning objectives regarding the content field 'Intercultural Communication'

On Level 2 the (lead-)Mentors know…

- how different types of identities (gender, age, ethnic, national, geographical, historical, linguistic, etc.) impact our communication with others
- of the ways in which people (re)construct and/or (re)negotiate their own and others' multiple identities depending on experiences, encounters, contexts, and interlocutors
- about different means of verbal and nonverbal communication
- about different communication styles across cultures

On Level 3 the (lead-)Mentors know…

- of faiths, traditions, customs of different nationalities that are relevant for their practice (e.g. what are the local believe systems and those of the nationalities they work with in DREAMM)

Learning objectives regarding the content field 'Facilitation'

On Level 2 the (lead-)Mentors know…

- what 'facilitation' (their task/job) is about, and which components and theories (not in academic terms) belong to it

- what it takes to plan and implement collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences
- the role of a facilitator in this process
- at which points they should intervene within the collaborative learning process in a supportive/facilitative manner
- relevant teamwork and creativity concepts (DT)

On Level 3 the (lead-)Mentors know…

- what kind of social community action they will work on
- who will be part of the social community action
- their own role as well as the role of the other interlocutor in the planned social community action
- how to interact/intervene with the specific partners in the social community action

a. Structure and Methodology

Training plan

The training will be carried out in four full-day sessions. The morning session á 3 hours will cover the theoretical input on the main topics migration, intercultural communication and facilitation.

The afternoon sessions á 3 hours will be dedicated to the theoretical development of potential social community actions that the (lead-)Mentors will carry out with migrant at a later stage of the DREAMM project. The afternoon session will follow a design thinking approach which supports and fosters the development of the skills and attitudes matching the knowledge imparted in the morning sessions. The sessions will help (lead-)Mentors to develop ideas for social community actions, plan them and prepare their implementation.

b. Programme

DREAMM Lead-Mentor Training

Day 1

Morning – Theoretical input on migration (level2 and3)		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Getting to know each other	30min	Icebreaker
DREAMM Project	1hr	Presentation – What is the project about, goals, activities, role of the Mentors

Migration in general/EU	30min	Presentation on history of migration, Eu migration law, expectations of migrants
Migration in the local context	1hr	Presentation of local situation of migrant (laws, regulations, options,...) Exchange of knowledge of Lead-Mentors – creating a list of local contact points together

Afternoon: Brainstorming of potential learning projects		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Introduction to the concept of social community actions	30min	Presentation on the idea, goal,... of the social community actions
Introduction to the used design thinking method of the day	30min	Explanation on the goal of the session
Brainstorming ideas for social community actions	1hr 30min	Group work using design thinking method
Plenum presentation of group work	30 min	Every group presents results of the day

Day 2

Morning – Theoretical input on intercultural communication (level2)		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Complexity and situational context of communication	1 hr	Presentation on how different types of identities (gender, age, ethnic, national, geographical, historical, linguistic, etc.) impact our communication with others
Verbal and nonverbal communication	1hr	Short presentation and exercises/role-play

Different communication styles across cultures	1hr	Short presentation and exercises/role-play

Afternoon: Selection of learning projects and basic development		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Introduction to the used design thinking method of the day	30min	Explanation on the goal of the session
Selection of the most promising ideas for social community actions	1hr 30min	Group work using design thinking method
Plenum presentation of group work	30 min	Every group presents results of the day

Day 3

Morning – Theoretical input on facilitation (level2)		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Basics of components and theories of facilitation – in practice	1 hr	Presentation
Collaborative learning concepts	1hr	Presentation on what it takes to plan and implement collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences
Relevant teamwork and creativity concepts	1hr	Presentation

Afternoon: Detailed development of learning project		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Introduction to the used design thinking method of the day	30min	Explanation on the goal of the session
Further development of the social community actions	1hr 30min	Group work using design thinking method
Plenum presentation of group work	30 min	Every group presents results of the day

Day 4

Morning – Joint knowledge development of facilitation (level3)		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Connecting facilitation components and theory to the planned social community actions	1 hr	Analysis carried out in the whole group or within the smaller goups of the afternoon sessions: ● What kind of social community action are we working on ● Who will be part of the social community actions ● What is our role as well as the role of the other interlocutor in the planned social community action – what do we know about them? ● How do we plan to interact/intervene with the specific partners in the social community action

Afternoon: Development of proto-type of learning project/social community action		
Topic	**Indicative duration**	**Thematic Aspects to be covered**
Introduction to the used design thinking method of the day	30min	Explanation on the goal of the session

Creating the proto-type of the planned social community actions	1hr 30min	Group work using design thinking method
Plenum presentation of group work	30 min	Every group presents results of the day

5. Planned learning projects/social community actions

During the first lead-mentor training session, ideas for learning projects/social community actions were jointly developed. Currently following ideas are pursued will be further planned, developed, and analysed with regard to their practical feasibility during the training.

