



Learning in DREAMM

Joint experience report
on competence development
in migration contexts



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Joint experience report on competence development in migration contexts

Edited by Garrett Hubing & Tim Scholze
With the collaboration of the whole DREAMM partnership

Project coordinator: Università degli studi di Perugia
(Department of Philosophy, Social, Human and Educational Sciences)

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PROOFREADING	John L. Dennis (KEY&KEY)
LAY-OUT & GRAPHICS	Koffi M. Dossou (KEY&KEY)
CONTRIBUTOR(S)	All Partners provided their national report
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1. Executive Summary

The teaching and learning concepts developed in the DREAMM project are based on a competence-oriented learning approach. The DREAMM approach has been developed in a modular learning environment comprising different learning modules that can be used in mixed modalities in a face-to-face approach, project learning combined with study visits or other formats.

The approach promotes an environment for integration, intercultural and transcultural development, and provides non-formal and informal learning opportunities for recently arrived migrants and members of the host population, facilitated in innovative learning activities like the Joint Community Actions (WP3) or different actions to “familiarise with the place” or “being a citizen” (WP2). Specifically trained Mentors and Lead-Mentors facilitated these learning activities.

1.1. Learning Programme for Lead Mentors and Mentors

The DREAMM learning programmes were structured and planned according to a taxonomy consisting of five successive levels of difficulty and complexity that allow for meaningful integration into learning processes in different contextualised learning fields.

The theoretical inputs and contents (knowledge) were structured accordingly in WP2 for Integration and Communication Facilitation themes. In the practical facilitation contexts, the Lead-Mentors / Mentors applied this knowledge and promoted the learning for integration, inter- and transcultural developments in their local contexts (acquisition of skills and attitudes).

This way, a highly flexible and modular learning approach within each of the learning phases within DREAMM was achieved, which can be easily transferred to other similar projects.

Throughout the DREAMM project, our partner organizations trained a total of 163 DREAMM Lead-Mentors and Mentors (LM and M). After the initial training, these project Mentors worked together to design, plan, and implement a wide variety of integration activities for Third Country Nationals (TCNs) under the scope of the Orientation and Joint Community Actions phases (WP2 and WP3). Both during the LM/M training phase and during the implementation of the project itself, the project Mentors gained new competencies, especially related to the facilitation of integration-related activities using a variety of Open Collaborative Learning (OCL) techniques.

While each partner involved in the DREAMM project implemented its Orientation Workshops (WP2) and Joint Community Actions (WP3) in unique ways, depending on the local context, perceived needs and available offerings from other stakeholders, a common thread throughout all project activities in all six countries was this focus on competence development in line with the “three pillars” of Migration, Communication and Facilitation.

1.2. Structure of Report

Section 2 presents the individual project experience in each project country, followed by a comparison of different aspects of these experiences in different countries in Section 3. Section 4 presents the results from an internal observation phase of the project based on a survey and focus group interviews with Lead-Mentors and Mentors. Finally, Section 5 presents the results of measurements of competence development of Lead-Mentors and Mentors throughout the DREAMM project.

2. Comparative National Reports

2.1. Cyprus

2.1.1. The Cyprus DREAMM Experience

The Cypriot team of Lead mentors and mentors was a diverse group of people which included professionals in the migration sector and university students, ICT professionals and lawyers. They all took part in a brief learning experience on Migration, Facilitation and Communication and they used the competencies and skills they developed to organise workshops and activities with TCNs and with locals to help with the process of integration for newly arrived TCNs and create an intercultural society.

The learning workshops were received positively by Lead mentors and mentors. Lead mentors admitted they were surprised by the emotional aspect of the learning experience. Using gamified approaches and simulations to increase empathy and give an understanding of the practical and emotional challenges of newly arrived TCNs provided a new understanding of the migration and facilitation fields. Through the learning workshops, mentors increased their understanding of migration and facilitation and they were introduced to intercultural communication. As they stated, the DREAMM learning experience was a great introduction to migration, especially for participants with no prior experience in this field.

In the first phase of designing these workshops and activities, the Lead mentors and mentors identified the main topics for the workshops, and then they reached out to stakeholders and professionals in relevant sectors to help them in creating and delivering their workshops.

Most of the WP2 activities took place in Nicosia, the capital of Cyprus which hosts Pournara, the main asylum reception centre in Cyprus. Some actions were organised in Larnaka, as part of CIP's role as the regional coordinator for the integration policies of the Larnaka region in the Council of Europe's "Intercultural Cities" Programme.

The second phase of planning the workshops and activities, included holding online and live meetings with mentors and relevant stakeholders to complete the workshops and plan their implementation.

The workshops and the networking that the Lead mentors and mentors have created with newly arrived TCNs and locals during implementing WP2 activities played a major role in the organisation and implementation of the Joint Community Action in Cyprus.

The Joint Community Action in Cyprus was an event that CIP co-organised with the New Generation Cyprus and UNHCR Cyprus. The Cyprus Joint Community Action in Cyprus was one of the main national events organised to celebrate World Refugee Day 2022. The DREAMM Lead mentors and mentors organised a World Refugee Day Intercultural Futsal Tournament on June 17, 2022. One highlight of this event was the participation of a team of unaccompanied minors at the futsal game with the help of Hope for Children, an NGO in Cyprus offering accommodation and educational programmes to unaccompanied minors.

The planning of the Joint Community Action started in January 2022, when the DREAMM mentors reached out to the Generation for Change, and they agreed to the co-organisation of a series of events under the context of WP2 and WP3. The "World Refugee Day Intercultural Futsal Tournament" brought locals, migrants, and refugees together to create an Intercultural Cyprus in a fun and engaging environment, countering negative stereotypes, racism, and xenophobia.

Below there is a video about the Intercultural Futsal Tournament which was organised under the context of WP3:

Link to YouTube video: <https://www.youtube.com/watch?v=O1hd0pp5udM>

2.1.2. Pictures



Participants in the intercultural futsal tournament



A picture from the City Tour

2.2. Italy

2.2.1. The Italian DREAMM Experience

The overall learning project in Italy has been 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 competencies 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 experiences. 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 and WP3 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 and the WP3 Public Event. The Joint Community Action is the result of the combined efforts of the members of the DREAMM Community. Lead 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. The activities implemented were to be consistent with the 5 domains that have inspired the actions.

2.2.2. 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 for 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, and cultural mediators working together with representatives of several associations and non-profits suggested working together with the local community and participating in the Social Carnival. The Carnival is an event that has been running for over 40 years in the territory but the target community 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 cooperation with associations that promote initiatives like urban requalification, LGBTIQ, 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 were created to support open communication with all beneficiaries of the project, stakeholders, and associations.
- Meaningful relations and support networks 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)

2.2.3. 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 has 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 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 cooperation 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.

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 the 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

2.2.4. Joint Community Action

The Italian pathway to a meaningful Joint Community Action has its bases in a bottom-up approach that encouraged participants to explore the challenges, limitations, and opportunities of the territory. Both in Perugia and Naples, we hosted several information meetings and focus groups contemporaneously to introduce the DREAMM project and methodology and invite everyone to contribute to the Joint Community Action project.

We counted on the participation of our DREAMM beneficiaries, Lead-Mentors, Mentors, Cultural mediators, migrants that have been living in the territory for decades, representatives of several local organizations and initiatives, reception operators, professionals in the field of migration, psychologists, social workers, and students from both the local universities.

Perugia

The Joint Community Action was implemented with great success and the involvement of many organizations in the territory.

The activities of WP3 were structured in a way that participants could socialize, dialogue and exchange thoughts, and participate in artistic and cultural activities. The performances were mostly inherent to migration and displaced individuals, community, and integration, among others. During the dialogue moments, participants gathered in heterogeneous groups and started analysing the actual environment in the territory and what could be improved. Participants detected several challenges, limitations, and opportunities in the territory. It also emerged that Perugia has all the elements of an intercultural city but lacks structure, amalgamation, and solidarity in services provided to TCNs. From the encounters, it was concluded that there is a need for a dedicated space for intercultural exchange or intercultural centres and to develop a stronger network with associations, NGOs, and non-profits.

With a clear objective in mind, several design workshops were conceived and implemented with a tight collaboration of local associations and stakeholders in which the network of services and projects started to be created and the planning of an intercultural space was developed.

The role of the Lead-Mentors and Mentors as organizers and participants is evidence the activities of the strong relationships, they have developed with third-country Nationals and have together shaped what we refer to as the DREAMM Community in our territory.

The Joint Community Action in Perugia took place on November 24th 2022, it was a small-scale pilot of what an intercultural space would look like if a dedicated space would be available in the community. The associations involved together with CIDIS have now the goal of promoting the initiative to involve local authorities and government with the hope to realize the actual project on a larger scale in a definitive space. Currently, the associations that participated in the action and other organizations that have since shared their interest in giving continuity to the action have created a group in WhatsApp to continue developing the network and to work together towards a sustainable and collaborative effort.

The involvement of the Associations and Initiatives has surpassed expectations and are already working together to create a channel of open communication and getting to know each other and sharing their mission and activities. This will allow the utilisation of the resources more effectively and combine efforts into the development of an actual and dedicated space for the intercultural centre.

Naples

Following the same methodology and approach as Perugia, Naples involved everyone in the DREAMM community to participate in several public events in which moments of dialogue and exchange were encouraged. Migrants, students, scholars, cultural mediators, and representatives of several associations work together to analyse the challenges, limitations, and opportunities of the territory. As it emerged in Perugia, the need for a stronger network and collaborative effort among associations, non-profits and initiatives seems to be a recurrent limitation also in Naples.

Also emerged the need for engaging the community and including more areas of the territory in initiatives and intercultural programs or exchanges. The territory of Naples has hosted a Social Carnival for decades but not all the communities have contributed to the event. It was suggested that working cooperation with the neighbourhood commissions, the carnival organization team, the DREAMM Lead-Mentors and Mentors and third-country nationals would represent an opportunity to become part of a larger initiative, include more people from the local population and foster ownership for the inhabitants of the target area.

The territory of Naples is utilizing all the resources and experience from Perugia to continue with design workshops and finalize the Joint Community Action by the end of February and have the Social Carnival of Piazza Garibaldi as a new addition to the other areas and with the hope that this event repeats every year.

Videos / Photos

Joint Community Action Perugia, 24 November 2022



Figure 1 Intercultural Centre Pilot at the Courtyard of Casa dell'Associazione and photographic exhibition



Figure 2 Chamber Orchestra of Perugia inside the Cinema of Casa dell'Associazione

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Figure 3 Laboratorio per bambini nell'aula CLOE at Casa dell'Associazionismo



Figure 4 DREAMM Info booth by Lead-Mentors and Mentors

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 on our projects.”

Anlaidis Umbria

“I want to thank again 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

2.3. Malta

2.3.1. The Malta DREAMM Experience

Over the implementation phase of DREAMM, the UoM DREAMM team, with its collaborating Lead Mentors and Mentors, has formed a special bond with the Sudanese Migrant Community in Malta. This community has wholeheartedly embraced DREAMM's ideals and tries to involve its members in organised DREAMM activities wherever possible. Therefore, Sudanese Community members were the ideal candidates to work and be involved in joint community actions. August 2022 marked the beginning of a set of workshops during which the UoM DREAMM team connected with the entities mentioned in the following Design Workshops' descriptions to discuss the importance of bringing together the local community with the migrant community and identify ways how this could be done to realise the DREAMM Joint Community Action.

Mid-August 2022, once communication with concerned individuals was again possible after the summer recess, the UoM DREAMM project lead coordinator and two lead mentors held an online meeting with the Sudanese Community Liaison Persons and a small number of Sudanese migrants available at the time of the meeting. The meeting aimed to define the purpose behind the joint community actions and start brainstorming ideas about how the Sudanese Community would like to be involved in them. The Sudanese Community Liaison Persons expressed the wish to work abreast of Local Community Councils, especially those in the vicinity of open and closed migrant reception areas, to be of direct service to localities welcoming newly arrived migrants upon their entry in Malta. They were willing to be involved in any exercise that would benefit most of the locality at that given point in time.

A week later, the DREAMM Lead Mentors present for the first joint community design workshop, started working on the Sudanese Community Liaison Persons' request. The Ħal Far tent village limits of Birżebbuġa are Malta's biggest open migrant centre. Hence, it was decided to set up an online meeting with the Birżebbuġa Local Council to inform them about DREAMM and its aim and targets and try to rope them in the joint community action. Present for the meeting were the UoM project lead coordinator, the two Lead Mentors taking care of the organisation of this DREAMM action, the Birżebbuġa Local Mayor, his Vice-Mayor, and the Birżebbuġa and Marsaxlokk Community Police Commissioner. Unfortunately, due to work commitments, the Sudanese Community Liaison Persons could not make it to the meeting. The Local Mayor suggested starting on a small scale, involving members from the Sudanese Community along with locals in a clean-up activity around the Ħal Far Outreach area that is usually littered with everyday waste: food

containers and beer cans, plastic bottles, empty packets of cigarettes and cigarette butts, cardboard boxes, torn clothes, and old shoes, etc. The Birżebbuġa and Marsaxlokk Community Police Commissioner offered to give a small presentation on the day to inform migrants about the role of community policers offices and how migrants can benefit from their support. Organising lead mentors were to contact the Birżebbuġa Local Council beginning of October to identify the details connected to the realisation of the joint community action around the middle of the month.

Another online meeting with the Sudanese Community Liaison Persons was held soon after to update them on what was discussed during the meeting with members of staff from the Birżebbuġa Local Council. This meeting also served to plan the coordination of recruiting participants and meeting up at the Birżebbuġa Local Council on the appointed day for the Clean Up Joint Community Activity.

Beginning of October, as per agreement with the Birżebbuġa Local Mayor, several attempts were made to communicate once again with the same local council to set up a meeting to arrange the final details to see the Clean Up Joint Community Action come to fruition. All attempts failed; the reason why is still unknown. However, attempts to work alongside the Birżebbuġa Local Council upon the insistence of the Sudanese Community Liaison Persons, the two DREAMM Lead Mentors in charge of this activity called an internal meeting to problematise the situation and find possible solutions. Since the Sudanese Community desires to work alongside local councils, a particular person who is an old acquaintance of one of the lead mentors and now forms part of the Qrendi Local Council was identified. She was to be contacted to check whether the Qrendi Local Council would be interested in collaborating on a similar venture. In the meantime, the UoM DREAMM team and collaborating lead mentors and mentors have been building bridges with the mixed nationalities of the migrant parent population whose children aged from 5 to 11 attend the Naxxar Induction Hub over a one-year scholastic period after failing to grasp Maltese and English during their introduction to mainstream schooling. It was decided to approach the Head of the School to try and see whether parents and children, in collaboration with Nature Trust Malta and the Naxxar Local Council, could be involved in a Tree Planting Activity for a Sustainable Environment within that locality.

