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Let Me Learn and LEVEL5 Assessment of Pilot Workshop Participants' Learning Outcomes

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1. Executive Summary

The DREAMM International Pilot Workshop organised by the University of Malta (UoM) in collaboration with Key & Key Communications (Key&Key) brought together professionals involved in "Develop and Realise Empowering Actions for Mentoring Migrants" (DREAMM) and project partners to improve the format and content of the DREAMM toolkits. The aim was to review the toolkits and render them to be utmost user friendly and allow others, including the pilot workshop participants, to replicate the overall mentoring experience. Over two consecutive days, participants, arranged in working groups, collaborated together to analyse, evaluate and improve the toolkits meant for trainers and organisation to prepare Lead-Mentors, for Lead-Mentors to prepare Mentors, and for Mentors to prepare migrants, especially Third-Country Nationals (TCNs).

The pilot workshop incorporated together two tools designated by the DREAMM project itself: the Let Me Learn (LML) Process and the Level5 Reference System of Competences. The LML Process was utilised in bringing together the working groups according to their learning processes and expertise as well as the coordination of what occured during the toolkits' evaluation exercise on Day 1 and the brainstorming session how to ameliorate the format and content of the toolkits on Day 2. The Level5 Reference System of Competences was utilised upon the completion of the pilot workshop as reflective practice on the competences related to the domains of knowledge, skills, and attitudes gained by the participants, translated in a self-assessment, as a direct result of participating in this very intensive learning experience.

Keywords: toolkits, evaluation, collaboration, revision, reflective practice, self-assessment, competences

2. The Let Me Learn Process

The LML Process is a scientifically proven advanced learning system field-tested both nationally and internationally. It equips individuals with the awareness of their learning processes, enabling them to use their learning pattern combination with intention through the provision of:

- the **necessary tools**, first and foremost the LML online inventory made available through the LML App, which enables individuals to learn who they and others are as unique learners
- the **language** through which individuals can explain how they learn best and express why they perceive specific learning tasks as challenges
- **strategies** individuals can use to complete successfully task requirements that do not reflect the manner in which they prefer to learn best

Applying LML with intention ensures mutual understanding and reciprocity, enhanced communicative relationships, better teamwork, improved personal and professional achievements, and boosted self-esteem.

2.1. A Let Me Learn-based Collaborative DREAMM Toolkits' Evaluation Exercise

The evaluation exercise linked with the DREAMM toolkits was programmed to take place in parallel workshops made up of three working groups focusing on a specific toolkit in each group. LML theory and practice also sheds light on how collaborative working groups striving towards the achievement of the same target in a more efficient and effective manner can be brought together. According to LML, a working group should consist of a combination of diverse individuals each leading with a high score in each of the four learning patterns: Sequence (i.e., order and consistency), Precision (i.e., exact and detailed

information), Technical Reasoning (i.e., relevance, hands-on learning approaches, problem-solving, and autonomy), and Confluence (i.e., risk-taking with original ideas and intuition).

Knowing a priori that the pilot workshop participants shared common high scores in both Sequence and Precision, with the occassional participant leading with very high Confluence, a set of criterion-referenced evaluation questions and an accompanying toolkit evaluation grid were developed by the University of Malta (UoM) and provided to the working groups. The questions and the grid served a two-fold purpose: (i) providing working groups with the needed framework to guarantee a logical and coherent approach to the toolkits' evaluation process and consequent feedback and (ii) keeping the reflective and analytical discussion in the working groups focused and ongoing. The evaluation guidelines, i.e., the set of reflective questions and the toolkits' evaluation grid, which can be found attached to Deliverable 46 targeted the four key concerns: (1) the presentation of the tool description (i.e., its clarity), (2) the quality of the tool content (i.e., its relevance), (3) the tool's potential effectiveness as a teaching-learning aid (i.e., assessment of and for learning), and (4) the transferability of the tool (i.e., its application across national and local migration contexts).