- Urban gardening – initiation of an 'intercultural garden' project in which our Lead-Mentors bring together locals and migrant in a gardening projects. They work together in a garden, learn about plants that grow locally, sowing times, harvest times, local pests, etc.
- Initiation of a language café with an associated story telling workshop (locals and migrants tell stories about e.g. their living situation, funny intercultural incidents...). In the language café, language and communication tandems are formed between native speakers and migrants.
- Development workshop with an existing cooking group 'Healthy cuisine from all over the world'. Goal is the production of a (digital) cook book and the organisation of live cooking events.

6. Results and experiences as per 15.07. and outlook

So far 11 Lead-Mentors have been recruited from the blinc staff as well as from partner organisations (see point 1 recruitment).

The first training day has been carried out with the Lead-Mentors on date the 15th of June. It was the first face-to-face workshop that we were able to carry out after over a year of corona. Workshop was held outdoors and participants have either been vaccinated or tested beforehand to ensure health and safety for everyone. After theoretical inputs we carried out design thinking session to work with our participants on the development of learning projects/community actions. We had really interesting discussions and great ideas for potential social community actions were brainstormed. We are glad that we held the first workshop before the summer break, even though that means that we do have a longer period of about 2 months until the second training day. It was agreed that over the summer period the Lead-Mentors are further developing their ideas and concepts and will start to recruit DREAMM Mentors so that we can continue the training in September.

Our participants are all experienced in the work with refugees and migrants. They asked us to keep the theoretical input on the topic 'migration' as short as possible since they are all familiar with it. Coming from the field we will also be able to directly jump to rather advanced concepts and theoretical inputs regarding intercultural communication. Our (lead-)Mentors are all eager to implement social community actions but are rather unsure how to approach the topic. Therefore, they are very interested to learn more about the facilitation methods and skills which will help them to plan and organise activities in practice.

NATIONAL REPORT AUSTRIA

1. SUMMARY

In Austria the Lead-Mentors Training started in June with the first two sessions. Currently participants are further developing their learning projects as part of a self-learning session. An additional training session will be organised in September. The Mentor Training is planned as well for September. Participants for the Lead-Mentors training are professionals active in the field of migration with working experience for various associations and organisations active in the field, while for the Mentors we will focus on volunteers from the society. The recruiting process of possible Mentors will be starting in August. In both cases we try to use a "co-creation" methodology, all participants, but especially the Lead-Mentors, should be included in the planning processes for the local implementation of all DREAMM activities.

2. START PHASE

Participants are professionals from dieBerater and from organisations active in the field of integration and migration. They will bring in their individual knowledge and experience to the team helping to bring us towards the goal of the project via fostering the connection and the exchange of ideas.

We will use the Lead-Mentor Training to inform participants about the project, prepare them for their work and create learning projects, concrete activities that they will lead in the DREAMM project.

By the end of the course/training, participants:
- know about the DREAMM project, their role and their tasks
- have developed ideas of learning projects that they will further develop and put into practise in the next phases of the project
- have enlarged their knowledge in areas relevant for their work in the DREAMM project
- are aware of their leadership and management tasks in the project

The Lead-Mentors Training will be the first milestone of the project implementation. Lead-Mentors will guide the activities in WP2 and will be also an active part in WP3 helping to organise the activities there towards the Joint Community Action.

Mentors will help Lead-Mentors with the implementation of the activities and will be the link to the TCNs.

