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## Compilation of National Reports on Learning Outcomes from the Orientation Action Phase

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## 1. Executive Summary

Each partner country delivered a National Report on the learning outcomes from the Orientation Action phase (WP2), based on Focus Groups and various observation activities within the Orientation Action phase.

Knowledge on Migration, Communication and Facilitation Skills of the Mentors and Lead-Mentors were brought about in 3-5 days trainings, while the profound competences of the Lead-Mentors and Mentors was particularly acquired through the practical workshops that were implemented mostly in face-to-face formats as part of the training in the orientation phase. This process was particularly important in developing the facilitation and communication competence in order that they would be able to conceptualise and implement own activities based on the common DREAMM framework of WP2 and WP3.

### Austria

The DREAMM project in Austria tried to follow a combination of integration with media literacy and art, a “red line” that was visible in all phases throughout the project. The Austrian partner started with the selection of Lead-Mentors and Mentors and included already in the training these topics. The aim was to improve the skills of Mentors under the guidance of Lead-Mentors so that they can organise together various formats with TCNs.

### Cyprus:

C.I.P. selected a group of Lead-Mentors which includes professionals in the field of migration and inclusion, a language teacher, lawyers and employees of non-governmental organisations. In addition, C.I.P.’s team of Mentors and volunteers include students and recent graduates from different fields who are interested in the field of inclusion and integration.

The Lead-Mentors and Mentors were initially trained in a 24-hours programme which included three sessions. Each session was divided in two parts. The topics covered in the training programme followed the three main pillars of the DREAMM Project.

### Greece:

After a recruiting process that employed online means and a word-of-mouth approach, IASIS selected 25 DREAMM volunteers, 10 Lead-Mentors (LM) and 15 Mentors (M), to be involved in the training process and be part of the DREAMM Greek Community. DREAMM volunteers consist of students and graduates of human and social sciences, professionals working with migrants, asylum seekers and refugees and also professionals from other fields but with a migrant background who wanted to contribute to the project by sharing their experiences to both DREAMM Volunteers and TCNs.

### Germany:

The German partner initially selected a group of Mentors working at a private adult education institute based in Göttingen, Germany and later at 2 other locations in a rural and a semi-urban region to cover a range of different scenarios. The Lead-Mentors and Mentors were trained in a 5-day workshop about the DREAMM contents and converted this learning programme in various workshops and activities (in WP2) and transcultural development activities (Joint Community Actions, WP3) with the TCNs.

Italy:

For the Orientation Action Phase involving the local community, group of people with diverse professional backgrounds that had some or extensive experience in the field of migration and were willing to become Lead-Mentors were recruited. The group included cultural mediators, migration professionals, reception centre professionals, and graduate students from different fields interested in community integration, diversity, and inclusion.

Malta:

The leading target group for DREAMM Lead-Mentors and Mentors comes from private, and public organisations and NGOs specialised in migration and integration of refugees, migrants, and Third Country Nationals (TCNs). All the participants are professionals with experience in migration and integration issues and are keen to help newly arrived TCNs. Participants are recruited through the University of Malta (UoM) contact network and personal contacts of the DREAMM Maltese team members.

## 2. Lead-Mentors and Mentors' Training and Competences Development in Austria

### 2.1. Learning Project Description

- **Summary**

The DREAMM project in Vienna tried to follow a combination of integration with media literacy and art, a “red line” that was visible in all phases throughout the project. We started with the selection of Lead-Mentors and Mentors and tried to include already in the training this combination of topics. The aim was to improve the skills of our Mentors under the guidance of Lead-Mentors so that they can organise together various formats with TCNs.

The Lead-Mentors and Mentors were trained in a 5-day workshop about the DREAMM contents and converted this learning programme in various workshops and activities (in WP2) and transcultural development activities (Joint Community Actions, WP3) with the TCNs.

The competences of the Lead-Mentors and Mentors were particularly developed through the practical workshops that were implemented mostly in face-to-face formats as part of their training. This process was particularly important in developing the facilitation and communication competence in order that they would be able to conceptualise and implement own activities based on the common DREAMM framework of WP2 and WP3.

Lead-Mentors and Mentors worked together on the realisation of the various activities foreseen in WP2 and WP3, these activities served as a framework, the Lead-Mentors and Mentors had to creatively develop own formats and concepts following the general thematic approach media literacy and art in integration. The result were diverse workshops, social events, language cafes and –courses as well as design workshops that all tried to follow the aim to make visible the various communities of Vienna by helping in the same way TCNs in their integration process.

The **objectives** were:

- Fostering the integration process through a two-sided concept focussing on Lead-Mentors and Mentors by further improving various relevant skills so that they are able in a second step to deliver workshops and other events to TCNs.
- Create a network between organisations and individuals in Vienna with the aim to create positive impacts to all involved persons on the project
- Fostering a double-sided integration process through the combination of the topics of media literacy and art, especially photography's and paintings (created by TCNs)
- Apply the knowledge and skills developed during the training workshops in the process of establishing a diverse offer for TCNS in WP2
- Improve both the skills of Lead-Mentors as well as Mentors through the training and planning process of the various activities as foreseen in WP2 and WP3 with final beneficiaries TCNs

As **final result** it was foreseen:

- Developing and realising (including documentation) of various formats of events such as workshops, language courses, language cafés as well as internal meetings and Social Activities related to different topics with the aim to support the integration process of TCNs
- Improvement of skills for Lead-Mentors and Mentors in the field of media literacy and organisational skills (project management, event organisation, planning) through the organisation of activities
- Creation of a strong network in Vienna between various organisations and individuals with the aim to strengthen the quality of integration processes

- **Target group**

- **10 Lead-Mentors** were involved in the first training course that took place in summer 2021, they all work in local integration projects and are professionals in their field with experience and knowledge regarding the implementation of activities. Some of them are part of the staff of *die Berater*, others were working for associations and NGOs active in the field of integration in Vienna
- **15 Mentors**, that were working in one of the associations or at part of *die Berater*. They all have themselves a migration background and are working in various fields. During the course they improved their skills that are necessary for the delivery of the foreseen activities that were realised together with the TCNs.
- **Final beneficiaries in Vienna:** recently arrived people with migration background, multicultural residents, social workers, associations, youth and cultural centres, neighbourhood and community organisations

- **Themes (content area)**

- Integration
- Art
- Media literacy
- Intercultural dialogue
- LetMeLearn approach
- Design Thinking Methodology; its benefits when working on projects and workshops development, with a particular focus on the migration and integration sector
- Project management and development – Implementation of the learning project and development of various artistic material with stakeholders

- **Learning objectives (for Mentors)**

- **Knowledge:**

- Knowing main DREAMM theory, concepts and practical examples to apply them: intercultural communication, facilitating events for and with TCNs, community work
- Knowing local, national and European policies, strategies and gaps on the integration and inclusion of newly arrived TCNs
- Understanding the main problematic topics related to migration and integration as well as theoretic concepts of media literacy and art
- Being able to explain these concepts to (other) Mentors and to translate the knowledge into concrete learning projects/activities
- Understanding the main tools and concepts used in the DREAMM project (LetMeLearn, Level5) and knowing how to apply them throughout the whole process of designing and implementing various activities

- **Skills:**

- Developing a strategy to implement workshops and other events as part of learning projects
- Organising specific tasks and coordinate the implementation process
- Applying their knowledge with the aim to create various forms of outputs (workshops/Social Activities/Joint Community Action)
- Applying the knowledge and project management skills they gained throughout the training workshops and the WP2 activities, to organise a successful Joint Community Action with the participation of various local and national stakeholders.
- Transferring theoretical knowledge and techniques in the field of media literacy and art to a more practical way (in form of results after workshops)

- **Attitudes:**

- Appreciating the potentials and benefits of the facilitation process and the own role in the process
- Valuing opportunities to contribute to community development
- Being motivated to meet new people from different cultures through the use of art and media literacy
- Appreciating methodologies to foster creativity and innovation



- **Methods/Activities**

1. **Face-to-Face workshops for the Lead-Mentor/Mentor training:** theoretical input sessions in small portions followed by various activities with the aim to collect ideas and share different experiences, divided by topic (Integration/Migration, Intercultural dialogue, project management, media literacy)
2. **Face-to-Face workshops delivering the DREAMM contents on:**
  - Project overview
  - Intercultural communication/dialogue
  - How to plan and implement activities (project management)
  - Community work
  - LetMeLearn approach
  - Competence Oriented Learning and Validation
3. **Further online meetings between Lead-Mentors and Mentors** and other stakeholders to define target groups' needs and to think about the concrete format and content of the activities (workshops, team building and social activities, etc.)
4. **Regular team meeting** to set up the working plan and further develop the activities of WP2 and the Joint Community Action
5. **Assessment of interim project results** and competence development in focus group dialogue among team members with focus on a participatory integration process, target group specific communication

In all the project phases we tried to benefit from the previous knowledge of Lead-Mentors and Mentors, especially regarding their different backgrounds to use their knowledge and experiences for creating meaningful activities that go beyond already existing formats.

- **Resources and materials**

*Which resources/materials did you need/use to carry out your project? Please note if you developed the material, bought it, borrowed it,...*

- Using of Power Points and beamer for theoretic input sessions
- Using of flipcharts and prompt cards for interactive activities in face-to-face settings
- Zoom as platform for online meetings
- Camera for images, not only for documentation purposes, but as part of the media (literacy) and art thematic focus (both in WP2 and WP3)
- Online tools such as Google Drive, Jamboard for planning purposes
- Easel and painting accessories for Design Workshops (WP3)



## 2.2. Learning Pathway

Please describe the learning pathway of your learning project. Learning pathways are sequences of learning steps or learning units. To fill in the table you need to break down your learning project in chronicle steps/units.

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
<b>Part A: Training of Lead-Mentors and Mentors: Introduction and topics</b>							
1	Introduction	DREAMM project, the pilot learning project	To get to know the DREAMM project, its aims and resources	Presentation during F2f or digital workshop	Website: PPT slides	Get familiar with the ppt slides  Look for the DREAMM project website and go through the different resources	1 hr
2	Migration and Integration in Austria and in the local context: exchange of ideas	Overview of migration in Austria and experiences of our Lead-Mentors/Mentors	Understand the current situation and where the local DREAMM project can help	Short presentation followed by brainstorming and collection of ideas	PPT slides		4h
3	Defining the local context	What is the situation in Vienna? Where are	Better know about existing offers	Short presentation followed by	Brainstorming		4h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		we now and how our activities can help?		brainstorming and collection of ideas			
4	Intercultural communication and competences: experiences and approaches	New approaches and ways → short presentation of available material), exchange of ideas, experiences How to use it for DREAMM	Understanding basic concepts, define the goals for the implementation in Vienna	Short presentation (using the content on DREAMM platform) followed by brainstorming session	PPT		3h
5	Community work	Theoretical input followed by discussion on how to use it for the DREAMM activities in Vienna	Understanding basic concepts, define the goals for the implementation in Vienna	Short presentation (using the content on DREAMM platform) followed by brainstorming session	PPT		3h
6	How to overcome or avoid communication barriers in the local context	Discussion to identify possible ways					2h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
7	Facilitation team building and community mobilisation						2 days
8	LetMeLearn approach	Presentation of LML approach	To get familiar with LML	Self-learning	Link to LML site	Assign yourself to the LML programme	4 hours
9	Other DREAMM-related content from website	Various content on DREAMM platform	Get familiar with various material that might be useful for the implementation	Self-learning	Link to DREAMM platform		2 hours
<b>Part B: Facilitation Methodology: Developing and putting into practice of learning projects and activities</b>							
1	Design thinking 1: My ideas for DREAMM	What can be interesting learning projects? How do we guarantee that the offer is interesting and useful for the target group?	Get an idea of possible learning projects and activities  To understand Design Thinking, Tools/Methodologies, to understand the applicability of Design	Two main brainstorming strands:  <ul style="list-style-type: none"> <li>WP2 activities – with the aim to create a common programme (Workshop</li> </ul>	Flipchart, Prompt cards		2h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		What is Design Thinking, Phases of Design Thinking	Thinking in the learning project	<p>topics, ideas for Social Activities etc.)</p> <ul style="list-style-type: none"> <li>• WP3 Community Action: Ideas</li> </ul>			
2	Design thinking 2: My ideas for DREAMM II	<p>Further development of the ideas for learning projects developed in the first workshop.</p> <p>Enrich this session with discussions regarding the involvement of participants (and Mentors) –Where and how we can use the Mentors? What</p>	To conceptualise drafts for concrete learning projects/activities	<p>Brainstorming, group discussion</p> <p>How do we guarantee intercultural communication and competences in our workshops/activities?</p>	Flipchart, prompt cards		

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		do we have to do/guarantee to create interactive workshops? How do we include Communities?					
3	Design thinking 3: Finalisation of concept for learning projects activities	Creation and Finalisation of the local DREAMM programme (putting together of learning projects dedicated to WP2 activities to one local DREAMM programme and to WP3 activities)	Finalisation of learning projects	Self-learning	Word		

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
4	Facilitation 1: Planning of implementation	Development of plans plus meetings between Lead-Mentors and Mentors to put the idea into practice	create concrete tasks and work on them in order to create a real event/workshop/activity	Brainstorming, collection of ideas, planning	Online: Zoom, online whiteboard tool  Face-to-Face: flipchart, markers, prompt cards		
5	Facilitation 2: Implementation of learning projects	Implementation of various learning projects based on WP2 and WP3 activities, for example workshops about photography, media literacy combined with general topics such as housing market and labour market, improving skills through journalism workshops (learn how to write,	Generate community involvement, improve individual skills towards media literary and art	Various, depending on the event, discussion, collection of ideas, presentation, involvement of participants through activities, group work etc.,	Camera, painting accessories, PowerPoints, etc.		

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		learn how to produce and cut videos) and regarding WP3: development of Design Workshops to learn to create paintings and artistic photographs combing this with integration topics					
6	Communication: Joint Community Action, exhibition (“Common Tracks of tastes” (GenussSpuren des Miteinanders) and Public Event	Part of the implementation of learning projects: organisation of Public Event to present the results in form of an exhibition of paintings and artistic photographs to the wider public	To present the results, to foster community exchange	Group work			



Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
7	Conclusion	Feedback, Evaluation and Final Discussion	Identify points of improvement and strengths from sessions delivered, ask questions and discuss	Group discussion	Brainstorming	Complete the feedback form for the learning experience	

## 2.3. Experience Report

### 1. Development process

The development of concrete learning projects started during the Lead-Mentor and Mentor training courses that were organised in face-to-face workshop formats. Based on previous experiences and the knowledge of the Lead-Mentors, we developed based on the framework of the DREAMM project various learning projects that all had foreseen the planning and implementation of various activities to foster the integration process of TCNs improving in the same way also the skills of the selected Lead-Mentors and Mentors. All learning projects followed the overall topic of media literacy and art, we started with the implementation in November 2021, mostly in face-to-face formats. Due to the Covid19 pandemic we needed to postpone some of the activities originally foreseen for winter 2021/22 to spring 2022 where the conditions to organise face-to-face events were better. Despite the situation we tried to focus on face-to-face formats as online events were identified as not really efficient due to the lack of personal interconnection.

