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Reference systems for the competence profile DREAMM Mentor as volunteer

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AUTHOR(S)	Dr. Tim Scholze
QUALITY ASSURER / PEER REVIEWER(S)	Felix Hafner
CONTRIBUTOR(S)	All partners
PROJECT COORDINATOR	University of Perugia

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



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1. Introduction

Within the DREAMM approach two groups of facilitators are distinguished:

1. Professional personnel (Lead-Mentors) and
2. Mentors (which rather come from a voluntary context)

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Facilitation personnel

The target groups are at the people who care for the refugees and support their integration, their competence development and “learning”

It becomes clear that these people are not necessarily trained educational personnel in “Adult” Education, however, we can consider them as professionals with professional tasks for integration.

Apart from them, a very special target group are those persons that support integration projects and who are desperately needed here. Dependent on their practical experience we can call them helpers, supporters, volunteers, semi-professionals, etc.

Hence the target groups are very diverse in age and background, which can be considered as a positive aspect since diversity triggers fruitful discussions, creativity in approaches and solution finding.

Their task is to create a meaningful learning to the final beneficiaries. As we can consider that not all of them have a “formal” educational background we have to equip them with facilitation competences to plan and deliver learning for integration. These competences are subject for validation within the WP4.

The Mentors, develop important competences to deliver practical Learning activities for integration and joint development for the TCN.

2. 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 differentiation between Lead-Mentors and Mentors in terms of competences can basically be described as such:

- **Lead-Mentors** are more related to the professional field, therefore they shall also be more involved in planning, delivering, guiding and evaluating activities, while
- **Mentors** are supposed to come as volunteers and are more involved in the delivery and the organisation

3. Mentors Reference System:

Facilitation Competences for Informal (Open) Learning

This part the competence framework describes those competences in detail that are needed to facilitate learning in informal and open integration contexts.

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

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

Fig. 5: Relevant Competences for Mentors¹

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

3.1. 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 Facilitating (open) learning processes

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
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.