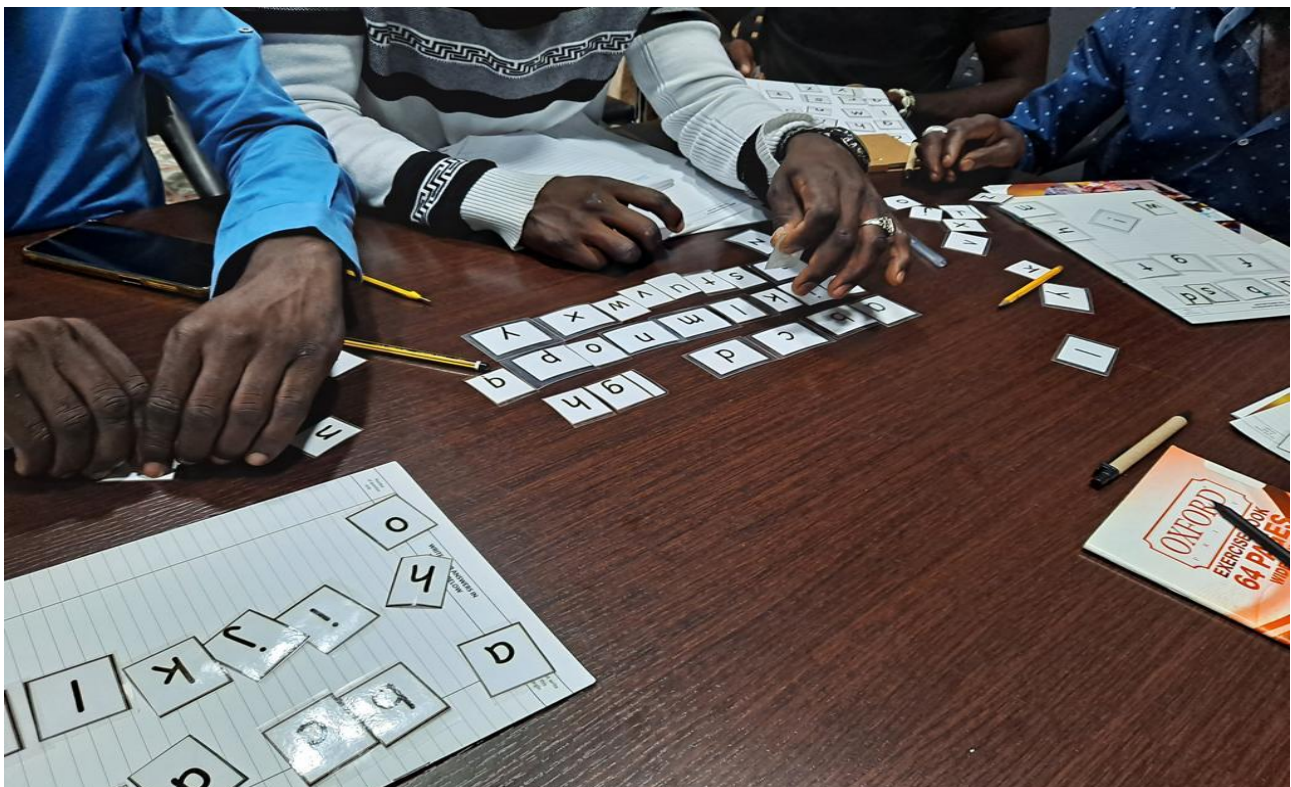
The third week of October saw the two DREAMM Lead Mentors in charge of the activity set meetings with previously identified Qrendi Local Council members and the Head of the School of the Naxxar Induction Hub. The Head of School was immediately on board and set things in motion to see whether this tree-planting activity could be done. The local council member must present the idea during the next meeting in late November. Unfortunately, circumstances beyond the UoM DREAMM team control have postponed the Joint Community Action further down the DREAMM timeline beyond the original date of planned action.

Every experience, good or bad, comes with its learning journey. This was an opportunity for all people involved, especially the two DREAMM Lead Mentors in charge of the activity, to enhance presentation skills as well as add new ones to the set:

- Organisational skills
- Communicative and interpersonal skills
- Networking savviness
- Problem-solving
- Negotiation
- Multitasking
- Resilience

2.3.2. WP2 and WP3 Activity Photos

2.3.2.1. A1 and A2 Level Language Courses in Maltese and English



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On-going Covid-19 measures meant that the four Maltese Language Courses in both A1 and A2 Levels taking place between March and September 2022 had to take place online ([left photo](#)). The relaxation of the measures in late September 2022 ensured that the English Language Course combining A1 and A2 Levels could be face-to-face, hence involving more interactive and hands-on activities ([right photo](#)). Both approaches allowed participants to learn and practise keywords and phrases in Maltese and English respectively to be able to greet people, introduce and describe themselves, ask for basic needs, describe their surroundings, fill in applications, and write short notes.

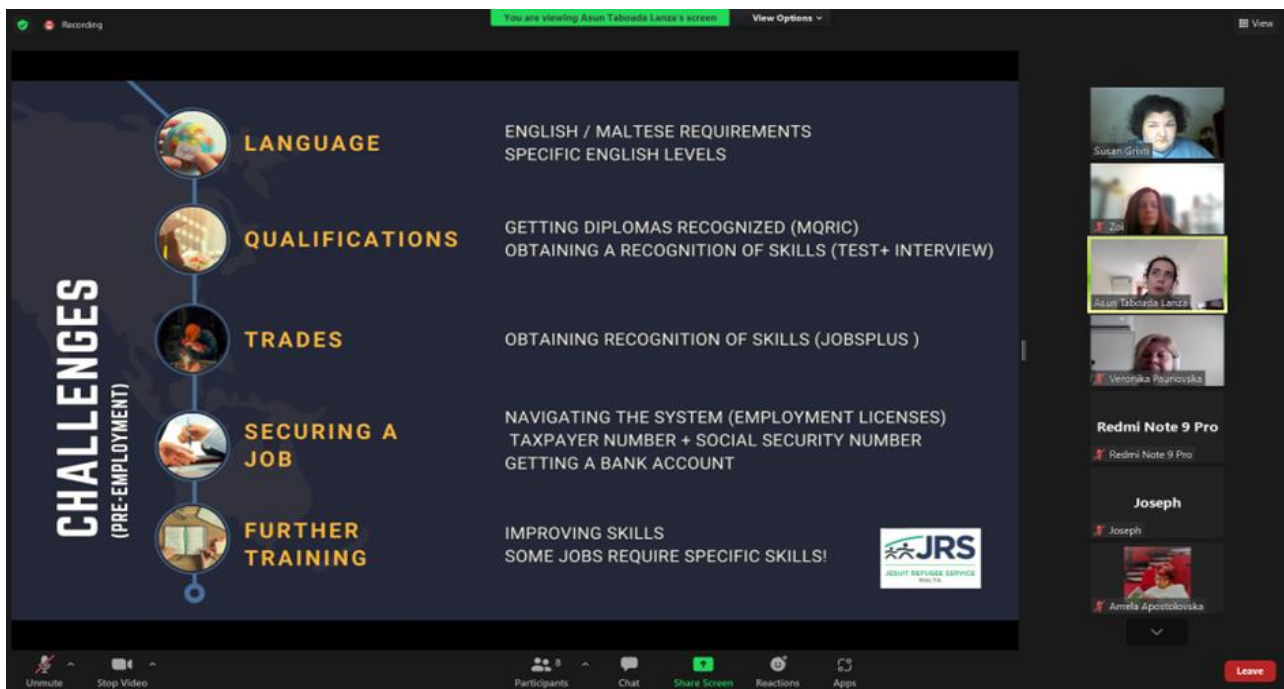


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The screenshot shows a Zoom meeting interface with a slide on the left, a list of participants on the right, and a control bar at the bottom. The slide content is as follows:

2.3.2.2. Being a Citizen Workshops



The screen snapshots feature participants attending the initial two workshops, part of the ‘Being a Citizen’ series, dedicated to Employment Issues faced by newly arrived migrants. An employee from JobsPlus (a governmental organisation) and a volunteer at the Jesuit Refugee Service Malta (JRS, an NGO) focused on Employment Services in Malta (left photo). Participants acquired knowledge connected to the type of documentation needed before applying for a job, entities they need to approach when enquiring and applying for employment, and available training that can help them acquire any skills needed for the applied job. An HR employee within the Department for Industrial and Employment Relations (DIER, a governmental organisation) tackled the topic of Workers’ Rights and Obligations (right photo). Participants were keen to learn about what they need to do and who to turn to when employers breach working contracts and/or fail to respect their employees’ rights.

2.3.2.3. Twelve Workshops for Vulnerable Migrant Groups



Several workshops targeted migrant families of learners who are still dealing with the strife embedded within the migratory experience. The **Read Me Know Me** workshops were the highlight of the Literacy Week held at the Naxxar Induction Hub in May 2022. Migrant parents, together with their secondary school-aged children, met with local authors, learn about the writing process, write their narratives through any preferred literary genre, and read their pieces aloud ([left photo](#)). During the workshops **My Happy Place... In the Community I Wish to Live In**, migrant parents and their primary-aged children explored the values they would like to see flourish within a community that embraces inclusion and celebrates diversity before expressing them through Art ([right photo](#)).

2.3.2.4. Familiarising with the Place Workshops

One of the ‘Familiarise with the Place’ workshops saw a group of participants roaming the narrow streets of the Silent City, i.e., **Mdina**, Malta’s old capital city, enjoying its historical architecture while learning about its colourful past as the residence of many island rulers and elite families over the centuries.



2.3.2.5. Teambuilding Activities

During another ‘Familiarise with the Place’ workshop, a group of participants visited **Mater Dei Hospital**, the main health care centre in Malta. They learnt about how to approach Customer Care with queries, the paperwork they need for specific appointments, the different services they can get from the hospital’s different sections, and what they can do in case of an emergency.



Game-like language activities and participation during a walking trail from the Hagar Qim Temple Complex to the nearby Mnadjra Temples aimed at enhancing the camaraderie formed between groups of migrant learners attending the various Maltese Language Courses at A1 and A2 Levels. Our target behind these activities was the creation of an internal language learning buddy support system that moves beyond the duration of DREAMM.

2.3.3. Joint Community Action

After several changes to the original attempts at organising a Joint Community Action in Malta because of reasons beyond the DREAMM Malta team's control, the Lead Mentors in charge of this activity's organisation enlisted the aid of the 'Grow10Trees' NGO in December 2022. This NGO is an environmental conservation organisation created for proactive citizens who will grow and nurture at least 10 indigenous trees to be planted in the various localities around Malta.

With the current urgent call to become educated in sustainable living and bringing about a greener environment, it seemed appropriate in getting migrants involved in an environmental educational hands-on activity that could help them:

- mix and mingle between themselves as well as with locals
- learn more about the Maltese islands and their flora in an informal, enjoyable way
- support the communities that have become their home away from home in becoming better living habitats
- enhance the bond existing between family members

On Saturday, January 21st, 2023, eleven migrant families recruited through our collaboration with the school management team of the Naxxar Induction Hub took part in Phase 1 and Phase 2 of the 'Grow10Trees' Project. The session was hosted by Mr Adrian Gatt, CEO of the NGO, at the organisation's nursery in Birkirkara. Between the host and his local helpers, lead mentors, and migrant adults and children, thirty-five participants were present for this joint activity.

After a brief explanation of the organisation's set-up and aim, Mr Gatt supplied participants with further information about Malta's landscape, weather, typical local trees, and different methods of planting. Adults were very keen to learn more about the subject, asking questions even how about to render their current living quarters more environmentally friendly. After a tour around the nursery guided by helpers, participants, especially children, had a blast sowing seeds and repotting saplings intended to be planted within Maltese localities upon the request of Local Councils in 2024.

The activity was a success. Children enquired whether they could plant a sapling to take along with them to personally nurture and continue to grow at home. Several adults asked for the organisation's details to enrol as volunteers and continue to give a helping hand during their free time, as well as be present for the planting of saplings during Phase 3 of the 'Grow10Trees' project.

With the local call for sustainable living and a greener environment, it seemed appropriate to involve migrant families in an environmental NGO’s initiative of ‘The Grow 10 Trees’ Project. The end of January 2023 saw a good group of families being involved in Phase 1 and Phase 2 of the project, learning about indigenous trees, various planting methods, and, together with local helpers, sowing seeds, and repotting saplings to be planted in different Maltese localities during 2024. Adults were not only keen to learn how to turn their immediate homes more environmentally friendly but by the end of the activity even enrolled as volunteers in the NGO to be of service during their spare time. Children planted a sapling to continue to care for at home.



2.4. Germany

2.4.1. The German DREAMM Experience

The DREAMM project in Germany began with the theoretical and practical training of a team of DREAMM Mentors and Lead Mentors to prepare them to implement a wide variety of innovative integration activities, drawing on concepts of open cooperative learning and the design thinking method.

After five days of training on project objectives, issues of migration and integration, design thinking and the facilitation of open cooperative learning, the mentors began the first steps of project implementation.

Our mentors got involved in DREAMM because they are interested in learning how to engage more with target groups of TCNs and the local population in integrative activities beyond the classrooms and grow as a team and extend connections to related organisations in Göttingen and beyond. They aimed to find ways to open spaces for active community members to engage creatively in new ways, within their team, with their learners and with other civic institutions in the area, to increase participation, learning impact, cooperation and not least to create new perspectives for a fruitful two-way integration process of TCNs and the local population.

A series of team workshops were organised to elaborate how on 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 anticipate the needs of all involved. In this phase, a decision was made to expand the scope of the project to two additional project locations: Altwarmbüchen (a suburb of Hannover) and the small town of Bad Karlshafen in a rural area. It then defined its vision: to build new ties to the local stakeholders and TCN populations in these locations and to both grow as a team and to expand the team of DREAMM Mentors to additional actors, by (among other project components) carrying out creative, practical workshops and community actions with stakeholders, with the most comprehensive component being the project working with the Weststadt in Göttingen to support multi-cultural community development and integrative processes.

In the second, the empathy phase, a wide variety of meetings were held with potential partners and potential “second generation” project mentors in Göttingen, Altwarmbüchen and Bad Karlshafen. For the potential Joint Community Action in Göttingen’s western city, this meant meeting with the community centre, a theatre project, and a cultural centre to better get to know Weststadt and its residents. Stakeholders from Weststadt were also 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 partner’s expertise in IT development, the idea most favoured during the third, the ideating phase was to develop a community guide app. In Altwarmbüchen, this phase involved several meetings with the volunteers and staff of Caspo e.V., a non-profit organisation with a strong background in intercultural issues and integrative processes. In Bad Karlshafen this especially meant meeting several times with the director of J. Römer KG, who has been tireless in her efforts to improve the situation of TCNs who live in the town. Representatives of all these organisations were extensively informed of the DREAMM project aims and philosophy, and many of them were receptive to learning the theoretical constructs that underpin our project, like design thinking and open cooperative learning as a basis for designing and implementing successful integrative activities. Thus, additional project mentors were acquired to enable an expansion of the DREAMM project to encompass three project locations.

After some delays due to the restrictions associated with the COVID-19 pandemic, our DREAMM mentors began to design and implement a wide variety of orientation activities according to the DREAMM schema.

Language Tandems were established in Göttingen and Altwarmbüchen. Field trips to cultural and historical sites for groups of Germans and TCNs were organised in Altwarmbüchen. Activities with a focus on music and art were carried out in Bad Karlshafen. A counselling centre (One-Stop-Shop) was opened in Altwarmbüchen. The common thread in all these activities was that the people designing and implementing them were committed to creating open learning spaces that are well adapted to the needs and interests of their local context.

2.4.2. WP2 Outcomes

During the WP2 in Germany 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).



Participants took part in a “Familiarising with the Place” workshop, which included a visit to a historical park in Göttingen and an introduction to the sport of disc golf.