After the planning phase that started with the Lead-Mentor and Mentor training, the first implementation phase stretched from November 2021 and ended in spring 2022, the focus of the learning projects here was based on WP2. In November 2021 we organised interactive journalism courses that included both theoretical input (media system in Austria, how to write articles, the freedom of speech, etc.) and practical sessions (how to film, how to use software to cut and prepare videos, how to take professional pictures, etc.). Starting with January 2022 we realised our Social Activities as well as workshops based on photography. Already in this phase we tried to unite media literacy with art introducing also artistic approaches to the various workshops. The aim here was to communicate through the activities possible career options and raise in this way the integration of TCNs. In spring and summer 2022 the WP2 activities continued with the implementation of additional workshops dedicated to body language and cultural aspects as well as with the language cafés and -courses.

### 2. Contents

In the first phase we focussed on the training of the Lead-Mentors and Mentors, this included the theoretical concepts of integration/migration (situation in Vienna/Austria, local initiatives), intercultural communication/dialogue, the LetMeLearn approach, community working and facilitation strategies and project management basics. These concepts were divided in a more theoretical input and interactive brainstorming sessions, here we also used Design Thinking methods helping the Lead-Mentors to design their activities.

### 3. Methodology

We tried to implement a methodology, where the knowledge of our professionals (Lead-Mentors) and their different backgrounds are used to create meaningful activities that go beyond already existing offers. We wanted to use their knowledge for our project and their various experiences by creating a format of intercultural dialogue and exchange of different points of views.

Thus, in our various sessions of the training courses as well as in further online meetings we tried to implement the following:

- focus on sessions on interactive elements, while theoretical input was delivered only in small portions, in every session the focus was on collecting ideas and share different experiences
- The aim was to develop the project together with our Lead-Mentors and Mentors in interactive face-to-face sessions, the learning projects should take into consideration individual experiences and strengths of participants and their organisations

#### 4. Outcomes

The orientation phase outcomes corresponded with the realisation of the various activities in WP2 in form of learning projects. Lead-Mentors together with Mentors created a set of workshops (photography and journalism combined with basic topics such as housing/labour market), Social Activities, Language Cafés, Language Courses as well as the consultancy offer, the One-Stop-Shop. For each activity, one Lead-Mentor was responsible for all steps from the idea to the description of the learning project to the realisation. In all phases the office and the project manager was organising these activities together with the Lead-Mentor. On the other side, the Mentors were helping the Lead-Mentor in the implementation process.

#### 5. Impact

Impact of the DREAMM activities in Vienna can be seen from two perspectives: Firstly from a more qualitative point of view regarding the improvement of skills and competences of the involved people, Lead-Mentors, Mentors and TCNs as well as stakeholders and secondly from a quantitative perspective regarding the numbers of people reached, the amount of organisations involved, etc.

The skills of Lead-Mentors and Mentors got improved through multiple ways during all phases of the project. Already in the planning phase they learned new techniques and approaches regarding media literacy and practical knowledge (filming, cutting a video, presentation techniques); the new acquired skills were transported directly to the final beneficiaries, the TCNs. In addition to that, through the planning and realisation of their learning projects in the framework of WP2 activities, both Lead-Mentors and Mentors got to know new skills in the field of project management and event organisation. On top, their intercultural competences got improved through the cooperation with and between different associations and NGOs active in the field of integration in Vienna. This included also in a enlargement of the network of all involved persons and new connections which allowed all participants to get new ideas and ways that will be helpful in the integration process.

From a more quantitative point of view we engaged 10 Lead-Mentors, 15 Mentors and 450 TCNs in the WP2 activities.

## 3. Lead-Mentors and Mentors' Training and Competence Development in Cyprus

### 3.1. Learning Project Description

#### ▪ Summary

C.I.P. selected a group of Lead-Mentors which includes professionals in the field of migration and inclusion, a language teacher, lawyers and employees of non-governmental organisations. In addition, C.I.P.'s team of Mentors and volunteers include students and recent graduates from different fields who are interested in the field of inclusion and integration.

The Lead-Mentors and Mentors were initially trained in a 24-hours programme which included three sessions. Each session was divided in two parts. The topics covered in the training programme followed the three main pillars of the DREAMM Project.

- Session 1 - Migration: the main objective of this session was to introduce Lead-Mentors and Mentors to the topic of migration. It included two parts. The first part was more theoretical with reference to different terms used in the migration field as well as to the legal aspect of migration. The second part included the development of a more practical approach on the topic of Migration with the use of interactive workshops.
- Session 2 - Facilitation: this session introduced DREAMM Lead-Mentors and Mentors to the topic of Facilitation and to the methodologies used within the DREAMM project, including the Level 5 and the Let me Learn approaches. It was divided in two parts; one on the theoretical aspect of Facilitation, and one on a more practical approach.
- Session 3 - Communication: this session was particularly focused on intercultural communication. In the first part of this session, DREAMM Lead-Mentors and Mentors were introduced to the theoretical framework of Intercultural Communication. In the second part, DREAMM facilitators shared real-life examples of communication barriers and case studies on how to overcome those in the migration and integration field.

The competencies of the Lead-Mentors and Mentors were particularly developed through the practical workshops that were implemented online and in person as part of the Lead-Mentors and Mentors' training. This process was particularly important in developing the facilitation and communication competencies of the Lead-Mentors and Mentors which helped them to develop material and implement the WP2 One-Stop-Shop activity, as well as the WP2 and WP3 events and workshops with TCNs.

The theoretical part of the training (most commonly presented in the schedule of the training course as -PART A-) was equally important for the Mentors as it allowed them to acquire the needed knowledge for the creation and delivery of WP2 activities under the context of 'Being a Citizen' and 'Familiarising with the Place'.

Overall, the training as well as the implementation of WP2 activities aimed to:

- Promote volunteerism as a tool towards the establishment of a sustainable society based on integration, inclusion and interculturality.

- Develop and enhance the knowledge and competencies of Lead-Mentors and Mentors.
- Apply the knowledge and skills developed during the training workshops in the process of establishing Mentoring schemes with TCNs.
- Create stronger ties between local stakeholders in the field of migration, inclusion and integration.
- To provide a space for TCNs to share their experiences, network and develop their competencies.

The final results from those activities were:

- The establishment of an informal learning strategy for volunteers in the field of migration and inclusion based on the development of Migration, Facilitation and Communication Competences.
- To increase awareness about migration and inclusion; the challenges and needs migrants face when entering a host country as well as the challenges and needs of stakeholders and professionals working in these fields.
- The establishment of a better network between local and national stakeholders in migration, integration and inclusion.
- A way to access and validate the enhancement and development of new knowledge, skills and competencies for DREAMM Lead-Mentors and Mentors.

#### ▪ **Target group**

- In total, 25 Lead-Mentors and Mentors participated in WP2 training workshops and increased their knowledge in Migration, Facilitation and Communication. The Cypriot team of Lead-Mentors is made of 10 professionals in the field of migration and inclusion – who are working or have previously worked on European projects; refugee reception centres; legal services etc. DREAMM Mentors are volunteers from different fields, including business, marketing, programming and arts.
- Local and National Stakeholders in the migration, integration and inclusion fields (NGOs, Refugee Reception Centres, voluntary organisations etc.) are additional beneficiaries of the activities conducted under WP2 and WP3.
- More than 100 newly arrived TCNs have benefited from the One-Stop-Shop and the WP2 activities.

#### ▪ **Themes (content area)**

- Migration – the DREAMM project offered a wide range of information and insights on the topic of Migration. DREAMM Lead-Mentors and Mentors were introduced to the theoretical and practical aspects of migration, and more particularly on the legal aspect. After the completion of learning workshops, DREAMM Lead-Mentors and Mentors organised informative workshops with TCNs to provide them with practical information on the legal needs and challenges of TCNs and provide them with tips on how to avoid these issues.
- Facilitation – during the workshops on Facilitation, DREAMM Lead-Mentors and Mentors increased their knowledge on the services offered to TCNs as well as the gaps in the provision

of medical, educational and labour to newly arrived TCNs. As a result, they were able to share their knowledge to newly arrived TCNs through the creation of relevant workshops.

- Communication – the communication skills that DREAMM Lead-Mentors and Mentors developed during their learning experience include insights on language barriers and on the use of interactive workshops, gamified approaches and the creation of safe spaces to overcome these challenges. All those skills and competences were used throughout the development of WP2 and WP3 workshops.
- Information about the Let me Learn Profile; how this could benefit Lead-Mentors and Mentors and how they could use their personal profile description while creating and implementing activities in WP2 and WP3.
- Design Thinking Methodology; its benefits when working on projects and workshops development, with a particular focus on the migration and integration sector.
- Project Management and Development competencies; reaching out and establishing new networks with key stakeholders, promoting and disseminating workshops (online and live), reporting and documenting activities.
- **Learning objectives (for Mentors)**
- **Knowledge:** Lead-Mentors and Mentors have developed an in-depth knowledge on Migration, Facilitation and Communication.
  - Knowing local, national and European policies, strategies and gaps on the inclusion and integration of newly arrived TCNs.
  - Knowing the main organisations and facilitation services offered to newly arrived TCNs in Cyprus
  - Understanding the legal frameworks covering the terms; asylum seeker’, ‘refugee’, and ‘migrant’.
  - Understanding how to communicate effectively with newly arrived TCNs; intercultural communication, respectful use of terminology, avoiding complicated sentences, emotional and psychological support.
  - Understanding the Design Thinking Method and the Let me Learn Tool, and knowing how to apply them throughout the design and implementation of WP2 and WP3 activities.
  - Being able to explain to locals the importance of integration, inclusion and interculturality in order to promote an equal and open society.
  - Being able to explain to TCNs their main rights and guide them towards the main stakeholders that could help them with legal, labour, educational, housing, banking and other national services, they might need.
- **Skills:** During the development and delivery of WP2 activities, DREAMM Lead-Mentors and Mentors developed various skills, including development of soft skills, project management, and event planning. In addition, DREAMM volunteers have gained skills and competencies that are required in the fields of migration, inclusion and integration.
  - *Exercising* the Design Thinking method to organise and deliver WP2 workshops



- Applying their knowledge of intercultural communication when communicating with newly arrived TCNs, particularly during the live One-Stop-Shops.
  - Applying the knowledge and project management skills they gained throughout the training workshops and the WP2 activities, to organise a successful Joint Community Action with the participation of various local and national stakeholders.
  - Developing an in-depth understanding of the challenges and needs of working in the field of migration and inclusion and identifying ways to overcome those challenges.
  - Developing new relations and networking with main local stakeholders and professionals in relevant fields.
  - Transferring their knowledge of the legal framework on the rights and responsibilities of asylum seekers in Cyprus to the TCNs that visited the One-Stop-Shop
  - Transferring their understanding of the challenges as well as the opportunities of inclusion and integration to the local society in order to promote interculturality.
- **Attitudes:** Throughout their participation in the DREAMM project, Lead-Mentors and Mentors have developed attitudes that help them to volunteer in humanitarian organisations and participate in further actions in the field of migration, integration, and inclusion.
- Understanding and appreciating the importance of the role of volunteers in the facilitation and integration of newly arrived TCNs.
  - Being aware of the local and national stakeholders in the fields of migration, inclusion and integration and understanding how they contribute towards an intercultural Cyprus.
  - Facilitation and Communication competencies specifically developed for successful interaction with TCNs and relevant stakeholders.
  - Motivation to volunteer and engage further with projects, actions and initiatives on the promotion of human rights, interculturality, integration and inclusion.
  - Appreciating the importance of creativity and innovation as volunteers.
- **Methods/Activities**
- 2 f2f meetings with Lead-Mentors and Mentors – details
  - 5 online (and recorded) workshops delivering content on Migration, Facilitation and Communication
  - Informal f2f meetings with Lead-Mentors and Mentors to discuss the process of designing and implementing WP2 activities.
  - Design Thinking Workshops to organise WP2 activities.
  - An online workshop on the Let me Learn Approach
  - A Facebook group with all Lead-Mentors and Mentors to communicate with each other, and share information about the DREAMM activities and other relevant initiatives



- A Dropbox with all the material, presentations and resources used for the training workshops (including the recordings on the online sessions)
  
- **Resources and materials**
  - Internet for research and content collection
  - Canvas for the creation of presentations, flyers and informational material
  - PowerPoint for the presentations of the training workshops
  - Zoom (platform for online meetings)
  - YouTube (uploading the training workshops)
  - Dropbox (uploading the training content for Lead-Mentors and Mentors' easy access)
  - Camera for photos
  - Google Jamboard for brainstorming
  - Google Forms for Online Registrations

### 3.2. Learning Pathway

The Cypriot learning project was divided into four sessions, with the first three sessions being separated in to Part A and Part B. Below the learning project sessions are broken down in chronicle steps/units:

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
1	Introduction to the DREAMM project	Welcoming and getting to know each other	Lead-Mentors and Mentors introduced themselves	Discussion in a f2f meeting		n/a	0.5h
2	Introduction to the DREAMM project	Introduction to the DREAMM project	Lead-Mentors and Mentors were introduced to the objectives of DREAMM and to the Lead-Mentor and Mentor role in the project	Discussion in a f2f meeting Zoom (for participants joining online)	PPT Zoom Recording (for Mentors who joined at a later stage)		0.5h
3	Migration – Part A	Migration in Cyprus (past and current), the European	To introduce the legal framework regarding asylum seekers, refugees	Discussion in a f2f meeting	PPT Short Documentary	The learning workshops didn't set a formal assignment to Lead-Mentors and Mentors. Participants were encouraged to	1h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		Context and the Legal Framework	and migrants; distinction between asylum seekers, refugees and migrants (definitions); statistics about migration in Cyprus; introduction to the key stakeholders in this field	Zoom (for participants joining online)	Zoom Recording (for Mentors who joined at a later stage)	keep up to date with migration and integration policies. Raising awareness in these fields was promoted throughout the learning experience. Brainstorming sessions were encouraged. Lead-Mentors and Mentors were always encouraged to share any material they had on relevant topics, introduce their own interactive activities and lead workshops.	
4	Migration – Part B	Introduction to the concept of social community actions and the importance of volunteering	An explanation of the role of volunteers in the process of integration and the key competences and skills of volunteers in relevant fields; introduction to key documents and training material to help Lead-Mentors	Zoom meeting	PPT on migration-related projects, actions and initiatives in Cyprus  Zoom Recording (for Mentors who joined at a later stage)	n/a	1h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			and Mentors to advance their knowledge, skills and competences				
5	Migration – Part B	Introduction to the Design Thinking Method	Explain the benefits of using the Design Thinking Method in humanitarian actions; introduction to the main steps of Design Thinking Method; Explanation on how the Design Thinking Method can contribute to the DREAMM project	Zoom meeting	PPT on the Design Thinking Steps Zoom Recording (for Mentors who joined at a later stage)	n/a	1h
6	Migration – Part B	Use of design method	Case Studies using the Design Thinking Method; applying the Design Thinking Method on	Zoom meeting	Brainstorming (divided into groups) Practical activities (scenarios) Zoom Recording (for Mentors who joined at a later stage)	n/a	1h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			DREAMM WP2 planning				
7	Migration – Part B	Presentation of group results and discussion	A short summary of Migration Part A and B; questions; results of group activities	Zoom meeting	Discussion	n/a	0.5h
8	Facilitation – Part A	Introduction to Education and Learning theories	Lead-Mentors and Mentors were introduced to the education and learning theories of the DREAMM project; bottom-up and Level 5 approaches; benefits of each theory and how they can contribute towards the objectives of DREAMM	Zoom meeting	PPT Videos and interactive learning methods Zoom Recording (for Mentors who joined at a later stage)	The learning workshops didn't set a formal assignment to Lead-Mentors and Mentors. Participants were encouraged to keep up to date with facilitation and integration policies. Raising awareness in these fields was promoted throughout the learning experience. Brainstorming sessions were encouraged. Lead-Mentors and Mentors were always encouraged to share any material they had on relevant topics, introduce their own interactive activities and lead workshops.	1.5h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
9	Facilitation – Part A	Introduction to the Let me Learn approach	Lead-Mentors and Mentors had the opportunity to complete the Let me Learn process and receive their own profile results which were then discussed during an online Zoom meeting with a representative of the University of Malta	Zoom meeting	PPT on the Let me Learn Group activities Zoom Recording (for Mentors who joined at a later stage)	Lead-Mentors and Mentors completed the Let me Learn questionnaire to receive their learning profiles	1.5h
10	Facilitation – Part A	Discussion in groups and engagement with the theory	A short summary of the learning theories; questions	Zoom meeting	Group Discussion Zoom Recording (for Mentors who joined at a later stage)	n/a	0.5h
11	Facilitation – Part B	Introduction to local projects, open learning methods and	Lead-Mentors and mentos got an insight into the work of relevant stakeholders in the process of	Zoom meeting	PPT on local projects working towards the facilitation of newly arrived TCNs Zoom Recording (for Mentors who joined at a later stage)	n/a	1.5h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		their facilitation in local projects	facilitation and integration.				
12	Facilitation – Part B	Use of Design Thinking Method	Practical examples of applying the Design Thinking Method, particularly in the Facilitation process	Zoom meeting	Brainstorming (divided in groups) Games and videos Zoom Recording (for Mentors who joined at a later stage)	n/a	1h
13	Facilitation – Part B	Presentation of group results and discussion	A short summary; questions	Zoom meeting	Group discussion Zoom Recording (for Mentors who joined at a later stage)	n/a	0.5h
14	Communication – Part A	Introduction to the importance of culture and communication in the field of migration (theory)	Lead-Mentors and Mentors received information on the theoretical aspect of communication in the migration and integration fields, with a particular focus on intercultural communication.	Zoom meeting	PPT on effective communication with a particular focus on communication with refugees and migrants Zoom Recording (for Mentors who joined at a later stage)	The learning workshops didn't set a formal assignment to Lead-Mentors and Mentors. Participants were encouraged to keep up to date with communication and integration policies. Raising awareness in these fields was promoted throughout the learning experience. Brainstorming sessions were encouraged. Lead-Mentors and Mentors were always	1.5h



Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
						encouraged to share any material they had on relevant topics, introduce their own interactive activities and lead workshops.	
15	Communication – Part A	Introduction to Communication in an intercultural perspective (practical approach)	At this stage, Lead-Mentors and Mentors were introduced to practical tools for initiating intercultural communication.	Zoom meeting	PPT on the practical application of Communication approaches and methods Interactive activities and group activities Zoom Recording (for Mentors who joined at a later stage)	n/a	2h
16	Communication – Part A	Discussion in groups and engagement with theory	Lead-Mentors and Mentors shared their own examples and raised their questions on intercultural communication.	Zoom meeting	Group Discussion Zoom Recording (for Mentors who joined at a later stage)	n/a	0.5h
17	Communication – Part B	Introduction to practical communication barriers and	Lead-Mentors and Mentors received practical information on	Zoom meeting	Zoom Recording (for Mentors who joined at a later stage)	n/a	1.5h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		ways to overturn them	language and communication barriers with the use of case studies and real-life examples.				
18	Communication – Part B	Use of design thinking method, divide into groups	Practical examples of applying the Design Thinking Method, particularly in the establishment of intercultural communication.	Zoom meeting	Zoom Recording (for Mentors who joined at a later stage)	n/a	1.5h
19	Communication – Part B	Presentation of group results and discussion	A short summary; questions	Zoom meeting	Zoom Recording (for Mentors who joined at a later stage)	n/a	0.5h
20	Conclusion	Summarise the previous sessions and present current, ongoing programmes	This session included a summary of the theoretical aspect of all previous sessions.	F2f meeting	PPT on the main topics covered throughout the training sessions	n/a	1h

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		related to DREAMM					
21	Conclusion	Present the Strategy for the Recruitment of Mentors	Short introduction on the responsibilities of Lead-Mentors and Mentors after the completion of the learning workshops.	F2f meeting	PPT on the DREAMM recruitment approach for Mentors	n/a	0.5h
22	Conclusion	Group activities	use of interactive activities and gamified approaches with a focus on migration and integration.	F2f meeting	Group activities and games	n/a	1h
23	Conclusion	Feedback, Evaluation and Final Discussion	Lead-Mentors and Mentors shared their feedback on their learning experience.	F2f meeting	Group Discussion Feedback form	Complete the feedback form for the learning experience	1h

### 3.3. Experience Report

#### 1. Development process

The learning project for Cyprus was delivered in a combination of f2f and online workshops, due to the high cases of covid-19 cases as well as the schedule of the Lead-Mentors and Mentors. In addition, all the live and online training workshops of WP2 were recorded. So, Mentors, who were unable to join at the time of the workshop or who joined the DREAMM team at a later stage, could follow the process. All the recordings as well as the material and resources used during the training workshops were uploaded to a Dropbox folder where all Lead-Mentors and Mentors have access.

The learning project was divided into three stages: the designing phase, the organisation and planning phase and the implementation phase.

In the first phase – the designing phase – DREAMM Lead-Mentors and Mentors were introduced to the DREAMM project and the topics of Migration, Facilitation and Communication. At this stage Lead-Mentors and Mentors developed an understanding of the fields of migration, integration and inclusion and they developed skills and competencies that would help them throughout their volunteering experience. In addition, participants got introduced to key stakeholders in relevant sectors which could potentially take part in DREAMM activities.

The second phase – the organisation and planning phase – included informal f2f meetings with DREAMM Lead-Mentors and Mentors to identify key stakeholders with whom DREAMM could co-organise a set of activities under the context of WP2. At this phase, Lead-Mentors and Mentors produced info flyers for the One-Stop-Shop and identified the main locations where the One-Stop-Shop and the other WP2 events would take place. Finally, the topics of WP2 events were decided following brainstorming and group activities with the Lead-Mentors and Mentors. This stage included a campaign for the recruitment of TCNs who took part at WP2 workshops. This process included identifying the best online platforms for communicating and reaching out to TCNs. One platform that had been very useful in reaching out to the local migrant community is the Help Refugees Work online platform which was developed by the Cyprus Refugee Council and which is used by various organisations to promote training activities, job opportunities and networking events for TCNs.

The last phase – the implementation stage – included the actual delivery of WP2 activities. It has led to the development of close ties with local and national NGOs and professionals in the migration and inclusion field, like the UNHCR Cyprus and the Generation for Change, who took part in WP2 workshops and in the WP3 Public Event. The Joint Community Action was another activity of the final stage of the learning experience in Cyprus and it was developed throughout the learning experience from the very first steps of the first stage.

#### 2. Contents

The first phase of the learning experience in Cyprus included the training workshops for the Lead-Mentors and Mentors. These workshops were divided into the theoretical part (usually the PART A of each Session) and the practical part, using the Design Thinking Method (PART B of each Session).

The Design Thinking Method was used during the training workshops to collect the main ideas of the Lead-Mentors and Mentors for the organisation and implementation of DREAMM's objectives and it

was later used throughout the project to plan and deliver WP2 workshops. During the Design Thinking Method process Lead-Mentors and Mentors took part in brainstorming activities, they exchange ideas, researched different topics on Migration, Facilitation and Communication and established connections with various stakeholders in these fields.

### 3. Methodology

- 2 f2f workshops with DREAMM Lead-Mentors and Mentors to introduce the three main sectors of the project; Migration, Facilitation and Communication
- 5 online (recorded) workshops on the use of the Design Thinking Method with a particular focus on Migration, Facilitation and Communication; brainstorming, games 7 simulation, interactive activities
- Let me Learn Approach for Lead-Mentors and Mentors; university of Malta explained Mentors' the meaning of their profiles
- Informal meetings and design workshops with Lead-Mentors and Mentors
- Establishing a network of stakeholders and professionals in the fields of Migration, Facilitation and Communication
- Use of social media to communicate with Lead-Mentors, Mentors and TCNs and spread awareness about the objectives of DREAMM and the activities the CIP team of volunteers has developed in WP2

### 4. Outcomes

Following the initial recruitment of a team of Lead-Mentors and Mentors and the establishment of the One-Stop-Shop, Lead-Mentors and Mentors have designed a series of events under WP2. Some of the most stand-out activities are:

- Exploring Discrimination through Art in June was held at Entos ton Texnon, co-organized with the Generation for Change. Participants included migrant/TCN artists who brought their artwork and presented it in relation to the topic of discrimination. The event also included film screenings related to the topic of racism and xenophobia, as well as interactive sessions/workshops providing open spaces for discussing personal experiences and feelings.
- Creating an Intercultural Cyprus through Food in June was held at Acropolis Park and involved the participation of 2 TCNs who cooked their nation's traditional dishes as well as Cypriot delicacies for everyone. One of the cooks was Lebanese, and the other was African. The event brought together TCNs from many countries, and it also included cultural activities such as traditional dancing and music from those nations. Everyone had the chance to try out traditional foods and learn about their historical significance in that nation.

## 5. Impact

The development of DREAMM workshops and activities had great success in Cyprus. The team of local volunteers have developed their skills and competencies related to Migration, Facilitation and Communication. In addition, more than 100 TCNs have benefited from the orientation workshops and activities developed throughout the project's duration.

The Lead-Mentors and Mentors have cooperated successfully, and they have established meaningful relations with the final beneficiaries (TCNs) through the development of joint activities. Furthermore, the Mentors showed a great interest in designing, planning and delivering workshops and they were able to guide the creation and development process.

A strong relationship has also been achieved between the local team of Mentors and key stakeholders in the migration, facilitation and communication fields who will continue to develop activities and workshops in line with DREAMM's objectives even after the end of the project.

## 6. Perspective

The Cypriot learning experience offers a new approach to training and developing the knowledge, skills and competencies of volunteers in the field of migration and inclusion. The Let me Learn and the Level 5 approaches, as well as the national reports on the development of workshops and activities with TCNs, could be useful tools for all key stakeholders, organisations and professionals in the fields of Migration, Facilitation and Communication in Cyprus.

One of the main objectives of DREAMM volunteers in Cyprus was to help the process of integration and inclusion for newly arrived TCNs while also helping the establishment of an equal, open and intercultural society. To achieve these aims DREAMM Lead-Mentors and Mentors have paid great attention to developing workshops where locals could also participate and contribute, setting as a result the foundations for an intercultural society. Equal consideration was given to the interests of TCNs who joined the dream activities, and as a result, Mentors organised a number of ICT workshops, helping TCNs to enhance their ICT skills and advance their opportunities in the labour market.

## 7. Facilitator Development

DREAMM Lead-Mentors and Mentors have approached their learning experience and the process of creating events, activities and workshops with key stakeholders in the migration and inclusion fields, TCNs and locals with an interdisciplinary approach. They have developed a range of workshops, including ICT workshops, art events and city tours which aimed at the exchange of cultures, the mitigation of stereotypes and the mutual understanding between the local community and newly arrived TCNs.

This process offered a great opportunity for everyone involved to develop intercultural facilitation and communication skills and competencies and learn about the process of integration and inclusion in a host country as well as the challenges and needs of stakeholders working in relevant fields.

## 4. Lead-Mentors and Mentors' Training and Competence Development in Greece

### ▪ Summary

IASIS is the coordinator of the initiative “Connect Your City” which is a network of Youth Centres targeting young people. As IASIS oversees and supports the Network of Youth Centres, gaining all the knowledge and resources required for its administration, each Youth Centre is independently run by young members or volunteers of the organization, which is what makes the activities and initiatives specific and one-of-a-kind. Young people founded CONNECT YOUR CITY, they run it, and all the services it provides are specifically geared toward young people. IASIS maintained ongoing communication with the Connect Your City volunteer database in order to find and train new DREAMM Mentors and Lead-Mentors.

The Learning Project consisted of 3 pillars: a) Training phase, b) Planning phase and c) Implementation phase (b and c described in the Experience Report).

### 4.1. Learning Project Description

#### *Training phase*

After a recruiting process that employed online means and a word-of-mouth approach, IASIS selected 25 DREAMM volunteers, 10 Lead-Mentors (LM) and 15 Mentors (M), to be involved in the training process and be part of the DREAMM Greek Community. DREAMM volunteers consist of students and graduates of human and social sciences, professionals working with migrants, asylum seekers and refugees and also professionals from other fields but with a migrant background who wanted to contribute to the project by sharing their experiences to both DREAMM Volunteers and TCNs. Should be noted that LM came from a background of psychology, counselling, coaching, and law advisory.

The 25 participants enrolled in the training course that lasted 24 hours and was split in three days in a row of 8 hours each. The first two training sessions were conducted at IASIS certified training facility in the central of Athens while the last one at the training facilities in Porto Rafi region of Attiki.

The training was conducted based on the principles of Experiential Learning, in order to bring the participants in direct contact with the object of study through a series of specialized “gamified” activities, role-playing games and theatre.

On the first day, the training was centred to the topic relating to “Migration”. Learners got introduced to the concept of the project and the roles and responsibilities of LMs and Ms. The training followed by analysing the models of mitigating social exclusion, the multidimensional phenomenon of migration through a sociological point of view emphasizing historical data of migration activities from the ancient to the modern era. In addition, learners were introduced to the EU values and Human Rights regarding migration/refugeeism, to the national hosting framework while the also had the chance to visit IASIS Housing Migration Shelters and get involved in an education round table with the experts working there.

On the second day, the training was centred to the topic relating to “Facilitation”. learners discovered and discussed the educational needs of TCNs, approaches that encourage their engagement, and cutting-edge coaching and teaching methods. They also learned how Let Me Learn operates and how facilitators foster an environment that is meaningful, inclusive, and productive. They worked in groups



to develop an Action Plan that addresses real educational needs of TCNs presented as case studies. After the last break, they had the opportunity to visit IASIS' social cooperation called Fabric Republic that engages TCN workforce in which they had the chance to mix with the experts working there, engage in job-shadowing, and analyse real cases.