On Day 1 of the pilot workshop, the learning patterns ensured that the working groups had a team member who helped the toolkits' evaluation process in the following manner:

Sequence:

- go through the list of evaluation criteria methodically
- present feedback in a logical, comprehensible order

Precision:

- read the tools' descriptions thoroughly
- highlight the salient details to the working group
- identify key information concerning the tool and its implementation missing within the description
- take note of generated feedback and help with the discussion
- complete the evaluation guide sheet accurately

Technical Reasoning:

- attest the relevance of the tools to migration and integration projects/programmes, target users, and end beneficiaries
- problematise the tools' ease of comprehension to new toolkit users
- problematise the tools' transferability across different migration contexts and time

Confluence:

- brainstorm ways how to improve the DREAMM toolkits where necessary

On Day 2, knowledge of the learning patterns was coupled with the awareness of the pilot workshop participants' strengths in content organisation and design. Thereby, the learning patterns served the following purposes:

Sequence:

- create a template through which the tools' description could be presented in a more clear, concise, methodological and user-friendly manner
- provide a sample of a potential presentation of a revised tool description

Precision:

- label the sections of the created template
- identify the most important, but basic information to place within each section

Technical Reasoning:

- keep the written version of the tools' guide sheets concise
- draw a potential diagram that could act as the tools' online reservoir on the DREAMM's platform

Confluence:

- give a creative twist to the designed diagram to represent both the DREAMM's journey embarked on by all stakeholders involved and the various aims held by the different tools used for the preparation of Lead-Mentors, Mentors, and migrants

Becoming immersed in such an intensive learning experience entailed that the pilot workshop participants were acquiring a list of competences all along the toolkits' evaluation exercise and the brainstorming session regarding the toolkits' improvement. These competences, categorised under the learning domains of knowledge, skills, and attitudes, are explained in detail in Section 3.2. After a consultation meeting between the University of Malta (UoM), LML coordinators and organisers of the pilot workshop with Key& Key (IT), and blinc (DE), Level5 Reference System of Competences administrators, the identified competences were transformed in a "DREAMM Toolkit Mastery" reference system. This reference system was subsequently used to assess the level of competences in the three domains gained by the participants as a direct result of their involvement during the pilot workshop and the rigorous and thorough work affected on the toolkits.

3. LEVEL5 Assessment

3.1. The LEVEL5 System

LEVEL5 is a competence development tool that addresses the dynamic nature of competences, acknowledging that they grow and evolve with learning. It aims to measure and document different competence levels, a complex task that has challenged educators and professionals in various fields. The challenge lies in the ambiguity of the term 'competence', which can have different connotations in different languages and cultural views on competence and learning theory.

Moreover, competences are always context-dependent, varying according to factors such as team composition, task, group, environment, and learning schemes. To operationalise competences, LEVEL5 uses reference systems to classify, measure, and document competence levels.

The REVEAL group developed LEVEL5, drawing from the post-Bloom taxonomy and a derivative of the emotional intelligence taxonomy. It consists of Knowledge, Skills, and Attitudes, each assessed on five levels. This taxonomy allows for the assessment, documentation, and planning of competence development in highly context-dependent environments.

The LEVEL5 taxonomy includes general descriptors, or 'level titles'. The taxonomy is transferred to distinctive competences in 'reference systems', where competences are contextualised using specific learning outcome descriptors.

3.2. Description of Competence: "DREAMM Toolkit Mastery"

The competence we expected our pilot workshop participants to improve over the course of the workshop entails the ability to effectively understand, utilise, and adapt various tools within the DREAMM framework, focusing on migration and integration contexts. It encompasses knowledge of the tools' categorisation, purpose, implementation, and application in different situations. Proficiency in this competence also includes the skill to recognise, select, and innovate with these tools, while collaborating with others and transferring knowledge. Finally, it emphasizes the development of attitudes that foster interest, motivation, commitment, and determination to apply learned concepts in various contexts and encourage others to do the same.

