TOOLKIT

Toolkit for Mentors to prepare Migrants

Pack of training methodologies and materials to aid Mentors in empowering Migrants

Edited by Susan Grixti

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SCIENTIFIC COORDINATION
Colin CALLEJA, Professor for Inclusion and Access to Learning (L-Università ta' Malta, Msida/Malta)
colin.calleja@um.edu.mt

EDITOR
Susan GRIXTI (L-Università ta' Malta, Msida/Malta)
susan.grixti@um.edu.mt

INTRODUCTION
François MIFSUD (L-Università ta' Malta, Msida /Malta)
francois.mifsud@um.edu.mt

AUTHORS
Susan GRIXTI, Colin CALLEJA, François MIFSUD, Phyllisienne VASSALLO GAUCI and Zoi ARVANITIDOU (L-Università ta' Malta, Malta); Felix HAFNER (die Berater, Austria); Louiza KYTHREOTOU and Rafaella PIYIOTI (Citizens In Power, Cyprus); Tim SCHOLZE and Garrett HUBING (blinc EG, Germany); Thanos LOULES and Eric KOTA (IASIS, Greece); Laura M. PANELLA and Luciana PAGANO SALMI (CIDIS onlus, Italy); Gabriella B. KLEIN and Koffi M. DOSSOU (Key & Key Communications, Italy); Claudia MAZZESCHI and Elisa DELVECCHIO (Università degli Studi di Perugia, Italy)

DREAMM PROJECT COORDINATOR
University of Perugia
Claudia MAZZESCHI, Professor of Dynamic Psychology
claudia.mazzeschi@unipg.it

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COVER AND GRAPHIC DESIGN
Koffi M. Dossou (Key & Key Communications, Deruta (PG)/Italy)
koffidossou@koffidossou.it

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AN INTRODUCTION TO TOOLKIT 3

The DREAMM Toolkits: Aim, Purpose and Embedded Values

As part of the "Develop and Realise Empowering Actions for Mentoring Migrants" (DREAMM) European Union funded project, three toolkits are formulated to assist and facilitate the integration process of newly arrived migrants, especially migrants with a Third-Country background. The toolkits are meant for trainers and organisations to prepare Lead-Mentors, for Lead-Mentors to prepare Mentors, and for Mentors to prepare migrants; an accessible resource to adopt and/or adapt should target users wish to replicate the experience. In fact, the toolkits propose a mix of field-tested primary tools, methods, strategies, activities, and materials; the implementation of which aims to generate positive and inclusive learning spaces for both newly arrived migrants and their new country/communities in full respect of migrant human rights and agentic voice. As such, the development of the toolkits is based on inclusive values and principles of equity and equality, where migrants are perceived as valued individuals whose needs, rights and obligations are welcomed and well-catered for within their new society. The integration process becomes a two-way learning operation through which both migrants and their new country/communities can benefit. Hence, the integration process emerges from the consideration of culture as a constructive and transformative process, where culture is perceived as developing from the active doing and not limited to the passive having of cultural categories. Inclusion and culture become values integration as an intrinsic transformative activity emerging from intercultural encounters and communication.

Toolkit 3: Mentors to prepare Migrants

Separation, relocation, adjustments within a new country make migration an experience not void of strife, challenges and stress. Upon arrival in their new communities, migrants are plunged in an acculturation process, which sees them trying to acquaint themselves with the cultural elements (i.e., norms, values, ideas, and behaviours) of the new society while they struggle to retain their own values, traditions and beliefs derived from home country experiences. They grapple with cultural, social, and economic issues as they try to find housing, decent employment, learn a new language, navigate prejudice, discrimination and abuse as well as establish a social-support network.

The success rate of this acculturation process is closely correlated to migrants' mental health, their ability to integrate, and how they are perceived within the new country's society. DREAMM aims at building and strengthening migrants' resilience through the provision of mentoring; the best way to support migrants and reduce their vulnerability to be able to bear and overcome the burdens associated with migration. Hence, Toolkit 3 seeks to provide Mentors with tools necessary to cater for migrants' needs, help them with their integration process in their new country/society/communities, and empower them to become autonomous, fully adjusted, contributing members within their new society.

The Philosophy behind the Toolkit: Applied Pedagogical Considerations

The primary aim of Toolkit 3 is to provide Mentors with educational materials to act as agents for integration and inclusion while mentoring newly arrived migrants, especially those with a Third-Country background. Therefore, the toolkit offers (a) pedagogical and (b) ethical learning tools to assist Mentors in their educational praxes. The pedagogical aspect supports the formation of a pedagogical outlook and

methodologies through which dialogical educational activities are developed. On the other hand, the ethical component is based on the development of reflective tools through which Mentors can support their educational praxes with a substantial equality and inclusive perspective. Ultimately, Mentors are equated with a more critical reading of integration processing, where a more multicultural integration approach is favoured. Since the toolkit perception of newly arrived migrants is that of active learners and agentic contributors within their new country, the pedagogical methods that the toolkit develops are all founded on the notion of *learning communities* where both Mentors and migrants engage with each other through dialogue and mutual learning operations.

The Toolkit's Content: Primary Tools, Methods, Strategies, Activities, and Materials

Toolkit 3 is meant to provide learning materials and tools through which Mentors, on the one hand can effectively assist migrants in their integration process and, on the other hand support more inclusive attitudes among the members of the new residing country. Mentors are encouraged to utilise this toolkit to develop dialogical spaces through which encounters between migrant and new residing communities are transformed into learning events. Thus, the toolkit supports Mentors in assisting migrants in the different stages of the integration process. The toolkit provides comprehensive material to ease and facilitate the initial introductory phase of newly arrived migrants into the new residing country. The toolkit also offers different learning methods through which communication between Mentors and migrants is facilitated. Toolkit 3's learning operations are all led by an ideal of a mutual learning perspective, where both learners and their facilitators of learning act as both subjects and objects in the educational processes.

Moreover, Toolkit 3 offers as well different material through which Mentors can formulate a needs analysis of the migrants and the members of the new residing country to generate more effective integration and intercultural activities. All the toolkit's integration activities consider three migrant basic needs: emotional, intellectual, and practical. The emotional needs focus mainly on the initial emotional reactions that newly arrived migrants experience when coming to live in a new country. The intellectual needs are based on the learning of language, cultural categories and norms of the new country. The practical needs are catered for through assistance when dealing with the various, often complex, institutional-bureaucratic systems of the new country. In compliance with the three basic needs, the following main themes emerge from the content of Toolkit 3, to be developed by Mentors: creating safe spaces, empowering migrants, facilitating a new language acquisition and intercultural communication, creating job opportunity pathways, and social integration.

Community is crucial to the integration process because it gives a sense of belonging and interaction between the migrant and members of the new residing country. Thus, a central component of Toolkit 3 is to facilitate community development between the migrant and new country communities. The toolkit offers different activities to generate a mutual understanding between migrants and local community members, through which shared values and ideals are developed for a peaceful conviviality based on mutual understanding, appreciation, trust and respect. In conclusion, both soft and hard skills development in the toolkit aims to facilitate agentic integration between local and migrant communities and to cherish social inclusion. All sections in Toolkit 3 are formulated on inclusive educational principles of engaging with migrants as agents for change regarding their diverse cultural backgrounds, beliefs and history. Furthermore, each

section is self-explanatory and easily applicable to Mentors' educational activities and mentorship programmes.

For ease of reference, the following is a short explanation of the content within each section as developed in Toolkit 3:

- *Primary Tools* are the overarching tools designated by DREAMM to empower and assess the growth of migrants: Intercultural Communication, the Let Me Learn Process, and the Level5 Reference System for Competences
- *Methods* are specific approaches or techniques to achieve a particular goal or outcome as intended in the DREAMM context
- *Strategies* are broader plans or frameworks that guide the overall approach or direction of an initiative or programme applied within DREAMM
- *Activities* are specific actions or events that were designed to achieve a particular objective or outcome in specific migration contexts of the six project partners involved in DREAMM (i.e., Austria, Cyprus, Italy, Germany, Greece, and Malta)
- *Materials* are tools or resources that can be used to support specific activities or methods, even included elsewhere in Toolkit 3

The key to preparing migrants for success is to prepare them for learning and doing new things – and that involves getting a framework in place that can provide support promptly when it is needed. In view of this, Mentors themselves should expect to receive the necessary support when implementing tools and concepts totally new to them. All tools come with links to further information about them and their implementation in migration and integration contexts as well as tips for Mentors. In some instances, they include the contact details of the organisations or professionals who own the specific tool, to serve as the Mentors' point of reference should the need arises for help in a specific training area of expertise.

Key words: feedback, revisions, user friendly manuals, accessible tools, implementation

Primary Tools

Tool Name	UNDERSTANDING AND CONTRASTING HATE COMMUNICATION ANALYSIS WORKSHEET
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Mentors to prepare migrants
Description of Tool	This worksheet helps migrants identify and analyse the mechanisms of hate-communication in their new environment and daily intercultural encounters with locals, especially regarding xenophobia (Afrophobia, Islamophobia) and racism (including anti-Semitism). It also considers other types of discriminatory communication in the intersection with sexism or on the ground of socio-economic status, age, ability/disabilities, gender, sexuality, political or religious beliefs.
Aim/s	▪ Raise migrants' awareness about the mechanisms of hate-communication, i.e., hate-motivated, hate-oriented, or hate-producing communication
Learning Outcome/s	Migrants can: ▪ recognise not only overt, but also subtle discriminatory communication practices ▪ explain how words and visual elements (colours, shapes, symbols) may interact to produce discrimination and hate ▪ critically discuss hate-motivated, hate-oriented, and hate-producing communication practices ▪ recognise hate communication's effect on migrants in a multicultural society ▪ prevent, contrast and report hate communication's mechanisms as communication barriers
Time	max. 1-2 hours depending on the complexity of the picture identified
Resource/s	o types of communication practices extracted from different communication products, namely: • articles from newspapers • pictures from advertisement context (i.e., commercials) • advertisement videos • other videos (mainly propaganda videos) • interactions from talk-shows • sequences of posts/discourses from social media o 'Understanding and Contrasting Hate Communication Analysis' worksheet o computers/laptops/tablets/mobiles with a Wi-Fi connection (to watch videos if used)
Methodology	1. Brainstorm participating migrants' understanding of the concepts of (i) hate speech and (ii) hate communication. 2. Ask participants' own direct or indirect experience with hate communication. 3. Place participants in small groups and give a different communication product to each group. 4. Introduce the analysis worksheet and ask participants to identify a propaganda picture with hate communication implications within the received communication item. 5. Ask participants to individually compile the worksheet with their analysis and then share/compare their results within their group. 6. Ask a rapporteur from each group to share findings and conclusions with the whole group. 7. Summarise key highlights common to all group reflections and brainstorm ways how migrants can counter acts of hate communication.

Tips for Mentors	For each of the types of communication products listed under 'Resource/s' a specific worksheet is available (see Trainees Handbook: https://www.keyandkey.it/wp-content/uploads/2020/04/RADAR-Trainees-Handbook-EN.pdf)
Further Information	For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key & Key Communications on www.keyandkey.it; gabriella.klein@keyandkey.it
Tool Implementation Case Study	This worksheet has been developed within the European funded project 'RADAR – Regulating Anti-Discrimination and Anti-Racism' which can be accessed on http://win.radar.communicationproject.eu/web/ It was used by CIDIS (Italy) during the DREAMM Mentor Training held in Perugia and Naples to be later applied among migrants approaching the local One-Stop-Shops for support and especially to participate in workshops organised specifically for vulnerable migrant groups.

WORKSHEET:

This worksheet has been elaborated in the framework of a European Union funded project named RADAR – Regulating Anti-Discrimination and Anti-Racism (see http://win.radar.communicationproject.eu/web/).

It is meant to help raise awareness about the mechanisms of hate-communication especially regarding xenophobia (Afrophobia, Islamophobia) and racism (including anti-Semitism). Understanding these mechanisms is essential for the migrants' integration process; therefore, for DREAMM as migrants are often the object of discrimination and hate-communication not only overt, but also and above all hidden.