On the third and final training day, which had an orientation on the topic of “Intercultural Communication”. Learners got introduced to the principles and theories of intercultural and inclusive communication, the communication challenges TCNs face in the hosting countries, describing also the challenge of the bureaucratic-institutional communication. In addition, the Let me Learn communicational pattern was discussed and also the implications of communication mismanagement. At the end of the sessions learners got involved in a simulation project where they had to employ their LM and M skills (under the supervision of a psychologist) in the field with TCNs.

It should be mentioned, that in each training day, the sessions ended with a reflective and debriefing discussion.

Through the training sessions, the DREAMM Greek Volunteering community was established, trainers were provided an immersive training on the TCN theories, approaches, methodologies and get prepared for WP2 and WP3 activities.

Through the above-mentioned learning strategy IASIS aimed to:

- Increase competences of Migration, Facilitation, Intercultural Communication of DREAMM Volunteers
  - Strengthen the professional competences of DREAMM Volunteers
  - Enrich the Knowledge, Skills and Attitudes of the stakeholders regarding migration facilitation methodologies and increase their intercultural competences.
  - Emphasize the importance of Lifelong learning and experiential education as effective approaches in creating and developing intercultural and inclusive societies
  - Foster the sense of belonging of TCNs and prepare locals to live in diverse communities
  - Cultivate intercultural sensitivity of Athenians
- **Target group**
    - 25 DREAMM volunteers, of which 15 were DREAMM Mentors including university students and graduates in the fields of psychology, social sciences, social anthropology, and cultural/human studies. The rest 10 were DREAMM Lead-Mentors including psychologists, adult educators, coaches, lawyers and professionals working directly or indirectly in the field of migration and refugeeism.
    - Final beneficiaries are 220+ TCNs located in Athens: recently arrived migrants, refugees and asylum seekers and also minorities with different cultural background who are underrepresented.
  - **Themes (content area)**
    - Integration
    - Migration
    - Facilitation
    - Intercultural Communication
    - Structured brainstorming



- Design Thinking
- Let Me Learn
- Project design, coordination and implementation
  
- **Learning objectives (for Mentors)**
  - **Knowledge:**
    - Knowing the national and European migration contexts, policies that promote human rights and national/regional initiatives
    - Understanding the multi-dimensional nature of migration
    - Understanding the bureaucratic and institutional challenges TCNs face in the hosting country's contexts.
    - Understanding the training needs of TCNs
    - Understanding common communication mismanagement issues between TCNs and local communities
    - Being able to explain integration methodologies that effectively promote the inclusion of TCNs
    - Being able to explain the positive implications of intercultural communication
    - Being able to explain how LML influences and transforms the educational experience of learners and how it can be used in the implementation of WP2 and WP3 activities
  - **Skills:**
    - Using effectively the Let Me Learn Tool in WP2 and WP3 activities
    - Applying experiential learning approach in the TCNs oriented workshops
    - Developing a holistic learning and developing strategy for workshops and learning projects
    - Developing education interventions in Athenian contexts that involved both ends (TCNs and locals)
    - Developing intercultural communication skills
    - Being able to facilitate the integration of TCNs and guide them to appropriate institutions/individuals that could address their personal, educational and professional needs
  - **Attitudes:**
    - Be responsible to promote intercultural values and global empathy
    - Advocate their peers in terms of releasing non violent intercultural communication
    - Act with respect towards people with different mindsets and origin
    - Demonstrate personal needs and rights while accepting the responsibilities that one has as individual
    - Support peers in their efforts to work collaboratively within diverse groups

▪ **Methods/Activities**

1. Three face-to-face training sessions 8 hours each for Lead-Mentors and Mentors
2. WhatsApp group creation for LM and M to stay in touch
3. Three structured Brainstorming and Design Thinking sessions to plan and develop WP2 and WP3 activities
4. For the optimization of the communication skills of the TCNs, Mentors focused on the usage of digitised educational materials such as eBooks, podcasts, videos and worksheets directly targeting the enhancement of the acquisition of a second language. The intention was to provide the necessary structures, means and resources to ease TCN's entry into the culture of their host country.
5. In the framework of boosting digital and communication competences we used iSpring Free which is a tool that allows users to create mobile-friendly online language courses with quizzes instead of dull non-interactive PowerPoint presentations. Additionally, WhatsApp was pretty useful in terms of creating online learning spaces where TCNs could interact and exchange messages. The tool was very effective especially for the practice of the written language. Last but not least, we worked with Kahoot which gave us the opportunity to engage TCNs, in a gamified manner, with grammar and vocabulary quizzes, and other educational games.
6. To widen their ability to understand their social surroundings and blend in better, it was considered necessary to familiarise them with the Greek and European culture through experiential outdoor activities such as attending cultural events, exploring national cultural centres, museums and institutions. The planned activities enabled them to acquire self-knowledge, emphasise on their communication skills, helped them become active within their community and strengthen their relationship with their peers.
7. Screening focus groups provided the instructor with the opportunity to explore the above-mentioned topics of discussion by getting small groups of participants to elaborate. This methodology allowed the instructor to gain a better understanding of the participants' perspectives. Then, in order to facilitate a wider level of dialogue, world cafes were used. This choice encouraged participants to make new connections, strengthen relationships and build trust, but also catalysed novel ideas and thinking.

▪ **Resources and materials**

- Hands-on material (A4 papers, markers, cards, magazine and newspaper, boarding games)
- Training material provided by IASIS Library (books and e-books)
- Gamejam
- Kahoot
- PowerPoints for presentations
- Canvas for design development
- Digital equipment (PC, projector, tablet)
- Intercultural props brought by the TCNs

## 4.2. Learning pathway

Please describe the learning pathway of your learning project. Learning pathways are sequences of learning steps or learning units. To fill in the table you need to break down your learning project in chronicle steps/units.

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
A	MIGRATION						
1	Introduction	DREAMM project	Get to know the DREAMM project, its aims and resources	F2F Experiential Learning Training	DREAMM Website PPT slides	Get familiar with the ppt slides Look for the DREAMM project website and go through the different resources	30 min
2	Framework of Migration	History of Migration, Migration crises in Greece, EU values and Human Rights	Understand the migration contexts, the EU and national laws and human rights	F2F Experiential Learning Training	PPT slides Gamejam	Enrol the World Cafe consisting of 6 online tables and spread ideas collectively	90 min
3	Roles of Mentors and Lead-Mentors	Understand what, how and when LM and M have to do	Learn best facilitation and inclusive strategies	F2F Experiential Learning Training	Kahoot	Develop a 10 min Action Plan in groups Answer the Kahoot questions	30 min

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		it WP2 and WP3 activities					
4	Migration Policies	National policies and integration strategies	Get to know the hosting facilities and structure of Greece about migrants, Framework, Policies and national/regional initiatives	F2F Experiential Learning Training	PPT Slides Gamejam	Enrol the World Cafe consisting of 6 online tables and spread ideas collectively Review the presented national initiatives	90 min
5	Hands-on experience	Study visits at IASIS Housing Shelters designed for Migrants	Practically learn the field of working with TCNs	Study Visit and Job-shadowing	PPT Slides	Review the policies and practices of the Housing Shelter	3.5 hrs
6	Reflection	Reflect on the lessons Learnt	Develop metagnosis on the topic of Migration	Group discussion	N/A	Participate in the evaluation/reflection process	30 min
<b>B</b>	<b>FACILITATION</b>						
7	Screening of Educational Needs	Training Needs of TCNs and Educational Methodologies	Identify educational needs of TCNs and apply best	F2F Experiential Learning Training	PPT Slides YT Video	Review the slides and the video	60 min

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			educational interventions				
8	Best Teaching Practices	Innovative Teaching Techniques	Apply experiential learning	F2F Experiential Learning Training	PPT Slides YT Video	Review the slides and the video	30 min
9	Let Me Learn	Introduction of Let Me Learn Approach	Use Let Me Learn	F2F Experiential Learning Training	PPT Slides LML Platform	Review the slides and the platform	30 min
10	What is facilitation?	What do facilitators do and how can they help?	Understand what is facilitation and when should be applied	F2F Experiential Learning Training	PPT Slides	Review the slides and the case study given	90 min
11	Let's do it!	Action Plan of identifying training needs and act as a Facilitator	Get practical experience	F2F Experiential Learning Training	PPT Gamejam	Complete the game- and project-based activity	90 min
12	Hands-on experience	Study visits at IASIS social cooperation named Fabric Republic that engages TCN workforce	Practically learn the field of working with TCNs	Study Visit and Job-shadowing	PPT Slides	Review the policies and practices of the Fabric Republic Brainstorm for new initiatives	3.5 hrs

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
13	Let's reflect	Reflect on the lessons Learnt	Develop metagnosis on the topic of Facilitation	F2F Experiential Learning Training	N/A	Participate in the evaluation/reflection process	30 min
<b>C</b>	<b>INTERCULTURAL COMMUNICATION</b>						
14	Basic concepts of global communication	Principles of Intercultural and Inclusive Communication	Make use of best communication practices	F2F Experiential Learning Training	PPT Slides	Work on groups and create 10 bullets on "what is intercultural communication for you?"	60 min
15	Intercultural Challenges	Communication challenges and barriers of TCNs	Acknowledge communication challenges of TCNs	F2F Experiential Learning Training	PPT Slides	Work on groups and create 10 bullets on "what do you think are the communication challenges TCNs face?"	30 min
16	Bureaucracy as a barrier	Bureaucratic institution communication: The Greek Case	Acknowledge communication challenges of the Greek Bureaucracy in integration	F2F Experiential Learning Training	PPT Slides	Review the slides and discuss the case study given	30 min
17	Let Me Learn application	Let Me Learn pattern and	Make use of LML	F2F Experiential Learning Training	PPT Slides LML Platform	Review the LML tool and complete samples	90 min

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		Communication					
18	Communication Mismanagement implication	How Communication Mismanagement can lead to Social Exclusion	Avoid common communication issues and mistakes	F2F Experiential Learning Training	PPT Slides	Join non-verbal and verbal communication role plays	90 in
19	Let's do it!	Be a Lead-Mentor or Mentor	Get practical experience in communicating with TCNs	Roleplay and simulation	PPT Slides	Develop a script and execute it	3.5 hrs
20	Let's see what we learnt	Reflection	Develop metagnosis on the topic of Intercultural Communication	F2F Experiential Learning Training	N/A	Participate in the evaluation/reflection process	30 min
<b>D</b>	<b>BRAINSTORM AND DESIGN THINKING</b>						
21	Let's plan	Innovative Joint Activities planning	Plan and design WP2 and WP3 activities	F2F Experiential Learning Training	PPT Slides Gamejam	Participate in structured brainstorming and develop a project activity with milestones, analyse it and create a time plan	6 hrs

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			Understand how to use Design Thinking				
<b>E</b>	<b>PROJECT MANAGEMENT</b>						
22	Basics of Project Management	Project Cycle	Understand how to manage and implement a project	F2F Experiential Learning Training	PPT	Review the case given Create a project simulation	6 hrs



## 4.3. Experience Report

### 1. Development process

Following the Training Phase described above, the Greek Learning Experience included two more phases:

#### ***Planning Phase***

Both LM and M got involved in planning sessions in order to organize and develop the WP2 activities. The planning sessions included Braining Storming and Design Thinking processes. By encouraging each participant to offer their unique contribution one at a time in an environment free from criticism and judgment from other participants, the technique known as "structured brainstorming" enables the systematic and liberal generation of a large volume of ideas from a large number of participants. On the other hand, through the Design Thinking as a prototype-based and human-centred innovation approach assisted volunteers created useful and original answers to the DREAMM challenges.

#### ***Implementation Phase***

In this phase LM and M participated actively in the implementation of WP2 (involvement in the One-Stop-Shop sessions, and participation in the Being a citizen, Familiarize with the place, Communicating in a new language, Social activities in close connection with the Project Manager and Researcher of IASIS. Exposing LM and M to WP2 activities assisted them to a) gain practical experience in the field of TCN inclusion, b) develop coordination skills and c) expand their network of professionals as associates participated in the conduction of the activities, including well-known NGOs like SolidarityNOW, decision makers from the Ministry of Mental Health, and regional authority bodies like the municipality of Nea Philadelphia-Nea Chalkidona and other civil society bodies.

### 2. Learning Component

Mentoring in the DREAMM project has given us a deeper understanding of topics on which participants elaborated extensively. In fact, the value of our understanding lies in its depth and primarily experiential nature rather than theoretical. After hearing all the stories that participants shared, the terms integration, migration, and facilitation have a deeper meaning that cannot be restricted to solely theoretical terms. The key to establishing this connection between Mentors and participants was intercultural communication, which enabled every transaction between group members.

### 3. Methodology

In order to facilitate all these activities with people of different cultural backgrounds and finally reach the goals, we had to be inventive about the methods that we should use. It is important to keep in mind that even though the bibliography provides a wide range of possible methods, the reality in the field is different. Therefore, it is necessary to reflect deeply on the ongoing process and the team's dynamics to figure out what will work and what won't (It has to be clear that the process of developing and implementing a program, like DREAMM, cannot be linear). So, we facilitated both structured and semi-structured methods, like focus groups, world cafes, cultural activities, and the usage of digitized educational apps to bring those people closer and develop competencies to adapt to their country.

#### 4. Outcomes

We would say that our experience at DREAMM has been a real treasure. Through this project, we have developed a set of skills and solid knowledge that will be valuable for our future work in this field. Now we can understand what migration means and recognize its complexity, making the migrant experience difficult. Due to bureaucratic challenges and communication gaps, migrants face increasingly difficult experiences not only during the initial migration experience but also during the subsequent integration process. As participants shared their experiences with me, I gained a better understanding of how they feel about the living environment and what support they need, both practical and educational. We are also able to better understand what it takes for them to integrate into the host society and how intercultural communication could help (we perceive the development of intercultural communication skills as the first step of the integration process and this is the reason why I do believe that more people have to be trained and acquainted with its principles). By participating in this program, we have become aware of migrants needs, which we can take care of in the future and develop more our existing services.

LM and M have created a number of events under WP2

- A) Being a Citizen workshops:
  - European Citizenship and Global Competence
  - Local business and social entrepreneurship
  - Funding opportunities
  - Greek educational system
  - Public second chance school
  - Communication for Business I & II
  - Communication during Interview
- B) Familiarizing with the place workshops:
  - Greek History I & II
  - Cultural Heritage of Greece I & II
  - Get-to-know with the neighbourhood
  - Public Transportation navigation
  - Navigation to the City
  - Social interaction with locals
- C) Social activity workshops:
  - Intercultural music night
  - Volunteerism
  - Vegetarian Cooking
  - Intercultural Cooking
  - BARNGA activity
  - Intercultural drawing
  - Storytelling
  - Digital Storytelling
  - Digital literacy and social media
  - Hard skills workshop
  - Pre-professional skills I & II

## 5. Impact

### *Quantitative*

- 220+ TCNs enrolled in the WP2 and WP3 activities (including 136 beneficiaries from the OSS)
- 25 DREAMM volunteers involved in the training, planning and implementation phase
- 30+ external stakeholders involved in the WP2 and WP3 activities

### *Qualitative*

Our experience as Project Trainers, DREAMM LM and M has had a significant impact on our attitude, both professional and personal. By showing the greatest respect to people from different backgrounds and cultures, not only when working in the field, but also in our everyday life, we can effectively promote intercultural values and global empathy. We can also encourage others working with the same population to use non-violent intercultural communication and support them in communicating collaboratively within diverse groups.