The participating DREAMM facilitators (Partners, Lead Mentors and Mentors) with a high level of this competence can make use of various tools to facilitate an open learning environment. They can motivate others and inspire participants to develop their own competences in this context. Please note that the idea is NOT to know them all, but to have a good overview and basic idea on the toolkit, its functions and its connection to the practical action field.

In DREAMM a variety of tools have been used to facilitate joint learning, inter- and transcultural development processes.

The competence framework below comprises the most relevant learning objectives/outcomes regarding the DREAMM toolkit:

Knowledge: The Facilitator (partner/LM/M) knows…

- The categorisation of specific tools within the DREAMM framework, such as Migration, Intercultural Communication, and Facilitation, along with their intended user and target group.
- The primary aims and intended outcomes of each tool, as well as how they contribute to the overall benefits of the DREAMM project.
- The proper techniques and instructions for using various tools, including how to adopt or adapt them based on the applied learning approach.
- The appropriate timing and context for applying the listed tools, to maximise their effectiveness in different situations.
- The potential for applying DREAMM tools in migration and integration contexts outside of the project, as well as the ability to train others in their use.
- The advancements and innovations in DREAMM tools as presented at the pilot workshop, and the capacity to integrate this knowledge to improve tool effectiveness and adaptability in various contexts.

Skills: The trainer/facilitator (partner/LM/M) is able to…

- Identify and recognise the unique learning approaches employed by various DREAMM tools, distinguishing them from traditional formal instruction methods.
- Utilise and imitate tools effectively within their national and local contexts, as well as adapt them for their specific needs and circumstances.
- Make informed decisions in selecting appropriate new tools for their context, and suggest suitable options to peer lead-mentors and mentors.
- Collaborate with others, including professionals outside of DREAMM, to experiment with and integrate new tools, fostering a continuous learning environment.
- Develop and transfer knowledge about specific tools, proposing improvements and customisations to enhance their applicability in new migration and integration contexts.
- Facilitate the learning and adoption of DREAMM tools among other stakeholders, encouraging a culture of innovation and continuous improvement within the project.

Attitudes: The trainer/facilitator (partner, LM/M) …

- Values and acknowledges the unique worth of each DREAMM tool, appreciating the diversity of learning approaches and their potential impact on different national and local contexts.
- Demonstrates a genuine interest in understanding and exploring tools for new learning approaches used in various contexts, fostering an open-minded and adaptable mindset.
- Exhibits motivation and enthusiasm in trying out new learning tools applicable to their specific national and local context, actively seeking opportunities for growth and development.
- Shows commitment to improving their own competences in applying DREAMM tools and learning approaches, investing in personal and professional growth for the benefit of their context.
- Incorporates and applies the learned concepts in new spheres of migration and integration, striving to create a lasting impact through the effective use of DREAMM tools.
- Encourages and motivates prospective lead-mentors and mentors to adopt and integrate new learning tools, fostering a collaborative and supportive environment that promotes continuous learning and improvement.

3.3. LEVEL5 Reference System: Developing DREAMM Toolkit Mastery

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Can apply the various tools in migration and integration contexts other than DREAMM as well as train others in using them	Developing, constructing, transferring	Suggest improvements for specific tools (if not all) prior to other interested project stakeholders implementing them in new migration and integration contexts	Incorporation	Am determined to apply learnt concepts in new spheres of migration and integration as well as motivate prospective lead-mentors and mentors to do so as well
4	Knowing when (implicit understanding)	Know when is the appropriate time and context to apply listed tools	Discovering, acting independently	Work in collaboration with others (including professionals outside DREAMM) to experiment with any suggested tool which is new to me	Commitment	Am willing to improve my own competences in applying both the learning approaches, content and materials included in the specific tools I use and documented tools that are applicable to my national and local context, but new to me
3	Knowing how	Follow given instructions how to use a number of tools to adopt or adapt applied learning approach	Deciding/ selecting	Select new appropriate tools to be used in my national and local context or suggest them to peer lead-mentors and mentors	Motivation/ appreciation	Am motivated in trying out new learning approaches that I have learnt about that are applicable to my national and local context
2	Knowing why (distant understanding)	Explain the tool's aim and intended outcomes and how DREAMM benefits from it	Using, Imitating	Can try out tools utilised by others within their national and local contexts but not by myself in my context	Perspective taking	Am interested in learning about new learning approaches used in the various DREAMM national and local contexts
1	Knowing what	Relate a specific tool to the DREAMM category it belongs to (i.e. Migration, Intercultural Communication, Facilitation) and identify its user and end target group	Perceiving	Recognise that a number of tools used in DREAMM use a learning approach that differs from formal instruction	Self-orientation	Acknowledge the single worth of all tools without connecting new learning approaches to my national and local context