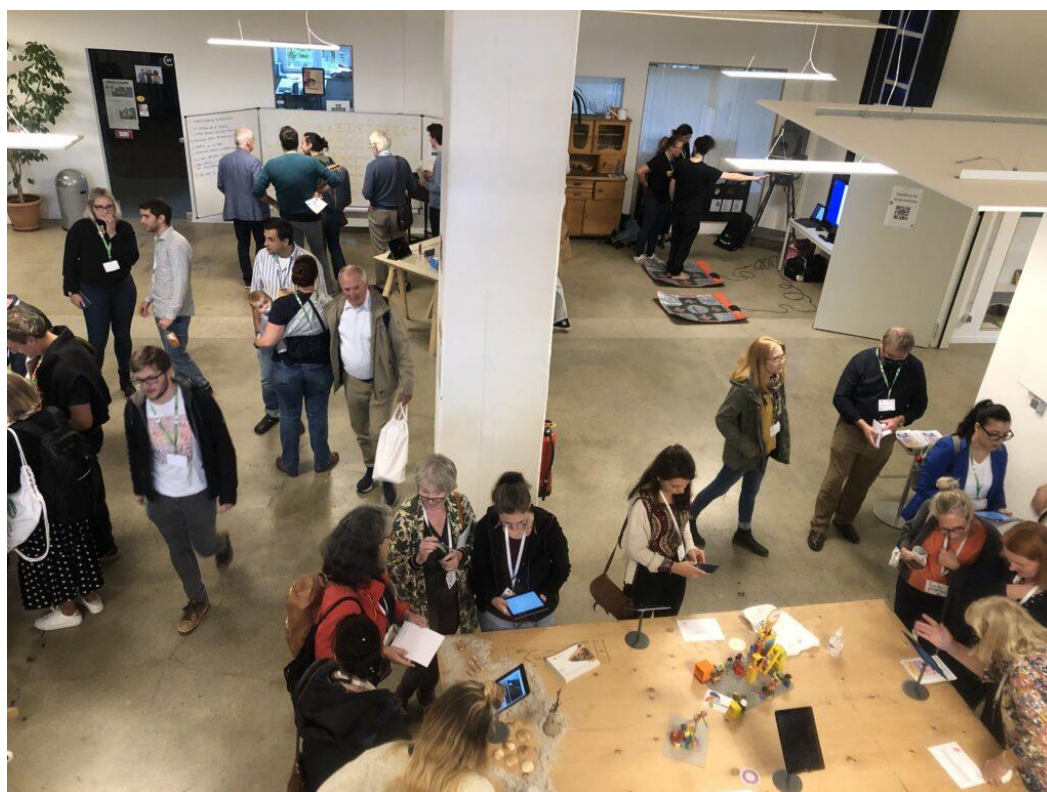
Participants on the DREAMM field trip to the “Berggarten” in Hannover as part of a “Familiarising with the Place” workshop in Altwarmbüchen.



Frisbee Golf station at the Joint Community Action / Weststadtfest



DREAMM Lead Mentor in the counselling room of the One Stop Shop in Altwarmbüchen



DREAMM was one of many projects presented at the REVEAL14 conference, which served as the public event for WP3

2.4.3. WP3 Activities

Through its various preparatory actions under WP3, blinc was able to promote and support the development of the "West Town Festival", an event that brought the local community of the Western part of Göttingen together with its local organisations and residents, which include many TCNs, including some who arrived in Germany within the last two years.

WP3 activities were developed in close cooperation with several organisations from the western city, including for example the Western City Community Centre and the local non-profit organisation "Musa", who could not only address different target groups but could also offer different venues necessary in the preparation phase to the actual event. Throughout several focus groups and design meetings, a concept with different strategic focuses was developed.

During the process, a general structure was created, starting with an information meeting, and leading into smaller meetings and workshops. During this time, blinc team members were able to recruit and train other supportive members (from providers and organisations) to take on the role of DREAMM Mentors, to support the Lead-Mentors already involved in the process. These trainers/consultants were particularly suitable for supporting the project, as their professional experience was closer to the community and their training and profession gave them a distinct advantage in approaching and understanding certain issues of the Western city. These new mentors (mainly from the Weststadtzentrum, Musa and the youth service) were additionally supported by the blinc's Lead-Mentors and, when necessary, brought closer to the DREAMM approach in extra meetings.

By involving different interest groups, local organisations, but also residents, the planning process was able to reach not only different target groups based on their age, but also target groups based on their cultural heritage and social background. Within these smaller units, different activities could be planned and developed.

As the objectives varied according to the smaller groups, the most common ones can be summarised as follows:

- Engaging locals in closer interactions with each other,
- Activities focusing on younger generations,
- Food stalls for new and other cultural environments,
- Small-scale sports activities,
- Information stand,
- Exchange marketplace.

The activities mentioned here only describe a general overview of the various opportunities that were made possible for the Weststadt Festival and at this point primarily stands for the fact that the variability was shaped by the different target groups that are necessary for the community.

In particular, the existing network in the neighbourhood of the city played an essential role, so the role of the blinc as well as the additional mentors was primarily to provide targeted support and one could fall back on many already existing structures.

This in turn can also begin the further development of the mentors' competencies and practical involvement in various actions, the mentors had to adapt quickly to the circumstances and were thus able to become more involved in the individual target groups within the community.

2.4.4. Joint Community Action

The German Joint Community Action that resulted from the long planning process involving Lead-Mentors, Mentors and various service providers in the Western city was integrated into the West Town Festival, held in early September 2022, with the central aim of bringing the local community closer together, overcoming differences between different cultural backgrounds, breaking down language barriers and building a stronger community with local providers and residents.

Based on a mix of different activities focusing on a variety of entry points, local residents were motivated to take a closer look at themselves and their surroundings with their possibilities.

These actions included the following:

A stand run by Lead-Mentors and Mentors that engaged with locals to discuss the potential of the Weststadt App as a community-building tool in the Western city.

Inviting sports clubs to demonstrate their sport and discuss its potential in the Western city as a community-building tool. The Disc Golf Club Göttingen set up a small disc golf course that could be played in small groups and gave prizes to children and youth who tried out the sport. This was especially popular among the children and families attending the JCA.

A food stall that sold food from some of the migrant cultures represented in the TCN community, especially Syrian food.

The various activities not only offered providers in the region the opportunity to introduce themselves and their events and tasks to the community. At the same time, the residents themselves were allowed to present themselves, enter an exchange with each other and communicate their options and offers, including direct support.

The Lead-Mentors from blinc were involved throughout the planning and implementation of the JCA, and many of the Mentors that were gained from other local actors during the planning and design phase also helped.

The participation of the festival was extremely successful - both by the residents and the various Western city stakeholders. In addition, a significant increase in activities was recorded afterwards through the Goe-West app. We presented the results of our JCA at a conference in September, which served as our public event.

2.5. Greece

2.5.1. The Greek DREAMM Experience

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 to organise and develop the WP2 and WP3 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 many participants. 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 implementing WP2 (involvement in the One-Stop-Shop sessions, and participation in the Being a citizen, Familiarise with the place, Communicating in a new language, Social activities) and WP3 (Public Events, Team Building, Context Analysis and the Joint Community Action) activities in close connection with the Project Manager and Researcher of IASIS. Exposing LM and M to WP2/WP3 activities assisted them in gaining practical experience in TCN inclusion, developing coordination skills, and expanding, their network of professionals as associates participated in the conduction of the activities, including well-known NGOs like Solidarity 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.

2.5.2. 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 recognise its complexity, making the migrant experience difficult. Because of 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 could also 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 I believe that more people must be trained and acquainted with its principles). By participating in this program, we have realised migrants' needs, which we can take care of in the future and develop our existing services.

LM and M have created several events under WP2 and WP3:

- A) Being 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 to 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
- D) Joint Community Action:
 - Dive into a Diversity event
 - Connect your City DREAMM Challenges

2.5.3. 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
- 550 people attended the JCA physical activity (of which 10 decision-makers attended the event, including the Minister of Mental Health, the Major of the host Municipality and key members of the public health sector)
- 1,500 young people engaged in JCA online activities (34 DREAMM Challenges on Connect Your City App)

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 the 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.

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 refugees will probably 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 competencies regarding 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.

2.5.4. Joint Community Action

The community action Dive in Diversity which took place in Nea Philadelphia was a celebration of social inclusion. The event had a considerable turnout of the locals and succeeded in raising public awareness. Natives had the chance to blend in with TCNs by playing games, participating in intercultural awareness workshops, sharing stories, attending art exhibitions, and getting educated about social inclusion and immigrants' life experiences. All the activities were organized and implemented with the help of DREAMM Mentors and volunteers who cooperated in teams, months before the event, to brainstorm ideas about the activities and thematics. Also, fifteen days before and after the initiative an awareness campaign took place on Connect Your City app with more than 30 challenges.

During the event, Interactive workshops were implemented, where natives and TCNs shared views and experiences. An example of this is the "speed dating" workshop, where nationals and TCNs stood in lines opposite each other, and the facilitator gave them a common subject to talk about in pairs like "Describe a childhood memory/favourite place in the world/a life-changing experience." After each question participants had to change pairs and talk with a different person from the opposite team. The workshop evoked a lot of funny and emotional moments and participants certainly came closer to each other.

Another activity we implemented was the infamous game "Pictionary" played by teams comprised of opposite country individuals. The contestant of each team had to draw a picture of a word assigned to them by the facilitator, and his/her teammates had to guess what the picture depicted. This fun game was the perfect opportunity to bring people together while breaking culture and language barriers.

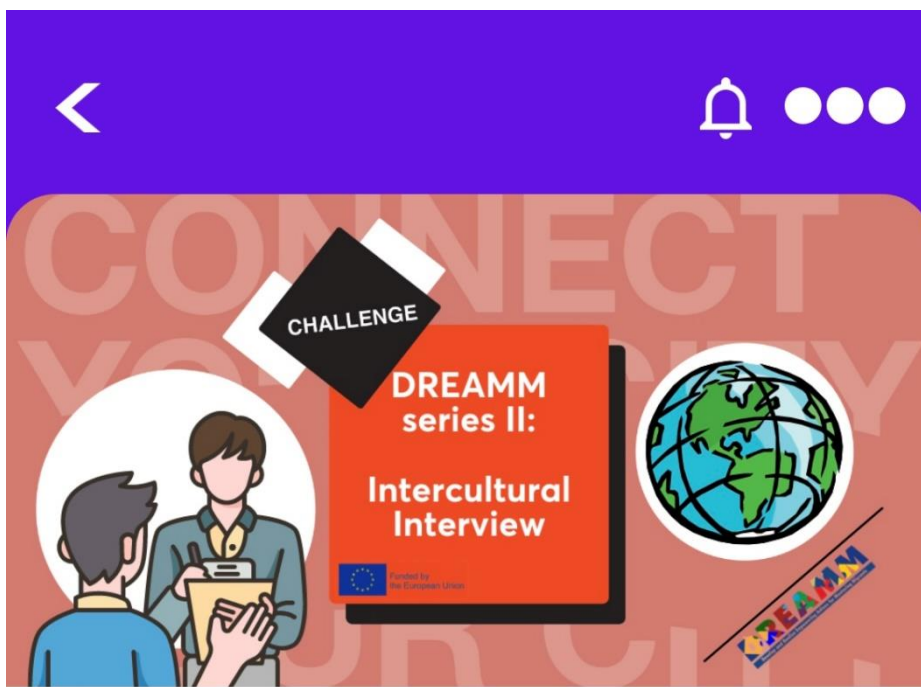
Moreover, the festival had a series of speeches regarding the realization of an inclusive society, informing the public about social, practical, and cultural issues TCNs face when arriving in a foreign country, and ways

to help them integrate smoothly. We also had some Italian teacher guests who shared good practices on children's education on migration, to fight biases and stereotypical views from an early age. Finally, we had two TCNs who shared their immigration life stories coming to Greece, their first experiences and their integration into Greek society.

Overall, the Dive in Diversity community action succeeded in engaging the public and raising awareness about social inclusion with different activities, bringing natives and TCNs closer.

2.5.5. Photos





DREAMM series II: Intercultural Interview

EL:

Πάρε μια συνέντευξη από κάποιον που η καταγωγή του δεν είναι από την Ελλάδα και ρώτα τον 3 ερωτήσεις:

1. Από ποια χώρα είναι η καταγωγή σου ;
2. Ποιο είναι το εθνικό φαγητό της χώρας ;
3. Σε ποιο μέρος αυτής της χώρας θα μας πρότεινες να ταξιδέψουμε και γιατί ;



● ○ ○
REDMI NOTE 9T

Focus Group with Social Enterprise Representative

www.dreamm-project.eu - info@dreamm-project.eu



Team building activity with LM and OSS operator



Social Activity workshop on pre-professional skills

www.dreamm-project.eu - info@dreamm-project.eu

2.5.6. Testimonials

- “Thank you for this eye-opening experience, it was a big wakeup call” Arsenoi Naoumi, DREAMM Mentor
- “The festival was amazing; we had fun and learned a lot!” Antonia Paraskaki, DREAMM Mentor
- “I wish more initiatives like that took place in Greece to eliminate discrimination” Olga Kotopoulou, DREAMM Mentor
- “I was very moved by the stories I heard today, I want to be part of a positive change for all the fellow humans who needed to live in their home countries and family” Antonaros Panagiotis, DREAMM Mentors

2.6. Austria

2.6.1. The Austrian DREAMM Experience

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 when 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 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 the 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.

The next phase was dedicated to the community needs as foreseen in WP3. These activities were closely connected with the developed learning projects in WP2 as we focused on the experiences of Lead Mentors and Mentors in this phase as well as on their previous experiences. Furthermore, we tried to involve TCNs and stakeholders in various events such as Focus Groups and information meeting with the aim to get a fully overview about the needs in the field of integration in Vienna.

Parallel to this task, the Design workshops had the aim to prepare the Joint Community Action. All previous experiences were used to improve on the one hand the skills of Mentors through photography and painting workshops and on the other hand to bring both Lead Mentors, Mentors and TCNs to reflect on their personal history to integration through the artistic development of individual stories. Participants had to paint or take an artistic photography describing something personal related to integration. The overall topic in the last step was food as it helps to build bridges between cultures and in the same way food has importance in all cultures.

All these activities led to the creation of an exhibition dedicated to the individual stories of the participants of the Design Workshops. The title “Common Tracks of tastes” (GenussSpuren des Miteinanders) tried to summarise not only the Design workshops giving the participants an opportunity to present their individual stories (often connected to traumatic escape episodes), but also to present the various learning projects developed in the DREAMM project in Vienna. The inauguration of the exhibition and the Public Event was therefore the last phase in the learning path summarising the various activities.

2.6.2. 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 number 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 an 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, 450 TCNs in the WP2 activities and additionally we had approx. 120 participants in the WP3 activities.

2.6.3. Perspective

The DREAMM project in Vienna brought together experts from various organisations and with a profound knowledge of the integration process in Vienna and Austria. In our learning projects, we tried to develop new ways or enrich traditional offers with new perspectives and ideas to create something additional to the already existing offer for TCNs in Vienna. The project allowed us to test these new formats and concepts and to evaluate their success afterwards. The biggest outcome of the project is the new networks as the result of the intense cooperation between die Berater, various NGOs in the integration field and Lead Mentors and Mentors. This new platform is a good opportunity not only for follow-up projects, but also for a constant cooperation in all topics related to integration.