The following worksheet focuses on pictures from various contexts (mainly political propaganda contexts).

WORKSHEET FOR THE ANALYSIS OF PICTURES

[PASTE PICTURE HERE]
Background information about the picture:

Before you start, observe the picture for some seconds and express what you feel and think:

Now answer the questions.
Note that some questions might not be relevant for a given picture; you may decide just to skip them.

CONTENT & CONTEXT	
(1) What does the picture imply?	
(2) Describe the context and situation in which the interaction takes place between the parties (people).	

COMMUNICATION STRATEGY	
(3) What strikes you, catches your attention or impresses you the most?	

DESIGN	
(4) Which colour appears as dominant?	
(5) What is its influence on the interaction?	

COMMUNICATION STRATEGY	
(6) Which emotions, thoughts and considerations does viewing the picture raise?	

DESIGN	
(7) Which, if any, non-verbal elements appear in the picture? How do they interact with other communicative elements in the context?	

CRITICAL ANALYSIS	
(8) Do participants use gestures and other non-verbal behaviour communicating racism, prejudice, sexual discrimination, alienation, stereotypes, conformism, generational conflicts, isolation, or elitism?	
(9) What are the social, political, and economic attitudes directly or indirectly reflected?	

COMMUNICATION STRATEGY	
(10) Are there people (men, women, children) who strike you and / or who you like the most?	
(11) Does viewing the picture evoke any moods, lifestyles, comparisons, or sexual allusions?	
CRITICAL ANALYSIS	
(12) What impact can this or a similar picture have upon the population of a European country?	

Tool Name	REFERENCE SYSTEM: ACQUIRING COMMUNICATION TECHNIQUES & STRATEGIES IN AN INTERCULTURAL ENCOUNTER AS INTEGRATION COMPETENCE FOR NEWLY ARRIVED MIGRANTS WITH THIRD-COUNTRY BACKGROUNDS
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Mentors to prepare migrants
Description of Tool	This reference system consists of an assessment grid which helps Mentors to assess migrants' initial and final competence level in the three competence dimensions, i.e., theoretical knowledge, practical skills, and personal attitudes, as a result of the communicative relationship established with Lead-Mentors, Mentors and locals through mentoring and integration. Applied as a self-assessment tool, it guides migrants to reach higher levels of competence in this field. Each dimension is structured in 5 levels of learning (1-5), where 1 is the lowest level and 5 the highest level.
Aim/s	▪ Introduce migrants to the Refence System for assessing competences in acquiring communication techniques and strategies in an intercultural encounter ▪ Assess migrants' growing competences in applying Inclusive Communication in a migration context ▪ Provide migrants with a tool they can use to self-assess their increasing communication techniques and strategies in an intercultural encounter
Learning Outcome/s	Migrants can: ▪ distinguish between knowledge, skills, and attitudes in intercultural communication ▪ classify communication competences in increasing levels of growth in the three dimensions ▪ assess their own growth in communication competences in an intercultural context and seek ways how to improve
Time	4 hours in total: 2 hours for the initial stage and 2 hours for the final stage
Resource/s	o 'Reference System: Acquiring Communication Techniques & Strategies in an Intercultural Encounter as Integration Competence for Newly Arrived Migrants with Third-Country Backgrounds' assessment grid o videos of recorded communicative interactions (if possible)
Methodology	During the **initial** stage of assessment: 1. Brainstorm participating migrants' understanding of the distinction that passes between knowledge, skills, and attitudes. 2. Brainstorm participants' understanding of (i) intercultural communication and (ii) intercultural competences. 3. Brainstorm participants' awareness of their own knowledge, skills and attitudes concerning Intercultural Communication in general. 4. Introduce participants to the Reference System, and if possible, help them analyse some recorded communicative interactions with the aid of the tool. 5. Help participants self-assess their initial competences in Intercultural Communication (note: they are to complete columns 4 and 4a of the grid for each dimension). During the **final** stage of assessment, after migrants had ample time to learn and practise the new language as well as socialise: 1. Help migrants self-assess their final competences in Intercultural Communication (note: they are now to complete columns 5 and 5b of the grid for each dimension). 2. Discuss obtained results.

Tips for Mentors	For video recording be aware of ethical principles and the privacy laws at European Union and national levels.
Further Information	The 'Reference System for Acquiring Communication Techniques & Strategies in an Intercultural Encounter as Integration Competence for Newly Arrived Migrants with Third-Country Backgrounds' is based on the LEVEL5 Reference System for Competences. To learn more about this approach go to The LEVEL5 Approach blinc-eu.org
	For information about methods how to communicate about migration and make the most out of migrants' narratives, see 'Alternative Narratives' article *10 criteria for the creation of effective alternative narratives on diversity*, prepared by Daniel De Torres for the Council of Europe, to be accessed at *Urban citizenship and undocumented migration (coe.int)*
	For further information about communication dynamics in an intercultural integration process contact Prof. Dr Gabriella B. Klein at Key & Key Communications on www.keyandkey.it; gabriella.klein@keyandkey.it
Tool Implementation Case Study	CIDIS (Italy) applied the 'Reference System for Acquiring Communication Techniques & Strategies in an Intercultural Encounter as Integration Competence for Newly Arrived Migrants with Third-Country Backgrounds' prepared by Key & Key Communications (KEY&KEY) among migrants requesting mentoring in Perugia and Naples. Gradually internalising the identified knowledge, skills and attitudes helped migrants establish better communicative relationships with local members in their new communities… an essential step in feeling accepted and included, i.e., belonging.

Assessment Grid: Knowledge on Communication Techniques & Strategies in an Intercultural Encounter as Integration Competence for Newly Arrived Migrants with Third-Country Backgrounds

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)? 3. Give concrete examples and write them in the 2 boxes behind your ticked ones. (Max. 230 characters per box)

1	2	3	4	4a	5	5b
Level	Level Titles[1]	Level description / Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end to illustrate the chosen level
5	Knowing where else (strategic transfer)	Having a broad theoretical/metacognitive background how to apply appropriate language & communication practices and activities within joint community actions	☐		☐	
4	Knowing when (implicit understanding)	Knowing when and how to use appropriate language and communication practices and activities to integrate and apply the knowledge within joint community actions	☐		☐	
3	Knowing how	Having a sufficient knowledge of the new language to communicate in the new society and within joint community actions	☐		☐	
2	Knowing why (distant understanding)	Knowing that (and why) communicating in the new language is essential for integration	☐		☐	
1	Knowing what	Knowing that communicating in a new language is important to get along in the new society	☐		☐	

Please describe the knowledge development (what is known more) in one sentence (max. 250 characters)

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[1] Hints for describing the levels:
- Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
- Level 4: Analysing (Differentiating – Organising – Attributing)
- Level 3: Understanding (Explaining – Comparing)
- Level 2: Interpreting (Exemplifying – Summarising – Classifying)
- Level 1: Remembering (Recognising – Recalling)

Assessment Grid: Skills on Communication Techniques & Strategies in an Intercultural Encounter as Integration Competence for Newly Arrived Migrants with Third-Country Backgrounds

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)? 3. Give concrete examples and write them in the 2 boxes behind your ticked ones. (Max. 230 characters per box)

1 Level	2 Level Titles[2]	3 Level description Explanation	4 Time 1 (tick)	4a Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	5 Time 2 (tick)	5b Give concrete examples of what you are able to do at the end to illustrate the chosen level
5	**Developing, constructing, transferring**	Developing new language & communication practices to integrate; being an active member of joint community actions; supporting others in one's own community	☐		☐	
4	**Discovering acting independently**	Actively participating in Joint Community Actions; constantly expanding one's own language and communication competences to integrate in the new society and within joint community actions; sharing one's own cultural references in joint developments	☐		☐	
3	**Deciding/ selecting**	Regularly participating in the DREAMM offers, language cafés, communication workshops and becoming involved in joint community actions; solving more complex (sustaining) individual communication problems	☐		☐	
2	**Using, imitating**	Taking part in language & communication activities when being instructed; participating in language cafés; starting to solve individual problems through appropriate language and communication	☐		☐	
1	**Perceiving**	Recognising certain communication practices as mandatory (e.g., asking for help, asking directions, filling forms, etc.)	☐		☐	

Please describe your skills development (what you can do more) in one sentence (max. 250 characters)

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[2] Hints for describing the levels:

    Level 5: Constructing, transferring to different contexts, i.e., into private life, other fields/contexts

    Level 4: Self-directed acting (researching, expanding options, i.e., related to learning content/topic, …)

    Level 3: Acting partly independently, choosing between options, selecting

    Level 2: Imitating, acting without own impulse, acting when being instructed

    Level 1: Listening only, participating only, reception without action…

Assessment Grid: Attitudes on Communication Techniques & Strategies in an Intercultural Encounter as Integration Competence for Newly Arrived Migrants with Third-Country Backgrounds

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end)? 3. Give concrete examples and write them in the 2 boxes behind your ticked ones. (Max. 230 characters per box)

1	2	3	4	4a	5	5b
Level	Level Titles[3]	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level at the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level at the end
5	Incorporation Internalisation	Having incorporated language and communication practices to integrate and be an active member of Joint Community Actions; motivating and supporting other migrants to improve their language and communication competence to facilitate their integration process	☐		☐	
4	Affective self-regulation	Being determined to explore and improve how to better communicate with members of the new society and join also unknown communities; finding it important to be creative in this respect; being committed to exceed the DREAMM offers and expectations	☐		☐	
3	Appreciation Empathy	Being motivated to continue to participate in language and communication activities provided	☐		☐	
2	Perspective taking	Being interested to participate in additional language and communication activities	☐		☐	
1	Self-centred neutral	No emotional connection to the communication activities offered; not feeling language and communication barriers; feeling that there is no need to learn a new language and new communication practices	☐		☐	

Please describe your attitude development (what you feel and value more) in one sentence (max. 250 characters)

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[3] Hints for filling the level:

  Level 5: Influencing others (motivating/convincing others by own model)
  Level 4: Motivation to adapt/appreciation of … (in the sense of the topic, to reach a goal)
  Level 3: Emotional reference towards topic (feeling, that topic can influence own conditions, empathy)
  Level 2: Curiosity (interest in topic, being attracted)
  Level 1: No emotional reference to topic (only interested in own situation)

Conclusion and Personal Data

My Competence Development in Inclusive Communication

Please describe the development on the whole competence in one sentence (max. 250 characters)

Personal Data

First Name:

Last Name:

Tool Name	THE LET ME LEARN PROCESS Workshop 1: Understanding who I am as a Learner
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Mentors to prepare migrants
Description of Tool	The Let Me Learn (LML) Process is a scientifically proven, advanced learning system which provides individuals with: • **the necessary tools** to learn who they and others are as unique learners • **the language** through which they can explain how they and others learn best and the reason behind specific learning challenges they face when required to complete tasks they have been assigned or they necessitate to fulfil • **strategies** they can use to successfully complete task requirements that do not reflect the way they prefer to learn best This first workshop in a series enables migrants to understand who they are as learners. They become aware of how their learning pattern combination impacts their thoughts, actions (including communication), and feelings; hence affecting their integration process and all communicative relationships, both personal and professional, they establish during the process.
Aim/s	▪ Inform participating migrants about the basics of the LML theory ▪ Introduce the learning patterns to participants ▪ Describe the characteristics pertaining to each of the four learning patterns ▪ Relate the explanation of the learning patterns to the participants' LML scores and see how these translate themselves in everyday routines and communicative speech patterns ▪ Reflect on whether and how LML awareness helps migrants' integration process
Learning Outcome/s	Migrants can: ▪ explain briefly the main idea behind the LML theory ▪ name the four learning patterns ▪ list the main characteristics of each learning pattern ▪ initiate a journey of self-discovery of who they are as learners through observable evidence of learning pattern usage in their immediate living and working environments as well as speech patterns ▪ determine the extent to which they feel LML awareness is useful in their circumstances
Time	2 hours
Resource/s	o LML App accessible at https://personallearningcoach.com o 'A Guide for Completing an Online LML Learning Profile' ppt presentation o 'My Learning Patterns: Understanding Who I am as a Learner' ppt presentation o hands-on activity resources: A4 sheets of paper, magazines, scissors, glue, markers, coloured pencils, sock puppets o 'A Concise Explanation of the Learning Patterns' handout Note: All LML resources can be retrieved from the section dedicated to LML in 'Toolkits' on the DREAMM platform www.dreamm-project.eu
Methodology	1. Ask participating migrants to complete their learning profile on the LML App prior to the beginning of the workshop. They are to follow the instructions given on 'A Guide for Completing an Online LML Learning Profile' ppt presentation. 2. Initiate participants' reflective process regarding who they think they are as learners by conducting the hands-on activity listed in 'My Learning Patterns: Understanding Who I am as a Learner' ppt presentation.