3.4. Measurement of Competence Development

3.4.1. Methods

The competence development of the piloting workshop participants was self-assessed using the LEVEL5 reference system. Participants received a specific "assessment pack" at the end of the piloting workshop and were asked to submit their filled-in assessment packs to blinc e. G. These assessments were then evaluated using qualitative and quantitative methods and the results are summarised in this report. Individual LEVEL5 certificates indicating the competence development of each participant were produced and made available to the participants.

A total of 15 DREAMM project managers, Lead-Mentors and Mentors who attended the piloting workshop for the DREAMM toolkit submitted LEVEL5-based self-assessments.

The assessment document and examples of LEVEL5 certificates have been attached as annexes to this report.

3.4.2. Results of LEVEL5 Assessment

3.4.2.1. Quantitative Results

A total of 11 participants carried out the LEVEL5 self-assessment and submitted their results to blinc e.G.

Knowledge

 10 out of the 11 respondents indicated that their "knowledge" level increased as a result of the piloting workshop. The average values indicated for the "knowledge" level prior to the workshop was 1.9 and the average post-workshop level was 3.8.   This suggests that participants began the workshop with knowledge on the "what and why" levels, knowing what the tools were and why they were useful. The piloting workshop increased their knowledge of how and in which contexts tools should be applied.

Skills

All 11 respondents indicated that their "Skills" level increased as a result of the piloting workshop. The average values indicated for the "skills" level prior to the workshop was 2.6, while the average post-workshop value was 4.5. This suggests that participants began the workshop with the ability to perceive, use/imitate and select appropriate tools for their national context.   After the workshop, they had especially gained the skill of collaborating with others to experiment with and adapt tools.

Attitudes

10 out of the 11 respondents indicated that their "attitudes" level increased as a result of the piloting workshop. The average values indicated for the "attitudes" level prior to the workshop was 3.1, while the average post-workshop value was 4.5. This suggests that participants began the workshop with a high level of motivation to try out new approaches and tools, and the workshop strengthened that motivation,

especially in terms of increasing participants' willingness to improve their own competences to enable them to adapt and use new tools.

3.4.2.2. Qualitative Results and Testimonials

Knowledge

The DREAMM pilot workshop led to a marked improvement in "knowledge" competence among participants. Participants, who demonstrated an understanding of the DREAMM framework and its tools related to Migration, Intercultural Communication, and Facilitation, significantly improved their knowledge from an initial average level of 1.9 to 3.8 out of 5. They gained insights into the appropriate timing and context for applying the tools and demonstrated the potential for applying DREAMM tools in migration and integration contexts outside of the project. This advancement indicates their increased ability to train others in the use of these tools. Moreover, they showed a remarkable capacity to integrate the advancements and innovations in DREAMM tools presented at the workshop, thereby enhancing tool effectiveness and adaptability in various contexts.

One participant commented:

"At the beginning I just had an idea of my own tools. In the 2-day event, I gathered knowledge on other tools and approaches and transformed them in an applicable toolkit concept (which I am able to use in my work now.)"

Skills

The DREAMM pilot workshop also fostered significant growth in the "skills" competence of participants. Demonstrating their ability to distinguish unique learning approaches employed by various DREAMM tools from traditional formal instruction methods, participants' average self-reported skills level improved from 2.6 to 4.5 out of 5. They indicated an increased ability to utilise and adapt tools effectively within their national and local contexts, while also making informed decisions in selecting appropriate new tools for their context. The workshop fostered their collaboration skills, enabling them to work with professionals outside of DREAMM to experiment with and integrate new tools. Participants also developed their capacity to transfer knowledge about specific tools and propose improvements, thereby enhancing tool applicability in new migration and integration contexts.