In addition to that, the more than 450 TCNs have benefit from a various range of different activities that will help them in their integration process and to better orientate in the variety of offers that the Viennese NGOs and associations are offering for them.

2.6.4. Joint Community Action

The Joint Community Action in Vienna had the aim to plan and organise an exhibition combining the individual stories of TCNs with artistic perspectives. To plan and organise the exhibition we organised five Design Workshops as well as some additional planning events with the team consisting of various Lead

Mentors and Mentors. All the planning process tried to follow the main thematic field of media literacy combining it with art.

The first activities were the Design Workshops where participants (mostly TCNs, but also Lead Mentors and Mentors) created artistic pieces of art under the guidance of one expert. We organised two photography workshops, where a professional photographer explained the basics of artistic photography followed by practical tutorials where participants themselves created artistic photographs for the exhibition.

The same procedure we used for another two Design Workshops, this time the two sessions were dedicated to painting. Thanks to the guidance of professional painter David in the two workshops participants learned the basic elements of painting and created pieces of art combining it with a personal story. In many cases the results dealt with the difficult past characterised by traumatic experiences of displacement.

The overall topic of the future exhibition was dedicated to food as food has an importance in all cultures and it can therefore be an easy way to start intercultural dialogue and exchange perspectives, an important prerequisite for a double-sided integration process.

The Joint Community Action was organised together with the Public Event to not only inaugurate the exhibition, but also to inform the wider public about the results of the DREAMM project in Vienna. The event took place on Monday, 13th of June in the restaurant TOP Lokal in the 1st Viennese district.

The first part of the activities was dedicated to give an overview about the DREAMM activities, the realised workshops as part of WP2 and WP3 and to inform participants of the hard work of Lead Mentors and Mentors. Then followed the inauguration of the exhibition with the presentation of some of the pieces of art that were created from participants in the Design workshops. The title of the exhibition “Common Tracks of tastes” (GenussSpuren des Miteinanders) tried to combine the different tastes that food can have with the goal of the project to bringing together various communities and cultures. The participants of the event could always read the story that was explaining the various paintings and photography’s understanding in this way the variety of Vienna.

After the inauguration a band from migrants from Afghanistan as well as a rich buffet gave the opportunity to network and to further discuss the variety of food that unites us all.

3. Comparison of Project Implementation Experiences

3.1. WP2

3.1.1. Training of LMs and Ms

The 5-day Mentor and Lead-Mentor training of the DREAMM project included several common elements that were included in each of our project locations. As promised during the project planning phase, each partner focused on the “three pillars” in their training curriculum:

1. Migration in the Project Region
2. Facilitation of Integration Activities
3. Intercultural Communication

Each partner also included a unit on the Let Me Learn and Level5 tools, to ensure that Mentors and Lead-Mentors were familiar with the basic idea of the tools.

Aside from these similarities, there were some notable differences in the way some partners chose to implement their training phase.

For example, in Austria, project leaders had already chosen a thematic focus for their WP2 and WP3 activities prior to the training phase: media literacy and art. Thus, they could include contents related to this thematic focus in their Lead-Mentor and Mentor training. The other project partners developed their thematic focuses at later stages and provided more general facilitation training during the training phase.

In Greece, project leaders placed a special emphasis on the use of digital tools in integration activities. Thus, they used and taught the use of a variety of digital tools during their training phase.

In Malta, more emphasis was placed on teaching the intricacies of the legal framework of migration than in the other project countries.

3.1.2. WP2 Language Teaching Activities

Each DREAMM project partner implemented language-learning activities for TCNs in the framework of Work Package 2. The scope and form of these activities varied, depending on the local contexts.

In Germany, for example, the language course component of the WP2 activities was initially problematic. It is not possible for an organisation without a government mandate to teach full-fledged language courses to newly arrived TCNs. This made it difficult to implement activities that would fulfil the project obligations of offering A1 and A2-level courses. Eventually, a solution was found—the German partner, blinc worked together with another organisation called BUPNET to offer what was officially considered a vocational course to TCNs, but which largely focused on language and which blinc could supplement with a variety of additional DREAMM offerings. The German “language cafe” was transformed into a series of language tandems involving Germans (Ms or LMs) and TCNs meeting up regularly to practise and work on the German language. This format better met the needs of the TCNs and the capacity of the LMs and Ms, especially in the project location of Altwarmbüchen.

In Malta, A1 and A2-level courses were combined, and a “buddy system” like that of German’s language tandems was established, to continue sustainably after the duration of the DREAMM project.

The DREAMM team in Austria offered a course on body language besides their regular A1 and A2 language courses and the language cafe.

3.1.3. One Stop Shop / One Roof Community Meetup

The One Stop Shop is perhaps the best example of how different local contexts led to different implementations of the DREAMM project activities. The concept of the One Stop Shop was originally to offer a wide variety of counselling services in one place, by having Lead Mentors and Mentors be in a certain location at a certain time each week, ready to welcome TCNs and give them information and refer them to suitable services based on their needs.

This form of One Stop Shop might well be suitable for some project locations, where large numbers of newly-arrived TCNs are looking for basic counselling services and where the other local actors have not already met that need. However, in many of the project locations, this is not the case. In Germany's project locations, for example, in the first half of the DREAMM project period, the counselling needs of newly arriving TCNs were being met well by networks of local NGOs and state-funded organisations. It would not have added value to the local support context to create a One Stop Shop in this form.

For this reason, the project partners expanded the potential meaning of the One Stop Shop and gave it a new name, the One Roof Community Meetup (ORCM). The new idea was that the ORCM would serve primarily as a social meeting place and gateway to other DREAMM project activities. This new version of the One Stop Shop was implemented in this form, for example, in Italy.

This would also have been the form implemented in Germany, but Russian invasion of Ukraine suddenly changed the local situation. Especially in the project location of Altwarmbüchen (suburban area near Hannover), Ukrainians fleeing from the invasion began arriving steadily. While many government support mechanisms were quickly set up, our Lead-Mentors in Altwarmbüchen quickly became aware that the new arrivals had a major need for reliable information and counselling sources. For this reason, a One Stop Shop in the original sense was quickly established in Altwarmbüchen, with a translator fluent in Ukrainian and German.

The other project partners established One Stop Shops that were somewhere in between these two examples. In locations where local actors were already providing all the necessary counselling services for newly arrived TCNs, a more socially-focused One Roof Community Meetup was established. In locations where there was a real need for additional informal counselling services, the implementation was closer to the original One Stop Shop concept.

3.1.4. Being a Citizen, Familiarising with the Place and Social Activities

As with the language courses, each partner had their own take on the concept of “Being a Citizen” and “Familiarising with the Place” workshops as well as the social activities. What they have in common is that in each project country, it was the Lead-Mentors, and to a certain extent the Mentors, who determined what sort of WP2 activities were best suited to the local context. The workshops were then designed and implemented by the Lead-Mentors and Mentors.

As an example of the different sorts of activities that resulted from this Mentor-led process, In Malta, the Being a Citizen workshops focused on employment issues and the legal rights of workers, while in Greece, workshops covered topics like European citizenship, entrepreneurship, the Greek educational system and communication for business and job interviews. In each case, it was Lead-Mentors and project leaders who determined that these focuses for the workshops would provide the best learning experience for participants.

In Germany, the Being a Citizen Workshops included a variety of activity types, including field trips to historical museums, an introduction to a local sports club, a game about discrimination and a history workshop. In each project country, the topics were chosen based on perceived interests and needs of the local TCN population in Germany's three project locations.

For the Familiarising with the Place Workshops, Germany focused on excursions to places TCNs were not yet familiar with (parks, important areas of the city, an art museum), while Greece also offered informational workshops on history and culture.

Additional details about the full contents of the Being a Citizen, Familiarising with the Place and Social Activities in each project country can be found in the WP2 report.

3.2. WP3: Joint Community Actions

The DREAMM Joint Community Actions were designed and developed by Lead-Mentors, Mentors and in some cases, TCNs during a lengthy process of needs assessment, focus group meetings and design sessions. They were generally implemented after most WP2 activities had been carried out, and thus benefitted from the experiences gained during the WP2 orientation phase. Each partner was given complete freedom to create a community action that suited the local context and the abilities and experience of the Lead-Mentors and Mentors.

In Cyprus, the Joint Community Action took the form of an intercultural futsal tournament, which was organised in cooperation with the organisations New Generation Cyprus and UNHCR Cyprus. "The "World Refugee Day Intercultural Futsal Tournament" succeeded in bringing locals, migrants, and refugees together to create an Intercultural Cyprus in a fun and engaging environment, countering negative stereotypes, racism, and xenophobia."

In Perugia, Italy, the Joint Community Action created an "intercultural space" where participants could "socialize, dialogue and exchange thoughts, and participate in artistic and cultural activities."

In Naples, Italy, the Joint Community Action took the form of participation in a larger event, the traditional "Social Carnival of Piazza Garibaldi." LMs, Ms and TCNs were all involved in creating an intercultural component for the carnival.

In Malta, after a rocky start in which the originally-planned Joint Community Action had to be cancelled due to circumstances outside the Malta DREAMM team's control, the final JCA took the form of a tree-planting project with TCNs in cooperation with the "Grow10Trees" project.

In Germany, the Joint Community Action involved participation of LMs, Ms and TCNs in the "Weststadtfest," or Western City Festival," promoting and demonstrating a community-building app developed during WP3 activities.

In Greece, the JCA involved participation in the "Dive in Diversity" event, where LMs, Ms, TCNs and local could enjoy "playing games, participating in intercultural awareness workshops, sharing stories, attending art exhibitions, and getting educated throughout speeches about social inclusion and immigrants' life experiences."

In Austria, the JCA was an art and story exhibition that displayed stories and other artistic expressions created by TCNs during the DREAMM project with a thematic focus on food.

4. Project Internal Evaluation (Observation) and Feed-Back

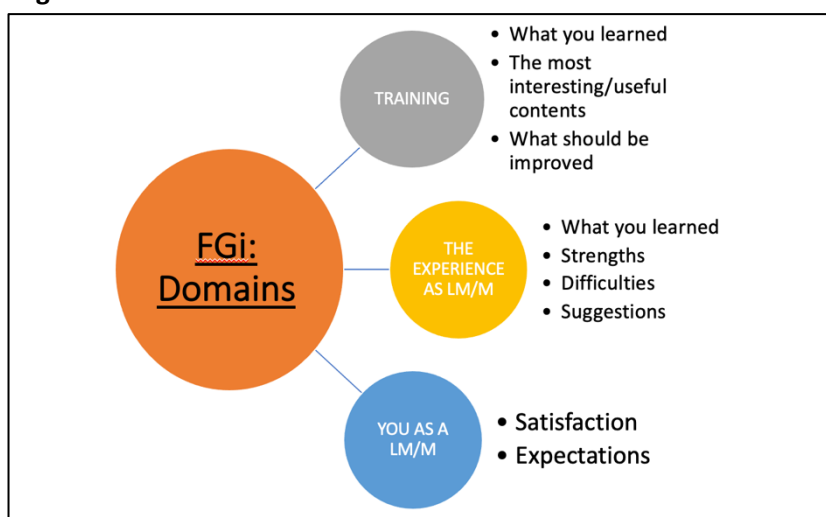
4.1. Introduction

The observation phase (=internal evaluation) has been developed in two different steps: the first step (a) completing an online survey, and the second step through (b) two International Focus Groups.

More specifically:

1. Lead-Mentors (LM) and Mentors (M) trained in each territory partner (AT, CY, EL, IT, and MT) after each orientation to Third Country National referred to as newly arrived migrants (TCNs) through a front office activity (One Stop Shop), filled out by their point of view, an **online survey** composed by 9 main questions to report the identified needs and interests as detected by the migrants as well as their own experience as LM/M in terms of difficulties, involvement, and satisfaction. The survey lasted 2-3 minutes.
2. After the survey compilation, the results were summarized, and developed key questions for the **International Focus Groups**, which mainly focused on topics related to LM and M's experience, involvement, and satisfaction. The goals of the Focus Groups were preparing and monitoring the observation activities. Focus groups included two/four LM and/or M from each territory except for AT. The participants were recruited during the actions carried out in WP2 (Orientation Activity) and WP3 (Joint Community Actions). Each Focus Group consisted of an online meeting that lasted 1,5 hours, it was held in English on the Zoom platform, and followed three main domains (see Figure 1).

Figure 1



4.2. Data Analysis

To analyse the results, both quantitative and qualitative analytic approaches were used. All data has been processed anonymously. Regarding the online survey, each partner shall keep the personal data confidential and not deliver them to the other partners and the coordinators.

1. For the analysis and interpretation of the *online survey* data have been conducted the statistical analysis as descriptive statistics, in terms of percentage and mean and standard deviation to show the distribution of data reported by LM and/or M and Chi-square (for percentage) and ANOVA (for mean/SD) to compare different territories' experiences. A *p-value* < .05 shows significant differences among the data analysed.
2. The two Zoom sessions were recorded and completely transcribed for the analysis and interpretation of the *International Focus Groups* data. The transcriptions were encoded using content analysis. Thematic units are more global interpretative or explanatory regarding the key questions proposed by the conductors to explore the three domains that have been identified from what was said by each participant.

4.2.1. Results from Online Survey

4.2.1.1. Migrants' Personal Data

The LM and/or M involved in the survey compilation entered data for 612 migrants from different countries worldwide (see Table 4). Table 1 reported the percentage of data inserted by each territory.

TERRITORY	N	%
AT	132	21.6
CY	52	8.5
DE	61	10.0
EL	134	21.9
IT	108	17.6
MT	125	20.4

Figures 1 – 2 – 3, and 4 show the individual characteristics of the migrants involved in the project as reported by M/LM.

In the total group, the distribution between sex is balanced, 45.1 % were males and 54.1% females; five persons preferred not to answer (see Fig. 1).

Figure 1

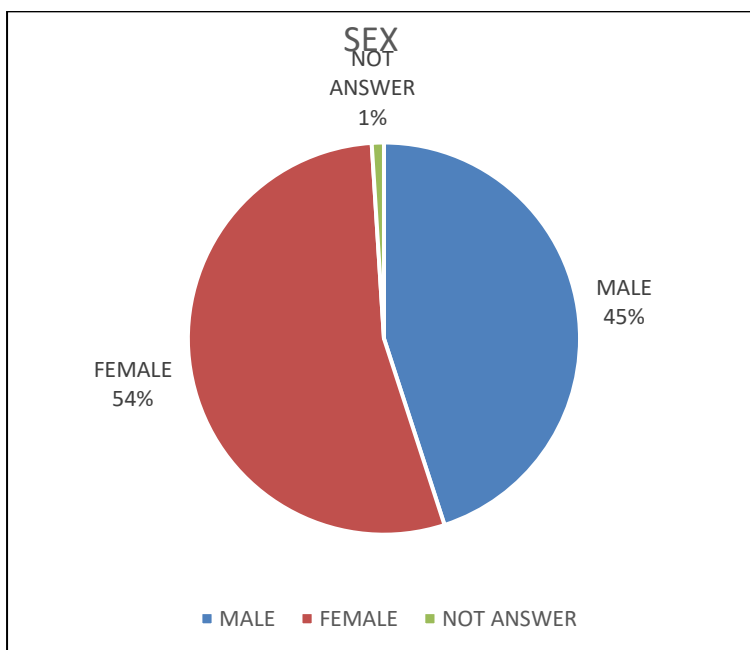


Figure 2 shows a difference in the distribution of migrants among the range of age categories. Most of them are between the ages of 20 and 40, as highlighted the Chi-square ($\chi^2 = 564.76$; $p < .001$).