	3. Continue using the presentation to explain the learning patterns in relation to the participants' LML scores, observable actions, and communicative speech patterns. 4. Ask participants whether they validate their initial portrait of who they are as learners, and if they have any queries. 5. Brainstorm the extent to which participants consider this initial awareness of who they and other individuals are as learners helpful to their integration process. 6. Share the 'A Concise Explanation of the Learning Patterns' handout as a quick reference to the main characteristics of each learning pattern.
Tips for Mentors	Should this workshop take place online, the hands-on activity can be easily changed to something less demanding. Ask migrants to write down: • an activity that they are good at doing • the way in which they have learnt doing it • how they know that they are good at it Gathered feedback sheds light on the different learning methods diverse individuals apply to learn, sometimes even the same endeavour; learning methods that reflect the individual migrant's particular use of learning patterns.
Further Information	For an in-depth explanation of the theory behind the LML Process, complete with the terminology in use and examples how the process can be put into practice among migrants, read the LML Brochure produced by Grixti S. in collaboration with Calleja C. (2011) as part of the 'Be Relevant to Intercultural Diversity Generation in Europe – Integration Team' (BRIDGE-IT) Grundtvig Project sponsored by the European Commission. This brochure can be accessed on the DREAMM platform https://www.dreamm-project.eu More information about the LML Process can be retrieved from www.letmelearnmalta.org For support with the implementation of LML among migrants contact Prof. Dr Colin Calleja on colin.calleja@um.edu.mt
Tool Implementation Case Study	Since LML is a process, Mentors in Malta commented finding it more helpful when integrating it within training offered over a long period of time, e.g., language learning workshops, rather than using LML knowledge and skills during one off one-to-one brief mentoring sessions. Time allows Mentors and migrants alike to get to know each other better as learners and be able to adapt to each other's needs, understand better how LML works, take note of progress or lack of, and apply LML strategies for improvement in areas of difficulty. Mentors also noted that it requires good observation and listening skills, combined with practice, to detect specific learning patterns and cater for them during short and sporadic mentor-migrant interactions. Unless a migrant's leading patterns are so strong that they are easily picked in his/her speech patterns, the type of questions asks, difficulties met with and how s/he tries to counter for them independently, etc. Mentors reported that it was only in such cases that they found it easy to cater for the mentee's needs using LML strategies during a brief mentoring encounter.

Tool Name	THE LET ME LEARN PROCESS Workshop 2: Understanding how My Learning Pattern Combination affects My Communicative Relationships when Part of a Team
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Mentors to prepare migrants
Description of Tool	See introductory note supplied in The Let Me Learn Process: Workshop 1 This second workshop in a series informs migrants about how self-awareness about their learning determines the communicative/collaborative relationships they come to form with family members, peers, friends, current and future employers and work colleagues, and local community members. They also learn basic strategies migrants leading with specific learning patterns can apply in situations where they are asked to utilise the same learning patterns at a lower degree.
Aim/s	▪ Help migrants understand what it takes to be an effective member of LML-based collaborative teamwork ▪ Analyse how an individual's learning patterns impact his/her thoughts, actions and feelings when forming part of a team/group ▪ Observe what different 'Use First' learning patterns bring to the team scenario ▪ Explore basic strategies an individual team member can apply should s/he be required to use a given learning pattern either at a 'Use First' or an 'Avoid' level
Learning Outcome/s	Migrants can: ▪ mention the features an individual needs to be aware of to be an effective member of LML-based collaborative teamwork ▪ explain how their learning pattern combination affects their thoughts, actions and feelings when forming part of a team/group ▪ identify how they can contribute to a team through their unique learning pattern combination and what they can learn from their team mates ▪ identify basic strategies they can apply should they be required to use a given learning pattern either at a 'Use First' (when they use it as needed or avoid it) or an 'Avoid' level (when they use it as needed or use it first)
Time	2 hours
Resource/s	o 'Putting My Learning Patterns to Use when Part of a Team' ppt presentation o hands-on activity resources: 2 paper cups, 2 toilet-paper rolls, 2 A4 sheets of light cardboard, 13 straws, 3 rubber bands, 3 paper clips, string, tape, scissors (a bag per working team) o activity observer/rapporteur guide sheet Note: All LML resources can be retrieved from the section dedicated to LML in 'Toolkits' on the DREAMM platform www.dreamm-project.eu
Methodology	1. Brainstorm with participating migrants (i) the utility of teamwork, (ii) the benefits of teamwork, (iii) challenges to teamwork, and (iv) key considerations for the improvement of teamwork. 2. Refer to the 'Putting My Learning Patterns to Use when Part of a Team' ppt presentation for instructions how to conduct the hands-on activity placing LML theory regarding teamwork into practice. 3. Gather feedback and link it to how (i) each learning pattern can contribute within a team and (ii) simple strategies a migrant can apply to work progressively with diverse team mates whether s/he uses indicated learning pattern at a high degree or avoids it. 4. Brainstorm the utility of this latest LML application for migrants.

Tips for Mentors	Prior to this workshop, participating migrants need to be arranged in teams of 5, as a pre-preparation for the hands-on activity. A team member will be an observer and rapporteur using provided guide sheet as an observation tool. The other four members will be the working team following the activity instructions. The observer can own high Sequence and Precision. Each of the workers should lead with a different learning pattern. Strong-willed participants (i.e., individuals who lead with three or all four learning patterns) are preferably placed together within the same team to avoid having them take over the working process.
Further Information	For an in-depth explanation of the theory behind the LML Process, complete with the terminology in use and examples how the process can be put into practice among migrants, read the LML Brochure produced by Grixti S. in collaboration with Calleja C. (2011) as part of the 'Be Relevant to Intercultural Diversity Generation in Europe – Integration Team' (BRIDGE-IT) Grundtvig Project sponsored by the European Commission. This brochure can be accessed on the DREAMM platform https://www.dreamm-project.eu

More information about the LML Process can be retrieved from www.letmelearnmalta.org

For support with the implementation of LML among Lead-Mentors contact Prof. Dr Colin Calleja on colin.calleja@um.edu.mt |
| Tool Implementation Case Study | Since LML is a process, Mentors in Malta commented finding it more helpful when integrating it within training offered over a long period of time, e.g., language learning workshops, rather than using LML knowledge and skills during one off one-to-one brief mentoring sessions. Time allows Mentors and migrants alike to get to know each other better as learners and be able to adapt to each other's needs, understand better how LML works, take note of progress or lack of, and apply LML strategies for improvement in areas of difficulty. Mentors also noted that it requires good observation and listening skills, combined with practice, to detect specific learning patterns and cater for them during short and sporadic mentor-migrant interactions. Unless a migrant's leading patterns are so strong that they are easily picked in his/her speech patterns, the type of questions asks, difficulties met with and how s/he tries to counter for them independently, etc. Mentors reported that it was only in such cases that they found it easy to cater for the mentee's needs using LML strategies during a brief mentoring encounter. |

Tool Name	THE LET ME LEARN PROCESS Workshop 3: Understanding how LML Awareness can lead to Better Integration
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Mentors to prepare migrants
Description of Tool	See introductory note supplied in The Let Me Learn Process: Workshop 1 This third and final workshop in a series sheds light on what migrants can do to empower themselves and complete successfully a required task that presents itself as a challenge. This workshop helps migrants to identify beforehand the possibility of encountering difficulties while working out assigned tasks or tasks they necessitate to complete to gain access to the various public services. Within the LML theory, these difficulties stem from a mismatch between the task requirements and the individual learner's learning pattern combination. With the help of Mentors, migrants can identify and apply suitable LML strategies that help them use their learning pattern combination with INTENTION to counter the difficulties presented by the task perceived as a challenge.
Aim/s	▪ Help migrants understand why specific tasks can be perceived by individuals as a challenge ▪ Explore what 'task decoding' is and what it entails ▪ Discover how to forge, intensify, or tether learning patterns to bridge the gap between task requirements and an individual's learning pattern combination ▪ Explore potential learning strategies that can help an individual complete successfully the challenging task, either with the support of their Mentor or on their own
Learning Outcome/s	Migrants can: ▪ explain why a task is perceived as a challenge ▪ explain the term 'task decoding' and the process it involves ▪ apply their learning pattern combination with INTENTION to overcome learning stumbling blocks ▪ identify basic learning strategies that can help them successfully complete the challenging task, with help or independently
Time	3 hours
Resource/s	o 'Decoding Tasks and Selecting Strategies: Empowering Myself' ppt presentation o 'LML Self-Help Strategies' ppt presentation o 'Verbs in Use and Embedded Learning Patterns' handout o A4 charts with task headers as identified in the 'LML Self-Help Strategies' ppt presentation, mix of strategies listed in the same ppt presentation printed out, laminated and cut into strips, blue tac o 'Strategies for Tethering and Forging Learning Patterns' handout o LML App accessible at https://personallearningcoach.com o 'A Guide for Completing the Task Decoding Exercise Online' ppt presentation Note: All LML resources can be retrieved from the section dedicated to LML in 'Toolkits' on the DREAMM platform www.dreamm-project.eu
Methodology	1. Use the 'Decoding Tasks and Selecting Strategies: Empowering Myself' ppt presentation to explore with participating migrants the meaning of task decoding and how it works. 2. Ask participants to refer to the 'Verbs in Use and Embedded Learning Patterns' handout and read through the decoded terms themselves, one learning pattern at a time.

	3. Work out the first task decoding exercise related to a migrant's real-life experience together with participants as an example. 4. Ask participants to work out the second task decoding exercise in small groups. 5. Gather feedback and build upon received responses. 6. Consider following the instructions supplied in the 'LML Self-Help Strategies' ppt presentation to provide participants further practice in selecting suitable strategies related to tasks they necessitate doing. 7. Show participants how the LML App can help in doing the task decoding exercise and selecting suitable strategies. Refer to the instructions supplied in 'A Guide for Completing the Task Decoding Exercise Online' ppt presentation. 8. Share the 'Strategies for Tethering and Forging Learning Patterns' handout and the 'LML Self-Help Strategies' ppt presentation with participants to read at leisure after the workshop.
Tips for Mentors	Identifying which LML strategies are best used in specific learning situations needs time and practice. It is recommended that Mentors model these strategies themselves especially during the provision of one-to-one mentoring depending on the individual migrant's needs vis-à-vis the task s/he is requesting support with. **Kindly note that LML is only meant to be used when required and not perforce in every mentoring encounter.**
Further Information	For an in-depth explanation of the theory behind the LML Process, complete with the terminology in use and examples how the process can be put into practice among migrants, read the LML Brochure produced by Grixti S. in collaboration with Calleja C. (2011) as part of the 'Be Relevant to Intercultural Diversity Generation in Europe – Integration Team' (BRIDGE-IT) Grundtvig Project sponsored by the European Commission. This brochure can be accessed on the DREAMM platform https://www.dreamm-project.eu More information about the LML Process can be retrieved from www.letmelearnmalta.org For support with the implementation of LML among Lead-Mentors contact Prof. Dr Colin Calleja on colin.calleja@um.edu.mt
Tool Implementation Case Study	Since LML is a process, Mentors in Malta commented finding it more helpful when integrating it within training offered over a long period of time, e.g., language learning workshops, rather than using LML knowledge and skills during one off one-to-one brief mentoring sessions. Time allows Mentors and migrants alike to get to know each other better as learners and be able to adapt to each other's needs, understand better how LML works, take note of progress or lack of, and apply LML strategies for improvement in areas of difficulty. Mentors also noted that it requires good observation and listening skills, combined with practice, to detect specific learning patterns and cater for them during short and sporadic mentor-migrant interactions. Unless a migrant's leading patterns are so strong that they are easily picked in his/her speech patterns, the type of questions asks, difficulties met with and how s/he tries to counter for them independently, etc. Mentors reported that it was only in such cases that they found it easy to cater for the mentee's needs using LML strategies during a brief mentoring encounter.

