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# Reference systems for the competence profile DREAMM Lead-Mentor as professional

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## 1.1. Facilitating Learning

“Facilitating Learning in Integration Contexts” is related to the ability to explain and to bring about the aspects of integration, communication, to become a citizen, to familiarise with the place, to bring about transcultural learning projects (“Joint Community Actions”), to appreciate the growing understanding for it (among the learners), to learn to bring it about for the own (and for others’ benefit and pleasure).

Insofar “Facilitating Learning” - in perfection – can be a highly reflective, also meta-cognitive competence (depending on the pre-knowledge of the Mentors/Lead Mentors).

The **Lead Mentors** are more related to the professional field, therefore they shall also be more involved in planning, delivering, guiding and evaluating activities

### Competence Description

The facilitator is able to create and maintain an open, collaborative learning environment using various methods and tools, concepts and approaches. He/she is able to adapt and develop concepts and designs for different target groups and is flexible in re-planning and adapting to the needs of the situation. The facilitator is able to motivate others and inspire participants to develop their own competences in this context.

**Knowledge:** The facilitator...

- knows what open learning is and how to facilitate the basic concepts
- knows that open collaborative learning combines multiple perspectives in a sequence of work
- knows how to plan and implement collaborative learning concepts (multiple perspectives and concrete individual experiences) and the role of a facilitator in this process
- knows when and how to intervene within the collaborative learning process in a supportive/facilitative manner
- knows how to integrate design based collaborative learning concepts into unfamiliar and new situations - based on the needs of the clients/users/participants and their level of understanding
- ...

**Skills:** The facilitator ...

- is able to perceive and recognize that design based collaborative learning needs facilitation
- is able to apply existing and known concepts of collaborative learning for own education/training offers
- is able to facilitate design based collaborative learning on the basis of a repertoire/collection of methods, concepts and tools
- is able to address or initiate collaborative learning by adapting concepts and methods
- is able to adapt collaborative learning to meet the needs of customers/users/participants
- is able to develop new approaches of collaborative learning
- is able to transfer and adapt collaborative learning to new and different contexts and situations
- ...

### Attitudes: The facilitator...

- feels that facilitating collaborative learning can be beneficial to customers/users/participants/learners
- is interested in facilitating collaborative learning
- is interested in planning and implementing collaborative learning with its possibilities and potential
- appreciates and is motivated to collaborative learning
- is motivated to extend collaborative learning to new environments and situations
- Is determined to explore and improve own competence in facilitating collaborative learning
- considers it important to be proactive and creative in the process of promoting collaborative learning
- Is convinced of concepts and approaches of collaborative learning
- inspires others (trainers/trainers and students/users/participants) to improve their competence for collaborative learning

## 2. Reference System: Facilitating Open Learning

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer design based open learning into new and different contexts and situations	Developing, constructing, transferring	Adapting and developing open learning into new contexts	Incorporation	Being convinced of open learning – within its ways of planning and delivering. Inspiring others to apply concepts of open learning
4	Knowing when (implicit understanding)	Knowing when and how to interact in open learning process and to extent certain methods	Discovering, acting independently	Facilitating a complete open learning project with appropriate Tools in an innovative Teamwork situation	Commitment	Being determined to explore and improve the own competence of facilitating open learning
3	Knowing how	Knowing how to plan and deliver open learning concepts and which role a facilitator has in it	Deciding/ selecting	applying a set of instruments in a defined teamwork case	Motivation/ appreciation	Being motivated to plan and deliver open learning and appreciating the value of it
2	Knowing why (distant understanding)	Understanding why planning and delivering of open learning has its benefits	Using, Imitating	Exercising singular tools as given by others	Perspective taking	Being curious about planning and delivering open learning with its opportunities
1	Knowing what	Knowing what open learning is and basic concepts of facilitating it	Perceiving	Recognising that planning and delivering of open learning is needed (passive)	Self-orientation	feeling that facilitating open learning can be beneficial

### 3. Lead-Mentors Reference System:

#### 3.1. Planning Competences for Informal (Open) Learning

This part the competence framework describes those competences in detail that are needed to create/foster learning in informal and open integration contexts and to validate them.