Figure 2

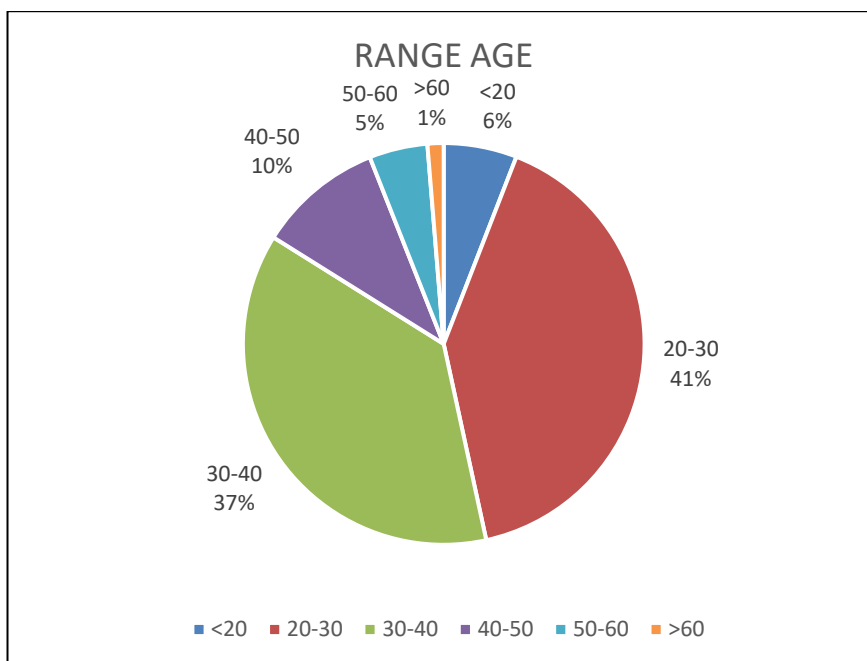
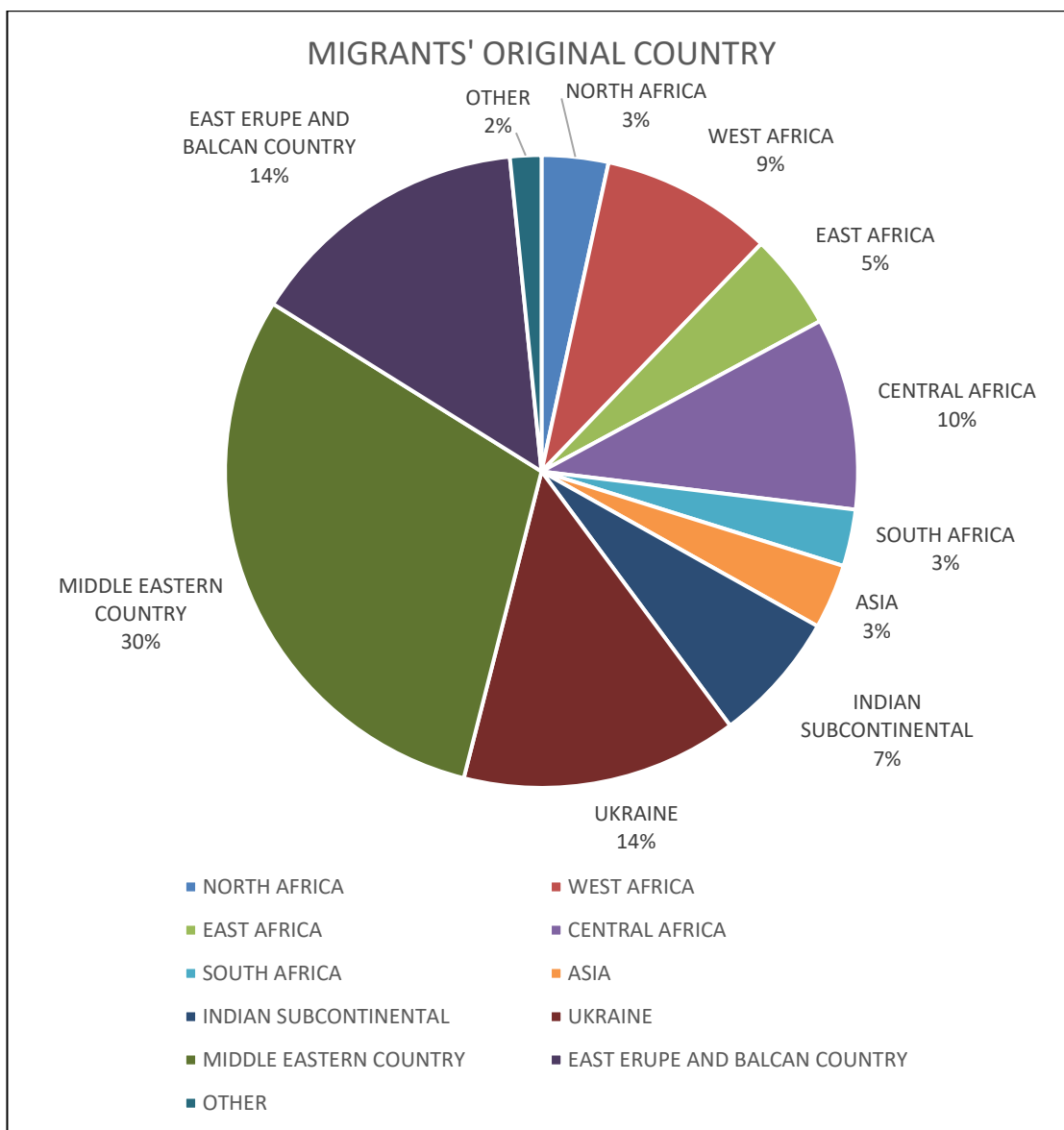


Figure 3 shows the total group differences in the distribution of the country of origin of newly arrived migrants involved in orientation activities, as highlighted by the Chi-square ($\chi^2 = 451.48$; $p < .001$).

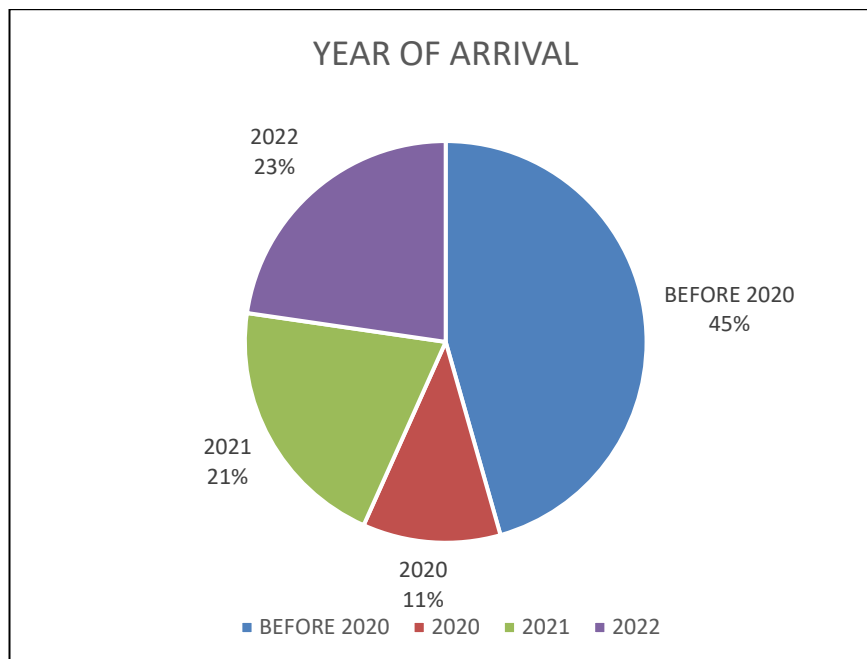
In general, these data show a higher number of newly arrived migrants from Middle Eastern countries, especially Syrian refugees (29.9%), Ukraine (14.1%), Eastern Europe (14.5%), and from the countries of Central-West Africa (18.6 %).

Figure 3



Furthermore, the Chi-square ($\chi^2 = 157.03$; $p < .001$) shows a significant difference in the distribution of the migrants' year of arrival in the host country, as shown in Figure 4. Most migrants were in the host country before 2020 (45.6%). In 2020, when the COVID-19 pandemic started, the lowest proportion of new arrivals was registered (11%), while the remaining 40% arrived in the host country between 2021 and 2022.

Figure 4



In a comparative analysis and interpretation, the Chi-square ($\chi^2 = 1179.96$; $p < .001$) shows a different distribution of the migrants’ original country among the territories (Table 2). From these results, it can be observed that LM and M of AT and DE met and engaged specific target groups during the orientation activities; specifically in the AT territory, more than 90% of the newly arrived migrants were from Middle Eastern countries and arrived before 2020 (see Table 3); most of them were men (79%, see Table 4), between 20 – 30 years old (see Table 5). While, in DE, over 95%, mostly women (93.4%, see Table 4), between 20 – 40 years old (see Table 5) came from Ukraine, especially in the last year (see Table 3).

This specificity highlighted the need to address needs and requirements, as also underlined by a German LM during the Focus Group: *“...since many of our mentors have different target groups... is tricky to find common ground for them.... we have some, especially from Ukraine, for example, young mothers and their children...trying to integrate them is more complicated than those who have already been here for five years...”*.

Instead, LM and M from Mediterranean countries (CY, EL, IT, and MT) encountered in their orientation activities fewer specificities, people from different countries even very distant from each other, both geographically and culturally. An Italian LM stressed this by saying, *“...we did not come from the same country; we have very different experiences and histories....”* The Mediterranean countries show a lesser specificity also regarding the sex of migrants who arrived. In CY, EL, and IT territories were more males (about 60%) than females (about 40%), and vice versa in MT were more females (67.2%) than males (32.0%). The Chi-square ($\chi^2 = 123.84$; $p < .001$) highlighted significant differences in the distribution of sex among the territories. All these results underline that our LM and M, in their orientation activities, have met people with very different cultural and linguistic backgrounds, life experiences, and needs.

Table 2: Distribution of the migrants' original country across territories involved n (%)

ORIGINAL COUNTRY	AT	CY	DE	EL	IT	MT
NORTH AFRICA	2 (1.5%)	0 (0%)	0 (0%)	6 (4.5%)	13 (12.1%)	0 (0%)
WEST AFRICA	0 (0%)	1 (1.9%)	0 (0%)	27 (20.1%)	26 (24.1%)	0 (0%)
EAST AFRICA	7 (5.3%)	6 (11.5%)	0 (0%)	5 (3.7%)	11 (10.2%)	1 (0.8%)
CENTRAL AFRICA	0 (0%)	20 (38.5%)	0 (0%)	36 (26.9%)	4 (3.7%)	0 (0%)
SOUTH AMERICA	1 (0.8%)	0 (0%)	0 (0%)	0 (0%)	10 (9.3%)	7 (5.6%)
ASIA	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	20 (16.0%)
INDIAN SUBCONTINENT	0 (0%)	12 (23.1%)	0 (0%)	7 (5.2%)	14 (13%)	8 (6.4%)
UKRAINE	0 (0%)	0 (0%)	58 (95.1%)	21 (15.7%)	2 (1.9%)	5 (4%)
MIDDLE EASTERN COUNTRIES	120 (90.9%)	23 (21.3%)	2 (3.3%)	22 (16.4%)	23 (21.3%)	5 (4%)
EAST EUROPE AND BALCAN COUNTRIES	1 (0.8%)	2 (3.8%)	0 (0%)	7 (5.2%)	3 (2.8%)	76 (60.8%)
OTHER	1 (0.8%)	0 (0%)	1 (1.6%)	3 (2.2%)	2 (1.9%)	3 (2.4%)

Table 3: Distribution of the migrants' year of arrival in the host country across territories involved n (%)

RANGE OF AGE	AT	CY	DE	EL	IT	MT
Before 2020	47 (35.6%)	11 (21.2%)	0 (0%)	100 (74.6%)	40 (37%)	81 (64.8%)
2020	24 (18.2%)	1 (1.9%)	0 (0%)	7 (5.2%)	8 (7.4%)	28 (22.4%)
2021	54 (40.9%)	27 (51.9%)	2 (3.3%)	5 (3.7%)	35 (32.4%)	3 (2.4%)
2022	7 (5.3%)	13 (25%)	59 (96.7%)	22 (16.4%)	25 (23.1%)	13 (10.4%)

SEX	AT	CY	DE	EL	IT	MT
FEMALE	27 (20.5%)	19 (36.5%)	57 (93.4%)	45 (33.6%)	44 (40.7%)	85 (67.2%)
MALE	105 (79.5%)	33 (63.5%)	4 (6.6%)	89 (66.4%)	60 (55.6%)	40 (32.0%)
DIVERSE	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (3.7%)	1 (0.8%)

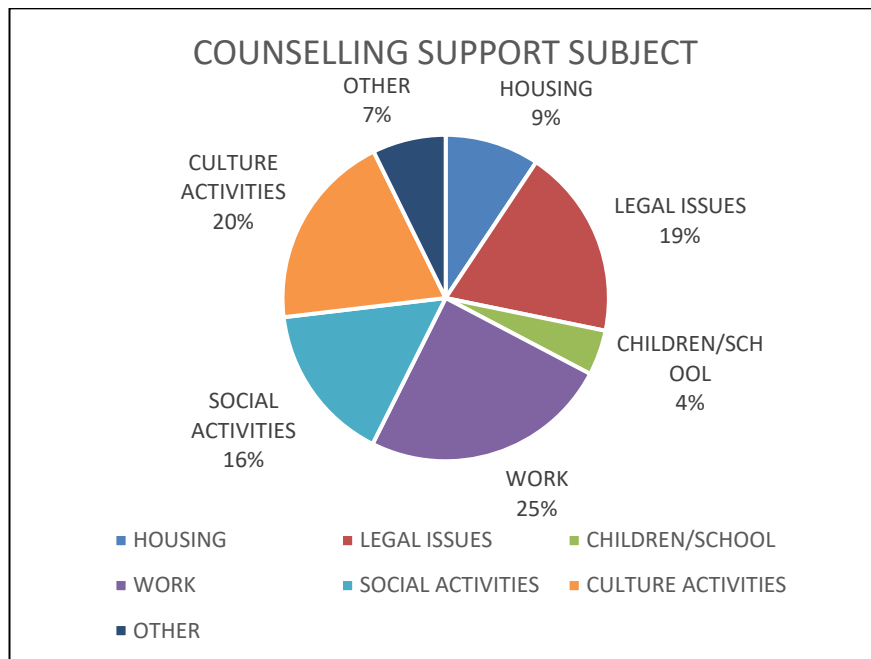
RANGE OF AGE	AT	CY	DE	EL	IT	MT
<20	6 (4.5%)	5 (9.6%)	9 (14.8)	7 (5.2%)	6 (5.6%)	3 (2.4%)
20-30	71 (53.8%)	35 (67.3%)	21 (34.4%)	46 (34.3%)	52 (48.1%)	24 (19.2%)
30-40	32 (24.2%)	11 (21.2%)	18 (29.5%)	49 (36.6%)	29 (26.9%)	89 (71.2%)
40-50	14 (11.4%)	1 (1.9%)	8 (13.1%)	17 (12.7%)	12 (11.2%)	9 (7.2%)
50-60	6 (4.5%)	0 (0%)	3 (4.9%)	13 (9.7%)	7 (6.5%)	0 (0%)
>60	2 (1.5%)	0 (0%)	8 (1.3%)	2 (1.5%)	2 (1.9%)	0 (0%)

4.2.1.2. The Counselling/Support Subjects

The second part of the survey explored the main reasons migrants presented themselves at the orientation desk (One Stop Shop). The counselling/support subjects identified were **housing, legal issues, children/school, work, social activity, culture activities, other (specify)**. In Figure 5 are presented the percentage of the migrants' counselling/support subject' total group and in Table 6 for each territory separately.