Trainers and Mentors agree that DREAMM's contribution to the development of Greek and Athenian human capital of trainers is crucial for the further implementation of future initiatives and programs regarding the integration of migrants and refugees.

## 6. Perspective

Since TCNs come from rural areas or have only worked in manual labour that is dominated by unskilled or semi-skilled employees and requires more physical effort than mental effort, the great majority of refugees have little to no academic experience. As a result, it is probable that refugees will find it difficult to settle into educational situations that are unfamiliar to them, let alone to a class where they can study, retain, and apply what they have learned. Learning the Greek language is a prerequisite for spreading knowledge and providing migrants with employable skills. The language barrier among refugees and the difficulties in acquiring Greek appear to be the second and one of the most pressing problems, however this affects adults more than children. The diversified linguistic foundation (Arabic, Farsi, Kurdish, etc.) differs greatly from the Greek language due to the comparative languages' fundamentally different morphological and phonological structures. Despite the Greek language, there is still a general communication barrier because English-speaking schoolteachers find it difficult to interact with refugee children and their parents, leading to a variety of problems. Even in cases where refugees have prior academic training, there are reports that many stopped their university studies due to the war and never received a qualification or degree, others finished their studies but did not manage to bring the qualification documentation with them during the migration, giving rise to other difficulties as is the verification of the education, while others do have qualifications in disciplines taught in a way that contrasts to the way the refugees' prior academic training was taught. It is challenging to create an educational environment devoted to meeting the training needs of refugees without fully identifying those demands.

Taking also these into account, the Greek Learning Experience tailors the educational and training orientation of DREAMM Volunteers to optimize the acquisition of competences that foster the educational and social integration of TCNs. Being able to understand the real barriers of migration, DREAMM Volunteers created an inclusive, free of judgement and equal learning environment.

## 7. Facilitator Development: Quotes

*“Through my experience as Lead-Mentor in the DREAMM project I gained considerable experience in working with diverse populations and especially with TCNs which is a target group that I had not encountered before. This experience was not only fruitful but also challenging since I had to adapt multiple times to the different circumstances and cases. My key take-away from this project is this:*

*There is so much vulnerability around us that is very common to feel unable to provide solutions that actually have an impact. However, any intervention to vulnerable communities has an added value, even if the benefits are not as profound as someone thinks they are, people who facilitate and support projects like DREAMM can understand the point.*

*During this period I worked a lot on how I could become a better version of myself, not only for the needs of the project but also for my overall development as a professional. In a more practical sense, I tested my competencies in adult training with migrants and tried to find effective ways to reach the optimal outcome for both sides.*

*At the end, I can demonstrate that I have become more empathetic when it comes to learning and understood that we all experience learning differently. Therefore the role of the facilitator should not be stable, but flexible. A good facilitator is the one that manages to create inclusive educational settings, learner-centred and based on the values of collaboration and co-development. The gathering of so many different mindsets in one room can be chaotic and this is why the facilitator’s role is to be present but also discreet, to ease the tension and promote non violent communication understanding through the empowerment of the learners as individuals who share a common goal. All in all, I feel very empowered by my participation in this project.” - Stratis Tzanis, DREAMM Head of Lead-Mentor*

## 5. Lead-Mentors and Mentors' Training and Competence Development in Italy

### Outline

For the Orientation Action Phase involving the local community, group of people with diverse professional backgrounds that had some or extensive experience in the field of migration and were willing to become Lead-Mentors were recruited. The group included cultural mediators, migration professionals, reception centre professionals, and graduate students from different fields interested in community integration, diversity and inclusion.

Subsequently, CIDIS recruited a group of volunteers with diverse backgrounds (volunteers, members of the civil community, Third Country Nationals already established in Italy, cultural mediators) willing to become DREAMM Mentors.

The group of Lead-Mentors participated actively in the recruitment and training of the Mentor group and guided them throughout the activities from both the Orientation Action and the Joint Community Action in aims to develop a sense of community that from now on is referred to as the DREAMM Community. This was possible by interconnecting all aspects of the action and allowing everyone to participate actively and be involved in the activities and workshops through the One Stop Shop. This methodology and approach was replicated in both territories of Perugia and Naples with slight differences to adapt to the everchanging migration phenomenon and respond to the developments of the Covid19 pandemic.

### 5.1. Learning Project Description

#### Summary

##### DREAMM Lead-Mentors

The course contents were decided between the project partners and then adapted to the local contexts of each partner. The contents of the training can also be found on D23 “Training and competence development of potential DREAMM Lead-Mentors and Mentors report”.

The training course in Italy was implemented to achieve the following objectives: to acquire basic and in-depth knowledge on migration and integration based on European systems and values in general and on the local context; understand specific local support systems and connect with stakeholders; acquire the necessary knowledge concerning intercultural communication to better engage in a multicultural context and avoid cultural conflicts; understand the basic principles of competence-oriented learning and transfer the approach to planning and facilitating local learning projects.

In Perugia, a group of professionals with experience in the fields of migration, inclusion and human rights participated in the DREAMM Lead-Mentor training after a recruitment campaign implemented in two moments of promotion for the project: one on the occasion of the Orizzonti initiative and one at the University of Perugia. Twelve people completed the training on July 2021 with an additional follow up session on February 10th, 2022 for a total of 32 hours. Only the facilitation and team-building module and follow up were implemented online.

The training was developed in 4 days, and saw the participation of a wide and diversified audience of both teachers and learners; the training was developed on 3 macro-themes: migration, intercultural

communication, facilitation and team-building, with teachers from both the academic and third sector worlds; a total of 12 potential lead-Mentors and 9 teachers and experts participated.

The feedback at the end of the training was very positive, and there were high expectations with respect to the second part of the project in which the Lead-Mentors were to develop their own individual learning project during the implementation of the WP2 activities.

In Naples, after several recruitment events in universities, local associations and volunteer centres a group of 11 potential Lead-Mentors and 10 Mentors participated in the training workshops. The methodology and approach utilized in this territory was the same as in Perugia but was adapted to allow Lead-Mentors and Mentors a joint participation of the trainings. The learning experience in Naples started later than in the other partner countries due to the everchanging measures and restrictions from Covid19.

Since the turnover of Mentors is frequent in the area of Naples, many opportunities were offered to continue offering volunteers the chance to become Mentors through workshops and by providing printed material and other resources.

### **DREAMM Mentors**

In Perugia, the training was planned for September 2021 but due to Covid19 restrictions it proved difficult to recruit participants and allow Lead-Mentors to participate. The recruitment was initiated during the month of November 2021 and the training started on January 2022. The group consisted of 21 volunteers with/without experience in the field of migration and completed a training for a total of 24 hours both online and in presence.

The training aimed to introduce participants to volunteering and Mentoring and provide them with information about the migration phenomena in Europe. The participants also participated in communication workshops and received an introduction to Let Me Learn Method. The Mentor training was developed in 6 different meetings lasting 4 hours each.

In Naples, as mentioned above, Mentors participated in the same training as Lead-Mentors. Experience in both territories show that flexibility is crucial to respond to a generally high turnover of Mentors. As countermeasure, CIDIS decided to extend the possibility to take on board new volunteers and become a Mentor throughout the action.

### **The DREAMM Learning Experience**

All trainings implemented in Italy were aimed to develop competences within the three pillars of migration, intercultural communication and facilitation, all integrated with the Level5 approach. The One Stop Shop experience allowed Lead-Mentors and Mentors to enhance their learning path with the experience in the field. To achieve so, all Lead-Mentors and Mentors were encouraged to develop and/or participate in all the activities and events from WP2 and WP3. This process was implemented allowing maximum flexibility for both figures to avoid burnout and considering the possibility of volunteer turnover.

The acquisition of experience outside the classroom was fundamental to better understand the importance of both roles in the whole process. In aims to enhance the competences of all Mentors, all the activities were structured to promote a transfer of skills that fell into five domains:

- Participation: Focus on the social aspect to encourage the development of meaningful relations



- Team Building: Develop a sense of group work in diverse environments
- Autonomy: promote proactive and self-motivated action
- Communication: Focus on intercultural communication
- Equality: Learn and understand and accept each other cultural backgrounds

The training and implementation of WP2 and WP3 activities aimed to:

- Promote volunteerism as a tool towards the establishment of a sustainable community based on integration, inclusion and intercultural exchange.
- Develop and enhance the knowledge and competences of Lead-Mentors and Mentors.
- Utilize a One-Stop-Shop Model to interconnect all services and activities, but also allow meaningful interactions between Third Country Nationals and Lead-Mentors and Mentors
- Apply the knowledge and skills obtained during the training workshops in the process of establishing a community-based Mentoring experience with TCNs.
- Strengthen the community based response to TCNs by creating stronger ties between local stakeholders in the field of migration, inclusion and integration.
- Provide a space for TCNs to share their experiences, needs and develop their competences

The results from those activities were:

- The establishment of a methodology and approach in the field of migration and inclusion for professionals as Lead-Mentors and volunteers as Mentors paying attention to their differences and limitations and allowing maximum flexibility.
- The establishment of a better network between local stakeholders in migration, integration and inclusion that allowed the process of orientation to become the foundation for a Joint Community Action.
- Ways to assess and validate the enhancement and development of new social profiles as DREAMM Lead-Mentors and Mentors.
- The development of communication channels via phone applications to maintain an open communication with and between all beneficiaries of the project.

### Target group

- 12 Lead-Mentors and 21 Mentors in Perugia and 11 Lead-Mentors and 10 Mentors in Naples
- Over 160 Third Country Nationals (newly arrived and already present in the territory) have benefited from the WP2 and WP3 activities
- Local, National stakeholders such as NGOs, associations, projects and initiatives working in the fields of migration, inclusion and integration have benefited from the activities under WP2 and WP3.

### Themes

- Migration: Migration phenomena in Europe, reception system and integration policies

- Facilitation: facilitate a group process, inclusive, creative, empathic, participatory, generative space.
- Communication: Intercultural communication in the migration context
- Team Building and Participation: the relationship and the group, the structure and the flow, the methodologies, the techniques, the maps, the key competence
- Let Me Learn Profile: The Let Me Learn process, facilitation competence self-assessment

### Learning objectives of Lead-Mentors

- **Knowledge:**
  - Knowing: The migration phenomena at a local and EU level
  - Understanding: The impact of migration on the person, the environment, the hosting community, intercultural communication and its complexity, barriers to integration and how to overcome them
  - Being able to explain: how to promote inclusion, integration, intercultural exchange, and what is the NGOs within a community
- **Skills:** Please describe the skills that learners were supposed to acquire during the project.
  - Exercising: autonomy, utilizing the new competences and skills acquired during all activities and events
  - Applying: knowledge and skills to guide Mentors and facilitate interactions with the final beneficiaries
  - Developing: new mind-sets regarding migration and community integration, and meaningful relations with beneficiaries and other professionals in the sectors to create a network of resources and collaborative work
  - Transferring: skills and competences to promote autonomy, equality, participation, intercultural communication and team-building
- **Attitudes:** Please describe which attitudes learners were supposed to develop during the project.
  - Setting the example for Mentors and beneficiaries
  - Favour collaborative efforts and group cohesion
  - Acting independently

### Learning objectives for Mentors

- **Knowledge**
  - Knowing: The basics of volunteering, working with vulnerable populations, code of conduct, ethic and privacy, migration phenomena
  - Understanding: The impact of migration on the person, the importance of a welcoming hosting community, basic knowledge of intercultural communication and the language of migration
  - Being able to explain: what is a Mentors' role within a community, how to contribute to community life
- **Skills**



- Exercising: new competences and skills acquired during all activities and events
  - Applying: knowledge and skills to engage with Lead-Mentors, other Mentors and the beneficiaries
  - Developing: new mind-sets regarding migration and community integration
  - Transferring: skills and competences to promote autonomy, equality, participation, intercultural communication and team-building
- **Attitudes**
- Setting the example to other Mentors and beneficiaries
  - Being proactive in their role of Mentoring

### Methods/Activities

- F2F workshops delivering the DREAMM contents on
  - Introduction to DREAMM and the Lead-Mentor/Mentor role
  - Migration and the reception system in Europe and locally.
  - Integration
  - Communication
  - Facilitation
  - Team Building and Community Mobilisation
  - Learners’ preferences (LML approach)
  - Competence Oriented Learning and Validation
  - Conflict resolution
- Hybrid workshops (online and F2F) as a follow up for Lead-Mentors to explore challenges, limitations and success stories during the initial months of the project
- F2F workshops delivering the DREAMM contents to Mentors with the support of Lead-Mentors.
- Regular participation of Lead-Mentors and Mentors in the planning and implementation of the One-Stop-Shop (in Italy known as the One Roof Community Meetup) as well as social activities and workshops
- Regular communication with Lead-Mentors and Mentors through WhatsApp
- Focus groups and design workshops with our final beneficiaries, local organizations and associations

### Resources and materials

- Camera (for images)
- Canvas (info material production)
- Internet (for research and content collection)
- PowerPoint (DREAMM content catalogue)
- Zoom (platform for online meetings)
- Printed material and access to online resources for volunteering practices such as VAI
- WhatsApp (communication between Lead-Mentors and Mentors)

## 5.2. Learning Pathway

Please describe the learning pathway of your learning project. Learning pathways are sequences of learning steps or learning units. To fill in the table you need to break down your learning project in chronicle steps/units.

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
1	Introduction	DREAMM project, the pilot learning project	To get to know the DREAMM project, its aims and resources	F2F meeting Presentation	Website: PPT slides	Get familiar with the Project  Look for the DREAMM project website and go through the different resources  Identify the roles of Lead-Mentor and Mentors	1 hr
2	Migration, reception system, and integration policies	History of Migration, push and pull factors/expectations Data and statistics of migrants in the EU/national/local context	Know and understand reception practices in the territory and policies related to migration	F2F meeting	PPT Slides	Identify migration from a local perspective to a global perspective	(3 hours)

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
3	Local Context, VAI, Privacy, Ethical, ecc	The Local Context, reception policies and services, local public bodies, health service access points	Learn local policies, services, challenges and limitations. Ethical and privacy concerns.	F2F meeting and presentation	PPT Slides	Resources and services in the territory	(4 hours)
4	Intercultural communication in the migration context	Why is communication complex, basic concepts and precepts, bureaucratic-institutional communication, principles and hate-speech/communication	Disentangling the concepts of communication and understanding the different contexts.	F2F presentation and activities	PPT Slides, online material and resources	Reflecting on one's own communication	(6 hours)
5	How to overcome or avoid communication barriers in the national/local context	How to avoid communication barriers and why within the national and local context, basic principles and models	Barriers, methods,	F2F presentation and activities	PPT Slides	Identify communication challenges, identify hate-motivated and/or hate-producing communication	(6 hours)

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
6	Facilitation, team building and community mobilisation	Different roles of facilitators, aims and tasks, competencies, coaching techniques, advocacy, design thinking to create local activities and projects		F2F presentation and activities	PPT Slides	Identify roles, aims and tasks,	(6 hours)
7	Let me Learn,	Can be derived from the LML methodology	To be familiar with LML, utilize the resource for self-improvement	F2F presentation Self-learning, activities	Link to the LML site	Assign yourself to the LML programme	(4 hours)
	Follow up	Self-evaluation and group evaluation of the progress so far, challenges and limitations, success stories	Understand the process of DREAMM activities and methodology, self-evaluation	Activities	PPT	Understand emotions and lessons learnt, work in group to understand collective emotions and feelings, think about the process from the beginning until this point	4 hrs

## 5.3. Experience Report

### 1. Development process

The process was replicated in the Italian territories of Perugia and Naples. The in-class part of the learning project was delivered in a combination of F2F and online training workshops due to restrictions and measures related to Covid19.