3. CONTENTS OF LEAD-MENTOR AND MENTOR TRAINING

3.1. Contents and topics relating to Migration

Level 2
- History of migration in general
  - Reasons for migration
  - Push and pull factors (why do they come)
  - Expectations of migrants
- Diversity in general
  - What makes us diverse?
- Presence of migrants
  - Statistics (presence and composition (gender))
- Language needs

- ▪ What are language implications and national regulations
- General legal framework
  - ▪ Common aspects in Europe and international refugee rights
  - ▪ European values and aspects
  - ▪ National legislation
  - ▪ Legal status of TCN
- Experiences and reasons to migrate
- Educational (and other) background of migrants
- Gender aspects of migration

Level 3 (localised learning programme to be planned and delivered by the partners based on local situation)
- Direct conversion of the EU values to rights and duties in the partner locality
- Local situation
  - ▪ Local Reception Policy
  - ▪ Local reception structures
  - ▪ Practical arrangements (e.g. opening a bank account)
  - ▪ Local employment policy and opportunities
  - ▪ Local cooperation of support structures and NGOs
  - ▪ Education (formal and informal)
- Specific local themes
  - ▪ Local initiatives
  - ▪ Cultural specifications and expectations
  - ▪ Transcultural development projects
  - ▪ Self-help initiatives
  - ▪ Sharing of experiences on local projects and initiatives
  - ▪ Cooperation partners and experts
  - ▪ Contents and topics relating to Facilitation

3.2. Contents and topics relating to Intercultural Communication

Level 2
- Complexity and situational context of communication
  - ▪ Need to understand that communication is complex
  - ▪ Different ways of communication (the more different people are, the more different their communication is) – culturally and socially determined
  - ▪ Communication is always situated in a context – which contexts are relevant for our target group?
- Modes and effects of communication
  - ▪ Knowledge of the effect of communication – effects of voice, color, design
  - ▪ Basic knowledge of different models of integration (connection to migration content)
- Communication principles in various contexts
  - ▪ Knowledge that there are no certain rules for intercultural communication
  - ▪ Rules of active listening
  - ▪ Principles for clear, not ambiguous communication – easy/plain language rules
  - ▪ Different means of communication (voice, body, eyes,…). How they are used is determined by cultural background and context of the situation. (Can be trained how to use them depending on situations)
  - ▪ Knowledge about violence-/conflict-free communication
  - ▪ Basics of hate-speech (includes other forms of communication) understanding and knowledge – how those messages are constructed and how to deconstruct them, how it can be done differently
- Knowledge about meta-communication (how to reflect own communication)

Level 3
- Difference between knowledge that you only need to know or knowledge that you need to abide by (e.g. national rules) in your region
- Knowledge of local history/culture/customs/… (especially if Mentors are migrants themselves)
- Basic knowledge of faiths, traditions, customs of different nationalities that are relevant for your (lead-)Mentors
- Local knowledge about bureaucratic institutional communication (written communication – how to fill in forms, interactional communication – talk in service interactions)

2.3. Contents and topics relating to Facilitation

Level 2
- Traditional Education (Teaching and Learning theory)
- Needs of learners in innovative learning
- Levels of formality in learning
- Different facilitators' roles (coaches, Mentors, buddies, companions, etc.)
- Action field of facilitators and tasks
- Competences of facilitators
- Competence theory (not academic but practice oriented)
- self- assessment of own facilitation competence (competence spider provided by blinc)
- Let Me Learn approach and self-assessment (adapted module provided by Colin Calleja (UOM/MT) and his team)

Level 3
- Target groups
- Learning in concrete local projects and interventions
- Defining local projects
- Open learning and its facilitation in the concrete local project (application of LEVEL5 and LML instruments) (if applicable)
- Design thinking methodology (theory input to create local projects)
- Self-assessment of own facilitation competency (competency spider provided by blinc)
- Let Me Learn (LML) approach and self-assessment (adapted form provided by Colin Calleja (UM/MT) and his team)

4. LEARNING PROGRAMME FOR LEAD-MENTORS

2.4. Learning goals and objectives

We will use the Lead-Mentors Training to inform participants about the project, prepare them for their work and create learning projects, concrete activities that they will lead in the DREAMM project. By the end of the course/training, participants:
- know about the DREAMM project, their role and their tasks
- have developed ideas of learning projects that they will further develop and put into practise in the next phases of the project
- have enlarged their knowledge in areas relevant for their work in the DREAMM project
- are aware of their leadership and management tasks in the project

Goals:
Aim, expected outcomes and participants:

The lead-mentor Training will be the first milestone of the project implementation. Lead-Mentors will guide the activities in WP2 and will be also an active part in WP3 helping to organise the activities there towards the Joint Community Action.