Tool Name	LEVEL5 REFERENCE SYSTEM FOR ASSESSING MIGRANTS' INTEGRATION COMPETENCES
Theme & Section	Facilitation: Primary Tools
Target Users & Audience	Mentors to prepare migrants
Tool Description	This reference system provides essential information about integration competences. Mentors can use it both prior to project-related activities and afterwards to assess migrants' growing competences linked to the integration process. Due to ethical and practical considerations, blinc (Germany) suggests that it is only used as an external assessment; an informative resource for Mentors who wish to better understand which migrant integration competences their work could potentially strengthen.
Aim/s	▪ Help migrants identify the competences involved in becoming integrated to be assessed
Learning Outcome/s	Migrants can: ▪ list the competences involved in becoming integrated to be assessed and act upon them
Time	c. 45 minutes
Resource/s	o 'Level5 Reference System for Assessing Migrants' Competences' template
Methodology	1. Explain the concept behind 'Mentoring for Integration' and brainstorm with participating migrants the competences required to integrate. 2. Introduce the reference system to participants and inform them how it will guide Mentors in aiding migrants' growth during their integration process. 3. Take note of migrants' willingness to participate in the various DREAMM activities and events. Observe and annotate their developing application of knowledge, skills, and attitudes. 4. Provide the reference system to any migrant who expresses the wish to self-assess.
Tips for Mentors	See tool description
Further Information	More information about the Level5 Reference System for Competences, complete with the contact details of persons or organisations who can help with its application, can be retrieved from https://level5.eu/
Tool Implementation Case Study	At the start of the project, the DREAMM Consortium reached a common consensus that the Level5 Reference System meant to assess the growing integration competences of migrants due to their participation in DREAMM activities and actions will only be used as an observation tool by Mentors, to continue to guide and support migrants in identified areas for improvement. (See introductory note above.)

1. Introduction

Migrants

The final beneficiaries are migrants.

It goes without saying that a summative validation of migrants' competences is not really meaningful since a "qualification purpose" is missing and no serious expert would come across the idea to go for "comparability". Apart from this, ethical considerations led to a democratic decision within the DREAMM consortium NOT to validate the "integration competences" of the mentoring programme's beneficiaries.

Migrants are the ultimate target group of the DREAMM integration programme.

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

The final beneficiaries/migrants are a rather diverse target group:

- depending on their status they may still live in a temporary environment (length of stay is dependent on the new country) or already in permanent housing (from camps to guest families to own housing and support)

- they might come alone as unaccompanied persons or as a family

- they might be entering a completely unknown system (newly arrived with major cultural differences) or be adapting to a different but not so much different system from their own (e.g., in case of Ukrainian refugees)

Due to their diversity, it only makes sense to 'observe' their integration competences in 'their' context, which can be defined (and described) by the partners – and not to compare them to other migrants. In the case of the DREAMM project, this context is set up in the Joint Community Actions, which delivers space to observe the success of the actions by the partners.

2. Purpose

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

Consequently, DREAMM has used the reference systems as a supportive (reference) instrument for the observation of the success of migrants' integration, but not relate it to individual (comparable) assessments.

In DREAMM the competence to integrate comprises:

Knowledge: The migrant…

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

Skills: The migrant…

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

Attitudes: The migrant…

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

3. Reference System for Migrants: Integration Competences within DREAMM

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

Methods

Tool Name	SAFE SPACES
Theme & Section	Facilitation: Methods
Target Users & Audience	Mentors to prepare migrants
Tool Description	These spaces are a core aspect of every participatory, open learning workshop held with diverse groups of participants, particularly with migrants. In the DREAMM context, they were especially necessary during the twelve workshops held for vulnerable migrant groups since they allow marginalised groups to share their opinions without judgement and receive the support they need. Safe spaces are a great aid in empowering individuals to share their personal stories, relieve some of their emotions, network with others, and support others passing through similar experiences.
Aim/s	▪ Promote an atmosphere of tolerance and acceptance for migrants ▪ Guarantee possibilities for voice and significant community engagement for migrants ▪ Increase opportunities for genuine interactions with professionals and organisations in the recipient society ▪ Ensure migrants have access to the resources they need for integration and engagement in the institutions and communities of their new society
Learning Outcome/s	Migrants can: ▪ establish a relationship of trust between diverse migrant groups and especially with Mentors ▪ share their personal experiences, expertise and opinions without fear of being judged or discriminated ▪ network with professionals in the field of migration and officials within the bureaucratic-institutional organisations in their new country ▪ access resources necessary for their engagement and integration in their new society
Time	N/A
Resource/s	Part and parcel of most workshops, safe spaces are mostly about the feeling of safety, acceptance and equality they create for the participants. They do not require specific equipment; however, using videos, games and other team building activities that could help establish participant trust is highly recommended.
Methodology	Apply the following key considerations in establishing and maintaining a safe space: ➢ hang visuals demonstrating that all migrants are safe in your space/organisation ➢ reduce clutter and make hot snacks and comfortable seating available ➢ greet migrants with a smile; a kind, personal greeting may put them at ease by making them feel cherished and at home ➢ learn and utilise the names of the migrants, including how to pronounce them ➢ introduce topics for discussions in a calm and clear voice to ease comprehension ➢ reassure participants about privacy and confidentiality ➢ monitor discussions to ensure equal opportunity for all participants to voice feelings, concerns, etc., and to deflect any arising 'tensions' ➢ engage the help of specific professionals and possibly a psychologist when 'sensitive' topics are up for debate
Tips for Mentors	Establish and maintain a framework for the primary points of contact for migrants to send cases, health difficulties, educational requirements, requests for information on

	resettlement, and financial assistance. There is professional counselling and help with mental health within the country's health care system. NGOs that are partners in providing the services, as well as others, play supportive roles. Ensure that privacy is respected and foster respectful conversation in your space.
Further Information	Different guidelines on creating a safe space environment during workshops and group activities are available online. Some guidelines produced by the United Nations High Commissioner for Refugees (UNHCR) and the International Organisation for Migration (IOM) can be retrieved from https://www.unhcr.org/61cef80e4.pdf and https://www.iom.int/sites/g/files/tmzbdl486/files/documents/Creating-Safe-Spaces-for-LGBTIQ%2B-Migrants.pdf
Tool Implementation Case Study	Mentors in Cyprus, in collaboration with their coordinating Lead-Mentors, established safe spaces in all organised DREAMM workshops. Participating migrants felt they could discuss more freely and with ease; with workshops' facilitators emphasising that all opinions are welcome and respected, and intervening only whenever necessary.

Tool Name	CULTURE ART FOR RESTORATIVE JUSTICE E-COURSE
Theme & Section	Facilitation: Method
Target Users & Audience	Mentors to prepare migrants
Tool Description	The methodology and activities advocated through the 'Culture Art for Restorative Justice' (CA4RJ) online course enable migrants to enhance their development of social, civic and intercultural competences, engage in cross-cultural communication, utilise Art for healing purposes, and express and showcase their narratives through the creative arts and artistic spectacles (e.g., theatre acts, photo exhibitions, digital storytelling, podcasts, paper and clay artwork, etc.).
Aim/s	▪ Provide migrants with mediums other than words how to express their migration journey, fears, challenges, aspirations, etc. ▪ Give migrants innovative perspectives into their new living conditions ▪ Empower migrants to take action to improve both their personal and professional integration
Learning Outcome/s	Migrants can: ▪ express and showcase their narratives through Art and Theatre ▪ evaluate their current living conditions in their new society ▪ search for strategies and identify the necessary support that can help them improve and grow both personally and professionally
Time	This is a 6 hours workshop that can be divided into two separate workshops dedicating 3 hours to theatre acts and 3 hours to exploring narratives through Art.
Resource/s	o simple everyday theatre props o Art supplies: canvases, paint colours, brushes, aprons, cleaning materials, etc.
Methodology	1. Create a safe spaces where participating migrants can freely express themselves without fear of being judged and/or discriminated. 2. Ask participants what they understand by (i)communication, (ii) intercultural competence, and (iii) cross-cultural communication. 3. Provide participants with examples how to initiate cross-cultural communication through mediums like Theatre and Art. 4. Apply steps from the 'Intercultural Comedy on the Stage' methodology to guide participants through simple theatrical gestures and techniques how to communicate with others despite language barriers. 5. Explore the power of Art as a means of healing especially among those participants who have experienced trauma; preferably through hands-on applications. 6. Allow participants time to improve on their theatrical acts as well as complete their Art pieces. 7. Showcase the migrants' artistic productions in an event that celebrates their narratives.
Tips for Mentors	N/A
Further Information	This e-course, adapted to the DREAMM context, forms part of the Erasmus + funded project 'Culture and Art for Restorative Justice'. Information about it can be retrieved from https://culturact.eu/ The website provides access to another tool created by the 'CULTUR'ACT' project, 'Educational and Digital Hub', which supplements the 'Intercultural Comedy on Stage' methodology.
Tool Implementation Case Study	Migrants who leave/flee their home country and find themselves in another where they must rebuild their lives, often from scratch despite all the obstacles, frequently

encounter the ordeal too traumatic. The trauma often hinders their daily existence, hence their integration process. Mentors in Greece, under the guidance of their coordinating Lead-Mentors, opted for Theatre Studies and Art to help migrants deal with trauma through the facilitation of self-reflection and emotional expression. Workshop participants not only saw themselves and their immediate circumstances mirrored in the artistic representations and composed artwork, but could easily pick on hints and strategies they could apply to ease their integration process.