The overall learning project was divided into three stages: the designing phase, the organisation and planning phase and the implementation phase.

In the first stage – the designing phase – DREAMM Lead-Mentors and Mentors were introduced to the DREAMM project and the topics of Migration, Facilitation and Communication. At this stage, Lead-Mentors and Mentors developed an understanding of the fields of migration, integration and inclusion and they developed skills and competences that would help them throughout their volunteering experience. Printed resources were provided as well as interactive sessions of role-play and re-enactment.

The second phase – the organisation and planning phase – included informal F2F meetings with DREAMM Lead-Mentors and Mentors in which they were introduced to the One-Stop-Shop model (Named One Roof Community Meetup in our territory) and the guidelines to follow when designing, planning and executing the activities and events. They were able to revise forms and questionnaires that were utilized during these events and discuss privacy consents and issues that could potentially arise. In addition, DREAMM L-M and Ms participated in workshops in which professionals from reception centres and helpdesks shared their experience. During this process, we identified and implemented channels of communication through WhatsApp and Telegram which seemed more appropriate in our territory. At this stage, stakeholders were identified and a collaborative effort was put in place with other projects and associations for the recruitment of newly arrived migrants and Third Country Nationals present in the territory that could benefit from the DREAMM project.

The last phase – the implementation stage – included the actual delivery of WP2 activities. This last phase has led to the establishment of close ties with local NGOs and professionals in the migration and inclusion field who took part in several of the WP2 workshops. Lead-Mentors and Mentors took part in brainstorming activities, they exchanged ideas, researched different topics on Migration, Facilitation and Communication and established connections with various stakeholders in this fields. The activities implemented were to be consistent with the 5 domains that have inspired the actions.

### 2. Contents

Theoretical inputs were only used in the first phase of the learning project. Afterwards the process covered practical aspects that allowed all participants to further develop their competences and skills. All the activities had a focus on the social aspect of developing meaningful relations and developing a tight community.

The implementation phase was aimed at developing skills within five domains of competencies: participation, team-building, autonomy, communication, and equality. Several ice-breaker activities, brainstorming techniques, interviews, laboratories and workshops were implemented within the

project with the strong collaboration of several associations and projects that shared common values with the DREAMM project.

### 3. Methodology

- F2F Workshops to Introduce the DREAMM project and the roles of Lead-Mentor and Mentor
- F2F workshops to introduce the three pillars of the project; Migration, Facilitation and Communication
- F2F Workshops of the EU dimension, human rights, legal framework, the local context
- F2F workshops to introduce communication in the migration context
- F2F Workshops on Team-building, facilitation and community mobilization, and conflict resolution
- F2F Workshops to introduce the Let me Learn Approach
- Workshops to discuss the meaning of community, “Climate Migration” and the “Language of Migration”
- Introducing the One Roof Community Meetup as a tool to join all aspects of the project
- Use of social media to communicate with Lead-Mentors, Mentors and TCNs and spread awareness about the objectives of DREAMM and the activities the CIP team of volunteers has developed in WP2
- Establishing a network of stakeholders and professionals in the fields of Migration, Facilitation and Communication

### 4. Outcomes

Following the initial recruitment and training of LM and M and the establishment of the One Roof Community Meetup the activities were designed considering the dynamic and changing needs of the territory and the community of newly arrived migrants. We have hosted Third Country Nationals from several countries such as Afghanistan, Brazil, Bangladesh, Egypt, Gabon, Peru, Ukraine, and more. Satisfying the needs of the newly arrived considering the diverse contexts of their migration pathway plus providing a safe environment of intercultural exchange, integration, and collaboration.

Through the focus on integration and developing meaningful relations, it has been observed crescent participation from Third Country Nationals in cultural, artistic, and social activities.

Participants of the project worked together to recognise several challenges that block opportunities of collective participation. Through joint efforts, a strong network with associations and non-profits present in the territory has been developed to utilize more effectively the resources available in this sector.

In Perugia, with the collaboration of Lead-Mentors, Mentors, Third Country Nationals, cultural mediators and the already mentioned associations and non-profits, it emerged that the territory lacks a dedicated space to be used as an intercultural centre. As a result, everyone collaborated and planned the community action event as a small-scale pilot for an intercultural centre initiative.

In Naples, students, scholars, Lead-Mentors, Mentors, Third Country Nationals, cultural mediators working together with representatives of several associations and non-profit suggested work together with the local community and participate in the Social Carnival. The Carnival is an event that has been

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running for over 40 years in the territory but the target community and are has not been active or engaged in participating. It emerged through all the information meetings, focus groups and workshops that it would be a great opportunity to promote an intercultural event, elevate the deteriorated view and stereotype attached to the neighbourhood, provide its inhabitants ownership and allow people of all ages to come together in a moment of art, cultural exchange and social engagement.

List activities and outcomes in both territories:

- Workshops in synergy with associations that promote initiatives like urban requalification, LGBTIQQ, human rights, sustainable practices, climate change education, migration, and integration.
- Workshops in collaboration with other AMIF/EU funded projects
- Social Activities and walkouts around the city, parks, monuments, and governmental offices.
- Engagement and collaboration of the local universities and educational institutions
- Social app groups created to support open communication with all beneficiaries of the project, stakeholders and associations.
- Meaningful relations and support network established between Lead-Mentors, Mentors, Third Country Nationals, cultural mediators and representatives of local associations.
- Intercultural Centre Pilot (November 2022, Perugia)
- Social Carnival at Piazza Garibaldi (February 2023, Naples)

## 5. Impact

The implementation of the DREAMM project in Italy has proven to be a great success to promote integration and improve collaborative efforts with local and international stakeholders.

Utilizing the One Roof Community Meetup as a tool to join all aspects of the project, we have allowed our Lead-Mentors and Mentors to enhance skills acquired in the classroom and utilize them in the field promoting a two-way learning environment. Together with our final beneficiaries, they have worked together in organizing, planning, and actively participating in several activities and events to promote community integration and intercultural exchange.

The focus on meaningful social interactions between Lead-Mentors, Mentors and Third Country Nationals have led to the establishment of a micro-community that shares values that are in line with the values of DREAMM. The methodology and approach utilised in the process of the orientation and action phase became the foundation to achieve the objectives of the Joint Community Action phase in which all of our beneficiaries (Lead-Mentors, Mentors and TCNs) together with cultural mediators, members of the civil society, representatives of local associations and non-profits worked in synergy with a bottom-up approach.

In Perugia, it emerged that the city possesses all the characteristics of an intercultural city but needs to be cohesive. Several organisations and projects coexist but sometimes their efforts are scattered, and resources are wasted. It also became evident that the city does not have a dedicated space for intercultural events and initiatives. The response from the participants and enthusiasm to continue to share the values promoted in the project jump-started the ideas regarding the Joint Community Action.

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Applying the same methodology and approach in Naples, it emerged that there were opportunities to improve or develop intercultural interactions if there would be an established network of associations and non-profits working together towards the same goal. The idea of participating in an event that has existed for decades but has excluded some areas was the result of teamwork efforts of a community that expects integration and equality.

In both cases, the role of Lead-Mentors and Mentors that have established meaningful relations with Third Country Nationals and cultural mediators, working together and collaborating with representatives of associations and non-profits with experience in the sector have produced ideas that represent the DREAMM project's expected outcome of working with a bottom-up approach.

## 6. Perspective

The experience of the DREAMM methodology in Italy has produced a new approach for Mentoring and an innovative training approach that can be useful for other organizations, stakeholders, and Third Country Nationals themselves. The main objective of DREAMM was to provide effective tools for Mentoring incoming Third Country Nationals to promote integrations. It also aimed at empowering the community, not only migrants but also the local community by sharing the responsibilities and allowing them to become the active agents of change (bottom-up approach).

## 7. Our Professional Development (as a Facilitator)

Our team of Lead-Mentors, Mentors and stakeholders have worked together on new tasks with great potentials. Interdisciplinary collaboration has provided many learning opportunities, especially regarding integration and inclusion. The process experienced by our beneficiaries has offered the opportunity to develop or enhance competences and skills that, if also considered as core values, contribute to the promotion of integration and inclusion as well as allowing them to face challenges and limitations by adapting to diverse environments and contexts.

## 8. Testimonials

“Thanks again, it was a moment of encounter and very important if we continue keeping in touch and sharing our activities. We are sure we will have a positive impact about our projects”.

*Anlaidis Umbria*

“I want to thank again to CIDIS and all of yesterday's participants for all the beautiful gifts received. Music, dance, food, video and shared experiences! I wanted to propose that we keep this group, growing the network and publicizing each other's events and allowing others to participate”.

*Still I Rise Group Umbria*



## 6. Lead-Mentors and Mentors' Training and Competence Development in Germany

- **Summary**

Blinc initially selected a group of Mentors working at a private adult education institute based in Göttingen, Germany. The institute has several branches of activity: offers for continuing professional development, especially in the care sector, European development projects and local projects with focus on integration for disadvantaged target groups. In later phases of the project, dedicated staff from other cooperating organisations also became involved as Mentors and received abbreviated versions of Mentor training at a rural and a peri-urban location.

The first Mentors were trained in a 5-day workshop about the DREAMM project's contents and eventually converted this learning programme into local orientation actions in WP2 and with the TCNs.

The Mentors developed their Workshops in three different locations:

- Göttingen (Weststadt - urban environment)
- Altwarmbüchen (AWB) peri-urban Hannover)
- Bad Karlshafen (rural)

The Mentors acquired their facilitation competences (after the intro course) while practicing the DREAMM approach in the envisaged activities (in WP2). They worked in the 1-stop shop in AWB, created and delivered different actions for orientation ("get familiar with the place") and civic activities (becoming a citizen).

### 6.1. Learning Project Description

All Mentors were highly motivated because it was interesting to explore how to engage more with their target groups beyond the classrooms and to extend connections to related organisations. The Mentors attempted to find ways to open spaces for the locals (including people with migrant backgrounds) to engage creatively in new ways, within their own team, with their community and with other civic institutions in the area, to increase learning impact, cooperation and not least to create new perspectives for integration.

The activities and the design of the JCA in Göttingen started in autumn 2021. A series of team workshops was organised to elaborate how these aims could be accomplished. This was done by using the design thinking process.

The objectives of the learning project were to:

- Promote implementation of concrete actions to contribute to the achievement of sustainable community development;
- To use and further develop the competences of Mentors and Lead-Mentors
- Applying what we have learnt in the Mentors workshops at the start of the project on integration, communication, learning preferences and competence oriented learning
- Create or strengthen ties to local stakeholders working in related areas
- To increase job satisfaction and teamwork by opening spaces for civic engagement of TCNs and the local community

As final results, it was foreseen:

- The adoption of an informal learning and participation strategy and its practical, transcultural implementation with local stakeholders;
- Increased awareness on life reality of learners in integration courses and new findings to improve learning offers;
- New or stronger ties to civic organisations in the project locations;
- planning and delivery of a sustainable JCA project,
- validation of the competence development of all Mentors (M/LM)
- **Target group**
  - 25 Lead/Mentors were involved in implementing the learning project (learners): all working in local integration projects. All have academic degrees in various areas (e.g. business education, geography, international business administration, teaching, linguistics, marketing, etc.) and most had worked in adult education for 6+ years. Many had been part of previous projects dedicated to integration, to varying degrees.
  - Final beneficiaries are stakeholders from Göttingen, AWB and Bad Karlshafen: recently arrived people with migration background, multicultural residents, social workers, associations, youth and cultural centres, neighbourhood and community organisations.
- **Themes (content area)**
  - Integration
  - Target group specific communication
  - COL&V
  - Transcultural development
  - Design thinking (DT)
  - Project management and development (PM/D) – Implementation of the learning project and App development with stakeholders from the Weststadt
- **Learning objectives (for Mentors)**
  - **Knowledge:**
    - Knowing DREAMM theory, concepts and practical examples to apply them
    - Integration, Communication, facilitating COL
    - Knowing different ideation and prototyping approaches (DT)
    - Knowing how to plan and organise work processes (PM/D)
    - Knowing how to identify and involve relevant stakeholders
  - **Skills:**
    - Developing a holistic learning and developing strategy for workshops and learning projects
    - Organising specific tasks (singular steps) in the Design Thinking process (DT)
    - Applying the whole DT procedure and ending up with a prototype (the Weststadt App JCA)

- Implementing the project idea (PM/D): Research, technical implementation, design
- Developing and documenting an idea along a project management structure (PM/D)
- **Attitudes:**
  - Appreciating the potentials and benefits of the facilitation process (COL) and their own role in the process
  - Valuing opportunities to contribute to community development
  - Being motivated to engage in the participatory approach
  - Being determined to achieve aims through agile project management (PM/D)
  - Appreciating methodologies to foster creativity and innovation (DT)
- **Methods/Activities**
  1. 1 F2f workshop for the LM/M team: inputs and presentations on Innovation and Creativity, Design Thinking Theory, Project management, Digital tools/workspaces for visual collaboration;
  2. 4 F2f workshops delivering the DREAMM contents on
    1. Integration
    2. Communication
    3. Learners' preferences (LML approach)
    4. Competence Oriented Learning and Validation
    5. The concept using the design thinking (DT) approach, using visualisations, brainstorming, mind mapping, creating personas, focus groups
  3. Online and f2f meetings within the LM/M team, and with stakeholders from the Weststadt to define target groups' needs and useful features for an app to support community development in the quarter, as well as for testing the prototype
  4. Regular team meetings to set up work plan and to further develop the app
  5. Assessment of interim project results and competence development in focus group dialogue among team members with focus on a participatory integration process, target group specific communication, PM and networking competences.
- **Resources and materials**
  - PowerPoint and projector (for inputs to team based on DREAMM content catalogue)
  - Zoom (platform for online meetings)
  - Miro board (digital whiteboard for online collaboration)
  - WordPress and Open Street Map (for Weststadt App) and related IT developers' tools
  - Camera (for images)
  - Canvas (for logo development, info material production)
  - Internet (for research and content collection)