1. **lead-mentor Training, June/July** – expected result: trained Lead-Mentors, first ideas for a programme of WP2 activities for target group (guided by Lead-Mentors)
2. **mentor Training, September** – expected result: trained Mentors (Lead-Mentors help through their organisations with recruitment)
3. **Individual Meetings, finalisation of programme, September** – expected result: final programme (brochure)
4. **Start of the activities for TCNs, October**

Structure:

The course consists of three parts:
- **Input Sessions + Design-thinking workshops:** 2 Face-to-Face Sessions, each with two parts:
  - ▪ First part: Input sessions dedicated to a topic from the content list
  - ▪ Second part: Design-thinking sessions dedicated to develop individual learning projects
- **Self-Learning Session:** online, individually
  - ▪ Using of the material from the platform, individual further development of the learning projects
- **Final Meeting:** 1 Face-to-Face Session
  - ▪ Presentation of the final concepts, next steps (mentor Training + recruiting; timetable for the implementation; etc.)

After the actual lead-mentor Training, we will organise additional meetings to guarantee the successful implementation of the activities, especially regarding the mentor Training (September) and towards the start of the activities (October/November).

Methodology:

We would like to use the knowledge and the experiences of the professionals to develop together with them their role in the project, the process is therefore open, the results are depending on the input of our participants. In addition to that, the whole project should be created in this "co-creation method".

- Sessions will be interactive, theoretical input only in small portions (in every session the focus will be on collecting ideas and share different experiences)
- Aim is to develop the project together with them. The Learning projects of all professionals should take into consideration individual experiences and strengths of participants and their organisations.

Session 1, 5h – Face-to-Face

First part: Theoretical input			
Get-to know	30 min	Get-to-know activities (Triangle of Similarities, My bunch of keys)	-
DREAMM Project	1 h	Overview of the project, expected results, role of Lead-Mentors, Mentors	Content Unit I PPT of project

Migration in Austria and in the local context: Exchange of ideas	2 h	Key competences of organisations active in this field - interactive session to bring together experiences of participants by connecting them with a general introduction to the topic, what do we want to reach as DREAMM project on local and international level?	Content Unit II PPT, gen. inf. AT
Second part: Design thinking workshop I			
My ideas for DREAMM	1 h 30	First part: short presentation of WP2 and WP3 activities ⬚ What can be interesting learning projects? How do we guarantee that the offer is interesting and useful for the target group? Various interactive tools will be used Two main brainstorming strands: ● WP2 activities – with the aim to create a common programme (Workshop topics, ideas for Social Activities etc.) ● WP3 Community Action: Ideas	

Session 2, 6h – Face-to-Face

First part: Theoretical input			
Intercultural Communication + Competences: Experiences and new approaches - using the Let Me Learn Process	2h	New approaches and ways, short presentation of available material) exchange of ideas, experiences How to use it for DREAMM Presentation and Introduction to the Let Me Learn approach and self-assessment (adapted form provided by Colin Calleja (UOM/MT) and his team)	Content Unit III Material
Community Mobilization + The role of Mentors	2 h	First part: Experiences of participants regarding the work with communities Second part: How to use communities for mobilisation Diverse activities designed to make participants familiar with community work (materials from CATLID) How to use communities to recruit Mentors and to reach out to our target groups The aim is to define the next steps towards the Mentor Training (recruitment, draft of the programme etc.)	Content Unit V, VI

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Second part: Design thinking workshop II			
My ideas for DREAMM – Part II	2h	Further development of the ideas for learning projects developed in the first workshop Enrich this session with discussions regarding the involvement of participants (and Mentors) –Where and how we can use the Mentors? What do we have to do/guarantee to create interactive workshops? How do we include Communities? How do we guarantee intercultural communication and competences in our workshops/activities? Various interactive tools will be used	Content Unit V, VI, VIII

Session 3, 6h – Self-learn session, online

First part: Material			
Material from the website	Approx. 2h	Participants can choose depending on their experience and their learning projects which material they would like to use to further in-deep theoretical background information ● Material for intercultural communication/language learning ● Let Me Learn Process Materials ● Material for community involvement ● Material that explains the DREAM project The future Lead Mentor in that phase have the possibility to try the various material, especially the Let Me Learn Process material in order to get familiarised with it (based on the presentation before)	Material from the website
Second part: Further development of learning projects = WP2/3 activities			
Development of learning projects	Approx. 4 h	Based on design-thinking workshops, each participants further develops his/her learning project Template(s) will be provided	

Note: Both parts are connected; the material can be useful for participants to further develop their learning project(s).