Tool Name	BOOST: SUPPORTING VULNERABLE MIGRANTS
Theme & Section	Facilitation: Method
Target Users & Audience	Mentors to prepare migrants
Tool Description	This programme aims to support vulnerable migrants, especially women, in enhancing their social inclusion and advancing their career paths through the application of global competences. The programme comes complete with 5 modules. The completion of all of them is considered to be essential to cater effectively for the learning needs of the target group.
Aim/s	▪ Engage migrants in a reflective, action-oriented, lifelong learning process ▪ Equip migrants with the necessary skills how to improve/fulfil personal and/or professional aspirations ▪ Provide migrants an opportunity at a more satisfactory and fulfilling integration experience
Learning Outcome/s	Migrants can: ▪ develop a thirst for continuous learning, recognising that learning is a lifelong process ▪ reflect on their experiences, values, and beliefs, gaining a deeper understanding of themselves, their cultural identities, strengths, and areas for improvement ▪ identify the required knowledge, skills, and attitudes to adapt to new challenges and opportunities, fostering personal growth and resilience in the face of change ▪ plan how to gain practical skills relevant to their personal and professional aspirations (e.g., language skills, job-specific skills, entrepreneurship skills, digital literacy, financial literacy, or other skills needed for successful integration and personal and career advancement) ▪ explore and pursue their personal and professional goals while receiving guidance, resources, and support to develop their talents, upgrade their qualifications, and explore pathways to further education, employment, or entrepreneurship
Time	The process entails a number of mentor-mentee one-to-one meetings, the duration of which depends on the mutual mentoring agreement reached between mentor and mentee.
Resource/s	N/A
Methodology	**Stage 1:** Set up an initial meeting with the migrant mentee. Acquaint yourself with the mentee and reassure him/her about privacy and confidentiality. Ask him/her to identify an area in his/her personal or professional life where s/he wishes to see an improvement. **Stage 2:** Discuss and create with the mentee a personal or professional action plan, with time-framed targets, important sources of information or links for additional support, and end goal. Reach an agreement regarding the length and type of support needed to see the mentee through his/her growth in the identified area for improvement. **Stage 3:** Allow mentee time to work actively towards reaching set targets and end goal, providing him/her with the necessary support where needed or at pre-established stages of the journey as identified in the action plan. **Stage 4:** Set up a final meeting with the mentee to evaluate his/her learning process and discuss how s/he can exploit the learning experience to his/her advantage.
Tips for Mentors	It is recommended that you are well acquainted with the 'BOOST' methodology as explained on https://boost.erasmus.site/ before applying it.
Further Information	'BOOST' is an Erasmus+ funded project, linked to DREAMM, since the approach has been proved to help vulnerable migrants at higher risk of social exclusion, especially

	women, overcome the barriers they face both on a personal level and during their professional integration process.
Tool Implementation Case Study	Contrary to expectations, several vulnerable migrants visited the Greek DREAMM One-Stop-Shop and shared their need for empowerment. Mentors became aware of the multiple problems faced by these migrants arising from the intersectionality passing between their ethnic and migrant background, and, in the case of women, mostly because of their gender. Through 'BOOST', Mentors managed to adopt a more holistic approach to helping migrants overcome the barriers they face daily throughout their personal and/or professional lives; with beneficiaries themselves validating the strength of applied approach. However, Mentors reported that not all migrants shared the same willingness to be engaged in this approach, most probably due to their distrust of unfamiliar foreign products and procedures.

Strategies

Tool Name	GAMIFICATION
Theme & Section	Facilitation: Strategies
Target Users & Audience	Mentors to prepare migrants
Tool Description	A section of gamification includes constructed board games aimed at encouraging continuous engagement between people, increasing their motivation to interact, and learn about each other within a safe environment.
Aim/s	▪ Provide migrants and locals with an opportunity to interact within an enjoyable, safe learning environment ▪ Provide an interactive insight into the lives of migrants ▪ Empathise with migrants and voice difficulties and concerns on their behalf
Learning Outcome/s	Migrants and locals alike can: ▪ engage in a pleasant, convivial atmosphere ▪ swap and discuss experiences, concerns, rights and responsibilities ▪ be active agents for migrants' integration in their new communities
Time	N/A
Resource/s	o board games reflecting key topics on migration and integration issues
Methodology	1. Include designed board games as part of the workshops and events organised to help migrants socialise and integrate with locals. 2. Use the interactive experience as a springboard to discuss more-in-depth matters like racism, hate communication, and xenophobia, and ways how to bring about a more equitable and inclusive society.
Tips for Mentors	N/A
Further Information	Link to DREAMM Board Games (Cyprus): https://drive.google.com/drive/folders/1hX8_BXFFViamlgn4ubtUeGrZ0YSuLsVf?usp=sharing Link to more information about board games: https://drive.google.com/drive/folders/1hX8_BXFFViamlgn4ubtUeGrZ0YSuLsVf?usp=sharing Link to informative flyers: https://drive.google.com/drive/folders/1vYNtjL2z3PIHrnZHygiCXZL0HHnP4N-c?usp=sharing
Tool Implementation Case Study	In Cyprus, Mentors have created board games to help migrants learn about the local culture and aid their integration by empowering them to interact with the local community with whom they could share their cultural background, norms and interests. Including the board games within informal workshops with migrant participants helped the creation of a safe and trusting environment where the DREAMM facilitators and locals alike managed to learn more about the challenges faced by migrants. Volunteers and even members of the wider community tapped into their various expertise to share with migrants useful information for their integration in Cyprus (i.e., information on the health system, legal information, education, and labour markets).

Tool Name	LANGUAGE CAFÉ
Theme & Section	Facilitation: Strategies
Target Users & Audience	Mentors to prepare migrants
Tool Description	Included below are a set of instructions aimed to help Mentors, with the support of their coordinating Lead-Mentors, in setting up and conducting a safe and relaxed learning environment meant to encourage migrants to actively practise the target language while socialising with other migrants and locals alike.
Aim/s	▪ Create a supportive learning space where participating migrants can practise and improve their local language skills in an informal setting ▪ Provide migrants with access to language learning resources (e.g., textbooks, workbooks, dictionaries, language learning apps., language games, levelled readers, etc.) ▪ Foster cultural excahnge by bringing together individuals from diverse linguistic and cultural backgrounds ▪ Create a sense of community among language learners and native speakers
Learning Outcome/s	Migrants can: ▪ apply with confidence language knowledge in real-life conversations with native or proficient speakers of the target language ▪ benefit from supplied language resources to supplement their learning outside the language café sessions ▪ share experiences, traditions, and perspectives; promoting understanding, appreciation of different cultures and respect for cultural diversity ▪ connect, build friendships, and form supportive networks within the local community
Time	c. 2 hours per session
Resource/s	o a variety of language learning resources (e.g., textbooks, workbooks, dictionaries, language learning apps., language games, levelled readers, etc.) o conversation prompts and word banks o computers/laptops/tablets/mobiles with a Wi-Fi connection o writing materials
Methodology	1. Ensure that the language café is a friendly and inclusive space where migrants feel comfortable and encouraged to participate. 2. Arrange the seating area in a way that promotes interaction and conversation among participants. 3. Make available a variety of language learning resources. 4. Provide conversation prompts or discussion topics with accompanying word banks to help guide conversations. 5. Encourage participants to engage in language exchange activities either in pairs or small groups. 6. Plan regular language practice sessions focused on specific skills, such as speaking, listening, reading, or writing. (Note: These sessions can run parallel to language learning workshops led by language educators, as further practice in the development of target language skill acquisition.) 7. Include cultural aspects in the language café sessions to foster intercultural exchange and understanding. 8. Organise activities (e.g., cultural celebrations, potluck dinners, or group outings) that encourage participants to build friendships and support networks within the community. 9. Be attentive to the specific needs and challenges of individual migrants.

	10. Seek regular feedback from migrants to evaluate the effectiveness of the language café and identify areas for improvement.
Tips for Mentors	Language Cafés are open for all language levels. However, it is recommended that Mentors assist coordinating Lead-Mentors in assessing participating migrants' level of language learning readiness before designing the tasks and activities for the Language Café. Hence, planned learning opportunities will truly reflect the linguistic educational needs of the beneficiaries.
Further Information	Language Cafés are based on the concept of World Cafés, where participants are at the centre of their learning and socialisation process. An easy, accessible format helps them talk and discuss various issues in a friendly, leisurely atmosphere. More basic information about the format of Language Cafés is retrievable from https://www.lucidmeetings.com/glossary/world-cafe-method and https://theworldcafe.com/key-concepts-resources/world-cafe-method/
Tool Implementation Case Study	All DREAMM project partners (i.e., Austria, Italy, Cyprus, Germany, Greece, and Malta) were required to organise Language Cafés as part of the mentoring provision. All project partners reported improved beneficiaries' language skills. An indirect result of bringing together migrants from diverse cultural backgrounds was an increased awareness and appreciation of a global cultural heritage, as well as the comprehension that in differences there still lie shared commonalities.

Activities

Tool Name	IN THEATRE MEANING MAKING COMMUNICATION WORKSHOPS
Theme & Section	Facilitation: Activities
Target Users & Audience	Mentors to prepare migrants
Tool Description	This is a set of three workshops, to choose from, based on the methodology of improvisational theatre. Their common aim is to get participating migrants to use non-verbal communication in the form of body language to convey, interpret and understand meaning within an intercultural encounter. Hence, migrants become aware how they are still able to communicate in the absence of a shared language.
Aim/s	- Stimulate migrants' self-confidence, imagination and socialisation skills through the application of improvisational theatre and its techniques - Involve migrants in exercises applying body language as a form of non-verbal communication strategy to convey meaning in an intercultural encounter
Learning Outcome/s	Migrants can: - overcome social integration barriers in a fun, interactive manner - interact with locals in the absence of the ability to speak and understand the local language
Time	c. 2 hours per workshop
Resource/s	**Workshop Option 1:** none except for an open space **Workshop Option 2:** an item that has value for the individual participant and an open space **Workshop Option 3:** scenes from any public space (e.g., public square, park, bus/train station, etc.), blue tac and an open space
Methodology	**Workshop Option 1: Everyday body language** 1. Explain the concept of improvisational theatre as a means to convey meaning using non-verbal modes of communication. 2. Inform participating migrants that during the workshop they are going to use body language to express themselves. 3. Provide some examples, asking participants to try and interpret your facial expressions, gestures, etc. 4. Ask participants to think of (i) a daily routine, (ii) something emotional, and (iiI) an action demonstrating asking for help with something they need. 5. Ask participants to find a space and rehearse using body language to convey meaning linked with each of their chosen options. 6. Place participants in pairs, with each pair taking turns acting out their piece in front of the other. The observing participant has to interpret what his/her acting partner is trying to communicate. 7. Ask for a few volunteering pairs to act out their pieces in front of the group. 8. Discuss the effectiveness of such an exercise and its relevance for migrants. **Workshop Option 2: Everday objects** 1. Ask participating migrants to bring an object that is of value to them along with them to the workshop. 2. Explain the concept of improvisational theatre as a means to convey meaning using non-verbal modes of communication. 3. Inform participants that during the workshop they are going to use body language to express the story of the object and the reason why it is important to them. 4. Provide an example using an object important to you, asking participants to try and interpret the meaning you are trying to convey through your facial expressions, gestures, etc.

5. Ask participants to find a space and rehearse their object's story and emotional value using body language.
6. Place participants in pairs, with each pair taking turns acting out their piece in front of the other. The observing participant has to interpret what his/her acting partner is trying to communicate.
7. Ask for a few volunteering pairs to act out their pieces in front of the group.
8. Discuss the effectiveness of such an exercise and its relevance for migrants.

Workshop Option 3: Everyday people interactions

1. Stick the scenes from your chosen public space around the room.
2. Explain the concept of improvisational theatre as a means to convey meaning using non-verbal modes of communication.
3. Ask participating migrants to move around the room, look at the scenes, note the details, and try to make sense of what is going on from people's expressions, body posture, gestures, etc.
4. Gather feedback and inform participants that during the workshop they are going to use body language to create yet another interaction within the pictured public space.
5. Ask participants to join pairs, select characters (e.g., a policeman and a passer-by, a train-station controller and a commuter, etc.), find a space and act out an interaction between them using non-verbal communication.
6. Ask for a few volunteering pairs (or small groups of three if desired) to act out their pieces in front of the group while the rest of the participants try to interpret what is going on between the characters.
7. Ask participants to think of another public space and another potential onsite interaction. Repeat the process.
8. Discuss the effectiveness of such an exercise and its relevance for migrants.

Tips for Mentors	Since the workshops do not require any particular resources, they are easy to recreate or adapt. Additionally, although they are based on methods in improvisational theatre, they do not require a deep knowledge in this field. Otherwise, professionals from the theatrical sphere can be approached for support.
Further Information	The following sites shed more light on 'Improvisational Theatre' and its techniques: • 'How to be a better improviser', Goldstein D., 2009 ed.: http://www.dangoldstein.com/howtoimprovise.html • 'A Comprehensive Look at Theatrical Improvisation and Its Application', Drinko C., 2020: https://www.playyourwaysane.com/blog/a-comprehensive-look-at-theatrical-improvisation-and-its-benefits-and-applications • 'A guide to improvisational theatre', Tucker B., 2022: https://www.theaterseatstore.com/blog/improv-theater
Tool Implementation Case Study	After participating in the theatre workshops organised in Austria, migrants commented about gaining a better understanding of how members in their new communities function as a society in constant interaction. They enjoyed the experience and expressed their satisfaction at having obtained skills how to communicate with locals despite still not being too confident in using the local language proficiently. The workshops therefore ended in creating links between migrants and locals through the identification of shared non-verbal meanings.