## 6.2. Learning Pathway

Step No.	Title	Contents	Learning objective	Method Activity	Media	Assignment	Learning time
<b>Part A: Training of Mentors and Lead-Mentors</b>							
A1	Introduction	DREAMM intro, Migration, Transcultural developments (incl. communication), facilitation theory, COL&V and LML process DREAMM project, the pilot learning project	To get to know the DREAMM project, its aims and resources	Presentation during F2f or digital workshop	Website: PPT slides	Get familiar with the ppt slides Look for the DREAMM project website and go through the different resources Take the questionnaire “Spotting ideas and opportunities” and save the results spider grid.	60 min
A2	Migration, reception system, and integration policies						(6 hours)
A3	Local Context						(4 hours)

Step No.	Title	Contents	Learning objective	Method Activity	Media	Assignment	Learning time
A4	Intercultural communication in the migration context						(6 hours)
A5	How to overcome or avoid communication barriers in the national/local context						(3 hours)
A6	Facilitation, team building and community mobilization						3 days
A7	Group creation – Let me Learn, VAI	Can be derived from the LML approach	To be familiar with LML To continue and apply it if useful and wanted	Self-learning	Link to the LML site	Assign yourself to the LML programme	(4 hours)

Step No.	Title	Contents	Learning objective	Method Activity	Media	Assignment	Learning time
A8	Follow up	Intro to design thinking	To trigger curiosity and to bring about the basics of DT	Input and discussion and team development	Miro boards (in case of online) Structured teamwork based on brain writing	Create your team and discuss roles and challenges (mottos)	4 hrs
<b>B Facilitation Methodology and spotting ideas and opportunities</b>							
2	Design Thinking (DT)	What is DT Phases of DT Methods and tools	To understand DT, its tools and methodologies, to understand the applicability of DT to the learning project	Presentation Reflective questions Discussion	PPT slides, examples	Read/hear about DT Reflect examples Discuss transfer of DT to learning project	2h
3	DREAMM learning project	How can the team plan and implement learning project	Define learning project concept for DREAMM	F2f or digital workshop	Flipchart or digital whiteboard Online conferencing tool Documentation space		
3a	DT1: Understanding	The Challenge What is to be achieved	Identify objectives and pre-conditions	Brainstorming Discussions Visualisations		Define relevant questions Define and document common goal	
3b	DT2: Empathy	Find out what the others need	Identify potentials for engagement	Brainstorming Interviews		Identify relevant questions Identify relevant stakeholders	

Step No.	Title	Contents	Learning objective	Method Activity	Media	Assignment	Learning time
				Focus group interviews Documentation		Organise exchange Document findings	
3c	DT3: Synthesis	Synthesise interim results and define vision	Analysis and conclusion from previous steps Common vision	Data analysis Discussion Visualisation		Analyse Define vision for the learning project	
3d	DT4: Ideation	Develop ideas for practice project	Define idea to implement	Brainstorming Creativity techniques Visualisation Decision making		Brainstorm possible ideas to realise the vision Cluster the ideas and discuss them Decide for an idea to implement	
3e	DT5: Prototyping	Define and build prototype	Ready prototype	Programming Content creation Lay outing Testing		Build the prototype in the team	
3f	DT6: Testing	Test the prototype with users	Gain feedback and implement it	App		Install app Use test protocol Give feedback	
4	Promote	Dissemination campaign	Generate interest	Advertisements	Posters, Flyer, Social media, Mailing lists	Carry out promotion campaign	



Step No.	Title	Contents	Learning objective	Method Activity	Media	Assignment	Learning time
5	Engage	Launch event	Generate Community involvement	Launch event Workshops	App	Carry out launch event Gather feedback Generate new activities	
6	Conclude	What was it good for?	Reflect learning experience and impact of learning project	Workshop	Questions to reflect Evaluation sheets Competence assessment questionnaires	Reflect if and how objectives were met Evaluate learning project Assess competence development Define follow up activities	

## 6.3. Experience Report

### 1. Development process

The learning project for our team started after the DREAMM workshops carried out partially F2F and partially online (due to Corona). A series of team workshops was organised to elaborate how these aims could be accomplished. This was done by using the design thinking process.

In the first stage – the understanding phase - the team focused on comprehending what it wanted to achieve and to anticipate the needs of all involved. It then defined its vision: to build new ties and to learn and grow as a team, by carrying out a creative, practical project with stakeholders, for instance in the Weststadt to support the multi-cultural community development. A plan was also developed to identify two additional project activity locations (eventually: Altwarmbüchen and Bad Karlshafen), forge connections to local actors in these locations and pass on acquired knowledge and skills to create a second generation of DREAMM-Mentors who could design and carry out additional project activities in these locations.

In the second, the empathy phase meetings were arranged with organisations in the western part of Göttingen, e.g. the community centre, a theatre project and a cultural centre to better get to know the Weststadt and their residents. TCNs and the local stakeholders from the Weststadt were involved throughout the following phases. Given the multi-cultural and multi-lingual composition of the area and the obvious need to support interaction for the sake of integration, to promote existing offers and our partners' expertise in IT development, the idea most favoured during the third, the ideating phase was to develop a community guide app.

In further meetings with TCN and the local stakeholders features and requirements for the app were defined and technically implemented by the team of IT developers. The app, called GOE West, has been extensively tested and modified to fit the needs of the local community.

### 2. Contents

Theoretical inputs were only used in the first phase of the learning project, when the DREAMM course participants introduced colleagues to the contents of the course, especially those parts related to integration/participation, communication and Design thinking. Afterwards the process was moving forward along practical aspects and applied project management and communication skills became prevalent.

Nevertheless, several design thinking techniques were used, such as Persona creation, interviews, brainstorming and brainwriting techniques, etc.. They were first explained and then applied during the respective workshops. The idea was to use the creative thinking process practically in order to develop the learning project. Both contents, CSR and design thinking, could be easily applied during the process.

### 3. Methodology

- 1 F2f workshop for our team: inputs and presentations on Innovation and Creativity, Design Thinking Theory, Project management, Digital tools/workspaces for visual collaboration;
- 4 F2f workshops with our team to elaborate the concept using the design thinking approach, using visualisations, brainstorming, mind mapping, creating personas, focus groups
- Online and f2f meetings, and with stakeholders from the local projects to define target groups' needs
- Regular team meetings to set up work plan and to further developing
- Assessment of interim project results and competence development in focus group dialogue among the team members with focus on Design-Based Collaborative Learning and networking competences.

### 4. Outcomes

During our WP2 activities, which included language tandems, language learning groups, culturally and historically themed field trips, a city tour, sports activities, a role-playing game and many more activities, a total of approximately 200 different TCNs were reached in the three project locations.

Anecdotally, our LMs and Ms reported a great deal of success in encouraging integration TCNs via social activities and felt that they developed a variety of valuable skills in facilitating integration-related activities. More technical details about this personal growth will be included in separate deliverables (D40 and D41).

### 5. Our Professional Development

Our team of Mentors has tackled challenging issues by working together in a new teams, on new tasks but with great potentials. Interdisciplinary collaboration has provided many learning opportunities, especially in regard to transcultural development and the planning and delivery of design based collaborative learning with target groups that are not used to the (German/European) way of formal education.

## 7. Lead-Mentors and Mentors' training and WP2 Competence Development in Malta

DREAMM, with all the ensuing Mentoring provisions, activities, workshops, and joint community actions, would not have been possible if the UoM DREAMM team had not received the backing of a good, competent, and trustworthy group of trained collaborators carrying the titles of DREAMM Lead-Mentors and Mentors.

### 7.1. Learning Project Description

#### Summary

The leading target group for DREAMM Lead-Mentors and Mentors comes from private, and public organisations and NGOs specialised in migration and integration of refugees, migrants, and Third Country Nationals (TCNs). All the participants are professionals with experience in migration and integration issues and are keen to help newly arrived TCNs. Participants are recruited through the University of Malta (UoM) contact network and personal contacts of the DREAMM Maltese team members.

The training workshop, conducted over four whole-day seminars, intended to help participants develop specific multiculturalism, intercultural communication, and Mentoring skills. Each session incorporated a balance between oral theory, audio-visual learning, discussions, hands-on activities, and sharing expertise and experiences to render the training as interactive and motivating as possible. The total duration of the training was 24 hours, 6 hours per seminar. The covered topics via these workshops included a 2 hours session about the DREAMM project, a 4 hours session regarding migration and reception in the local context, a 6 hours session related to EU and Local Legal Framework, a 6 hours session about Host Country Structures and 6 hours training on the Let Me Learn Process.

Holding a couple of face-to-face whole-day training seminars before the escalation in Covid-19 measures again reinforced our DREAMM Lead-Mentors' and Mentors' communicative and team-building skills. These skills eventually ended up being the major tools that aided in developing and implementing the activities, events, and workshops of WP2.

Through the Migration Information & Support Centre, DREAMM Malta (aka local One Stop Shop), our group of DREAMM Lead-Mentors and Mentors were pivotal in creating a support system for Third Country Nationals through the provision of Mentoring services related to bureaucratic matters linked with the acquisition of personal documentation, applying for employment, opening bank accounts, attending health care appointments, seeking legal advice, etc. Wherever possible, individual Lead-Mentors participated in the "Being a Citizen" and "Familiarising with the Place" workshops. Specific DREAMM Lead-Mentors and Mentors played a crucial role in workshops organised for vulnerable groups as part of the "Being a Citizen" workshops. They not only designed the workshops but also delivered them themselves. One of the Mentors also shouldered the responsibility of the upkeep of the Language Café, giving attention to language courses' participants who sought extra practice in applying Maltese and English.

Teams of individuals with various cultural backgrounds and expertise sat around the same table to brainstorm, identify the most feasible ideas, take care of organisational logistics, and take action.

Activities conducted under WP2 enabled DREAMM Lead-Mentors and Mentors to:

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- apply the knowledge gained from the training workshops to support, help and guide newly arrived migrants in Malta
- create an internal support system that witnessed the creation of friendship bonds between DREAMM Lead-Mentors and Mentors themselves
- enhance further their interpersonal and intercultural communication skills
- become savvier about how the local bureaucratic procedures work
- enhance their organisational skills
- enhance their networking and negotiating skills
- become better, more resilient problem-solvers
- create strong bonds between the various diverse communities in Malta
- play a major role in TCN's integration into the local community
- apply gained self-awareness of who they are as learners to continue seeking further knowledge about Mentoring migrants to upskill themselves to provide a better-quality service in their role as DREAMM Lead-Mentors and Mentors

The following learning outcomes ensued:

- DREAMM Lead-Mentors and Mentors are becoming more knowledgeable about how Maltese bureaucracy works, hence providing better assistance to migrants in gaining access to public services.
- DREAMM Lead-Mentors and Mentors are building a collegial working atmosphere between themselves.
- DREAMM Lead-Mentors and Mentors becoming more effective communicators.
- DREAMM Lead-Mentors and Mentors gaining a list of important contacts of persons working in NGOs and various governmental institutions who can help them and aid migrants.
- DREAMM Lead-Mentors and Mentors enhance their organisational and presentation skills, self-worth, and confidence in organising and implementing specific workshops.
- DREAMM Lead-Mentors and Mentors create a unique connection between the diverse communities as they enhance social contacts and promote active citizenship through various workshops and activities.
- DREAMM Lead-Mentors and Mentors are embarking on an individual and collective continuing informal learning process.
- DREAMM Lead-Mentors and Mentors interested in investing more personal time in accessing formal learning linked with the field of migration and aiding migrants, e.g., enrolling in the “Becoming a Cultural Mediator” Programme offered by the University of Malta, etc.

## Target group

Our DREAMM Lead-Mentors and Mentors are people from diverse cultural and social backgrounds who already promote the Mentoring process and empower third-country nationals while safeguarding their rights. Their experience and expertise make them ideal candidates to participate in this initiative. They are meant to bring their professional experiences and build an atmosphere of cross-cultural communication, emphasising the importance of heterogeneity for developing social cohesiveness. During our DREAMM Lead-Mentors and Mentors training workshops, we trained 21 Lead-Mentors and Mentors, a number which shifted during DREAMM's implementation process.

## Themes (content area)

- DREAMM: its concept, aims, and designed targets
- Mentoring: What it entails and what is the role of DREAMM Lead-Mentors and Mentors
- Migration and Intercultural Communication Issues
- EU and Local Legal Framework (European Values and Aspects, Data on TCNs presence in EU/ National/Local Context, National Legal Framework, LGBTQI+ Rights)
- Host Country Structures (Accompaniment Services – Health, Education, Work, and Job Opportunities, Banking, and Different Roles of Migrant Support Organisations)
- Facilitating the Integration Process (the Let Me Learn Process and Self-Assessment)

## Learning objectives

### Knowledge

- Knowing the role, tasks, and intervention fields of DREAMM Lead-Mentors and Mentors
- Knowing how to interact with newly arrived TCNs – intercultural communication effectively
- Understanding the host country structures (Health, Education, Work, Housing, etc.)
- Knowing the structure of public sector administration and fundamental administrative processes
- Understanding the legal framework for migration and migrant rights in Malta
- Being able to explain the different roles of migrant support organisations
- Understanding how to use the LML Process to cater better to newly arrived TCNs' needs
- Knowing how to preserve and improve relationships between TCNs and the local community
- Being able to bring together initiatives that help newly arrived TCNs and acting as a convener for those groups, offering the chance to serve as local chapters for them and network with similar initiatives throughout Malta

### Skills

- Applying intercultural communication techniques

- Transferring their knowledge regarding migrants' rights according to local and national law frameworks to newly arrived TCNs
- Applying professional conduct during Mentoring through the development of self-awareness and self-control to manage own sentiments and behaviours especially under difficult situations
- Developing, promoting, and organising workshops, activities, and actions during different stages of DREAMM's implementation
- Building bridges between the local community and newly arrived TCNs and forming ties of trust and cooperation while facilitating communication across borders
- Transferring their knowledge mentioned above to new DREAMM Lead-Mentors and Mentors enlisted along DREAMM's implementation
- Developing problem-solving skills to counteract met with difficulties

#### **Attitudes**

- Ability to support, help and guide newly arrived migrants without bias or prejudice
- Ability to support the other members of their teams/groups
- Ability to inspire newly arrived migrants
- Ability to encourage newly arrived migrants and their team members
- Ability to provide honest and respectful feedback to DREAMM Lead-Mentors and the other members of their team, as well as migrants receiving their support
- Ability to develop relationships with the other team members so that Mentoring efforts are accepted positively, collaboratively, and developmentally
- Ability to be diligent in decisions and making choices
- Ability to remain resilient in the face of difficulties

#### **Methods/Activities**

0. The face-to-face and online DREAMM Lead-Mentors and Mentors training which included workshops on:
  - DREAMM: the concept behind the idea, its aim, and designed targets
  - Migration and reception in the local context
  - EU and Local Legal Framework
  - Host Country Structures
  - The LML Approach
1. Face-to-face and online meetings with our Lead-Mentors and Mentors regarding the One Stop Shop services, the activities/workshops of WP2, the public event, the Joint Community Actions, and the team-building activities of WP3
2. Creation of a WhatsApp group for communication between DREAMM Lead-Mentors and Mentors
3. Creation of the One Stop Shop's Facebook page (Migrant Information & Support Centre, DREAMM Malta) for our communication with TNCs