Apart from the field competences (related to Integration and Communication) and the Generic Competences (such as teamwork, leadership, networking) the Mentors and Lead-Mentors acquire 1-2 competences related to the Planning and Delivery of “Open” learning in informal/non-formal learning contexts.

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	<b>1. Field Competence (F)</b>	
F1	Domain specific competences	Integration, Communication and facilitation theory/practice as outlined in the learning programme in WP2
	<b>2. Generic Competences (G)</b>	
G1-n	Personal/social, organisational	Personal/social, organisational competences that are not subject of validation in WP4
	<b>3. Methodological Competences (F)</b>	
F	Facilitation	Overall Facilitation Competence (for both Mentors and Lead-Mentors)
	<b>Methodological Sub-Competences</b>	
	<b>Planning competences for open learning (P)</b>	
P5	Planning, delivery	Creating competence-oriented learning offers (Lead-Mentors)
P6	Planning, delivery	Creating an open learning environment (Lead-Mentors)
	<b>Competences when delivering open learning (D)</b>	
D2	Delivery	Facilitating (open) learning processes (Both Lead-Mentors and Mentors)

Fig. 5: Relevant Competences for Lead-Mentors<sup>1</sup>

<sup>1</sup> Extracted from the REVEAL competence framework for Competence-Oriented Learning and Validation (REVEAL 2020)

### 3.1.1. Creating competence-oriented learning

Description: The person knows how to systematically plan, organise and elaborate a learning experience and the necessary conditions to launch, support, maintain and promote this experience. In order to do that they use guidelines on how to set and formulate competence-oriented goals. They are familiar with ideas on self regulated and contextual learning. They know what kinds of (learning) activities support distinct competence developments. And know how to evoke these activities by means of actions, tasks, assignments and settings. They are able to create the open learning environments needed to ensure motivating, rich and reflective learning conditions (including required sources and resources, ICT infrastructure/equipment/software), or see to it that this is taken care of properly. They are well aware of, and capable in planning the learning conditions in such a way that the learners can work on the development of their competences in mutually beneficial ways.

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### 3.1.2. P2: Creating an open learning environment

The person is competent in creating open learning environments. The person is able to design, develop, implement, and facilitate learning in open environments and can give support to learning professionals working with, or in, open learning environment and learners who use them to further develop themselves. Furthermore, the person is able to assess the effectiveness of the open learning environment.

## 3.2. Facilitating (open) learning processes

The facilitator has the competence to guide learners in their learning processes and in further development toward, or as, fully autonomous lifelong learners. The person supports the learner in reaching the objectives of the learning process and in following the defined learning strategy. The person is able to use different learning methods (didactics), styles (approaches) and techniques, including the use of new media and ICT. She or he is able to relate learning to everyday life and to attune the learning process to the living world of the learners. The person is able to provide relevant and contextualised tasks and activities and assess the outcomes of these. The person is flexible and has the ability to change the learning strategy when necessary. The person ought to be able to align the learning process properly according to the delivery mode and context – here especially at the site of the cultural heritage.

## 4. Reference Systems for Lead-Mentors

### 4.1. Creating competence-oriented learning offers

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else/ (knowledge for Transfer	Knows how to develop high quality flexible, adaptive learning environments for competence oriented learning	Developing/ Constructing Transfer	Can develop and plan optimal competence oriented learning processes	Incorporation/ Internalisation	feels highly motivated to continuously optimize competence oriented (adult) learning processes and conditions.
4	Know when (Implicit understanding	Knows how to develop plans for learning that allow for self regulated, contextual learning in a mutually beneficial co-operative environment	Discovering/ acting independently	Can develop sequences of learning and training units with competence oriented learning activities	Commitment/ Volition	feels motivated to create optimal conditions for optimal competence oriented learning
3	Know how	Knows key features of a competence oriented learning environment	Deciding/ selecting	Can develop competence oriented learning tasks and assignments of particular kinds upon request	Appreciation Motivation	values the importance of distinguishing between various aspects and features of competence oriented learning in order to enhance efficiency, effectiveness and impact of learning processes.
2	Know why (Distant understanding	Knows that competence oriented learning brings specific additional requirements to the task of developing effective learning experiences	Using, Imitating	Can choose learning activities to be included in a competence oriented learning process	Curiosity Perspective taking	is aware that the competence oriented features of learning processes may be something to consider in order to allow for better planning of learning.
1	Know-what/know that	Is aware of the fact that competence oriented learning an teaching is a way of approaching education that may affect his future educating/developing tasks	Perceiving	Can Identify key features of competence orientedness in given programmes	Self oriented, neutral	senses that some elements in learning processes and learning environments contribute more to the actual acquisition/development of competence than others.