Tool Name	JOURNALISM WORKSHOPS
Theme & Section	Facilitation: Activities
Target Users & Audience	Mentors to prepare migrants
Tool Description	This is a set of three consecutive workshops aimed to inform migrants about the local media system (in Austria) and help them acquire skills related to jobs in the field. The workshops are a springboard for potential employability in the field of journalism.
Aim/s	▪ Provide migrants with a better understanding of the local media system and the field of journalism ▪ Make migrants aware of the writing skills necessary for the development of a script ▪ Show migrants the basic skills necessary for the shooting, editing and final production of a video linked to the written script
Learning Outcome/s	Migrants can: ▪ explain how the local media works and what a job in journalism entails ▪ acquire the writing skills necessary for the development of a script ▪ acquire the skills necessary to shoot, edit and produce a video linked to the written script
Time	c. 2 hours per workshop
Resource/s	o **Workshop 1:** flipchart and markers, samples of reportage scripts, writing material o **Workshop 2:** preferably a professional video-camera and a microphone or a smartphone with camera in the absence of the former resources o **Workshop Option 3:** computers/laptops/tablets/mobiles with a Wi-Fi connection, previously written script, previously shot video, video editing software
Methodology	**Workshop 1: Writing Skills for Reportages in the Local Media** 1. Provide participating migrants with an overview of the local media in your national context, job opportunities in the field of journalism, the necessary qualification requirements to find employability within the field, and the ethics involved. 2. Explain what a reportage entails and go through the skills necessary for the production of a good script. 3. Provide participants with samples of reportage scripts to evaluate how effective they are and, if necessary, indicate how their quality can be improved. 4. Ask participants to identify a topic of interest and write a short feature script about it. (In case of written language barriers, the script can be completed in the migrants' native language and translated online.) 5. Remind participants to bring the script along with them during the second workshop. **Workshop 2: Shooting a Video** 1. Explain the criteria necessary for shooting a good video, especially when using available media like tablets and mobiles. 2. Ask participants to reread their script and produce a story-board featuring main shots that highlight key elements in their script. 3. Allow participants to start working on the production of their video. 4. Remind participants to bring both script and captured video along with them during the third workshop. **Workshop 3: Editing and Producing a Video-based Reportage** 1. Show participants the basic tools necessary for editing a video.

	2. Show them the skills necessary to edit a video, especially if participants are using tablets and mobiles. 3. Allow participants to start editing their video. 4. Showcase an example or two from any finalised reportages.
Tips for Mentors	It is recommended to engage the aid of professionals in the field of journalism (i.e., script writers, camera people, video-editors, etc.) to conduct these workshops.
Further Information	**For writing skills and how to create/write a good script access the following sites:** • How to write a script in 6 steps: https://www.masterclass.com/articles/how-to-write-a-script • Tips to write a good script: https://www.nfi.edu/how-to-write-a-script-s129-backup/ **For video production and cutting access the following sites:** • Nine (9) excellent video tips for beginners: https://computer.howstuffworks.com/9-excellent-video-editing-tips-for-beginners.htm • Twelve (12) best free video editing software with pros and cons: https://www.shopify.com/blog/best-free-video-editing-software Note that there are apps/software that easily allow video cutting; with some apps being also free to download.
Tool Implementation Case Study	In Austria, professional trainers from the field of journalism, in collaboration with coordinating Lead-Mentors and attending Mentors, organised workshop sessions that provided participating migrants a motivating, relevant and applicable journalistic learning experience. Migrants became engaged in three intensive sessions through which they gained both essential information about Austrian media and employability in the field of journalism (i.e., the local media system, basic journalistic work, ethics in journalism, etc.) and hands-on experience related to journalistic work (i.e., preparing and holding interviews, using hardware, and producing high-quality videos and pictures).

Tool Name	CODING for SOCIAL PROMOTION
Theme & Section	Facilitation: Methods
Target Users & Audience	Mentors to prepare migrants
Tool Description	'Code for Social Promotion' (Code4SP) consists of a coding training that aims to transfer coding and programming skills to people from vulnerable socio-economic groups, including migrants, to advance their employability opportunities.
Aim/s	▪ Provide tailored education and training to digitally excluded migrants from disadvantaged backgrounds while considering labour market needs ▪ Enhance migrants' motivation and predisposition for potential employment in the field of Information and Digital Technology
Learning Outcome/s	Migrants can: ▪ develop and/or enhance their digital skills and competences in the coding and programming sector ▪ gain access to information about employability in the field of Information and Digital Technology
Time	A series of workshops were implemented linking 'Coding for Social Promotion' and DREAMM projects together. Each workshop lasted for c. 2 to 4 hours.
Resource/s	▪ laptops and chargers ▪ projector (to be able to present the projects to the participants and give them step-by-step guidelines if needed etc.)
Methodology	1. Select the assignments/exercises retrievable from the 'Coding for Social Promotion' website https://code4sp.eu/ you wish to conduct with migrants prior to the workshop. 2. Briefly introduce 'Coding for Social Promotion' to participating migrants, informing them how both DREAMM and they themselves can benefit from it. 3. Briefly explain the small assignments/exercises the participants will complete by the end of the workshop. 4. Give a short presentation about each of the coding tools/technology. 5. Allow participants time to work on their exercises, providing help where needed.
Tips for Mentors	Check that you are well acquainted with both the 'Coding for Social Promotion' methodology and the content provided on its website prior to the workshop.
Further Information	'Coding for Social Promotion' is a project co-funded by the European Union Erasmus+ Programme, which was linked to DREAMM because of its benefits for people searching for employability within the field of Information and Digital Technology. Full training and more learning material on coding and programming is available on the project's website https://code4sp.eu/ Information about the educational and labour systems in Cyprus can be retrieved from the informative material and flyers developed by local Lead-Mentors and Mentors accessible at https://drive.google.com/drive/folders/1vYNtjL2z3PIHrnZHygiCXZL0HHnP4N-c?usp=sharing
Tool Implementation Case Study	Mentors in Cyprus used some of the material produced for the 'Coding for Social Promotion' project to create learning workshops with migrants in the DREAMM context. The aim was to provide participating migrants with knowledge and skills that could open opportunities for employability in the local labour market, especially in the current highly sought-after Information and Digital Technology sphere. The workshops were organised in a participatory manner, which allowed participants to experience the tools and technology used and learn through practice.

Tool Name	HEIDI: COMMUNITY-DRIVEN DIGITAL ACTION
Theme & Section	Facilitation: Methods
Target Users & Audience	Mentors to prepare migrants
Tool Description	'HEIDI' is another project that aims to empower migrants, enable community engagement and help diverse groups to build strong networks with local institutions.
Aim/s	▪ Provide migrants with the opportunity to meet and interact with educators and scientists ▪ Enhance migrants' social and technical skills ▪ Enhance migrants' employability opportunities in the field of Product Design and Robotics
Learning Outcome/s	Migrants can: ▪ identify ways how they can continue their engagements in the educational sector in Cyprus ▪ apply modern and contemporary technological and digital skills ▪ gain access to employability opportunities in digital transformation
Time	A series of workshops were implemented linking the 'HEIDI' and DREAMM projects together. Each workshop lasted for c. 2 to 4 hours.
Resource/s	o 3D printers o microcontrollers
Methodology	1. Select the assignments/exercises retrievable from the 'HEIDI' website https://heidiproject.eu/about/ you wish to conduct with migrants prior to the workshop. 2. Briefly introduce 'HEIDI' to participating migrants, informing them how both DREAMM and they themselves can benefit from it. 3. Briefly explain the small assignments/tasks the participants will complete by the end of the workshop. 4. Give a short presentation about the potential uses of 3D printers. 5. Allow participants time to work on their assigned tasks, providing help where needed.
Tips for Mentors	It is important that the facilitating Mentors are experienced in using the chosen technology. In Cyprus, the workshops were delivered by experts in using 3D printers and microcontrollers, to be able to respond to the participants' questions and help them understand how they can use this equipment in future employment.
Further Information	'HEIDi' is an Erasmus+ European Union funded project which was linked to DREAMM for its benefits among people wanting to upskill themselves to further their education and enhance their employability opportunities. More information about 'HEIDI' and other similar activities and workshops can be retrieved from the project's website https://heidiproject.eu/about/ Information about the educational and labour systems in Cyprus can be retrieved from https://drive.google.com/drive/folders/1vYNtjL2z3PIHrnZHygiCXZL0HHnP4N-c
Tool Implementation Case Study	Mentors in Cyprus adapted activities and learning workshops from the 'HEIDI' project within DREAMM. Aiming to enhance migrants' learning opportunities in the new country which could extend themselves towards higher education, the workshops were held in universities and other educational institutions, to facilitate the establishment of strong connections between the local academic community and migrants. The workshops, facilitated by experts in 3D printing technology, were participatory in nature. This allowed participating migrants to experience the tools and technology used and learn through practice.

Tool Name	INTERCULTURAL ACTIVITIES for INTEGRATION
Theme & Section	Facilition: Activities
Target Users & Audience	Mentors to prepare migrants
Tool Description	This is a set of activities meant to reduce racism and xenophobia, promote diversity within societies, and pave the way for inclusion. In Cyprus, the activities included food and music festivals, intercultural city walks, quiz nights, art festivals and sports games. Other forms of activities could also be organised to bring people together, such as book fairs, poetry nights, etc.
Aim/s	▪ Promote the participation of diverse migrant groups and their active involvement among and with locals ▪ Enable migrants to share their cultural habits and norms ▪ Provide migrants and local communities alike opportunities where they comprehend and respect each others' perspectives and viewpoints through the recognition of one's cultural and personal prejudices and the desire to find and value viewpoints that may differ
Learning Outcome/s	Migrants can: ▪ engage with and perform well in multicultural teams ▪ express their cultural identity ▪ explain how inequity affects people, groups and social systems while appreciating the commonalities shared between individuals from different backgrounds; using the latter as a springboard for mutual respect and collaboration
Time	Each activity can have a different duration based on the type of organisation. For example, city walks last for c. 1½-2 hous while festivals can last up to 5 hours.
Resource/s	The resources needed reflect the type of organised activity.
Methodology	For the successful organisation of these activities, you should consider: ➢ providing participants a short introduction about the DREAMM project ➢ establishing a Safe Space and setting some rules (i.e., any form of discrimination, racism and sexism will not be tolerated) ➢ allowing each participant some time to present their work (art piece, music, discuss of their traditional food, etc.) ➢ asking for the participants' feedback to guarantee improvement of successive activities
Tips for Mentors	The facilitator should treat these activities as informal workshops and festivals where migrants and locals meet, exchange ideas, network and have fun. This should not be treated as a strictly educational activity.
Further Information	More information about the intercultural integration model applied in Cyprus can be obtained from the Council of Europe's website https://www.coe.int/en/web/culture-and-heritage/-recommendation-on-intercultural-integration
Tool Implementation Case Study	Some of the local activities in Cyprus were organised in cooperation with the project 'Building Structures for Intercultural Integration in Cyprus', part of the Council of Europe's Intercultural Cities scheme. Mentors in Cyprus organised various workshops to help promote an intercultural society. These workshops aimed to show that Cyprus already owns an intercultural character and that many of the Cypriot traditions are similar or even the same as the traditions and characteristics of other, particularly Middle Eastern, societies.