Session 4, 3h – Follow-up, Final Meeting

First part: Theoretical input			
Learning projects and Local DREAMM programme	1h 30 min.	Presentation of the Learning projects Creation and Finalisation of the local DREAMM programme (putting together of learning projects dedicated to WP2 activities to one local DREAMM programme) Special emphasis will be put on the Let Me Learn and Level 5 approach, the aim is to combine both in the learning projects to give them coherence with the project goals	
Next steps	1h 30 min.	Recruitment of Mentors Mentor Training: ideas for topics, location, etc. Next steps to further develop the Local DREAMM programme + promotion/dissemination	

5. Planned learning projects/social community actions

During the first sessions of the Lead Mentor Training in June we have already developed ideas regarding the tasks of Lead Mentors within the DREAMM project. Every participant will take over in accordance with his/her strengths and different activities. This refers mainly to WP2 activities, but every Lead Mentor is free to design the activities based on his previous experiences. The WP2 activities as defined in the proposal are therefore the framework that we use to design local learning activities.

So far, we have the following learning projects/WP2 activities:

- Language courses, the curricula have been already created by professionals from die Berater, mainly language trainers
- Workshops to body language and how they are cultural related, combined with the Viennese theater culture, professionals working voluntarily at the association "Deutsch ohne Grenzen"
- Language cafés for TCNs in the district Favoriten in Vienna
- Workshops for journalism and creating awareness for media and Social Media aspects - journalists will lead this workshops
- Social activities, football sessions

The Lead-Mentors are currently designing their learning projects based on this first structure. They will be responsible for the organisation of the event with the support of the project manager. Mentors will support them and enable direct contact to the TCNs.

Following the methodology used for the Lead-Mentor and Mentor training we will try to use this procedure also regarding the Community Actions: Together with the TCNs we will develop the Community Actions, where also Mentors will have a crucial part as they will be the linking element between Lead-Mentors and TCNs.

6. Results and experiences as per 15.07. and outlook

So far, we have done two sessions of the Lead-Mentor Training, delivered face-to-face in June, the Self-learning session (Part 3), where participants further develop their learning projects that are currently ongoing. By the end of August or September we will organise the last session of the Lead-Mentor Training with the aim to finalise the learning projects and put them together to a final national programme with the activities for TCNs mentioned above.

The first and second session were productive and interactive, we had started to work on the learning projects and the focus was also to give each other feedback. This feedback is now used by each partner to finalise their individual learning project ideas. During the sessions we also discussed how we want to deliver the project activities to the local level in Vienna and discussed more in detail also the role of Mentors within the project.

We have seen that the mentioned methodology (create together with our future Lead-Mentors the local programme of DREAMM activities), has turned out to be very effective, because by using the knowledge and the experience of our professionals we can create a programme that really meets the needs of our target groups by avoiding that our programme is too far away from the actual needs. In addition to that, it raises the motivation of Lead-Mentors if you include them not only in small and limited areas within the project, but if you include them in the general planning process. We had interesting and fruitful discussions about the DREAMM project and how it can be successful in Vienna.

In addition to the last session of the Lead-Mentors Training in September, also in September we would like to organise the Mentor Training using the experiences of the Lead-Mentor Training. All activities should then start in October.

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Grant Agreement number: 957882
DREAMM — AMIF-2019-AG-CALL

Peer Review Summary Report

Deliverable Name	**Training & Competence Development of Potential DREAMM Lead-Mentors & Mentors**
Deliverable no.	**D23**
WP Related	**WP2**
Peer Reviewer (Full Name)	**Susan GRIXTI & Zoi ARVANITIDOU (UOM/MT)**
Peer Reviewer Position/Expertise	**LML Trainer & Support Teacher/Research Support Officer** **Visiting Lecturer/Research Support Officer**
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Date of Review Document	**27/07/2021**

Overall External Peer Review Result:

Deliverable is:

☐ Fully accepted	☐ Accepted with reservation	☐ Rejected unless modified as suggested	☐ Fully rejected

Please give an overall rating of this deliverable in a scale from (1: very poor to 5: very good): **4**

Overall Comments:

The amalgamation of submitted reports provides ample evidence that the majority of DREAMM partners put in considerable time and energy in recruiting potential Lead-Mentors and Mentors, and planning well-thought out training programmes characterised by closely knit, progressive units reflective of the major international and national issues related to migration and integration of TCNs. The mentioned choice of potential community projects and activities is suitable enough to ensure TCNs' consolidation of the desired knowledge and skills for them to be considered well-adjusted, contributing members within the community. It also augurs well that almost all training programmes manage to strike a balance between theory and practice that mirrors participants' needs.