## 4.2. Creating an open learning environment

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else  (knowledge for Transfer	To have the theoretical background to build appropriate open learning training conditions and help other people to do so as well.	Developing/  Constructing Transfer	To build knowledge and expertise, to construct related theory and practice.  To help other trainers apply the right conditions.	Incorporation  Internalisation	To have an incorporated reflex to arrange your training in an open learning environment. To find it important that a competence oriented training offer is based on open learning formats. To feel the need helping other trainers applying it.
4	Know when (Implicit understanding	To know when and how to create the appropriate open learning conditions to achieve the competences envisaged.	Discovering/  acting independently	To search for related theory.  To create appropriate open learning environments with learning conditions related to the competence development as envisaged.	Commitment  Volition	To feel the need to explore the theory and practice of open learning environments. To find it important to be creative in this respect.
3	Know how	To know how to create open learning training conditions offering e.g. multiple perspectives and concrete individual experiences involving authentic problems ...	Deciding/ selecting	To systematically use existing open learning training formats for your courses or training offer.  To select and try out appropriate formats.	Appreciation  Motivation	To value open learning environments as the ideal format for learners to develop competences.
2	Know why (Distant understanding	To know that offering an open learning training involving e.g. multiple perspectives and concrete individual experiences, involving authentic problems ... leads to competence development.	Using,  Imitating	To occasionally adopt and adapt existing open learning formats for your own training offer.	Curiosity  Perspective taking	To be interested in using open learning training formats for your own courses

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1	Know-what/know that	<p>To know what an open learning environment is.</p> <p>To know that open learning environments are a condition to help individuals develop all dimensions of a competence.</p>	Perceiving	To recognise open learning environments and perceive their usefulness for competence development.	Self oriented, neutral	To feel that open learning environments challenge your own competence development.

### 4.3. Facilitating (open) learning processes

		COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
		2	3	2	3	2	3
L	Level Titles	Individual description/ explanatory statement		Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Having a broad theoretical background how to facilitate open learning processes under different conditions and with different target groups.		Developing/constructing, transferring	Developing new approaches and expertise to facilitate open learning in different contexts and aimed at different target groups and competence developments. Supporting others.	Incorporation Internalisation	Having incorporated to facilitate learning in open learning environments. Motivating and supporting others to improve their competence to facilitate open learning.
4	Knowing when (implicit understanding)	Knowing when and how to implement the appropriate open learning conditions to achieve the competences envisaged.		Discovering acting independently	Researching for related theory, expanding own competence to facilitate appropriate open learning with learning conditions related to the competence development as envisaged.	Commitment Volition	Being determined to explore and improve theory and practice of facilitating open learning. Finding it important to be creative in this respect.
3	Knowing how	Knowing how to facilitate open learning involving multiple perspectives and addressing concrete individual experiences and authentic problems.		Deciding/ selecting	Facilitating open learning by selecting from a repertoire of known approaches. Selecting and trying out appropriate formats.	Appreciation Motivation	Valuing open learning as format for learners to develop competences and being motivated to improve own competence to facilitate them.
2	Knowing why (distant understanding)	Knowing that open learning environments address multiple perspectives and concrete individual experiences, involving authentic problems.		Using/ imitating	Applying or adapting existing open learning formats for own training offers. Facilitating open learning as instructed or imitated by others.	Curiosity Perspective taking	Being interested in facilitating open learning environments in own work and to improve own competence to do so.
1	Knowing what/knowing that	Knowing what open learning is and which role a facilitator has in it.		Perceiving	Recognising open learning and perceiving the advantages for competence developments.	Self oriented, neutral	Feeling that own competence to facilitate open learning environments is sufficient.