Tool Name	DREAMM DESIGN WORKSHOPS: FOOD & ART MEET INTEGRATION
Theme & Section	Facilition: Activities
Target Users & Audience	Mentors to prepare migrants
Tool Description	During the workshops leading to the DREAMM Joint Community Action in Austria, the combination of food and Art was an interesting approach to bringing together different communities and creatively reflecting on individual migration experiences and how they are interconnected through food and artistic endeavours.
Aim/s	- Bring together people from a variety of sociocultural backgrounds to discuss shared values within diversity - Include marginalised groups via the use of the universal language of the Arts - Provide migrants the opportunity to explore artistic expression and develop their creativity - Explore the health benefits of Art to counter the effects of trauma and displacement
Learning Outcome/s	Migrants can: - reflect on their own values, challenge assumptions, and broaden perspectives through meaningful dialogue - build connections, establish a support network, and promote social cohesion within the diverse community - actively engage in artistic expression through various art forms, allowing for personal growth and self-expression while ensuring their voices are heard and valued - experience the therapeutic benefits by engaging in Art (e.g., stress reduction, emotional healing, and increased well-being)
Time	c. 2 hours per workshop
Resource/s	**Photography Workshops:** professional reflex cameras or smartphones with good cameras **Art Workshops:** canvases, paint colours, brushes, aprons, cleaning materials
Methodology	**Photography Workshops (2):** A professional photographer took participating migrants through the steps necessary to shoot professional looking photographs using both professional cameras as well as smartphones. Participants had the opportunity to practise photographing objects, people and scenes meaningful to them. **Art Workshops (2):** An artist explored the theme 'Food Across Cultures' to teach participating migrants the basic elements of painting through which participants could convey a personal story.
Tips for Mentors	It is recommended that workshops dedicated to photography and artistic painting are held by professionals in the respective fields.
Further Information	N/A
Tool Implementation Case Study	These initial four DREAMM Design Workshops held in Austria were to serve as a pre-preparation for the final workshop. Mentors compiled together the results of the DREAMM Design Workshops and put up an exhibition titled 'Common Tracks of Tastes' (GenussSpuren des Miteinanders) showcasing the migrants' photographic and artistic works. Participants were prompted to use their pieces to tell an intercultural story combining it with their past, sometimes difficult or characterised by traumatic experiences of displacement. The individual stories were a means to start intercultural dialogue and an exchange of perspectives, an important prerequisite for a double-sided integration process.

Tool Name	MASSIVE OPEN ONLINE COURSE OF FASHION4INCLUSION
Theme & Section	Facilitation: Activities
Target Users & Audience	Mentors to prepare migrants
Tool Description	This online course (MOOC) aims to foster the social inclusion and employability of migrants by boosting their access to VET in the field of sustainable and intercultural fashion. Included workshops and activities upskill migrants in the following four main areas: **1. FASHION & DESIGN** This learning path proposes an approach to design and fashion from a global perspective, where the deployment of creativity is linked to design on a broader perspective. **2. SOCIAL ENTREPRENEURSHIP & UPCYCLING** This learning path provides methods and approaches to encourage migrants to get engaged in the fields of social entrepreneurship and upcycling. **3. SEWING** This learning path illustrates how sewing can be socially inclusive by creating and reinforcing individual skills and by adapting to all kinds of tailor-made products from other cultures. **4. TRANSVERSAL COMPETENCES** This learning path emphasises transversal competences. Often referred to as core skills, they are relevant to a broad range of occupations and are the cornerstone for the personal and professional development of an individual.
Aim/s	▪ Provide migrants with an understanding of the fashion industry: its history, various roles within the industry, and its impact on culture and society ▪ Aid migrants to develop their creativity and design skills through modules focusing on fashion design principles, garment construction, styling, and trend analysis ▪ Help migrants understand the importance of sustainability and how to make conscious choices as consumers and industry professionals ▪ Foster migrants' integration skills related to communication, collaboration, and presentation ▪ Develop/enhance migrants' digital skills relevant to the fashion industry ▪ Increase migrants' employability opportunities
Learning Outcome/s	Migrants can: ▪ identify the various roles in the fashion industry and develop an awareness of its cultural and societal impact ▪ express themselves creatively within the realm of fashion ▪ make conscious choices as consumers and fashion industry employees ▪ communicate effectively ideas and concepts, appreciate diverse perspectives, collaborate with others, and problem-solve ▪ apply digital skills relevant to the fashion industry (e.g., design, marketing, promotion, etc.) ▪ gain access to work opportunities within the fashion industry
Time	25 hours for the completion of the whole training
Resource/s	o the 'Fashion4Inclusion' MOOC retrievable at https://mooc.fashionforinclusion.org/?fbclid=IwAR3atewlwDw6sYSj2lEQuU5skGSpfJVlGBapxaEvQqdDPE1lqTxPTLEcJo# o sewing materials (e.g., cloth, scissors, measuring tape, needles, thread, sewing machines, etc.) o design materials (e.g., paper, marking pencils, etc.)

Methodology	1. Explain what a MOOC is and how it can benefit migrants.
	2. Highlight the 'Fashion4Inclusion' MOOC's focus on fashion and its potential, and valuable knowledge and skills related to the industry.
	3. Provide participanting migrants access to the 'Fashion4Inclusion' MOOC's website and help them register.
	4. Familiarise participants with the structure and modules of the 'Fashion4Inclusion' MOOC: discuss topics, learning objectives, and the approximate time required for the completion of each self-paced learning module.
	5. Consider providing language support if language proficiency is a barrier.
	6. Encourage participants to engage with the course materials, participate in discussions, and complete assignments.
	7. Monitor participants' progress, offering support and addressing any challenges they may be facing.
	8. If desired, organise study groups where participants can share insights, ask questions, and support each other's learning journey.
	9. Strengthen developing knowledge and skills by supplementing the 'Fashion4Inclusion' MOOC with additional resources (e.g., relevant articles, videos, or practical exercises).
	10. Recognise participants' efforts and celebrate gained knowledge and skills upon the completion of the 'Fashion4Inclusion' MOOC.
Tips for Mentors	Further support materials to use during training practice on the topics of Sewing, Upcycling, Fashion and Designed (IO4) are included in the 'Fashion for Inclusion Handbook' for trainers and trainees. Both the Training Programme and the Handbook are available at https://fashionforinclusion.org/results
Further Information	N/A
Tool Implementation Case Study	Upon the completion of the 'Fashion4Inclusion' MOOC applied in Greece, participating migrants acquired methodical, technical, and practical knowledge regarding fashion design. In addition, beneficiaries were encouraged to comprehend the vital transversal competences while being engaged in the fields of social entrepreneurship and upcycling.

Materials

Tool Name	PERSONAL INFORMATION and BASIC NEEDS FORM with PRIVACY CONSENT
Theme & Section	Facilitation: Materials
Target Users & Audience	Mentors to prepare migrants
Tool Description	This form is meant to help Mentors create a database of beneficiaries (i.e., migrants) by obtaining basic information and signed consent necessary to provide migrants with tailored information and orientation services. It is given to migrants upon reaching out to the One-Stop-Shop and filled in with the help of Mentors and cultural mediators where necessary.
Aim/s	▪ Collect basic information about a migrant's demographic background, preferred language for cultural mediation purposes, and perceived needs ▪ Obtain signed consent for sharing personal data as well as use and sharing of photography/video/online services
Learning Outcome/s	Migrants can: ▪ identify which are the services and information obtainable through the One-Stop-Shop ▪ express perceived needs, giving priority to the most urgent ▪ obtain access to activities from the project that focus on community and social integration promoted both publicly and online ▪ gauge the level of social integration reached from published data and graphic materials
Time	c. 45 minutes to fill in the form, process it, and log in the necessary data
Resource/s	○ 'Personal Information and Basic Needs Form with Privacy Consent' template
Methodology	1. Welcome the migrant who approaches the One-Stop-Shop and asks for your support. Take some time to acquaint yourself with him/her. 2. Provide the migrant a copy of the form, explain its purpose, and help him/her to complete it. 3. In case of language barriers, ask the help of a cultural mediator, unless you yourself or the One-Stop-Shop operator are one. 4. Pass on the completed form to the One-Stop-Shop operator for the data log in.
Tips for Mentors	Signed consent is required before asking for sensitive information to complete the form on a one-to-one basis. In certain cases, it is preferable that Mentors shadow Lead-Mentors during the interaction. It is recommended that, during initial encounters, beneficiaries are allowed some time to acquaint themselves with their Mentors first prior to being presented with the form. It is crucial to avoid introducing the tool immediately for ethical and privacy concerns. The presence of a cultural mediator during the One-Stop-Shop's opening hours is recommended. S/he is of great assistance in case of language barriers while interacting with migrants from different backgrounds and filling out forms.
Further Information	N/A
Tool Implementation Case Study	Migrants requesting mentoring provision in all involved DREAMM projects partners' national contexts (i.e., Austria, Cyprus, Italy, Germany, Greece, and Malta) expressed appreciation for the creation of a tool that was not lengthy. It allowed them to share the required information without much difficulty or perceived unease.

DREAMM
Develop and Realise Empowering Actions for Mentoring Migrants

Personal Information and Basic Needs Survey

Data/Date:_____

Nome (name) e Cognome (last name): _____

Telefono (phone):   _____

Email: _____

Preferisci essere contattato telefonicamente o via email (would you prefer to be contacted by phone or email?

Phone   ☐   Email   ☐

Il tuo quartiere (your neighborhood):   _____

Data di nascita (birth date) :   _____

Luogo di nascita (place of birth):   _____

Lingua preferita (preferred language):   _____

Data di arrivo in Italia (Approximate date of arrival in Italy):   _____

Quali sono i tuoi bisogni? Ordina da 1 a 8, dal più importante al meno urgente. What are your needs? Order from 1 to 8, 1 being the most important and 8 the least urgent.

DOCUMENTI ☐
Documents

SALUTE ☐
Health

LAVORO ☐
Job

LINGUA ITALIANA ☐
Italian Language

ALLOGGIO ☐
Housing

FORMAZIONE ☐
Skills Training

SOCIALIZZAZIONE ☐
Social Events

ALTRO ☐
Other

_____
_____
_____

Tool Name	MIGRANTS' DATA COLLECTION SURVEY
Theme & Section	Facilitation: Materials
Target Users & Audience	Mentors to prepare migrants
Tool Description	This survey is a variant of the 'Personal Information and Basic Needs Form with Privacy Consent'. To be used either or. It too is to be filled in by migrants when they approach the One-Stop-Shop to receive mentoring support. It allows mentoring providers to gather the necessary data that informs them about the type of services individual migrants would like to make use of and where they can contact the beneficiaries if needed.
Aim/s	▪ Inform migrants about the type of mentoring services they can avail themselves of through the One-Stop-Shop ▪ Obtain the basic information about migrants requesting support for customisation of the mentoring provision and contacting migrants purposes only
Learning Outcome/s	Migrants can: ▪ express perceived needs, giving priority to the most urgent ▪ indicate where to be contacted in case of an extended mentoring experience
Time	c. 20 minutes to process and log in data
Resource/s	o 'Migrants' Data Collection Survey' template
Methodology	1. Welcome the migrant who approaches the One-Stop-Shop and asks for your support. Take some time to acquaint yourself with him/her. 2. Show the migrant a copy of the survey, explain its purpose, and help him/her to complete it. 3. In case of language barriers, ask the help of a cultural mediator, unless you yourself or the One-Stop-Shop operator are one. 4. Pass on the completed survey to the One-Stop-Shop operator for the data log in.
Tips for Mentors	The presence of a cultural mediator during the One-Stop-Shop's opening hours is recommended. S/he is of great assistance in case of language barriers while interacting with migrants from different backgrounds and filling out forms. Including visuals within the survey can aid comprehension.
Further Information	N/A
Tool Implementation Case Study	The included survey was compiled by CIDIS (Italy) after a consultation meeting between all DREAMM project partners (i.e., Austria, Cyprus, Italy, Germany, Greece, and Malta). It was used with migrants who approached the One Roof Community Meetup (aka One-Stop-Shop) in Perugia and Naples. The other DREAMM project partners made use of similar surveys in their own One-Stop-Shop contexts. In view of potential language barriers, all surveys were kept simple and most included visuals to help with comprehension.

This Survey for the DREAMM project

- identifies the needs of individual Third-Country Nationals (TCNs) when checking in the One-Stop-Shop
- shall be filled by One-Stop-Shop operators/Mentors
- is for internal purposes only and will not be used for research/reporting purposes

Disclaimer and Ethical Clearance is provided by the University of Malta

Kindly answer the following 9 questions in this survey.