In Figure 6 is reported the distribution of the reasons migrants ask for support in the total group. Principally, the migrants of the total group asked for help in finding a job, 44.1%, for information about cultural activities (35%) in particular, to learn or improve the language of the host country and to increase new skills, for help in legal issues (33.7%), and finally to collect information about social activities organised in the area (28.1%).

Figure 5



In a comparative interpretation of the results, the Chi-squares (Table 6) show differences in the distribution among the territories (the people could choose more than one subject).

We find a higher percentage for the request for support in job search, particularly in the Mediterranean countries, 97.8% of migrants in EL 61.5% of migrants in CY, and 50% of migrants in IT. These are all countries where the highest percentage of young males (see Table 4) between 20-30 years old (see Table 5) is present. Many of these have been present in the host territory since before 2020 (see Table 3), especially for EL territory.

The highest percentage of migrants who required support in cultural activities to learn and improve the host country's language is found in MT (75.2%) and IT (60.2%). Language was also a very relevant issue in the International Focus Groups, as seen later. We report here some extracts that stress this question: *“they were learning the Italian language...they are young, and they were more interested in a look soon for a job for example, but cannot really work if you don't speak good Italian....in Italy is quite difficult”* *“Their priority I guess is like learning the host language ... because if they want to work is necessary to know the language ... some of them can have a conversation... others speak only English ... So that is their priority, to learn the host language....this is the basis now if you want to be integrated with social context.”*

Regarding the requests for support in legal issues, they are primarily present in the territories of AT (43.7%) and DE (about 40%), where we recall the highest percentage of migrants were war refugees from the Middle East Countries (i.e., Syria) and Ukraine.

Finally, it is in the IT territories that we find the highest percentage of young people seeking information about the social activities organised in the area, with 71.3% of migrants present in this territory. *“We were also making excursions.... we drive the guys outside in the city to know different places where they have different services for the community.”*

These differences may be because of the presence in each territory of very different target groups of newly arrived migrants with a set of needs just as diverse.

Table 6: Distribution of the migrants' counselling/support subjects for each territory n (%)							
	AT	CY	DE	EL	IT	MT	Chi-square
COUNSELING/SUPPORT SUBJECTS	YES	YES	YES	YES	YES	YES	χ^2 ; p
HOUSING	14 (10.6%)	17 (32.7%)	20 (32.8%)	29 (21.6%)	17 (15.7%)	5 (4.0%)	41.41 ; <.001
LEGAL ISSUES	90 (43.7%)	15 (28.8)	24 (39.3)	35 (26.1)	33 (30.6%)	9 (7.2%)	114.94 ; <.001
CHILDREN/SCHOOL	5 (3.8%)	7 (13.5%)	8 (13.1%)	17 (12.7%)	10 (9.3%)	2 (1.6%)	18.63 ; <.01
WORK	14 (10.6%)	32 (61.5%)	16 (26.2%)	131 (97.8%)	54 (50%)	23 (18.4%)	265.90 ; <.001
SOCIAL ACTIVITIES	2 (1.5%)	29 (55.8%)	7 (11.5%)	35 (26.1%)	77 (71.3%)	22 (17.6%)	181,03 ; <.001
CULTURE ACTIVITIES	6 (4.5%)	16 (30.8%)	5 (8.2%)	28 (20.9%)	65 (60.2%)	94 (75.2%)	204,20 ; <.001
OTHER	3 (2.3%)	0 (0%)	34 (56%)	9 (7%)	6 (5%)	33 (26%)	811.22 ; <.001

4.2.1.3. Interested in.... Topics and activities the TCN would be interested in and support

The LM and M who completed the survey were asked to respond using a 5-point scale from Much (5) to Not at all (1), how much each of some Topics/Activities could be the migrants interested in and supported.

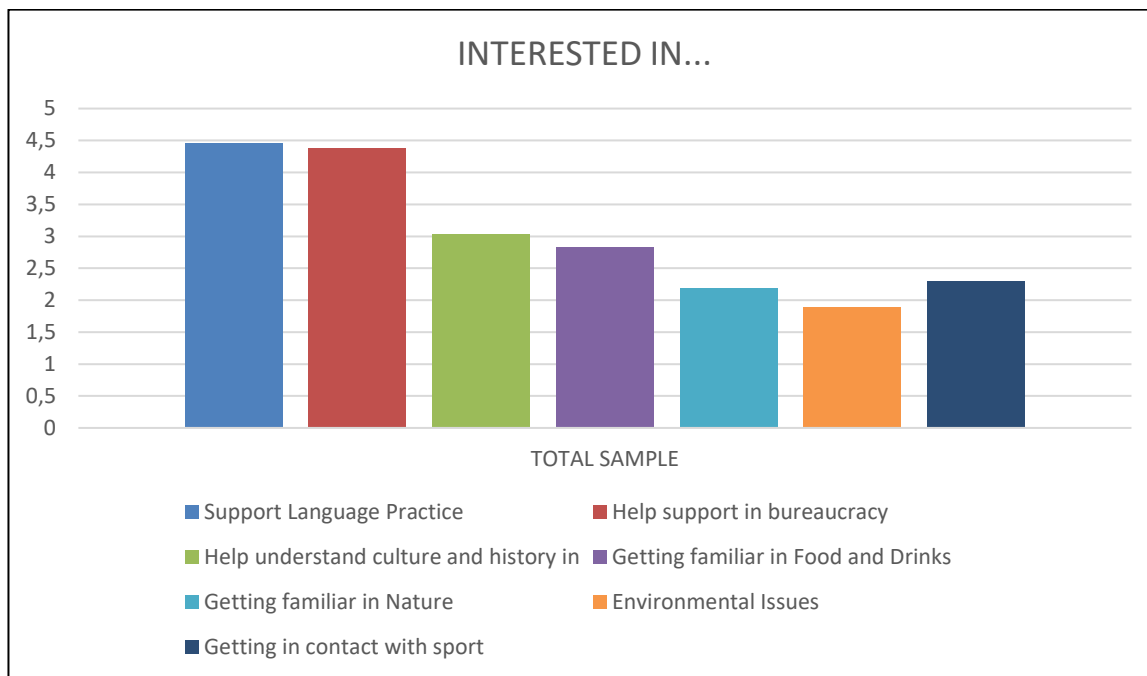
The Topics/Activities were:

- Support Language Practice
- Help support in bureaucracy (forms, offices...)
- Help understand culture and history in...
- Getting familiar in Food and Drinks
- Getting familiar in Nature
- Environmental Issues
- Getting in contact with the sport

In Figure 6 are reported data inserted by LM and M for the total group. In the total group, the most Topics/Activities interesting in for Migrants were supporting language practice and helping support bureaucracy, in line with what emerged in the previous results, which showed a high percentage of requests

by migrants for language courses and counselling/support about legal issues. While the topics and activities of less interest for the migrants were related mainly to “environmental issues” and “getting familiar in nature.”

Figure 6



In Table 7 have been reported the Mean and Standard deviation of data inserted by LM and M separately for each territory. ANOVA highlights significant differences among the territories.

Table 7: Topic and activities would the migrants be interested in and supported separately for each territory. Data were reported in term of Mean (Mn) and Standard deviation (Sd). *p-value* <.05 shows significant differences among the mean scores reported by each territory.

TOPIC/ACTIVITIES	AT	CY	DE	EL	IT	MT	ANOVA
	Mn ± Sd	Mn ± Sd	Mn ± Sd	Mn ± Sd	Mn ± Sd	Mn ± Sd	F ; p
Support Language Practice	Not Asked	4.59±0.64	4.82±0.66	4.37±1.16	3.85±1.38	5.00±0.00	15.52 ; <.001
Help support in bureaucracy	4.03±1.90	4.62±0.76	4.94±0.34	4.43±0.89	3.88±1.69	5.00±0.00	19.72 ; <.001
Help understand culture and history in...	Not Asked	2.76±1.18	Not Asked	2.06±1.54	4.12±0.85	Not Asked	45.80 ; <.001
Getting familiar in Food and Drinks	Not Asked	3.30±1.46	Not Asked	1.96±1.53	3.86±1.18	Not Asked	36.13 ; <.001
Getting familiar in Nature	Not Asked	2.37±1.34	Not Asked	1.83±1.47	2.83±1.42	Not Asked	10.86 ; <.001
Environmental Issues	Not Asked	2.28±1.27	Not Asked	1.75±1.40	2.06±1.11	Not Asked	2.97 ; .05
Getting in contact with sport	Not Asked	3.29±1.37	3.50±1.51	1.95±1.50	2.42±1.43	Not Asked	9.16 ; <.001

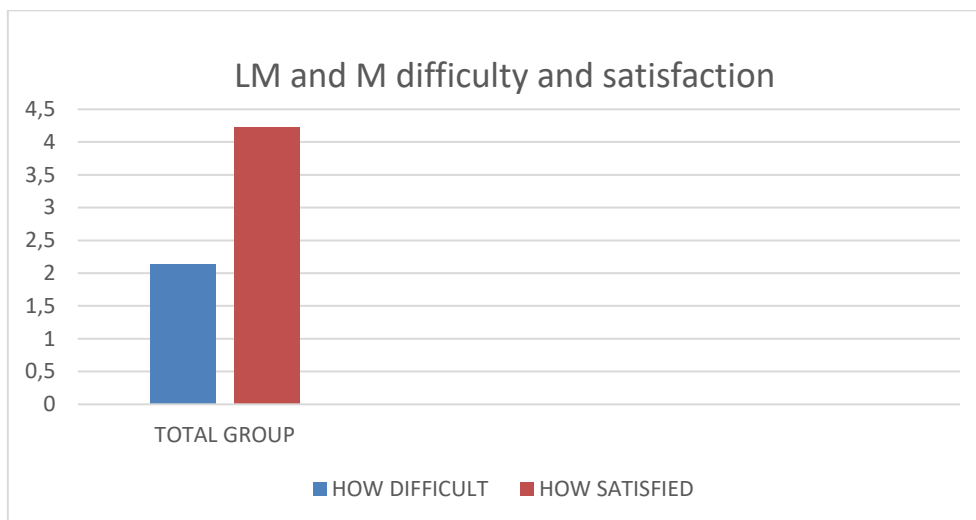
Data shows that the LM and M of some territories did not ask to the migrants met if they were interested in specific Topics/Activities such as “help understand culture and history in...,” or “getting familiar in Nature”... and others. Therefore, it was impossible to compare all the territories for some of these.

In a comparative analysis and interpretation of the results, the ANOVA shows significant differences among the territories in how much their migrants were interested in all Topics/Activities.

The first and second Topics/Activities data show that the migrants of the IT territory were the least interested compared to all the other territories. Conversely, the Topics/Activities related to the host country's culture and history and the familiarizing with traditional food and drinks are of greater interest in the IT territory than others. These differences are probably due to the specificity of the target present in the various territories, with very different features, needs, and life stories.

4.2.1.4. Lead-mentors mentors’ experience. How difficult and how satisfying was the support given to each migrant?

Figure 7 shows the levels of difficulty and satisfaction that LM and M felt in supporting for each migrant. Results highlight that, on average less difficult and pretty much satisfaction.

Figure 7


ANOVA show significant differences among mean scores reported by each territory regarding the difficulty and satisfaction LM and M felt in supporting the migrants. Results show that on average, greater difficulty in supporting the migrants was found by CY and DE. While greater satisfaction in support and facilitation work performed was reported by MT, IT, and DE. As reported in Table 8, LM and M of AT did not answer to these two questions.

Table 8: How difficult and how satisfying with the support gave to each migrant? Data were reported in term of Mean (Mn) and Standard deviation (Sd). *p*-value <.05 shows significant differences among the mean scores reported by each territory.

	CY	DE	EL	IT	MT	ANOVA
	Mn ± Sd	Mn ± Sd	Mn ± Sd	Mn ± Sd	Mn ± Sd	F ; <i>p</i>
How difficult was the support for this migrant?	3.27±1.01	2.79±1.26	2.48±1.36	2.21±1.05	1.01±0.09	61.42 ; <.001
How satisfied are you with the support that you gave to this person?	3.86±0.63	4.37±0.69	3.68±1.10	4.12±0.72	5.00±0.00	54.62 ; <.001

4.3. Results from International Focus Groups

Starting from the last two questions of the online survey, it was investigated the experiences of difficulty and satisfaction of LM and M in their role, inviting them to participate in two International Focus Groups.

Two Focus Groups were organized, where two M and/or LM from each territory were invited. In the first Focus Group participated 2 LM from CY, 2 LM from DE, and 2 LM from EL. In the second Focus Group participated 2 LM from DE, 1 LM from MT and finally 1 LM and 1 M from IT. No participant from AT.

During the Focus Groups, three main domains were explored, the training carried out, the experience as a LM and M, and finally the satisfaction and future expectations related to the role of LM and M. The two

moderators, to explore these domains, launched short key questions to open the discussion between the participants. The participants were free to interact with each other.

Examples of some key questions for each domain investigated:

- **TRAINING**
 - During your training, what contents have been developed more in-depth?
 - In your personal experience, what were the most interesting and useful contents?
 - In your personal experience, what should be improved and more deepened in the training phase?
- **EXPERIENCE**
 - In your experience as LM or M, what do you learn?
 - Did you encounter any difficulties during your experience as LM or M?
 - Do you have any suggestions to improve the LM or M experience?
- **YOU AS LEAD-MENTOR/MENTOR**
 - Are you generally satisfied with your personal experience as LM or M?
 - Were the expectations you had before starting your experience met?
 - What are your expectations for the future as LM or M?

The transcriptions of the Focus Groups were analysed using content analysis (see Table 9). The contents emerging during the two Focus Groups were codified and analysed together.

Table 9: CONTENTS ANALYSIS OF THE INTERNATIONAL FOCUS GROUPS

DOMAIN 1 TRAINING

Q1 and Q2 - During your training, what contents have been developed more in-depth? What did you learn?