One participant commented:

"Thanks to the workshops, I feel able to use all the tools from DREAMM Project and I know in which context I can use each tool."

Attitudes

The DREAMM pilot workshop also led to an enhancement in the self-reported "attitudes" competence level of participants. Indicating an appreciation for the unique worth of each DREAMM tool and a genuine interest in understanding and exploring these tools, participants improved their attitudes competence level

from an average level of 3.1 to 4.5 out of 5. They indicated an enthusiastic approach towards trying out new learning tools, actively seeking opportunities for personal and professional growth within their specific national and local contexts. Participants indicated a strong commitment to improving their own competences in applying DREAMM tools and learning approaches, thus investing in their growth. Furthermore, they reported a willingness fostering a supportive environment that encourages and motivates others to adopt and integrate new learning tools, thus promoting continuous learning and improvement within the project.

One participant commented

"The workshop made me appreciate the various tools and I would want to see them in practice and see how the final beneficiaries can benefit from them."

3.4.3. Example LEVEL5 Certificates for Workshop Participants

4. Conclusion

The combination of the LML Process together with the Level5 Reference System of Competences gave pilot workshop participants ownership over both the process (i.e., the methodological steps and metacognition employed by the working groups to evaluate and improve the DREAMM toolkits) and the product (i.e., the final improved version of the DREAMM toolkits). Both learning systems offered participants a structure to work with. Initially, the LML-based organisational working framework helped participants to act as critical

friends, offering project partners their support in improving materials beneficial for both the DREAMM project and most important for the toolkits' target users and end beneficiaries. At a later stage, the Level5 Reference System embarked participants on yet another metacognitive process which required them to reflect on their learning experience, what they gained from it, and where they themselves can improve as prospective trainers of future Lead-Mentors and Mentors, migration and integration resource developers and managers, and/or project coordinators/collaborators. The pilot workshop definitely served as an opportunity for a collaborative, participatory activity which has seen participants improving and enhancing the learning experience of stakeholders in the preparation of Lead-Mentors and Mentors and the integration of migrants while simultaneously shouldering the responsibility of their own learning; hence ensuring their personal and professional growth in matters related to migration and integration.

5. Annex 1: Example LEVEL5 Certificates

Learner-Certificate
DREAMM Piloting Workshop

Participant

Sabine Wiemann

Informal learning project

DREAMM Piloting Workshop

Project start	01/03/21
Project end	30/06/23
Institution	DREAMM Consortium
Location	Perugia, Italy

Learning activities

The DREAMM Piloting Workshop created a learning environment that enabled participants to collaboratively review and adapt tools for training Lead-Mentors and Mentors and for designing and implementing integrative activities for third-country nationals.
Participants enaged with the DREAMM toolbox and gained new skills with respect to the analysis, selection and adaptation of tools.

Evaluated competences

DREAMM Toolbox Mastery

Assessment methods

Self-assessment

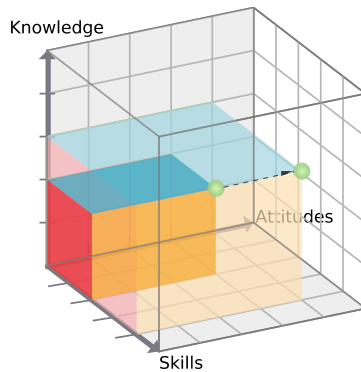The validation was carried out in the framework of the DREAMM project funded with support of the European Union.