Personal Data of the TCN

We use anonymised data of the TCN only.

First, please select your country by ticking the country code (IT, CY, EL, MT, AT, DE). Then, simply number the TCNs (1-n) and keep an internal list. Partners shall keep the personal data confidential and NOT deliver them to the coordinators.

Answer the following questions by entering the TCN's Gender, (Range of) Age, Origin, and since when the TCN is in the new country (year of arrival).

Please select your (partner) country

❶ Choose one of the following answers
Please choose **only one** of the following:

- ◯ IT
- ◯ CY
- ◯ EL
- ◯ MT
- ◯ AT
- ◯ DE

TCN Person code *

Please write your answer here:

[   ]

simply number it acccording to your own (internal) list

Please select the Gender of the TCN *

❶ Choose one of the following answers
Please choose **only one** of the following:

○ male

○ female

○ diverse

male, female, diverse = d

Please insert the age of the TCN *

❶ Choose one of the following answers
Please choose **only one** of the following:

○ <20

○ 20-30

○ 30-40

○ 40-50

○ 50-60

○ >60

please insert age ranges only

Please insert Country of Origin of the TCN *

Please write your answer here:

[   ]

Where was the TCN born?

Since when is the TCN in your country? *

❶ Choose one of the following answers
Please choose **only one** of the following:

◯ before 2020

◯ 2020

◯ 2021

◯ 2022

Please tick the appropriate time span of arrival of the TCN

Counselling subjects

Please tick the box/es of your counselling/support subjects or specify in case of "others"

❶ Check all that apply
Please choose **all** that apply:

☐ Housing

☐ Legal Issues

☐ Children / School

☐ Work

☐ Social Activities

☐ Culture Activities

☐ Other:

Interested in...

What sort of topics and activities would the TCN be interested in and supported?

Please choose the appropriate response for each item:

	much	Pretty much	More or less	less	Not at all	N/a Not asked
Support Language Practice	○	○	○	○	○	○
Help support in bureaucracy (forms, offices, etc.)	○	○	○	○	○	○
Help understanding Culture & history in	○	○	○	○	○	○
Getting familiar in Food and Drinks	○	○	○	○	○	○
Getting familiar in Nature (forest, landscape, etc.)	○	○	○	○	○	○
Environmental Issues (Recycling, saving energy, etc.)	○	○	○	○	○	○
Getting in contact with Sports	○	○	○	○	○	○

Mentors' Experience

Please quickly rate your experience with this TCN:

Please choose the appropriate response for each item:

	Much	Pretty much	More or less	Less	Not at all
How difficult was the support for this TCN?	○	○	○	○	○
How satisfied are you with the support that you gave to this person?	○	○	○	○	○

Submit your survey.
Thank you for completing this survey.

Tool Name	POEME E-WORKSHEETS
Theme & Section	Facilitation: Materials
Target Users & Audience	Mentors to prepare migrants
Tool Description	These online worksheets aim to help migrants boost their oral acquisition of the target language while learning about four areas of European cultural heritage: tangible (archeological and historical sites, artefacts, clothes, books, etc.), intangible (language, customs, etc.), natural (landscape and biodiversity), and digitalised (computer-based materials of value).
Aim/s	▪ Equip migrants with the know-how required to navigate the 'POEME' website, utilise its various features, and access the e-worksheets ▪ Learn about diverse European cultural heritage topics ▪ Acquire diverse language skills while completing the e-worksheets in a semi-guided learning climate
Learning Outcome/s	Migrants can: ▪ improve and enhance their digital literacy skills ▪ enhance their cultural awareness, appreciation, and understanding ▪ improve their proficiency in the target language
Time	The time allocated for the 'POEME' e-Worksheets is flexible. Approximately, the time necessary for going through one e-book and for explanation and implementation of one e-worksheet is 5 hours.
Resource/s	o computers/laptops/tablets/mobiles with a Wi-Fi connection o projector o 'POEME' e-Worksheets retrievable from https://poemeproject.eu/ o flipchart and markers o writing material
Methodology	1. Go through the 'POEME' report which can be found in the website of 'POEME' (IO1 of the project) prior to the workshop. 2. Provide participating migrants with access to the 'POEME' website. 3. Explain how participants can approach any of the specific topics explored on the website and how to use the linked e-worksheets. 4. Ask participants to complete an e-worksheet or any of the quizzes linked to the topic to check understanding. 5. Help where necessary.
Tips for Mentors	The methodology applied in acquainting migrants with the 'Poeme' e-Worksheets forms part of the Flipped Learning Method. Information about this method can be retrieved from: ▪ http://dx.doi.org/10.17161/foec.v29i7.6753 for best academic practices in developing inclusive classrooms ▪ https://www.facultyfocus.com/articles/blended-flipped-learning/expanding-definition-flipped-learning-environment/ for a definition of a flipped learning environment ▪ https://link.springer.com/chapter/10.1007/978-3-319-98213-7_15 for information about Flipped Learning ▪ https://flippedlearning.org/wp-content/uploads/2016/07/FLIP handout FNL Web.pdf for information about the four pillars of F-L-I-P ▪ https://ctl.utexas.edu/how-to-flip for information about how to flip a class

	▪ https://martharamirez.com.co/blog/whats-an-in-class-flip-revisited/ for information about what is an in-class flip ▪ https://youtu.be/hhq3Yn_QgIA for more information about the in-class flip ▪ https://en.wikipedia.org/wiki/Flipped_classroom for yet more information about the flipped classroom
Further Information	The 'POEME' e-Worksheets, used in the DREAMM context, form part of 'POEME' which is an Erasmus+ KA226 Partnership for Digital Education Readiness. Information about this project and related materials can be retrieved from https://poemeproject.eu/
Tool Implementation Case Study	Mentors in Greece reported active participation of migrants during held sessions mainly because of the acquisition of digital literacy and literacy skills in an experiential and entertaining way. The 'POEME' e-Worksheets as learning aids also proved effective in terms of content adhering to the importance given by European frameworks in building on cultural heritage and migrant inclusion into the new country.

Tool Name	ACTINYOUTH INTERACTIVE PLATFORM
Theme & Section	Facilitation: Materials
Target Users & Audience	Mentors to prepare migrants
Tool Description	A specific feature of this online platform helps migrant youths at risk of social exclusion to engage with other young people from all around Europe by using live session technology to see cross-border theatre workshops, participate in online theatre workshops, exchange ideas, and create their own theatrical performances.
Aim/s	▪ Acquaint migrants with the content and the potential use of the 'ActInYouth' platform ▪ Equip migrants with the know-how required to navigate the platform ▪ Improve migrants' intercultural communication competences through innovative theatrical approaches for the engagement of disadvantaged or underrepresented migrant groups ▪ Engage migrant youths in international and local theatre workshops
Learning Outcome/s	Migrants can: ▪ access the 'ActInYouth' platform confidently ▪ use the platform as a communicative medium and learning opportunity ▪ enhanced intercultural competences ▪ connect, engage, and empower themselves through the involvement in both online and local theatrical workshops
Time	c. 2 hours per designed workshop session
Resource/s	o computers/laptops/tablets/mobiles with a Wi-Fi connection o 'ActInYouth' project's website accessible at https://www.actinyouth.eu/ o 'ActInYouth' interactive platform accessible at https://training.actinyouth.eu o simple theatrical props (e.g., old clothes and costume pieces, everyday objects, masks, theatre make-up, etc.)
Methodology	1. Guide participating migrants on how to navigate the 'ActInYouth' platform. 2. Supply participants with step-by-step instructions and support materials that ensure migrants can easily access and utilise the platform's features and resources on their own. 3. Show participants how to utilise the innovative theatrical approaches to improve intercultural communication competences. 4. Allow migrants to engage online and take part in the online theatrical workshops and activities. 5. Brainstorm ideas for local small theatrical representations organised by the participants themselves. 6. Help participants to write scripts, prepare any necessary props, rehearse, and act out their performances. 7. If possible, organise an event where participants can perform in front of family members, friends, locals, etc. 8. With permission, photograph or film their performances and upload them on the 'ActInYouth' platform.
Tips for Mentors	It is recommended that you get acquainted with the platform prior to the workshop.
Further Information	'ActInYouth' is a project funded by the KA2 – Cooperation for innovation and the exchange of good practices KA227 – Partnerships for Creativity, and co-funded by the European Union. It was linked to DREAMM due to its desirable outcomes among marginalised migrant groups. More information about it can be retrieved from the project's website https://www.actinyouth.eu/ as well as from the interactive platform https://training.actinyouth.eu

Tool Implementation Case Study	By utilising the 'ActInYouth' platform in DREAMM settings, Mentors in Greece sought to cultivate and boost migrants' intercultural competences, which are a key requirement when living in societies having an intercultural dimension. Participating migrant youth managed to overcome the intercultural barriers initially existing between the migrants they were communicating with as well as with the Mentors supporting them. Also, the experiential learning approach based on performance and creativity helped beneficiaries learn how to conduct intercultural discussions with members coming from both other migrant and their own new communities. Mentors also witnessed a boost in self-esteem, motivation, and involvement.

Tool Name	NETWORKING TOOLS: WHATSAPP, TELEGRAM, ETC.
Theme & Section	Facilitation: Materials
Target Users & Audience	Mentors to prepare migrants
Tool Description	Any messaging app that lets users text, chat and share media, including voice messages and video, with individuals or groups. In the DREAMM context, the WhatsApp Group "DREAMM Activities" was used to create an online DREAMM community connecting Mentors with migrants. Mentors and migrants gained a means of quick communication between them, and a sharing point of latest project updates and activities.
Aim/s	- Promote project activities by sharing flyers and information in different languages - Promote intercultural initiatives from the local community - Communicate changes in plans quickly - Share photos at the end of an event - Share useful materials for migrants, like maps or services information - Send any messages of use to the DREAMM Community - Allow migrants to share events to be shared with the DREAMM Community - Maintain constant contact to keep everyone involved and active - Allow migrants to request urgent help or request an appointment
Learning Outcome/s	Migrants can: - keep informed about and participate in project activities and communal intercultural initiatives - promote intercultural initiatives and foster inclusivity in the community - enhance their ability to react quickly and efficiently to changes in plans - capture and share meaningful moments documenting activities and outcomes - gain access to useful integration information and materials - create a sense of belonging, encourage active participation, and facilitate the exchange of information - adapt their communication patterns to reach out to diverse people - seek help with confidence
Time	c. 20 minutes to create the group and communicate its purpose and function to participants
Resource/s	o any netwroking tool of your choosing
Methodology	1. Decide on a specific networking tool, preferably common to both Mentors and migrant mentees. 2. Upon contact with the One-Stop-Shop, add each consenting migrant's contact details to the group. 3. Emphasise the use of the following basic communicative rules: - use inclusive language - share only opportune materials (avoiding political commentary, respecting different cultural elements, not sending offensive messages…) - share messages/content regarding intercultural themes - respect the privacy and opinion of all participants - use the office cell phone to avoid sharing personal numbers with everyone in the group
Tips for Mentors	Mentors and mentees are to use the networking app to promote integration actions and events, share materials, and make appointments.
Further Information	N/A
Tool Implementation Case Study	Both CIDIS (Italy) and the University of Malta created a WhatsApp Group to work in conjunction with their respective One-Stop-Shops. WhatsApp has proved to be a great

resource in providing Lead-Mentors, Mentors and migrants with a space that could be accessed easily and quickly to share interests, events and activities, and request support. The dialogue has been respectful, and enthusiasm to be involved in the various activities/events increased. Making good use of available means of social media was indeed an excellent decision to:

- develop further the DREAMM Community
- encourage Lead-Mentor, Mentor and migrant communication and collaboration
- share cultural, artistic, social events
- share the activities from the DREAMM project
- provide urgent information or communication
- provide a quick response to requests for support