	CY	DE	EL	IT	MT
Speaker 1	<ul style="list-style-type: none"> - talked about migration integration facilitation - very theoretical, practical aspects - focused mostly...the ongoing integration methods in Cyprus 	<ul style="list-style-type: none"> - intercultural communication - structured as a change of exchange of experience - had a part on design thinking and competence-oriented learning to use level five as a basis for defining the competencies - very practically - really nice - really good experience 	<ul style="list-style-type: none"> - was very exciting - was really interested in the topic - very high fresh ideas - interesting and valuable experience 	<ul style="list-style-type: none"> - all the contents were very important - all the teachers had very different backgrounds.....sociology, Italian local law about immigration, immigration services -all the courseware was very complete 	<ul style="list-style-type: none"> - have been deepened all the services, all the procedures that are taking place to assist, migrants coming in, etc. - it made me more aware and more proficient on what is available on our island
Speaker 2	<ul style="list-style-type: none"> - it was starting to the more basic knowledge - helped with our work and find out more ways for interacting with third-country nationals 			<ul style="list-style-type: none"> - how to interact with guys that they were learning Italian language - how to orient for the job and legal services 	
Speaker 3		<ul style="list-style-type: none"> - in a first round Mentors and Lead-Mentors were together - the training focused in general on facilitation and on communication - at a later stage have been involved other localities, for 			

		example a little rural town, and Mentors from this one			
Speaker 4		<ul style="list-style-type: none"> - in a first round five-day program that was very rigid at the beginning - in a second round have been involved Lead-Mentors and Mentors from several places to find out what they needed, which aspects might be interesting for them or useful for them - intercultural communication 			
Q3 and Q4 - In your personal experience, what were the most interesting and useful contents? What should be improved and more deepened in the training phase?					
Speaker 1	<ul style="list-style-type: none"> - the contents may be including migrants or your third country nationals in the training phases....they can confirm their experiences....these information's will be helpful - to involve migrants themselves....they could have the same type, whether the tools or the things that were not interested them 	<ul style="list-style-type: none"> - was more an interactive workshop than a lecture - it was useful for us. - should be improved something about dealing with language barriers especially with newly arrived people. 	<ul style="list-style-type: none"> - most experience with third country nationals would have been more helpful instead of only learning theoretical knowledge. 	<ul style="list-style-type: none"> - it was a lot of theory - what has come with the practice, it has been different - when it was come to the reality, the face to face with the migrants it has been noticed that we were prepared for some things but not for all - after practice some previously planned things were changed - in this period, during the COVID it was very difficult for people to be together, it should take this into 	<ul style="list-style-type: none"> - lots of theory sessions, one after the other - having a balance of theory and practice - the training would help sort of start learning while you are while you are practicing what you are learning - the training might be a space where you can discuss issues that are arising from the practice

				<p>consideration in the training</p> <ul style="list-style-type: none"> - more practice, with the experience could improve the training - the training should take our notes for the future - how to deal with people at the same time, with different languages 	
Speaker 2	- in the future could be use the material developed during the DREAMM project	<ul style="list-style-type: none"> - we mainly use the design thinking approach to really interact more intensive - it was nice - thinking approach related to different topics within the migration concept - coming out of design methodologies is useful to understanding problems and how to get engaged with the group 	- should be improved something about dealing with language barriers....the language is one very big issue....in Greece, we had the DREAMM translators to translate and be part of the team with the Ukrainians, refugees.	<ul style="list-style-type: none"> - the most useful contents were communication... relationship with people from different countries and cultures 	
Speaker 3		<ul style="list-style-type: none"> - we should be prepared for practice, to do something with the people - the thing like integration and legal issues, they change from country to country.... we must know that in a way.... I doubt that they should be taught, we are not in school.... the focus should be rather on HOW to 			

		deal with the real problems that people have on the ground.			
Speaker 4		<ul style="list-style-type: none"> - to consider who the people are that you are training, like, what experiences they already bring...and what needs they perceive - to deepen the intercultural communication 			
DOMAIN EXPERIENCE AS LEAD MENTOR / MENTOR					
Q5 and Q6 - In your experience as Lead-Mentor or Mentor, what do you learn? What strengths did you find?					
Speaker 1	<ul style="list-style-type: none"> - the communication.... interpreting their communication - it comes to the topic of migration.... which can be a sensitive topic for some 	<ul style="list-style-type: none"> - I have enlarged my network.... I have met new people - I have tried new approaches and develop new actions and projects. 		<ul style="list-style-type: none"> - I learned how to deal and to understand, and be very patient with people - I learned we learn how to deal with difficult and uncomfortable situations improvising....switching to another topic - I learned how to act with people coming with from different people, and how to deal with very, very difficult situation 	<ul style="list-style-type: none"> - I think the more I got to meet the people, the more I became better at being a Lead-Mentor. - as a person, I learned to become more open, to be more careful how I behave, how I speak and not take certain things for granted certain services that I have certain processes that I know by heart and not realize that not everyone is aware of how things work in my country - I think it helped me to become even more patient
Speaker 2		- the communication issue is important		- I learned talking with the people especially during the one roof	

		<ul style="list-style-type: none"> - this is a growing experience that need more times than I expected before - I would like to have to work in deep with them and with more time - this is something I always hate in projects...to have a limited time slot 		<p>community meetup sharing characteristics of the culture of a country they come from</p> <ul style="list-style-type: none"> - I learned that the best thing to communicate with people from different culture is to share the match traditions and cultural tradition and music and cuisine and everything that more than we can to enter inside the persons and feel fine and be prepared to receive what they give us as a gift and at the same time we will give them as a gift the same thing, which is our country, our cuisine, our music and so on 	
<p>Speaker 3</p>		<ul style="list-style-type: none"> - very successful joint activities....you can bridge maybe also languages like joint cooking or joint storytelling or something like that... where we solve a little bit this problem of the different as obstacles in communication and to activate people...these things, they were really very strong. And that is something that I would 			

		<p>personally always like to do more</p> <ul style="list-style-type: none"> - the joint activities are also fun...they are very satisfying - in little rural town, there are many people who really want to support these integration processes...maybe we do not need a formal program to make them Mentors...we just must support them somehow, to make these informal integration 			
Speaker 4		<ul style="list-style-type: none"> - learned or that was present for me was this thing of that it is a very heterogeneous group, you have people from very different places, with very different experiences, different levels of education, having been their different amounts of time - find flexible things, or things where you do not need a lot of language, things like the cooking, or is there certain sports things, things where they can kind of do something and see something and talk a little bit 			
Q7 - Did you encounter any difficulties during your experience as Lead-Mentor or Mentor?					
Speaker 1	- language was often a problem....to give them, you	- the language barrier is really a problem if you work... to find group activities that match then			

	know, instructions and explain.	to the needs....a migrant is not a migrant, these are people with different language, cultural background, and challenge - the pandemic situation....it was hard, to organize any face-to-face activities			
Speaker 2	- some culture has the tradition or the tenacity to be late in their appointments... it was one very difficult situation in public events....knowing this will be held helpful in the future				
Speaker 4		- I found the role as a Lead-Mentor, also having to keep in mind project requirements was a bit more difficult...sometimes artificial...sometimes keep up with project demands made it kind of hard to fit it to the situation that I found and the needs that I felt like I was proceeding.			
Q8 - Speaking about your relationship with the mentors, instead of the migrants, have you found any difficulties or any strength that you would like to emphasize?					
Speaker 1		- we tried to really distribute our approach and our experiences to other people working in that field - it was a win situation			

		<ul style="list-style-type: none"> - both had the possibility to learn from each other - I hope that we somehow enriched the work of the Mentors with our perspective...because the Mentors that we were in contact with will work really working in many different fields of integration 			
Speaker 2		<ul style="list-style-type: none"> - it was a win situation - both Mentors and Lead-Mentors had to learn from each other. 			
Speaker 3					
Speaker 4					
Q9 - Do you have any suggestions to improve the Lead Mentor or Mentor experience?					
Speaker 1		<ul style="list-style-type: none"> - decreasing the workload of the Lead-Mentor so Lead-Mentors can also attend more physical events and to interact more often with both migrants and Mentors. 	<ul style="list-style-type: none"> - improve in the futures the way that the Mentors trying to connect with new people, especially from difficult situations i.e., Ukraine. 		
Speaker 2		<ul style="list-style-type: none"> - it was bit tricky to find a common ground if you have different target groups, for example mothers from Ukraine. - instead of having the broad picture of everyone... I would suggest to have a Lead-Mentor 			

		for each target group more specific one			
DOMAIN YOU AS LEAD MENTOR/MENTOR					
Q10 - Are you generally satisfied with your personal experience as Lead-Mentor or Mentor, in professional and if you can share in a personal way?					
Speaker 1	<ul style="list-style-type: none"> - I know a lot more than what I knew when we started - it was the beginning of me understanding the difference between migrants, refugees, asylum seekers, etc. - the information that I called out on for the DREAMM project was very helpful in on a theoretical and on a practical level. - on a personal level, it helped because it is several everyday interaction people around us; they are leading with us in society - I am satisfied with the experience 	<ul style="list-style-type: none"> - I have gotten to know many new people through these activities - we have increased, as blinc, our local network 	<ul style="list-style-type: none"> - I am satisfied with my experience - It was very helpful for my profession, as a psychologist, as well as for my personality, as a person. - I connected with many participants 	<ul style="list-style-type: none"> - more than my expectation - meeting each other through music was one of the best experiences... we were not coming from the same country, we are different experience and history, but we just pick a topic and we put the, all the simples together.... it was very amazing - to learn also about everyone culture through the exchange of stories - tackle uncomfortable cultural issues together gender equality - I learned a lot my expectation...were not at the beginning...I had not so many expectations because I was not ready...I thought that I was ready...during I was not ready...at the end, I am very happy 	<ul style="list-style-type: none"> - more than my expectation... I had no expectations - I was very grateful that I had the opportunity or space to sit down and listen to these people - help me to become more sensitive - it was very holistic experience - it was not just sort of knowledge wise, but also spiritually and socially. - I grow in all areas, as a Leader, Mentor

<p>Speaker 2</p>				<ul style="list-style-type: none"> - I would like to thank the CIDIS - It was a real opportunity for me to learn and learn and learn and learn. - I am happy about that...I met new people from the other side of the world...there is a project and this is such a specialty opportunity for me to grow. 	
<p>Speaker 3</p>		<ul style="list-style-type: none"> - when you start your role as a Lead-Mentor or as a Mentor, as a facilitator, is quite interesting the self-reflection that you are constantly...putting yourself also in a different in a different sphere - it is interesting just this change of perspective is very, is about very valuable experience. - about learning, this is kind of personal growth, this makes you grow, that you are changing perspectives... throughout some direct experiences...how do you cope with these kinds of situations, this is really something that makes you grow, makes you competent, if you want more to cope with this situation 			

<p>Speaker 4</p>		<ul style="list-style-type: none"> - working with third country nationals was a satisfying personal experience - keeping up with project requests has been a bit frustrating at times... 			
<p>Q11 - What are your expectation for the future as a Lead-Mentor / Mentor?</p>					
<p>Speaker 1</p>	<ul style="list-style-type: none"> - to find ways to enhance this knowledge and pass it on to others - to find ways to continue implementing some of these activities through our work and personal life - to find out somehow the impact that we have after the project - to see people outside the partnership doing something they have learned during this process - more interactions between Mentors from different countries throughout the process 	<ul style="list-style-type: none"> - that the activities that we started will really be sustainable - that we can keep on doing this work - it would be good to continue this path. 	<ul style="list-style-type: none"> - that these activities will be the inspiration for the future, for new generations 	<ul style="list-style-type: none"> - I would like to continue with the One Stop Shop...I noticed that it is very useful...it here is a need to this kind of, of services - this should not just a project because the project will finish, I think each country should put it as a process, the first process of integration - in the specific One Stop Shop should be applied by all the country 	<ul style="list-style-type: none"> - I think it totally makes sense if it continues - I think it would be useful to take such project and open it up and see what other local NGOs or local groups and volunteer organizations are doing, and join forces and support one another
<p>Speaker 2</p>		<ul style="list-style-type: none"> - that people will continue this work...-this will be the sustainable aspect 		<ul style="list-style-type: none"> - to be prepared and that the program will go ahead... to be ready to be in touch with the guys and go ahead cooperating 	

<p>Speaker 3</p>		<ul style="list-style-type: none"> - integration through the socialization...this was really a kind of growing process - to take this DREAMM project as a diving board into new activities or new projects 			
<p>Speaker 4</p>		<ul style="list-style-type: none"> - having a meeting between Lead-Mentors and Mentors from different countries during the project, in the planning activities phase, when people are constructing the activities 			

Based on what was observed and collected during the two Focus Groups, it was possible to synthesize the observations of the participants reported here, aggregating what emerged (see detailed in Table 9). The results will be presented through the key questions addressed by the facilitators to the participants.

About the first domain, **“TRAINING,”** the LMs and Ms who participated were asked which topics during the training phase were most deeply explored, what they learned, and which of the issues were most useful for the work carried out with the migrants. Finally, were asked to them that they would suggest improving the training phase; (*in italics are reported sentences told by the participants*).

- Overall, all participants reported much satisfaction with the training and the topics covered, as highlighted by what they said: *“really nice....really good experience;” “was very exciting....really interest in the topic....very high fresh idea.”*

Most participants from different territories identified the same contents among the more in-depth ones: migration, intercultural communication, and migration integration facilitation: *“talked about migration integration facilitation.... focused mostly integration method;” “intercultural communication.... competence-oriented learning using level five as a basis for defining the competencies;” “have been deepened all the services, all the procedures that are taking place to assist, migrants coming in, etc;” “how to interact with guys.”*

- Differences between the territories have emerged concerning the method of organizing and conducting the training. Territories such as CY and DE highlighted an integration between theoretical and practical activities: *“very theoretical and practical aspects”; “very practically....was more an interactive workshop than a lecture.”*

Otherwise, territories including EL, IT, and MT have underlined how the training was set up in an exclusively theoretical way: *“it was a lot of theory.... what had come with the practice, when it came to the reality, face to face with the migrants, it has been different.... were prepared for some things but not for all;” “lots of theory sessions, one after the other.”*

In the final question, the LM and M participants gave suggestions to improve the training phase. Many of them shared the importance of integrating theory with practical activities. It would make it possible to implement both knowledge and skills: *“more practice, with the experience could improve the training;” “the training might be a space where you can discuss issues that are arising from the practice;” “most experience with migrants would have been more helpful.”*

- To answer the last questions, participants suggested including in the training phase the target populations of the Project: migrants, LMs, and Ms, using a bottom-up approach in planning training activities.

For example, CY’s LM has suggested might be essential to include the migrants in the initial stages of training. Migrants could help to understand better their experience and what could be most useful for them in line with what was suggested by an IT’ Mentor: *“the most useful content was just the relationship with people from different countries and cultures.”*

Furthermore, as suggested by a DE's LM, it could be important to include the LMs and Ms themselves to understand which topics are considered more interesting and helpful in carrying out the activities *“to take into account which the people are that you're training, like, what experiences they already bring...and what needs they perceive.”*

Moreover, it was also suggested to try to organize face-to-face group activities, which were often not possible due to COVID, and to add among the topics explored during the training the language barriers and how to cope with this significant problem.

The participating LMs and Ms also encourage keeping their notes during future training sessions and integrating the material with what happened during the Project.

To explore the second domain, **“EXPERIENCE AS LEAD MENTOR / MENTOR,”** the participants were asked to report the strengths and difficulties of their experience and what they would suggest for improving the figure of the LM and M; (*in italics will be reported sentences said by the participants*).