#### **Resources and materials**

- Corel Draw (for the creation of posters and flyers)



- Different speakers who are experts in the specific field of expertise explored (among which a migration health care liaison person and a lawyer)
- Zoom (for our online meetings, language courses, workshops, and activities)
- Microsoft PowerPoint (for presentations for workshops, information meetings, and activities)
- Microsoft Word (for informational materials and printed registration forms)
- Google Forms (online registration for activities, services, and language courses)
- WhatsApp, Facebook, and emails (for communication between the diverse local stakeholders investing in DREAMM)
- Internet (for research and gathering of data)
- Camera (photographs of the workshops, activities, and language courses)

## 7.2. Learning Pathway

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
1	Overview of DREAMM project	Information about DREAMM	Familiarise oneself with DREAMM: its concept aims and designed targets	Presentation during the Face-to-Face Training	PPT slides DREAMM's project website	Icebreaker Activity 1: Self-Introduction  Listening to DREAMM's presentation  Look for the DREAMM project website and go through the different resources  Icebreaker Activity 2: Reasons why I should embark on DREAMM	0.5 hr
2	The Concept of Mentoring	1. Common and Ethical Principles in Mentoring	<ul style="list-style-type: none"> <li>• Explain the concept of Mentoring</li> <li>• Identify the different</li> </ul>	Presentation during the Face-to-Face Training	PPT slides	Reflective Activity 1: What do you understand by the concept of Mentoring?  Reflective Activity 2: a. List the qualities of a good Mentor. Share with the group.	1.5 hr

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		<p>Different Types of Mentoring</p> <p>2. The distinction between the roles of DREAMM Lead-Mentors and Mentors</p> <p>3. The role of DREAMM Lead-Mentors and Mentors to Mentor TCNs and build bridges between them and the local community</p>	<p>types of Mentoring</p> <ul style="list-style-type: none"> <li>• Point out the ethical principles of Mentoring</li> <li>• Distinguish between the roles of DREAMM Lead-Mentors and Mentors</li> <li>• Discuss the importance of Lead-Mentors and Mentors to the</li> </ul>			<p>b. Mark those qualities that you feel you already own.</p> <p>c. Take note of those qualities that you need to work upon.</p>	

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			realisation of DREAMM				
3	Migration and Reception in the Local Context	1. Motivations for Migration 2. The History and Context of Migration and the Reception System in Europe and Malta 3. Local Information about Multicultural Issues in Malta 4. An exploration of the local	<ul style="list-style-type: none"> <li>List the motivations for migrations</li> <li>Narrate the history and context of migration and the reception system in Europe and Malta</li> <li>Point out multicultural issues in Malta</li> </ul>	Presentation during the Face-to-Face Training	PPT slides Zoom platform		4 hr

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		bilingual context  5. Challenges for Successful Interaction in the National/Local Context	<ul style="list-style-type: none"> <li>• Explain the language needs, implications, and national regulations</li> <li>• Explain languages in local contexts: TCNs' language-related challenges for successful interaction in the national/local context</li> </ul>				

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
4	EU and Local Legal Framework	<p>1. A look at the local reception policies</p> <p>2. LGBTQI+ rights</p> <p>3. An overview of the host country structures: Education, health, banking, and other services in Malta</p>	<ul style="list-style-type: none"> <li>• Identify common aspects in Europe for the integration of TCNs</li> <li>• Identify common aspects in Europe and international refugee rights</li> <li>• Discuss the EU action plan on Action plan on Integration and Inclusion 2021-2027</li> </ul>	Presentation during the Online Training	<p>PPT slides</p> <p>Zoom platform</p>		6hr

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			<ul style="list-style-type: none"> <li>• Discuss the Union of equality: EU anti-racism action plan 2020-2025</li> <li>• Explain rights to housing</li> <li>• Explain the civil registration process (obtaining an ID and other bureaucratic issues)</li> <li>• Discuss the local Reception policy</li> </ul>				



Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			<ul style="list-style-type: none"> <li>• Identify local Reception structures/ Public entities and how they function</li> <li>• Discuss women’s issues in the reception system (anti-violence local centres)</li> <li>• Discuss family matters in the reception system</li> <li>• Discuss LGBTQI+ rights</li> </ul>				

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
5	Host Country Structures	Accompaniment Services	<ul style="list-style-type: none"> <li>• Explore the Maltese Health, Education, and Banking System</li> <li>• Explore work and job opportunities in Malta</li> <li>• Identify the different roles of migrant support organisations</li> </ul>	Presentation during the Online Training	PPT slides Zoom platform		6hr
6	The Let Me Learn Process/Approach	1. An introduction to the Let Me Learn (LML)	<ul style="list-style-type: none"> <li>• Explain who I and others are as learners (absorb</li> </ul>	Presentation during the Face-to-Face Training	DREAMM Lead-Mentors and Mentors' LML tent cards	Reflective Activity 1: How do I learn the best  Reflective Activity 2:	6hr

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		<p>Process and App</p> <p>2. Understanding how LML Awareness Impacts the roles of DREAMM Lead-Mentors and Mentors</p> <p>3. Creating collaborative teams based on LML Awareness</p> <p>4. How awareness of self and others as learners can help in catering better to TCN's</p>	<p>information, act, communicate, feel, etc.) through the explanation of the learning patterns and obtained LML scores</p> <ul style="list-style-type: none"> <li>Analyse how learning patterns impact the roles of DREAMM Lead-Mentors and Mentors</li> <li>Decode tasks and select</li> </ul>		<p>Baskets with paper, magazines, colours, scissors, glue, sock puppets, etc.</p> <p>PPT slides</p> <p>LML App</p> <p>TCNs' and Mentors' profiles vs. learning contexts situation cards</p> <p>Bags of recyclable material</p> <p>LML website</p>	<p>Why is LML Awareness important to a DREAMM Lead-Mentor/Mentor?</p> <p>Tasks A &amp; B:</p> <p>Compare the given learning profiles to the task requirements in the selected DREAMM learning situation.</p> <p>A) Say whether the Mentor will consider the task a challenge, suggesting reasons why. Suggest ways how the Lead-Mentor can help the Mentor strategise.</p> <p>B) Say whether the TCN will consider the task a</p>	

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
		needs as well as help in the organisation of DREAMM activities even if they present a challenge	<p>suitable strategies according to different DREAMM learning contexts (DREAMM Lead-Mentors Mentoring Mentors and Mentors Mentoring TCNs)</p> <ul style="list-style-type: none"> <li>Identify the features which constitute effective LML collaborative teams</li> </ul>			<p>challenge, suggesting reasons why. Suggest ways how the Mentor can help the TCN strategise.</p> <p>Team-building Activity: Use the bag of recyclable materials to construct a watering system. Discuss team dynamics based on the collective input of individual learning pattern combinations.</p> <p>Utilisation of the LML App</p> <p>Feedback on gained insights and still lingering doubts</p> <p>Overall training evaluation</p>	

Step No.	Title	Content	Learning objective	Method Activity	Media	Assignment	Learning time
			<ul style="list-style-type: none"> <li>Apply the LML App to help with the creation of learners' profiles, decoding tasks, and selecting suitable strategies to complete tasks successfully</li> </ul>				

## 7.3. Experience Report

### 1. Development process

Formal training in Mentoring newly arrived migrants in the Maltese context based on mixed media communicative sessions kick-started the learning process of DREAMM Lead-Mentors and Mentors in Malta. Participants appreciated that, despite ongoing Covid-19 restrictions, they had two whole-day seminars where they could meet face-to-face. This opportunity allowed them to interact, share experiences and expertise in the field of migration, engage in hands-on activities, acquire more knowledge and skills necessary for efficient and effective Mentoring respectful of cultural differences in a more motivating and collaborative learning atmosphere, and form new friendships.

Top-up meetings and regular sessions were held soon after the formal training, once again face-to-face or online, according to arising needs. These meetings acted as a social learning forum where people sharing the same aims and goals were informed of the next stage within the DREAMM implementation process to focus on and brainstorm together on how to bring it to fruition. These added meetings not only prepared DREAMM Lead-Mentors and Mentors to take on new or expanded tasks but also acted as spaces where they could discuss the highly relevant needs of newly arrived migrants and offer each other comprehensive guidance concerning how to tackle tacky Mentoring situations being encountered.

The Mentoring provision experience itself, though more informal than the actual training, proved to be a transformative learning journey. DREAMM Lead-Mentors and Mentors could now put into actual practice the information passed on during initial training. It was an opportunity to enhance their interpersonal and intercultural communication skills. Above all, the experience brought them face-to-face with the harsh realities of trying to help a newly arrived migrant navigate the too-complex Maltese bureaucratic system to attain the necessary documentation to achieve acknowledgment and staying power before beginning the integration process. In adversity, skills, and attitudes often not trained for are engendered, among which are problem-solving and resilience. Coming in touch with the same people working within governmental institutions repeatedly helps DREAMM Lead-Mentors and Mentors of important contacts they can turn to in case of need with practical advice on accessing services when they try to help support newly arrived migrants.

Networking continued to be fostered as our Lead-Mentors and Mentors, via their volunteer support in One Stop Shop, needed the aid of further individuals working in Education, the legal system, Health Care, NGOs, Local Councils, Cultural Mediation, etc., to organise and conduct activities and actions listed under WP2 and WP3. Specific DREAMM Leader Mentors and Mentors gave credence to their leadership skills when, on their initiative, they shouldered the responsibility of not only organising but also designing and presenting themselves workshops within the 12 social activities for vulnerable migrant groups.

### 2. Contents

- DREAMM: its concept, aims, and designed targets
- Mentoring: What it entails and what is the role of DREAMM Lead-Mentors and Mentors
- Migration and Intercultural Communication Issues

- EU and Local Legal Framework (European Values and Aspects, Data on TCNs presence in EU/ National/Local Context, National Legal Framework, LGBTQI+ Rights)
- Host Country Structures (Accompaniment Services – Health, Education, Work, and Job Opportunities, Banking, and Different Roles of Migrant Support Organisations)
- Facilitating the Integration Process (the Let Me Learn Process and Self-Assessment)

### 3. Methodology

- Face-to-face and online DREAM Lead-Mentors' and Mentors' training
- Face-to-face and online meetings with our Lead-Mentors and Mentors regarding WP2 and WP3 related actions and activities
- Creation of a WhatsApp group for quick internal communication between DREAMM Mentors and Lead-Mentors
- Creation of the One Stop Shop's Facebook page (Migrant Information & Support Centre, DREAMM Malta) for our communication with TNCs
- Self-development gained through the Mentoring process and engagement in the diverse DREAMM activities

### 4. Outcomes

Amalgamating the formal and informal learning taking place from DREAMM's inception, our local DREAMM Lead-Mentors and Mentors have identified a list of Mentoring skills and attitudes being acquired; according to each Lead-Mentor and Mentor's learning pace, as well as the type of Mentoring situation s/he gets involved in. Mentioned skills and attitudes can be grouped under the following sub-headings:

- Self-learning, identification of goals, and awareness of working reality
- Networking with others
- Active listening
- Building trust
- Acknowledging mentees' capabilities and encouraging self-esteem
- Providing feedback
- Developing mentees' capabilities
- Inspiring and motivating mentees
- Managing risks
- Creating opportunities

When asked about their learning experience within the DREAMM context, some comments received from our DREAMM Lead-Mentors and Mentors were:

*"Every day we achieve new knowledge so that we can share our experience with mentees, always according to the requirements of the given situation."*

*"I believe I personally became more inclusive, emphatic, and understanding as well as sensitive towards migrants and Maltese locals alike."*



*“I need to work more on my Confluence to enhance my communication skills. Especially when I am addressing someone in a government office to try and get help for a migrant.”*

## 5. Impact

For TCNs, starting a new life in a foreign country can be a traumatic hurdle. At its core, Mentoring assures newly arrived TCNs in Malta that there is someone who cares about them, that they are not alone in coping with daily obstacles to integration, and that they count. Our DREAMM Lead-Mentors and Mentors offer multidimensional support to newly arrived migrants as they participate in our workshops, help and support migrants with One-Stop-Shop services, teach them Maltese and English, and help them gain new linguistic and communication skills via the language café. The Mentoring process not only improves newly arrived migrants’ knowledge about the host country’s historical and cultural background, religious and belief systems, social norms and values, politics, etc., but also helps them to integrate into the host country by making partnerships, gaining cultural and social understanding and insights, and generating social capital. This is especially crucial for newly arrived migrants who are very often unfamiliar with the customs and processes of the host country.

## 6. Perspective

Mentoring is an interaction that guarantees a mutual exchange between Mentors and mentees of giving and receiving assets. Mentors value the opportunity of sharing their own best practices to witness newly arrived migrants take that next big step outside their comfort zone and move gradually along the interdependent/independent spectrum of becoming socially integrated, civically responsible, self-sufficient citizens. Mentoring is a two-way communicative and collaborative partnership that fosters personal growth, leadership, and professional development among Mentors and mentees. It allows both sides to see and understand things outside their own experience, to see a wider or different picture, and to gain an objective and trusted viewpoint.

Much of what is presently understood about how people learn, such as the socially constructed character of learning and the need for experienced, contextual learning situations, is supported by Mentoring. According to the constructivist theory of learning, learning is most successful when it occurs in a setting where new information and skills are used, and individuals build meaning for themselves while interacting with others. Lead-Mentors and Mentors help migrants learn by modelling problem-solving techniques and helping them approximate the strategies as they communicate their thought processes. Within a social framework, these processes are represented in the Mentor's duties as a guide, adviser, coach, motivator, facilitator, and role model. Mentors, who act as experts, give real, experiential learning opportunities and interpersonal interaction in which social learning occurs.

The Mentoring process has the potential to alter society. Relationships that span time and geography, as well as the profoundly transformational interchange of knowledge, ideas, data, and viewpoints, build a systemic, deeply entrenched talent pool that is put to work within economies and societies to achieve the common good.

## 7. Facilitator Development

The UoM DREAMM team is constantly gaining new facilitator knowledge and skills that can assist a group of people in collaborating more successfully with each phase of DREAMM's implementation process. These are vital for individuals in coordination positions since they allow them to inspire cooperation and boost productivity. Being a successful coordinator includes facilitating improvement, collaboration, communication, and productivity. The first step for the UoM DREAMM team in this process was to identify their strengths and weaknesses and identify how these could help or hinder their joint efforts. The UoM DREAMM team has gained valuable communication and organisation skills through the DREAMM project since they continuously deliver and receive information and take care of important logistics, without which several DREAMM actions and activities could come to a halt. Together with the team's DREAMM Lead-Mentors and Mentors, network with stakeholders, NGOs, and migrant communities and step in, taking the leading role when problematic situations occur in Mentoring TCNs and organising workshops and events. It is up to the whole UoM DREAMM team to present the necessary façade of trust-worthiness and commitment to continue to generate effective connections and bonds between the members of the leading DREAMM team itself, between the top team and its collaborating Lead-Mentors and Mentors, between the Mentors and their mentees, between the diverse migrant communities, and last but not least between migrants and local people.