Taking into consideration the mere 24 hour time span allotted to both Lead-Mentor and Mentor training and that Mentors may not necessarily be professionals in the field, the amount of content coverage and lengthy lists of learning goals and objectives quoted in specific reports make them sound too broad in scope and content. In such cases, there is always the risk that either content is rushed through or information provision ends up being given precedence to the detriment of practice. Both the report and ALL training programmes would have greatly benefitted if:

▪ future community projects and activities were explored in lesser detail since there is ample opportunity for the partners to do so in coming reports; at this stage the real focus of this initial report was the Lead-Mentor and Mentor training, hence importance was preferably given instead to the features that distinguish the training meant for the Lead-Mentors from that of Mentors since the difference between the two is not always clear-cut

▪ the generic learning goals and objectives were listed as learning outcomes with sentences starting with verbs elicited from Bloom's Taxonomy of Learning; this would have enabled partners to better assess whether proposed training programmes reached aimed for results completely and effectively

Listed below are some further recommendations worth considering prior to submitting the report for evaluation by the EU Board of Commission.

Suggested actions:

1. Rewording or completely removing references to when changes to proposed training programmes affected by specific partners can be reported, as listed under the sub-heading 'Timing' in the section titled 'Delphi Study Method' (see highlighted parts). Although the DREAMM project is something in constant evolution, the reports meant for the EU Board of Commission are to be considered final. Any partner who wishes to report adjustments to

offered training, share experiences, or provide feedback on results being achieved can do so through the submission of interim reports to be discussed internally among the consortium.

2. In the absence of a structured training action plan within the **Greek Report**, the author/s may consider expanding the section titled 'Structure and Methodology' by providing a bit more information about how Greece intends to proceed with the training and what the Greek partners understand when they imply that they are going to tap into Adult and Experiential Learning methods of teaching and learning within their training. Taking into consideration that there are many migrant communities in Athens from which to enroll participants, the author/s may consider rewording the third profile of eligible participants to really encompass these individuals given the valuable experience and insights they can bring to the scene.

3. It is advisable to remove all contact details and links to sites within the **Cyprus Report**. Their appearance in a public report is in serious breach of the Privacy Data Protection Act. The Cyprus partners can keep this information logged in in their own data bank for their own perusal and potential future reference. On another note, since the Cyprus partners have already disseminated a lot of information about DREAMM and the recruitment of Lead-Mentors and Mentors through their organisation's mediatic contacts and conference, it is better to devote the time within their training programme linked to the same topic on leadership, mentoring and team building matters.

4. It is highly advisable for the author/s to revise and enrich the learning outcomes listed in the **Malta Report** to bring them in line with featured training programme. Also, the practical side of proposed training is not always visible. The Maltese partners need to make sure that, at least, during the allotted two hours spent with Lead-Mentors exploring their roles and responsibilities, the latter are made aware of the fact that they need to aid Mentors in designing, planning and realising community projects and activities with TCNs. Another opportunity to work on the required skills necessary for the accomplishment of these projects and activities is the final session of proposed programme wherein Lead-Mentors and Mentors are brought together.

5. Since both German and Austrian partners have moved along the project's timeline at a faster pace than other partners, there is little to no mention within their respective training programmes as to how they are tackling leadership, management and mentoring knowledge and skills among their participants. Considerable emphasis is placed on the community projects and activities that form part of WP3. Another feature listed in training contents, but is nowhere mentioned in designed training programmes is the Let Me Learn (LML) Approach. Since mentoring is based on human interaction in order to support individuals with particular needs, to do so effectively it is best knowing how both service-providers and service-receivers influence each other through their attitudes, actions and speech patterns. LML equips individuals with such awareness as well as skills how to confront learning challenges when these do not reflect the way individuals learn. Hence, it is worthwhile for both **German and Austria Reports** to consider adding how they intend to incorporate LML aspects within their training programmes. This also adds to the consistency passing between what is proposed on paper and what is actually done and achieved.