- Learning to communicate with others was considered the key strength of the experience as LM and M: *“I learned talking with the people;” “the communication.... interpreting their communication;” “the communication issue is really important.”*

Communication was often challenging due to the linguistic barriers encountered, as underlined by all the participants in the Focus Groups: *“language was often a problem....to give them, you know, instructions and explain;” “the language barrier is really a problem if you work.”*

To overcome these barriers, it was necessary to propose activities that were also very different from each other and flexible based on the needs that emerged during the single activities proposed: *“find flexible things or things where you don't need a lot of languages.”*

It was considered the best way to grow as a LM or M and as a person to propose activities facilitated by meeting each other. From the voice of the LMs and Ms who participated in many activities offered by the Project: *“find things where they can kind of do something and see something and talk a little bit”; “you can bridge maybe also languages like joint cooking or joint storytelling or something like that... where we solve a little bit this problem of the different as obstacles in communication and to activate people...these things, they were really very strong”; “the best thing to communicate with people from a different culture is to share the match traditions and cultural tradition and music and cuisine.”*

- Among the difficulties encountered, in addition to the language barriers, the participants in the Focus Groups reiterated the pandemic situation, which has considerably reduced many Group activities, as well as in the training phase, also in all other activities, substantially slowing down the progress of the Project: *“the pandemic situation....it was tough, to organize any face-to-face activities.”* Furthermore, difficulties were identified related to the specificity of the needs that emerged with target groups, which were not explored during the training phase: *“migrants are not migrants, they are people with a different language, cultural background, and challenges.”*
- Among the suggestions that emerged were those of having a LM with specific skills for each target group: *“it was bit tricky to find a common ground if you have different target groups, for example,*

mothers from Ukraine.....instead of having the broad picture of everyone... I would suggest having a Lead-Mentor for each target group, more specifically, one;" "improve in the future the way that the Mentors try to connect with new people, especially from difficult situations, i.e., Ukraine."

With the last domain, ***"YOU AS LEAD MENTOR/MENTOR," the general satisfaction as LM/M and the expectation for the future as a LM/M have been explored.***

- In general, the most satisfying thing for the Focus Group participants was the opportunity to meet many people from different countries and cultures: *"to know many new people through these activities;" "working with third country nationals was a satisfying personal experience;" "I'm happy about that...I met new people from the other side of the world"; "I was very grateful that I had the opportunity or space to sit down and listen to these people".*

Everyone considered it a good experience, from which they came out more prosperous than before: *"It was a real opportunity for me to learn and learn and learn and learn;" "I know a lot more than what I knew when we started;" "I have increased, the local network."*

Indeed, participants highlighted the opportunity for professional and personal growth offered by this Project, in particular very interesting the improvement in self-reflection and in the capacity to change perspective, this makes the people grow: *"It was very helpful for my profession, as a psychologist, as well as for my personality, as a person"; "on a personal level, it helped because it's several everyday interaction people around us, they're leading with us in society"; "help me to become more sensitive"; "is quite interesting the self-reflection that you are constantly...putting yourself also in a different in a different sphere".*

- About the expectation of the participants, LM and M expected that the One Stop Shop will not finish with the Project, and that all activities can become sustainable in the future, taking this Project as a diving board into new activities or projects; each country should put it as a process, the first process of integration.
- Moreover, the participants suggested that throughout the project process, more integration opportunities could be created between LMs and MSs from different territories following the design of these Focus Groups, right from the first planning activities.

To conclude, the contents that emerged from the focus groups are important cues that can be considered both in the development of materials useful for training and in the planning and organization of all phases of DREAMM. As highlighted by the participating LMs and Ms, DREAMM has greatly enriched them personally and professionally.

The development of DREAMM has encountered many obstacles; first, the Pandemic made it very complicated during the first two years to carry out the planned activities, especially those face-to-face. Subsequently, several territories also had to deal with the arrival of war refugees from Ukraine, who brought with them very complex and different experiences and needs.

Furthermore, another important strong point, DREAMM allowed reconfiguring of professionals' actions and ways of working in many territories.

5. Validation of Lead-Mentor and Mentor Competence Development

5.1. Description of Competence

The competence we expected DREAMM Lead-Mentors and Mentors to improve both via the training offered and via practical experiences during the implementation phase can be called “Facilitation of (integration-related) learning in the DREAMM context.” We expected our Lead-Mentors and Mentors to improve their ability to facilitate an open learning environment in their integrative project activities using various methods and tools, concepts, and approaches. They should be able to adapt and develop concepts and designs for collaborative learning for different target groups and be flexible in re-planning and adapting to the needs of the situation. The Lead-Mentors and Mentors can motivate others and inspire participants to develop their own competences in this context.

The competence framework below comprises the most relevant learning objectives/outcomes regarding planning and delivery of DREAMM Competence-Oriented Learning in integration contexts.

Knowledge: The trainer/facilitator knows...

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

Skills: The trainer/facilitator can...

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

Attitudes: The trainer/facilitator ...

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

5.2. Measurement of Competence Development

5.2.1. Methods

The competence development LM&M was assessed by using the LEVEL5 reference systems in a blend of self-assessment and external assessment (observation). For this purpose, the partners received a specific “assessment pack” which was filled out by the participants, reviewed by the partners (responsible for the training and learning programme delivered at the spots and eventually quality checked by the experts from blinc eG.

5.2.2. Results of LEVEL5 Assessment

5.2.2.1. Competence Development during Training Phase

Each project partner carried out a training session for project Mentors and Lead-Mentors. While the contents and points of emphasis in these sessions varied, it was agreed that certain elements would be included in all countries. These were the topics of:

- Migration in the Project Region
- DREAMM project concepts, ideals/values, and implementation strategy (and instruments)
- Intercultural Communication
- Developing and Implementing Open Collaborative Learning Projects (facilitation)

Especially in the “knowledge” category of the competence we measured using LEVEL5, the training sessions seem to have significantly helped participants improve their competence. For example, a Mentor in Naples rated her “knowledge” with a 2 (out of 5) and wrote that prior to the training session:

“I knew there were different non-formal learning methods that could facilitate and strengthen the integration of people from different backgrounds.”

After the training she rated herself 5 in knowledge, saying:

“I am more aware of the importance of implementing open collaborative learning, especially when it comes to create a participatory environment, where everyone can feel welcomed and valued.”

This exemplary learning outcome description reveals that she reached a high level of metacognitive knowledge, which is at least equivalent to Level 5 in Blooms taxonomy and reaches Levels 4 and 5 in the LEVEL5 system provided by the European REVEAL consortium.

Another example is a Lead-Mentor from Germany, who rated his knowledge initially as 3/5, saying:

“I had some previous knowledge about developing, implementing, and facilitating an open collaborative learning environment with different target groups (students, teachers).”

And after the DREAMM training 4/5:

“During the DREAMM project I was able to expand my knowledge of new methods and approaches to collaborative learning by developing, running, and facilitating workshops.”

The justification of the level selection by the LM or M was reviewed by the partners and fed in a feedback loop in case of modifications. The second (final quality check) was carried out by the experts of blinc and the REVEAL group based on criteria of logic and consistency of the descriptions.

5.2.2.2. Competence Development during the Implementation Phase

During the implementation of project activities, LMs and Ms especially gained new skills related to facilitating integrative OCL activities. For example, a LM in Greece rated his skills as a 4 before the DREAMM project and wrote:

“I have a lot of experience in facilitating OCL sessions and am thus highly skilled in idea-generating organizing, and intellectual convergence.”

After implementation of the DREAMM WP2 and WP3 activities, he indicated skill level 5 and wrote:

“My skills have now been adapted to the TCN's population, whose needs are quite different from those of local adults.

A Mentor from Cyprus, who progressed from level 1 to level 4 in “skills”, wrote:

“I did not have the opportunity to organise similar activities before DREAMM. “

After the end of the project, she wrote:

“My participation in DREAMM has enhanced my communication skills further and I learned how to organise workshops, although I cannot fully address communication barriers and organise intercultural learning experiences on my own. “

These results indicate that LMs and Ms perceived a significant benefit in terms of competence development both in the DREAMM Mentor training sessions and in the actual implementation of activities.

5.2.2.3. Example Certificates for Lead-Mentors and Mentors

5.2.2.3.1. Lead-Mentor Certificate

86 certificates were issued to Lead-Mentors, based on their extended facilitation programme which also included Tasks and assignments related to the planning and coordination of supportive actions in WP2 and the Joint Community Actions in WP3.

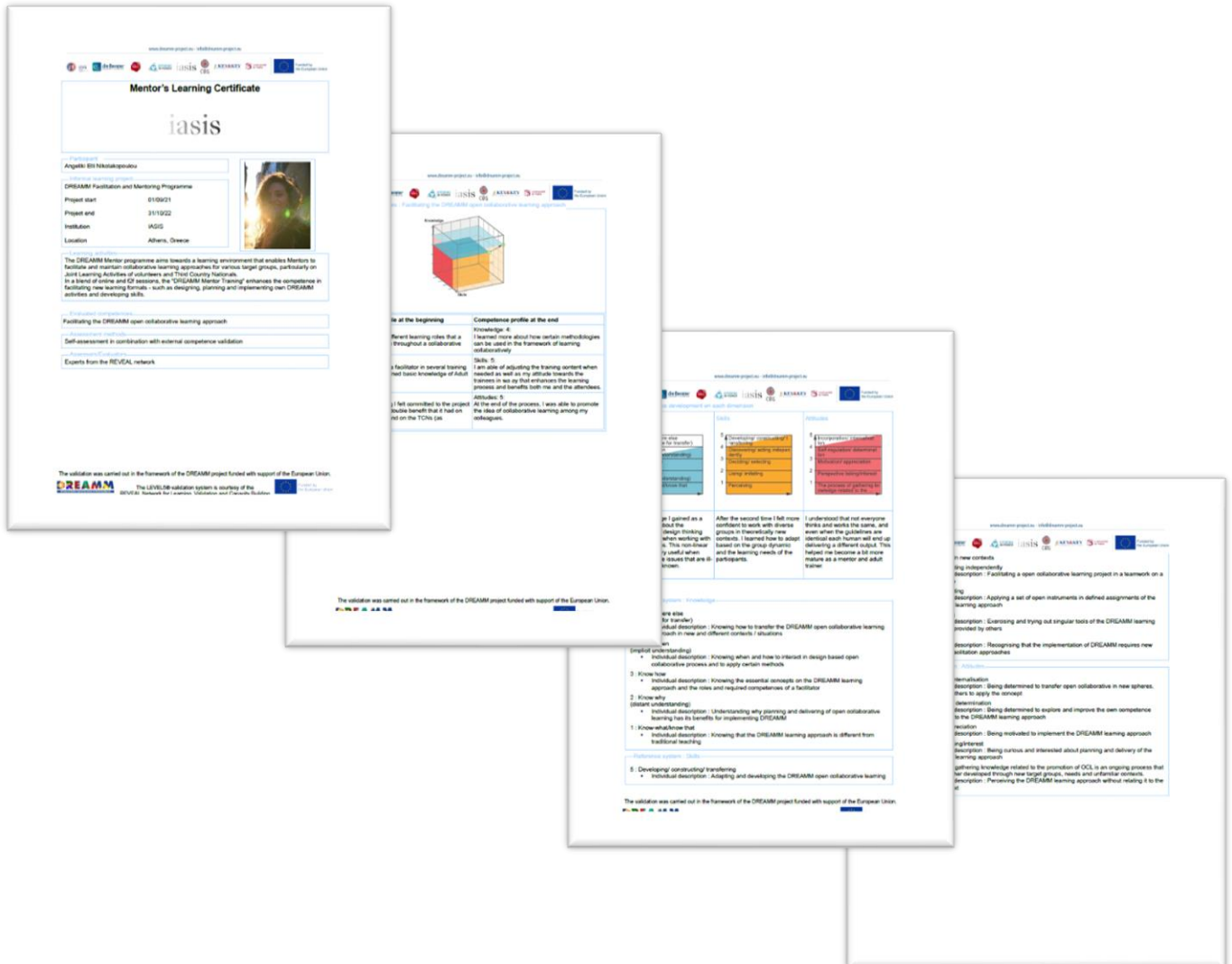
(whole pages attached)



5.2.2.3.2. Mentor Certificate

80 certificates were issued to Mentors, based on their facilitation programme which included Tasks and assignments related to the execution and delivery of pre-defined tasks related to the support of the TCNs in various activities in WP2 and WP3.

(whole pages attached)



5.3. Conclusion

Throughout the DREAMM project, our partner organizations trained a total of 163 DREAMM Lead-Mentors and Mentors (LM and M). After the initial training, these project Mentors worked together to design, plan, and implement a wide variety of integration activities for Third Country Nationals (TCNs) under the scope of the Orientation and Joint Community Actions phases. Both during the LM/M training phase and during the implementation of the project itself, the project Mentors gained new competencies related to the facilitation of integration-related activities using a variety of Open Collaborative Learning (OCL) techniques.

The partners were intensively trained to apply the LEVEL5 methodology over a series of online sessions. According to the principles of “Validation of Informal Learning,” the assessments had to be adjusted to the local contexts. Hence the assessment design was adapted by the partners – in most cases, it was carried out in a blend of self- and external assessments with a feedback loop and first quality check.

The main difference to other systems is the “dynamic” element – meaning that it is not merely aiming at summative validation but should give the learner formative validation feedback of their competence DEVELOPMENT which happened over their learning project. In DREAMM this started with the training (24 hrs minimum) and lasted (depending on the individual learning pathway) to certain practice training actions in WP2 and/or the planning/organisation (LM) or execution of defined tasks (M) in the Joint Community Actions in WP3.

Experience

It is important to state that the assessment design applied in DREAMM was considered already early in the learning development phase. A close connection of the WP leaders of WP2,3 and 4 was implemented from early 2022 onwards. Partners were involved in several online meetings in the spring 2022.

It turned out to be important to intensively prepare the partners to apply the methodology because most experts and personnel are used to summative assessments (like school mark systems based on a 1 step “exam” like assessment. The same applies to the learners who needed a good introduction and a dedicated assessment session to fully comprehend the approach and its virtues.

The more seriously this was taken the better quality of the certification could be reached. This refers to

- the quality of the Learning Outcome descriptions (and the evidence with the descriptors) and
- the realistic self-assessments (it is not important to reach high “marks” but to demonstrate a profound development (indicated with a realistic starting point and a well-justified endpoint).

The outcomes clearly show that most Mentors and Lead-Mentors went through a valuable reflection and self-assessment process, accompanying the competence development.

The final quality check revealed that the quality of results (in terms of objectivity (inter-subjectivity), validity, reliability and category-consistency vary substantially according to the quality of the assessment design applied by the partners. Those Mentors and Lead-Mentors who were properly prepared to keep an eye on their personal developments delivered more realistic and appropriate results.

Feasibility

As mentioned above, the purpose of the validation is NOT a standardised summative assessment (e.g., for comparable qualifications) but a formative, inspiring proof of the individual DEVELOPMENT reached within the DREAMM programme. The more space, time and tasks for reflection were provided by the partners, the better the descriptions, justifications, and consistency of the assessments, reflected by the quality of the certificates.

Perspective

The certification within DREAMM delivers proof of competence developments within a complex learning and validation context. It showed good to excellent results dependent on the assessment design.

It will be interesting to understand how these certificates were handed out to the Mentors and Lead-Mentors and their reaction to it. In any case, they are an important tool to:

- Visualise and describe the competence developments:
 - in informal learning settings
 - for a target group which is not necessarily used for assessment and certification
 - for competencies that do not require a formal pre-qualification
 - to illustrate a development which is very difficult to be described any other way
- Trigger self-reflection
- To include assessments in the learning process
- Improve the learning process, based on shortcomings in certain competence dimensions
- Systematise informal learning projects to transfer and roll out innovative practices in joint development and integration projects.