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Reference system for the competence profile of DREAMM TCN

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1. Introduction

Third Country Nationals

The final beneficiaries are the Third Country Nationals.

It goes without saying that a summative validation of the latter is not really meaningful since a “qualification purpose” is missing and no serious expert would come across the idea to go for “comparability”. Apart from that, also ethical considerations led to a democratic decision within the DREAMM consortium NOT to validate “Integration Competences” by the TCN.

The TCN are the ultimate target group of the DREAMM Integration programme.

Some (if not most) of our final beneficiaries are not used to the typical formal education system – hence they are neither used nor competent to learn in such environments

The final beneficiaries (as “TCN”) are rather diverse target group in itself:

- i. depending on their status they may still live in a temporary environment (length of stay dependent on the host country) or already in permanent housing (from camps to guest families to own housing and support)
- ii. they might come alone as unaccompanied person or as family
- iii. they can be thrown into a completely unknown system (newly arrived) or in a different but not so much different systems from their own (e.g. in case of Ukrainian refugees)
- iv. Due to their diversity, it only makes sense to “observe” their “integration competences” in “their” context, which can be defined (and described) by the partners – and not to compare them
- v. In the case of the DREAMM project this context is set up in the Joint Community Actions, which delivers space to observe the success of the actions by the partners.

2. Purpose

The ethical committee specialists within the DREAMM consortium proposed that these ultimate beneficiaries should not be subject of competence validation due to ethical considerations. A majority of partners voted for this recommendation.

As a consequence, DREAMM will use the reference systems as supportive (reference) instrument for the observation of the success but not relate it to individual (comparable) assessments.

In DREAMM the competence to integrate comprises:

Knowledge: The TCN...

- has basic knowledge on the target language
- has theoretical knowledge **on the place** and the administrative and social structures as brought about by the partners' teams (incl. the LM/M)
- has knowledge on the civic aspects within the host community
- understands basic roles of citizens in the community
- understands basic intercultural aspects and concepts (diversity)
- knows how to liaise and cooperate with members of the host community (transculturality)
- knows about the purpose, the essentials and the components of the Joint Community Project

Skills: The TCN ...

- is able to communicate in informal settings, also with members of the host society
- is able to solve his/her basic administrative problems in cooperation with the support team with the stakeholders in charge
- is able to participate in basic activities and leisure offers at the place
- is able to join joint activities and collaborate in a transcultural way

Attitudes: The TCN can be

- interested in learning about the host society (language, society, culture, work, social activities)
- open to ask for support
- open to participate in support actions provided in WP2
- is motivated to communicate in the host language also beyond formal courses
- is motivated or even committed to join transcultural learning and developing offers
- is motivated or even committed to be involved in issues regarding:
 - Housing
 - Legal Issues
 - Children/School
 - Work
 - Social Activities
 - Culture (foods/drinks, sports, nature, environment)

3. Reference System for TCN (Integration competences within DREAMM)

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	2	3	2	3	2	3
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Having a broad theoretical / metacognitive background how to integrate, be a citizen and how to familiarise with the place and with joint communities.	Developing/ constructing, transferring	Developing new approaches and expertise to integrate, be a citizen and how to familiarise with the place, Be an active member of JCA. Supporting others in the community.	Incorporation Internalisation	Having incorporated to to integrate, be a citizen and how to familiarise with the place and be an active member of JCA. Motivating and supporting others to improve their competence to facilitate open learning.
4	Knowing when (implicit understanding)	Knowing when and how to implement the appropriate methods and activities to integrate and apply the knowledge within joint communities.	Discovering acting independently	Actively participating in Joint Community Actions Constantly expanding own competences to integrate, be a citizen and to familiarise with the place. Sharing the own cultural references in joint developments	Commitment Volition	Being determined to explore and improve how to integrate and join also unknown communities. Finding it important to be creative in this respect. To be committed to exceed the DREAMM offers.
3	Knowing how	Having a sufficient knowledge to integrate, communicate in the host language, be a citizen and to familiarise with the place and with joint communities.	Deciding/ selecting	Regularly participating in the DREAMM offers, language cafes, workshops and becoming involved in joint community actions. Solving more complex (sustaining) individual problems.	Appreciation Motivation	Being motivated to continue to participate in the learning offers provided by the DREAMM partner.
2	Knowing why (distant understanding)	Knowing that (and why) communicate in the host language, be a citizen and to familiarise with the place are essential for integration.	Using/ Imitating	Taking part in integration activities when being instructed. Participating in the 1-stop shops. Starting to solve individual problems.	Curiosity Perspective taking	Being interested to participate in additional integration actions as offered by DREAMM partners
1	Knowing what/ knowing that	Knowing that integration is important to get along in the host country	Perceiving	Recognising certain integration activities as they are mandatory	Self oriented, neutral	No emotional connection to the integration activities as they are offered.

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