The LEVEL5® validation system is courtesy of the
REVEAL Network for Learning, Validation and Capacity Building

Learning outcomes : DREAMM Toolbox Mastery

Competence profile at the beginning	Competence profile at the end
Knowledge: 2: I can explain the tools and assign them to its specific field of application. I know the benefits of a number of tools.	Knowledge: 3: I know how to use a number of tools when instructed by others in a given context.
Skills: 2: I was able to discuss and try out within our group some tools.	Skills: 4: We were able to develop concrete ideas on how the toolbox could be improved.
Attitudes: 3: I am motivated to try out new learning approaches in my local context.	Attitudes: 4: I am willing to improve my competences in applying the DREAMM resources with various target groups.

Competence development on each dimension

Knowledge	Skills	Attitudes
I had a faint understanding of the DREAMM tools before the workshop. The workshop made me gain knowledge on a number of tools that I know how to use theoretically. I have not gained any practical experience in using the tools during the workshop.	Working in a group with other LMs and Ms helped show me new ways to develop and improve these tools.	The workshop made me appreciate the various tools and I would want to see them in practice and see how the final beneficiaries can benefit from them.

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Reference system : Knowledge

5 : Know where else
(strategic transfer)
- Individual description : Can apply the various tools in migration and integration contexts other than DREAMM as well as train others in using them

4 : Know when
(implicit understanding)
- Individual description : Know when is the appropriate time and context to apply listed tools

3 : Know how
- Individual description : Follow given instructions how to use a number of tools to adopt or adapt applied learning approach

2 : Know why
(distant understanding)
- Individual description : Explain the tool's aim and intended outcomes and how DREAMM benefits from it

1 : Know what
- Individual description : Relate a specific tool to the DREAMM category it belongs to (i.e. Migration, Intercultural Communication, Facilitation) and identify its user and end target group

Reference system : Skills

5 : Developing/ constructing/ transferring
- Individual description : Suggest improvements for specific tools (if not all) prior to other interested project stakeholders implementing them in new migration and integration contexts

4 : Discovering/ acting independently
- Individual description : Work in collaboration with others (including professionals outside DREAMM) to experiment with any suggested tool which is new to me

3 : Deciding/ selecting
- Individual description : Select new appropriate tools to be used in my national and local context or suggest them to peer lead-mentors and mentors

2 : Using/ imitating
- Individual description : Can try out tools utilised by others within their national and local contexts but not by myself in my context

1 : Perceiving
- Individual description : Recognise that a number of tools used in DREAMM use a learning approach that differs from formal instruction

Reference system : Attitudes

5 : Incorporation
- Individual description : Am determined to apply learnt concepts in new spheres of migration and integration as well as motivate prospective lead-mentors and mentors to do so as well

4 : Commitment
- Individual description : Am willing to improve my own competences in applying both the learning approaches, content and materials included in the specific tools I use and documented tools that are applicable to my national and local context, but new to me

3 : Motivation/ appreciation
- Individual description : Am motivated in trying out new learning approaches that I have learnt about that are applicable to my national and local context

2 : Perspective taking
- Individual description : Am interested in learning about new learning approaches used in the various DREAMM national and local contexts

1 : Self-Orientation
- Individual description : Acknowledge the single worth of all tools without connecting new learning approaches to my national and local context

Funded by
the European Union

Learner-Certificate
DREAMM Piloting Workshop

Participant

Marianna Fiorentini

Informal learning project

DREAMM Piloting Workshop

Project start	01/03/21
Project end	30/06/23
Institution	DREAMM Consortium
Location	Perugia, Italy

Learning activities

The DREAMM Piloting Workshop created a learning environment that enabled participants to collaboratively review and adapt tools for training Lead-Mentors and Mentors and for designing and implementing integrative activities for third-country nationals.
Participants enaged with the DREAMM toolbox and gained new skills with respect to the analysis, selection and adaptation of tools.

Evaluated competences

DREAMM Toolbox Mastery

Assessment methods

Self-assessment

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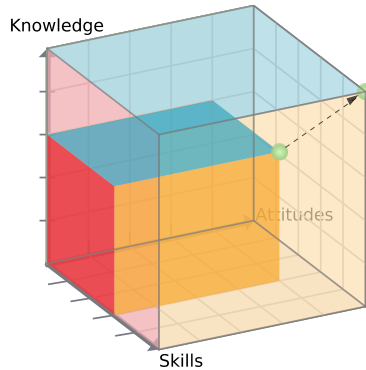
Funded by
the European Union

Learning outcomes : DREAMM Toolbox Mastery

Competence profile at the beginning	Competence profile at the end
Knowledge: 3: I already knew most of DREAMM Tools, but I needed instructions to use them	Knowledge: 5: After reading the Toolkits I feel able to use the tools independently and if I need some more explications I know where to search it and how to apply it
Skills: 3: I was able to select the tools and adapt them to the context	Skills: 5: After using the tools during DREAMM, during the workshops I was able to suggest some improvements, especially for the Toolkit 2.
Attitudes: 4: I want to improve my competence in prepare lead-Mentors and Mentor, and I think the Toolkits are a great way to do it.	Attitudes: 5: Knowing the different kind of tools, I want to use them also in other experiences and field, feeling able to adapt them to the context.

Competence development on each dimension

Knowledge	Skills	Attitudes
5 ▲ Know where else (strategic transfer) 4 — Know when (implicit understanding) 3 — Know how 2 — Know why (distant understanding) 1 — Know what	5 ▲ Developing/ constructing/ transferring 4 — Discovering/ acting independently 3 — Deciding/ selecting 2 — Using/ imitating 1 — Perceiving	5 ▲ Incorporation 4 — Commitment 3 — Motivation/ appreciation 2 — Perspective taking 1 — Self-Orientation
Thanks to the workshops, I could read and analyse all the tools used during the DREAMM Project by the partners	Thanks to the workshops, I feel able to use all the tools from DREAMM Project and I know in which context I can use each tool.	The DREAMM Toolkit could be used not only for LMs and for Ms, but also to prepare the operators of migrant associations, providing them with important websites, statistics and other kinds of tools.

Reference system : Knowledge

5 : Know where else
(strategic transfer)
- Individual description : Can apply the various tools in migration and integration contexts other than DREAMM as well as train others in using them

4 : Know when
(implicit understanding)
- Individual description : Know when is the appropriate time and context to apply listed tools

3 : Know how
- Individual description : Follow given instructions how to use a number of tools to adopt or adapt applied learning approach

2 : Know why
(distant understanding)
- Individual description : Explain the tool's aim and intended outcomes and how DREAMM benefits from it

1 : Know what
- Individual description : Relate a specific tool to the DREAMM category it belongs to (i.e. Migration, Intercultural Communication, Facilitation) and identify its user and end target group

Reference system : Skills

5 : Developing/ constructing/ transferring
- Individual description : Suggest improvements for specific tools (if not all) prior to other interested project stakeholders implementing them in new migration and integration

contexts

4 : Discovering/ acting independently
- Individual description : Work in collaboration with others (including professionals outside DREAMM) to experiment with any suggested tool which is new to me

3 : Deciding/ selecting
- Individual description : Select new appropriate tools to be used in my national and local context or suggest them to peer lead-mentors and mentors

2 : Using/ imitating
- Individual description : Can try out tools utilised by others within their national and local contexts but not by myself in my context

1 : Perceiving
- Individual description : Recognise that a number of tools used in DREAMM use a learning approach that differs from formal instruction

Reference system : Attitudes

5 : Incorporation
- Individual description : Am determined to apply learnt concepts in new spheres of migration and integration as well as motivate prospective lead-mentors and mentors to do so as well

4 : Commitment
- Individual description : Am willing to improve my own competences in applying both the learning approaches, content and materials included in the specific tools I use and documented tools that are applicable to my national and local context, but new to me

3 : Motivation/ appreciation
- Individual description : Am motivated in trying out new learning approaches that I have learnt about that are applicable to my national and local context

2 : Perspective taking
- Individual description : Am interested in learning about new learning approaches used in the various DREAMM national and local contexts

1 : Self-Orientation
- Individual description : Acknowledge the single worth of all tools without connecting new learning approaches to my national and local context

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